

# CONDUCTING A LITERATURE REVIEW

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# Agenda

- What is a Literature Review?
- Understanding your Research Topic
- Keeping Organized
- Searching
- Critical Reading
- Organizing Your Literature Review
- Writing

# Workshop Objectives

- Provide an overview of the literature review process
- Provide strategies for managing elements of the literature review
- Facilitate student engagement in the process

# Learning Outcomes

- Raised awareness of entire literature review process
- Developed a ‘toolkit’ of strategies for use at various stages of the literature review
- Encouraged thoughtful engagement with the process

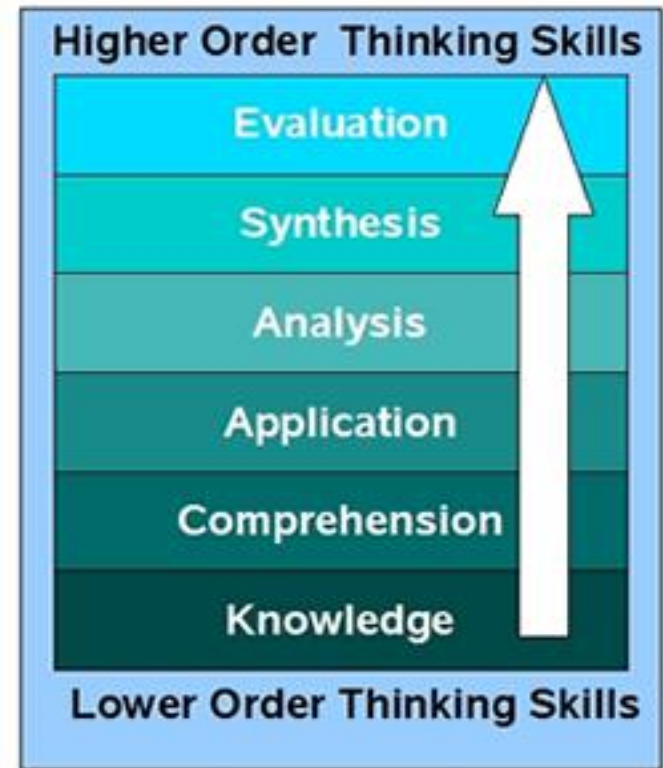
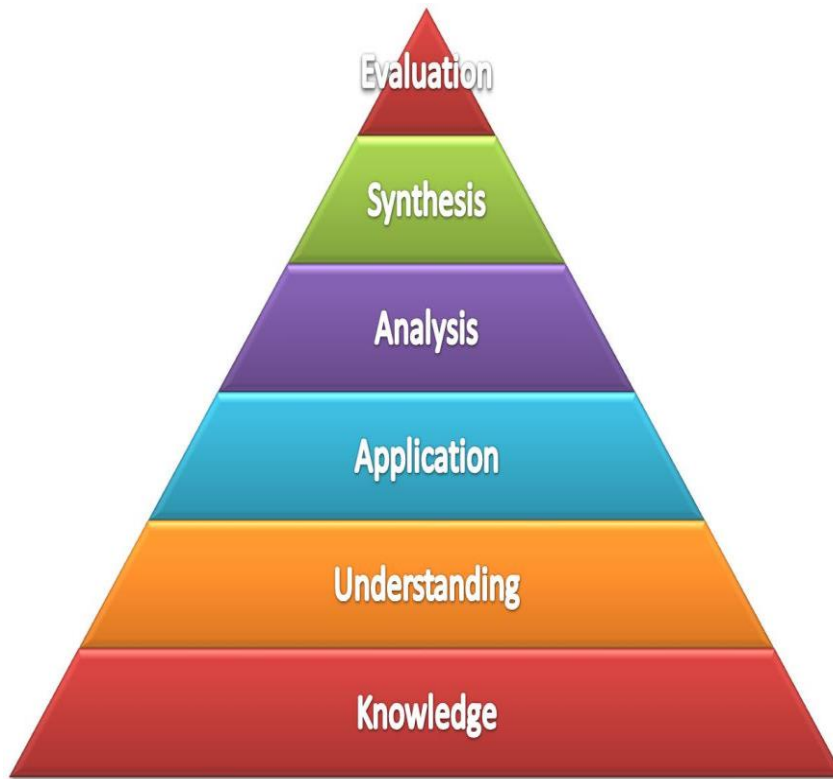
# Introductions

