

SCHOLARLY VS. POPULAR SOURCES

English for Degree Entrance (EDE) compiled by Carrie Molinski & Sue Slessor.

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Please visit the web version of *English for Degree Entrance (EDE)* (<https://ecampusontario.pressbooks.pub/englishdegreentrance/>) to access the complete book, interactive activities and videos.

Introduction

In this module, you will build on your previous knowledge by exploring differences between academic and non-academic writing in more detail. By the end of this module, you will be able to identify and classify sources as either academic or non-academic, identify the differences between scholarly and popular texts, and identify peer-reviewed articles on Georgian College's database.

Note: For the purposes of this guide, “scholarly sources” refers to articles in peer-reviewed, academic journals. The terms “scholarly journal”, “academic journal”, and “peer-reviewed journal” are all synonymous and interchangeable. Similarly, non-academic and popular are also synonymous and refer, in large part, to articles found in magazines and newspapers.

Learning Objectives

- Differentiate between academic/scholarly and non-academic/popular writing conventions.
- Identify sources as either non-academic/popular or academic/scholarly.
- Identify peer reviewed articles on Georgian College's library site.

To Do List

- Read the information on [Scholarly vs. Popular](#) and make notes on the key differences for content,

- purpose, author, audience, review, citations, frequency and ads.
- Watch the video, *Scholarly vs. Popular Sources of Information*, and take note of the differences for author, audience, visual appearance, length, language, content, and recommended for.
- Watch the video, *What on Earth Does Peer Reviewed Mean anyway?* Explore Georgian's Research Guides and Help Guide
- Read the article, *How to Find Academic Resources*
- Complete the Sources assignment in Blackboard.

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UNDERSTANDING PEER REVIEW

Introduction

Your assignment may require that you include information from “peer-reviewed” articles. These articles are published in scholarly or academic journals after they have gone through a lengthy editorial process which usually involves the author making many revisions. The reviewers themselves are experts in the same field and judge the strength of the article on the originality of the research, the methods used and the validity of findings. The highest standard of peer review is “double-blind”, meaning that both the identity of the authors as well as the reviewers are kept anonymous in order to ensure that bias and subjectivity do not influence the process.

But be careful! Not all content in an academic journal is subject to peer review. There may be other content such as letters, opinion pieces and book reviews that have been edited, but have not necessarily gone through a formal peer review process.

Watch it: Understanding Peer Review

The following KPU Library video describes the process of peer review. To enlarge the video, use the diagonal arrows at the bottom right corner of the video player controls.

Watch Understanding peer review (2:30 minutes) on the KPU website

(https://media.kpu.ca/id/O_2ylhio73)

Check Your Understanding: Summarize The Peer Review Process

Summarize The Peer Review Process (Text Version)

Number the steps that outline the peer review process, from original research to published article.

Author submits her manuscript to a journal is the _____.

Student accesses the article through a Library database is the _____.

Author makes suggested revisions is the _____.

Reviewers ask the author to make some revisions is the _____.

Revised manuscript is accepted and published in journal is the _____.

Journal editor assigns the manuscript to a group of peer reviewers is the _____.

Check your answers¹

Activity source: “Peer review process” by Celia Brinkerhoff In *Doing Research*, licensed under [CC BY 4.0./H5P](#) converted into text version.

But how can you, the researcher, recognize a peer-reviewed article?

Fortunately, the library’s Page 1 search and most of our databases have a filter or limit which will help you find the right type of information. Various databases will use different terms: look for “academic” or “scholarly” or “peer reviewed.”

There are other clues you can look for.

1. Author submits her manuscript to a journal is the **first step**. Student accesses the article through a Library database is the **sixth step**. Author makes suggested revisions is the **fourth step**. Reviewers ask the author to make some revisions is the **third step**. Revised manuscript is accepted and published in journal is the **fifth step**. Journal editor assigns the manuscript to a group of peer reviewers is the **second step**.

