Today's Lecture

- Some useful materials on searching
- A look at the tute/lab exercises
- More unit objectives

Developing a search strategy

One good place to start is the Monash Virtual Librarian site:

'Planning how you will look for information' can:
- save time
- broaden possible information sources
- help find relevant material

Boolean operators

Again, the Monash Virtual Librarian is a good starting point:
Boolean operators

Developed by George Boole (1815-1864).
Key terms include:
- OR
- AND
- NOT

Boolean operators - OR
Finds all documents containing either search term

Boolean operators - AND
Finds all documents containing both search terms

Boolean operators - NOT
Finds all documents containing first search term, except those containing both terms

Blair’s document/data distinction
David Blair (1984) has argued that searching for documents commonly requires a different approach to searching for data

‘Important and fundamental differences’ include:
- ‘the way queries are answered’
- ‘the relation between the formal system request and user satisfaction’
- ‘the criterion for successful retrieval’
- ‘the factors that influence retrieval speed’

(Blair 1984: 369)
Exercises for Lab 3

- Conduct some searches for information/documents using Boolean operators
  Let’s do one now.
- What are our key concepts?
- Are there alternative terms?
- Which Boolean operators to use?

Exercises for Tute 3

- Evaluate some documents in terms of:
  - being ‘storage vehicles’
  - being ‘workers’
  - their action/structure
  - their authorship/audience
  - their role as evidence

Unit objectives

- At the completion of this unit the students will:
  - have knowledge of:
  - have an understanding of:
  - have the skills to:
  - have developed attitudes which enable them to:

have the skills to:

- evaluate information and its sources critically
- identify particular information needs
- evaluate ICTs and IM tools in terms of meeting user needs
- use basic ICT and IM tools to create, represent, store, access, retrieve and use information

have the skills to:

- evaluate information and its sources critically
  A scholarly article can be identified using the following criteria:
  - It provides footnotes or a bibliography.
  - It is likely to be written by a researcher or expert in the field.
  - The author is often affiliated with a college or university.
  - It reports on ‘original research or experimentation’.
  - It may be published by a scholarly ‘professional association or university press’.
  - It has ‘few glossy pictures’.
  - It may have graphs and charts as illustrations.

(Queware University nd)

have the skills to:

- evaluate information and its sources critically
  A popular article can be identified using the following criteria:
  - ‘rarely provides footnotes and/or a bibliography’.
  - is written ‘to entertain’, is usually short and in simple language.
  - is ‘written by a staff or free lance writer’, (possibly a scholar?)
  - may not state the qualifications of the author.
  - is usually published ‘by commercial enterprises’.
  - includes pictures or photographs, and is ‘slick’ in appearance.
  - reports on information second or third hand?

(Queware University nd)
have developed attitudes which enable them to:

- be aware of the role and responsibilities of information professionals
- be aware of the role of ICTs and IM in human activity

have developed attitudes which enable them to:

- be aware of the role and responsibilities of information professionals

Survey of IS managers in 96 US small and medium businesses:
- Ethically acceptable to copy commercial software for purpose other than backup or archive?
  - 29% said Yes
- IS ethics means a lot more than software piracy and data confidentiality?
  - 13.8% said Yes

(Phukan & Dhillon 2000: 242)

Further reading

http://www.hti.umich.edu/cgi/t/text/textidx?sid=a43e85640d4773b7d298b8137f1f46;view=text;rgn=main;idno=b1406747.0001.001, accessed 7 March 2005.