- Your program and research topic

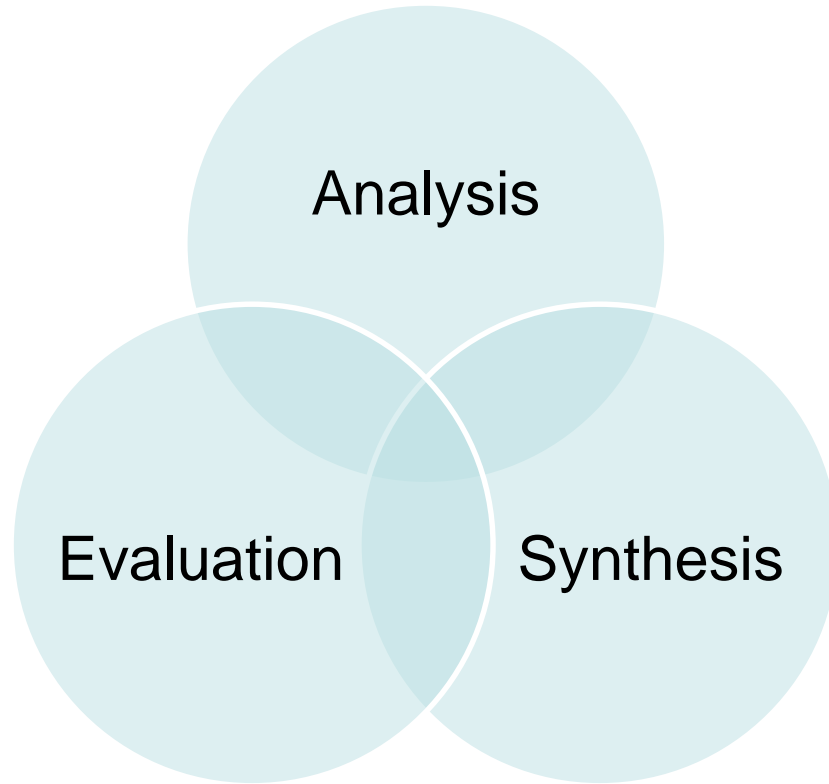
# What is a Literature Review?



