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**Developing Internet research skills among criminology honours
students and researchers in the Institute of Criminology, University of
Cape Town: An evaluation of the methods and materials used for this
purpose.**

by
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A minor dissertation submitted in partial fulfilment of the requirements for the
award of the degree of Master of Library and Information Science

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Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature *Ed Atkins*

Date *14/2/2002*

CONTENTS

ACKNOWLEDGEMENTS	V
ABSTRACT	VI
CHAPTER 1. INTRODUCTION	1
1.1. Background to the study.....	1
1.2. Objectives of the study.....	3
1.3. Focus of the research	4
1.4. The research question	5
1.5. Research methods used	5
1.6. Outline of the dissertation	10
CHAPTER 2. REVIEW OF THE LITERATURE.....	12
2.1. Information literacy	12
2.2. Information literacy in South Africa.....	17
2.3. Subject specific information research skills tutorials and integration with the curriculum.	20
2.4. Benchmarking information literacy programmes	21
2.5. Benchmarking the Criminology tutorial.....	24
2.6. Internet Trainer Certification.....	26
CHAPTER 3. REVIEW OF OTHER INTERNET AND INFORMATION LITERACY TUTORIALS	29
3.1. RDN tutorials.....	29
3.2. Netskills	31
3.3. Yenza!.....	32
3.4. University of Cape Town Tutorials	34
CHAPTER 4. TUTORIAL DESIGN AND METHODOLOGY.....	37
4.1. The Institute of Criminology electronic research skills tutorial.....	37
4.2. Implementing the tutorial.....	42

CHAPTER 5. DATA ANALYSIS AND FINDINGS.....	45
5.1. Data Analysis.....	45
5.2. Pre-tutorial assessment results.....	45
5.3. The tutorial.....	47
5.4. Evaluation questionnaire results.....	47
5.5. Follow-up questionnaire.....	49
5.6. Findings.....	51
CHAPTER 6. CONCLUSION.....	56
6.1. Overview.....	56
6.2. Limitations of the study.....	58
6.3. Recommendations for change.....	59
6.4. Recommendations for further investigation.....	60
6.5. Concluding remarks.....	61
CHAPTER 7. BIBLIOGRAPHY.....	62
APPENDICES.....	67

These appendices are from the first trial workshop held in June 2000:

APPENDIX A. Notice of Workshop: Developing Electronic Research Skills. (First workshop) June 2000

APPENDIX B. Computer literacy and electronic research skills profile. (First workshop) June 2000

APPENDIX C. First Criminology Internet Tutorial. June 2000

APPENDIX D. First Workshop Evaluation Form. June 2000

These are from the final tutorial on which this research is based:

APPENDIX E. A Guide to Criminology on the Internet. Objectives. (Final tutorial) June 2001

APPENDIX F. Pre-tutorial Assessment Form

APPENDIX G. A Guide to Criminology on the Internet. Part One

APPENDIX H. Evaluation Questionnaire for Introduction. Part One

APPENDIX I. A Guide to Criminology on the Internet. Part Two

APPENDIX J. Evaluation Questionnaire for Part Two

APPENDIX K. Research Methods in Criminology and Criminal Justice

APPENDIX L. Notice of Tutorial: Developing Electronic Research Skills

APPENDIX M. Criminology Internet Tutorial Follow up Questionnaire

APPENDIX N. Rating Calculations

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University of Cape Town

Abstract

In order to assist honours students and researchers in the Criminology Department at the University of Cape Town to fully utilise resources available through the Internet and other online databases, an online electronic research skills tutorial was developed and implemented.

The aim of this research is to assess whether this tutorial is a useful and efficient method of imparting information literacy skills and assisting users to use the rich array of information available electronically.

The concept of information literacy is reviewed internationally and in South Africa, in order to place this research within this framework. Concepts of benchmarking and best practice are examined to assess whether the tutorial meets these criteria. Internet trainer certification is studied as well as the importance of linking information tutorials to specific subjects and integrating them with the curriculum.

In developing and implementing this tutorial, other information literacy initiatives and Internet tutorials were examined to provide background information and to inform the construction of the tutorial. Initiatives at the University of Cape Town were explored to avoid duplication and overlap and to build on prior training of students and researchers.

The practical component of this research reviews the implementation of the tutorial with 13 participants. The participants completed pre-tutorial assessment questionnaires, using open and closed questions, to assess their knowledge and skills. The questionnaire responses were scored on a scale of 1 to 5 and represented in graphical form.

The participants completed the online tutorial, which introduced important sites for criminologists that can be found on the Internet as well as in other electronic databases, and explored how to use the Internet to support research. The tools and techniques to improve Internet searching were reviewed with the participants, as was the critical thinking needed to evaluate information found on the Internet. A post-course evaluation was completed to assess whether the participants had found this a useful experience, whether the course was at an appropriate level and whether the objectives of the course had been achieved.

A self-administered follow-up evaluation questionnaire was completed 2 to 3 months after completion of the tutorial in order to assess whether the information contained in the tutorial had been used, sites visited and whether in retrospect, the participants found the experience a useful one. The findings of these questionnaires are analysed and presented in graphical form on a scale of 1 to 5.

The analysis of the research shows that the participants of this case study found the experience of doing the online research skills tutorial a valuable one and that it assisted in developing new skills and in providing a window into all the electronic resources available in their field.

University of Cape Town

CHAPTER 1. Introduction

1.1. Background to the study

In the role of librarian in the Social Justice Resource Project (SJRP), it became apparent to the researcher, that students and researchers in the Department of Criminal Justice at the University of Cape Town (UCT), were not fully exploiting the electronic resources available via the Internet and other online databases. The SJRP is a research support centre attached to the Institute of Criminology, located in the Department of Criminal Justice. Numerous on-line databases and full text journals can be accessed from desktops and library computers through the University library network. In addition to these, there is also access to the Internet and the wealth of information on the World Wide Web and these resources were not being fully utilised by either the students or the researchers in the department.

In 2000, after consultation with the academic staff at the Institute of Criminology, it was decided to offer an electronic research skills training workshop for students doing their honours degrees in criminology. The aim of the workshop was to assist students to discover more about information that could be found in electronic resources that could inform their research. The workshop was combined with an in-house research methods seminar, run by academic staff that was held to assist students to prepare for their minor dissertations and to begin the literature review of their topics. A tutorial was developed by the researcher and completed by 6 students over two mornings in June 2000. The tutorial aimed to assist students to locate important resources in their discipline and was divided into two parts. Part One consisted of principles to be observed when constructing a search and searching on the Internet. It included a section on the evaluation of resources found on the Internet and in electronic resources. Part Two introduced important sites for criminologists and involved finding abstracts, monographs, annual reports, legislation and full text articles, amongst others, on these sites. The construction of this tutorial will be explored in more detail in section 4.1.1 of this report. The students found the experience of doing this tutorial very valuable and suggested that it be offered to all students doing the course in future.

At the beginning of 2001, after exploring other subject based tutorials, the tutorial was added to and mounted on the Social Justice Resource Project website to make it interactive, self-paced and accessible. This final tutorial was divided into two parts. Part One was developed more fully to include more information on forming search strategies and the importance of critical evaluation of information found on the web. It also included a section on citation of electronic resources. A new component was added to this tutorial, which involved answering questions from information found on the websites and typing or pasting this into an answer block on the web page.

Part Two of the tutorial was divided into new categories that were as follows:

- Using subject gateways to find out about a topic
- Conducting a literature search and looking at different resource types
- Maintaining current awareness
- Making professional contacts to help find out and exchange information with others working in the field
- Browsing the Internet for Criminal Justice Resources put together by experts.

This tutorial was also put online on the SJRP website and participants were required to follow links to key sites and answer questions in an answer box. The development of the final tutorial is explained more fully in section 4.1.2.

In May 2001, the revised tutorial was completed by a pilot group of 5 students and researchers in a classroom situation, using the Criminology library computers. Adjustments were made to this pilot tutorial, based on observation and feedback received from the participants of the pilot study.

The final tutorial was completed by 13 students and researchers in June and July 2001, using computers in the Criminology library. The researcher was present to assist and observe the participants. This final tutorial forms the basis of this research study. The construction of the tutorial, needs assessment, tutorial evaluation by the participants and a follow up evaluation are discussed in order to assess the usefulness of this tutorial in assisting researchers and students to access electronic information in the field of Criminology.

1.2. Objectives of the study

The objective of the study is to assess whether the tutorial is regarded as useful and relevant and whether it meets the needs of students and researchers for accessing information for research in the field of criminology.

This research aims to:

- Review the concept of information literacy.
- Observe how electronic research skills training can assist with the University of Cape Town's mission of imparting skills for lifelong learning.
- Examine other electronic skills training courses offered and to look at research done on constructing benchmarks and examples of good practice for information literacy tutorials in order to assess which of these criteria this tutorial meets.
- Evaluate the place of electronic skills training and subject-specific tutorials within the concept of information literacy.
- Examine the concept of Internet Trainer Certification.
- Use the tutorial to introduce key sites in the fields of criminology and criminal justice
- Help discover tools and techniques that are useful for research in the area and to review the need for critical evaluation of information found on the Internet and in other electronic databases.
- Evaluate whether the tutorial has assisted participants to identify and locate electronic information in the field and whether it is a tool that they have used in researching information for research.

1.3. Focus of the research

The focus of this research is on electronic research skills training in the field of criminology and the benefits that students and researchers can obtain from completing an online tutorial in this field. Electronic research skills training is researched within the framework of information literacy and the goals of the University for developing lifelong learning skills. A subject-based tutorial, is used to assist participants to improve their information seeking skills and make greater use of information that is available through the Internet and other electronic databases.

The tutorial does not aim to be a fully comprehensive information literacy tool that will meet all the requirements needed to assist the participant to become an “information literate” person. Rather, it was aimed at improving electronic searching skills in the field of criminology and to guide researchers to sites where accurate and reliable information can be found in their field. It aimed at being a building block in the information literacy procedure, as being one of the tools needed to become an “information literate” person in the discipline of criminology. The tutorial aims to build on the existing skills and critical thinking ability of students and researchers.

Research considerations:

- The information available on the Internet and in electronic databases is vast and students and researchers need assistance to utilise the electronic resources that are available.
- Pointers to access this information in a specific area can be of assistance. A subject specific tutorial can impart skills about how and where to access relevant information.
- The Criminology electronic research skills training tutorial can be improved upon by examining the experience and tutorials used by others in the field.
- This research is a case study done at the University of Cape Town, where all students have the same access to computers and the Internet.
- Abilities and knowledge of students about using the Internet and electronic resources will differ and allowance for this is made, by using a self-paced online tutorial.

1.4. The research question

The research question which informed this research is whether the online-information skills tutorial offered by the Criminology Department is a good technique for developing information research skills among criminology honours students and researchers.

1.5. Research methods used

This section discusses the methods used in undertaking this study, looking at the case study method, sampling methods, questionnaire construction and the advantages and disadvantages of questionnaires.

The case study method

The method used for this study was the case study. Bell (1987) describes the case study approach as the decision to focus on inquiry around an “instance”. She points out that the strength of the case-study method is that it allows the researcher to concentrate on a specific instance or situation and to identify, or attempt to identify, the various interactive processes at work. The method around the “instance” in this case was the introduction of a tutorial to aid in accessing Internet and electronic resources. Questionnaires and observation were used to assess the perceived value of these tutorials to the students and researchers. The aim of the study was to observe the implementation of the tutorial and assess its suitability for use in the future.

A case study enables researchers to understand complex issues and can extend experience to what is known through previous research. “Case studies emphasise detailed contextual analysis of a limited number of events or conditions and their relationships” (Yin, 1984:23 IN Soy, 1998). The benefit of the case study method is pointed out by Bassey in Bell (1987) that “an important criterion for judging the merit of a case study is the extent to which the details are sufficient and appropriate for someone working in a similar situation to relate his experiences. If they are carried out systematically and are aimed at the improvement of education, and by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of educational research” (Bell, 1987:4).

The case study method was used with this research as the enquiry into the efficacy of the tutorial was focused around “an instance” as discussed by Bell. The instance was using the online tutorial to assist students and researchers to develop skills to access electronic resources. In this case the situation was the introduction of the online tutorial in the Institute of Criminology, Department of Criminal Justice at the University of Cape Town, together with the endeavour by the researcher to observe the various processes at work in evaluating whether the online-information skills tutorial is a good technique for developing information skills among the participants in the study. It was felt that this case study would provide appropriate information to assist someone in a comparable situation and would add value by sharing this experience with other people working and researching in the field of information literacy.

Sampling

Durrheim states that the “main concern in sampling is representativeness” and that “the aim is to choose a sample that will be representative of the population about which the researcher aims to draw conclusions” (Durrheim, 1999:44). In addition he states that the sample size is also determined by practical issues such as how many people the researcher has access to.

It was not possible to use probability-sampling methods in this study, as the 13 participants in the study were those who agreed to complete the tutorial. It was not a compulsory module although all students and researchers at the Institute of Criminology were invited to participate and improve their skills in locating electronic and Internet resources in their field. However, the numbers of participants were a fair representation of students and researchers from the Institute.

The Institute of Criminology is a small unit. In the year during which this study was undertaken, there were 4 criminology honours students, and 8 students taking criminology modules as part of their LLM (Masters of Law) course. There were 4 academic members of staff, who were involved in research, while the Institute employs 7 other research staff and 2 Masters students who also undertake research.

All 4 honours students took part in the study together with 1 LLM student. The other 8 participants in the study all undertake research and in this study are called “researchers”. They consist of 2 academic members of staff, 4 researchers and 2 research assistants who are Masters students.

The researcher is of the opinion that the 13 participants in the study were a representative sample of the “sampling frame”. The researcher was dependant on volunteers rather than being able to use random sampling methods.

It is difficult to generalise to other situations from such a small sample and this is why the research was treated as a case study which focused on this specific situation, but the study may be of assistance to others offering similar training in their organisations.

Collecting data

A variety of research methods were used in this study, to produce evidence to assist with understanding of the case and to answer the research question. These were questionnaires together with observation of the participants while undertaking the tutorial and informal discussions during and after the tutorial. A combination of qualitative and quantitative methods was used and the quantitative data collected was used to back up the qualitative observation.

Questionnaires

A questionnaire consists of written questions, which are formulated to obtain information from respondents. Kanjee (1999) discusses factors to consider when drafting a questionnaire. He notes that, it is important to carefully consider the drafting of questions in order to get the correct responses; questions should be short, concise and relevant to the research question; they should be expressed in language understood by the respondents, and unambiguous in meaning. He continues that, in choosing the format for the response one can use open-ended questions, which allow for the respondent to give opinions and attitudes in their own words or closed questions which force the respondent to choose from certain answers. Closed questions limit the responses and give a more standardised set of replies, which make data analysis easier when comparing information received. Sometimes checklists are used where

respondents choose from a set of alternatives. Dichotomous questions, which allow respondents to choose from two alternatives, are useful to obtain factual answers from respondents. Scaled questions consist of questions followed by a rating scale where respondents specify the degree to which they agree or disagree with the questions. Scaled questions are useful for obtaining opinions or perceptions. Multiple-choice questions offer options to choose from and the respondent must choose one (Kanjee, 1999: 293-4).

The Criminology tutorial questionnaires were constructed to obtain information using open-ended and closed questions. In some of the questions, respondents were asked to choose from a scale, or to give a dichotomous response. Self-administered questionnaires were used. In constructing the questionnaires, other examples were examined and the needs assessment and evaluation of Part two were adapted from the Yenza! site (Tothill, 2001). The final follow-up evaluation was devised after consultation with colleagues. The researcher took care to ensure that the questionnaire met the principles of a good tutorial, using relevant questions that were easily understandable and unambiguous in order to elicit the required responses.

Some advantages and disadvantages of using questionnaires are discussed by Galloway (1997). Advantages are discussed as follows:

- “Questionnaires are easy to analyse. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.
- Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.
- Questionnaires reduce bias. There is uniform question presentation and no middleman bias. The researcher’s own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent.
- Questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he is free to complete the questionnaire on his own timetable. Unlike other research methods, the respondent is not interrupted by the research instrument”(Galloway, 1997).

Disadvantages noted by Galloway are that questionnaires do not allow for responses to be probed and because they are “structured instruments”, they do not allow for flexibility with respect to response format and that they often lose the “flavor of the response” because respondents may want to qualify their answers. It is thought that this can be overcome by allowing space for comments. Comments are seen by Galloway to be among the most helpful of all the information on the questionnaire, as they usually provide useful insights that might otherwise be lost. The fact that visual cues are not available with written questionnaires is also seen as a disadvantage although if only factual information is required then the lack of personal contact will not be an issue but when attitudes are being probed, the answer received may be affected (Galloway, 1997).

Questionnaires were used to assess the knowledge of participants before they participated in the Criminology tutorial. The intention of this was to find out what they knew about electronic searching, the soundness of their knowledge and how much they knew. The assessment aimed to find out whether the participants had done prior training, how they rated their Internet skills and how proficient they were at using email and the World Wide Web. It also aimed to find out if they used ALEPH, the UCT library catalogue, and if they knew how to evaluate resources that they found on the Internet.

An evaluation questionnaire was completed at the end of Part Two of the tutorial. This aimed to find out whether the objectives were clearly stated and achieved and whether the participants found the workshop useful. Questions were also asked to elicit responses about the level of the tutorial and the amount of time the tutorial took to do. Participants were asked to rate on a scale of 1 to 5 whether the tutorial assisted them to identify key resources in their subject area, whether it raised awareness about how to use the Internet for research and whether it improved their ability to search the Internet.

A post-course evaluation completed two months after completion of the course aimed to elicit further responses after a period of time had elapsed. The aim of this was to find out whether participants still found doing the tutorial a worthwhile experience and whether they had used the sites that were introduced.

Observation

The participants were observed while carrying out the tutorial and an informal discussion was held after the tutorial to support the observation by the researcher. Durrheim (1999: 29) refers to systematic observation as “observation guided by concrete research questions and research design”. He continues “the researcher seeks to draw coherent and plausible conclusions or inferences from her or his observations, and thus plans observation to ensure that it will fulfil the purpose of research”. In this case the observation was undertaken in an informal manner while the researcher assisted participants with questions they had while doing the tutorial. The supervisory role played by the researcher enable her to observe whether the participants were able to manage the tasks set in the tutorial and informal discussions after the tutorial, further enabled the researcher to assess the usefulness of the tutorial to the participants. Observation was used to support the more quantitative information gathered from the questionnaire method discussed previously. The informal discussion held after the tutorial to assess participants’ views, helped the researcher to understand the experience through this communication.

1.6. Outline of the dissertation

Theoretical information gathering

- The concept of information literacy, Internationally and in South Africa will be explored and the place of this research within this framework will be examined.
- Research done on the importance of building an information literacy tutorial into the academic curriculum will be examined and the value of working with faculty will be explored.
- The concept of benchmarking information research skills tutorials will be examined in order to assess whether the tutorial meets the suggested criteria.
- Internet trainer certification will be explored.
- Comparative studies of other information skills tutorials and methods will be examined.
- The construction and implementation of the Criminology tutorial will be discussed

Gathering primary data

- Data was obtained from 13 participants who completed the final tutorial. 5 participants completed the tutorial in June 2001 and 8 further participants, all researchers in the Institute of Criminology, Department of Criminal Justice, completed the tutorial in July 2001.
- Data was gathered using a pre-tutorial assessment questionnaire and post-tutorial evaluation questionnaire and the participants were observed during the tutorial and interviewed afterwards.
- A follow up evaluation of the experiences of the participants was done later in September 2001.
- The findings of the research were examined and the results of the questionnaires were analysed and rated on a 1 to 5 score according to different criteria and presented in graphical form.
- More qualitative information was obtained from observation and informal interviewing and this is included in the discussion.

