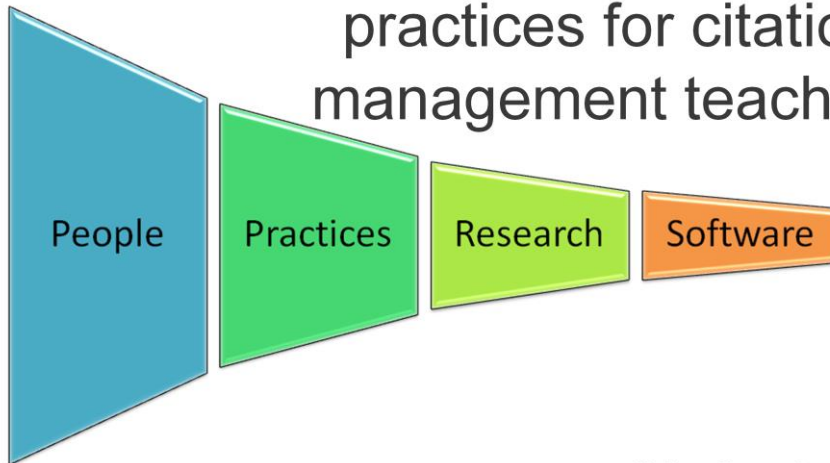


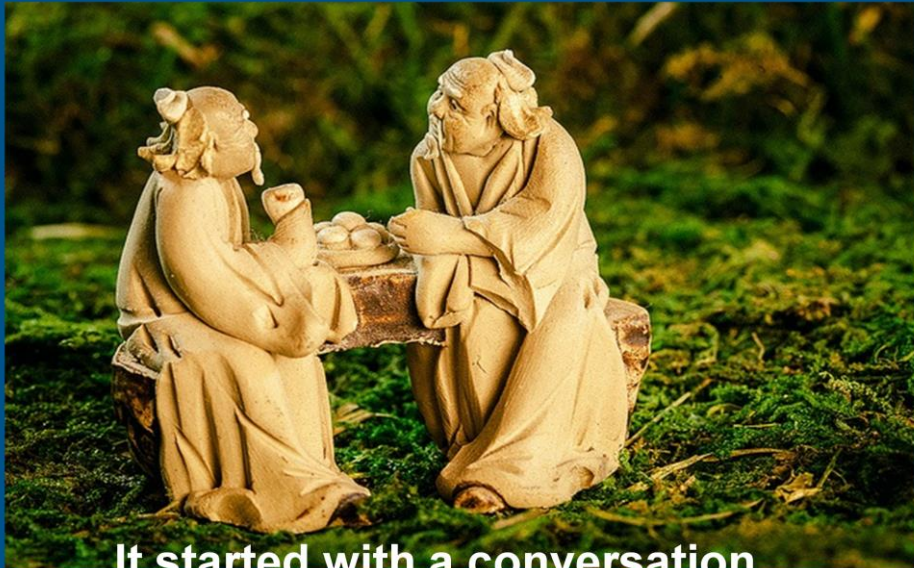


Engaging with disciplinary practices for citation management teaching



Kathryn Unsworth and Anne Melles

Thank you for that introduction and welcome everybody!
I'm Kathryn and this is Anne.



It started with a conversation...

- Our research project started with a conversation. Out of that discussion fell the question - do students who attend EN classes go on to use it? And how?
- K

