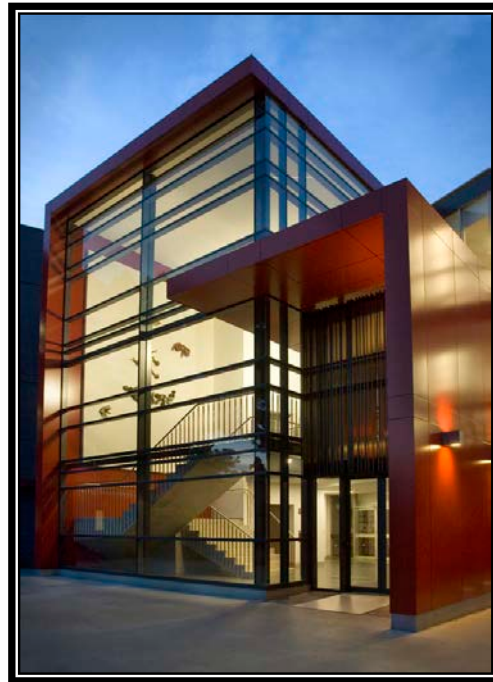


# Monash University Library: Strengthening research

*BMS Honours Orientation 2017*

**Presented by:**  
Anne Young and Tomas Zahora  
Hargrave-Andrew Library

20 February 2017



# Overview

- Scholarly information
- Anywhere, anytime online access
- Modern research and learning environments
- Research skills development



# Services for Honours students

- Generous borrowing conditions
  - unlimited items
  - 6 week loan period
- Document Delivery services
- Contact Librarians and Learning Skills Advisers with specialist knowledge in your particular discipline

MONASH University Library

About us Libraries Collections Research and learning skills Managing research data Services and facilities Alumni and visitors

LIBRARY

Welcome to all new students

The Library is your shortcut to success

Library closures

Caulfield and Matheson libraries to reopen on 20 February.

Transforming libraries

Our aim is to keep pace with the diverse and changing needs of a new generation of scholars and with new teaching and learning styles.

Search

Find books, articles, journals, databases and n Go

Sign in | Advanced search | eJournals A-Z | Databases A-Z

Students

Undergrad or postgrad? See how the Library can make your journey to graduation easier.

> for students

Researchers

Data management, publishing, copyright advice, are just a few of the areas we specialise in.

> for researchers

Teaching staff

Explore ways in which the Library can transform and enrich teaching and learning for staff and students.

