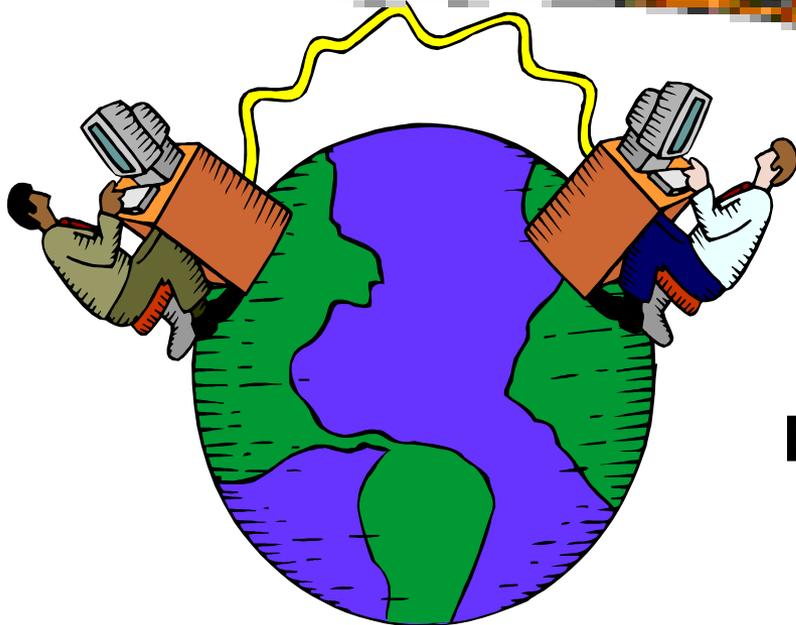
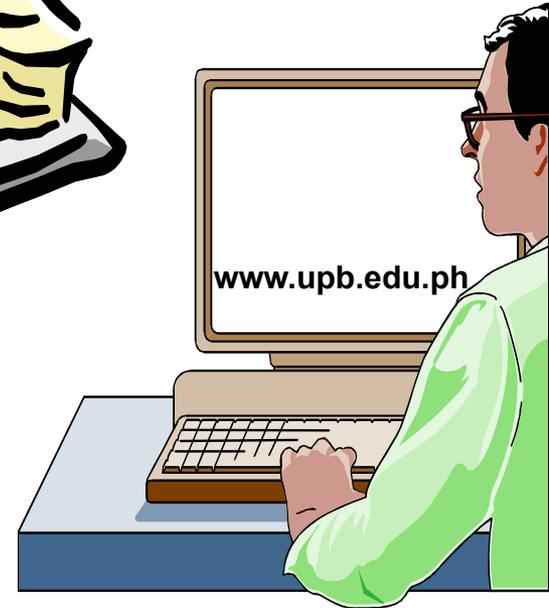
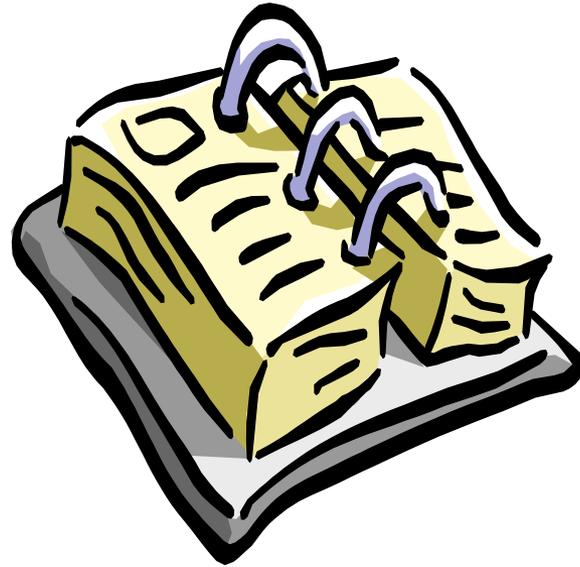
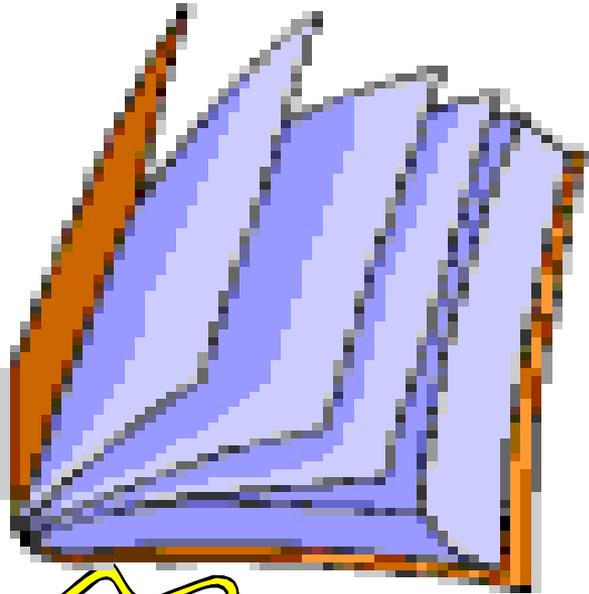