# Understanding Your Research Topic: Bloom's Taxonomy

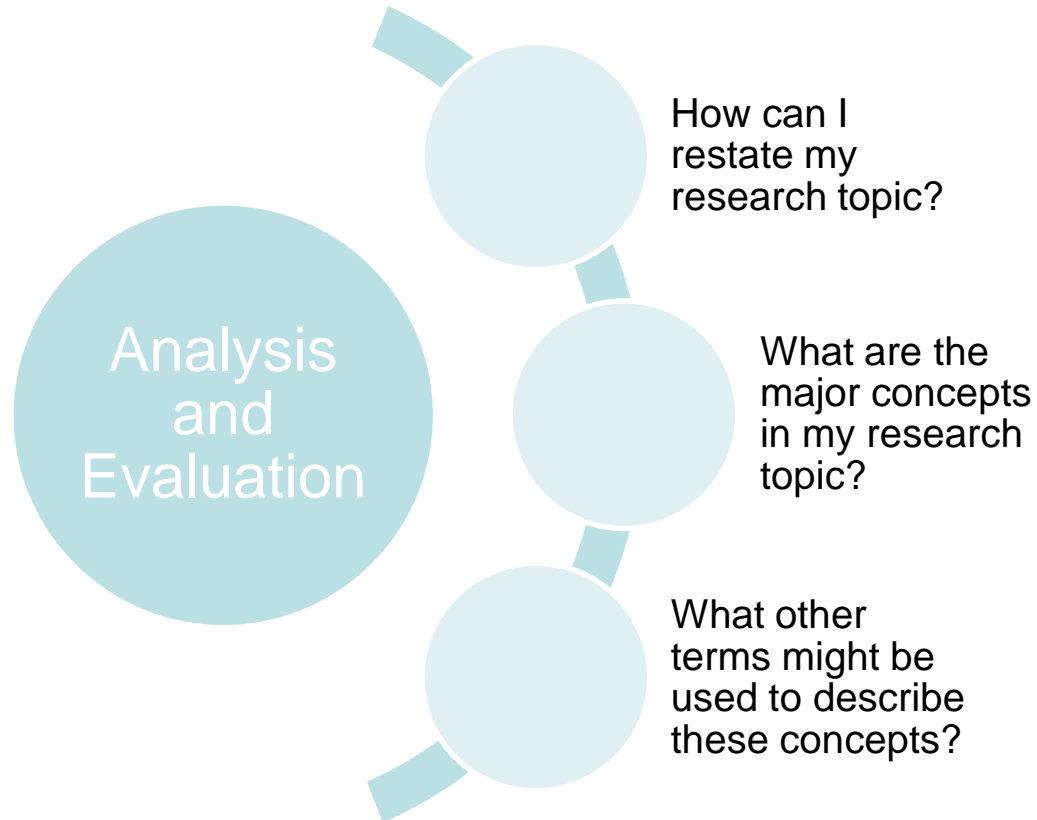


# Understanding your Research Topic

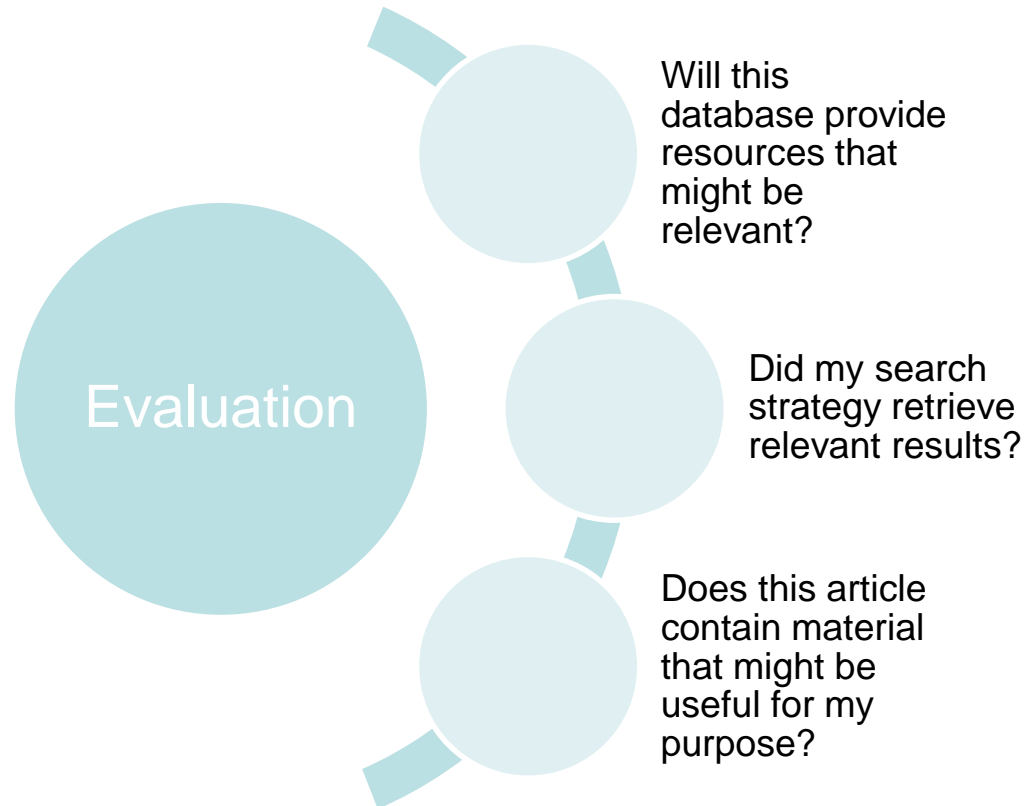




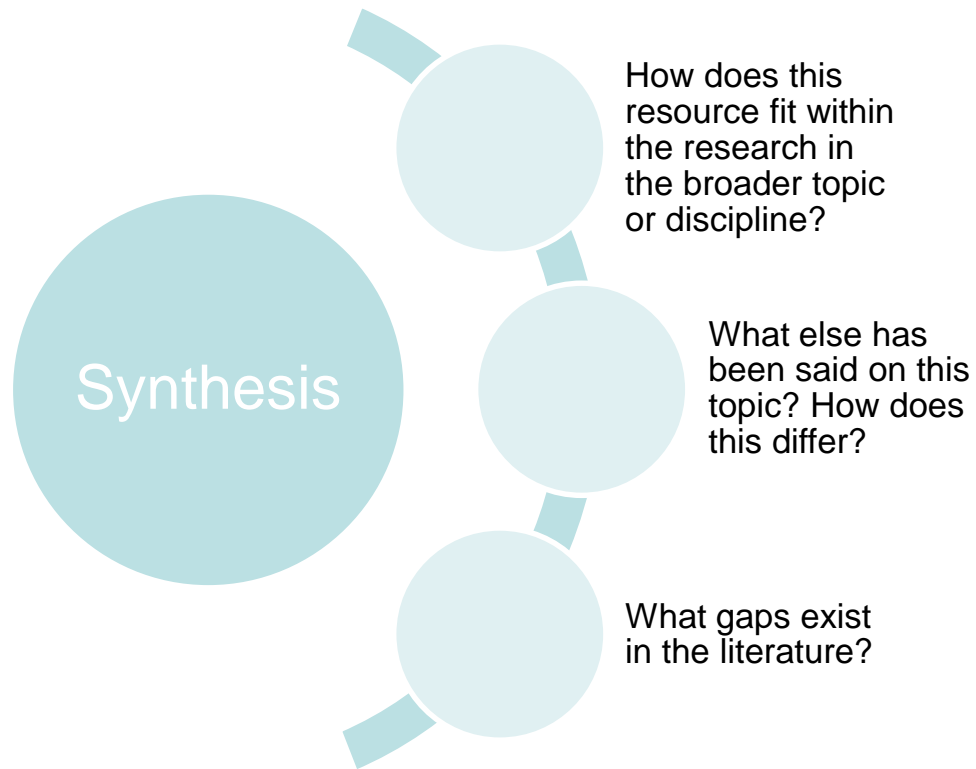
# Understanding Your Research Topic



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# Understanding Your Research Topic