... drove a research idea

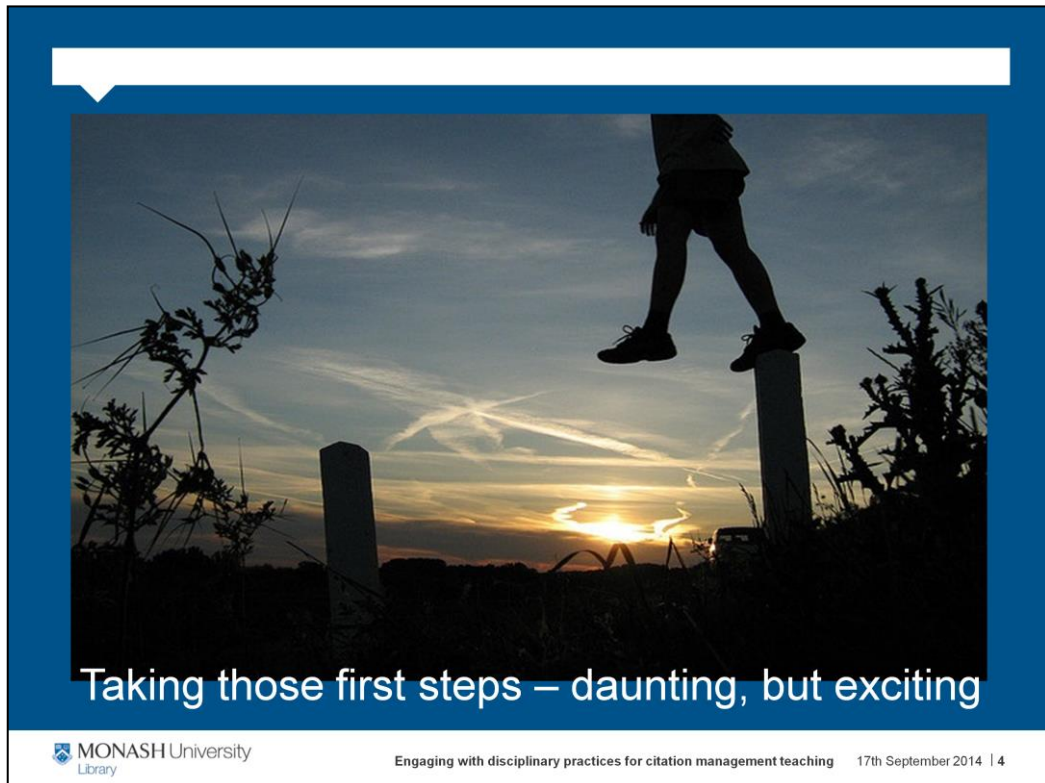
“...narrowed perspectives have inevitably led the LIS community to think primarily about the user in the life of the library, however, it might be more illuminating to focus on the library in the life of the user...”

(Wiegand, 2003, p. 372)



1. We formulated a position on anecdotal evidence vs evidence-based research. This motivated our interest in what the literature had to say. But there wasn't much actually – particularly around citation management practices.
2. Another angle to our enquiry was the impact of EN as an enterprise tool, centrally supported by IT and the Library. Knowing that other citation management software were being supported locally in the faculties, such as Zotero in the School of Linguistics.

K



As novices, research was no small thing to commit to, but we decided to take the plunge.

To contain the scope of the research we decided on one faculty – the Arts faculty. Spanning three campuses of the university.

We got a sense that some thought EN a strange thing to investigate, because..

- It's already been done to death
- We already know EN is used in our faculties
- We know how people use it

But what was this thinking based on? What evidence?

Our results indicate that this is far from a straightforward enquiry.

K

Research methods

Questionnaires

Postgraduate students

EN session attendees
Students who responded to advertisements

Interviews

HDR students
Academic researchers

Contacts of liaison librarians
Survey respondents who agreed to be interviewed

We began by surveying postgraduate Arts Faculty students using a questionnaire. We recruited students from EndNote class lists (2010 through to 2013) plus through advertisements in Monash web publications.

We also interviewed academic researchers recruited through liaison librarian connections (13). We also interviewed 8 postgraduate students who agreed to participate in interviews.