Working with Literature



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Objectives

At the end of the session, participants will be able to:

- 1. Define literature review;**
- 2. Discuss the importance and the flow of literature review;**
- 3. Cite sources of literature review vis-à-vis strengths and weaknesses;**
- 4. Cite guidelines in conducting and writing literature review; and**
- 5. Discuss methods of avoiding plagiarism (referencing, summarizing, verbatim quotes).**

*“What should I be reading, and
what do I do with it all?”*

Unfortunately, working with literature is often seen as a tedious task.

working with lit_figure.doc

What is a literature review?

The search and review of the literature is a **critical evaluation**, **analysis** and **synthesis** of existing knowledge relevant to your own research problem.

- ✓ It is **critical** in that you are required to evaluate what you read.
- ✓ It is an **analysis** in that you are required to extract different kinds of information from what you read.
- ✓ It is a **synthesis** in that you are required to show the relationships that exist between different studies and show how these relate to your own research.

What is a literature review?

- In the terms of a literature review, "**the literature**" means the works you consult in order to understand and investigate your research problem.
- It is a **classification and evaluation** of what accredited scholars and researchers have written on a topic, organized according to a guiding concept such as your research objective, thesis, or the problem/issue you wish to address.

What is a literature review?

- Locating and summarizing existing information on a problem;
- Involves systematic *identification, location, scrutiny and summary* of written materials that contain information on a research problem.

A good literature review:

- ✓ exhibits technical competencies in searching for and selecting items;**
- ✓ has clarity of expression in writing and arrangement of materials;**
- ✓ undertakes argumentation analysis in the evaluation of existing work; and**
- ✓ is used to structure the reasons for your proposed research and to show where your research, once completed, relates to existing knowledge.**

Why Search And Review The Literature?

The main reasons for searching and reviewing can be expressed as a series of questions you will need to answer about your ‘topic’.

These can be divided into three broad groups:

- 1.the first contains questions about the basic features of your topic;**
- 2. the second is about the nature and extent of the knowledge on your potential topic; and**
- 3.the third is about mining the methodological details from the literature.**

A good search and review of the literature will provide you with:

- ✓ **a state-of-the-art understanding of your topic;**
- ✓ **a means of mapping out the theoretical and methodological structure of the current knowledge on the topic;**
- ✓ **an analysis which enables you to compare and contrast approaches to the topic and to construct a new synthesis; and**
- ✓ **evidence for constructing a reasoned argument for your particular definition of and approach to the topic.**

Objective of literature review

- **Your objective is not to rack up points by listing as many articles as possible**

rather:

- ✓ **you want to demonstrate your intellectual ability to recognize relevant information, and**
 - ✓ **to synthesize and evaluate it according to the guiding concept you have determined for yourself.**
- **Your reader not only wants to know what literature exists, but also your informed evaluation of the literature.**

Objective of literature review

To meet both of these needs, you must employ two sets of skills:

- **information seeking:** the ability to scan the literature efficiently using manual or computerized methods to identify a set of potentially useful articles and books.
- **critical appraisal:** the ability to apply principles of analysis to identify those studies which are unbiased and valid. Your readers want more just than a descriptive list of articles and books.
 - It's usually a bad sign when every paragraph of your review begins with the names of researchers.
 - Instead, organize your review into useful, informative sections that present themes or identify trends.

A literature review is NOT just a summary, but a conceptually organized synthesis of the results of your search. It must:

- organize information and relate it to the thesis or research question you are developing**
- synthesize results into a summary of what is and isn't known**
- identify controversy when it appears in the literature**
- develop questions for further research**

Although we value "unbiased" scientific research, the truth is that no author is free from outside influence, such as:

- a particular theoretical framework or model (for example, a feminist examination of gender inequity in medical research)**
- the author's rhetorical purpose (for example, a researcher's reasons for advocating the effectiveness of a certain drug; a strategy or method)**
- an experience-based practical perspective (for example, the belief that one approach to pain management is more effective than another; CO method, etc).**

Identifying a writer's stance & perspective

- **"Stance"** literally refers to where you *stand* - your position, argument or thesis. In reviewing other work, you need to make it clear to the reader if your attitude is positive or negative. Often this decision is influenced by your **'perspective'**
- **"Perspective"** - the angle or viewpoint you take on the text. A reviewer's discipline, or theoretical position, is likely to influence their reaction to a text - i.e. their **'stance'**

So why are literature reviews often called '*Critical* Reviews'?

