

Build It, Share It, Borrow it: Breaking Down the Barriers to Tutorial Creation

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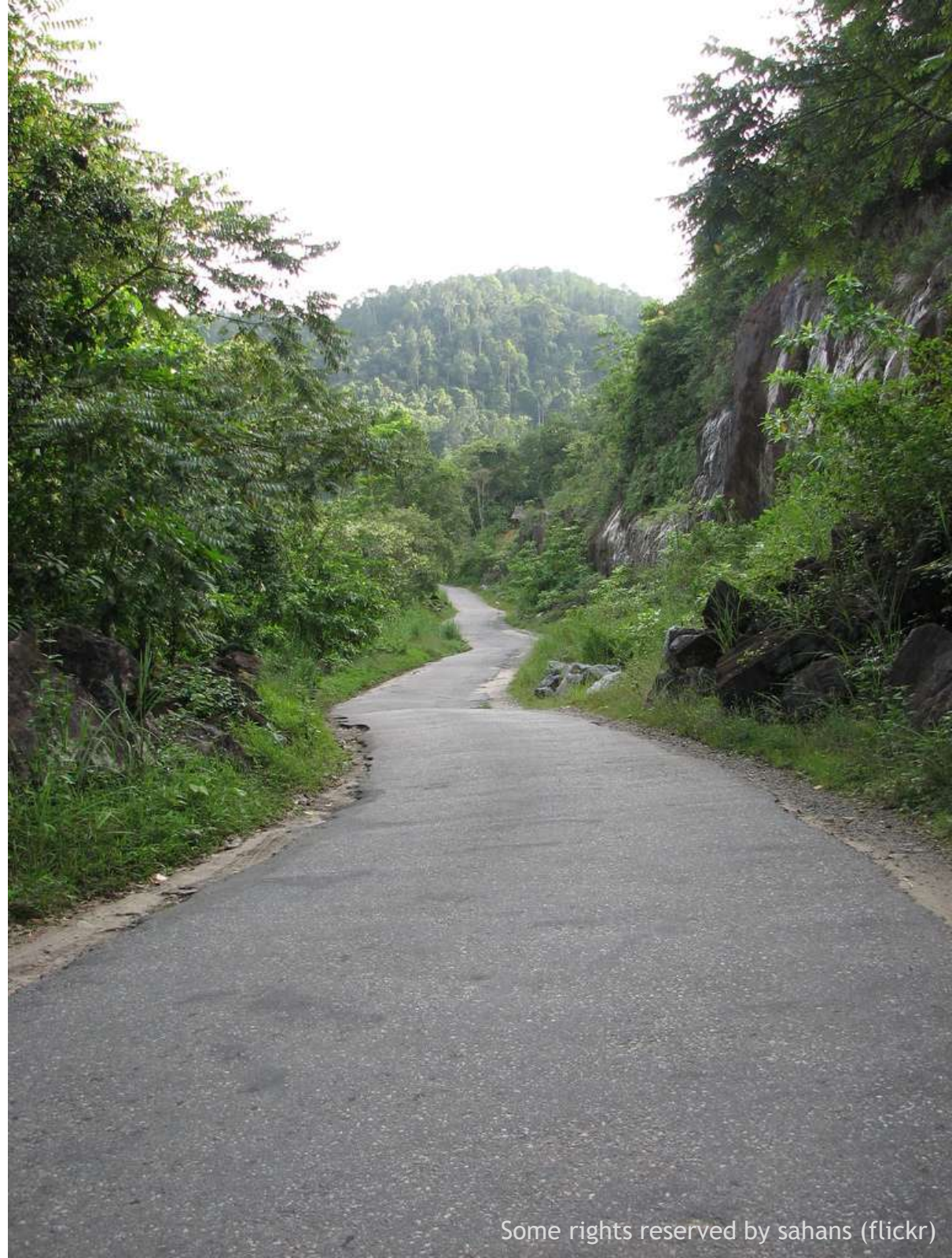
Our story

Shared by many

CMS as a solution

Benefits

New questions



“not EXACTLY sure what a
“tutorial” is...”