Conclusions and recommendations conclude this study.

CHAPTER 2. Review of the literature

This chapter explores the concept of information literacy and reviews the literature on the topic. Different definitions and discussions are examined from the United States, Australia, the United Kingdom and South Africa.

It also looks at where the Criminology tutorial fits into this framework. It is important to place this study within the broader framework of information literacy, in order to see the position of this research as a building block in the information literacy procedure.

Information literacy research in South Africa is referred to as well as the concept of lifelong learning promoted by the University of Cape Town. The importance of subject specific tutorials and integrating information literacy into the curriculum, are examined. Following this, the concept of benchmarking information literacy tutorials is examined and an attempt is made to see where the Criminology tutorials fit in and which of the benchmark criteria they meet. Finally training for the Internet trainer is examined.

2.1. Information literacy

The definition of information literacy given by the American Library Association is that information literacy is “the ability to know when information is needed, to be able to identify, locate, and effectively use that information for lifelong learning and problem solving” (American Association of School Librarians, 1998).

In *Seven Faces of Information Literacy in Higher Education*, Bruce (1997), an Australian researcher, describes seven categories of information literacy, which are as follows:

- “Category one: the information technology conception”
In this category the importance of information technology is stressed as a means of accessing information and as a means of communication. Information is seen as an object existing outside the person and technology is seen as vital for accessing information.
- “Category two: the information sources conception”

Information literacy is seen as the ability to find information, knowing where to find information, electronically or otherwise and to access these alone or through someone else.

- “Category three: the information process conception”
Here information literacy is seen as a strategic process used to access the needed information in a new situation where there is a lack of information.
- “Category four: the information control conception”
Here knowledge of storing information and being able to retrieve it and use it when it is needed is seen as important.
- “Category five: the knowledge construction conception”
Information use, evaluation and analysis of information are viewed as important. “Critical information use, for the purpose of constructing a personal knowledge base, is the distinguishing feature of this conception”.
- “Category six: the knowledge extension conception”
In this category, information literacy is viewed as using insight and intuition to create new ideas and solutions from the information and to extend knowledge.
- “Category seven: the wisdom conception”
This is when information is used wisely for the benefit of others. “A consciousness of personal values and ethics is needed to enable information to be used in this way” (Bruce, 1997).

The researcher holds the view that in terms of Bruce’s definition of information literacy, the Criminology tutorial, which promotes electronic information searching skills, studied in this case study, does meet certain of the categories of the definition. The tutorial stresses the importance of information technology as a means of communication and accessing information. The tutorial encourages participants to locate information on the Internet and to experience the technological skills of moving between windows, cutting and pasting information and searching for text in the page. The Criminology tutorial also links in with category two and the ability to find information and knowing where to find it electronically

or otherwise. The tutorial points to many important resources in the discipline of Criminology and assists people to find information that is available on the Internet and how to use bibliographic catalogues to find physical copies of the articles. It is compatible with the concept of using tools to access the needed information in a new situation where there is a lack of information mentioned in category three. The emphasis of Part Two of the Criminology tutorial is on locating information in different categories such as bibliographic resources, databases, online journals and full text articles, networking in the field to make contact with colleagues and to exchange information and browsing the Internet to find other resources. However, the researcher is of the opinion that the tutorial does not cover categories five to seven where information literacy is viewed as using insight and intuition to create new ideas and solutions from the information and to extend knowledge. The researcher's view is that the aim of the tutorial is not to try to be a total information literacy package but the intention is to assist participants to improve their information seeking skills and make greater use of information that is available through the Internet and other electronic databases and to provide building blocks or "pillars" (SCONUL, 1999) in the information skills process.

Another definition of information literacy is from the SCONUL (Society of College, National and University Libraries) task team. SCONUL is a society in the United Kingdom, which aims to improve library services in the field of higher education and national libraries. It is made up of members of tertiary institutions and national libraries in the UK and Ireland. It aims to promote libraries and to strategically examine the place that information skills training and the role that tertiary libraries can play in this regard. The task team looked at the following issues:

- "Why are information skills important?"
- "How can information skills be defined?"
- "What is the size and scope of current activity in UK higher education with regard to information skills?"
- "Are there principles of good practice in this area, within UK higher education and from other countries?"

(SCONUL, 1999).

The Task team differentiated between the concepts of ‘information skills’ and ‘information technology’ skills and outlined seven skills or “pillars” that represent their view of ‘information skills’, which are seen as broader and more involved in creating knowledge than the narrower term of ‘information technology’ skills.

The Seven Pillars Model of information skills includes the following abilities.

These are to:

- “recognise a need for information”;
- “distinguish ways in which the information ‘gap’ may be addressed”. This includes knowledge and selection of the best resources, print or otherwise;
- “construct strategies for locating information”, expressing the need and finding an appropriate method;
- “locate and access information”, which includes the search strategy and current awareness;
- “compare and evaluate information obtained from different sources”, being aware of accuracy, reliability, bias and peer review;
- “organise, apply and communicate information to others in ways appropriate to the situation”, citing references, being aware of copyright and plagiarism issues as well as using information to solve a problem and communicating it appropriately;
- “synthesise and build upon existing information, contributing to the creation of new knowledge”

(SCONUL, 1999:6).

This model shows an ‘iterative process’ of how information users start at the base level of recognising the need for information and become more competent by practising their skills **until** they become experts in information literacy. At the base are basic library and computer skills with a progression to the expert level of “reflection and critical awareness of information as an intellectual resource” in order to create new knowledge in a discipline (SCONUL, 1999:7).

The Association of College and Research Libraries (ACRL) in the USA outline standards, performance indicators and outcomes in setting information literacy standards for higher education. The main points that they use to denote an information literate individual are as follows:

- "The information literate student determines the nature and extent of the information needed.
- The information literate student accesses needed information effectively and efficiently
- The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally" (ACRL, 2000).

In an overview of information literacy by the working group aiming to establish Best Practices in Information Literacy Programs of the Association of College and Research Libraries (ACRL), Kirk (2001) states that:

"Information literacy is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in their academic studies, in the workplace and in their personal lives. Information is available through libraries, community resources, special interest organizations and media and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity and reliability. In addition, information is available through multiple media, including graphical, aural and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively" (Kirk, 2001).

The researcher agrees with this statement about the importance of information literacy in today's Information Age. The aim of the Criminology tutorial was to assist students and researchers to find their way through the "proliferating information resources" and to find a way through the overwhelming mass of information by using subject guides and gateways.

The participants were also encouraged to evaluate the material for validity and authority. The tutorial aimed to assist them to locate information available in electronic sources, as these were not being fully utilised. It also aimed to impart the abilities “necessary to use information effectively”.

Brevik (2000) also support the idea of assisting students to gain information literacy skills and adds that students must be given the opportunity to explore and find out about all the resources of information that are accessible. She includes the importance of helping students acquire these competencies, which she says “will require partnerships in curriculum development and assignment-giving between faculty, who are subject experts, and librarians, who are information experts.”

Brevik (2000) states that educators are looking beyond providing access to computers and the Internet, to focussing on ways in which students can be assisted with information literacy skills in order for them to become “information-savvy consumers”. She adds that the ACRL standards and performance indicators show that “you cannot merely teach skills for information literacy but that students need repeated opportunities to find out about the range of information sources that are available.”

In keeping with this statement by Brevik, the Criminology tutorial plays a role in assisting students practice skills, by giving them opportunities to find out about the range of resources that are available in their field. The researcher contends that the Criminology tutorial meets many of the criteria mentioned in the above definitions of information literacy by imparting skills to assist users to find information when it is needed and for new situations when there is a lack of information and that by assisting participants to hone their information finding skills, the tutorial is providing steps in the information skills procedure. These skills are finding out how to access resources, how to evaluate information for accuracy, reliability and bias and how to cite references

2.2. Information literacy in South Africa

Having looked at the research on the concept of information literacy internationally, the concept of information literacy as seen from a South African perspective will be explored.

Research on information literacy in South Africa has highlighted different issues in the information literacy process, which differ to the experience of other countries.

Sayed (1998) reports on a study into information literacy at the five higher education institutions in the Western Cape. These institutions are part of a consortium called the Cape Library Cooperative (CALICO) who have been co-operating with each other in sharing resources and running information literacy programmes aimed at enhancing teaching and learning (Sayed & De Jager, 1997:5). The project known as the INFOLIT project of the Adamastor Trust, carried out an assessment of information literacy within the CALICO institutions. INFOLIT aims to advance information literacy in South African society in order to improve the quality of education and to assist in redressing the inequalities of “apartheid” education. The study reported by Sayed, aimed to develop a profile of the five institutions and to audit the information literacy skills of students. It is noted that:

“The development of information literacy is directed towards producing independent and self-directed learners who are able to become active and responsible citizens, make informed decisions in their private and public lives and contribute both to individual and national empowerment and growth” (Sayed, 1998:14).

Sayed and De Jager (1997) did a survey of key literature in the field of information literacy as part of the INFOLIT project and they provide an overview of literature published from 1993 – 1995. They state that the definitions of information literacy reviewed range from narrow definitions, which emphasise skills to more global definitions that emphasise access to information, skills to find this information and the ability to critically evaluate the information.

The following operational definition of the concept of “information literacy” was developed to inform the INFOLIT project:

“Information literacy refers to the ability of learners to access, use and evaluate information from different sources, to enhance learning, solve problems and generate new knowledge” (Sayed & De Jager, 1997:12).

Some other observations made by Sayed & De Jager are that in the South African context the learner's prior learning experience has to be taken into consideration. They say that "in South Africa it is important to take cognisance of the effect of apartheid education on the learner" when designing programmes. They also stress the need to teach students how to critically analyse and evaluate information and point out that information literacy is best in a learner centred environment where there is collaboration between providers such as librarians, academics, teachers and technology experts (Sayed & De Jager, 1997).

The point that information literacy needs to be seen in a South African context with the legacy of apartheid and the uneven delivery of resources and education to students is also made by Darch and Underwood (1999). In their view, information has always been an important resource that has given a strategic advantage to people to whom it has been available and who are able to understand and make use of it. They continue that educational institutions should encourage individuals to develop skills that will help them to learn throughout their lives. "Information literacy consists, in part, of a set of transferable skills that allow users to identify their information problems and needs, access required information irrespective of source or channel, use and critically evaluate the information. It consists also of an understanding of a domain of knowledge to the extent that an information user is able to evaluate the significance of an item of information in relation to a problem" (Darch & Underwood, 1999:290). In South Africa because of apartheid, which was designed to limit the quality of education for the majority of students and to restrict access to information, there is a particular need to teach students how to analyse and critically evaluate information sources (Darch & Underwood, 1999:293).

Darch & Underwood point out that

"simple provision of information sources will guarantee neither that citizens will make use of them nor that they will make appropriate choices about what information to use" (Darch & Underwood, 1999:290)."

The value of information literacy training is also recognised in the University of Cape Town (UCT) mission statement (Makotoko, 1999:2). UCT recognises the importance of lifelong learning and this is expressed thus:

“Our mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society. Educating for life means that our educational process must provide:

- a foundation of skills, knowledge and versatility that will last a life-time, despite a changing environment;
- research-based teaching and learning;
- critical enquiry in the form of the search for new knowledge and better understanding; and an active developmental role in our cultural, economic, political, scientific and social environment....”

(University of Cape Town, 1996).

The Criminology electronic research skills tutorial is seen by the researcher to fit in with the UCT mission to impart lifelong learning skills. Information literacy and the development of information seeking skills, teaches people to develop the ability to locate information to assist them solve problems throughout life, and to have the skills to critically evaluate the information that is found, in order to play a meaningful role in society. The Criminology tutorial is imparting transferable skills that can be used for finding and evaluating information found on the Internet and other electronic databases and resources throughout the career of the student. Techniques in finding information on the Internet will assist individuals to continue learning throughout their lives and to assist them in meeting changing information needs.

2.3. Subject specific information research skills tutorials and integration with the curriculum.

The importance of integrating information skills with the curriculum and co-operation with academic staff is discussed by SCONUL in their position paper. They say, “both the literature and practitioners support the absolute necessity of information skills work being integrated into the subject curriculum” (SCONUL, 1999:8).

Coxon (2000) looks at some future training trends and the changes in the information professional’s role in the United Kingdom. She states that training has to move quickly to keep ahead of the needs of the library users and sees the shift in training from basic courses in

the Internet, to “sector-specific” content courses. She points out that organisations are demanding that the training that they need should be “tailored to their specific needs, rather than accepting a generic off-the-shelf solution”. Further she mentions that on-site courses are becoming popular as the subject matter can be made relevant and it can also aid in team building. She supports the idea of using technology to deliver training that can be accessed from people’s desks as this also supports distance-learning courses (Coxon: 2000:75).

In South Africa, the importance of integrating information literacy into the curriculum has also been recognised by a number of authors. Darch and Underwood state that

“The acquisition of information literacy is assumed to work best within a context or subject domain where the learning is directly related to a project or academic assignment” (Darch & Underwood, 1999:29).

Sayed and De Jager (1997) in their study noted that the definitions of information literacy that were reviewed pointed to the need to move away from mere library instruction programmes, towards “ a more holistic approach to education in which librarians, academics and other collaborate in generating cross-curricular programmes” (Sayed & De Jager, 1997:7).

The importance of integrating the Criminology information skills tutorial with the curriculum was taken into account when planning and delivering the tutorial the researcher co-operated with academic staff in order to build the electronic research skills training in with the Research Methods Course that was being offered to Honours students. The importance of assisting students to access information electronically was appreciated by academic staff who worked together with the researcher to ensure students were informed of the course and were required to attend in order to assist them with their literature search to support their dissertation research.

2.4. Benchmarking information literacy programmes

Benchmarking is a way of measuring performance against a set of standards. It is a way of comparing programmes to make sure that they are of a certain quality. When choosing a training programme participants and trainers are assured of its quality and effectiveness as a

method of imparting information literacy skills if it is benchmarked. Benchmarking programmes also gives them credibility.

A means of benchmarking information literacy programmes is presently being explored. It is important to find models of good practice when delivering a programme, in order to find examples, which can be used to compare information skills programmes and to find key essentials to find out if the programme that is offered meets the principles of a good programme. This will give participants participating in the programme the assurance that the course they are doing is of a high standard and is a credible course. The trainer will also be assured that the programme they are offering meets the requirements of a good programme and that they are meeting the aims of assisting participants to become information literate members of society.

SCONUL (1999) have looked at issues of good practice when delivering information literacy programmes in the United Kingdom and have identified some essential elements. Besides the importance of integrating information skills with the subject curriculum mentioned previously, these are:

- “Information skills programmes should aim to cater appropriately for all kinds of learners at all the various levels of learning
 - Programmes should have clear aims and be based on sound pedagogic foundations
 - Programmes should have quality and feedback mechanisms built in
 - Programmes should attempt to measure initial and exit competence, and can thus demonstrate impact
 - Programmes should be managed effectively and delivered cost-effectively
 - Programmes should make valid use of new technology and other innovations”
- (SCONUL, 1999:9)

In the United States of America, The Institute for Information Literacy initiated by the Association of College and Research Libraries, a section of the American Library Association, is involved with a project which aims to identify criteria for assessing information literacy programs in undergraduate education (National Information Literacy Institute, 2000).

These criteria, which are discussed below, enable those who run information literacy programmes to benchmark and evaluate their own programmes. The project is a thirty-seven month long attempt to examine these issues, selected institutes will take part in a national conference in 2002 and results will be shared. This is an endeavour to list the elements of best practices when providing information literacy programmes for undergraduate students. A statement of *Best Practices in Information Literacy Programming* was released by the working group in March 2001 and will stay as it is until after the conference in June 2002 (National Information Literacy Institute, 2000).

The criteria, consist of: the need for a clear statement of goals, broad support from the institution, enough resources and staff to meet the goals, effective organisation and evaluation techniques and methods of using these results to improve the programme. These are outlined in the following categories by Kirk (2001):

a. Mission.

The information literacy programme's mission statement should be consistent with the ACRL Information Literacy Competency Standards for Higher Education and with institutional mission statements, include a working definition of information literacy, list benefits to be derived, and be worded appropriately for the audience.

b. Goals and Objectives

The goals must be clear, practical and include integration of information literacy across the curriculum. They must include measurable outcomes and assessments that allow students to show their mastery of the underlying concepts of information literacy.

c. Planning

The course should be planned with faculty and should include critical thinking and reflection. It should support student-centred learning and build on existing knowledge.

d. Administrative and Institutional support

Administrators should give clear identification of resources and roles, encourage collaboration among faculty, library and staff, budget for and articulate support for the programme.

e. Articulation with the curriculum

The programme should be developed with and included in existing academic programs in collaboration with departments; place the emphasis on students learning in the context of

subjects; use teaching methods that are in line with those of the institution and integrate information skills literacy on an ongoing basis, throughout the academic career.

f. Collaboration with classroom faculty

There must be collaboration between faculty, librarians and other staff involved with the programme. Communication within the academic community should be encouraged to obtain support for an information literacy program and involvement in planning and developing the programme is encouraged.

g. Pedagogy

Educational principles for the course should encourage critical thinking and reflection and support student-centred learning. This should include interactive learning activities that build on existing knowledge and include different learning and teaching styles.

h. Staff

There should be sufficient staff for the information literacy programme and they should have appropriate expertise and experience. There should be collaboration between all role players and provide opportunities for professional development.

i. Outreach

Information on methods and findings should be shared with colleagues from other institutions to help promote information literacy.

j. Assessment

Assessment should include the measurement of the outcomes of the programmes and be used for ongoing planning and improvement of the programme. Methods of evaluation can include self-evaluation, quizzes, direct observation and peer review.

The extent to which the Criminology tutorial meets these criteria is discussed below.

2.5. Benchmarking the Criminology tutorial

In assessing whether the Criminology tutorial is a good technique for developing information research skills among criminology honours students and researchers, it was assessed by benchmarking it against principles of good practice expressed in the ACRL document. This assessment of whether the tutorial met the benchmarking criteria was a subjective self-evaluation made by the researcher.

Some of the characteristics outlined in the ACRL Best Practices document were met by the Criminology tutorial. These are discussed in terms of the following categories found in Kirk (2001):

a. Mission. The Criminology tutorial was consistent with the mission of the University of Cape Town for developing skills for lifelong learning. Although the tutorial did not include a working definition of information literacy, the tutorial did list the benefits to be obtained from doing the tutorial.

b. Goals and Objectives: The tutorial did have clear goals and objectives and was integrated into the curriculum. It did have measurable outcomes to show whether students had mastered the concepts.

c. Planning: The programme was planned in collaboration with other tutorial providers and academic programmes. The tutorial did build on existing knowledge and supported student-centred learning.

d. Administrative and Institutional support: Administrative and Institutional support from the department was given and did include sufficient funds for developing and running the tutorial.

e. Articulation with the curriculum: The programme was integrated into the existing academic programme by building it in to the Resource Methods Course that was being offered to Honours students in preparation for their dissertations.

f. Collaboration with classroom faculty: Support was obtained from the faculty and communication with the academic community encouraged support for the information literacy programme.

g. Pedagogy: Educational principles included active learning activities and allowed for a variation in learning styles, by being self-paced. It did not allow for sufficient critical thinking and reflection. The reason for this was that the tutorial concentrated on assisting people to locate resources in their field and to find resources in their subject field. The exercises did not allow for critical thinking and reflection. In the future the participants will be given the chance to construct their own searches and find information according to their search. This will meet the criteria of encouraging critical thinking and reflection.

h. Staff: As the group was small the researcher and an assistant were able to assist the participants ably. Opportunities do exist at UCT for training in computer skills for library staff and online courses such as Netskills (2001) in the United Kingdom is available for staff to develop their training skills.

i. Outreach: Communication with internal and external groups took place through discussion with other libraries on campus and by making the electronic skills tutorial available through the Internet on the Institute website. Research findings will also be shared with others.

j. Assessment of programme: The assessment of the programme was done by an evaluation questionnaire completed by participants on completion of the course as well as a follow-up evaluation completed after a period of two months. The assessments will be used to improve the programme. Peer review of the programme and direct observation of participants while they were doing the tutorial were also used. The Law librarian at the University of Cape Town completed the tutorial and valuable comments were made.

