Building the Literature Review
Overview

• Purposes
• Literature searches
• Active reading
• Annotated bibliography
• Memoing
• Research Questions
• ‘Joining the dots’
• ‘Thinking outside the box’
Purposes

• Demonstrates scholarship
  – Knowledge and understanding
  – ‘Paying your dues’ – citing and referencing

• Situating/positioning your research in a field

• Providing a precedent for your Research Questions
  – Are these good questions? Relevant? Timely?
  – Can you identify a ‘hot’ topic?
Literature Searches

• Manual (particularly older material)
  – Journals, books, magazines, newspapers
  – Using call numbers (eg. 613.17)

• Electronic
  – Data bases, eg. Sport Discus, Physical Education Index
  – Web resources
  – Key words, delimiting the search
5 Approaches to Comprehensive Literature Review

1. **Electronic data bases** will be searched using:
   - Use a variety of data bases that capture data from across the world
   - Individual and combined key words
   - Thesaurus key words
   - Additional key words will be taken from articles identified.
   - Author name search of primary authors in field.
5 Approaches to Comprehensive Literature Review

2. Manual searches of major journals
   – Use call numbers in library
   – Overview of articles in journal edition

3. Citations provided in major textbooks.

4. Review articles on relevant topics.

5. Secondary referencing of articles identified.
Inclusion & Exclusion Criteria

• Need to identify the inclusion and exclusion criteria for the literature search:
  • Participant characteristics – e.g. age ranges of participants
  • English written literature
  • Years – e.g. from 1965 onward
  • Published in peer-reviewed journals
  • No unpublished theses or dissertations
  • Data-based (data based includes quantitative, qualitative and single subject paradigms)

• As the literature review progresses additional inclusion or exclusion criteria will be added.
Active Reading Workshop
Active Reading

• How do I know if a paper is relevant to my research/ worth reading?
• The title – a ‘hot topic’?
• Keywords
• Abstracts
• Headers and sub-headers (what’s the storyline?)
• Introduction and conclusion (entry and exit)
• Opening and closing paragraphs of sections (entry and exit)
• Methods and results sections - quality?
Active Reading Task 1

• Select one qualitative and quantitative paper
• Discuss the title ... how much information about the paper can you gain from the title?
• Does either paper deal with a ‘hot topic’? How do you know?
• Are there any differences in the way the titles are written between the qualitative and quantitative paper?
Active Reading Task 2

• Read the **abstracts** – discuss how informative these are in terms of what the paper is about
• Is there enough information in the abstract to tell you whether or not it is worth continuing to read the paper?
• Read the headers and sub-headers.... Can you identify a narrative or storyline for the text?
Active Reading Task 3

• Read the *introductions* and *conclusions* for each paper ... discuss the amount of information you now have.

• Is it more information than you gained from the title, abstract and headers/ sub-headers? What additional information have you gained?

• Do you now have enough information to determine whether you should read the whole paper?
Active Reading Task 4

• Read the **opening** and **closing** paragraphs of **sections**... discuss the amount of information you now have.

• Is it more information than you gained from the title, abstract, headers/sub-headers and intro/conclusion? What additional information have you gained?

• Do you now have enough information to determine whether you should read the whole paper?
Active Reading Task 5

• **Purpose of the study** – identify where you find the purpose of the study.

• Is it written in a precise manner? Are there research questions? Are they well written & precise? In quantitative research – are RQs testable?

• Do the methods have enough detail to judge quality of the study? What more would you want to know? Do the sub-headings help you navigate the methods?
Active Reading Task 6

• **Results** – are the results well headed?
• Do the results provide conclusions from the study?
• Is there evidence (data) in the results to support the conclusions that are made?
• Do the results align with the purpose of the study & the research questions?
Annotated Bibliography

• Full bibliographic details and date of entry
• Exposition
  – In your own words
  – Provide enough detail
  – Headings? – identify the headings you might use
  – Include additional information in parenthesis, eg. page numbers of quotable text
• Critique
  – Strengths and weaknesses
  – Points of particular interest to you
Annotated Bibliography Task

• Select one of the papers you have already worked on and read the whole paper
• Write an annotated bibliography
  – Write a summary in your own words of no more than 200 words
  – Write a critique of no more than 100 words
• Share your bibliography with group members and discuss
Memoing

• Notes to self
  – Include date and topic
  – Reflections, ideas, concerns
• Length?
• Making connections, seeing links, noting gaps
• Unresolved issues
• Blogging – sharing ideas under construction
Research Questions Emerge Out of the Literature

• Literature review provides a precedent for asking the questions
• Look at the future research section of papers for ideas
• Begin to align annotated bibliography with RQs
• Use the RQs as a means of checking back on the relevance of sections of literature
‘Joining the Dots’

• Preparations for beginning to write
  – Identify topics, sub-topics and organise the annotated bibliography into clusters
  – Draw a conceptual map

• Writing strategies – constructing a narrative
  – List highlights/ main points
  – Write a (mini) storyline
  – Note discontinuities

• Drafting and redrafting
  – Incorporate new reading and new insights
  – Resolve discontinuities
‘Thinking Outside the Box’

• Is there a place for creativity in writing a literature review?
• Uses of memoing and blogging
• Sharing drafts and the role of critical friends
• The importance of thinking aloud and conversation
• Tell ”the story” to others and see if you can convince them you have a hot topic
HOMEWORK

• Identify your hot topic – be precise
• Identify key terms related to your hot topic
• Identify key authors related to your hot topic
• Conduct a review of the research literature and identify 10 studies that are tied to your hot topic
• Conduct a brief annotated bibliography of each article (to be continued)