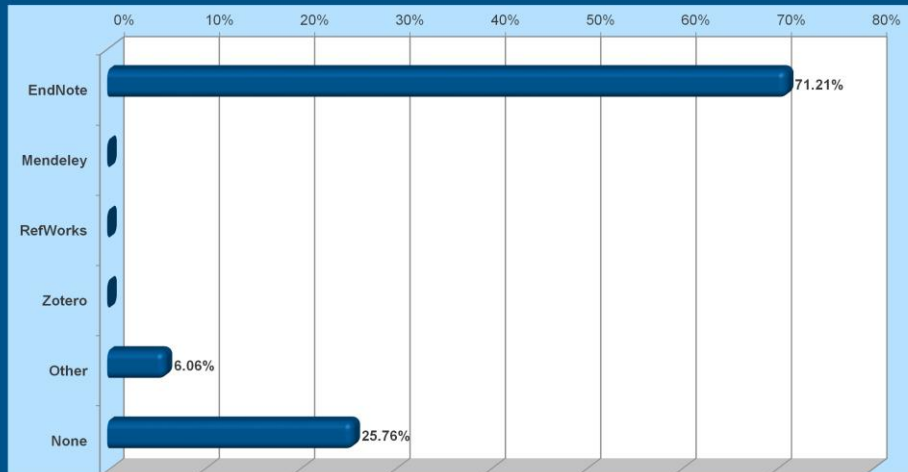
A

Research question 1A

Do postgraduates who attend EndNote classes go on to use EndNote?

A

Postgraduates who attended EN classes went on to use...



A

Research question 1B

If using EndNote, why?

K



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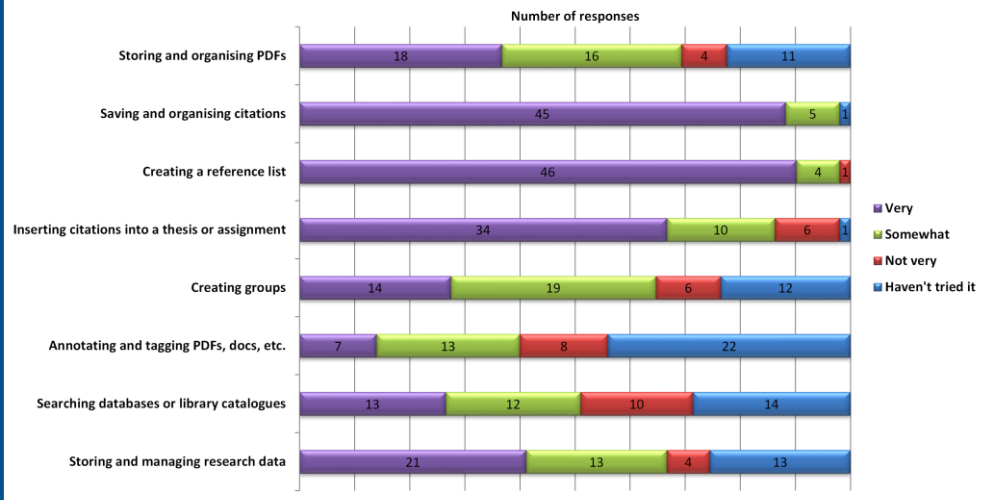


Research question 2

How is EndNote being used?

A

Which features are important?



We asked students which features of citation software were important to them. The top three are the basic features of citation management software:

1. Creating a reference list
2. Saving and organising citations
3. Inserting citations into a thesis or assignment

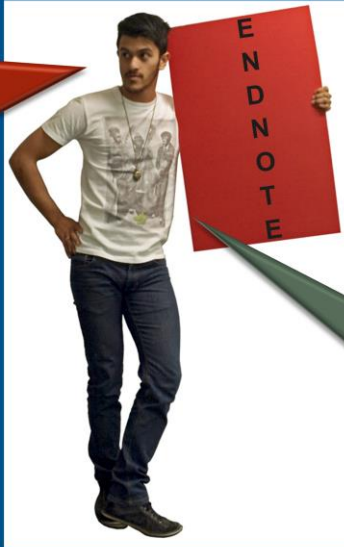
Students also said that storing and managing research data was important. This is an example of the limitations of a survey. We know what we mean by this but we're not sure that all the people who said this was important had the same definition.