The researcher is of the opinion that while the Criminology tutorial met many of the above criteria, it did not meet the benchmarking criteria of Pedagogy, which requires that educational principles for the course should encourage critical thinking and reflection and support student-centred learning. The researcher feels that this Criminology tutorial did not sufficiently encourage critical thinking and reflection or encourage evaluation of information found. However, the tutorial did not aim to be a fully comprehensive information literacy tool but was rather aimed at improving electronic searching skills in the field of Criminology. It fulfilled a useful function of being a building block in the information literacy procedure. This is in line with Brevik (2000), who recommends that students need constant opportunities to become more information literate and to become aware of all the resources available to them. All the participants had prior knowledge of using the Internet and two had done a relevant course. This tutorial therefore met the aim of assisting students to become familiar with the electronic and resources available to them at the University of Cape Town.

2.6. Internet Trainer Certification

Besides benchmarking the tutorial to meet standards of quality and good practice, the researcher was interested in what core competencies the trainer would need to have in order to deliver an excellent tutorial. The researcher felt it was important to have a certain degree of knowledge about delivering information literacy courses, to ensure that the course delivered was of a high quality and to give the students confidence in the instructor.

In South Africa, Tohill (2001) stresses the need for Internet trainers to have certain expertise to reassure their students as to the trainer's ability and to ensure that quality training is given. As an inexperienced trainer, the researcher was interested in finding out what competencies would be required to train users in electronic searching techniques. Tohill provided encouragement by saying that, "Internet trainers need technical skills and knowledge about the areas they are teaching, a basic understanding of training principles, and an awareness of the disciplines they are working with". She stresses that trainers need to be familiar with the materials in the course, but that there is not a need to know everything about the Internet. She refers to certification for Internet trainers for trainers who would like to develop their skills further and refers them to Diane Kovac's article on core competencies that are suggested for certification of Internet trainers. At the moment no international standards exist for certification of Internet trainers (Tohill, 2001:5).

Kovacs (2000) from the United Kingdom examines the need for certification of Internet trainers, which would assist in providing a guideline as to the expertise that students could expect from an Internet Trainer. It would also enable the Internet Trainer to be able to develop skills and provide a guarantee that the trainer is qualified to provide Internet training. A discussion group called NET-CERT, which is an invitation only subgroup of NETTRAIN, a discussion group that allows Internet trainers to communicate with each other, developed the idea of Internet Trainer Certification. Kovacs describes the proposed Internet Trainer Certification programme and the expected core competencies, which would include being able to design, develop and evaluate course material and to have an intricate knowledge of the Internet. She gives a definition of the Internet Trainer as "a trainer or teacher who works with other humans to teach them how to use and how to access the Internet for professional, business, research, recreational, educational or other purposes" (Kovacs, 2000:1).

Kovacs also lists some instructional design competencies that are as follows. These are the ability to:

- "assess what learners know already, and what they need to know
- assess at what level to set the course for different individuals and groups
- differentiate between teaching functional skills such as attaching documents and research skills of finding information on the Internet
- set objectives for training and to measure if they are achieved by the tutorial

- develop a strategy for student participation and evaluation
- develop the instructional material and evaluate the course
- know basic concepts and the history of the Internet
- locate and use technical information resources
- have a knowledge of newsgroups, Internet culture, copyright and netiquette when using discussion groups
- have a functional knowledge of how to use the World Wide Web
- build simple Web pages
- use technical competencies such as the knowledge of common computer software and telecommunications and some trouble shooting ability.”

The curriculum for training Internet trainers is aimed at those who practice and want to get certification and others that need to learn the subject area or beginners. Different modules will be offered to meet these various needs. This is a developing area and will provide a valuable measure of qualification for Internet trainers in the future (Kovacs, 2000: 3-7).

In the United States, the importance of trainers having the correct expertise and experience and the opportunity for professional development is also mentioned as an important benchmark by the Information Literacy Institute of the ACRL (National Information Literacy Institute, 2000).

CHAPTER 3. Review of other Internet and information literacy tutorials

In this chapter the experiences of other providers of Information literacy and Internet tutorials in the United Kingdom, United States and South Africa are looked at in order to research other online tutorials that are available on the World Wide Web and to gain from their experience to provide background knowledge and to improve the construction of the Criminology tutorial. The researcher browsed the tutorials to find out how they worked and to increase her knowledge about Internet resources. The *Internet Detective* tutorial was done by the researcher to assist in gaining knowledge about how to evaluate resources and how to test if a site is trustworthy.

The sources consulted were as follows:

The Resource Discovery Network (RDN), the Social Science Information Gateway (SOSIG) and Netskills tutorials from the United Kingdom. The University of California Berkeley tutorial in the United States and a South African resource, Yenza!. Finally the tutorials offered at the University of Cape Town by the Law Library and the Graduate School of Humanities were perused to avoid overlap and to build on the strengths of the tutorials already on offer. These projects are discussed in more detail below.

3.1. RDN tutorials

One of the tutorials, which were instrumental in forming the subject categories of the Criminology Tutorial, was the Resource Discovery Network (RDN) virtual training suite. The RDN is a project funded by the Joint Information Systems Committee (JISC). JISC is a strategic advisory committee serving higher and further education councils in the United Kingdom. It promotes the use of information systems and information technology in education. Members of the JISC and its committees are senior managers, academics and technology experts from across the education sector. The JISC works in partnership with Research Councils in the UK and is funded by the Higher Education bodies in England, Scotland and Wales. The RDN project which is an Internet search service that aims to provide access to Internet resources which support learning, as well as teaching and research, is part

of the JISC's Distributed National Electronic Resource (DNER) Development Programme. (Joint Information Systems Committee, 2002).

The RDN Virtual Training Suite is intended to “teach Internet information skills to students, lecturers and researchers in higher and further education in the UK”. It is also freely available for use by anyone else. The content of tutorials in the Virtual Training Suite are chosen by academics and librarians from 30 educational bodies in the UK and tutorials were constructed by staff at the Institute for Learning and Research Technology (ILRT), University of Bristol.

The training suite consists of "teach yourself" tutorials. These are available on the World Wide Web and offer Internet information skills training in particular subject areas.

The tutorials consist of quizzes and interactive exercises. They enable the user to do the following:

- **“TOUR** key Internet resources for the subject
- **DISCOVER** how to improve their Internet search skills
- **REVIEW** the need for critical evaluation of information on the Internet
- **REFLECT** on practical ways to use the Internet to support learning, teaching and research"

(Institute for Learning and Research Technology, 2000).

The Training Suites consist of tutorials, which offer a gateway and introduction to the sites available from the RDN. They are designed for self instruction and cover different subject areas such as “The Internet Sociologist” and The Internet Anthropologist”. The tutorials are also available for use by lecturers, teachers or trainers wanting to teach Internet information skills.

The *Internet Sociologist* (Macwilliam, 2000) is a tutorial within the Resource Discovery Network (RDN) Virtual Training Suite of subject specific tutorials. This “teach yourself tutorial” on Internet information skills for sociologists was used as a basis for the present Criminology tutorial, using their objectives of the overview of key sites, discovering tools

and techniques to improve searches, reviewing the critical skills needed for using the Internet and reflecting on how to use the Internet for research. *Social Science (general) and Methodology on the Internet* (Maggs, 2000) also informed the construction of the Criminology tutorial and includes sections such as finding out about a topic; conducting a literature search; maintaining current awareness; making professional contacts; finding out about conferences and professional development.

Members from the Social Science Information Gateway (SOSIG) are involved with the RDN virtual training suite. One of the tutorials they have produced is *The Internet Detective*. This aims at teaching skills to assess the quality of information found on the Internet. It consists of practical exercises that teach critical skills needed to evaluate information found on the web.

Other Internet tutorials in the United Kingdom and the USA were browsed in order to inform the researcher about the cope of resources in the field.

3.2. Netskills

Netskills in the United Kingdom advertise their services as follows:

- “Delivering workshops
We provide a wide range of hands-on workshops delivered at regional centres throughout the country. In addition, if you have appropriate facilities Netskills will provide on-site training.
- Developing training materials for use by other trainers
Netskills produces a comprehensive range of quality internet training materials, tried and tested in their own training courses and available under licence for you to use.
- Provision of on line, self-paced tutorials (TONIC)
With TONIC (The On line Netskills Interactive Course) you can explore various introductory Internet topics in an easily digestible format”
(Netskills, 2001).

The researcher found the TONIC tutorial very user friendly, nicely laid out and easy to understand and use. It is an enjoyable way to investigate and develop Internet skills. The

tutorial allows the user to work online and after completing a section, the user does a quiz and selects the correct answer from checkboxes that are on drop-down menus. The user can check if they are correct by choosing the “Am I right button”. It provides a basic fun guide to the Internet and refers users to other sources if they wish to evaluate information.

The University of California, Berkeley tutorial was also investigated and used in the Criminology tutorial. The tutorial consist of an introduction the World Wide Web, a guide on browsers, recommended strategies for searching and how to analyse a topic and construct a search; it compares search engines and how they work; and includes a section on how to evaluate WebPages. It includes resources on citing Internet and electronic resources and includes a glossary of Internet and Web terminology. (University of California Berkeley Library, 2001). The Criminology tutorial made use of their recommended strategies for searching and analysing a topic, as well as their glossary and citation advice.

3.3. Yenza!

Yenza!, is a South African project, that was developed by the National Research Foundation, in partnership with the INFOLIT Project of the Adamastor Trust. (The INFOLIT Project is managed by the Centre for Information Literacy at the University of Cape Town and aims to promote information literacy at the five tertiary institutions in the Western Cape). Although most tertiary institutions in South Africa have full Internet connectivity, the potential use of the Internet for research and teaching was not being realised and Yenza! was set up to:

“promote the effective use of the Internet as a research and teaching tool in the humanities and social sciences. The Yenza! initiative seeks to contribute to the understanding to the potential role of the Internet and to provide a dynamic resource which can make a practical contribution to the development of Internet, research and information literacy skills” (Tothill, 2001:1).

The Yenza! web site offers information on learning to use the Internet, tips for teaching using the Internet, information on research methodology and proposals, annotated links to discipline specific resources, information on how to develop a website and a manual for new trainers called *Yenza! Using the Internet for research & teaching in the humanities and social sciences*. The resources are intended to be used by academics and postgraduate students at

universities and Technikons in South Africa as well as for Trainers. Yenza! make their materials freely available for educational use (Tothill, 2001:2).

The manual for new trainers includes examples of workshop modules and resources for training and was developed to assist “discipline-specific experts” offering Internet workshops to post graduate students or colleagues to develop a training programme in their discipline. Sample workshop materials are provided that can be adapted according to the requirements of the discipline. The manual was also intended to assist trainers in computer support divisions to offer a workshop in a particular discipline by providing relevant examples, together with a section of links to resources, which have been evaluated by experts in a particular discipline.

This Yenza! manual provided background information for the construction of the Criminology tutorial and sample ideas for the pre-tutorial assessment form and the evaluation form were adapted. It also provided very useful assistance about how to organise the workshop and the important factors to take into consideration. It also provides support for the new trainer by encouraging people to offer workshops even if they are not experts and do not know everything about the Internet, it assists the trainer to reduce time, by offering “inexperienced trainers shortcuts”.

Advice was given by Yenza! that the researcher took into account when offering the tutorial such as the fact that some participants may not have basic Window skills, such as switching between window, cutting and pasting. The suggestion was to deal with these during the course by teaching the skills and to find out participants skills before the workshop. Use was made of the suggestions that the University of California (Berkeley) site be used as an example of a good online tutorial for those participants who want to do a basic Internet course. Suggestions taken into account were some of the ways that the Internet can be used for research, and the need to stress the Internet as a means of networking and dissemination of research results. The section on “General training issues” provides very useful tips for the trainer to consider, such as the suggested numbers, the role of having assistants and the number of participants per computer. The need to assess the existing skills levels of the participants and to find out what they would like to learn during the course were included introducing them to resources that they can refer to during and after the workshop such as including a glossary of terms. The section of dealing with mixed level groups, gave strategies for dealing with groups of mixed-levels of skills. The suggestions were to use assistants to

coach more/less advanced learners; preparing self-directed exercises for more advanced learners to work on; using other participants with more advanced skills to help those with more basic skills.

The section on “Planning a workshop” assisted the researcher with ideas for the workshop. Suggestions were given as to the type of question to ask in order to assess needs and a sample training needs and pre-tutorial assessment form was provided. This was adapted for use with the Criminology tutorial. Notes on advertising the workshop were taken into account as well as technical preparations. The need to evaluate the workshop as a means of assessment at the end of the workshop and to obtain feedback to assess the long term impact of the course by sending out a questionnaire after a few weeks were adopted. The suggestion that closed and open-ended questions be used on a three to five-point scale was also adopted as a useful way to find out the participants perceptions of the experience.

All these points helped to inform the development of the Criminology tutorial and to assist the researcher with ideas when running the tutorials. One of the ideas that was used when running the first tutorial, was to use more experienced users of electronic resources to assist those with less skill. This was in fact done at the first workshop but proved not to be viable, as it was found that the more advanced participants were so excited about finding out new sites to inform their research, that the less skilled user did not really get to grips with the tutorial. The ideas of having questions that could be answered online, and that participants could work at their own pace emanated from the Yenza! This was seen to be a method of handling a group with mixed skills.

3.4. University of Cape Town Tutorials

The University of Cape Town Libraries also offer a number of different courses in developing Information Literacy skills. These tutorials were examined to inform the Criminology tutorial studied in this research.

The tutorial run by the Law Library at UCT aims to assist students to use ALEPH, the UCT online database of library holdings. In the tutorial, students had to browse for books by title and author and use the facilities on the database such as adding the records to the “basket”, and using the ‘limit’ function to restrict books to certain years and libraries. A search strategy

had to be devised using the operators AND and OR, as well as brackets and wildcards and truncation and the results emailed to the law librarian. Ten tests with different questions had to be completed. Feedback was provided to the students on suggested solutions to the tutorial, the best way to conduct the search, the value of the use of brackets and the use of truncation to cover various ways of spelling a word and endings. The UCT Law library provides useful documentation to assist users to access databases via the Internet. The documentation is available in a pamphlet titled *Working with Legal Periodical On-line*. This and other handouts include a summary of “truncation, wildcard, proximity and Boolean operators” to be used on various databases such as ALEPH, SA Studies Biblioline, Ebscohost, Lexis-Nexis, ISAP, CLI & Butterworths and Jutastat, Swetsnet and Silver Platter.

The Graduate School in Humanities, University of Cape Town, introduced a course in 2001 called “Interdisciplinary Research Methods Course”. This was run by the Centre for Information Literacy and was held at the beginning of the academic year. This was a compulsory auxiliary module for Honours students and was designed to enable students to find and use information resources and to help them to sift through and evaluate information in print and electronic form. The course consisted of different modules that were:

- *Advanced searching in library catalogues*. This involved exercises on ALEPH, the online catalogue at the University of Cape Town, to identifying resources by author and title, to find out which libraries had copies of the item and the shelf number. It also involved searching other libraries in the CALICO databases, correct bibliographic citation and narrowing searches.
- *Searching electronic databases* was an online module that involved the use of the Silverplatter and Ebscohost databases to access the Humanities Abstracts, ERIC, Social Science Abstracts, Sociological Abstracts and others available via UCT Libraries homepage.
- *The hidden library: archives, government documents, and theses*. This was a library visit to the UCT libraries.
- *The use of the Internet and the evaluation of Internet resources*. . This module looked at virtual libraries, information gateways, and meta search engines, search methods, phrase and proximity searching and how to refine a search.

- *Plagiarism and citation.* The importance of what constitutes plagiarism and the correct way to reference information on the Internet was covered. This applied to both printed and Internet sources.
- *Personal bibliographic software* explored software developed to manage the storage of bibliographic and other forms of citations.
- *A web quiz* was the concluding assessment of the course.

The Centre for Information Literacy held this course for 43 students in 2001 and on completion of the course the students were required to complete an online assessment questionnaire in order to assess the skills that they had developed. The findings indicated that although most students said they were confident in locating and evaluating resources, the results showed otherwise and that students were not able to select search terms, or understand Boolean logic. They were also not able to select appropriate sources and could not interpret complex bibliographic citations. Although the students evaluated the course as helpful the results did not seem to confirm this (De Jager & Nassimbeni, 2001).

The organisers of the course, re-examined their practice because of these results and found an alternative concept of information literacy and the term multiliteracies, a term coined by the New London Group (NLG) helpful. This is a term used to describe “trends of cultural and linguistic diversity, influence of new technologies, literacy as a social practice taking place in a particular socio-cultural context”(De Jager & Nassimbeni, 2001).

De Jager and Nassimbeni (2001) report that because of the particular socio-cultural context of the University of Cape Town and the uneven provision of resources and schooling in South Africa confirmed by the Sayed (1999) study that they need to re-think their educational practice, and take into account the cultural diversity and prior learning experiences of the students. They also reflect that they would need to find a benchmark partner with a similar background and mix of students to inform future courses (De Jager & Nassimbeni, 2001).

CHAPTER 4. Tutorial design and methodology

The Institute of Criminology builds the subject specific electronic research skills tutorial into the curriculum as part of the Research Methods Course offered by the Department of Criminal Justice in which the Institute of Criminology is located.

The Research methods course in criminology and criminal justice aims to:

“ Introduce students to electronic research skills in criminology including the use of databases and the Internet

Explore the links between research methods and criminological theory

Prepare students for undertaking their own research in criminology and criminal justice”

(Dixon, 2001).

The criminology electronic tutorial aims to build on skills that students have acquired through other information research courses offered by the Graduate School of Humanities and the Law Library. The tutorial is also offered to researchers at the Institute who want to increase their electronic research skills knowledge.

This chapter describes the design of the Criminology electronic research skills tutorial. It starts by looking at the construction of the first tutorial in the year 2000 and proceeds to review the design and construction of the final tutorial offered in 2001.

4.1. The Institute of Criminology electronic research skills tutorial

Construction of the first tutorial:

The first criminology tutorial was developed in 2000 and the first workshop was held in June 2000 at the Social Justice Resource Project library. Six postgraduate students took part in the workshop held to provide institutional support for their dissertations. They were informed about the workshop by the Honours programme convenor (Appendix A).

They were asked to complete a pre-tutorial assessment questionnaire prior to the workshop, which was aimed at assisting the researcher to develop a profile of the user's computer

literacy and electronic research skills (Appendix B). The questionnaire asked them to rate their computer and Internet skills and knowledge of Web search engines and Web functionality as well as their searching skills.

The first tutorial (Appendix C) was structured in two parts. Part One contained information about constructing a search. Participants were invited to search on a search engine and try combining search terms and to redefine their search. Information was provided on evaluating websites and a group discussion was held about the pages that were handed out for evaluation. The second part of the tutorial concentrated on subject gateways, and South African resources. Participants were directed to web addresses and asked to find a dissertation on their topic; an abstract; monographs in the UCT libraries; journal articles in the Index to South African Periodical and monographs in the South African Catalogue, an annual report from a Government department and a discussion paper, legislation, full text articles and newspaper articles. A few international criminal justice links were included and some sites were included for browsing for those who finished the tutorial quickly. This tutorial was in Microsoft Word. The computers on the University system are web enabled and participants were able to go from MS Word directly to the web addresses provided. They were asked to print the top page of the documents that they found.

