



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

CertHE Skills for the Workplace

BMSK4001

Academic & Employability Skills

Digital Research Skills

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Digital Information Literacy

This session is designed to help you navigate through the maze of information that is stored on the internet and provide links to a number of useful videos containing numerous hints and tips on how to search effectively and efficiently.

We have focused primarily on using *Google* as the search engine of choice here as it is the most well-known - but other search engines are available of course - (Yahoo, Bing etc.) and if you would prefer to use a different search engine, they will often (though not always) provide similar features.

See [How Search Works](#) for a broad (and very interesting) overview from Google.

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UWTSD Online Library



Students of UWTSD and Coleg Sir Gâr can access a wide range of resources from our online library, including e-books, e-journals, specialist databases, online newspapers and much more. We are also able to provide access to online resources for students at partner institutions.

UWTSD and Coleg Sir Gâr HE Students

Choose a link below to explore the online resources available.

[All Resources A-Z](#)[Databases by Subject](#)[E-Book Collections](#)[E-Journals and Newspapers](#)

Other useful online resources:

[Refworks](#)[Open Access Resources](#)[Linking to online resources](#)[Recommended Apps](#)

UWTSD Library Guide

UWTSD Video Library Guide 2017



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Google Search

Most people feel they can '*Google*' with ease nowadays, but it is unlikely that they are aware of all the tips and tricks that can help to home in on the most useful and reliable pages.

Google is usually one of the first places students turn to when asked to research information for an assignment. Whether it is for research, real-time results, or just a little digital exploration ... it is extremely useful to know how to *'Google like a Pro'*

Google

HOW TO
Google
LIKE A PRO

Getting the most out of Google Search

'Becoming a Google Search Ninja'

(Available on Moodle).

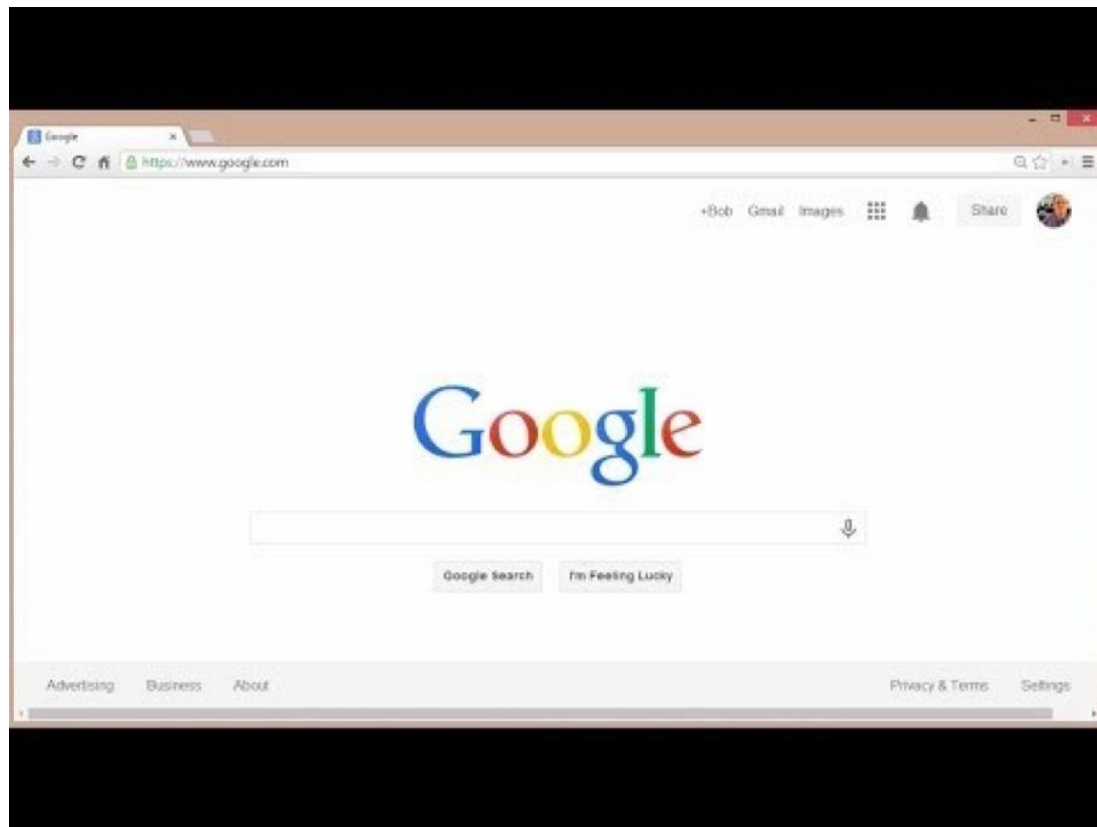
This is an exercise designed for use in the classroom.