A

Not all features are equal

Top 3 appreciated features:

- CWYW
- Downloading references
- Reference lists



Top 3 frustrations:

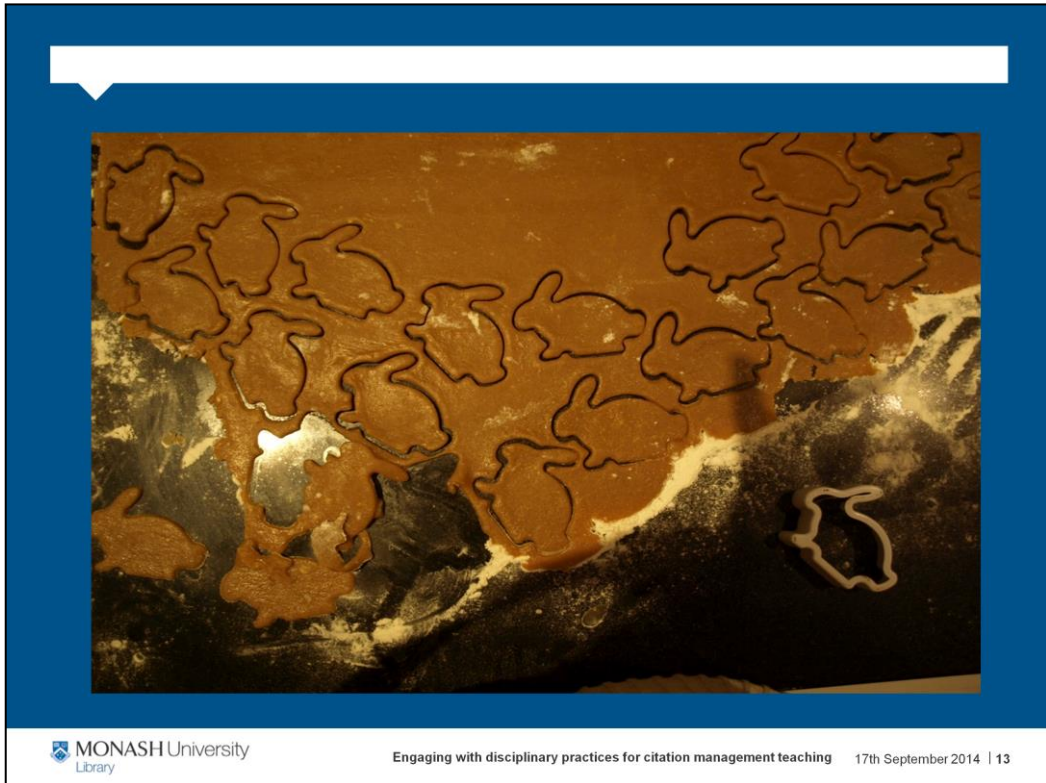
- CWYW
- Formatting
- Technical issues

We also asked students what annoyed them and what they loved about EndNote. It's interesting to see that CWYW is prominent both as an irritant and a life saver. CWYW is clearly not working for everybody.

The answers to this question changes our view of the previous results – as we all know a feature of software may be very important to us but may not be working for us.

A number of students mentioned technical issues with EndNote which annoyed them and stopped them using the software effectively but most of these were (to us anyway) easily fixed. This also applied to the formatting problems they mentioned. A piece of software is only as good as your ability to use it.

A



So, these results from the survey seem to indicate that there are no surprises – EN use amongst these students looks like business as usual.

However, the interviews tell a different story and led us to question what exactly constitutes the use of EN.

A



Here are two students I interviewed both doing PhDs and both under 30.

Student 1 – Marina – A – she had attended EN classes, not used it and then decided to use it around her phd confirmation time. During that time she had forgotten that it was possible to download citations from a database. An EN session doesn't last forever.

Student 2 – Beth – A

Not predictable use at all.

Happy users / Frustrated users

“Writing academic papers and books without using it would be an impossibility for me. But it is so surprising for me to see that there are still people who don’t use it.” (A/R)

“I am operating with a corrupted copy of EndNote so the list of things that annoy me is too long to articulate.” (STU)

Not surprisingly, the interviews and survey data revealed polarised and very strong feelings about EN. Some people loved EN. Lecturer who had been using EN for around 20 years and suggested that all his students use it and couldn’t believe that his colleagues didn’t.