Tip: Clues to help you decide if it is peer reviewed

Author's credentials and affiliations	Look for the author's degrees, as well as the university or research institution they are affiliated with.
References	Any peer-reviewed article will have a lengthy list of sources used by the author.
Submission guidelines	Somewhere on the journal's homepage will be a link for submitting an article for review. You may have to dig around a little!
Journal publisher	Is the journal published by a scholarly society? A university press?

Check Your Understanding: Summary

Pick the correct statement.

Peer Review: Summary (Text Version)

1. Pick the best source of information for your research paper on Canadian immigration policy after World War II.
 - A chapter in an edited book about immigration to Canadian cities from post-war Europe.
 - A post on Reddit.
 - An article in last week's newspaper about migrants seeking asylum in Quebec.
 - A page from the Immigration and Citizenship Canada government website
2. Peer reviewed publication appear soon after an event has taken place.
 - The reviewers in a peer review process are usually members of the general public who determine whether the article will have wide-spread appeal for readers of various backgrounds.
 - Primary research is seldom published in peer reviewed articles.
 - Peer review is generally accepted as the highest standard of quality for scholarly

literature.

Check you answer²

Activity source: “Peer Review: Summary” compiled by Jessica Jones and oeratgc, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) from “[Understanding Peer Review \(https://kpu.pressbooks.pub/doingresearch/chapter/peer-review/\)](https://kpu.pressbooks.pub/doingresearch/chapter/peer-review/)” In *Doing Research*, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). / Converted into text version.

Summary

Information creation is a process that results in a variety of formats and delivery modes, each having a different value in a given context.

Attribution & References

Except where otherwise noted, this chapter is adapted from “[Understanding Peer Review \(https://kpu.pressbooks.pub/doingresearch/chapter/peer-review/\)](https://kpu.pressbooks.pub/doingresearch/chapter/peer-review/)” In *Doing Research* by Celia Brinkerhoff, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). / Adaptations include minor accessibility updates

Video source:

“[Recognize Types of Information](#)” by [KPU Library](#) is licensed under [CC0](https://creativecommons.org/licenses/by/4.0/).

2. **1)** A chapter in an edited book about immigration to Canadian cities from post-war Europe. **2)** Peer review is generally accepted as the highest standard of quality for scholarly literature.

INFORMATION EVALUATION: SCHOLARLY VS. POPULAR

Scholarly vs. Popular

An important part of gathering and evaluating sources [New Tab] (<https://library.georgiancollege.ca/c.php?g=4009&p=3777564>) for research projects is knowing the difference between popular and scholarly.

- Popular magazine articles are typically written by journalists to entertain or inform a general audience.
- Scholarly articles are written by researchers or experts in a particular field. They use specialized vocabulary, have extensive citations and are often peer reviewed.

The physical appearance of print sources can help you identify the type of source as well. Popular magazines are usually glossy with many photos. Scholarly journals are usually smaller and thicker with plain covers and images, and in electronic sources you can check for bibliographies and author credentials or affiliations as potential indicators of scholarly sources.

Popular Magazines vs. Scholarly (including peer-reviewed)

