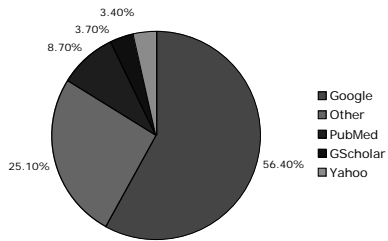


Are You a Smart Googler?



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Referrals from Search Engines to Web Sites of 844 Journals Hosted by HighWire Press ¹

About Google



- What is Google?
10¹⁰⁰: 1 followed by 100 zeros
- And Who?
<<http://news.bbc.co.uk/2/hi/business/3666241.stm>>
- Google's mission is to organize the world's information and to make it universally accessible and useful.
- It is the biggest and the most powerful search engine in the world.

Behind the Search Box

- Google identifies (crawls over) billions of pages freely available on the Internet and records these pages in an index.
- Google doesn't search the entire Internet or all the world's information, and you may find information in other search engines that is not found in Google. ²
- Google searches the index for documents that match your search terms.

Behind the Search Box

Google presents you with what it thinks are the most useful pages; they are listed in order, based on these factors:

- Word frequency
- Word order
- Word location, and
- PageRank ³

The screenshot shows a Google search interface with the search term 'information literacy modules'. The results are listed under the heading 'Web' and show 'Results 1 - 10 of about 5,800,000 for information literacy modules. (0.51 seconds)'. The first five results are:

- Information Literacy Module Development**
Completed Information Literacy Modules are cataloged in LOLa (http://www.lolaxchange.org) , a learning object exchange that we a way for us to keep track ...
www.wesleyan.edu/lib/infoilit/modules/ - 9k - Cached - Similar pages
- Information Literacy Module**
La Sierra University information literacy tutorial.
www.lasierra.edu/library/core10/index.html - 8k - Cached - Similar pages
- TILT Texas Information Literacy Tutorial**
A short presentation of the meaning of literacy in the information age.
till.lib.utsystem.edu/ - 3k - Cached - Similar pages
- Cal Poly State University - Information Competence Tutorials**
Nine tutorials provide guidance and practical exercises on information competence.
www.lib.calpoly.edu/infocomp/modules/index.html - 1k - Cached - Similar pages
- Information Literacy Skills used in BCPS Research Modules**
Teacher Tips and Tools. Information Literacy Skills used in BCPS Research Modules.
Information Literacy: National Standards for Student Learning (ALA) ...
www.bcpl.net/~sullivan/modules/tips/index.html - 8k - Cached - Similar pages

Be a Smart Googler

- When to use Google depends on what kinds of information you need.
- Understand Google's strengths and limitations.
- Essential searching techniques.
- Google is a supplement to searching library databases, but it cannot replace library databases.

Google's Strengths

- Simple and clear search interface
- Easy to learn searching techniques
- Broad coverage
- Unique limiters (e.g., domain names, document formats, images, books, etc.)

Google's Strengths

- Definitions -- e.g., define: podiatry
- Unit conversions -- e.g., 135 pound in kg
- Language conversions by using Language Tool
<http://www.google.com/language_tools?hl=en>
- Information not available from the library databases (e.g., older, newer, or obscure publications)

Google Tools

- Google Scholar <<http://scholar.google.com/>>
Search for scholarly literature across disciplines
- Google Books <<http://books.google.com/>>
Search for free online books
- Google Alerts <<http://www.google.com/alerts>>
Keep current on local news and professional literature
- Google Reader <<http://www.google.com/reader>>
Bring your favorite reading list on your desktop

Google's Limitations

- Lack of quality control
- No selection criteria
- Limited access to full text content
- Dead links
- Time consuming
- Irrelevant or inaccurate information
- Cannot save search results

Searching Google or Library Databases?

	Google	Lib. Databases
Searches	Information on the WWW across disciplines using key words	Bibliographic databases (e.g., MEDLINE, CINAHL, EMBASE, etc.) using controlled vocabulary or key words
Retrieves	Information in a variety of formats (e.g., PPT, Word, Excel, PDF, etc.)	Citations, abstracts, full texts in a variety of publication types (e.g., clinical trials, guidelines, reviews, journal articles, etc.)

Tips for Searching Google

- Google offers nice results on the first page, and there is no need to probe deeper. ⁴
- Always use advanced search page to conduct the search
- “ ” searches for exact phrase
- ~ searches for similar words
- _ excludes words from a search
- Or - searches multiple words
- And - is the Google default connector
- Remember to cite the source

Questions to Ask

- Who develops the web site?
- What is its mission?
- What is the domain name of the web site (e.g., .gov, .org, .edu, .com, .net)?
- Can you see the last updated date on the site?
- What is the intended audience (e.g., patients, healthcare professionals, general public, students, etc.)?

Questions to Ask

- What are the criteria for selecting information to put on the site?
- Who reviews this information?
- If the site produces educational materials, who are the developers?
- How often do they review the information to ensure the information is current?
- Does the page load quickly?
- Are there dead links?

Resources for Evaluating Online Information
Forms

- Criteria for Evaluating Web Resources-Kent State University
<<http://www.library.kent.edu/page/10475>>
- Evaluating Websites: PART of the Research Process-Northwest Missouri State University
<<http://www.nwmissouri.edu/library/courses/evaluation/edeval.htm>>
- Evaluating Web Resources Checklist-WebSearch
<<http://www.clubi.ie/webserch/resources/checklist.htm>>

Resources for Evaluating Online Information

Narratives

- Evaluating Information Found on the Internet-Johns Hopkins University
<<http://www.library.jhu.edu/researchhelp/general/evaluating/>>
- Evaluating Web Pages: Techniques to Allpy & Questions to Ask-UC Berkeley
<<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html> >
- Module 6: Evaluating Sources of Information-James Madison University
<<http://www.lib.jmu.edu/gold/default.aspx>>

Resources for Evaluating Online Information

Narratives (Cont.)

- Critically Analyzing Information Sources-Cornell University Library
<<http://www.library.cornell.edu/olinuris/ref/research/skill26.htm>>
- Evaluating Internet Research Sources-VirtualSalt
<<http://www.virtualsalt.com/evalu8it.htm>>
- Evaluating Websites-IONA College Libraries
<<http://www.iona.edu/library/help/wwwevaluation/>>
- Evaluating internet information-Virginia Tech University Libraries
<<http://www.lib.vt.edu/help/instruct/evaluate/evaluating.html>>

Resources for Evaluating Online Information

Tutorial from the National Library of
Medicine

Evaluating Internet Health Information

<<http://www.nlm.nih.gov/medlineplus/webeval/webeval.html>>

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Questions?

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