Taking a "critical" approach usually means getting 'underneath' the texts to identify - or at least try to interpret - the **stance & perspective** of the writer.

You are expected to present the reader with views on a problem or issue **either** from different **perspectives**, or at least which emphasize different **aspects** of an issue or problem.

If you fail to do this, it suggests either that:

you are reviewing a subject or topic (a bit like a lecture or textbook does) rather than people's **ideas** about a subject/topic, or

the topic has not been studied, or been considered worth studying - that it is non-controversial and therefore not academically **very interesting**.

Assuming the topic *is* interesting and controversial, and that you *are* able to find conflicting views, you need to put your effort into identifying and summing up the **nature** of those differences.

These differences are not always clear from explicit statements in the text.

Once you become familiar with the area, you may recognize a writer's general perspective from the **references** they make to other writers **to support their positions.**

Anyway, as we said earlier, you should start with a more general textbook, whose job is to highlight the range of perspectives or areas of emphasis. This will provide you with the basic underlying structure of your review.

Advice on evaluating a text - and its author:

- be wary of accepting 2nd-hand criticism of an author or text, especially when it is either extremely supportive or dismissive in tone;**
- be wary of judging a text or writer on a very small sample of text, which may not constitute a representative sample of the author's views (e.g. quoting a writer out of context).**

- **The value of your review depends not simply on *how many* sources you find, but also on your awareness of how these different levels of perspectives affect the way that research on your topic is conducted, published, and read:**
 - Yours
 - The author's
 - The editor's (when the author appears in part of a larger work)

- **Questions to Ask Yourself About Your Review of Literature**

SS199_Research Methods\Questions to Ask Yourself About Your Review of Literature.doc

- **Questions to Ask Yourself About Each Book or Article You're Reviewing**

SS199_Research Methods\Questions to Ask Yourself About Each Book or Article You.doc

Systematic Literature Review

- **Searching for and locating appropriate literature**
- **Critically examining the results and extracting relevant detail**
- **Synthesizing and writing the review and produce a evidence**