“I have been looking at tutorials as a possible research topic for some time and cannot even find a clear definition of what a tutorial is. Just know it when you see it I guess.”

OSU Libraries Research Tutorial

The ultimate goal of research is to find evidence to support your ideas about an issue or problem. Think about research as becoming involved in a conversation. This conversation, however, includes "speakers" that are documents found in books, articles and/or on the World Wide Web. Some of the speakers may be long dead, some are still actively participating and some may not even be alive yet!

The goal of this tutorial is to help you learn more about finding the evidence you need to hold up your end of a "scholarly conversation" in your field. The three sections build upon one another and are presented in the same stages you will encounter as you do research:

[Working with Your Topic](#)

[Books](#)

[Articles](#)

[Web Searching](#)

[Take the Quiz](#)

[Exploring your topic](#) - to identify and focus your topic, find background information on it, and show you how to begin exploring what others have said about it.

[Your Topic Revisited](#)

[Strategies for Books](#)

[Strategies for Articles](#)

[Strategies for the Web](#)

[Take the Quiz](#)

[Refining your search](#) - to look for more specific pieces of evidence to support your opinions and claims and to begin articulating your position in the conversation. This section will help you develop strategies to evaluate which information to select, show you how to develop more effective search strategies and how to identify other leads to follow to get to the "right" information.

[Further Evaluation](#)

[Citing Your Sources](#)

[Take the Quiz](#)

[Engaging with your sources](#) - to become fully engaged in the conversation, documenting the validity of your position, and crediting the other "speakers" whose work you have used to establish your position. This section will cover more in-depth validation of your chosen sources and will help you learn to cite your resources properly to avoid plagiarism.



Next, thread the yarn through the first stitch of the BACK needle as if to KNIT and LEAVE it on the needle.



That completes the set up. The next 4 steps can be repeated for however many stitches you want to graft together (in this case, only 4 stitches).

Thread the yarn through the first stitch of the FRONT needle again, but this time do it as if to KNIT. REMOVE the stitch from the needle.



Think about a time...

