

$$(a+b)^2 = a^2 + b^2 + 2ab$$

---

# HOW DO I EVALUATE BOOKS AND BOOK CHAPTERS?

---



Northeastern University  
**Library**

## Ask 6 key questions



What?



When?



Where?



Who?



Why?



How?

## What?



What is the subject of the book or book chapter?

Is it relevant to your research topic?

Does it add to the information you've already found, or provide a new perspective?

You can generally find this information by looking at the book's table of contents.

## National and Regional Reflections on Excellence Initiatives

Front Matter

Pages 11-11

[A New Push in French Excellence](#)

Michel Rocard

Pages 13-24

[Context and First Observations on the “Investment Programme for the Future” in France](#)

Ghislaine Filliatreau

Pages 25-30

[Promoting Research Excellence](#)

Jiani Zhu

Pages 31-46

[Top Down Push For Excellence](#)

Isak Froumin, Alexander Povalko

Pages 47-63

# What?

<b>Title</b>	How World-Class Universities Affect Global <a href="#">Higher Education</a> Influences and Responses
<b>Author</b>	Cheng, Ying. editor. > Wang, Qi. editor. > Liu, Nian Cai. editor. > <a href="#">SpringerLink (Online service)</a> >
<b>Terms of Use</b>	Licensed for use by the entire Northeastern community, including authenticated remote access
<b>Subjects</b>	<a href="#">Education</a> > <a href="#">Electronic books</a> >
<b>Is Part Of</b>	Springer eBooks
<b>Related Titles</b>	Series: Global Perspectives on Higher Education ; 26
<b>Description</b>	World-class universities, commonly recognized as global research universities or flagship universities, are cornerstone institutions embedded in any academic system and play an important role in developing a nation's competitiveness in the global knowledge economy. The development of world-class universities is high on the policy agenda of various stakeholders across the globe. In the past few years, an increasing number of nations, regions and <a href="#">higher education</a> institutions in both developed and developing countries have joined the same race for academic excellence and have adopted a range of development strategies and implemented various reforms. From a comparative perspective, How World-Class Universities Affect Global <a href="#">Higher Education</a> intends to provide an in-depth picture of excellence initiatives and relevant policies adopted in various nations and regions, and to reflect opportunities and challenges of developing excellence.
<b>Publisher</b>	Rotterdam : SensePublishers : Imprint: SensePublishers
<b>Creation Date</b>	2014
<b>Format</b>	VIII, 204 p. online resource.
<b>Language</b>	English

Or check the description section for the book in Scholar OneSearch.

You can access the description by clicking on details and related links in Scholar OneSearch.

# When?

Next, ask: when was the book published?

You can find this date in the book's publication information, or in Scholar OneSearch.

## Bibliographic information

### DOI

<https://doi-org.ezproxy.neu.edu/10.1007/978-94-6209-824-4>

### Copyright Information

SensePublishers Rotterdam, The Netherlands 2014

### Publisher Name

SensePublishers, Rotterdam

### eBook Packages

[Humanities, Social Sciences and Law](#)

### Online ISBN

978-94-6209-824-4

[About this book](#)

Title	How World-Class Universities Affect Global <a href="#">Higher Education</a> Influences and Responses
Author	<a href="#">Cheng, Ying. editor.</a> > <a href="#">Wang, Qi. editor.</a> > <a href="#">Liu, Nian Cai. editor.</a> > <a href="#">SpringerLink (Online service)</a> >
Terms of Use	Licensed for use by the entire Northeastern community, including authenticated remote access
Subjects	<a href="#">Education</a> > <a href="#">Electronic books</a> >
Is Part Of	Springer eBooks
Related Titles	Series: Global Perspectives on <a href="#">Higher Education</a> ; 26
Description	World-class universities, commonly recognized as global research universities or flagship universities, are cornerstone institutions embedded in any academic system and play an important role in developing a nation's competitiveness in the global knowledge economy. The development of world-class universities is high on the policy agenda of various stakeholders across the globe. In the past few years, an increasing number of nations, regions and <a href="#">higher education</a> institutions in both developed and developing countries have joined the same race for academic excellence and have adopted a range of development strategies and implemented various reforms. From a comparative perspective, How World-Class Universities Affect Global <a href="#">Higher Education</a> intends to provide an in-depth picture of excellence initiatives and relevant policies adopted in various nations and regions, and to reflect opportunities and challenges of developing excellence.
Publisher	Rotterdam : SensePublishers : Imprint: SensePublishers
Creation Date	2014
Format	VIII, 204 p. online resource.
Language	English

## When?



Is the publication date recent enough for your research needs?

