Google Scholar for Research: Google Scholar & Library database integration

Have you heard of Google Scholar or used it for research projects or papers with your students? Google Scholar indexes journal articles, books, conference proceedings, and other types of published and unpublished literature. When freely available, Google Scholar will provide the full text of the items. A wide variety of topics and disciplines, mostly in the sciences, are included, making it a useful multi-subject database. In a recent journal article, Google Scholar's indexing was compared to commercial journal citation databases, which are commonly found in academic library collections. The results of the study, which compared 6 random databases to Google Scholar, indicated that Google Scholar indexed 98-100% of the content in the chosen databases (Chen, p. 221).

Why does Zahnow Library still subscribe to over 100 databases covering several disciplines? Because Google Scholar cannot supply the full-text of most articles, books, etc. due to copyright restrictions. To provide the full text of articles in Zahnow library's journal collection, the "Find

Text" option, which links users to the library's electronic journal collection, has been added to the Google Scholar results page. To see the "Find Text" option, SVSU users need to access Google Scholar through the DATABASES link on the left menu of the library homepage (http://www.svsu.edu/library) and click on a subject or use the Databases by Name tab at the top of the screen.

Zahnow librarians use Google Scholar as one of the many resources available for research on campus ,providing faculty and students with a wide variety of resources for course assignments and projects. As with any research project, multiple databases should be used to ensure that all available sources are consulted.

For a demonstration of Google Scholar, call or visit the Reference desk (1st floor library, 989.964.4242).

Chen, X. (2010). Google Scholar's Dramatic Coverage Improvement Five Years after Debut. *Serials Review*, 36(4), 221-226. doi:10.1016/j.serrev.2010.08.002

Course Evaluations

Saginaw Valley State University is transitioning to a new form for course evaluations, effective Fall 2011. Please do not use any of the old forms. The Office of Adjunct Faculty Support Programs has disposed of the old forms and is awaiting arrival of the new forms.

If you have any old forms, feel free to utilize our recycling bin for disposal. As soon as we receive the new forms, we will prepare packets of them so that you can pick them up as the end of the semester approaches.

For more information on the administration of course evaluations, please see the Adjunct Faculty Handbook. If you do not have a Handbook, ask us for a copy the next time you are in Science East 201.

Grapes of Wrath Book Club

We will be meeting once again on Friday, October 7 at 4:30 to discuss the first three chapters of the book, *What the Best College Teachers Do* by Ken Bain. If you are interested in joining wrathful or excellent discussions while imbibing in aged "grapes," please stop by our office in SE201 to pick up the book to begin your reading!

Book Representatives Visiting

Two book representatives , Dorelle Less (Arts and Sciences) and Kelsey Elliott (Professional and Careers such as Nursing, Engineering, etc…) , will be in our office in Science East 201 on October 19th from 11:00am to 2:00pm to help you in selecting texts for upcoming semesters. Please stop in for a chat and refreshments. They are eager to help you out!

Lunch and Learn

The subject for October's **Lunch and Learn is Infusing Active Learning**. Bring a bad lunch and join other adjunct faculty on Friday, October 28th in SE201 for an hour of lively discussion and fun teaching ideas.

It's time for the 4th annual Candy Corn Contest! Just guess the number of candy corns in the glass head located in SE201 and you could win a prize!

Learning to Learn

A review of the literature indicates that, despite the thousands of college students graduating yearly, some are missing the general knowledge or skills necessary to compete in today's work world (Fink, 2003). This has led a number of national organizations, like The National Science Foundation and the Association of American Colleges and Universities (AACU) , to call for change in how students are taught. College instructors are frustrated because many students have poor attendance, do not complete assignments in a timely manner, and do not do read the assigned material. What can be done to create an environment where students are responsible and engaged? Some suggest shifting the focus from teaching to learning.

Many faculty recognize this shift and have become what Fink (2003) calls "designers of learning methods and environments." In this role faculty facilitate the acquisition of knowledge rather than transmitting information. A report by the AACU, titled *Greater Expectations: A New Vision to Learning as a Nation Goes to College*, suggests that today's emphasis should be to educate students to become intentional learners. Such learners are, "purposeful and self-directed, empowered through intellectual and practical skills, informed by knowledge and ways of knowing and responsible for personal action and civic values" (AACU, 2002). Intentional learners are those who are self-directed and who are highly motivated. For the intentional learner "intellectual study connects to personal life, formal education to work and knowledge to social responsibility."

How do we help students become intentional learners? Students need to understand that significant learning involves an investment of time…practice, practice, practice. But time on task alone does not guarantee significant learning. Another necessary ingredient to creating intentional learners and engaged learning is experience: "**Experience equates to learning**" (Fink, 2003). When a student engages with and explores a subject, their brain changes in a way that creates significant learning. One study found that students retain only 5% of material they receive in lecture after 24 hours. When active learning occurs, the retention rate increases to 74% after 24 hours. Equally important to becoming an intentional learner is to utilize critical thinking actively and skillfully. Critical thinking is essentially "thinking that assesses itself" (Paul and Elder, 2004). Part of being a critical thinker is having intentional thoughts about one's own thinking. Such metacognition allows students to honestly consider their current level of understanding in a content area. Intentional learners are those who learn to take responsibility for creating the outcomes and quality of their lives.

Instructors must not only transmit these ideas to the students and insure that active learning is an important part of every class, but also model this intentionality. If you are interested in learning more about this subject please register for the next workshop, *Infusing "Learning How to Learn" Strategies into Your Course*, on Friday, October 14 at Noon by going to www.svsu.edu/workshops or contacting (989) 964-4050 or adjunctfaculty@svsu.edu.

AACU (2002). *Greater Expectations: A New Vision to Learning as a Nation Goes to College* Report, American Association of Colleges and Universities, Washington, D.C. p.62.

Fink, L.D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Jossey-Bass Publishers, San Francisco, CA, p.295.

Paul, R. and Elder, L. (2004). The elements of critical thinking: Helping students assess their thinking: Defining Critical Thinking. National Council for Excellence in Critical Thinking. Retrievede from: www.criticalthinking.org/University/univclass/gradingpolicies.html.