1. You needed an answer

1. You got it online

1. Describe it briefly on your notecard

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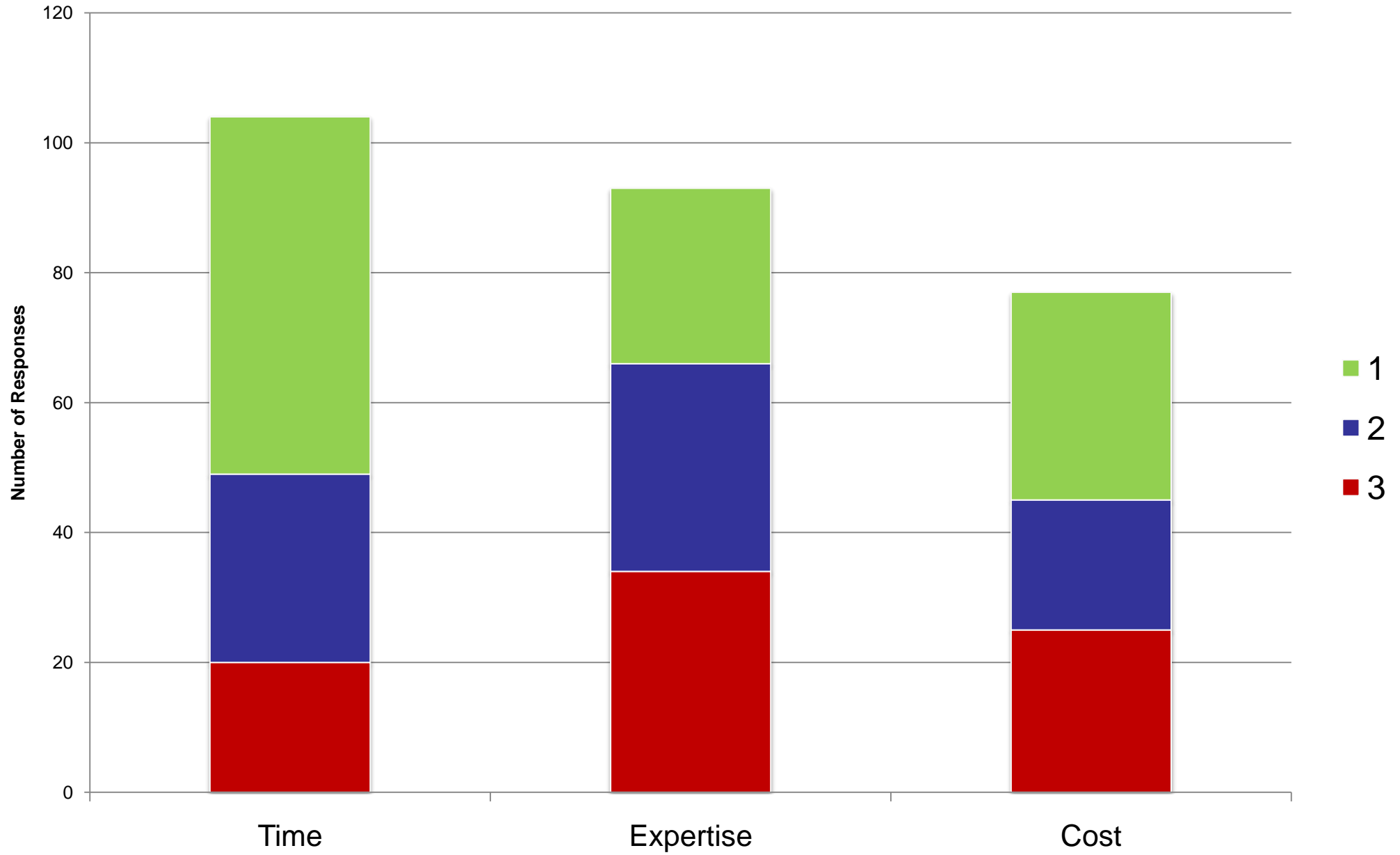
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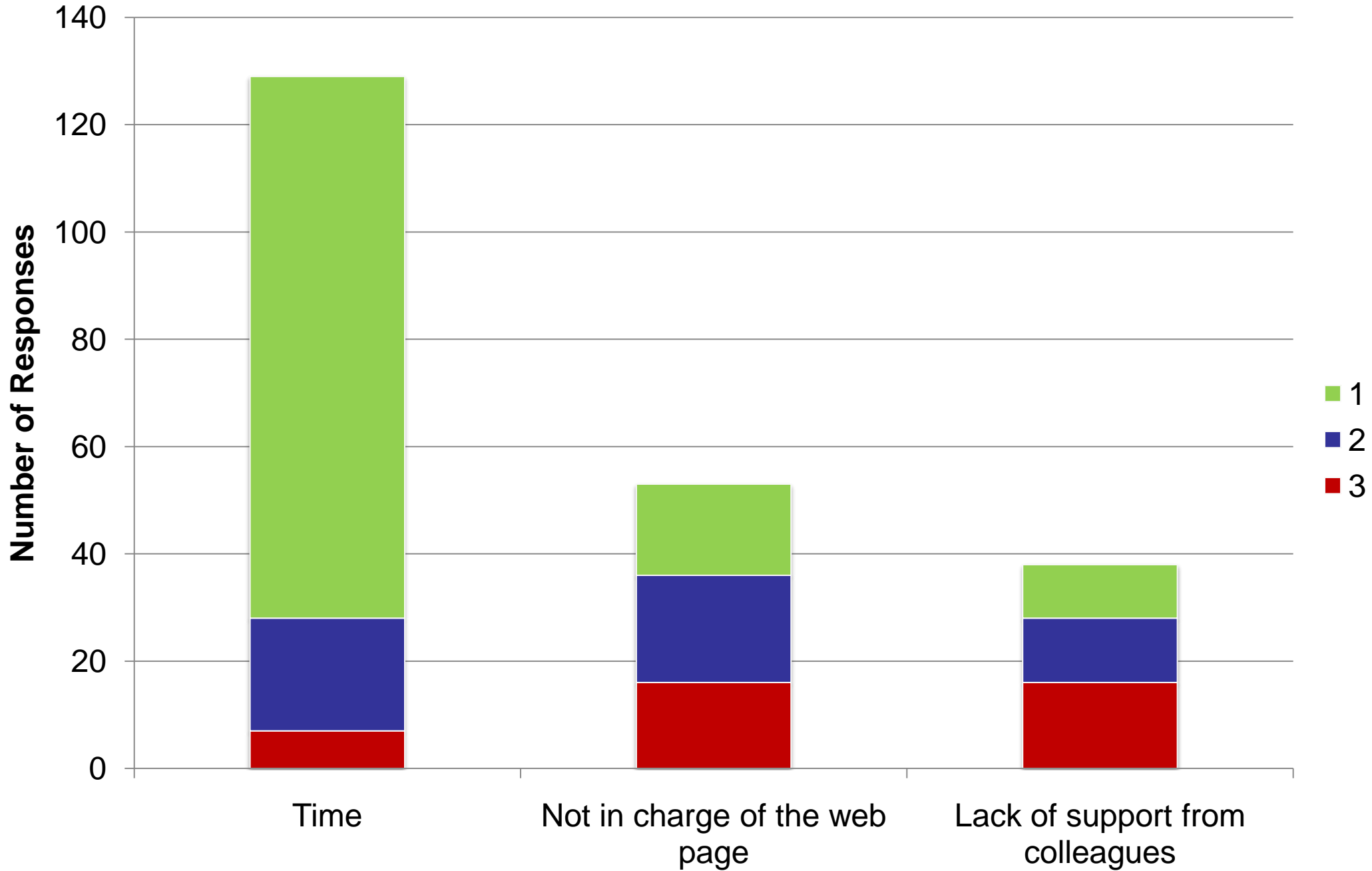