Fields that change quickly, like medicine or technology, will typically require more recent sources, like those from the last few years.



# Where?

Details and Related Links	
<b>Title</b>	<a href="#">Higher education</a> rulemaking : the politics of creating regulatory policy
<b>Author</b>	<a href="#">Natow, Rebecca S.</a> , >
<b>Subjects</b>	<a href="#">United States. Office of Postsecondary Education</a> > <a href="#">United States. Higher Education Act of 1965</a> > <a href="#">Education, Higher -- Law and legislation -- United States</a> > <a href="#">Administrative regulation drafting -- United States</a> > <a href="#">Higher education and state -- United States</a> >
<b>Description</b>	<p>The federal bureaucratic role -- The procedural process -- Policy actors' influence -- Strategies and powers of influence -- The role of policy actors' beliefs -- <a href="#">Higher education</a> rulemaking in context -- The use and influence of technology.</p> <p>"Many <a href="#">higher education</a> academics and administrators have only vague notions about how the federal government makes regulations governing colleges and universities in the United States, and yet these regulations control many important aspects of the operation of these institutions. What happens after legislation affecting <a href="#">higher education</a> is signed into law? How are specific provisions implemented -- especially when the statute's details are unclear? And who determines the details of the programs that a particular law has authorized? In this...book, <a href="#">higher education</a> policy expert Rebecca S. Natow explores the how and why of the federal regulatory policymaking process as it pertains to <a href="#">higher education</a>, financial aid, and student loan debt. Drawing on in-depth interviews with policy and <a href="#">higher education</a> actors, as well as an extensive review of specific regulations and documents, Natow explains who influences <a href="#">higher education</a> rulemaking and how their beliefs and surrounding contexts guide the policies they enact. She also examines the strategies and powers employed during the process, reveals how technology affects the creation of <a href="#">higher education</a> rules, delves into the multifaceted implications of regulation for students and institutions, and discusses future prospects for <a href="#">higher education</a> rulemaking."</p>
<b>Publisher</b>	Baltimore, Maryland : Johns Hopkins University Press
<b>Creation Date</b>	2017
<b>Format</b>	viii, 204 pages ; 24 cm
<b>Language</b>	English

Then ask: where was the book published?

You can find this information in Scholar OneSearch, or the title page of the book.



# Where?

## Details and Related Links

Title	Higher education rulemaking : the politics of creating regulatory policy
Author	Natow, Rebecca S. >
Subjects	<a href="#">United States. Office of Postsecondary Education &gt;</a> <a href="#">United States. Higher Education Act of 1965 &gt;</a> <a href="#">Education, Higher -- Law and legislation -- United States &gt;</a> <a href="#">Administrative regulation drafting -- United States &gt;</a> <a href="#">Higher education and state -- United States &gt;</a>
Description	The federal bureaucratic role -- The procedural process -- Policy actors' influence -- Strategies and powers of influence -- The role of policy actors' beliefs -- Higher education rulemaking in context -- The use and influence of technology. "Many higher education academics and administrators have only vague notions about how the federal government makes regulations governing colleges and universities in the United States, and yet these regulations control many important aspects of the operation of these institutions. What happens after legislation affecting higher education is signed into law? How are specific provisions implemented -- especially when the statute's details are unclear? And who determines the details of the programs that a particular law has authorized? In this...book, higher education policy expert Rebecca S. Natow explores the how and why of the federal regulatory policymaking process as it pertains to higher education, financial aid, and student loan debt. Drawing on in-depth interviews with policy and higher education actors, as well as an extensive review of specific regulations and documents, Natow explains who influences higher education rulemaking and how their beliefs and surrounding contexts guide the policies they enact. She also examines the strategies and powers employed during the process, reveals how technology affects the creation of higher education rules, delves into the multifaceted implications of regulation for students and institutions, and discusses future prospects for higher education rulemaking."--
Publisher	Baltimore, Maryland : Johns Hopkins University Press
Creation Date	2017
Format	viii, 204 pages ; 24 cm
Language	English

Was it published by a university press, or academic publisher?