SOURCES OF DATA

Primary = description of an investigation written by the person who conducted it

Secondary = materials that give account or analysis of what are in the records

KINDS OF DATA

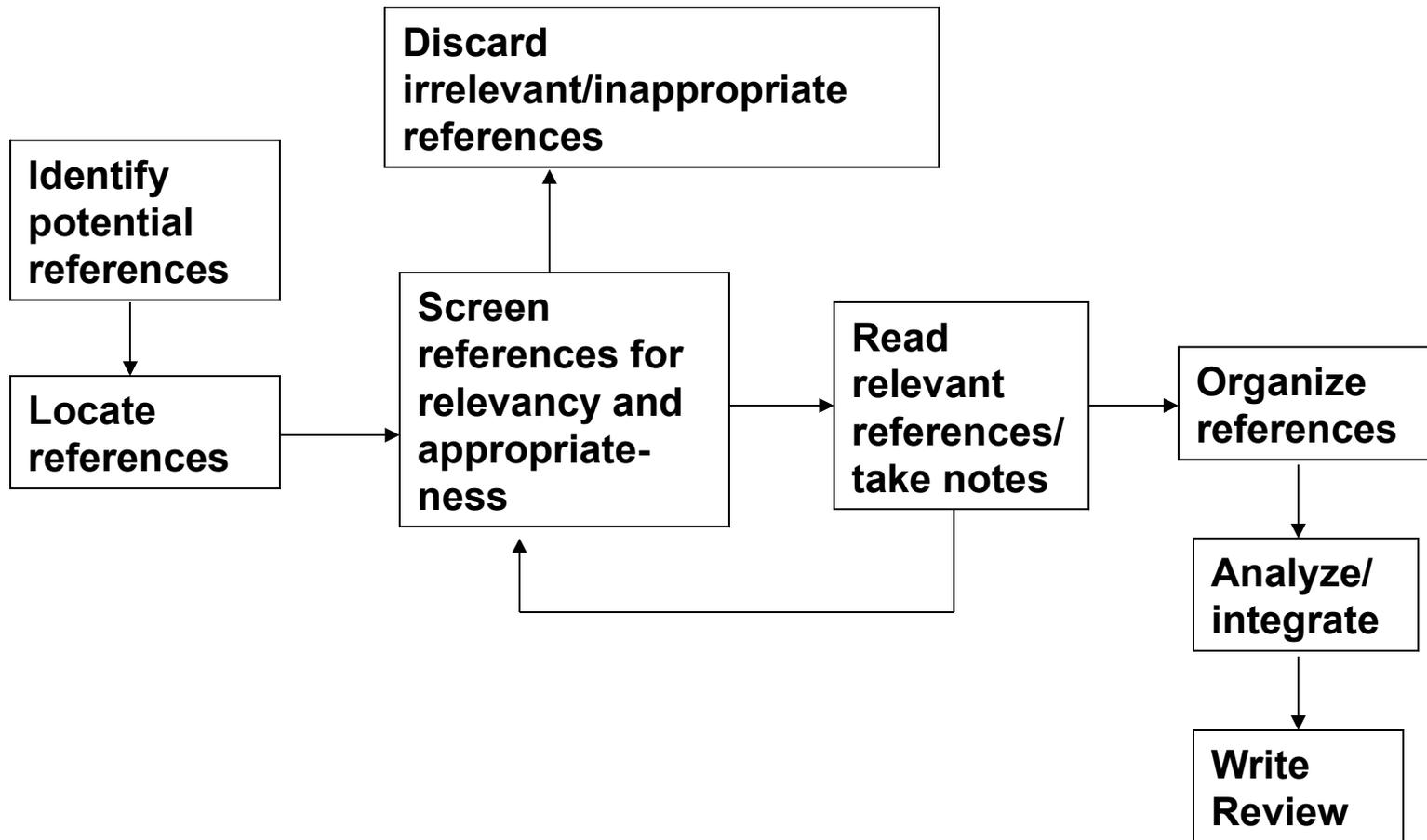
Research = studies/researches

Non-research = consist of experiences, opinions and theories of experts along the the problem area

Systematic Literature Review

- **Aim is to reduce uncertainty by a rigorous methodology that is:**
 - **Comprehensive**
 - **Transparent or explicit**
 - **Leads to minimum bias**
 - **Reproducible**

Flow of tasks in a literature review



Searching and Locating the Literature

- **Find an on line database of periodicals**
 - PubMed for medical topics
 - www.ncbi.nlm.nih.gov/PubMed
 - PsycInfo for psychological topics
 - www.psycinfo.org
 - Or, go to library and get help from reference librarian
- **Select recent review articles in good journals**
- **Find recent articles from reference lists of the review articles**

What literature should you review?

- 1. Journal articles:** these are good, especially for up-to-date information.
 - They are frequently used in literature reviews because they offer a relatively concise, up-to-date format for research.
 - Depending on the publication, these materials may be refereed or non-refereed materials.

What are refereed journals?

- **Refereed materials** are publications reviewed by "expert readers" or referees before publication.
- Refereed materials are also referred to as **Peer Reviewed**.
- Refereed materials assure readers that the information conveyed is reliable and timely.

What about non-refereed journals?

- Non-refereed materials such as **Trade Journals** or **Magazines** use less rigorous standards of screening prior to publication.
- Non-refereed materials may not be checked as intensely as refereed materials, but many can still be considered scholarly.

What about non-refereed journals?

Definition of grey literature

“**Grey literature** is defined as any literature that is not published in academic peer reviewed journals and available through indexed databases for review”

Search for grey literature

- Call for information
- Personal and institutional contact
- World-wide web search

Different type of grey literature

- Annual reports
- Theses/dissertations
- Conference
abstracts/proceedings
- Working papers
- Evaluation reports
- Facts sheets and others

Advantages of including 'grey' in a literature review

- Access to wider variety of information
- Reduces publication bias
- Contain more local information-
important for planning
- Contain process information-
important for policy makers

Advantages of including 'grey' in a literature review

- Reports not published in peer reviewed journals (e.g. UN, WHO, HTA)
- Access to new research
- World Wide Web (4-6 Billion web pages)
- Contain valuable and unique information, which is not found elsewhere

What literature should you review?

- 2. Books:** remember that books tend to be less up-to-date, as it takes longer for a book to be published than for a journal article.
- They are still likely to be useful for including in your literature review as they offer a good starting point from which to find more detailed and up-to-date sources of information.

What literature should you review?

- 3. Conference proceedings:** these can be useful in providing the latest research, or research that has not been published.
- They are also helpful in providing information about people in different research areas, and so can be helpful in tracking down other work by the same researchers.

What literature should you review?

4. Government/corporate reports:

many government departments and corporations commission or carry out research.

Their published findings can provide a useful source of information, depending on your field of study.

What literature should you review?

- 5. Newspapers:** since newspapers are generally intended for a general (not specialised) audience, the information they provide will be of very limited use for your literature review.
- Newspapers are more helpful as providers of information about recent trends, discoveries or changes, e.g. announcing changes in government policy.
 - Newspapers do not give unbiased opinions.

What literature should you review?

- 6. Theses and dissertations:** these can be useful sources of information. However there are disadvantages:
- they can be difficult to obtain since they are not published, but are generally only available from the library or interlibrary loan
 - the student who carried out the research may not be an experienced researcher and therefore you might have to treat their findings with more caution than published research.

What literature should you review?