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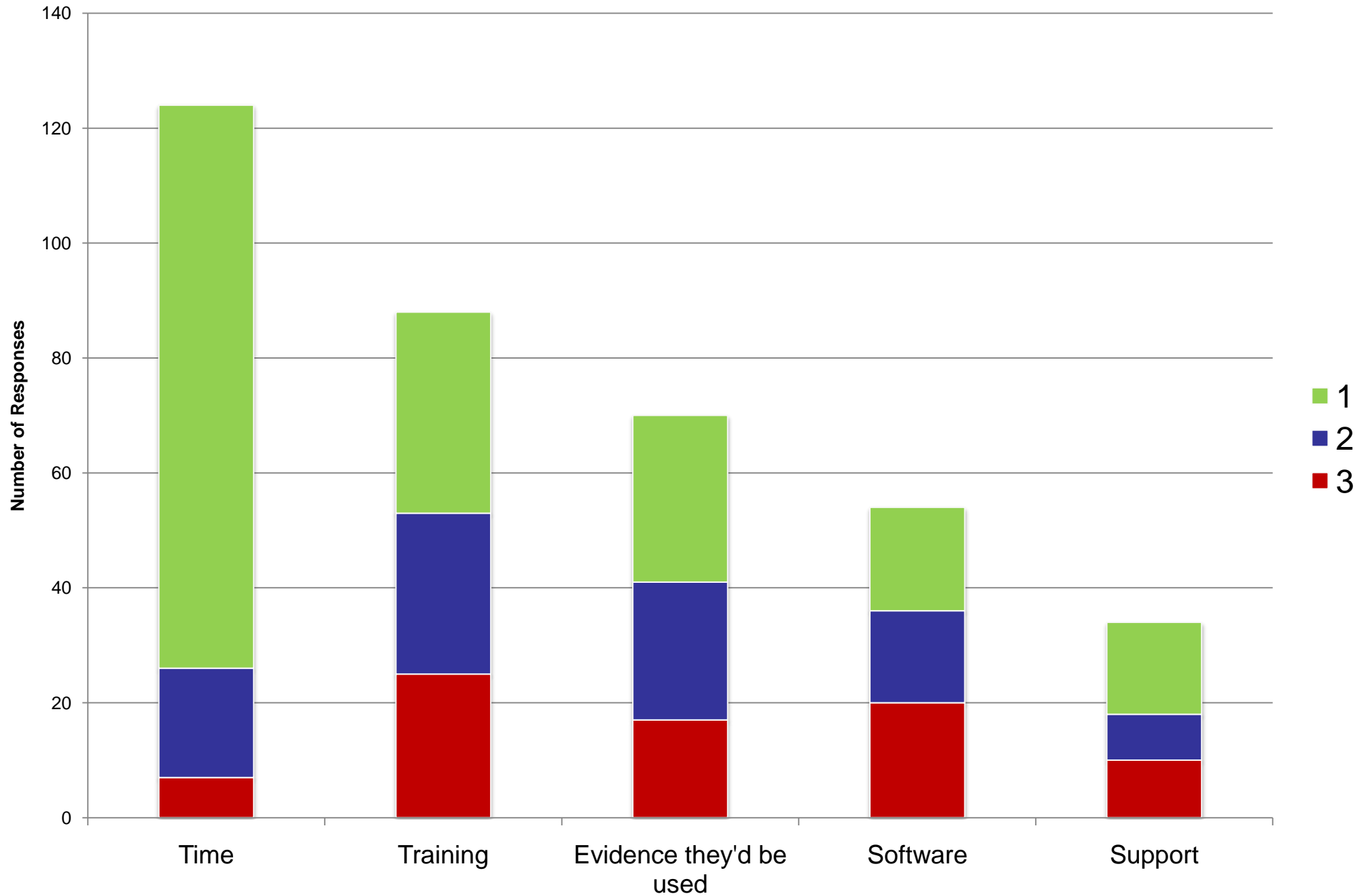
Software barriers (1 is high; 3 is low)