Books don't typically have a "peer reviewed" label like journals, so make sure to check with your instructor or assignment guidelines about the types of sources acceptable for your assignment.

## Details and Related Links

Title	Student veterans and service members in higher education
Author	Arminio, Jan L. > Grabosky, Tomoko Kudo. > Lang, Josh. >
Subjects	<a href="#">Veterans -- Education (Higher) -- United States &gt;</a> <a href="#">Soldiers -- Education (Higher) -- United States &gt;</a>
Related Titles	Series: Key issues on diverse college students.
Description	Historical context of student veterans and service members -- Cultural context -- Facilitators and barriers to success -- Advocacy model -- Best practices for increasing student success -- Student veteran cognitive and identity development -- Equity issues -- Future directions, potential challenges, and conclusions.
Publisher	New York : Routledge
Creation Date	2015
Format	xvii, 168 pages ; 23 cm.
Language	English

## The Authors

Clayton M. Christensen is the Robert and Jane Cizik Professor of Business Administration at the Harvard Business School and is widely regarded as one of the world's foremost experts on innovation and growth. He is the author or coauthor of ten books, including *Disrupting Class* and the *New York Times* bestsellers *The Innovator's Dilemma* and *The Innovator's Solution*.

...

Henry J. Eyring has served as an administrator at Brigham Young University (BYU)-Idaho since 2006. He holds degrees in geology, business administration, and law, all from Brigham Young University in Provo, Utah. He is the author of two other books, *Mormon Scientist: The Life and Faith of Henry Eyring* and *Major Decisions: Taking Charge of Your College Education*.

Then ask: who wrote the book or book chapter? What credentials do they have?

You can often find this information in an "About the Author" section of the book.

## Clayton Christensen | HBS Professor & Disruptive Innovation Expert

[www.claytonchristensen.com/](http://www.claytonchristensen.com/) ▼

Harvard Business School Professor **Clayton Christensen** is the architect of and the world's foremost authority on disruptive innovation. **Clay** was named the World's Most Influential Business Management Thinker in 2011 and 2013. Learn More > ...

[Christensen Institute](#) · [Bio](#) · [Disruptive Innovation](#) · [Beliefs](#)

## Clayton M. Christensen - Faculty - Harvard Business School

<https://www.hbs.edu/faculty/Pages/profile.aspx?facId=6437> ▼

**Clayton M. Christensen** is the Kim B. Clark Professor of Business Administration at the Harvard Business School; and is regarded as one of the world's top experts on innovation and growth. ... In 2010 world-renowned innovation expert **Clayton M. Christensen** gave a powerful speech to ...

However, you may need to do a Google search for the author to discover his or her credentials.

## Introduction: human rights and climate change

STEPHEN HUMPHREYS\*

Two starting points inform this collection of articles on human rights and climate change. The first is that, as a matter of simple observation, climate change will undermine – indeed, is already undermining – the realisation of a broad range of internationally protected human rights: rights to health and even life; rights to food, water, shelter and property; rights associated with livelihood and culture; with migration and resettlement; and with personal security in the event of conflict.<sup>1</sup> Few dispute that this is the case.

Moreover, the interlinkages are deep and complex. The worst effects of climate change are likely to be felt by those individuals and groups whose rights protections are already precarious.<sup>2</sup> This is partly coincidence. As it happens, the most dramatic impacts of climate change are expected to occur (and are already being experienced) in the world's poorest countries, where rights protections are too often weak for a variety of reasons. But the effect is also causal and mutually reinforcing. Populations whose rights are poorly protected are likely to be less well-equipped to understand or prepare for the effects of climate change, less able to lobby effectively for government or international action and more likely to lack the resources needed to adapt to expected alterations

Next ask: why was this book written?

Is it trying to inform, to make an argument, or to give an opinion?

## Introduction: human rights and climate change

STEPHEN HUMPHREYS\*

Two starting points inform this collection of articles on human rights and climate change. The first is that, as a matter of simple observation, climate change will undermine – indeed, is already undermining – the realisation of a broad range of internationally protected human rights: rights to health and even life; rights to food, water, shelter and property; rights associated with livelihood and culture; with migration and resettlement; and with personal security in the event of conflict.<sup>1</sup> Few dispute that this is the case.