For others, the pain points outweighed the benefits.

K

Research question 3

If researchers are not using citation management software, how do they manage their citations?

The interviews really helped us unpack this research question.

K

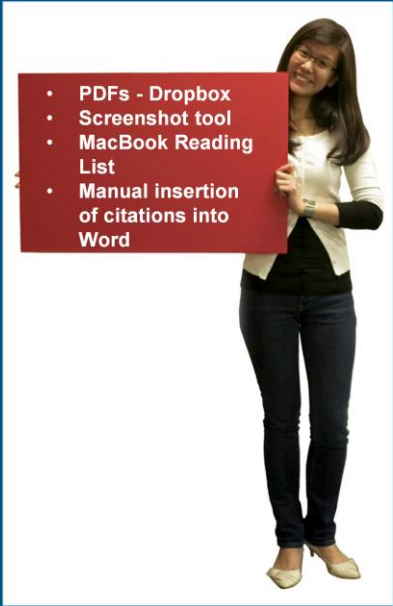


This slide represents some of the technologies being used. Their use is surprising only because of the often complex personal systems built around them.

Interestingly, some people who didn't use a citation management software used language that described their practices as "old fashioned", "luddite", "I don't have a system"

But everybody was using some sort of system and some type of software!

K

A woman with long dark hair, wearing a white cardigan over a black top and dark jeans, stands against a white background. She is holding a large red rectangular sign in front of her. The sign contains a bulleted list of citation management practices. The entire scene is framed within a blue border that has a white speech bubble shape at the top left.

- PDFs - Dropbox
- Screenshot tool
- MacBook Reading List
- Manual insertion of citations into Word

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Student 3

As an example, one of my student interviewees was not using EN or any other citation management tool, instead she:


- Stored all her PDFs in DropBox
- Used a snipping tool to capture PDFs that could not be cut and pasted from, inserting these into a comment box in her “notes” document she created in Word.
- She used the functionality in her MacBook called ‘Reading list’ for bookmarking future reading
- And manually inserted in-text citations and reference lists.

This student had a system that put mine to shame.

K



"...doctoral students were not quick to take up technology unless it readily integrated with research work practices..." (JISC, 2012 in Favaro & Hoadley, 2014, p. 29)

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So, we found a surprisingly wide range of citation management practices, with some people using citation management software (to varying degrees) and others not. One size fits all doesn't work. Technologies are used when they provide a best fit solution for the user's own workflows.

K

The Changing Role of Digital Tools and Academic Libraries in Scholarly Workflows: A Review, Sharon Favaro & Christopher Hoadley, NORDIC JOURNAL OF INFORMATION LITERACY IN HIGHER EDUCATION 2014, vol. 6, issue 1, 23-38 <https://noril.uib.no/index.php/noril/article/viewFile/174/39>

We need a nuanced view

Academic stage

Academics

Postgraduate Students

Type of scholarly work

Assignments

Theses

Articles/Scholarly
communications

Concentrated EN use

TRANSITION

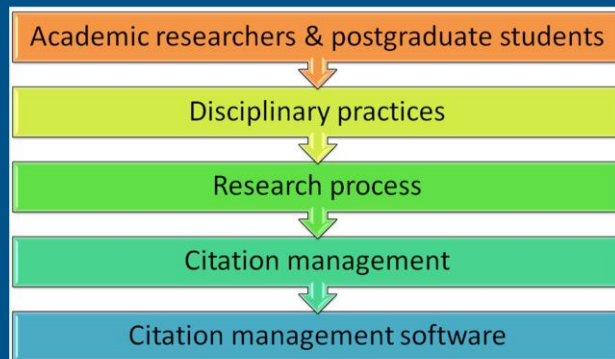
We could see a correlation between the type of work people were doing and the technologies they used.

For example, our results indicate that PhD students were more likely to be using EndNote – “big research” as one of our interviewees referred to it.