Support barriers (1 is high; 3 is low)



What is needed to develop more tutorials? (1 is high; 3 is low)



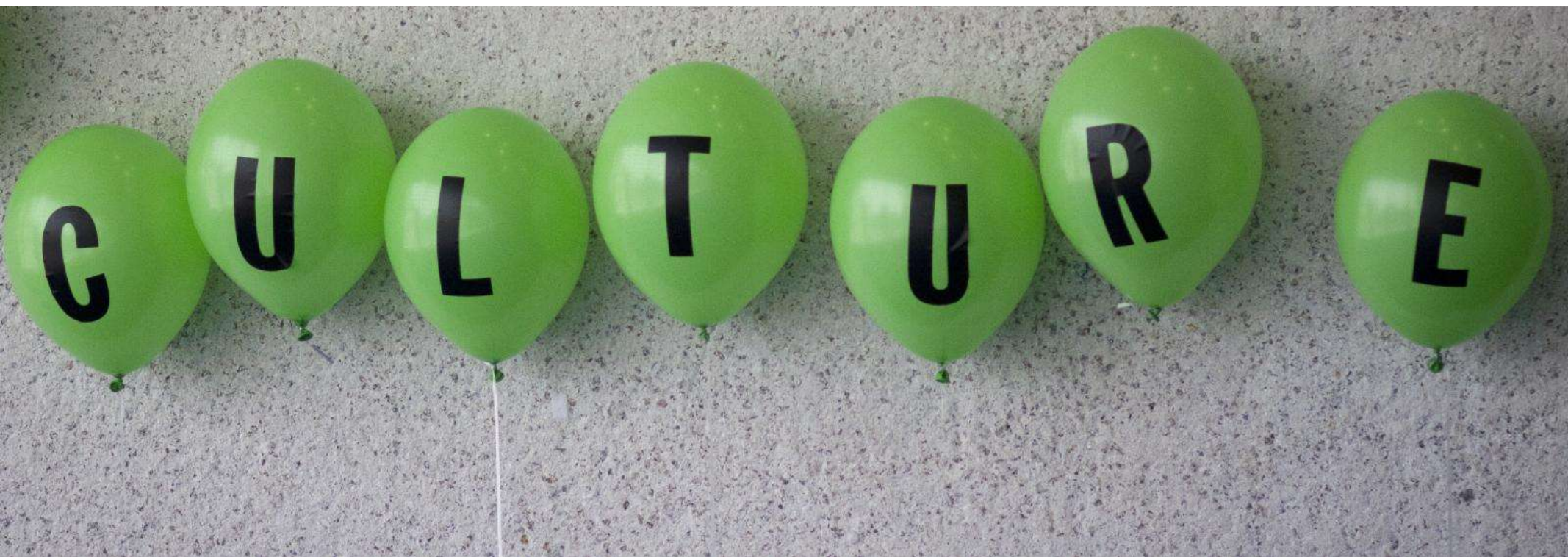


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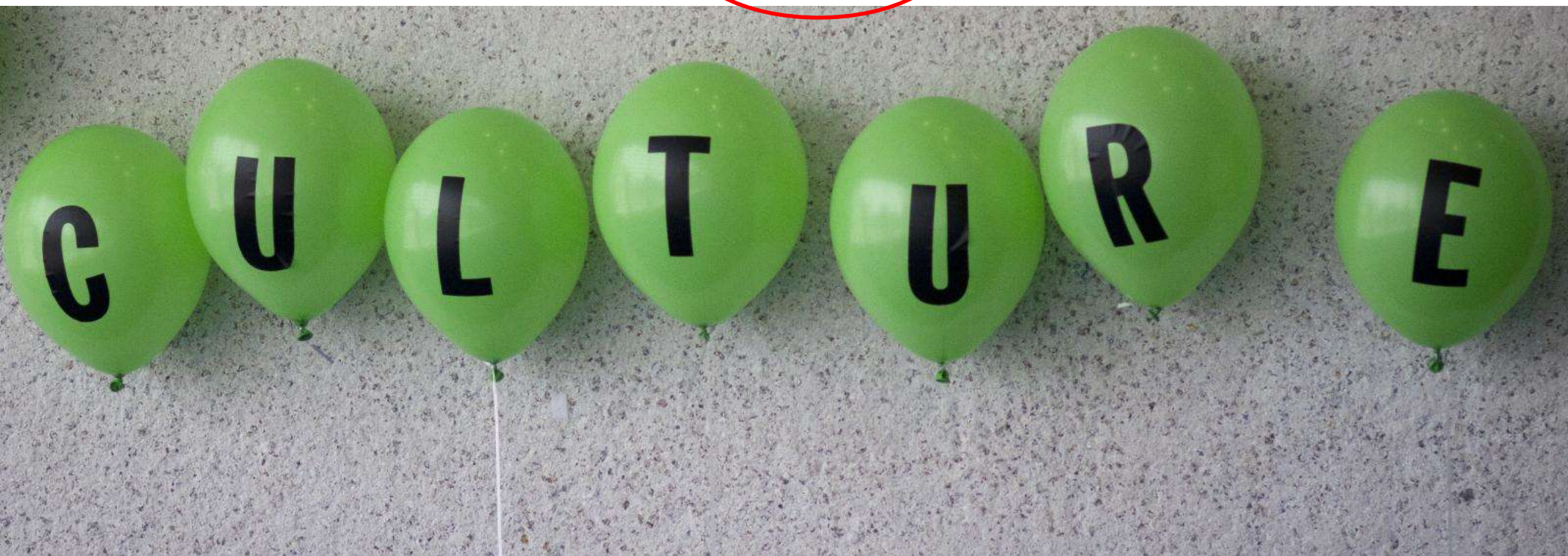


purpose

roles

context

pedagogy



dialogue

rules

coherence

ENG 200 Homework #2: MLA International

Start > Overview ▾ > **MLA results** ▾

[Articles](#) [Results](#) [Refine Your Results](#) [Try it](#) [Quiz](#)