Criteria	Popular Magazines	Scholarly (including peer-reviewed)
Content	Current events; general interest articles	Research results/reports; reviews of research (review articles); book reviews
Purpose	To inform, entertain, or elicit an emotional response	To share research or scholarship with the academic community
Author	Staff writers, journalists, freelancers	Scholars/researchers
Audience	General public	Scholars, researchers, students
Review	Staff editor	Editorial board made up of other scholars and researchers. Some articles are peer reviewed
Citations	May not have citations, or may be informal (ex. "according to..." or links)	Bibliographies, references, endnotes, footnotes
Frequency	Weekly/monthly	Quarterly or semi-annually
Ads*	Numerous ads for a variety of products	Minimal, usually only for scholarly products like books
Examples on Publisher Site	<u>Rolling Stone</u> (http://www.rollingstone.com/); <u>Wired</u> (https://www.wired.com/)	<u>Developmental Psychology</u> ; (http://www.apa.org/pubs/journals/dev/index.aspx) <u>The American Journal of Occupational Therapy</u> ; <u>New England Journal of Medicine</u>
Examples in Georgian College Library Databases	<u>Rolling Stone</u> (https://ra.ocls.ca/ra/login.aspx?inst=georgian&url=https://search-ebshost-com.georgian.idm.oclc.org/login.aspx?direct=true&db=eon&bquery=Rolling+Stone&cli0=EH1&clv0=Y&type=0&searchMode=Standard&sitelive=eon-live&scope=site); <u>Wired</u>	<u>Developmental Psychology</u> (https://georgian.primo.exlibrisgroup.com/permalink/01OCLS_GEORG/i2sg4e/alma991004393902607306); <u>The American Journal of Occupational Therapy</u> ; <u>New England Journal of Medicine</u>


*Ads will not be visible when viewing articles through a library database.

Watch It: Scholarly vs Popular Sources of Information

Watch Scholarly vs popular sources of information (4 minutes) on YouTube

(<https://youtu.be/-aHlfcDjtc>)

Identifying a Journal Article

In the following source type examples, examine the different sources and click on the  symbol to learn about each cue that helps identify a source's type.

First, we will examine a scholarly journal article.

Explore: a scholarly journal article found in the Library database

Explore: a scholarly journal article found in the library database (Text Version)



A scholarly article found in library database search results.

The record in the library database search results displays the following information:

Name of the article: *"Watch Out for Their Home!": Disrupting Extractive Forest Pedagogies in Early*

Childhood Education. Click on the title of the article to view more information about the resource, a brief description of the work and options to access, save or email the article.

Expert authors: Nancy van Groll and Heather Fraser

Journal information: Journal of childhood studies (Prospect Bay), 2022, p.47-53. Peer reviewed. Open Access.


Access options: Click “Get PDF” to access the whole article in PDF format. Click “Available Online” for other access options.

Activity source: “Source Type: Journal Article Cues” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, used under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) . / Screenshot of peer-reviewed journal article updated. Article displayed: Van Groll, & Fraser, H. (2022). “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education. *Journal of Childhood Studies (Prospect Bay)*, 47–53. <https://doi.org/10.18357/jcs202219894> , licensed under [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/). Screenshot of Primo database is used under Fair Dealing.

Explore: first page of a scholarly journal article


Explore: first page of a scholarly journal article (Text Version)

“Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education

Nancy van Groll and Heather Fraser 

Nancy van Groll is an instructor in the School of Education and Childhood Studies and a pedagogist at ECEBC (Early Childhood Educators of British Columbia) living, working, and learning on the unceded Coast Salish territories of the seŋilwítulh (Tseil-Waututh), sŋwəwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations. In her writing, research, teaching, and advocacy, Nancy pays attention to lively relations and activates slow, situated, and spiralling pedagogical projects with(in) 21st-century contexts. Email: nancyvangroll@capilano.ca

Heather Fraser is a forest educator and the owner of Saplings Outdoor Programs, located on the traditional territories of Coast Salish peoples, including seŋilwítulh (Tseil-Waututh), sŋwəwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations. Her passionate advocacy focuses on working with young children in outdoor contexts as they develop responsive relationships with place.