7. Internet: the fastest-growing source of information is on the Internet.

- bear in mind that anyone can post information on the Internet so the quality may not be reliable
- the information you find may be intended for a general audience and so not be suitable for inclusion in your literature review (information for a general audience is usually less detailed)

Literature review framework

Process	Published literature	Grey literature
Searching for and locating appropriate literature	Standard tools and procedure develop	<ol style="list-style-type: none"> 1. Call for information 2. Personal and institutional contact 3. World-wide web base search and grey literature data base search
Critically examining the results and extracting relevant details		<ol style="list-style-type: none"> 1. Assessment of methodological quality 2. Data extraction
Synthesising and writing the review		<ol style="list-style-type: none"> 1. Combination with other evidence 2. Same as peer reviewed

Challenges for a representative search

- **Problems with call for information**
 - personal interest/limitations
- **Problems with personal and institutional contact**
 - Staffs changes on NGOs
- **World-wide web**
 - large number and difficulties in filter

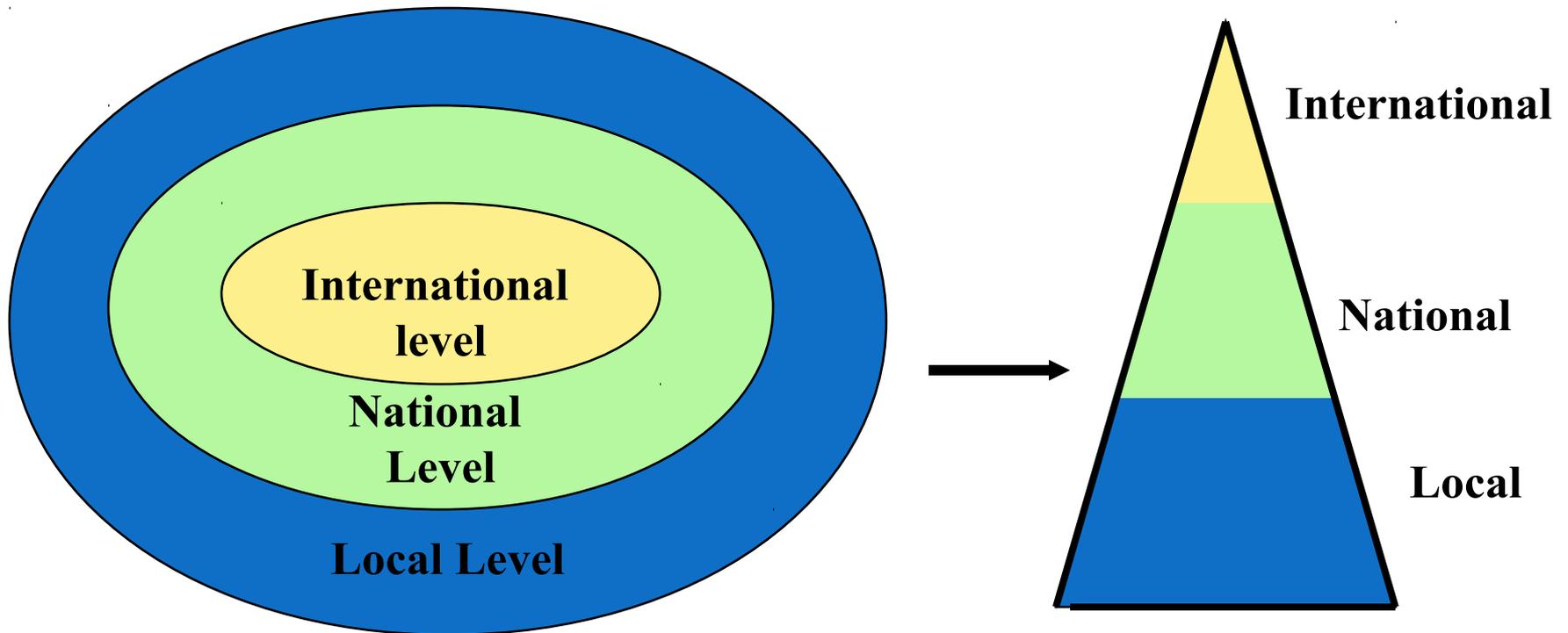
Challenges for a representative search

- **Difficult to control bibliographically**
- **Grey database**
 - not widely available
 - institutional subscribe