MLA results

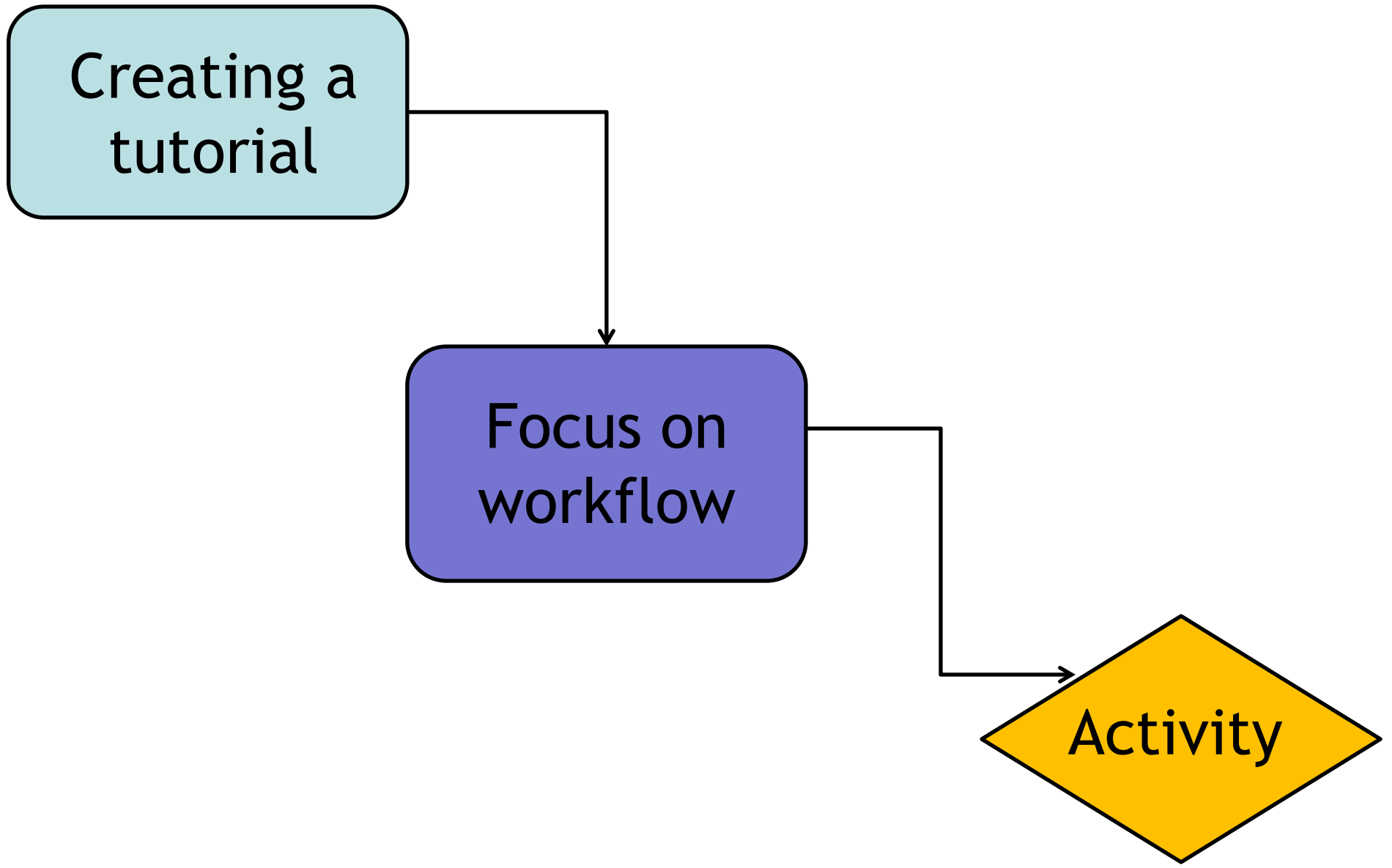


Try it Out

A screenshot of the EBSCO Search MLA interface. It features the EBSCO logo on the left, the text "Search MLA" above a search input box, and a "Search" button below the input box.

Now try to do a few searches in MLA. Do a simple **keyword search here**, and then when your results come up try some (or all) of these things:

- Change your search from a keyword search to an **author search** (or **title search** or whatever makes sense for your query) using the **dropdown menu** next to the search box.
- Narrow the **date range** or limit by **source type**.
- Click some of the **metadata** in an article record - try to find more resources by an author, or about a subject.



Creating a tutorial

Focus on workflow

Activity

Questions?