Writing a Literature Review Workshop

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Office of Undergraduate Research (OUR)
Short Introduction

- Psychology PhD
  - Industrial/Organizational Psychology subfield
- Teaches PSY 235 – Introduction to Research Methods
- Material will be general to apply to other disciplines
What are the challenges you face with writing literature reviews?
Which student did the most successful synthesis of information?

In November of 2014, “almost all Swift’s music vanished from Spotify, the online streaming service that claims over 50 million active users, more than 10 million of whom pay for an ad-free and mobile-ready version. Swift’s departure came as a surprise to plenty of those users” (Dickie).

Taylor Swift pulled her music from Spotify because, “she believes that Spotify’s particular model devalues her work” (Dickie). Swift will leave her music on Beats and Rhapsody because both programs require users “to pay for a premium package in order to access my albums. And that places a perception of value on what I’ve created. On Spotify, they don’t have any settings or any kind of qualifications for who gets what music. I think that people should feel that there is a value to what musicians have created, and that’s that” (Dickie).

According to Swift, removing her music “shouldn’t be news right now. It should have been in news in July, when I went out and stood up and said I’m against it in an op-ed in the Wall Street Journal” (Dickie). “Spotify CEO, Daniel Ek, wrote a blog post defending his business” (Dickie). The company also responded to Swift’s accusations that artists aren’t paid by saying that the “total payout for Swift’s streaming over the past 12 months globally was $2 million” (Dickie). However, “Swift’s label, which receives only a portion of payments, says it collected $496,044 from domestic streams during that period” (Dickie).

However, Swift proved that she doesn’t need Spotify because “her first-week figure of 1.287 million copies sold for her new album, 1989, beats any album’s sales week since 2002’s The Eminem Show” (Dickie).

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What is a Literature Review?

- Overview of previous literature in a given research area
  - Participation in a scholarly conversation
- Synthesis, synthesis, synthesis!
  - Not a block of summaries of individual articles
- Distinct from annotated bibliographies
- Difference between literature review section and literature review article
Development v. Writing

- Current Research (the most recent research studies)
- Major Branching Points (studies that started a new research direction)
- Historical Studies (the foundation of the research area)

Highlight the broader topic
- Explain the theoretical framework
- Summarise previous studies
- Rationale
- Hypothesis
Steps to Writing a Literature Review

- Identify a topic
- Literature search
- Reading literature and taking notes
- Organizing articles
- (More) Writing!
• Read the full articles, not just the abstract!
• BUT!
• Value in skimming and extracting relevant information!

2. Devise a reading strategy

<table>
<thead>
<tr>
<th></th>
<th>Big picture</th>
<th>More detail</th>
<th>Nitty-gritty</th>
<th>Main points</th>
<th>New claims</th>
<th>Evidence</th>
<th>Theory</th>
<th>Data/analysis</th>
<th>Graphs, tables</th>
<th>Implications</th>
<th>Limitations</th>
<th>Publications on this topic</th>
<th>What is known about topic</th>
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<td>Methods/data</td>
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<td>Discussion/Conclusion</td>
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Tools

• Research Databases (e.g., PsycINFO) – Literature search
• Zotero – Citation and article management
  • Can integrate with Word to insert citations
• Microsoft Excel – Notetaking and organizing articles
• Microsoft Word – Writing
Note Taking is Key to Paraphrasing

• As you’re reading, take notes on key points of the article that are relevant to your work.

• Notes that are in your own words will make synthesizing the literature review easier.