Moreover, the interlinkages are deep and complex. The worst effects of climate change are likely to be felt by those individuals and groups whose rights protections are already precarious.<sup>2</sup> This is partly coincidence. As it happens, the most dramatic impacts of climate change are expected to occur (and are already being experienced) in the world's poorest countries, where rights protections are too often weak for a variety of reasons. But the effect is also causal and mutually reinforcing. Populations whose rights are poorly protected are likely to be less well-equipped to understand or prepare for the effects of climate change, less able to lobby effectively for government or international action and more likely to lack the resources needed to adapt to expected alterations

Not sure?

You can typically look in the book's introduction or abstracts for individual chapters to find this information.

## Abstract

This Study explores arguments about the impact of climate change on human rights, examining the international legal frameworks governing human rights and climate change and identifying the relevant synergies and tensions between them. It considers arguments about (i) the human rights impacts of climate change at a macro level and how these impacts are spread disparately across countries; (ii) how climate change impacts human rights enjoyment within states and the equity and discrimination dimensions of those disparate impacts; and (iii) the role of international legal frameworks and mechanisms, including human rights instruments, particularly in the context of supporting developing countries' adaptation efforts.

## References

---

- "Act before It Is Too Late." *American Rifleman*, September 1974, 22.
- "Action Alert: Will Your Hometown Be Next?" *American Rifleman*, February 1982, 57.
- Adelson, Lester. "The Gun and the Sanctity of Human Life; or the Bullet as Pathogen." *Pharos* 43, no. 93 (1980): 15–25.
- Alm, Rick. "Gun Proposal a 'Hot Potato' for Businesses; Many Groups Avoid Taking a Stance on Proposition B." *Kansas City Star*, 27 March 1999.
- Americans for Gun Safety. "Colorado and Oregon Voters Approve Historic Voter Initiatives to Close the Gun Show Loophole." Press release, 7 November 2000, [http://www.campaignadvantage.com/services/websites/archive/ags/press\\_110700.html](http://www.campaignadvantage.com/services/websites/archive/ags/press_110700.html) (accessed 27 September 2005).
- "An 'Equalizer' in the Gun Fight." *Washington Star*, 18 May 1976.
- Anderson, Curt. "Senators Try to Kill Funds for 'Anti-Gun' Health Group." *Chicago Sun-Times*, 4 November 1995.
- Anderson, Jack. *Inside the NRA: Armed and Dangerous*. Beverly Hills, Cal.: Dove Books, 1996.
- Anderson, Jervis. "A Reporter at Large: An Extraordinary People." *New Yorker*, 12 November 1984, 109.
- "Anti-Gun Fight Heats Up at State and Local Levels." *American Rifleman*, February 1989, 43.
- "Anti-Gun Groups Step Up Activities at State and Local Levels." *American Rifleman*, January 1985, 53.
- Arias, Elizabeth, Robert N. Anderson, Hsiang-Ching Kung, Sherry L. Murphy, and Kenned Kochanek. *National Vital Statistics Reports* 52, no. 3 (18 September 2003).
- Associated Press. "Gun Program Costs Millions." *Washington Post*, 16 August 1964.
- Babcock, Charles R. "Firearms Rule Draws a Fusillade." *Washington Post*, 17 May 1978.
- Bachrach, Peter, and Morton S. Baratz. "Two Faces of Power." *American Political Science Review* 56, no. 4 (1962): 947–952.
- Bailey, Anne Lowrey. "Many Grant Makers Are No Longer Shy about Gun Control." *Chronicle of Philanthropy*, 7 September 1993, 11.
- Bakal, Carl. "The Traffic in Guns: A Forgotten Lesson of the Assassination." *Harper's*, December 1964, 62–68.
- . *No Right to Bear Arms*. New York: Paperback Library, 1968.
- Baldacci, Leslie. "Violence Called 'Emergency'; Medical Experts Push Gun Control as Health Issue." *Chicago Sun-Times*, 10 June 1992.

If the book is making an argument or giving an opinion, look carefully for signs of bias.

