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Research Skills: Identifying Peer-reviewed Scientific Articles

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Best Teaching Practices Expo 2022

Teaching Practice & the Need it Addresses

Students entering into college are exposed to a variety of new academic experiences, challenges, and expectations. Of these, developing proper research skills is one of the most difficult yet essential skills for students to master. Specifically, identifying and differentiating between primary and secondary research along with being able to properly reference and cite scientific articles. During Assignment 2, students in the Kinesiology Milestone class, KIN 350, learn how to search for peer-reviewed scientific articles using the UNLV library website. Students are then required to identify types of articles (e.g., original research and literature reviews) and their components (i.e. abstract, introduction, hypothesis, methods, results, discussion, and limitations) in addition to learning how to utilize Refworks for proper APA referencing and citation. De-mystifying the critical review process when studying research is an important skill for students to gain competency. Providing a structured method to achieve this was proven to be successful in the data analysis of this project. We need more research like this on educational outcome.

Evidence it Benefits Students

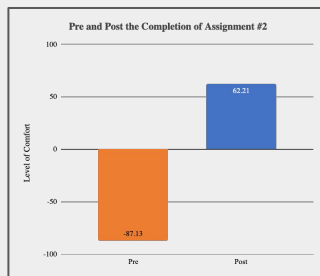
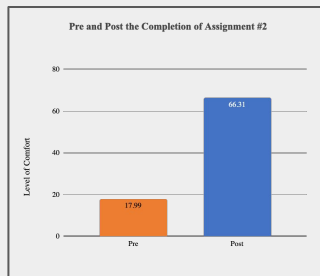
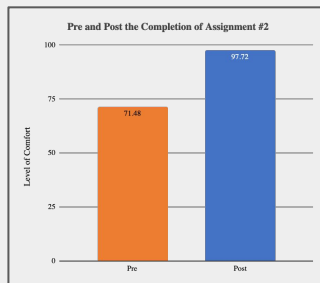
A survey was administered before and after students completed these assignments (Likert scale rating -2 to +2, Extremely Uncomfortable to Extremely Comfortable, relatively). Numeric values were assigned to each answer, and the sums are reported below.

Students were prompted to rate their level of comfort with the following activities:

Survey Question	Pre Assignment #2	Post Assignment #2
Find an article in a peer-reviewed scientific journal	71.48%	97.72%
Read & discuss this type of article	17.99%	63.31%
Write an APA reference for a journal article	-87.13%	62.21%

Research Skills: Identifying Peer-reviewed Scientific Articles

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How Others Can Adopt This Practice

It's been shown that getting students to read scholarly literature requires structured guidance (Fujimoto et al., 2011). This can be achieved through:

- 1) Providing purpose/rationale for a research assignment that will engage students
- 2) Providing specific resources and criteria to help students get started (UNLV Library Database)
- 3) Providing cues and feedback
- 4) Implementing peer collaboration

Resources and Where to Find Them

- Faculty can access a host of resources from the UNLV Library Research Page to help build an outline for their curriculum: <https://www.library.unlv.edu/research>
- Rob Weir's "It's Not Harry Potter" article poses the question, "We tell them, but do we show them?" in reference to teaching students about scholarly literature: <https://www.library.unlv.edu/research>
- The following resources can also be used as guides for faculty and students:
 - <https://www.library.unlv.edu/inst/docs/evaluating.pdf>
 - <https://www.library.unlv.edu/inst/docs/distinguishing.pdf>
 - https://www.widernet.org/pocketlibrary/mep/eGLibrary/owl.english.purdue.edu/media/ppt/20081208070939_560.ppt

Acknowledgements

School of Integrated Health Sciences

References

Fujimoto, Y., Hagel, P., Turner, P., Kattiyapompong, U., & Zutshi, A. (2011). Helping university students to "read" scholarly journal articles: the benefits of a structured and collaborative approach. *Journal of University Teaching & Learning Practice*, 8(3). <https://doi.org/10.14453/jutlp.v8i3.6>