



Literature Review

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Outline

- **What is a Literature Review**
- **Structure of Literature Review**
- **Language of Literature Review**
- **Integrating ideas from sources**
- **Writing the literature**
- **Follow-up task**
- **Bibliography & resources**



What is a Literature Review?

- Critical account of what credible scholars and sources have published on a topic(s).
 - Conveys key knowledge, ideas, theories with respect to a topic
 - Appraises the strengths and weaknesses of published ideas



Types

	LITERATURE REVIEW	MAPPING/ SCOPING REVIEW	META-ANALYSIS	SYSTEMATIC REVIEW
Search Strategy	Can be comprehensive	Determined by constraints - time, scope	Exhaustive and comprehensive	Exhaustive and comprehensive
Synthesis Strategy	Narrative	Tables and narrative	Tables and narrative	Narrative and tables
Methodological Approach	Can include quality assessment	No quality assessment	Necessarily includes quality assessment as a criterion for inclusion	Necessarily includes quality assessment as a criterion for inclusion
Analysis	Can be thematic, chronological or conceptual	Addresses quality/quantity of evidence, need for further research	Numerical appraisal of effects to allow inferences	What is known, what (clinical) recommendations might be inferred

Types of

LITERATURE REVIEWS

"A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study."

- Arlene Fink, *Conducting Research Literature Reviews*, 2014.

Different types of literature review

- Chapter of a thesis or dissertation
- Section of a research paper
- Stand alone review article in a journal
- Section of a grant proposal or research proposal



Purpose: The Literature Review supports our research aims

- Studies relevant to a research topic are summarised/synthesised & cited.
 - This could include who found out What? When? and how this knowledge developed the importance of the topic.
- Highlight existing gaps in knowledge and how your research will fill these gaps.
- Indicate current knowledge and how your research will add to this.
- Previous research is critically evaluated and organised logically to show its relevance to your research topic.
- Leads to presentation/justification of the purpose/aim of your research

Annotated examples of how to write a literature review

Source: <https://bit.ly/3kH5SwJ>

Synthesis of literature

Introducing a reoccurring theme	The impact of social media on the academic performance of tertiary students has been well researched. Although some research findings outline social and emotional benefits of using social media for learning (e.g., Kabilan et al., 2010; McCarthy, 2013), a number of studies demonstrate a correlation between student use of social media and poor academic achievement. For example, a study of both undergraduate and graduate students found that social media users had a lower Grade Point Average (GPA) (Kirschner & Karpinski, 2010). These findings were also mirrored in an extensive study of nearly two thousand undergraduate students (Junco, 2012). However, researchers also argue that the use of social media is, in itself, not necessarily a negative predictor of GPA. Instead, negative impact relates to how students use social media. In one large-scale study, for instance, students who attempted to multi-task, by using social media at the same time as studying, were not only less efficient and less productive, but also had lower GPAs than students who studied without using social media (Karpinski, Kirschner, Ozer, Mellot, & Ochwo, 2013). Similarly, Lau (2017) concluded that it was the simultaneous use of social media for non-academic purposes that had a negative correlation with academic performance. These recent studies have begun to provide insight into how social media use may negatively affect the academic performance of tertiary students.
Positioning research findings (different points of view)	
Elaborating on research findings (that align with your point of view)	
Stating the significance of research findings	

Identifying limitations & future research

Specifying a limitation	One limitation of past studies is a focus on the relationship between students' social media use and their overall academic performance, rather than on close study of how students use social media. This means that researchers currently know relatively little about the different ways in which students use social media during and/or for their studies. If tertiary educators and researchers want a better understanding of student behaviour and factors related to study success, then examining how successful students use social media is critical. Future research could, for instance, investigate how high performing students may achieve academic excellence, while also being active social media users. Such research could contribute to identifying specific strategies and patterns of use that relate to successful management and integration of social media in student life.
Explaining the impact of the limitation	
Suggesting future research	
Stating possible contribution	

Adapted from Study Learning Centre RMIT University & Auckland University of Technology (Library)

Source: <https://bit.ly/3alfull>

Introduction

Topic sentence - identifies five major themes as the scope of this review

Many theories have been proposed to explain what motivates human behaviour. Although the literature covers a wide variety of such theories, this review will focus on five major themes which emerge repeatedly throughout the literature reviewed. These themes are: incorporation of the self-concept into traditional theories of motivation, the influence of rewards on motivation, the increasing importance of internal forces of motivation, autonomy and self-control as sources of motivation, and narcissism as an essential component of motivation. Although the literature presents these themes in a variety of contexts, this paper will primarily focus on their application to self-motivation.

5 major themes to be covered

Concluding sentence - specific focus

Paragraph

Topic sentence - outlining your main claim or key point for that paragraph

By its very nature, motivation requires a degree of individual satisfaction or narcissism. Robbins, Millet, Cacioppe, and Waters-Marsh (1998) suggest that motivation has as its very basis the need to focus on, and please the self. This is supported by Shaw, Shapard and Waugaman (2000) who contend that this narcissistic drive is based on the human effort to find personal significance in life. It can be argued that the desire to improve one's status is a highly motivational force, and is central to the idea of narcissistic motivation. The narcissistic motivational strategies put forward by Shaw et al. (2000) are concerned with motivation for life in general, but may also have applications in the context of work. These strategies, with their focus on personal needs, demonstrate that narcissism is an essential component of motivation.