The aim of the tutorial was to create an awareness of electronic resources available and to encourage participants to think about their research topic by constructing a search on their topic and then look for articles in the databases and sources recommended in the tutorial.

On completion of the tutorial an evaluation questionnaire was completed by the participants to assess the usefulness and level of the tutorial (Appendix D).

4.1.2. The final tutorial construction

Adjustments were made to the first tutorial early in 2001, building on the experience of the first tutorial workshop and reviewing other Internet tutorials offered internationally. Use was made of the Resource Discovery Network tutorials to form the outline that is discussed below in more detail in section 4.1.3.

The tutorial was mounted on the Social Justice Resource Project web page to make it online and interactive. Participants were now able to answer questions on line, access the recommended sites directly and find the requested information. Further adjustments and corrections were made after receiving feedback on the tutorial from academic staff at the Institute of Criminology and from Dr. Karin de Jager, a lecturer in the Centre for Information Literacy and a Lecturer in the Internet module given by the Graduate School of Humanities.

Consultation was held with the academic staff at the Department of Criminal Justice and it was agreed to include the tutorial as part of the Honours research methods course to be run in June 2001. The tutorial was put online and can be found at <http://www.uct.ac.za/depts/sjrp/tutintro.htm>.

The tutorial consists of a number of questions that are answered online by the participant. The answers involve searching Internet sites to find the answers, typing or copying and pasting the answers into the answer block provided. There is a submit facility at the end of each section. The researcher was on hand while the participants were completing the tutorial and was able to answer questions of clarity and to observe how the students were managing the tasks. The tutorial is self-paced and each participant works at his or her own speed. From observation the researcher was able to observe that the participants were managing the tutorial and finding the sites and information. The emphasis was not placed on detailed accurate answers but rather on the experience of visiting the recommended sites and finding the information requested. The aim of this was to encourage familiarity with websites and resources in the field of criminology and to encourage the development of technical computer and Internet skills, such as finding text in the page, pasting in the answers, moving between windows and reading about the sites to which they were referred

Each participant was also given a handout, which consists of a hardcopy of the tutorial, containing explanatory text, the tutorial and a printout of the homepage of the sites that are visited. It was decided to include this with this tutorial for the participants to refer to after the tutorial and to act as a back up for the tutorial. It was also decided that the time available might be too short for participants to explore the sites fully and that by providing the homepages of the sites visited, they could refer to these later and read up more about the organisations offering online resources. The researcher was of the view that the handouts could act as a “memory jogger” which would provide more information about the sites that

the participants could read at home or refer to later. An alphabetical glossary of Internet terms from the Teaching library Internet Workshops, University of California, Berkeley, was included as a quick ways for participants to locate a term they were not familiar with. It was thought that having the handouts would be reassuring to participants, as they could consult the handouts later if they wanted more information. *The Internet Detective* was also included as a handout to reinforce the need for participants to be careful when evaluating Internet resources. Tips on citation methods were also included to be a ready reference for participants when citing sources and writing bibliographies when doing research at a later stage.

4.1.3. The outline of the final tutorial

The tutorials are aimed at people who are familiar with using the Internet and other electronic databases, but would like to find out more about online resources in the discipline of Criminology.

The aims and objectives of the tutorial are clearly stated and are also reviewed with participants before the session. (Appendix E).

The aims are:

- To review tools and techniques to improve Internet and electronic database searching.
- To re-examine critical thinking needed to evaluate information found on the Internet.
- To introduce important sites for criminologists that can be found online.
- To discover how to use electronic resources to support research.

The tutorial consists of:

- A pre-tutorial assessment form that allows the trainer to assess the skills of the participant prior to doing the tutorial. (Appendix F).
- Part One, which is an introduction to techniques for doing a broad Internet search on a topic. This includes a review of the importance of evaluating the information that is found as well as the recommended referencing style. (Appendix G).

- An evaluation of the Part One module. (Appendix H).
- Part Two, which provides an overview of Internet sites and other electronic databases that, are relevant to the field of Criminology. This demonstrates the key Criminology sites that are useful for research and the variety of resources that can be found on the Internet. (Appendix I).
- An evaluation of the overview. (Appendix J).

Participants can start with Part 1 or Part 2 depending on the level of their Internet skills.

The overview of sites relevant to Criminology (Part 2) consists of the following components:

1. Using subject gateways to find out about a topic
2. Conducting a literature search - looking at different resource types
3. Maintaining current awareness
4. Making professional contacts - to help find out and exchange information with others working in your field
5. Browsing the Internet for Criminal Justice Resources put together by experts.

Conducting a literature search looks at different resource types that can be found on the Internet when carrying out a literature review, although it is stressed that other traditional library searches should also be used. It looks at the following resource types:

A. Catalogues and bibliographic information

- . References
- . Dissertations
- . Abstracts and articles

B. Texts

- . Full text electronic journals
- . Research Reports
- . Newspaper articles

C. Government information online

- . Full text legislation
- . South Africa Law Commission - Law Reports
- . Statistics
- . Parliament minutes
- . Government departments' annual reports and policy documents

The Criminology electronic research skills tutorial provides an overview of Internet sites and electronic resources that will assist students with their dissertation and researchers with their research. It provides the opportunity for students and researchers to become familiar with the sites, through the interactive online tutorial, and assists in breaking down barriers that they may have to accessing online information. The tutorials were done in a non-threatening environment using computers in the SJRP library, and the researcher was on hand to guide and answer questions. Participants worked at their own pace. Some completed the tutorial in four hours, while other took up to seven hours working over two days. Further support is also given throughout the duration of the year, to assist students in finding information for their thesis either in the Criminology library or UCT libraries using the online catalogue (OPAC) or by accessing relevant databases using the Internet.

This student-centred education helps develop the information handling skills of reading and evaluating information. The tutorial also encourages networking and introduces the participants to discussion groups and the value of networking with other researchers in their field. The first section of the tutorial (Part One) again stressed the need for students to evaluate the information as well as information providers and to assess whether the information is valuable by rating it according to certain criteria of timeliness, relevance, and authority amongst others. Another aspect that was stressed in the introduction was the need to use the physical library and the value of the traditional library.

4.2. Implementing the tutorial

4.2.1. Pilot study involving 5 participants:

A pilot study was completed in May 2001 with 5 participants who consisted of 3 research assistants and two library assistants. They filled in the pre-tutorial assessment questionnaire,

completed the tutorial and evaluated the course. Their experiences and observation by the researcher enabled her to sort out some technical and functionality problems with the online tutorial to ensure that all the sites were current and up-to-date by updating some outdated links and adding a facility that opens a separate window for each new site that was accessed. Detailed instructions were added about steps to follow in order to access the information on specific sites.

Apart from these changes, no major changes were made to the tutorial after this pilot study as the respondents assessed the tutorial as successful, worthwhile and definitely recommended it to others. The researcher was able to observe the time that it took for the participants to complete the task and to find out if the “new format” tutorial worked online. The session ran very smoothly with all participants rating the experience highly. The pilot allowed the researcher to check that the tutorial would run smoothly and to make sure that the participants could understand the tasks and instructions in the tutorial.

4.2.2 Running the final tutorial:

A total of 13 participants completed the final tutorial. These were made up of 5 students and 8 researchers. The researchers consisted of 6 contract researchers at the Institute of Criminology, 2 research assistants who are Masters students and 2 academics who lecture and undertake research.

Students were notified about the Resource Methods Course and the Electronic research skills tutorial in the middle of May 2001 by the course convenor of the Course. (Appendix K).

The first session was held in June 2001 with 5 honours students. A week before the tutorial, all the students were notified when and where the Electronic skills tutorial would take place (Appendix K) and were asked to complete a pre-tutorial assessment form. This was intended to inform the trainer of the skill levels of learners. All the participants who participated showed prior knowledge of using the Internet. The first tutorial was held in a group setting, on June 14th, 2001 in the Criminology Resource Centre library, where 5 computers were made available.

An introduction was given at the beginning of the tutorial about what the tutorial hoped to achieve and the aims and objectives were restated. Part One of the tutorial was introduced verbally. The participants were given an introduction and overview of the contents of Part 1 that looked at search engines, search strategies and using search operatives, site evaluation and referencing. They were each given a hardcopy of the tutorial for further reference at home.

Hands-on:

After they were introduced to Part One, each participant used a computer to access Part Two of the online tutorial. The participants were introduced to the handouts for Part Two and were reassured about availability of the trainer/researcher to assist if they had queries.

After this the participants each worked at their own computer and at their own pace. The trainer/researcher was available to assist with any problems and answered questions of clarification during the tutorial. Individuals were helped to search for text in the page and with other techniques such as opening multiple windows. The tutorial took participants between 4 and 5 hours to complete, depending on the level of skills. All participants completed the tutorial in a day.

The other 7 participants completed the tutorial in July in groups of 2 or 3 or on an individual basis in the criminology library. The participants were first introduced to Part One of the tutorial and were given a verbal introduction to search techniques and the necessity of ensuring that material retrieved was evaluated and checked for accuracy, timeliness and reliability. They then used the library computers to complete the tutorial on-line. Each participant worked at his or her own pace and it took them between 4 to 7 hours to complete. Some participants did the tutorial over two days. Again the trainer/researcher was available to assist and to answer questions of clarity.

The participants completed self-administered evaluations after they finished the tutorial. They were informed that these would be useful for improving the tutorial. Combinations of closed and open-ended questions were given to elicit comments on the workshop. Participants were observed while completing the tutorial and were interviewed informally afterwards to gauge their response. More details of this evaluation can be found in Chapter 5, which follows.

CHAPTER 5. Data analysis and findings

5.1. Data Analysis

Information was obtained from three different self-administered questionnaires, to find out more about the skills and experiences of the participants. Prior to doing the tutorial, a pre-tutorial assessment questionnaire was completed by the participants. The aim of this was to find out what they knew about searching the Internet and electronic databases, and the depth of their knowledge. The purpose of this was to inform the researcher as to the amount of assistance they would require when doing the tutorial and whether they should begin with the basic introduction in Part One or whether they could start with the more advanced Introduction to Resources in Part Two.

The collated responses to all the questionnaires are presented in graphical form as a group average rating between 0 and 5.

The questionnaires used a variety of closed and open questions. The closed questions were scored on a scale of 0 to 5. The collated responses of the group to each question were calculated as a rating between 0 and 5, so that the results could be presented graphically in a concise manner. The methods of rating for all three questionnaires and the calculations are described in Appendix N. The data was analysed by simple observation of the group scores in the graphs below.

Participants were observed by the researcher while completing the tutorial and these findings are discussed as well as the results of the post-tutorial evaluation, which measured the respondents' evaluation of the tutorial. A follow up evaluation questionnaire also rated their experiences of the tutorial after a period of two to three months had lapsed and the findings from these are included in the discussion. The researcher did not test the skills of the participants to see whether their expressed confidence matched their ability.

5.2. Pre-tutorial assessment results

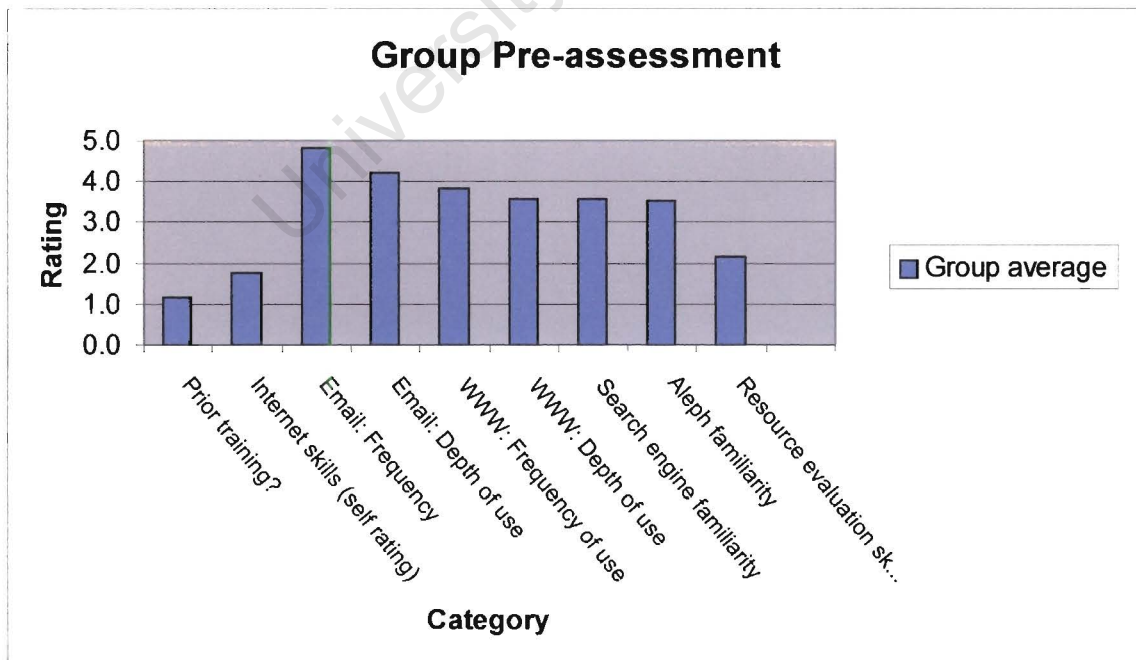
All the participants completed the pre-tutorial assessment questionnaire (Appendix F). The results were as follows:

Only 3 of the group of 13 had done prior training and the majority (8) indicated that they only had a basic ability to use the Internet while 5 rated themselves as having good skills.

All participants use email, and could create and send messages. 3 of the group were not able to use the more advanced email functions of attaching files to outgoing messages and opening files attached to incoming messages. All the participants used the World Wide Web. Three had never used the UCT online catalogue of library holdings, ALEPH. The relatively low scores for Search engine familiarity and Resource evaluation skills indicated a weakness in these areas.

The findings of the pre-tutorial assessment are reflected in the following graph. It is clear from the graph that all participants were able to use email and the World Wide Web, while they were weaker in the field of resource evaluation and the majority of the group rated themselves poorly on their ability to use the Internet. The level of prior training was very low, indicating that the skills they had were self-taught. This is borne out by the findings that they rated higher in the mechanical tasks such as email and World Wide Web browsing and lower in skills that require external training, such as resource evaluation.

REFER TO APPENDIX N FOR CALCULATIONS OF THE GRAPHICAL DATA.



5.3. The tutorial

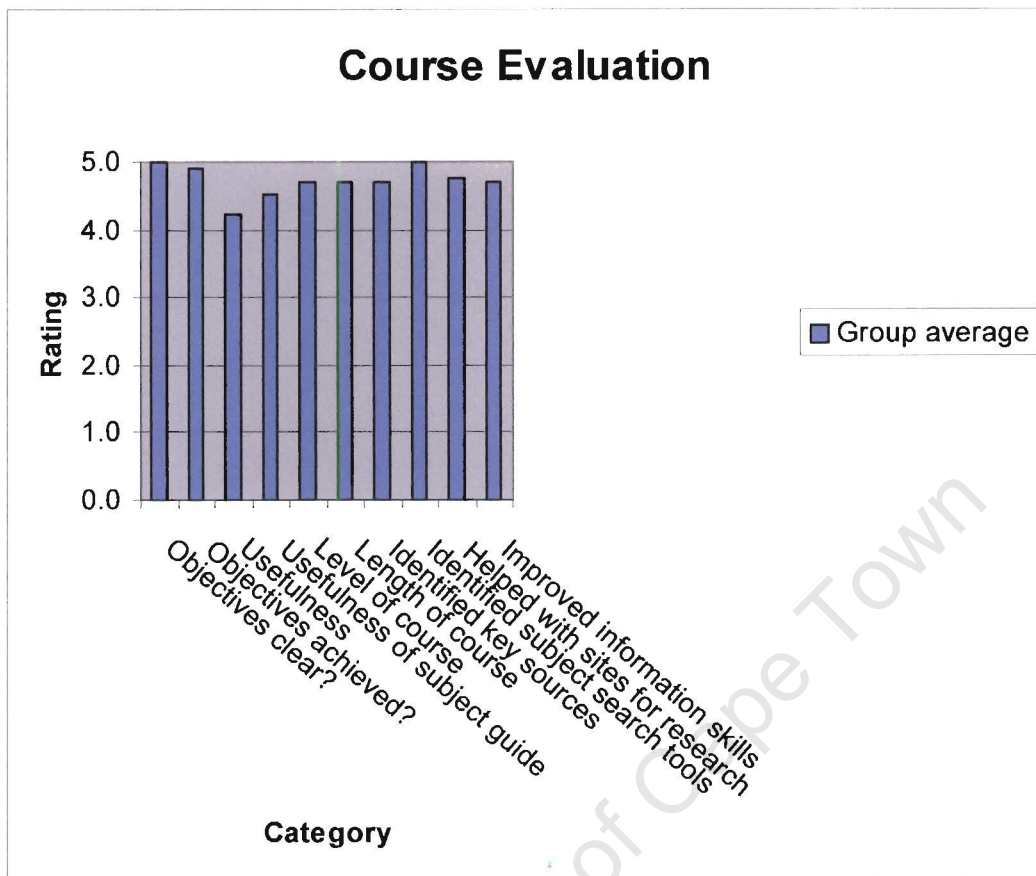
The participants were observed while doing the tutorial and were able to ask for assistance and for clarification from the trainer/researcher when needed. All the participants were computer literate; all were well able to use the computer and to complete the tasks. They all appeared to enjoy the process and found the sites easy to access. Some participants were assisted with finding text on the page, with opening parallel windows, and with copying and pasting information. The tutorial afforded participants the opportunity to become familiar with the techniques required to use the Internet effectively and broke down any technological barriers that they may have had. This is in keeping with Bruce (1997) who notes the importance of technological literacy as an important component of information literacy. She talks of “the information technology conception” where the importance of information technology is stressed as a means of accessing information.

The researcher was able to observe that the participants were managing and completing the tasks. The emphasis was not so much on accurate and detailed answers to the questions, but was rather aimed at encouraging participants to visit the sites and to answer the questions after reading the sites. The supervision of the web tutorials was a combination of researcher supervision and manual web form submission. Not all participants submitted their tutorial forms using the submit button, but from the results of those who did and from direct observation, the researcher was able to assess that the tasks were correctly managed.

5.4. Evaluation questionnaire results

All participants filled in an evaluation form on completion of the tutorial. (Appendix J) The tutorial evaluation measured whether the respondents thought that the objectives were clearly set out; whether the objectives were achieved; how useful the tutorial was; and whether the length of the tutorial was correct. The evaluation of the tutorial by the participants was very positive; with all responses being in the top quintile, which indicates that they found the experience very useful. The lowest individual scores occurred in the “Level of course” and “Length of the course” categories. This was probably due to the variation in skill levels within the group. Two participants who were more skilled and who were very familiar with the Internet found the course too long and felt they should have attended a more advanced course.

REFER TO APPENDIX N FOR CALCULATIONS OF THE GRAPHICAL DATA



All 13 participants found that the objectives of the tutorial were clearly set out and 12 out of the 13 agreed that the objectives were achieved. All participants found the tutorial worthwhile and that being directed to criminology specific sites was useful. None of the participants felt they should have attended a more basic course, while 11 of the participants found the level of the course right while 2 felt they needed a more advanced course. The length of the workshop was found by 11 of the 13 participants to be just right whereas those that found they needed a more advanced course felt it was too long.