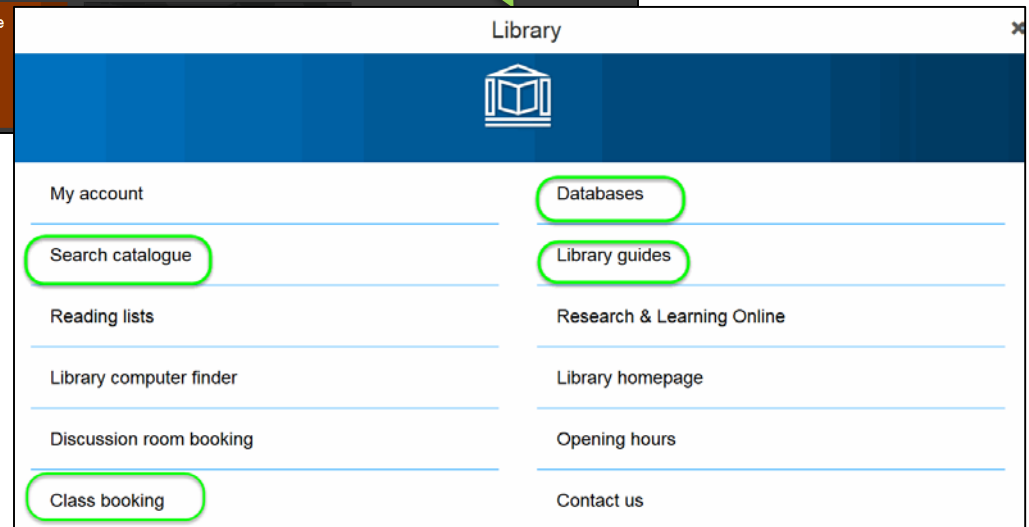
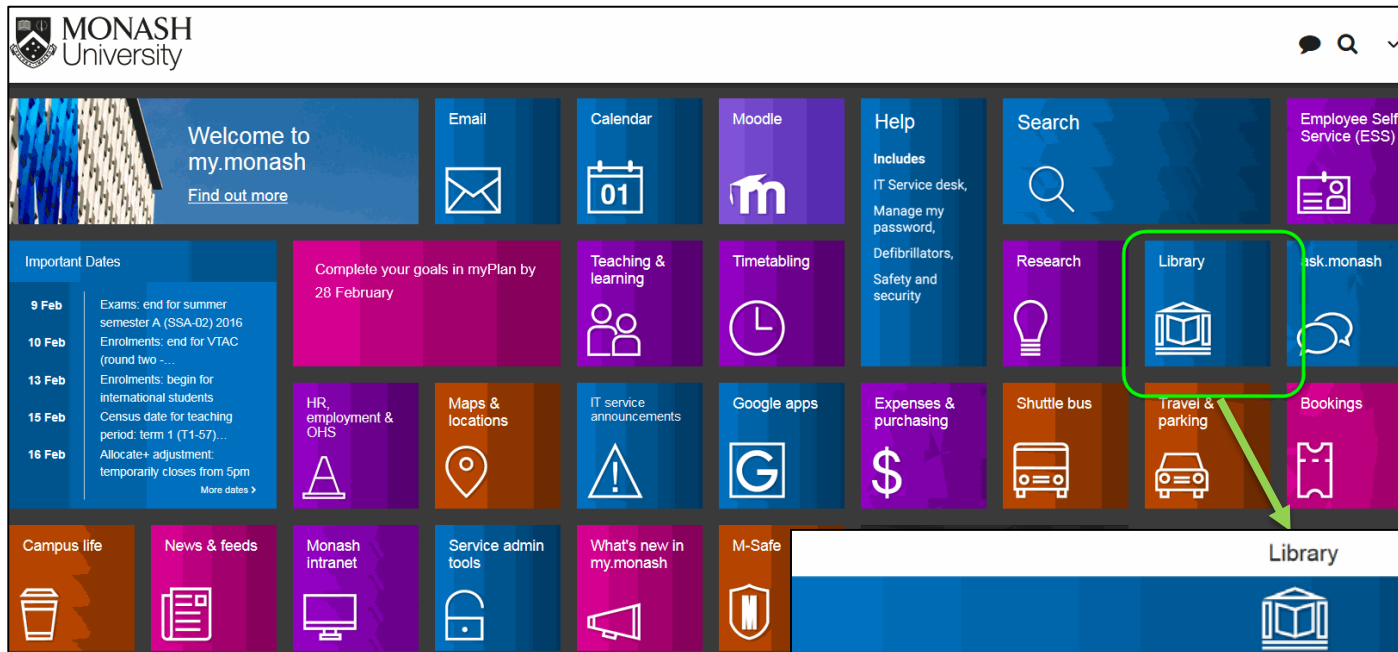
> for teaching staff

Information for

- > Alumni
- > CAVAL or ULANZ
- > Visitors
- > Users with a disability



# How do I access the library?



# Library guides

## Library Guides: Home

### Quicklinks

- Class booking system
- Citing and referencing tutorial
- Databases
- EndNote
- Research and Learning Online
- Lectures online
- Librarians and Learning Skills Advisers
- Reading lists


### Essential skills

- Building English skills
- Check for full text
- Citing and referencing
- eBooks
- EndNote
- Finding non-English resources
- Library Search
- Moodle
- MultiSearch
- Turnitin

### For researchers

- Citing and referencing
- Document Delivery
- EndNote
- Graduate Research
- Link to library resources
- Research impact and publishing

### Featured guide



#### Researching for your literature review

A self-contained learning module to guide you through the literature review process.

[ALL GUIDES](#) [BY SUBJECT](#) [BY TYPE](#)

Search:

Showing 10 Subjects Display

Art, Design and Architecture	10
Arts	40
Business and Economics	9
Education	3
Engineering	9
Information Technology	1
Law	9
Medicine, Nursing and Health Sciences	15






### Special collections

- Ada Booth Collection
- Asian Studies Research Collection
- Gilgich Yiddish Collection
- Government publications
- Japanese Teaching Collection
- Laura and Israel Kipen Judaica Collection
- Map Collection
- Multimedia resources
- Newspapers
- Rare Books
- Research microforms

### General guides

- Alumni
- Career resources
- Collaborating on Massive Open Online Courses (MOOCs)
- Copyright Lite Images
- Copyright Lite Music
- Information Kiosk
- Library Orientation
- Monash College
- Rare Books
- Reflective Writing

### Social Media



# Research and Learning staff

## Information research skills

Librarians can work with you on:

- how and where to start researching your topic
- effective use of databases and the internet
- finding, evaluating and incorporating information
- using the Library's collections
- citing and referencing to avoid plagiarism
- managing your research data
- using EndNote.



