



EDUC 890 Class 4

Chapter 4—Literature Reviews

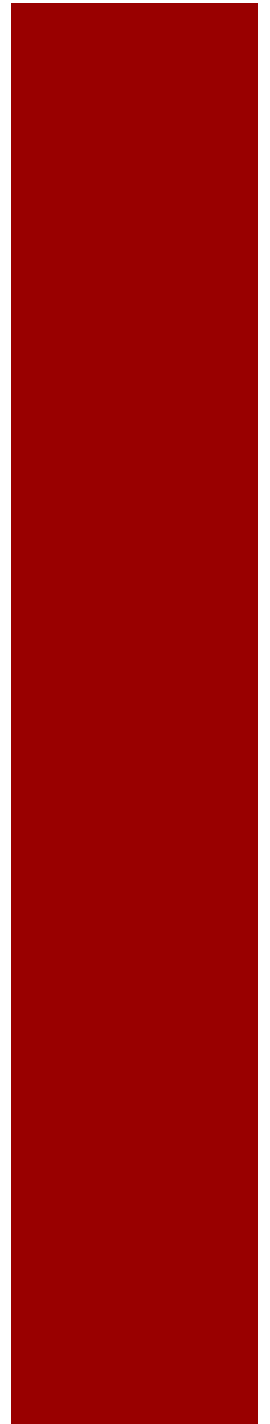
How to identify the lit review

How researchers use literature

Steps in reviewing literature

Writing a literature review

Evaluating a literature review



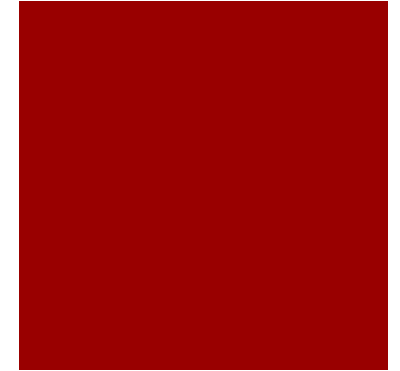
How to identify the lit review



Possible headings...

- “Literature Review”
- “Background (for the Study)”
- “Context”
- “Conceptual Framework”
- Content topic heading e.g., “Adolescent Depression”

How/why researchers use literature



- To justify the research problem
- To document what is known/not known
- To identify theoretical or conceptual framework*
- To inform methods and procedures*
- To interpret results*



To identify a **theoretical** or conceptual framework*

*How/why
researchers
use
literature*

- A **theory** explains how variables relate to each other
 - E.g. Self-determination theory explains that competence, autonomy, and relatedness influence motivation
- Theories address...
 - How students learn
 - What motivates people
 - How new ideas are adopted
 - How leadership styles promote certain behaviours
 - Etc.



To identify a theoretical or **conceptual** framework*

*How/why
researchers
use
literature*

- A **conceptual framework** informs assumptions and beliefs about the topic
- Conceptual frameworks represents...
 - A philosophical perspective (e.g., constructivism)
 - An advocacy or social justice stance (e.g., certain voices are marginalized)
 - A particular way of viewing/understanding knowledge (e.g., teacher knowledge manifests in actions)

Theory

- explains how variables relate to each other
- A way of understanding the world that can be *tested*
- Authors explain/describe the theory so readers can understand why particular variables are addressed in the research design
- Examples p. 121

Conceptual framework

- Informs assumptions and beliefs about the topic
- A perspective important in shaping the study
- Authors explain/describe the conceptual framework so readers can understand where the authors/researchers are coming from
- Examples p. 122

*Researchers use theoretical and conceptual frameworks
to build on
what others have /identified figured out*

Examples

Theoretical/Conceptual Frameworks

- The expert performance framework distinguishes between deliberate practice and less effective practice activities. The current longitudinal study is the first to use this framework...
- A primary conceptual lens was symbolic interactionism, which rests on the notion that roles and identities are constructed and evolve through social interaction





Group work 1

- In pairs, find a research article of interest and identify:
 - Theoretical or Conceptual Framework
- *Email me a sentence or two (OK to paraphrase) that explains what the framework is all about*



Group work 1 Results

Theoretical/Conceptual Frameworks

- Theory: Self-regulation is the ability to alter the self's thoughts, emotions, and actions in order to achieve a desired outcome
- How it is used in the article:
- Various approaches offer the opportunity to assess self-regulation in preschool and school children...Samples of experimental self-regulation measures are for instance the Head-Toes-Knees-Shoulders (HTKS) task or the Stroop task that both require children to perform an action that is opposite to an habitual one. ...



Group work 1 Results

Theoretical/Conceptual Frameworks

- Bourdieu's (1990) theory of social practice, particularly his 'thinking tools' – field, capital and habitus. Central to Bourdieu's theory is the concept of social field or space. According to Bourdieu (1990), society is constructed by different and sometimes contesting social fields characterised by their particular 'logics of practices'. Taking on Bourdieu's notion of field, this research conceptualises international education and student mobility as being anchored in the intersections of multiple fields including institutional practices: the policy field related to the commercialisation of vocational education, and the federal government's policies on skilled migration and international education.



Group work 1 Results

Theoretical/Conceptual Frameworks

- This paper analyzed physical education teachers' major training modes under **inclusive education theory** and tried to put forward a new model for physical education teachers.