It was originally written for a young audience, but the basic tips are useful for students of any age.

You might want to do this in groups and discuss your results with each other.



Getting the most out of Google Search



BBC Bitesize

The BBC Bitesize series (although written for a young audience) provides a simple, easy to follow explanation on a range of topics and those on search and evaluation are quite helpful as an introduction to the subject.

The following links are certainly worth a quick read:

- [Should I trust everything I read on the web?](#)
- [Evaluating Digital Content](#)
- [How search works](#)



Google Scholar

- Google Scholar provides a simple way to conduct broad searches for scholarly literature.
- You can search across many disciplines and sources from one place: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.
- This link [Google Scholar Website](#) will take you directly to Google Scholar and the excellent video on the next slide from Daniel Russell at Google will give you a fascinating insight into how to use Google Scholar effectively.
- It is very long but packed full of information and his friendly tone is very reassuring. Sit down with a coffee and enjoy (ideally in several sessions to get the most out of it).

Google Scholar



Evaluating Information



Evaluating Reliable Sources of Information

- Evaluating sources of information is an important step in any research activity. Anyone with a computer and an Internet connection can publish on the Web.
- That means **it is up to you to determine which sites are reliable and which aren't worth your time.**

Think about the last time you were doing research and you were on the web searching for information.

- How did you decide if it was good information?
- How did you decide whether or not to use the webpage?
- What did you look at?
- What features did you want to see on the website? Or not want to see?
- Fortunately, several people have devised methods to assist you with the task of '*evaluating reliable sources of information*'

The C.R.A.A.P. Test

One of the easiest and most memorable ways to do this is to apply the **C.R.A.A.P. Test** as explained in the video on the next slide:

- **Currency** - How up to date is the information? When was it published? Does this matter?
- **Reliability** - Can the source be trusted? Has it been peer reviewed? Have they provided a bibliography of *their* sources?
- **Accuracy** - Is the information accurate - how can you tell?
- **Authority** - What are their 'credentials'? Who are they? Have you ever heard of them before?
- **Purpose** - What is the purpose of the website? Is it trying to sell you something - a product or a subscription perhaps?
- **More videos on the C.R.A.A.P. Test** can be found in this [YouTube search](#).

The C.R.A.A.P. Test



Search Engine Optimisation

- Search engine optimisation (often abbreviated to **SEO**) is a science that changes on a regular basis. Large organisations often employ people solely to ensure that they remain at the top of Google Search pages (without paying for Ad Words).
- Recently Google changed the way sites were ranked so that those sites that were 'mobile-friendly' appeared higher - the knock-on effect of this was that most web developers were forced to redesign their sites in order to maintain their position.

Search Engine Optimisation

- It is not uncommon for Google to 'move the goalposts' and so companies and developers must react as quick as possible to new search methods in order to remain relevant and easily found in searches.
- The following video provides more information on Search Engine Optimisation:

Search Engine Optimisation



What is critical reading?

Why is it important?



Critical Reading

A critical reader

- Does not take the text at face value
- Looks at the claims made as well as what the author is saying and how they are saying it
- Looks for a reasoned argument that evaluates and analyses what they have read
- Exercises judgement about what they are reading

Critical Reading

- **What is the main purpose of the material?**

Was the material designed to inform and teach?

Was the material designed to persuade or present an argument?

Was the purpose of the material to entertain the reader?

- **What is the overall value of the material?**

Did the content of the material meet your initial expectations?

Does the content fulfil any aims or objectives set out at the beginning?

Critical Reading

- **How is the material organised?**

Is the material structured around a few key topics?

Is the material presented in a random fashion with no cohesion?

Does the material jump back and forward between topics?

Does the author or speaker go off at a tangent all the time?

- **Who is the intended audience?**

At whom is the material aimed? Is its intended audience technical, basic or scientific?

Is the material designed to be an introductory book or an advanced technical journal?

Is the lecture aimed at level 3 students or level 1 students?

Critical Reading

- **What are the writer's assumptions about the audience?**

Are there assumptions stated at the beginning of the material?

Are any pre-requisites necessary for using this material?

What kind of language and imagery does the author use?

Is the material written using good English or are there many slang expressions and acronyms?

Are there images and/or diagrams to illustrate key points?

Do you think the language is suitable for the intended audience?

Critical Reading

What are its strengths and weaknesses?

Does the material present arguments for and against specific points?

Are there many hidden assumptions within the material?

When asked to critically appraise a section of material, your review should provide **information**, **interpretation**, and **evaluation**, which serve in the following respective ways:

Critical Reading

The **information** will help your reader understand the nature of the work under analysis.

The **interpretation** will explain the meaning of the work and will therefore require your correct understanding of it.

The **evaluation** will present your opinions of the work and offer valid justifications for them