

# The Scholarly Conversation: Reading & Applying Scholarly Research

## Activity #1: How to Read a Scholarly Article

### Suggested Materials

#### Class Example Video & Article:

Western University. (2012). *How to read a scholarly article* [Video file]. Retrieved from <https://youtu.be/3SmOq6gENPM>

Bjornsen, C. A., & Archer, K. J. (2015). Relations between college students' cell phone use during class and grades. *Scholarship of Teaching and Learning In Psychology*, 1(4), 326-336.

#### Group Activity Articles & Questions:

Hanson, T. T., Drumheller, K., Mallard, J., McKee, C., & Schlegel, P. (2011). Cell phones, text messaging, and Facebook: Competing time demands of today's college students. *College Teaching*, 59 (1), 2330.

1. What was the study trying to determine?
2. What were the three instruments used to complete the study?
3. What activity do students spend the most time doing? The least?
4. What are the researchers' recommendations?
5. What do you think about the study and its findings?

Monto, M. A., & Carey, A. G. (2014). A new standard of sexual behavior? Are claims associated with the "hookup culture" supported by General Social Survey data? *Journal of Sex Research*, 51 (6), 605615.

1. What was the researchers' first hypothesis (H1)?
2. What is one example of a question that participants were asked?
3. What were the two date ranges studied?
4. What were the overall findings of the study?
5. What do you think about the study and its findings?

Riddle, K., & De Simone, J. J. (2013). A Snooki effect? An exploration of the surveillance subgenre of reality TV and viewers' beliefs about the 'real' real world. *Psychology Of Popular Media Culture*, 2 (4), 237250.

1. What is the researchers' primary hypothesis (H1)?
2. How were students recruited to participate in the study?
3. What were some of the findings of the study?
4. What is a possible limitation of the study?
5. What do you think about the study and its findings?

Roche, T. M., Jenkins, D. D., Aguerrevere, L. E., Kietlinski, R. L., & Prichard, E. A. (2015). College students' perceptions of Inappropriate and appropriate Facebook disclosures. *Psi Chi Journal Of Psychological Research*, 20 (2), 8696.

1. What did the researchers ask participants to do?
2. What was the age range of the participants?
3. What type of Facebook post was rated as the most inappropriate by participants?
4. What were some possible limitations of the study?
5. What do you think about the study and its findings?

Derby, K., Knox, D., & Easterling, B. (2012). Snooping in romantic relationships. *College Student Journal*, 46 (2), 333343.

1. What were the researchers trying to determine?
2. What methods were used in the study?
3. What were the two biggest reasons that college students snooped on their partners?
4. What were the two most frequent ways that undergraduates snooped?
5. What do you think about the study and its findings?

# The Scholarly Conversation: Reading & Applying Scholarly Research

## Activity #2: Using Evidence to Support a Thesis

### Suggested Materials

#### Class Example Statements & Supporting Article:

It's important for college students to get enough sleep.

It's important for college students to get enough sleep, because sleep deprivation produces effects similar to being drunk (Williamson & Feyer, 2000).

Williamson, A. M., & Feyer, A.M. ( 2000). Moderate sleep deprivation produces impairments in cognitive and motor performance equivalent to legally prescribed levels of alcohol intoxication. *Occupational and Environmental Medicine*, 57 (10), 649655. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1739867/>

#### Group Activity Article & Research Question:

Monto, M. A., & Carey, A. G. (2014). A new standard of sexual behavior? Are claims associated with the "hookup culture" supported by General Social Survey data? *Journal of Sex Research*, 51(6), 605-615.

How have the sexual attitudes of college students changed in the past three decades?