Comments on what people could have spent more on included;

“time to explore the new sites”

and two people said they “would like to use keywords in their own subject area to do searches”.

Other comments from one participant were that she wanted to spend “less time on cutting and pasting” and less time “waiting for pages to load”.

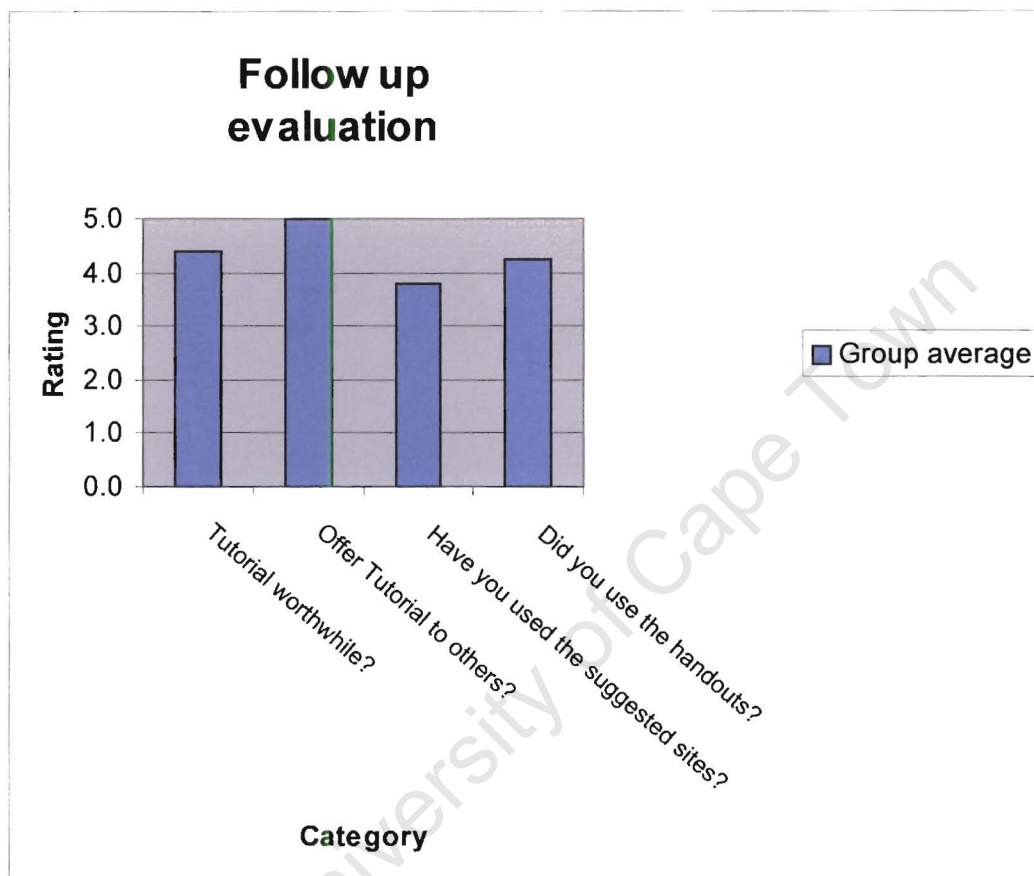
5.5. Follow-up questionnaire

A follow up evaluation was done 2 months after the participants took part in the tutorial. They were asked to complete an evaluation form (Appendix M). The aim was to assess the views of the participants on the tutorial after a time lapse of 2 to 3 months and to find out whether they still felt that the tutorial was a valuable experience and whether they had used the techniques. The evaluation used a method of closed and open questions and comments were invited to inform the construction of future tutorials and whether the tutorial should be offered every year.

All the participants found the tutorial a worthwhile experience. 60% found it very useful and 40% fairly useful. When asked about the most useful aspect of the tutorial, 80 % commented on the value of being introduced to new sites in the subject that they did not know existed. All the participants had made use of the new sites that were introduced. Other comments noted the value of being introduced to all the resources available through the University of Cape Town libraries. All the respondents felt that the tutorial should be offered to future students and researchers and that the first semester would be the best time.

The results of the follow up evaluation are reflected in the following graph of the group average ratings. These results confirm that the course was highly regarded by the participants and that they found the tutorial a very useful experience:

REFER TO APPENDIX N FOR CALCULATIONS OF THE GRAPHICAL DATA



In reply to a question about what they found most useful about the tutorial, some of the responses are noted as follows:

- “Getting acquainted with criminology websites”
- “finding new sites and information”;
- “discovering the wealth of subject specific literature”;
- “ the easy-to-follow instructions”;
- “the provision of a useful library of criminology websites”;
- “becoming aware of the electronic information available from the UCT library services”; “ being taught how to search for information”
- “the value of having hard copies
- and “an increase in confidence in using the Internet”.

5.6. Findings

The findings show that the electronic research skills tutorial done by the Criminology students and researchers was a very useful exercise. Although some of the users had extensive knowledge of searching the Internet, all the participants indicated that doing the tutorials was a worthwhile experience. The tutorial gave them the opportunity for hands-on exploration of subject search engines and websites that can be used for literature searches needed for the Honours dissertation and other research. It also assisted in breaking down any barriers to accessing Internet sites and discovering the rich electronic resources available to them on the UCT libraries web site.

The results of the evaluation questionnaires show that the Criminology tutorial did meet the criteria required to answer the research question as to whether this online-information skills tutorial offered is a good technique for developing information research skills among criminology students.

The stated objectives of the tutorial were to review the tools and techniques to improve Internet searching; to re-examine critical thinking needed to evaluate information found on the Internet; to introduce important sites for criminologist that can be found on the Internet and to discover how to use the Internet to support research. The evaluation by the participants on completion of the tutorial showed that all the participants agreed that the objectives were clearly set out and all agreed that these objectives were met.

The researcher acknowledges that she did not test the skills of the participants in order to assess if their expressed confidence levels matched their actual ability.

The collated responses to all the questionnaires are presented in graphical form as a group average rating between 0 and 5. In contrasting the pre-tutorial assessment questionnaire with the post-course and follow-up evaluations the following observations are made.

In the pre-assessment questionnaire, the group rated themselves poorly when asked how they would rate their Internet skills overall. The success of the Criminology tutorial is reflected in the post-course evaluation rating when participants state positively that the objectives of the

tutorial were met giving a rating of 5 out of 5. They found the workshop as a whole very useful and rated this as 4.2 out of 5. They valued searching Criminology specific sites, rating this as 4.8 out of 5 and they were now able to identify key Internet sources in their field, giving this a 4.8 out of 5 rating. This improvement is also reflected in the follow-up evaluation where the group scored 3.8 out of 5 on making use of the sites introduced.

The pre-tutorial assessment questionnaire also showed that all the participants used the World Wide Web, however in the post course assessment, the participants state that the course was worthwhile and that they used the handouts to identify new sites. This shows that students developed new skills to assist with research. This is reflected where a rating of 4.7 out of 5 is given in reply to the question of whether the tutorial helped to identify key Internet resources in the subject area; the rating of 5 out of 5 shows that it highlighted useful Internet search tools and techniques for the subject area; 4.8 out of 5 shows that it helped raise awareness on how to use Internet resources for research and a rating of 4.7 out of 5 is evidence that it improved Internet information skills.

The follow-up evaluation reinforced the fact that the tutorial was a good technique for developing Internet research skills among students shown by the rating of 5 out of 5 that was given to indicate that participants would recommend the course to others. A rating of 3.8 out of 5 illustrated that the majority of participants had used the sites provided and 4.2 out of 5 showed that they had used the handouts. All stressed that the most useful thing that they found was getting acquainted with criminology websites and search techniques.

The findings also demonstrate that the tutorial met many of the criteria of information literacy explored in chapter 2. These are discussed below.

The findings show that the tutorial met many of the criteria enumerated by Bruce (1997) in *Seven faces of Information Literacy in Higher Education*. These are as follows:

- “Category one: the information technology conception”
In this category the importance of information technology is stressed as a means of accessing information and as a means of communication

Information technology was the basis of this tutorial. The tutorial stresses the importance of information technology as a means of communication and accessing information. The

participants successfully managed to locate information on the Internet and to develop the technological skills of moving between windows, cutting and pasting information and searching for text in the page

- “Category two: the information sources conception”

Here information literacy is the ability to find information, knowing where to find information, electronically or otherwise and to access this alone or through someone else.

The Criminology tutorial links in with category two as the tutorial points to many important resources in the discipline of Criminology and assists people to find information that is available on the Internet and how to use bibliographic catalogues to find physical copies of the articles. The positive evaluation of the tutorial by the participants shows that the tutorial did identify key sources and subject search tools and improved information skills. All these aspects were rated highly by participants.

- “Category three: the information process conception”

In this category information literacy is seen as a strategic process used to access the needed information in a new situation where there is a lack of information.

The follow-up evaluation showed that they had used the sites provided to access new information. The handouts were also evaluated positively and will act as reference material to enable the participants to find information when needed.

The evaluation shows that the tutorial meets criteria mentioned by Kirk (2001):

“Information literacy is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in their academic studies, in the workplace and in their personal lives”. He continues “The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively” (Kirk, 2001).

The findings of the Criminology tutorial evaluation through the positive ratings of the tutorial by the participants, indicate that the Criminology tutorial did assist students and researchers to find their way through the “proliferating information resources” and to navigate through the overwhelming mass of information by using subject guides and gateways. The tutorial assisted them to locate information available in electronic sources and taught the abilities “necessary to use information effectively”.

The Criminology tutorial also met many of the SCONUL (1999) criteria of Information Literacy, which are discussed in Chapter 2. The positive rating by the participants of the tutorial show that they were “able to distinguish ways in which the information ‘gap’ may be addressed”. They discovered new knowledge about the selection of the best resources in their field. The tutorial also helped to “construct strategies for locating information” through the identification of appropriate methods and databases. The tutorial met the SCONUL criteria, which are to “locate and access information”, as well as to “compare and evaluate information obtained from different sources”. The tutorial encourages participants to practice skills until they become experts as supported by SCONUL (SCONUL, 1999:7).

Some improvements and recommendations were indicated as follows from the evaluation of the questionnaires and from observation and informal interviews:

All the participants in this research only completed Part Two of the tutorial, which introduced Criminology sites and assisted in developing knowledge of search tools and subject-based resources. The participants were given a brief overview of search strategies and evaluation of sites which was covered in Part One but the researcher is of the opinion that it is important to spend more time on the construction of search strategies using Boolean logic and the importance of evaluating information sources for reliability, authority and timeliness. This was a weakness that appeared in the pre-tutorial assessment evaluation form and is an area noted as being important by Darch & Underwood. They state that “In South Africa because of apartheid, which was designed to limit the quality of education for the majority of students and to restrict access to information, there is a need to teach students how to analyse and critically evaluate information sources” (Darch & Underwood, 1999:293).

The importance of learning search skills and evaluating information found is also noted by De Jager & Nassimbeni (2001). The discrepancy between how confident participants said they were about performing information tasks compared to what the results of an evaluation showed, was a weakness indicated by research done by De Jager and Nassimbeni. This research indicates that even at the honours level and even if people have done courses before there is a place for a review of search skills and evaluation of Internet sites among South African students. The researcher is of the opinion that this Criminology research study did not consider this aspect sufficiently and it is an area that needs further research and consideration.

This research did not test the skills of participants in order to assess if their stated confidence corresponded with their ability. This is an aspect that needs to be explored more fully in further research.

CHAPTER 6. Conclusion

6.1. Overview

The online information skills tutorial offered by the Criminology Department at the University of Cape Town, described in this case study, illustrates one successful way for imparting information research skills among criminology honours students and researchers and to introduce key sites in the field of criminology and criminal justice.

This study assessed whether the tutorial is a useful method of imparting information literacy skills and assisting participants to access electronically available resources. In the opinion of this researcher it did. It is being advertised by word of mouth among participants and promoted by lecturers in the department. The Netskills evaluation points to this as an indicator of a good workshop. "A valuable indicator of the quality of a workshop is whether or not the participants are willing to recommend it to colleagues. In the case of Netskills, participants have been very positive about such recommendations" (Cade, 1998).

The review of the concept of information literacy internationally and in South Africa, served to provide a background for this research and to place the study within this framework. Definitions of information literacy were reviewed to place this research within this concept and to assess whether the tutorial met criteria of best practice set by the ACRL. The concept of trainer certification, which would enable trainers to have a qualification and add to their credibility, status and skills, was also examined. A review of the importance of linking information tutorials to specific subject and integrating them into the curriculum was looked at. The Criminology tutorial that is subject specific and part of the Research Methods curriculum offered by the Department of Criminal Justice, fits this criterion.

Other information literacy training initiatives at the University of Cape Town, South Africa and internationally were examined to inform the construction of the tutorial and to learn from the experience of other providers. There is a role for many different providers to offer courses, and there can be overlap as developing information literacy skills is not a once off experience. Brevik (2000) suggests that students need "constant opportunities to become information literate". This tutorial built upon those offered by the Law Library and the Graduate School in Humanities, stressing another aspect of the process of creating information literate people.

The review of the implementation of the tutorial with the participants and the assessment of their questionnaires enabled an evaluation to be done to assess whether the tutorial was regarded as a useful method for imparting information literacy skills. The evaluation showed that participants of this case study found the experience of doing this online tutorial a valuable one and that it assisted in developing new skills and providing insight into all the resources available in their field of study.

The assessment on completion of the tutorial showed that all the participants benefited from doing the tutorial. All 13 participants rated the tutorial as useful, and that being directed to criminology sites was of value, 11 participants found the level of the course correct, with two asking for a more advanced course. The follow up evaluation verified these results. Once again all 13 participants found the tutorial a worthwhile experience, 80% commented on the value of being introduced to new sites and all made use of the sites that were introduced. All 13 participants felt that the tutorial should be offered in the future.

Informal discussion with participants on completion of the course was very positive and all recommend that it be given again. Observation of the participants showed that they were all able to do the tasks set, and they did ask for assistance when needed. The observation also showed that participants were excited about the experience of doing the tutorial, they did not find it tiring and all completed the tutorial.

This research study adds to the body of knowledge on methods to promote information literacy at the University of Cape Town and other tertiary institutions. The research provides an example of a method for other providers to consider if in a similar position and wanting to offer tutorials in their own subject area.

The emphasis of this tutorial was to promote skills in finding electronic resources in the field of criminology and to increase user ability in accessing these electronic resources and to provide awareness of the rich array of material available on the Internet and in other online databases. In so doing the tutorial promotes some aspect of the SCONUL pillars, which is an important part of information literacy being the technical skills and finding skills, also stressed by Bruce (1997). These all form part of a continuum of developing information literacy and electronic research skills.

The evaluation showed that participants enjoyed working at their own pace and that an online tutorial is a good way of dealing with groups who have mixed skills. The evaluation also showed that participants developed confidence as all used the sites afterwards. Familiarity with sites encourages access important for developing information research skills. The problem of differing skills levels and abilities amongst the students was overcome by dividing the tutorial into two parts. Part One for those with minimal Internet skills and Part Two for the more experienced users. All the participants in the research study did have prior knowledge and were able to use the second part of the tutorial.

The tutorial is on the Social Justice Resource Project website and therefore is accessible to a wider audience if they would like to view an initiative of one department in finding a way to impart electronic research skills with their constituents.

6.2. Limitations of the study

Limitations of the case study method:

With the case study method which focuses on a specific event, Bell (1987:7) points out that it is difficult to “cross-check information and so there is always the danger of distortion.”

Another drawback of this method is that generalisation is not usually possible. The assessment of the Criminology tutorial was regarded as a case study, as the research focused on a specific instance, the implementation and evaluation of the tutorial as a means of imparting electronic research skills for Criminology honours students and researchers. It was realised that from the small sample and the fact the generalisation and cross checking is not possible, it is not possible to generalise and produce evidence that this is a suitable method to use for all disciplines wanting to assist students develop research skills.

Trainer:

The researcher did not have experience in teaching with the Internet, but saw her role as enabling participants to discover resources in the field as well as the use of the Internet and other electronic databases for research. Tothill (2001) comments that it is not necessary to have these skills, but the trainer was able to research competencies that would be required and to use the experience of others. The researcher is of the opinion that it would be beneficial for trainers to undergo training in Internet training to ensure that they have the

required competencies and to give participants the assurances that their trainer is well qualified in the area. This will also lend credibility to the course being offered.

Small sample:

A small sample was used which makes it difficult to generalise to other situations.

Skills retention time limit

Although a follow up assessment was done after two to three months, to assess whether participants had made use of the skills that they had learnt, a longitudinal study over a longer period was not possible because of time constraints. The value of a longitudinal study would be to assess over a longer period of time whether the skills had been utilised and this would have assisted in assessing whether the tutorial is a good method for imparting information research skills.

Evaluation of information and developing critical research skills:

The researcher made an assumption that, because the students were at Post Graduate level, they would be able to evaluate the source and content of the information and that all that was necessary was a review of these principles. However, research by Nassimbeni and De Jager (2001), found that even though respondents reported to be able to evaluate information, their study showed that this was indeed not the case and that in South Africa one has to take in to account prior learning and discrepancies in education. This was not an area that this Criminology tutorial focused on, but having read the Nassimbeni and De Jager report on their finding, it is something to bear in mind when constructing future tutorials. More emphasis can be placed on evaluating information and on developing search strategies to develop skills in using information critically. This is seen by researchers to be an important area in South African universities.

6.3. Recommendations for change

The tutorial needs to be revised to accommodate some changes that were suggested by participants as discussed previously. Less time needs to be spent on cutting and pasting. Possibly use could be made of a similar scheme to the Netskills tutorial, which makes use of selecting from a drop-down menu. More emphasis needs to be placed on allowing participants to search in their own subject area and for participants to develop their own

search in their subject area, and to search on the suggested sites for information. The questions should also only involve one answer per question e.g. author OR title OR URL, rather than a combination, which involves a lot of moving between windows.

In future the pre-tutorial assessment form will be obtained from participants a week before the tutorial and Part One, the introductory module, will be circulated to all participants before the workshop to act as an introductory session for participants who do not have advanced skills and as a recapitulation for others. All participants will be encouraged to complete Part One of the tutorial online.

6.4. Recommendations for further investigation

This research points to the need for other initiatives to be developed to support researchers and students in other disciplines to access electronic and Internet resources in their field. It also points to the importance of working with academics to promote information literacy for research purposes.

Although one must be aware of duplication of services, there are many facets of information literacy and many opportunities are needed to continue developing skills and practising skills to become fully information literate. The Criminology tutorial can act as an example of the type of tutorial that can be offered by other departments at the University to assist researchers and students to make use of the electronic resources available through the University of Cape Town network and to find resources in other disciplines.

This criminology tutorial is being updated and changed to be used by criminal justice personnel. This will create an opportunity for a wider audience to develop electronic research skills and to promote access to all the information available through the Internet and in electronic resources. Enquiries have been made about doing the course by researchers from the Dept. of Community Safety in Pretoria and Cape Town as well as magistrates who do a period of internship with the Law, Race and Gender department. There is a need to market this resource and tutorial to more people. Criminology and Criminal Justice students will be targeted earlier in the year

Further research is needed on finding ways of imparting information literacy and research skills. Different methods of imparting skills can be investigated and experience of other providers help inform and build on each other in finding the best method of imparting skills. This is a continuously changing field and students and researchers come with different skills each year, which is why it is important to be adaptive and to assess needs and what users require prior to running a course.

6.5. Concluding remarks

There is a place for subject specific tutorials in imparting information literacy skills and for encouraging students, academics and researchers to use all the electronic resources available through the University Networks. This tutorial was assessed as a valuable and useful tool as one method of imparting such skills and fulfilling the goals of the University of Cape Town to promote lifelong learning.