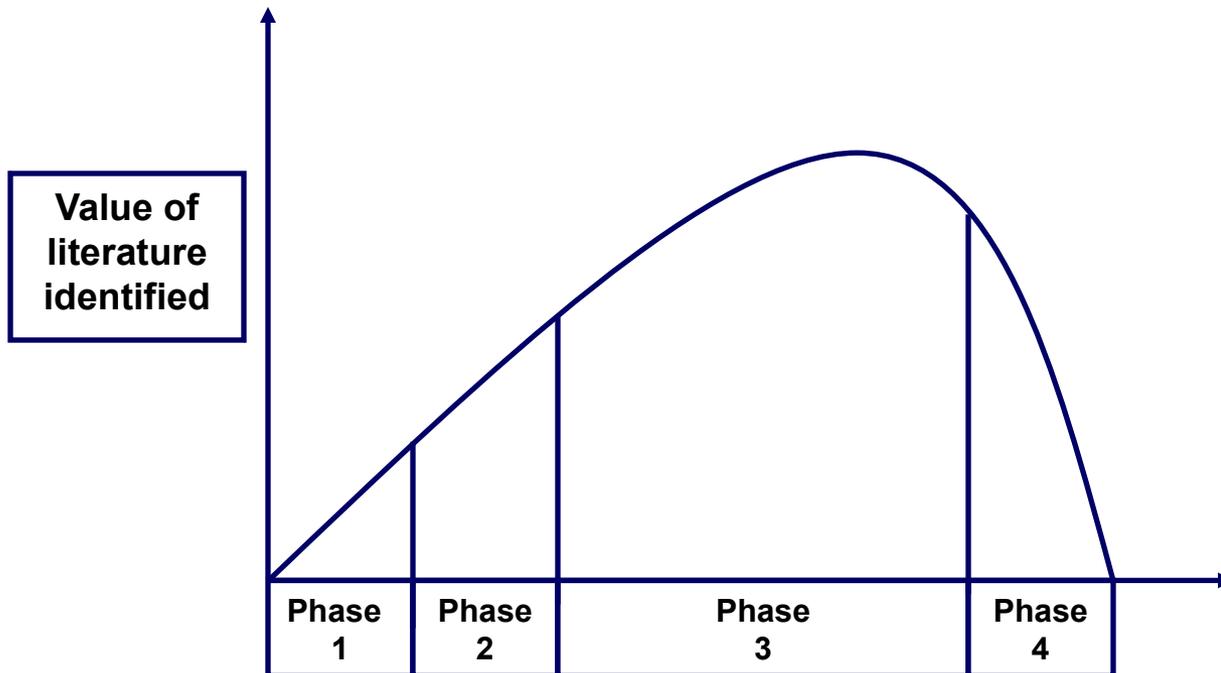
Searching for representative literature

- **Which organisations?**
- **Which key opinions?**
- **Which databases?**
- **Which web sites?**

Framework for a representative search



Searching for representative literature



- 1. Systematic review of published literature (databases)**
- 2. Basic review of grey literature (web)**
- 3. Personal communication with organisations and experts identified.**
- 4. Validation of representativeness**

Why write a review?

- The literature review is a critical look at the existing research that is significant to your project.
- You should *evaluate* what has already been done, show the *relationships* between different work, and show how it relates to *your* project.
- It is not supposed to be just a summary of other people's work.

What sort of questions should the review answer?

- **What do we already know in the area concerned?**
- **What are the existing theories?**
- **Are there any inconsistencies or other shortcomings?**
- **What views need to be (further) tested?**
- **What evidence is lacking, inconclusive, contradictory or too limited?**
- **Why study (further) the research problem?**

We often expect you to begin your review by consulting a more general textbook. Such textbooks are very useful in helping you shape a literature review, as they:

- highlight the **range** of perspectives or areas of emphasis researchers have developed,
- offer pointers to any **differences** among interpretations, and
- contain **comprehensive** bibliographies

You might then move on to look at **articles or books** which take **divergent** perspectives on the issue in question.

A typical approach might be to:

- **start with a general topic, whether chosen or assigned**
- **do a preliminary (perhaps guided) literature search to narrow down your topic**
- **try to identify points of difference between your selected sources, to get some comparative dimension to the review - differences in either perspective, point of emphasis, conclusion, etc.**

Writing up of the Review is designed to show the reader that:

you have understood the main theoretical positions covered in your course, and

you are able to integrate that material into a coherent academic text (a review essay).

Comparative Literature Review

A **comparative review** may, e.g., require you to examine two schools of thought, two issues, or the positions taken by two persons. You may create a hierarchy of issues and sub-issues to compare and contrast, as suggested by the following general plan.

This model lists **3 options** for structuring the **body** of the review.

In all cases, you are expected to deal with the similarities (**compare**) and then with the differences (**contrast**):

Introduction, Body, & Conclusion

Introduction

Opening Paragraph(s)

**Introduce your overall
topic**

**Establish the significance
of the topic/subject**

**Identify the main
problem/issue/theory
you'll focus on**

**Briefly identify the
positions/authors you'll
review, and where they
differ or complement
each other**

Body
(3 sample
Options)

**Examine
theory/ view A**

**Examine
theory/
view B**

**Compare
and
contrast A &
B**

**Similarities of
A & B**

**Differences
of
A & B**

**Discussion
of central
issues**

**Issue 1:
Discuss A & B**

**Issue 2:
Discuss A
& B**

**Issue 3:
Discuss
A & B**

Conclusion
(Options)

Conclusion that ranks one theory/position over the other

Conclusion that summarizes the respective merits of each theory or position

Precision in describing positions

Language skills can play a big part in helping you interpret the stance or perspective of a writer being reviewed; indicating, in subtle & less direct ways, your *own* stance & perspective;

E.g. people **rarely** simply write “*Dacanay said that XXX*”; they are more likely to write: “Dacanay **argues that XXX**”, and then follow up by indicating their own stance, through an evaluative comment: e.g.: “**It seems to me that** Dacanay fails to take account of **YYY**”.