 *The frictions of living and learning in times of climate precarity, global unrest, and uncertainty require educators to consider the ways we can collectively engage in speculative pedagogies that respond to the complex, coinherited common world(s) we inhabit. This conceptual and practice-based paper considers the way early childhood education is implicated in ongoing settler colonialism. It aims to notice, generate, and stay with the trouble of stories that disrupt and unsettle the extractive and colonial dialogues about the forest as a resource and pedagogical tool.*

Key words: forest pedagogies; climate precarity; early childhood education; settler colonialism

Human relationships with old-growth forests saw an increase in public attention and concern in 2021, with news cycles dominated by an extremely active forest fire season in western North America (CBC News, 2021), historic old-growth logging protests (McKeen, 2021) and a landmark call to action by the Intergovernmental Panel on Climate Change (IPCC; 2021). In these times of climate precarity and uncertainty, educators, instructors, pedagogists, and researchers who work, think, and engage with young children in settler colonial contexts are compelled to engage in speculative pedagogical processes that respond to the complex worlds that are coinherited, coconstructed, and coinhabited by human and more-than-human communities. In this conceptual and practice-based paper we consider the ways early childhood education is implicated in and reproduces ongoing

systems of settler colonialism. We aim to notice, generate, and “stay with the trouble” (Haraway, 2016) of stories that disrupt and unsettle colonial dialogues that often reverberate within forest pedagogies. According to Donna Haraway (2016), troubles are tensions, complexities, or knots that challenge us to “stir up potent response” (p. 1) in our pedagogical practice. We see troubles as generative entry points for resisting taken-for-granted practices in early childhood education and for speculating about how we might be able to activate new ways of living well together (Government of British Columbia, 2019). Throughout this piece, we respond to a series of everyday moments that occurred in a forest-based early learning program (forest school) that operates out of a municipal park on unceded Coast Salish territory (land colonially known as coastal British Columbia (BC), Canada). The narrative below illustrates the complicated and, at times, troubling relations between children, educators, and place. As we think carefully with these happenings, we take up David Greenwood’s (2016) invitation to pay attention to the paradoxical nature of place as both a concept and a relationship. We see place as meeting ground and contact zone (the collision of conflicting values, discourses, logics, and practices) that locates us within the past, present, and future of settler colonial contexts (Greenwood, 2016).

Image Source: “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education by Nancy van Groll and Heather Fraser, [CC BY-NC 4.0](#)

Name of the journal: Journal of Childhood Studies

Expert authors: Nancy van Groll and Heather Fraser

Abstract: The frictions of living and learning in times of climate precarity, global unrest, and uncertainty require educators to consider the ways we can collectively engage in speculative pedagogies that respond to the complex, coinherited common world(s) we inhabit. >This conceptual and practice-based paper considers the way early childhood education is implicated in ongoing settler colonialism. It aims to notice, generate, and stay with the trouble of stories that disrupt and unsettle the extractive and colonial dialogues about the forest as a resource and pedagogical tool.

Volume and issue number: Vol. 47 No. 3

Activity source: “Source Type: Journal Article Cues” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, used under [CC BY-NC-SA 4.0](#) . / Screenshot of peer-reviewed journal article updated. **Article displayed:** Van Groll, & Fraser, H. (2022). “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education. *Journal of Childhood Studies (Prospect Bay)*, 47–53. <https://doi.org/10.18357/jcs202219894> , licensed under [CC BY-NC](#).

Article Information

Name of the journal

Journal articles are collected and published in scholarly journals. Often (but not always), the word “journal” in the scholarly journal’s name is a good indicator. Look for the name of the journal in the document header (top left or right corner of each page in the article) or document footer.

Volume & issue number

Volume and issue numbers are most commonly used with journal articles and scholarly journals. Look for these following the name of the journal and the date or year of publication, typically in the header or footer of the document. They may be written as *Volume 35, No. 3* or *35(3)*. The page numbers of the article are often located near the volume and issue number.

Expert authors

Articles are written by experts in their field who often have high levels of education and professional experience. Their experience may be included in the article. In journal articles, the author's names are often listed immediately under the article title.

Abstract

Abstracts are usually found in journal articles and provide a summary of an article's research findings. Often this summary of the article will be found in the top half of the first page of the article. Some journals use a shaded box to make the abstract stand out from the rest of the text, and abstracts are usually labeled accordingly.