This tutorial was very well received. The aim of the tutorial was not to provide all the requirements of an information literacy programme, according to standards of best practice, but to form part of a continuum of assisting students to become information literate. The intention was to provide a recapitulation of search methods, the importance of using a search strategy that was used by a particular search engine or database, citation skills, evaluation of sites and resources. The main thrust was the introduction to subject specific resources and to give continued practice for using these in the research projects.

This tutorial has proved to be a valuable tool in the process of assisting participants to develop their information research skills in the field of criminology and to learn about and access the information available electronically through the University of Cape Town networks.

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APPENDICES

University of Cape Town

FIRST WORKSHOP JUNE 2000

**WORKSHOP
DEVELOPING ELECTRONIC RESEARCH SKILLS**

Dates: 13-15 JUNE 2000

Venue: Institute of Criminology

Dear All

As discussed at our last class meeting (Bulimia and Cannibalism, remember?) the Institute will be arranging a Workshop to Develop Electronic Research Skills for post-graduate students. This workshop is meant to provide a supporting structure for the research that you need to undertake for your mini- dissertations.

This is very much a kind of pilot - an experiment - on the part of the Institute with the view to developing institutional support around dissertations. The workshop will run for three full days - Tuesday through to Thursday (13 to 15 June) with proper meals between workout sessions. So be available!

Find attached a questionnaire which will help us to develop a profile of the group's current computer literacy and electronic research skills. Please complete the questionnaire without delay. We hope to be sending you a draft workshop programme by the end of this week.....so watch the mail.

See you soon. And good luck with what you are busy with right now.

Elrena

Computer literacy and electronic research skills: A profile

Student: _____

1. How would you rate your typing ability?

Basic		Good		Excellent	
-------	--	------	--	-----------	--

2. How would you rate your Internet skills overall?

Basic		Good		Excellent	
-------	--	------	--	-----------	--

3. Do you use the World Wide Web?

Never		Sometimes		Daily	
-------	--	-----------	--	-------	--

If you use the World Wide Web,

- 3.1. Which browser/s do you use?

.....

.....

- 3.2. Which of the following can you do (mark as many as apply)

- | | |
|---|--------------------------|
| Open additional browser windows | <input type="checkbox"/> |
| Search for text in loaded pages | <input type="checkbox"/> |
| Bookmark sites for future reference | <input type="checkbox"/> |
| Organise your bookmarks | <input type="checkbox"/> |
| Save pages onto disk | <input type="checkbox"/> |
| Select, copy and paste text into other applications | <input type="checkbox"/> |

Acknowledgement to Yenza! <http://www.nrf.ac.za/yenza>.

4. Have you used Web search engines?

Yes	No
-----	----

If yes,
Have you used / do you use Alta Vista?

Yes	No
-----	----

If yes

4.1.1 Which of the following are you able to do (mark as many as apply)

Include and exclude words in AltaVista's Simple search

Search for phrases with AltaVista's Simple search

Use Boolean operators to refine your Advanced AltaVista search

4.2 Which other search engines have you used?

.....
.....

5. Have you used meta search engines?

Yes	No
-----	----

If yes,

5.1 Which meta search engines have you used?

.....
.....

6. Search Tools and constructing searches

Level 1: I do not know how to locate information on the World Wide Web.

Level 2: I recognise the array of information on the net but do not have the skills to find it quickly or efficiently.

Level 3: I can conduct a search on the Web using common search tools and explain it to others.

Level 4: I regularly conduct advanced searches using a number of different tools, understand different search engines, and can evaluate or compare different products.

7. Do you use Aleph to find books in the CALICO libraries?

Yes	No
-----	----

8. I wish to improve my Internet skills in the following areas:

1.

.....

2.

3.

.....

9. Will you find a do-it-yourself internet tutorial useful?

Yes	No
-----	----

Instructions: Please complete this questionnaire and return it to Elrena by Tuesday 6 June or as soon as possible thereafter. E-mail: evds@protem.uct.ac.za

Adapted from Yenza! <http://www.nrf.ac.za/yenza>
Tohill, Ann 2000. Using the Internet for research & teaching in the humanities & social sciences: Notes for trainers.

CRIMINOLOGY INTERNET TUTORIAL

Tuesday 13th 14h00- 16h00.

You will work in pairs and we have paired you with someone who knows how to use the Internet so that you can relax. There are also handouts that you can read at home.

If you want to do a tutorial at home to learn more about the Internet please go to

<http://www.lib.berkeley.edu/teachinglib/guides/internet/findinfo.html>

If you want to find out what a word means in Internet jargon go to

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html>

Don't be overwhelmed, as it is easy to retrieve more than you can read and it is hard to evaluate what is worthwhile and what is trivial.

1. Construct your search.

Write a statement, divide it into concepts. Identify keywords and related terms. You will find that not everything that you find is relevant and you will need to evaluate the information that you find. You will also have to revise your search keywords as you get more information. (See Handout)

2. DO a quick search

There are many different search engines and people have their favourites. (See Handout)

We will try two different types of search engines:

Click on this website address. Find 2 articles relevant to your topic. Print out the 1st page of each article that you find.

- <http://www.google.com>. (see Handout on search techniques for Google)

- Now use a metasearch engine - click on <http://www.ixquick.com>. ixquick knows which search engines can handle phrases, boolean logic, wildcards etc. and will translate and forward your search to other search engines. (See Handout on search techniques for ixquick).

Find 2 articles on your topic. Print out the 1st page of each.

- Type the words <http://www.google.com> in the URL space. Make sure you do it exactly as one error will mean that the site will not be found. Use the arrows on the side to go up and down the page and the back button to work between pages.
- Combine you search with the words South Africa or Africa to limit the information that you find. Type in "crime South Africa" on <http://www.google.com> and see what results you get. Just type in crime and contrast the results.

3. Observe, your results, and re-evaluate you search terms.

New search ideas will be triggered by the materials that come into view. Think laterally and redefine your search.

4. We have included 2 *Handouts*. One is called *The Internet Detective* that will help you evaluate the site that you have found. There is also one from the *University of California Berkeley Library*. Checklist for evaluating Web pages (*Handout*)

To evaluate the page, look at the following (from <http://www.lib.berkeley.edu>)

1. What is the source of the page?
 - a. Who wrote it? Credentials?
 - b. Is there an "About us" section, a philosophy, etc.?
2. Who "published" the page?
 - a. Where from? Type of domain?
 - b. Is there a ~ in the URL? This frequently indicates a personal page
 - c. Does the "publisher" take responsibility for the content?
 - d. Will the page be there tomorrow?
3. Is it current, timely? Dated?
 - a. Individual pages may be updated at different times.
 - b. When updated last (look at bottom, usually)? What was updated?

4. What's the bias?
 - a. Selling? Promoting? Ranting?
 - b. Links to other viewpoints? Balanced? Annotated?
 - c. Sponsorship?
 - d. What is not said?
5. Is it unmodified if reproducing a published piece?
6. Is the source of factual information documented?
7. Would you be better off consulting some source in the Library, online or in hard copy?

4. Look at the pages handed out in your pairs and discuss with the group why you think they are good or bad articles.

5. Make a note of the URL (Uniform Resource Locator), the webpage address in the documents that you found, in order to reference the resources in the bibliography.

6. This is how you cite electronic information.
(See Handout).

DAY 2. Tuesday 14th

Work through the tutorial

Please print out the TOP page only of the document that you find. Make a note of the URL so that you know which page is yours.

- Can you find any information about your topic on a Subject gateway?

Do a broader search in these.

<http://www.sosig.ac.uk>

<http://www.signpost.org/signpost>

SOUTH AFRICAN RESOURCES

- Find 1 thesis on your topic. A good place to start is to go to the National Research Foundation site to see what other research has been done on your topic. Look on this site under "Research projects current and completed".

<http://www.hsrc.ac.za/nexus.html>. The logon is ZUCT1. The password is UCT

You can also look at theses on the SABINET site:
UCTD. The Union Catalogue of theses and dissertations.
<http://www.lib.uct.ac.za/>

Find 1 abstract in the Social Science Abstracts or the Sociology Abstracts found on the UCT site.

<http://www.lib.uct.ac.za/>

Find 4 monographs on your topic in the UCT libraries:

- Find 1 monograph in the Stellenbosch University library that you can request through Interlibrary Loans.

<http://opac.uct.ac.za:4505/ALEPH>

- Look for 4 journal articles in the Index to South African Periodicals. ISAP. You can access this through the UCT library website.

<http://www.lib.uct.ac.za/>

- Find 3 more monographs on the South African Catalogue (SACat) on the Sabinet site.

<http://www.lib.uct.ac.za/>

Find 1 annual report on your topic or who to contact in the department who is responsible for information in your area of research.

Go to the Government site at <http://www.polity.org.za>

- Find 1 Discussion or Issue paper in your field of research? Look on the South African Law Commission site to retrieve the full text document.

<http://www.law.wits.ac.za/salc/salc.html>

- Find 1 relevant statistic published by the Crime Information Analysis Centre of the South African Police Services.

<http://www.saps.co.za>

- Find legislation relating to your topic

<http://www.polity.org.za>

- Find 1 discussion in Parliament

<http://www.pmg.org.za>

- Find 1 full text article on the Institute for Security Studies site:

<http://www.iss.co.za>

- Find 1 full text articles on the Centre for the Study of Violence and Reconciliation site:

<http://www.wits.ac.za/csvr/resource.htm>

- Find 2 newspaper articles

<http://www.iol.co.za>

<http://www.mq.co.za>

<http://www.bday.co.za>

REGIONAL

Find 1 document on your topic in Africa.

Look on the United Nations Centre for International Crime Prevention page and use the search facility to find an article on your subject in Africa.

<http://www.uncjin.org/CICP/cicp.html>

INTERNATIONAL

Find 1 article in a Full text databases like Nexis-Lexis. Look under law reports

<http://web.lexis-nexis.com/universe>

Australian Institute of Criminology. Full text articles will be found on this site.

Find 1 article

<http://www.aic.gov.au> (Type this URL in on your browser)

Home Office in the UK.

Find 1 article.

<http://www.homeoffice.gov.uk/pubs/htm>

Look at the following website and find 1 article on your topic.

<http://www.ncjrs.org>

Find 2 more bibliographic references on the Library of Congress website:

<http://lcweb.loc.gov/catalog>

If you have time visit webpages and links assembled by experts:

Library of the New York John Jay Criminal Justice College

<http://www.lib.jjay.cuny.edu/inetlink.html>

Florida State University Criminal Justice Links.

<http://www.criminology.fsu.edu/cj.html>

The Cybrary's Index of Criminal Justice, Criminology and Criminal Law Links

<http://talkjustice.com/files/links.htm>

The South African Crime Research Guide

<http://www.crimeresearch.org.za>

WORKSHOP EVALUATION FORM

The Internet for Criminology Research: workshop evaluation form

Please take a few minutes to complete this evaluation form. The information you provide will assist us in improving our workshops and being responsive to student needs.

Please feel free to contact Elaine crimatk@protem.uct.ac.za after the workshop with additional feedback.

Please circle the response which corresponds most clearly to your own evaluation:

1. *Were the workshop objectives clearly stated in advance?*

Not at all clearly | Fairly clearly | Clearly | Very clearly

2. *Do you feel that the workshop objectives were achieved?*

No | More-or-less | Yes

3. *How useful did you find the workshop as a whole?*

Useless! | Fairly useful | Useful | Very useful

4. *How useful did you find the component on Web browsers?*

Useless! | Fairly useful | Useful | Very useful

5. *How useful did you find the component on Web searching?*

Useless! | Fairly useful | Useful | Very useful

6. *How useful did you find the handouts?*

Useless! | Fairly useful | Useful | Very useful

7. *How would you rate the level of the workshop in relation to your own skills?*

- I should have gone to a more basic course or been given some self-study materials in advance.
- The level of the workshop was about right.

Acknowledgement to Yenza! // <http://www.nrf.ac.za/yenza>

01 June 2000

D.1 -

- I should have gone to a more advanced course.
- I could have taught this course myself!

8. *What would you like to have spent more time on during the workshop?*

.....
.....

.....
.....

9. *What would you like to have spent less time on during the workshop?*

.....
.....

.....
.....

.....
.....

10. *Please use this space for any comments you would like to make about the workshop.*

.....
.....

.....
.....

.....
.....

Thank you.

**Adapted from Yenza! <http://www.nrf.ac.za/yenza>
Tothill, Ann 2000. Using the Internet for research & teaching in the humanities & social sciences: Notes for trainers**

UNIVERSITY OF CAPE TOWN

FACULTY OF LAW

Institute of Criminology**Social Justice Resource Project**Institute of Criminology || Social Justice Resource Project || University of Cape Town**A GUIDE TO CRIMINOLOGY ON THE INTERNET**

Various ways that criminologists can use the Internet to support their research

Elaine Atkins

Introduction:

The Institute of Criminology, University of Cape Town, holds training sessions to introduce Internet Resources in the field of Criminology. The training sessions are aimed at people who are familiar with using the Internet but would like to find out more about Internet resources in the discipline of Criminology. A self-paced on-line tutorial is used, this is supplemented by explanatory text.

The aims and objectives of the tutorial:

- To review tools and techniques to improve Internet searching.
- To re-examine critical thinking needed to evaluate information found on the Internet.
- To introduce important sites for criminologists that can be found on the Internet.
- To discover how to use the Internet to support research.

The tutorial consists of:

A skills assessment form which will enable us to assess your skills prior to doing the tutorial.

An introduction to techniques for doing a broad Internet search on a topic. This includes a review of the importance of evaluating the information that is found as well as the recommended referencing style. An evaluation of this introductory module.

An overview of Internet sites that are relevant to the field of Criminology. This will demonstrate the key criminology sites that will be useful for research and the variety of resources that can be found on the Internet. An evaluation of the overview.

Tutorial outline:

As you progress through the tutorial you will find exercises to complete. Type in the space provided and at the end of the tutorial you are asked to use the submit button. The results will help us evaluate whether the tutorial is easy to understand.

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PRE-TUTORIAL ASSESSMENT

Acknowledgement: Adapted from Yenza! Using the Internet in the Humanities and Social Sciences

Please complete this questionnaire and enter the SUBMIT button found at the bottom of the form on completion

Please type in your name

This information will assist us to adapt the tutorial to suit the particular needs of participants.

1. Have you done an Internet course before

Yes

No

If yes, please tell us where you did your course and the year you did it in.

2. How would you rate your Internet skills overall?

Basic

Good

Excellent

3. Do you use e-mail?

Never

Occasionally

Every Day

3.1. Which of the following can you do (mark as many as apply)

Create and send messages

Attach files to outgoing messages

Open files attached to incoming messages

4. Do you use the World Wide Web?

Never

Occasionally

Every day

If you use the web, which of the following can you do?:

4.1.. Mark as many as apply:

Search for text in loaded pages

Bookmark sites for future reference

Save pages onto disk

Select, copy and paste text into other applications

5. Have you used Web search engines? Yes No

If yes, which is your favourite.

5.1 Which other search engines have you used?]

5.2 Have you used the Boolean operators (AND, OR, NOT) to refine your search?

Yes

No

6. Have you used meta search engines? Yes No

If yes,

6.1 Which meta search engines have you used?

7. Have you used ALEPH for finding books in the University of Cape Town library

Yes

No

8. Can you describe 3 characteristics that you would look for before trusting that a site is reliable?

Please continue by going on to Part One which is **an introduction** to techniques for doing a broad Internet search on a topic; the importance of evaluating the information that is found as well as the recommended referencing style

[To the top](#)

[Back to the Main Page](#)



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INSTITUTE OF CRIMINOLOGY

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A Guide to Criminology on the Internet

Part One

**Compiled by
Elaine Atkins**



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Institute of Criminology**Social Justice Resource Project**Institute of Criminology || [Social Justice Resource Project](#) || [University of Cape Town](#)**GUIDE TO CRIMINOLOGY ON THE INTERNET****PART A. INTRODUCTION****Contents:**

- 1. Information about the Internet**
- 2. Searching the Internet**
- 3. Using a search engine and meta-search engine**
- 4. Observing results and re-evaluating search terms**
- 5. Evaluating the page for authority, publishers, currency and bias**
- 6. Referencing electronic information**

1. Information about the Internet

We are assuming that you have some knowledge about using the Internet, but if you want to learn more about the Internet at home please go to

<http://www.lib.berkeley.edu/teachinglib/guides/internet/findinfo.html>

If you are unclear about what a word means in Internet jargon look in the glossary which can be found at

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html>

Task 1. Click on Glossary and write in the description "Boolean Logic" in the space provided.

2. Searching the Internet**Constructing your search**

Learn how to improve your searching skills by first constructing your search. When you have decided on your topic you need to plan your search. Start by analysing your topic.

Write a short statement that summarises and describes the topic that you want to research. For example: *Crime and the effects on the infrastructure of South Africa and how it can be prevented.*

The next step is to identify keywords and related terms.

You can break down your research topic into the following words: crime AND South Africa; development AND crime; crime prevention.

Search techniques.

The aim of the keyword search is to find relevant information. In order to do this you need to understand a bit about search engines and how to use them and what to do if you get irrelevant information or too much information.

There are many different Internet search engines available, such as Google, Yahoo!, Excite, Alta Vista. Different search techniques are used by these engines and different engines have different search techniques built into them. Each search engine has its own method of collecting sites and adding them to their database, their own way of organising sites, their own way of searching and own way of establishing relevance.

It is therefore very important before you start searching on a search engine to use their **Help** facility or **Tips on searching** to find out the best way to type in your keywords as each search engine has a different way of combining words.

Boolean logic, phrase and proximity searching amongst others can be used to help refine your search.

Boolean operators such as "AND," "OR," "NOT" can be used to improve your search.

- AND requires all the terms to appear in a record that is retrieved e.g. crime AND violence.
- OR retrieves records with either term e.g. crime OR violence retrieves articles with crime and articles with violence and will give you more articles if you want to broaden your search.
- NOT excludes terms and enables you to narrow your search. For example if you want crime NOT violence, it will exclude articles that include violence. Parentheses and inverted commas may be used to group words together.

Implied Boolean helps to overcome different search syntax. You can use Implied Boolean where the (+) represents AND, the minus sign (-) represents NOT with most search engines. If you put either of these signs in front of a keyword with no spaces then the search engine will return documents with the keyword (+) or without the keyword (-).

Other ways of combining searches may include ways of searching for specific phrases, using inverted commas or quotation marks. Truncation can also be used e.g. polic* will retrieve records that include policing, police and police stations. Different databases and search engines have

different ways or using these techniques and it is advisable to always check the search tips or help page before searching.

Additional Tips:

When searching for information, make a note of your search results. You can bookmark them by adding to the Bookmarks or Favorite icon at the top left of the screen or you can copy and paste them into a file. Use the arrows on the side of the screen to go up and down the page and the back button to work between pages

3.Using a search engine

- **Types of search engines**

As mentioned before, there are many different search engines and people have their favourites.

Search Engine Watch [<http://www.searchenginewatch.com>] provides an overview of the different Internet search engines. Examples of different search engines are Google, Alta Vista, Ask Jeeves, Yahoo.

- An Internet search engine is used to search a database of Internet documents. Each time you use one of these search engines, you are querying a database of Internet documents. Each of these records contains a link to a real document on the Internet. Some search engines such as Google and Yahoo, also have a subject index that will help to narrow your search and avoid getting irrelevant information.
- A meta search engine automatically submits your keyword search to several other search tools, and retrieves results from all their databases.