## Keep in Mind...

The “3R’s” of the Research Process

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✓ Rethink

## Keep in Mind...

### The “3R’s” of the Research Process

- ✓ Rethink
- ✓ Revise

## Keep in Mind...

- The “3R’s” of the Research Process
  - ✓ Rethink
  - ✓ Revise
  - ✓ Repeat

# Keeping Organized

- What strategies do you use to keep yourselves organized?
- Have you tried using anything that has not worked?



# Keeping Organized

- Make a plan for managing the lit review process
- Keep a research journal
- Consider using a citation management tool
- Identify a strategy for taking notes, identifying quotes, and your own thoughts

# Research Journal

- What comes to mind when you think of a journal?

# Research Journal

	A	B	C	D	E
1	<b>Search Terms</b>				
2					
3		<b>Concept 1</b>	<b>Concept 2</b>	<b>Concept 3</b>	
4		Treating	Children	Autism	
5		treatment	Child	Autistic	
6		cure	youth		
7		therapy	infants		
8		rehabilitation	kids		
9					
10	<b>Search Strategies</b>				
11					
12	1 treating and children and autism				
13	2 (Treatment or therapy) and (children or infants) and autism				
14	3 (treatment or cure or rehabilitation) and (child* or youth or kids) and (autism or autistic)				
15					
16		<b>Databases Searched</b>	<b>Search Strategy Used</b>	<b># of Results Retrieved</b>	<b>Comments</b>
17					
18		PsycARTICLES	1	1674	Large number of results, need to narrow search, results do not seem to be specific enough
19					

# Citation Management Tools

- Help you to organize large numbers of resources
- Materials may often be imported directly to these resources
- Easy to organize resources into folders
- Easy creation of bibliographies

# Taking Notes

- Make note of all citations!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- Try to limit use of quotations, unless absolutely essential
- If you must quote it, clearly note it!
- Identify your own thoughts clearly

# Identifying Resources to Search

- What types of sources are needed?
  - Books, journal articles, government documents, white papers, etc....
- Library catalogues, journal databases
- Meta-Search Tools:
  - AU Library's Discover or Google Scholar
- Subject Specific Databases
- AU Journal Title List
- Ulrich's
- WorldCat, Books in Print

**Questions? Comments?**

# Searching for Materials

- Tutorials on:
  - Creating search strategies
  - Searching specific Library tools like the catalogue and Discover
- Are there specific questions about searching that I can answer?



# Evaluating a Search

- How many results were retrieved? Many? Few? What does that mean? (Good/bad search?)
- What types of results were retrieved? Scholarly, peer reviewed, magazines?
- How recent are the results?
- Do any results appear (at first glance) to be relevant?

# Evaluating Resources

- Does the resource answer your question or help you to understand it better?
- Does the resource support your point of view?
- Does the resource cover the right time period?
- Is the resource appropriate to your level?
- Does the resource meet the publication date range if one was specified?
- Is the resource scholarly or peer reviewed or another type of source?
- Does the author of the item appear to be an authority on the topic?

# Reading Critically

- What problem or issue is the author addressing?
- Is the problem or issue clearly identified?
- How does the author make their argument (e.g. by appealing to emotion, objectively etc.)
- Is their bias in the argument and what is it?
- How is the argument laid out or structured?
- What contributions does the item make to your specific information need?
- How does this document relate to other literature you have read?

# Organizing the Literature Review

- Chronological
- Thematic
- Methodological

# Tips on Writing

- Academic voice
- Fairness
- Support all claims with evidence
- Cite all references carefully and accurately
- Athabasca University's Write Site

# Thank You!

- Questions?

# Library Resources

- Library Tutorials
- Find Resources by Subject/Name
- Find Resources by Type
- AU Journal Title List

# Evaluation

- What did you learn today?
- What did you like about the workshop?
- What recommendations do you have for next time?
- What other concerns do you have about teaching and learning at AU that we could address in a workshop?



# Contact Information

- Library Information Desk:
  - [library@athabascau.ca](mailto:library@athabascau.ca)
  - 1-800-788-9041, ext. 6254, or 780-675-6254
  - <http://library.athabascau.ca>