Here we look at the range of **verbs** and corresponding **nouns** which can be used to describe (how we interpret) a writer's assertions or positions.

E.g. *Dacanay distinguishes between 2 competing explanations:*
can become, in the next sentence:

Dacanay's distinction (e.g. '... is not convincing')

This technique requires a basic familiarity with the different forms of a word (e.g. distinguishing/-ed, distinctive(ly), etc.). More abstract terms, like those listed below, can sometimes cause real problems for learners, either:

recognizing and using the different forms of a word: **noun, verb, adverb** and **adjective**, and

re-phrasing an idea using a different form of a word

Advice: Word processors makes it easy for you to change the word sequence of a sentence to fit in with the surrounding text.

There is also a **group of nouns** which can be used with these verbs to represent **the previous idea** in a text (e.g. try them after "This/These ... ", or "Giddens' "). Some of the more common ones in academic discourse are:

issue

problem

question

situation

evidence

data

premise

proposition

position

thesis

argument

belief

construction

inference

implication

interpretation

*E.g. This **situation/problem** has prompted the government to set up a commission of inquiry Dacanay's **position/argument/thesis** is supported by most recent studies in the area*

Referring to other researchers' work:

Citation & Attribution

Citation and attribution are part of the **social process** of using other people's ideas in our academic work.

They are often confused:

where citation is **merely reference** to someone's work, naming one or more of their publications,

attribution is the **public association** of an author with a particular assertion or finding.

Citation

We can overuse the term 'citation'.

to cite is simply to refer to someone's work in some way, naming one or more of their publications

A citation refers, then, to the fact of referring to an author or their work. The *reasons* for referring to other authors relate more to **attribution**, and may reflect a need both to recognize other writers' work and to call upon their authority to support your own argument.

Example

Here, Altheide & Johnson (1994: 486) cite specific works by 3 authors:
"Works and criteria suggested by Dingwall (1992), Hammersley (1990) and Guba (1990) have been particularly helpful"

The writers make no direct evaluative and interpretive comments about Dingwall et al. They don't attribute any particular findings or opinions to them; they simply cite their work.

Attribution

Strictly speaking, then, **citing** other authors only means referring to them or their work, and bringing them into your text.

How and **why** you refer to them and what they say in their work is **attribution**.

to **attribute** an idea is to publicly associate an author with a particular opinion, finding or actual statement (perhaps quoted).

In both the examples given below, we can see not only the association of authors and ideas, but the strength or character of that association:

Examples

1. Attributing an idea and an attitude:

Henderson (1969) argues that universities are the guardians of intellectual freedom and the search for truth.

2. Attributing a statement more neutrally (by quotation):

As Land & Whitely (1989: 45) say, such readers of ESL writing "allow the piece of writing ... to develop slowly, like a photographic print, shading in the details".

In each extract, the writer is making an unspoken appeal to authority.

In the first, if no contradiction or criticism follows, we will suppose that the writer agrees with Henderson.

In the 2nd extract, the device "As L. & W. say" signals that the writer is using those authors to express his/her own view.

Detecting illogical reasoning and weak argumentation

As a **critical reader**, you need to be able to recognize and analyze instances of **illogical reasoning** and **weak argumentation**.

A critical reader needs to be able to detect writers trying to **disguise** weak content by the clever use of argumentative form, purely to persuade the reader of the validity of their argument.