We will try out a search engine and a metasearch engine.

a. Using a search engine:

Task 2. Try out the Google search engine [<http://www.google.com>]:

In the search block provided on the [google.com](http://www.google.com) homepage, type in "crime policy" and hit enter. Make a note of the title and author of one article, together with the URL (Uniform Resource locator which is found at the top of the page) in the space below

--	--

Task 3.

Now combine you search "crime

policy "with the words South Africa . This will limit the information that you find to articles that include the words South Africa. Record the title of one article that you find.

Task 4.

Look at the search tips on Google <http://www.google.com/about.html>. Record their methods of combining searches

b. Using a meta search engine

Meta search engines know which search engines can handle phrases, boolean logic etc, and will translate and forward your search to other search engines.

*Task 5. Try out a meta search engine <http://www.ixquick.com> Type in **crime AND policy** and observe the different answers that you get.*

4.Observe the results, and re-evaluate the search terms.

- When doing a search the materials that come into view will trigger new search ideas. Think laterally and redefine your search. You will need to revise your search and evaluate the information that you find. You will also need to rephrase your search keywords and do another revised search.

For Example: Instead of using the broad topic of development and crime in South Africa you can break development down into poverty, unemployment, living conditions, drugs, alcohol in order to get more specific results about the infrastructure of South Africa.

5. Evaluate the Information

It is important to evaluate the information found and to check if it is found on a credible site.

To help you to evaluate web sites, look at the following taken from the University of

California Berkeley Library site.

1. What is the source of the page?

- Who wrote it? What are their credentials?
- Is there an "About us" section, a philosophy, etc.?

2. Who "published" the page?

- Where from? Type of domain? (Academic server addresses are ac, edu), official servers are (gov). non-profit organisations are org and commercial companies have co or com). South Africa (za), United Kingdom (uk).
- Is there a ~ in the URL? This frequently indicates a personal page.
- Does the "publisher" take responsibility for the content?
- Will the page be there tomorrow?

3. Is it current, timely? dated?

- Individual pages may be updated at different times.
- When updated last (look at bottom, usually)? What was updated?

4. What's the bias?

- Selling? Promoting?
- Are there links to other viewpoints? Balanced? Annotated?
- Sponsorship?
- What is not said?

5. Is it unmodified if reproducing a published piece?

6. Is the source of factual information documented?

For more information on evaluating sites look at the The Internet Detective [<http://www.sosig.ac.uk/desire/internet-detective.html>].

Task 6. Look at this site

<http://www.guntruths.com/>. What are they advocating? Do you think it is a reliable site? Do they advocate control of guns?

<http://jurist.law.pitt.edu/gunlaw.htm>. Are different points of view advocated? Who is the site affiliated with?

**<http://www.opensecrets.org/news/guns/index.htm>
Give two reasons if you think this is a reliable site.**

6. Referencing electronic information:

It is important to make a note of the URL (Uniform Resource Locator) which is the webpage address, in the documents that you find, in order to reference the resources in the bibliography.

Examples of how you cite electronic information: (This is a developing area and guidelines are not firm.)

Provide the author(if possible), the title, the publisher (if available) the URL and the date of access.

African National Congress (1999) *Election Manifesto*.
[Online].
Available: <<http://www.anc.org.za/elections/docs/manifesto.html>>
[2000, June 16].

or

van der Spuy, E. (1997) *Transnationalism in Policing: A Report on Recent Developments*, Occasional Paper, Institute of Criminology, University of Cape Town. [Online].
Available: <http://www.uct.ac.za/depts/sjrp/publicat/trans.htm>
[2000, June 16].

Task 7. Reference the following article found on <http://www.uct.ac.za/depts/sjrp/publicat/access.htm> in the space provided. Give the author, title, the journal or publisher, the URL and the date of access.

--

For more information about citing internet resources that you can look at later go to:

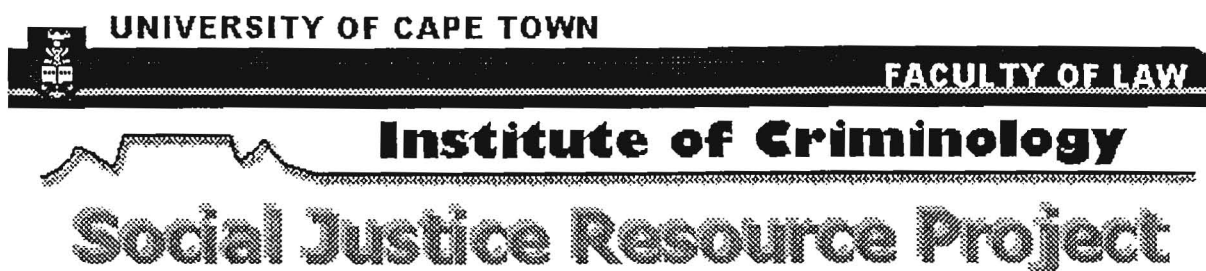
<http://www.vts.rdn.ac.uk/howtocite.htm>

Please complete a **short evaluation** before going on to **Part Two**.

[Back to Internet Tutorial Main Page](#)

[To the top](#)

Acknowledgements to [University of California Berkeley Library](#).



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Evaluation Questionnaire for Introduction. Part A.

Please take a few minutes to complete this online evaluation questionnaire. The information you provide will assist us in improving our tutorial.

Please feel free to contact Elaine [eatkins@law.uct.ac.za] with additional feedback and comments.

Please type in your name:

1. You want to find information on the use of firearms in domestic violence. Which of the following search statements would give the best information from an electronic database?

- A. domestic violence not firearms
- B. domestic violence or firearms
- C. domestic or violence and firearms
- D. domestic and violence and firearms
- E. use of firearms in domestic violence

2. In performing a search in an electronic database, which of the following search terms will find the smallest number of hits:

- A. organised crime and gangs
- B. organised crime or gangs
- C. A and B will give the same number of hits

3. Please click on this url and examine the web page carefully. Then answer the following questions:

<http://www.whitehouse.net>

3.1 Is there an indication of when the information was created or updated?

- A. Yes
- B. No
- C. Can't tell

3.2 Is the author or producer of the web site identified?

- A. Yes
- B. No
- C. Can't tell

3.3 Is there information on the author or producer's credentials?

- A. Yes
- B. No
- C. Can't tell

3.4 Is there an email address or other contact details for the author or producer?

- A. Yes
- B. No
- C. Can't tell

3.5 Do you regard the information in this web site as fact or opinion?

- A. Fact
- B. Opinion
- C. Can't tell

4. Please click on this url and examine the web page carefully. Then answer the following questions:

<http://www.whitehouse.gov>

4.1 Is there an indication of when the information was created or updated?

- A. Yes
- B. No
- C. Can't tell

4.2 Is the author or producer of the web site identified?

- A. Yes
- B. No
- C. Can't tell

4.3 Is there information on the author or producer's credentials?

- A. Yes
- B. No
- C. Can't tell

4.4 Is there an email address or other contact details for the author or producer?

- A. Yes
- B. No
- C. Can't tell

4.5 Do you regard the information in this web site as fact or opinion?

- A. Fact
- B. Opinion
- C. Can't tell

5.5 How confident do you feel about your ability to:

retrieve useful information from sources on the Web

- A. Very confident
- B. Confident
- C. Not very confident
- D. Not at all confident

5.6 Recognise bias, prejudice, manipulation or deception on the Web

- A. Very confident
- B. Confident
- C. Not very confident
- D. Not at all confident

6. Please feel free to make other comments

Thank you for completing this. Please continue with **Part two. A guide to criminology on the Internet: Various ways that criminologists can use the Internet to support their research**

The questionnaire is based on that used by the Centre for Information Literacy, UCT,

[To the top](#)

[Back to Main Page](#)





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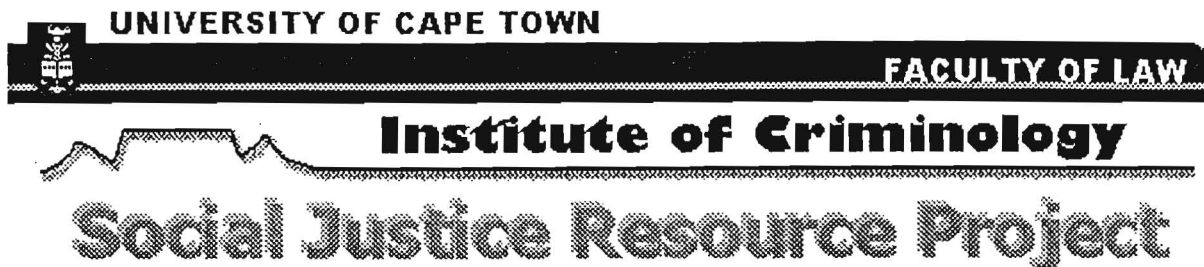
A Guide to Criminology on the Internet

Part Two

**Compiled by
Elaine Atkins**



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[FrontPage Save Results Component]

A GUIDE TO CRIMINOLOGY ON THE INTERNET

Part 2

Various ways that criminologists can use the Internet to support their research

Elaine Atkins

Institute of Criminology, University of Cape Town.

Acknowledgement: This tutorial is based in part on the RDN Virtual Training Suite, developed by the University of Bristol and the SOSIG subject guides.

Introduction:

There are rich sources of information on the Internet for criminologists. In order to make the most of the information available it is important to know which are valuable sites.

This on-line self-paced tutorial aims to assist Criminology students and researchers to find ways to use the Internet to find resources to support their research. Many of the resources are freely available on the Internet but there are some that involve subscriptions to journals or databases that can only be accessed from the University of Cape Town computers or if your institution pays a subscription.

Contents:

1. Using subject gateways to find out about a topic
2. Conducting a literature search - looking at different resource types
3. Maintaining current awareness
4. Making professional contacts - to help find out and exchange information with others working in your field
5. Browsing the Internet for Criminal Justice Resources put together by experts.

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A GUIDE TO CRIMINOLOGY ON THE INTERNET

Part 2 cont

1. Subject gateways - Finding out about a topic

A good way to find out about a topic is to use a subject gateway such as SOSIG (Social Science Information Gateway). SOSIG is funded by the United Kingdom academic sector and a librarian or subject expert has evaluated the resources listed on SOSIG so the quality of the information is guaranteed.

TASK 1.

Go to the SOSIG SITE; <http://www.sosig.ac.uk> and type in **CRIME STATISTICS**. Record the title and URL of one useful site

Another online catalogue through which high quality Internet Resources on a topic can be accessed is the Scout Signpost. The Internet Scout Project is located in the Department of Computer Sciences at the University of Wisconsin-Madison, and is sponsored by the National Science Foundation to provide timely information to the education community about valuable Internet resources

TASK 2.

Go to the Scout site; <http://scout.cs.wisc.edu/archives> and type in the word **CRIMINOLOGY**. Record the title and URL of one site

 [NEXT](#)[To the top](#)[Back to Introduction](#)

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A GUIDE TO CRIMINOLOGY ON THE INTERNET

Part 2 continued

2. Conducting a literature search - Different resource types

The Internet can be used when carrying out a literature review, although other traditional library searches should also be used

Resource Types:

A. Catalogues and bibliographic information

- References
- Dissertations
- Abstracts and articles

B. Texts

- Full text electronic journals
- Research Reports
- Newspaper articles

C. Government information online

- Full text legislation
- South Africa Law Commission. Law Reports
- Statistics
- Parliament minutes
- Government departments annual reports and policy documents

2A. Catalogues and bibliographic information

- **References:**

You can find out what other people have written on your subject by looking up bibliographic information. References to books or journals on a topic can be found on:

ALEPH (<http://opac.uct.ac.za:4505/ALEPH>) is the database that provides access to the library catalogues of UCT, UWC and the University of Stellenbosch. Bibliographic details of books, dissertations and journal titles can be found.

TASK 3.

Find one monograph on police corruption in the UCT library. Choose University of Cape Town catalogue. From the online library catalogue choose keyword search and type in police corruption. Make a note of the author, title and shelf number of one item.

SACAT (via SABINET) <http://www.lib.uct.ac.za/law>. SACAT which is found via SABINET has information about books and journals held by all the major libraries in South Africa. You can request interlibrary loans from these libraries.

TASK 4.

From the Law Library homepage, go to LAW ELECTRONIC RESOURCES. Choose DATABASES and click on SA CAT. Find a journal title called "South African Journal of Criminal Justice". Record the publisher of the journal.

The Library of Congress

<http://lweb.loc.gov/homepage/lchp.html> is situated in Washington, in the United States. They have excellent bibliographic records and it is a useful site for finding full records

TASK 5.

Go to the Library of Congress site. Click on SEARCH CATALOGUE, then ONLINE CATALOGUE. Choose subject/name/title/call. Find a book written by Jock Young in the 1990s. Record the title.

The Index to Legal Periodicals and Books - via Silverplatter. ILP indexes over 600 major legal periodicals. It also indexes over 2000 books annually. The database cover the United States, the United Kingdom, Canada, Australia and New Zealand, and is a very comprehensive index to major periodicals on Anglo-American law.

TASK 6.

Go to the Law Library site and choose Law Electronic Resources. Click on DATABASES and then choose Index to Legal Periodicals and Books. Record the title of one article by Dirk van Zyl Smit and the Journal it appears in.

- **Dissertations:**

You can find current and past research through SABINET via the UCT library electronic site <http://www.lib.uct.ac.za>. The **Current and Completed Research Projects Database** contains South African research projects and covers the social sciences, humanities, economic and management sciences. It includes master's and doctoral theses of South African universities, and technikons as well as information on research projects from non-governmental organisations, the private sector and government departments.

TASK 7.

Go to the UCT library site. Choose ELECTRONIC RESOURCES, then DATABASES. Go to CURRENT AND COMPLETED RESEARCH. Find one thesis or research title that relates to prisons. Record the title, the author and the institution.

- **Abstract and articles**

Social Sciences Abstracts is a bibliographic database that indexes and abstracts articles from English-language periodicals published in the United States and elsewhere plus the full text of selected periodicals. Coverage includes a wide range of interdisciplinary fields covered in a broad array of social sciences journals. Abstracting coverage begins with periodicals published in January 1994. This can be found under DATABASES on the [UCT electronic library site](#). **Sociological Abstracts** is another useful database found on

the UCT library site. **Criminal Justice Abstracts** can be accessed in the Law library.

TASK 8.

*Find one abstract on gender violence. Go to the UCT electronic library site. Choose **DATABASES** and select **Social Science Abstracts**. Record the details of one article and the journal it appears in.*

The Index to South African Periodicals - via SABINET, indexes articles from over 500 South African journals.

<http://www.lib.uct.ac.za/law>

TASK 9.

*On the UCT LAW Electronic Library site. Choose **DATABASES** and then select **Index to South African Periodicals (ISAP)**. Look for 1 journal article on "juvenile justice"*

2B. TEXTS

- **Research reports:**

These are available from the following South African sites:

The Institute for Security Studies <http://www.iss.co.za> is a non-profit organisation whose mission is to inform and enhance the security debate in Africa through research and analysis, facilitating and supporting policy formation and monitoring trends amongst others.

TASK 10.

Find 1 full text article on the Institute for Security Studies site on corrections in South Africa. Write the title, the author and record the URL

The Centre for the Study of Violence and Reconciliation (CSVr) <http://www.csvr.org.za> is a multi-disciplinary South African non-governmental organization dedicated to making a meaningful contribution to a peaceful transformation in South Africa and the Southern African region.

TASK 11.

Find 1 full text article on Crime on the Centre

for the Study of Violence and Reconciliation
site Record the title and author and date:

The Institute of Criminology.

<http://www.uct.ac.za/depts/criminology> is a multi-disciplinary, inter-faculty unit established within the University of Cape Town. The institute is an academic department and a research institute and aims to initiate, co-ordinate and develop teaching, research and extension services in the broad field of criminology within and outside of the University, and to promote public interest in, and awareness of, all aspects of criminology.

TASK 12

Go to PUBLICATIONS on the Institute site and find 1 full text article on gangs. First click on PUBLICATIONS and then GANGS.

Record the title:

Lexis-Nexis Academic Universe (Law Review Library).

Full text articles can be accessed. This site contains the full text articles from the Law Reviews of over 500 American and Canadian Universities

TASK 13

Go to the UCT Law electronic library. Choose DATABASES and then Lexis-Nexis LAW REVIEWS. On the Lexis-Nexis site, choose LEGAL RESEARCH and LAW REVIEWS. Go to MORE OPTIONS and search on TITLE for one full text article on "Critical race feminism".

• **Full text electronic journals**

Through any computer on the UCT network you can access full text journal articles from the following journals that the University subscribes to through SwetsnetNavigator:

Through the UCT Law library site you can access the Law Online full-text journals

TASK 14:

Find one full text article in the latest issue of the British Journal of Criminology on the UCT law library site. Make a note of the

author and title.

- **Newspaper articles:**

Many South African newspapers have archives where articles that appeared in the newspapers can be accessed.

The Independent Online has accessible archives of the Cape Times, The Argus and the STAR. <http://www.iol.co.za>

TASK 15:

Find 1 newspaper article on PAGAD on the Independent Online page. Record the title and date.

The UCT electronic library site has a link to online newspapers at <http://www.lib.uct.ac.za/newspaper.htm>

TASK 16:

Fine 1 article in Business Day on capital punishment. Record the title, author and date.

2C. Government Information online

- **Full text legislation:**

You can find this on the Internet through the government information site <http://www.polity.org.za> or through SABINET from a University of Cape Town computer <http://www.lib.uct.ac.za/law>.

TASK 17:

Go to <http://www.polity.org.za>. Click on ACTS, then on the year 1998 and then find the 1998 Prevention of Organised Crime Act. Record the number of the Act.

You can also access full text legislation from any computer in the law faculty on Jutastats or Butterworths.

Task 18:

Go to Programmes on the computer in the library and choose Butterworths.

Click on Statutes of South Africa. Choose the chronological table and find the Criminal Procedure Act no 85 of 1997 and record the Full title.

- **South African Law Commission reports.**

The South African Law Commission <http://www.law.wits.ac.za/salc/salc.html> publishes Issue papers, Discussion papers and Reports, which are published for comment when legislation is being drafted.

TASK 19:

Find 1 Discussion paper on SALC on Juvenile Justice. Record the date of the paper and the project number.

- **Statistics**

The Crime Information Analysis Centre <http://www.saps.org.za> publishes crime statistics.

TASK 20:

Find the 1999 crime statistics published by the Crime Information Analysis Centre of the South African Police Services. Record the title.

Statistics South Africa <http://www.statssa.gov.za> publishes general statistics such as population figures

TASK 21:

Go to Stats SA and find the Census 96 overview and record the URL.

- **Parliamentary minutes:**

The Parliamentary Monitoring Group (PMG) <http://www.pmg.org.za> monitors SA parliamentary committees and the committee minutes, submissions and discussion papers are available.

TASK 22:

Find 1 recent discussion on PMG

from the committee minutes. Look at the Safety and Security portfolio. Record the date and title of one discussion

- **Government departments**

These can be found on <http://www.polity.org.za> and are useful for identifying people to contact and to find out about the activities and statistics of the department.

TASK 23:
Go to DEPARTMENTS found under the heading of STRUCTURES on the polity.org.za site. Go to the Dept. of Justice and Constitutional Development Write down the name of the Minister of the Department which can be found under CONTACTS.