Some could conclude that age is the deciding factor here. However, the literature about age and technological use indicates we should be cautious about making these sorts of claims. Our experience in this study backs this up.

K

Understanding practices



“... in order to understand the nature of academic learning, it is important to investigate the understandings of both academic staff and students about their own literacy practices ...”

(Lea & Street, 1998, p. 158).

Citation management is part of the research process and embedded in disciplinary practices. Citation management software is one of many options available to people and it has to fit into disciplinary practices and research workflows. JK – language (tried it as a doctoral student – didn’t work and hasn’t tried it again)

We need to understand how the software works, but we also need to understand practices and how the software does or does not fit into these practices.

A

Don't focus on the pedals



EN is like the pedals on a bike. Understanding how the pedals work is not the same as understanding how a person rides a bike. They don't tell us anything about how the bike is being used or where the rider wants to go. So we can't just teach a software. Since doing this research, I have changed the way I structure EN classes. I focus much more on the concept of referencing and I present EN

A

Advice from users



- Get organised early
- More than one class
- Shop around, find what best suits your workflows
- Disciplined approach
- Find out where you can get support
- Use groups and notes sections

"It's not the system but the accuracy and validation that counts most." STU

In the survey, we asked our postgraduates what advice they would give to new postgraduates. This slide lists the most prevalent suggestions.

"Shop around" is easy to say but hard to put in practice. However, if you don't shop around at the beginning you're much less likely to do so later. Many of our participants told us that after investing time and energy into learning a citation management tool they were very reluctant to change to another, so initial choice is an important one.

The quote from one of our students is highly significant to this discussion.

K

Our experience – the process

- Ethics
- Surveys
- Interviews
- Data analysis
- Time
- Teamwork



Ethics

- This is where working with people from different areas helps
- Helped us focus the research, and was an invaluable part of the process

Surveys

- Useful getting data, but maybe not meaningful data
- Bloody hard to get it right!

Interviews

- Fascinating, but watch your numbers
- Don't squib out, do your own transcripts

Data analysis

- Spend the time!
- Needs thoughtful attention.

Time

- Never enough
- Don't study, work full-time and change jobs

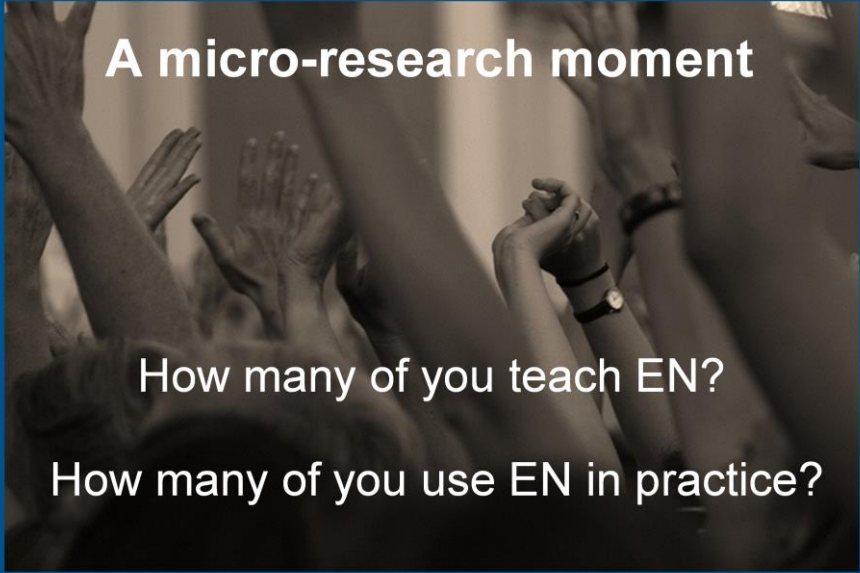
Teamwork

- Don't do research with someone you don't like

- Do research with someone who doesn't care if you can type or not




Thank you!



A micro-research moment

How many of you teach EN?

How many of you use EN in practice?

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A&K if time

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