More information found in the library database entry

If you're looking at journal articles in a library database, you can often find a marker that indicates that the material has been peer reviewed. It may be specifically stated, or you may also see the "source type" indicating a scholarly journal.

- **Peer reviewed:** Scholarly journal articles are peer reviewed by subject experts. Peer-review indicators may be found in database or library catalogue descriptions or on the journal article (*article received, article accepted*).
- **Source type:** Library catalogue and database descriptions often identify the source type of a work.

[Anatomy of a Scholarly Article \[New Tab\]](http://www.lib.ncsu.edu/tutorials/scholarly-articles/) (<http://www.lib.ncsu.edu/tutorials/scholarly-articles/>)

This interactive page illustrates the different sections that are often present within scholarly/academic articles.

Anatomy of a Scholarly Article (Text Version)

See below the anatomy of a scholarly article. The order in which the elements are organized here is typical of a scholarly article, though the order may vary based on publication and aesthetic design.

Title

- The title occurs first at the top of the page.
- The **title** of a scholarly article is generally (but not always) an extremely brief summary of the article's contents. It will usually contain **technical terms** related to the research presented.

Authors

- Authors and their credentials will be provided in a scholarly article. Credentials may appear with the authors' names, as in this example, or they may appear as a footnote or an endnote to the article. The authors' credentials are provided to establish the authority of the authors, and also to provide a point of contact for the research presented in the article. For this reason, authors' email addresses are usually provided in recent articles.

Publications

- On the first page of an article you will usually find the journal title, volume/issue numbers (if applicable) and the page numbers the article appears on in the journal. This information is necessary for you to write a citation of the article for your paper.
The information is not always neatly outlined at the bottom of the first page; it may be spread across the header and footer of the first page, or across the headers or footers of opposite pages, and for some online versions of articles, it may not be present at all.

Abstract

- The **abstract** is a **brief summary** of the contents of the article, usually under 250 words. It will contain a description of the problem and problem setting; an outline of the study, experiment or argument and a summary of the conclusions or findings. It is provided so that readers examining the article can decide quickly whether the article meets their needs.

Introduction

- The **introduction** to a scholarly article describes the topic or problem the authors researched. The authors will present the thesis of their argument or the goal of their research. The introduction may also discuss the relevance or importance of the research question. An overview of related research and findings, called a **literature review**, may appear in the introduction, though the literature review may be in its own section.

Charts, graphs and equations

- Scholarly articles frequently contain **charts, graphs, equations and statistical data** related to the research. **Pictures are rare** unless they relate directly to the research presented in the article.

Article text

- The **body** of an article is usually presented in sections, including an **introduction**, a **literature review** and one or more sections describing and analyzing the **argument, experiment or study**. Scientific research articles typically include separate sections addressing the **methods** and **results** of the experiment and a **discussion** of the research findings. Articles typically close with a **conclusion** summarizing the findings. The parts of the article may or may not be labeled, and two or more sections may be combined in a single part of the text. The text itself is typically highly technical and assumes a

familiarity with the topic. **Jargon, abbreviations** and **technical terms** are used without definition.

Conclusion

- A scholarly article will end with a **conclusion**, where the authors **summarize the results** of their research. The authors may also discuss how their findings relate to other scholarship, or encourage other researchers to extend or follow up on their work.

References

- Most scholarly articles contain many references to publications by other authors. You will find these references scattered throughout the text of the article, as footnotes at the bottom of the page or endnotes at the end of the article.

Most papers provide a list of references at the end of the paper. Each reference listed there corresponds to one of the citations provided in the body of the paper. You can use this list of references to find additional scholarly articles and books on your topic.