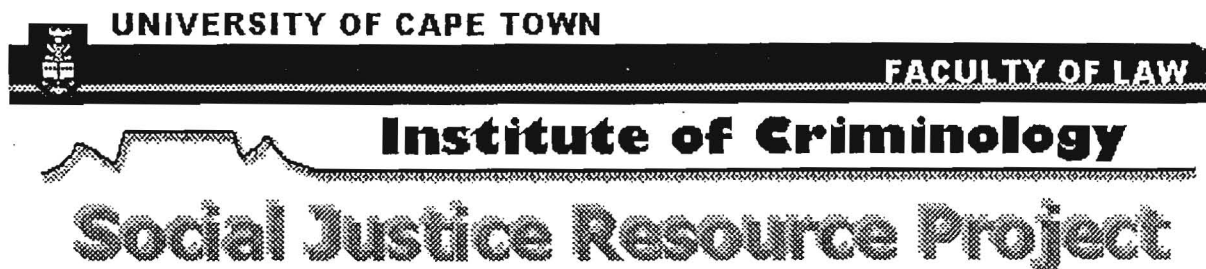
[NEXT](#)

[To the top](#)

[Back to Introduction](#)



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A GUIDE TO CRIMINOLOGY ON THE INTERNET

Part 2 continued

3. Maintaining current awareness

The Internet is very useful for keeping up-to-date with current events and for monitoring the contents of new publications.

- **Subscription to alerting services:**

You can subscribe free of cost to alerting services which will send you regular notifications by email of new publications and other current information. For example you can subscribe to the National Criminal Justice Research Service(NCJRS), the South African Law Commission, The Parliamentary Monitoring Group, The Scout Report, Womensnet. This simply means that you go to their site and follow the suggested procedure.

You can also join a mailing list and partake in discussions. Discussion lists help to exchange information with other people who are interested in your subject.

The South African Crime Research Guide is an online resource for crime researchers and includes a mailing and discussion list as well as links to other sites.

TASK 24: Go to CrimeresearchSA and read about joining a discussion group. <http://www.crimeresearch.org.za>

- **Conferences:**

The World Criminal Justice Library Network
<http://andromeda.rutgers.edu/~wcjlen/WCJ/mainpages/forthcoming.htm>
 reports on forthcoming conferences.

***TASK 25:
 Find one forthcoming conference. Record the title and the***

date.

[NEXT](#)

[To the top](#)

[Back to Introduction](#)



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Updated: 13 December 2001

University of Cape Town

UNIVERSITY OF CAPE TOWN

FACULTY OF LAW

Institute of Criminology

Social Justice Resource Project

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A GUIDE TO CRIMINOLOGY ON THE INTERNET

Part 2 continued

4. Information from professional organisations and making professional contacts

Most professional organisations have a website with publications on them. It is also useful to be able to contact professionals in your field and you can find their contact details on these sites. This also applies to University Departments.

The Australian Institute of Criminology <http://www.aic.gov.au> is a national focus for the study of crime and criminal justice in Australia and for the dissemination of information. Full text articles will be found on this site.

TASK 26:

Find 1 article on women and crime on the Australian Institute of Criminology page. Record the title and the author

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The Home Office in the United Kingdom <http://www.homeoffice.gov.uk/> is a government organisation site with useful comparative information and legislation.

TASK 27:

Go to the Criminal Justice Section. Find 1 article on probation and record the title and author

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The National Criminal Justice Reference Services <http://www.ncjrs.org> is a United States service that supports the work of the US Dept. of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Bureau of Justice Statistics, the Office of National Drug Control Policy.

TASK 28:

Find a recent article on juveniles published in 2001.

Record the title and author and URL.

[NEXT](#)

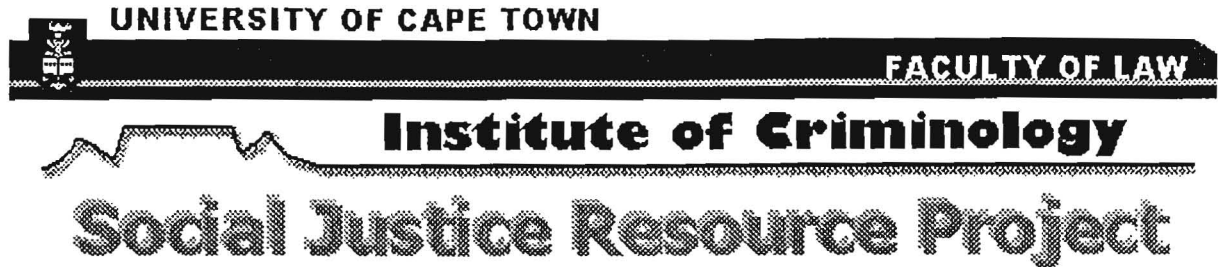
[To the top](#)

[Back to Introduction](#)



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A GUIDE TO CRIMINOLOGY ON THE INTERNET

Part 2 continued

5. Browsing the Internet for Criminal Justice Resources:

Criminology Departments at Universities and the Law Librarians assemble links from their WebPages that are useful for browsing the Internet.

The SJRP, Institute of Criminology, University of Cape Town
<http://www.lib.uct.ac.za/criminology/sjrp> has a page that refers you to South African and overseas links:

TASK 29

Find a link from the SJRP site, to an Institution that deals with Human Rights in South Africa. (Use the dropdown menu to go to Human Rights). Make a note of the name of the organisation and the URL.

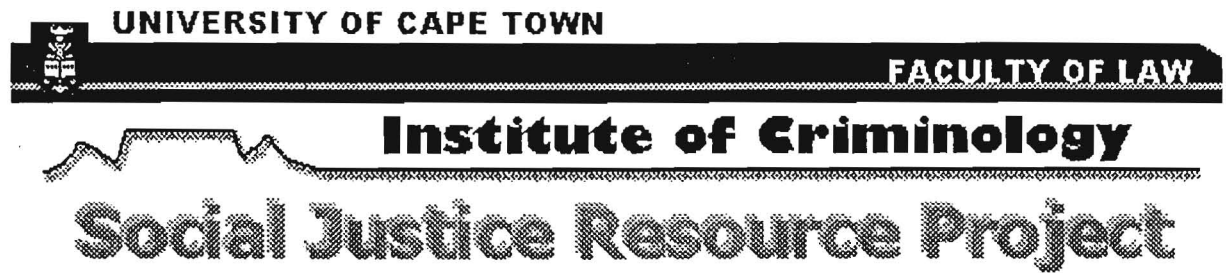
Here are some other pages with links to other sites. Visit them if you have time to see the rich array of criminal justice information on the Internet:

New York John Jay Criminal Justice College
<http://www.lib.jjay.cuny.edu/inetlink.html>

Florida State University Criminal Justice Links
<http://www.criminology.fsu.edu/cj.html>

The South African Crime Research Guide
<http://www.crimeresearch.org.za>

Thank you for doing the tutorial



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Evaluation Questionnaire

Acknowledgements to Yenza and the RDN Virtual Training Suite

Please take a few minutes to complete this evaluation form. This will help us to improve the tutorial in the future

Please type in your name:

Please mark the response which represents your view.

1. Were the workshop objectives clearly stated in advance?

DISAGREE 1 2 3 4 5 AGREE

2. Do you feel that the workshop objectives were achieved?

DISAGREE 1 2 3 4 5 AGREE

3. How useful did you find the workshop as a whole?

Useless Fairly useful Useful Very useful

4 How useful did you find the component on searching Criminology specific sites?

Useless Fairly useful Useful Very useful

5. How would you rate the level of the workshop in relation to your own skills?

I should have gone to a more basic course or been given some self-study materials in advance.

The level of the workshop was about right .

I should have gone to a more advanced course .

6. What would you like to have spent **more** time on during the workshop?

7. What would you like to have spent **less** time on during the workshop?

8. Did you find the time spent on the tutorial was

too short

too long

just right

9. Did the tutorial help to:

a. identify key Internet resources in the subject area:

DISAGREE 1 2 3 4 5 **AGREE**

b. highlight useful Internet search tools and techniques for the subject area

DISAGREE 1 2 3 4 5 **AGREE**

c. helped to raise awareness on how to use Internet resources for research

DISAGREE 1 2 3 4 5 **AGREE**

d. improved my Internet information skills

DISAGREE 1 2 3 4 5 **AGREE**

Thank you.

Please feel free to contact Elaine [eatkins@law.uct.ac.za] after the workshop with additional feedback.

[To the top](#)

[Back to Main Introduction to Tutorial](#)

**FACULTY OF LAW
UNIVERSITY OF CAPE TOWN**

**RESEARCH METHODS IN CRIMINOLOGY AND CRIMINAL
JUSTICE**

2001

COURSE OUTLINE

Convenor: Dr Bill Dixon

Department of Criminal Justice
Room 6.36.3 Kramer Building
x5624

E-mail<wdixon@law.uct.ac.za>

Aims

The main aim of the course is to link the inter-disciplinary research methods course taken by Honours students with criminology. The course should also be useful for LLM students hoping to obtain a specialised degree in Criminal Justice, or taking one or more courses in criminal justice, although they are not formally required to take a course in research methods. Students taking higher degrees by research (Master and PhD) are also invited to take part in the seminars as part of their programme of study.

More specifically, the course aims to:

1. Introduce students to electronic research skills in criminology including the use of databases and the internet.
2. Explore the links between research methods and criminological theory.
3. Prepare students for undertaking their own research in criminology and criminal justice.

Outline

The course takes place in two blocks either side of the winter vacation. The programme for the course is as follows:

1. **Developing Electronic Research Skills I**
09h00 – 12h30 Thursday 14 June
Law Faculty Training Room, Level 2, Kramer Building

2. **Developing Electronic Research Skills II**
09h00 – 12h30 Friday 15 June
Law Faculty Training Room, Level 2, Kramer Building
3. **Theory and research in criminology**
10h00 – 12h00 Monday 18 June
Institute of Criminology Seminar Room, Level 6, Kramer Building
4. **Doing criminological research: proposal writing and research design**
10h00 – 12h00 Tuesday 19 June
Institute of Criminology Seminar Room, Level 6, Kramer Building
5. **Methodological critiques**
10h00 – 12h00 Wednesday 25 July
Institute of Criminology Seminar Room, Level 6, Kramer Building
6. **Methodological critiques**
10h00 – 12h00 Friday 27 July
Institute of Criminology Seminar Room, Level 6, Kramer Building
7. **Dissertation topics**
10h00 – 12h00 Monday 30 July
Institute of Criminology Seminar Room, Level 6, Kramer Building

The seminars on electronic research skills will be lead by Elaine Atkins. All other seminars will be lead by Bill Dixon.

Readings and materials

Electronic research skills

Materials for these seminars will be e-mailed to participants before the start of the course.

Theory and research in criminology

The following readings are on file in the SJRP:

Anthony Bottoms (2000) 'Theory and Research in Criminology' in Roy D King and Emma Wincup (eds) *Doing Research on Crime and Justice*. Oxford: OUP.

R. Pawson and N. Tilley (1994) 'What works in evaluation research?' *British Journal of Criminology* 34: 291-306.

- What is the relationship between theory and research in criminology? How do different theoretical approaches affect research practices?
- What are the differences between 'quasi-experimental' and 'realistic' methods in evaluation research? Are these differences important? Why?

Doing criminological research: proposal writing and research design

The following readings are on file in the SJRP:

Doing criminological research

Victor Jupp, 'Formulating research problems' and Peter Francis, 'Getting criminological research started', Chaps. 1 and 2 in Victor Jupp, Pamela Davies and Peter Francis (eds) (2000) *Doing Criminological Research*. London: Sage.

Doing social research in South Africa

Martin Terre Blanche and Kevin Durrheim, 'Histories of the Present: social science research in context'; Andrew Kaniki, 'Doing an information search'; Kevin Durrheim, 'Research Design' and Kevin Durrheim and Douglas Wassenaar, 'Putting design into practice: writing and evaluating research proposals' in Martin Terre Blanche and Kevin Durrheim (eds)

(1999) *Research in Practice: Applied Methods for the Social Sciences*. Cape Town: UCT Press.

Consider the following aspects of proposal writing and research design:

- Selecting a topic
- Reviewing the literature
- Defining research questions
- Choosing research methods
- Negotiating access
- Research ethics

Methodological critiques

Write a short (no more than 2 000 words) methodological critique of one of the following pieces (all available either on file or on the shelves in the SJRP). Come prepared to present your critique at one of the two seminars on 25 and 27 July:

Camerer, Lala, Antoinette Louw, Mark Shaw, Lillian Artz and Wilfried Schärf (1998) *Crime in Cape Town; result of a victim survey*. Iss Monograph No. 23. Halfway House: Institute for Security Studies.

Gastrow, Peter (1998) *Organised Crime in South Africa: an assessment of its nature and origins*, ISS Monograph No. 28. Halfway House: Institute for Security Studies.

Leggett, Ted (1999) 'Poverty and sex work in Durban, South Africa' *Society in Transition*, 30(2): 157-67.

Monique Marks (1999) 'Changing Dilemmas and the Dilemmas of Change': *Transforming the Public Order Policing Unit in Durban* *Policing and Society*, 9, 2: 157-179.

Mark Welman and Mary Humphreys (2000) 'Start with the facts: how to profile rapists'. *Crime and Conflict*, 21: 11-13.

- What are the theoretical assumptions underlying the research?
- What research methods are used?
- What are the strengths and weaknesses of the research?
- How confident are you in the findings?

Dissertation topics

Come prepared to discuss your initial thoughts on a topic for your dissertation, the literature you will rely on, the theoretical basis for the study and how you plan to carry out your research in practice.

Bill Dixon
May 200

Institute of Criminology

DEVELOPING ELECTRONIC RESEARCH SKILLS

The Institute is holding a two day online tutorial in *Developing Electronic Research skills* for post-graduate students in June. This will take the form of an online interactive tutorial and will focus on accessing Internet sites that are useful for finding information for research and dissertations.

Aims of the tutorial

1. To review the tools and techniques to improve Internet searching.
2. To re-examine the critical thinking needed to evaluate information found on the Internet.
3. To introduce important sites for criminologists that can be found electronically.
4. To discover how to use the Internet to support research.

Contents

1. Finding out about a topic.
2. Conducting a literature search.
3. Maintaining current awareness.
4. Making professional contacts.
5. Browsing the Internet for Criminology Resources.

Dates: Thursday 14 and Friday 15 June.

Time: 9h00 - 12h30.

Place: Law Library Training Room. Level 2.

Thank you for doing the Criminology Internet Tutorial.

This is a follow up questionnaire to provide another assessment of the value of the Internet tutorial after a few weeks have elapsed.

Please answer the following questions which will help me to evaluate the tutorial and inform future tutorials.

1. Did you find doing the tutorial a worthwhile experience?

- Very useful
- Fairly useful
- Not at all

2. What did you find most useful about the tutorial?

3. Do you think the tutorial should be offered to students/researchers in future?

4. After completion of the tutorial, have you used any of the sites that were introduced while conducting research?

- Never
- Seldom
- Sometimes
- Often

5. If so, which were helpful sites?

6. Did you use the handouts after the tutorial?

- Yes
- No

7. Which semester do you think is the best time is to offer the tutorial to students?

- 1st
- 2nd
- 3rd
- 4th

8. Have you any other comments that you would like to make about the experience of completing the tutorial?

Rating Calculations

This describes how the answers in the three questionnaires were rated.

Note: The collated responses were given as an average rating for the group. All ratings were normalized to be between 0 and 5 so as to provide a common scale of measurement. In order to be able to present the group results concisely, the group average of the individual ratings for each question was calculated and used in the graphs.

PRE-TUTORIAL ASSESSMENT RATING FORM (Appendix F)

1. Have you done an Internet course before?

- | | |
|-----|---|
| Yes | 5 |
| No | 0 |

2. How would you rate your Internet skills overall?

- | | |
|-----------|---|
| Basic | 1 |
| Good | 3 |
| Excellent | 5 |

3. Do you use e-mail?

- | | |
|--------------|---|
| Never | 0 |
| Occasionally | 3 |
| Every Day | 5 |

3.1. Which of the following can you do (mark as many as apply)

The average rating of the group, normalized to a scale of 0 – 5, is the sum of the three scores. This enables the breadth of email skills to be shown in the standard 0 - 5 average format.

- | | |
|--|---------|
| Create and send messages | 1/3 x 5 |
| Attach files to outgoing messages | 1/3 x 5 |
| Open files attached to incoming messages | 1/3 x 5 |

4. Do you use the World Wide Web?

Never 0

Occasionally 3

Every day 5

If you use the web, which of the following can you do?:

4.1. Mark as many as apply:

The average rating of the group normalized to a scale of 0 – 5, is the sum of the four scores

Search for text in loaded page 1/4 x 5

Bookmark sites for future reference 1/4 x 5

Save pages onto disk 1/4 x 5

Select, copy and paste text into other applications 1/4 x 5

Note: Questions 5 and 6, about search engine familiarity, are rated together as the sum of the four normalized scores.

5. Have you used Web search engines?

Yes 1/4 x 5

No 0

5.1 Which other search engines have you used?]

If a search engine name is entered 1/4 x 5

If not 0

5.2 Have you used the Boolean operators (AND, OR, NOT) to refine your search?

Yes 1/4 x 5

No 0

6. Have you used meta search engines?

Yes 1/4 x 5

No 0

7. Have you used ALEPH for finding books in the University of Cape Town library?

Yes 5

No 0

8. Can you describe 3 characteristics that you would look for before trusting that a site is reliable?

None mentioned 0

One characteristic 1

Two characteristics 3

Three characteristics 5

University of Cape Town

EVALUATION QUESTIONNAIRE RATING (Appendix J)

(Only the quantitative questions are included here)

Please mark the response which represents your view.

1. Were the workshop objectives clearly stated in advance?

DISAGREE 1 2 3 4 5 AGREE

The answer was rated between 1 and 5 depending on which block was ticked.

2. Do you feel that the workshop objectives were achieved?

DISAGREE 1 2 3 4 5 AGREE

The answer was rated between 1 and 5 depending on which block was ticked.

3. How useful did you find the workshop as a whole?

The average rating of the group is normalized to a scale of 1 – 5.

Useless 1/4 x 5

Fairly useful 2/4 x 5

Useful 3/4 x 5

Very useful 4/4 x 5

4 How useful did you find the component on searching Criminology specific sites?

The average rating of the group is normalized to a scale of 1 – 5

Useless 1/4 x 5

Fairly useful 2/4 x 5

Useful 3/4 x 5

Very useful 4/4 x 5

5. How would you rate the level of the workshop in relation to your own skills?

I should have gone to a more basic course or been given some self-study materials in advance.....1

The level of the workshop was about right.....5

I should have gone to a more advanced course.....3

8. Did you find the time spent on the tutorial was

too short 1

too long 3

just right 5

9. Did the tutorial help to:

a. identify key Internet resources in the subject area:

DISAGREE 1 2 3 4 5 AGREE

The answer was rated between 1 and 5 depending on which block was ticked.

b. highlight useful Internet search tools and techniques for the subject area

DISAGREE 1 2 3 4 5 AGREE

The answer was rated between 1 and 5 depending on which block was ticked.

c. helped to raise awareness on how to use Internet resources for research

DISAGREE 1 2 3 4 5 AGREE

The answer was rated between 1 and 5 depending on which block was ticked.

d. improved my Internet information skills

DISAGREE 1 2 3 4 5 AGREE

The answer was rated between 1 and 5 depending on which block was ticked.

FOLLOW UP QUESTIONNAIRE RATING (Appendix M)

(Only quantitative questions are included here)

1. Did you find doing the tutorial a worthwhile experience?

Very useful 5

Fairly useful 3

Not at all 1

3. Do you think the tutorial should be offered to students/researchers in future?

Yes 5

No 0

4. After completion of the tutorial, have you used any of the sites that were introduced while conducting research?

The average rating of the group normalized to a scale of 1 – 5, is the sum of the four scores

Never 1/4 x 5

Seldom 2/4 x 5

Sometimes 3/4 x 5

Often 4/4 x 5

6. Did you use the handouts after the tutorial?

Yes 5

No 0