Group work 1 Results

Theoretical/Conceptual Frameworks

- This article explores the implications of Hegel's theories of language on second language (L2) teaching. Three among the various concepts in Hegel's theories of language are selected. They are the crucial role of intersubjectivity; the primacy of the spoken over the written form; and the importance of the training of form or grammar.



Group work 1 Results

Theoretical/Conceptual Frameworks

- **Framework : Generalizability Theory (G-theory)**
- In the context of testing, rather than considering only the observed score as composed of true score and measurement error, G-theory identifies the influence of specific factors on testing situations and quantifies how much each factor contributes to the overall error.
- In the study, the authors use G-theory to better understand the reliability of measurement using reading performance tasks.



Group work 1 Results

Theoretical/Conceptual Frameworks

- The Theory of Planned Behavior (TPB) was used to examine relationships between teacher behaviour and perceptions of children with social, emotional and behavioural difficulties. Using questionnaires looking at the perception of school principal expectations, teacher behaviours were predicted. Teachers who had attended more in-service training held more positive feelings towards the children, but teachers with more experience were less willing to work with children with social emotional and behavioural difficulties.





To inform methods and procedures*

*How/why
researchers
use
literature*

- Researchers reference data collection and analysis methods used in other studies to justify their own
 - E.g., referencing the use of a particular survey tool that was used in a previous study
- It demonstrates the researchers are building on others' ideas



To interpret results*

*How/why
researchers
use
literature*

- Comparing new results with past studies in the conclusion section
- Situating the findings within existing literature



Group work 2

- In pairs, do the exercise on the bottom of p. 123, identifying how/why the authors are using the literature.
- Remember, there are five possibilities:
 - To justify the research problem
 - To document what is known/not known
 - To identify theoretical or conceptual framework*
 - To inform methods and procedures*
 - To interpret results*



Steps in reviewing literature



- Identify key terms
- Use search strategies to locate literature*
- Select relevant research reports of good quality*
- Take notes on key aspects of each selected report*



Use search strategies to locate literature*

- *Ask for help from an academic librarian*
- *Sign on with Queen's library before using google so that you can access the full text of the articles you find*
- *Limit search to recent literature*
- *Begin with journal articles*
- *....any suggestions???*



Select **relevant** research reports of good quality*

- *Relevance has several dimensions...*
 - *Does it focus on the same topic?*
 - *Does it examine the same individuals or sites?*
 - *Does it examine the same research problem?*
- *If yes to any of these...review it.*
- *You want many different perspectives and approaches to the topic!*



Select relevant research reports **of good quality***

- *Original rather than secondary sources*
- *Peer reviewed (e.g., journals rather than dissertations, conference papers, books)*
- *Reputable rather than unknown sources (academic sources, government or professional organization sources, well-known publishers, journals that are respected in your field*)*
- *See table p. 133*

**talk to those who know your field!*



Take notes on key aspects of each selected report

- *Reference*
- *Research problem*
- *Purpose, questions, hypotheses*
- *Data collection*
- *Results*
- *Comments (implications for practice, limitations to the research or issues with the design, etc.)*
- *See examples p. 134-5...this is what you must do for assignment 3!*

Assignment

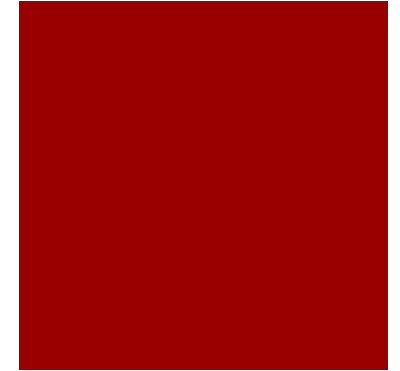
3

- APA reference
- Research problem
- Purpose, research questions, hypotheses
- Participants, data collection and analysis
- Major results/findings
- Your comments about the study
- Max. four pages (six pages with title page and reference)
- exemplars pp. 134-5

- Summary of a research article
- **Due Oct. 16 (two weeks)**
- ***Don't plagiarize!!!!***
- ***Don't use Ass. 2 article!!!!***

Email me a pdf of the article

Writing a literature review



- Organize literature into themes (*see maps p. 137-8*)
- Summarize major themes
 - Study by study (more detail) (*see p. 140*)
 - Thematic review (lumping studies together) (*see p. 140*)
- Document sources with citations to the literature
 - Paraphrase and quote; don't plagiarize
 - Follow APA guidelines
- Provide conclusions about the review
 - Highlight what you learned about major themes
 - I.D. strengths and weaknesses about what is known and not known

Evaluating a literature review

- Includes relevant literature
- Examines recent, high quality sources
- Literature is appropriately documented
- Literature is thoughtfully synthesized
- Literature is critically examined

See p. 143



Group work 3/homework

In pairs...

- Write 2 sentences about the adolescent-homelessness study on p. 148 using an APA in-text reference (see examples p. 141)
 - 1) direct quote
 - 2) paraphrase
 - Identify the major topics and subtopics addressed in the literature review, (list or sketch a map, as on p. 137 and 138)
 - Personal homework...do this on your own for a study of interest to you sometime!!!
- ...and read Ch. 5