## Learning skills

Learning skills advisers can work with you on:

- study methods and exam preparation
- collaboration and team work
- effective listening and note-taking
- problem-solving and critical thinking
- reading strategies
- essay, report and thesis writing
- writing for research projects
- academic English
- oral communication and presentation.

# Library contacts

## Librarians:

Anne Young: [anne.young@monash.edu](mailto:anne.young@monash.edu)

Penny Presta: [penelope.presta@monash.edu](mailto:penelope.presta@monash.edu)

Jennifer Kain: [Jennifer.kain@monash.edu](mailto:Jennifer.kain@monash.edu)

## Learning Skills Advisor:

Tomas Zahora: [tomas.zahora@monash.edu](mailto:tomas.zahora@monash.edu)



# Research & Learning Online

**MONASH** University

Research & Learning Online

 Study skills for university

Research and writing for assignments

Assignment structures and samples

Graduate research and writing



Your gateway to the Library's online learning materials

Study skills for university

Research and writing for assignments

Assignment structures and samples

Graduate research and writing



### Citing and referencing

The library guides are a valuable source for all your citing and referencing needs, with specialised guides for each faculty.

Quick study guides

For a quick overview of a topic, try these colourful printable, downloadable infographics.

Academic integrity

Learn to use information responsibly and avoid plagiarism with these interactive tutorials.

<http://www.monash.edu/rlo>



# Upcoming workshops



# Finding information for your literature review

- Improve your understanding of literature reviews
- Develop comprehensive searching skills for your own literature review
- Discover important resources and powerful search features, including results management and current awareness tools

## Session Dates:

- Monday            6 March, 9:30-11am
- Tuesday           7 March, 10-11:30am
- Tuesday           14 March, 2-3:30pm

## Book via:

“Class Booking” link under the **Library** tile in your my.monash portal

# Introduction to EndNote X8

- Learn to use the EndNote X8 software
- Save time and frustration in managing your references
- Automatically *Cite While You Write* in your designated referencing style

## Session Dates:

- Monday          6 March, 11:15am-12:45pm
- Tuesday        7 March, 11:45am-1:15pm
- Tuesday        14 March, 3:45-5:15pm

## Book via:

“Class Booking” link under the **Library** tile in your my.monash portal

# Writing the literature review workshop

## ■ Develop literature review writing strategies including:

- Journal article analysis
- Organisation of observations
- Structuring the review
- Developing an argument and expressing your voice

## Session Dates (additional sessions embedded in tutorials):

- Tuesday      28 February, 10-11:30am
- Tuesday      7 March, 4:30-6:00pm
- Monday      20 March, 12:00-1:30pm

## Book via:

“Class Booking” link under the **Library** tile in your my.monash portal

## ■ Monthly writing group – details to be confirmed



# How to find help



## ■ Online tutorials and guides

<http://monash.edu/library/services/users/students/>

## ■ Library programs or drop-in sessions

<http://www.monash.edu/library/skills/resources/programs/drop-in>

## ■ Contact your Librarian or LSA

<http://www.monash.edu/library/skills/contacts>

## ■ Ask a question via ask.monash at:

<https://monash.custhelp.com/app/answers/list/c/207/kw/library>

# Writing and avoiding plagiarism



Tomas Zahora  
Learning Skills  
Hargrave-Andrew Library

# *Plagiarism*

**Presenting as one's own the ideas, research results or words of someone else**

**Study A:** drug therapy trial: 5 patients, 3 successfully treated at 2% cost of surgery

**Study B:** trial of the same drug: 200 patients, 120 successfully treated at 2% cost of surgery

(Source: <https://www.sciencenews.org/blog/science-public/dangers-biomedical-plagiarism>)

**From the Latin word *Plagium* = kidnapping**

DISSERTATIO PHILOSOPHICA,  
*De*  
**P L A G I O**  
**L I T E R A R I O,**

*Quam*  
Consentiente incluto Philosophorum  
Senatu

IN ALMA PHILUREA

*Sub Prasidio*

**M. JACOBI**  
**THOMASII,**

Eloq. Prof. Publ. Facultat. Philosoph. Assessoris,  
& Minoris Principum Collegii Collegiati

*d. 9. Augusti Anno 1673.*

In Acreatorio Majoris Principum Collegii

consuetis horis matutinis

*respondendo publice defendit*

**JOH. MICHAEL REINELIUS,**

Gefr. Francus, Sereniss. ELECT. SAXON. Alumnus:

*nunc recusa*

& sex Accessionibus locupletata.