Text version source: "Anatomy of a Scholarly Article (Text Version)" content for text version was obtained from [Anatomy of a Scholarly Article \(https://www.lib.ncsu.edu/tutorials/scholarly-articles/\)](https://www.lib.ncsu.edu/tutorials/scholarly-articles/) by NCSU Libraries, licensed under [CC BY-NC-SA 3.0 US](https://creativecommons.org/licenses/by-nc-sa/3.0/us/)

Scholarly – Popular Comparison

Review typical differences between popular and scholarly articles

Criteria	Popular Articles	Scholarly Articles
Author	Journalists Professional writers	Scholars Faculty members Researchers Professionals in the field
Audience	General public	Other scholars or professionals
Visual appearance	Often include color, photos, advertisements	Mostly text, but may include a few graphs or charts
Length	Tend to be short	Tend to be lengthy
Language	Can be understood by the average reader	Use professional jargon and academic language
Content	Gives a broad overview of issues of interest to the general public Rarely gives full citations for sources	Covers narrow topics related to specific field Includes full citations for many credible sources
Recommended for:	Enjoyable reading material Finding topic ideas Learning basics or different perspectives for your topic	Sources for academic work Professional Development Learning about new research being conducted

Table Source: Scholarly & Popular Articles by adstarkel. Used under CC BY-NC-SA 2.0. / Converted to HTML.

Watch It: What Does Peer Review Mean

Watch What on Earth does “peer reviewed” mean, anyway (2 minute) on YouTube
(<https://youtu.be/zeghs5BcL80>)

Things to remember about peer-reviewed (scholarly) articles:

1. Typically written by professors, scholars, professional researchers or experts in the field.
2. Before publication, articles are scrutinized by other experts in the same field (that’s why we call it “peer review”).
3. Because of this rigorous review process, peer-reviewed articles are considered to be among the most authoritative and reliable sources you can choose for your research paper or project.
4. Peer-reviewed articles usually have a narrow focus and often report the results of a research study. You must think critically and carefully about how such an article applies to your topic. Often, they can provide excellent examples or case studies to support the arguments or explanations within your research paper.
5. Occasionally, academic/scholarly journals publish articles that have not been peer reviewed (e.g., an editorial opinion piece can be published in a scholarly journal, but the article itself is not “scholarly” because it hasn’t been peer reviewed).

Watch It: Identify a Peer Reviewed Article

Your teacher may ask you to use scholarly or peer-reviewed sources for your assignments.

Watch Identify a peer reviewed article (3 minutes) on YouTube (<https://youtu.be/SnI9pyW89dY>) for tips on how to identify a peer-reviewed article to use for research:

Summary

In this module you learned about scholarly and popular sources and peer-reviewed sources by examining their writing conventions and processes. In addition, you moved beyond just listing differences between scholarly and popular sources and are now able to identify them.

Attribution & References

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- The section ” Identifying Journal Articles” was adapted from “[8.3 – Source Type: Journal Article Cues](#)” In *Communication Essentials for College* by Amanda Quibell & Emily Cramer, Georgian College is licensed under a [CC BY-NC-SA 4.0](#).Retrieved May 5, 2023./ Adaptations include the inclusion of Anatomy of a Scholarly Article.
 - “[Source Type: Journal Article Cues](https://openeeducationalberta.ca/introapatutorial7/chapter/) (<https://openeeducationalberta.ca/introapatutorial7/chapter/>

- [journal-article-cues/\)](#)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library , used under a [CC BY-NC-SA 4.0 International License](#). / Adaptations include updates for accessibility and changed the journal example used to a CC licensed journal.
- Van Groll, & Fraser, H. (2022). “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education. *Journal of Childhood Studies (Prospect Bay)*, 47–53. <https://doi.org/10.18357/jcs202219894> , licensed under [CC BY-NC](#)
 - The section “Scholarly- Popular Comparison” was adapted from “[Types of Sources: Scholarly vs Popular](#)” In *Information Evaluation* by Los Angeles College Valley Library, licensed under [CC BY-NC-SA 4.0](#). Retrieved September 26, 2022. / Adaptations include removal of database and library related resources and addition of Georgian College peer reviewed video.