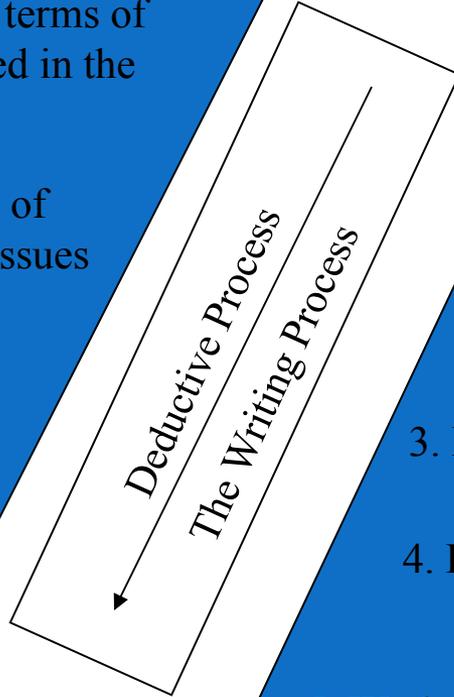
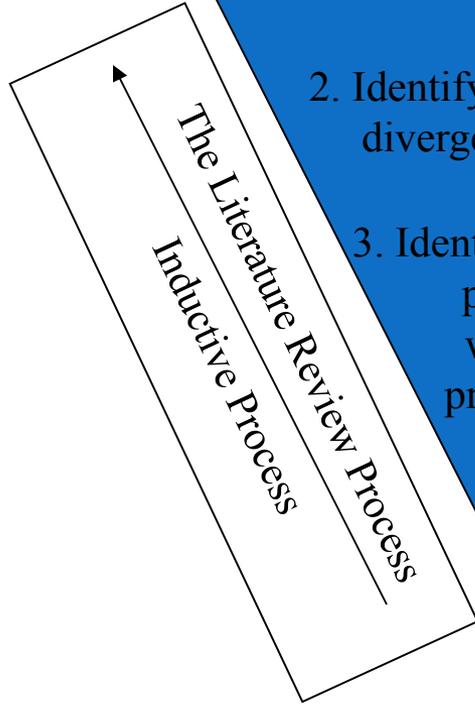
Here are **some common uses** of **illogical reasoning** and **weak argumentation**.

Doing vs Writing a Literature Review: Deductive vs Inductive Processes

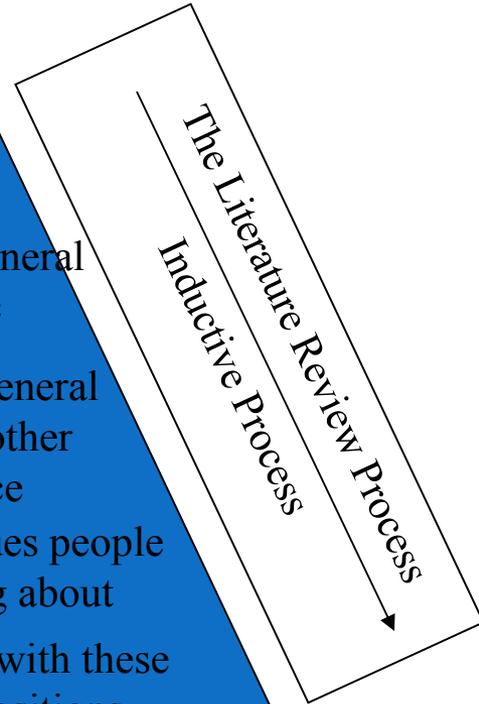
Writing the literature review essay can be seen as following the *reverse* process of the **reading** process, where you start from a narrow base and gradually develop a proposition to research. When you write, the needs of the reader are paramount: begin with background, definitions and context, and then offer a more detailed analysis.

General Topics or issues then:

1. State significance in terms of main views identified in the literature
2. Identify key areas of divergence over issues
3. Identify these positions with key proponents



1. Start with general topic
2. Look for a general text or other source
3. Identify key issues people are writing about
4. Identify authors with these different positions
5. Work out main divergence you want to address



Summary

- Good organization is key
- Always start with an overview/outline of major points
- Consistency, accuracy, clarity and flow of ideas are essential

Pointers:

Review of Literature and Qualitative Research

- Qualitative researchers do not generally begin with an extensive literature review.
- Reason: protect investigators from leading the participants in the direction of what has previously been discovered (Streubert and Carpenter 1995)
- Generally, the literature review is conducted after the research has been completed and after the data has been analyzed.

Pointers:

Review of Literature and Qualitative Research

Grove, 1993, some qualitative research studies involve a literature review prior to conducting a study.

For instance:

- Ethnographic research - to provide a background for conducting the study;
- Historical research - to develop research questions;
- Philosophical studies - to raise philosophical questions.
- For phenomenological research, grounded theory research, and critical social theory, review of literature is usually conducted at the end of the research project.
- For phenomenological research - findings are compared and combined with the literature to determine the current knowledge of the phenomenon; for grounded theory research - literature is used to explain, support and extend the theory generated in the study; and for critical social theory - findings obtained are examined using existing literature to determine the current knowledge of the social situation.

Pointers:

Review of Literature and Qualitative Research

- The purpose of the review of literature is **not** to establish grounds for the study or to suggest a theoretical or conceptual framework **but** to tell the intended readers **how the findings fit into what is already known about the topic.**
- it is not meant to confirm or argue existing findings.

A photograph of a forest floor covered in a dense carpet of small purple flowers. The trees are tall and thin, with bright green foliage. The scene is captured from a low angle, looking down at the flowers.

Salamat po...