Sumtibus PAUL GUNTHER PFOTENHAUERI, Bibliop.  
Suobaci, Literis MAURITH HAGEN, 1692.





# *Plagiarism*

From the Latin word *Plagium* = kidnapping

**Presenting as one's own the ideas, research results or words of someone else**

- **Ideas:** failing to acknowledge that an observation or a brilliant conclusion mentioned in your paper is not your own
- **Research results:** failing to acknowledge the authors of a study when using their results
- **Words:** copying an expression, sentence, paragraph or section without acknowledgment

# What needs to be referenced—and what is common knowledge?

**Common knowledge in your field:** You do not need to acknowledge sources of information you are expected to know at this level (e.g. that platelets play a crucial role in coagulation)

**Specific studies, contributions and observations must be acknowledged**

A recent systematic review has confirmed that the growing epidemic of cardiovascular disease in developing nations is mainly attributable to their transition towards industrialization and urbanization. [1] INTERHEART project studied 15000 cases from 52 countries. [2]

# Example of plagiarism

**Original text:** “Before we apply stem-cell therapies to patients, we must be able to control the proliferation and differentiation of stem cells into specific cellular phenotypes and to prevent tumour formation. Furthermore, the efficacy of stem cells and their mechanisms of action should be demonstrated in animal models with pathology and symptomatology resembling the human disease. ... Finally, we must remember that however exciting the neurobiological mechanisms might be ...”

**Plagiarised text:** Before stem cells are applied on patients we have to understand how stem cells proliferate and differentiate in order to prevent tumours. [1] Moreover, the effectiveness of stem cells and their functioning should be more closely studied in animal models..... And as a last point, we have to keep in mind that no matter how interesting the mechanisms we discover are ...

# Rule 1 of avoiding plagiarism: take better notes

- **THINK.** If you cannot outline an article's main ideas in your own words, then you probably do not understand them
  - *Rather than copying, go back and make sense of the text*
- **IDENTIFY WHAT IS IMPORTANT.** Focus on main ideas in your readings so that you can properly claim their authorship
  - *What is the article's main point?*
  - *What is its contribution—originality?*
  - *How is it important to my research?*
    - > *Does it provide general, specific information (e.g. relevant to method) or other kind of information?*
- Write down page numbers to identify specific passages
- **DISTINGUISH** the original text/ideas from your own observations and evaluations



# Rule 2: take control of your use of references

- Keep in mind the impact on the reader of

## *Information prominent citation:*

In pediatric literature case reports on the use of ultrasonography and Fluorine-18 NaF-PET in the diagnosis of skeletal manifestations of child abuse have been described [18-21].

## *Author prominent citation:*

This was substantiated by Smith, who studied 795 siblings from a cohort of 400 'index' children [24].

- Refer to tutorials on library website  
<http://lib.monash.edu/tutorials/citing/>

# Rule 3: limit paraphrase

- **DO**
  - Clearly distinguish between YOUR OWN and OTHER RESEARCHERS' ideas
  - Use introductory and transitional phrases to indicate you are using a source
- **DO NOT**
  - Simply replace words with synonyms
  - Change the meaning of the passage
  - Shuffle sentences around and change them a little
- **STOCK PHRASES or FORMULAIC EXPRESSIONS**
  - Focus on what you actually did, rather than on sounding like an article
  - There are only so many ways to describe a procedure, so do not stress

## Rule 4: direct quotation

**If you have to—but only if you absolutely have to—follow the original words, put them in quotation marks.**

**Example: “Potential roles of high salt intake and maternal malnutrition in the development of hypertension in disadvantaged countries,” A. G. Thrift et al., 2010.**

Approximately 80% of the global burden of cardiovascular disease arises from so-called ‘developing countries’, nations with low to moderate average incomes. [1] It is generally argued that the burgeoning epidemic of cardiovascular disease in developing nations is mainly attributable to their transition towards industrialization and urbanization. That is, cardiovascular disease is becoming a greater problem in the developing world partly because life expectancy is increasing and partly because these populations are taking up many of the modifiable risk factors that have been present in developed nations for some time, such as smoking, increased intake of foods high in energy and fat and reduced energy expenditure. [1, 2]