See if the author provides evidence or cites sources from both sides of a controversial issue.

Lastly, ask: how have the authors conducted their research or made their arguments?

## A Review of the Evidence

*Ursula Giedion and Beatriz Yadira Diaz*

Chapter 2

We used a detailed protocol to evaluate the robustness of the available evidence on the impact of health insurance in low- and middle-income countries—on access, use, financial protection, and health status (box 2.1). Of 49 quantitative studies, about half provide reasonably robust evidence. They indicate that health insurance improves access and use, seems to improve financial protection in most cases, but has no conclusive impact on health status. The third result may be related to the difficulties of establishing a causal link between health insurance and currently available information on health status.

The positive effect of health insurance on medical care use has been widely demonstrated and generally accepted. Hadley (2003), in his review of research published in the past 25 years on health insurance in the developed world, concludes that there is a compelling case for the positive correlation between having health insurance and using more medical care. Little evidence exists, however, on the impact of health insurance in the developing world, and only a few studies have tried to summarize what is available either in some regions or for specific types of health insurance.

Do they describe their research methods and cite appropriate sources?

You can typically find this information in sections of the book devoted to a literature review or research methods.

CHAPTER THREE

## Assembling Data From Diverse Sources

### TYPES OF DATA ASSEMBLED AND RESEARCH HYPOTHESES: LINKING THE DATA TO THEORETICAL CONSTRUCTS

In attempting to examine the degree of impact a program/policy has upon its intended targets, one method of impact analysis is that of assessing the presence or absence of predicted results using data on outcomes experienced by program participants and/or persons or entities affected by the policy in question. For the purposes of this policy impact assessment, a set of 202 U.S. municipal law enforcement agencies employing 100 or more commissioned officers is used to test

# How?

The Adult Learner. The Definitive Classic in Adult Education and Human Reso X / Library Catalogs + Articles

Sign in to get complete results and to request items Sign in X DISMISS

PAGE 1 6,517 Results

Filter My Results

Sort by Relevance

Show Only

- Peer-reviewed Journals (755)
- Full Text Online (6,292)
- Material Type**
- Dissertations (5,669)
- Articles (776)
- Reviews (45)**
- Conference Proceedings (20)
- Books (4)
- Newspaper Articles (1)
- e-Books (1)
- Text Resources (1)

1 EBOOK  
**The adult learner the definitive classic in adult education and human resource development**  
Knowles, Malcolm S. (Malcolm Shepherd), 1913-1997. ; Holton, Elwood F., 1957-, Swanson, Richard A., 1942-; ProQuest (Firm)  
Amsterdam ; Boston : Elsevier c2005  
[Online access](#)

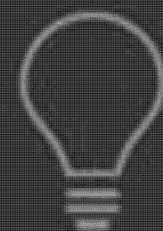
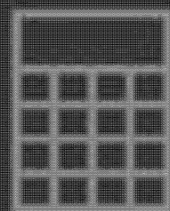
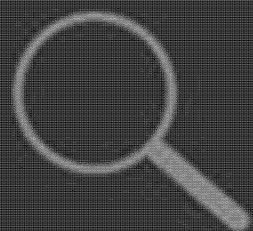
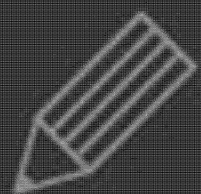
2 REVIEW / multiple sources exist. [see all](#)  
**The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development**  
Wilson, John P.  
Industrial and Commercial Training, 28 September 2012, Vol.44(7), pp.438-439[Peer Reviewed Journal]  
[Full text available](#)

3 ARTICLE / multiple sources exist. [see all](#)  
**The Adult Learner - The Definitive Classic in Adult Education and Human Resource Development**  
Cattell, Alan  
Industrial and Commercial Training, 01 December 2005, Vol.37(7), pp.366-366[Peer Reviewed Journal]

Not sure?

You can use Scholar OneSearch to check for book reviews. Search for the book you're interested in and look for "Reviews" on the left side of the search results, under Material Type. This should limit your results to just reviews of that book.





$$(a+b)^2 = a^2 + b^2 + 2ab$$

# ASK A LIBRARIAN

[library.northeastern.edu/ask](http://library.northeastern.edu/ask)



Northeastern University  
**Library**