Second statement of evidence from the literature

Student analysis

Concluding statement

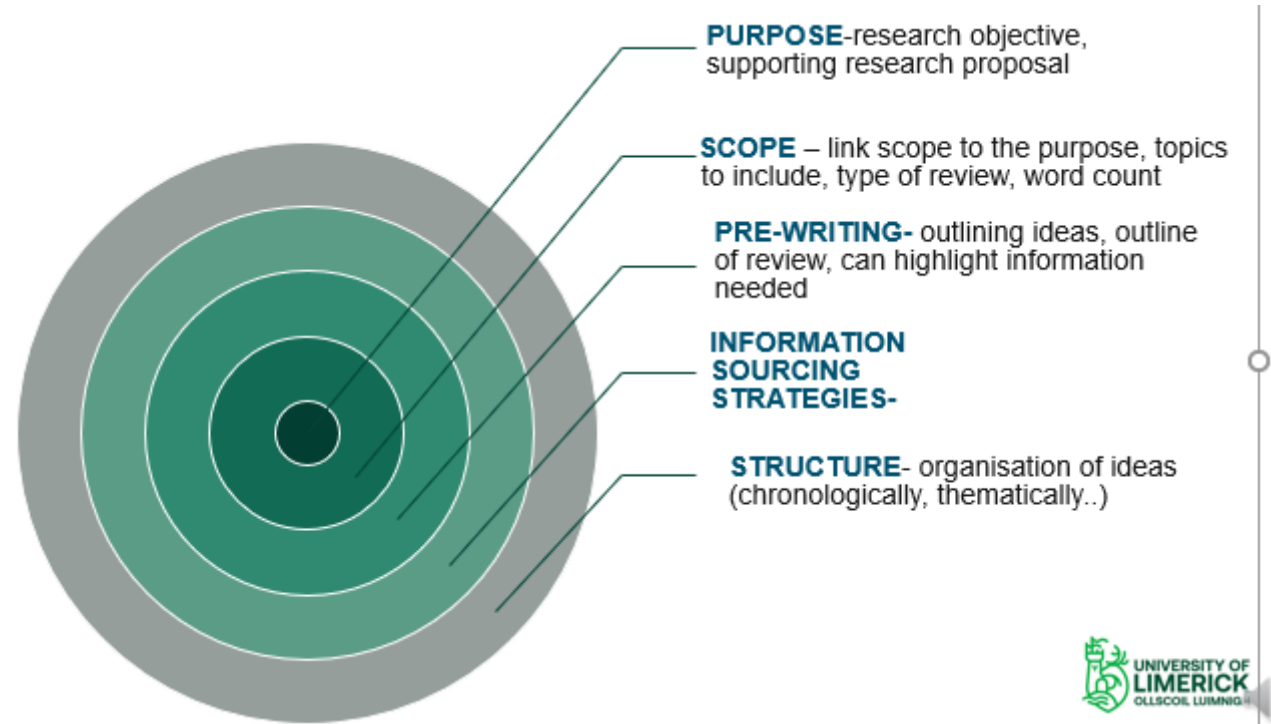
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Writing literature reviews is a multi-skilled process

Can you list skills that are required to write a literature review?

- Research
- Information searching
- Critical reading
- Good note-taking
- Interpretation and analysis of sources
- Evaluation and synthesising information from multiple sources
- Management of sources
- Critical writing
- Understanding key issues and current state-of-play in your discipline/area of interest
- Generating ideas for research

Planning the literature review



- 1) Links to Finding resources
- [Finding and Using Library Resources | Glucksman Library \(ul.ie\)](#)
- 2) Smart information searching strategies
- <https://www.ul.ie/library/smart-searching-your-assignment>

Balancing writing and information searching

PRE-WRITING LIT REVIEW:

Outline sections of the review,
Headings/subheadings,
Organise topics/ideas



INFORMATION SEARCHING:

Develop **SMART** strategy,
Use pre-writing activities to inform
searches,
Why are you searching?
Summarizing & synthesizing,
Managing sources,

Language used in different sections of Literature Review/Introductions

1) & 2) Creating a research context or Establishing a niche/gap

- Examples of language to highlight contradictory findings

- However, a number of studies show that significant differences do exist, albeit findings are somewhat contradictory.
- Authors X, Y, Z found differences suggesting that....
- In contrast, Author A concluded that
- In contrast, the study by Author B indicated that

Examples of language to highlight similar findings

- In addition, Author W showed that ...
- The finding is consistent with findings of past studies by Author X, which
- The above finding is consistent with the study by Author Y.
- The research findings by Author X also points towards..

Strategies for integrating information from sources: Paraphrasing

Paraphrasing:

- process of rewriting an author's idea in your own words
- shows your understanding of the original/source text
- strategy to avoid plagiarism
- paraphrased text usually the **same length as original** text
- **Strategies used** in paraphrasing:
 - reference/reporting verbs used to report the ideas of the paraphrased author
 - use synonyms
 - change word form/word class
 - change sentence structure
 - In changing the language in the original text, avoid altering the meaning