• Only use quotes for emphasis, *not because you don’t know how to properly communicate the author’s ideas or results.*
  • Should be rare in your paper.
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<th>A</th>
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<td>Literature Review</td>
<td>Research Question</td>
<td>Methods/Theory</td>
<td>Results/Analysis</td>
<td>Discussion/Conclusion</td>
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<td></td>
<td>What do we know?</td>
<td>What are we seeking to explain?</td>
<td>How do we investigate/answer the question?</td>
<td>Which results did we obtain? What did we find?</td>
<td>What are the implications of these findings?</td>
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<td>3</td>
<td>Calarco, Jessica McCrory. 2020. “Avoiding Us versus Them: How Schools’ Dependence on Privileged ‘Helicopter’ Parents Influences Enforcement of Rules.” <em>American Sociological Review</em> 85(2):223–46.</td>
<td>As privilege-dependent organizations, U.S. public schools have an interest in catering to higher-SES White families.</td>
<td>Focusing on the case of homework, and drawing insights from organizational theory, cultural capital theory, and research on parent involvement in schools, I examine how schools’ dependence on higher-SES White families influences their enforcement of rules.</td>
<td>Using a longitudinal, ethnographic study of one socioeconomically diverse public elementary school, I find that teachers wanted to enforce homework rules, but they worried doing so would lead to conflict with the higher-SES White “helicopter” parents, on whom they relied most for support. Thus, teachers selectively enforced rules, using evidence of “helicopter” parenting to determine which students “deserved” leeway and lenience. Those decisions, in turn, contributed to inequalities in teachers’ punishment and evaluation of students. Broadly, these findings suggest privilege-dependence leads schools to appease privileged families, even when those actions contradict the school’s stated goals.</td>
<td>These findings also challenge standard policy assumptions about parent involvement and homework, and they suggest policies aimed at reducing the power of privilege are necessary for lessening inequalities in school.</td>
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<td><strong>Concept</strong></td>
<td><strong>Citation</strong></td>
<td><strong>Main Idea</strong></td>
<td><strong>Notes 1</strong></td>
<td><strong>Notes 2</strong></td>
<td><strong>Notes 3</strong></td>
</tr>
<tr>
<td>Fear of tap water</td>
<td>Pang, Yeol and J. Timmons Roberts. 2009. &quot;A Battle Against the Bottles: Building, Claiming, and Regaining Tap Water Trustworthiness.&quot; Society &amp; Natural Resources 22(7):625–36.</td>
<td>People no longer drink tap water because they do not trust their municipal water systems.</td>
<td>This is a conceptual piece, rather than an empirical one.</td>
<td>Many of the ideas of Pang and Roberts 2009 are very much aligned with Pacheco-Vega 2015 and Ortega Canales 2016</td>
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Raul Pacheco-Vega The Conceptual Synthesis Excel Dump (CSED) technique
# Personal Learning Environment (PLE)

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<tr>
<td>Definition of PLE</td>
<td>Not a piece of software but a new approach in using technologies (social software) for learning</td>
<td>PLE - a concept adopting Web 2.0 technology to promote lifelong learning, informal learning and self-directed learning</td>
<td>Networked learning - learning in which information and communication technology is used to promote connections between learners, tutors, learning community and learning resources</td>
<td>Integration of social software into LMS creates new way of web-based teaching &amp; learning - PLE</td>
<td>Learning is fundamentally personal, social, distributed, ubiquitous, flexible, dynamic and complex in nature. VLE - TEL is designed, authored, organized, and delivered via VLE as statically packaged PLE - more natural and learner-centric model to learning that takes small pieces, serious games approach, characterized by freeform use of a set of learner-controlled tools and the bottom up creation of knowledge ecologies</td>
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<tr>
<td>Pedagogy or principles</td>
<td>PLE supports different learning style and learners should be able to use different learning style in different contexts/domains in satisfying different learning goals</td>
<td>Self regulated learning - take control of own learning &amp; maintain high level of motivation Learning experience - active, process based, driven by learner's interests, independent learning, cultivate self-regulation</td>
<td>Constructivism &amp; connectivism influence the instructional design Networked learning is manifested in PLE - negotiate control of and manage own learning Networked student model - constructivist approach to learning</td>
<td>Learning network - learn by connecting Lifelong independent learning User-centered learning approach</td>
<td>Lifelong learning - learning possibilities exist for those who want to learn Personalized learning - learning is person immature - ability to learn the way learner sees fit Network learning - fundamentally social in nature - active producers of knowledge - social nature of web 2.0 through participation, voting, collaboration, sharing, aggregation and distribution</td>
</tr>
<tr>
<td>Rationale for PLE</td>
<td>PLE is an extension to accessing educational technology to be responsible to organize one's own learning, both formal and informal</td>
<td>Learners able to make educational decisions and take ownership over learning experiences Opportunities for authentic learning that is personalized and meaningful to the learners</td>
<td>Promote knowledge construction Information vehicle for exploring knowledge Active learning tool Social medium to promote conversing, related social partner to facilitate reflection</td>
<td>Enlarge community and networking across course boundaries Increase interaction and participation</td>
<td>UML-centric model of learning failed to achieve performance improvement and innovation - learning is more than static content and technology is only secondary issue Inability to satisfy heterogeneous needs of many learners</td>
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<tr>
<td>Skills/Processes required</td>
<td>Develop own judgment and literacy skill to use new technologies</td>
<td>Ability to select appropriate learning tools in own learning environment to match own learning goals and needs Communication and participation</td>
<td>Teacher professional development ongoing mentoring &amp; support Personal learning management</td>
<td>Browse, network, collect, create, communicate, share</td>
<td>Mashup by aggregation, remix &amp; by integration in PLE to support learners in building PLEs</td>
</tr>
</tbody>
</table>

*Literature Review Matrix by Jennifer Lim*
### Annotated Bibliography

**Source A**
- APA citation with hanging indent.
- Brief paragraph summarizing the source and discussing its credibility/relevance to the topic.

**Source B**
- APA citation with hanging indent.
- Brief paragraph summarizing the source and discussing its credibility/relevance to the topic.

**Source C**
- APA citation with hanging indent.
- Brief paragraph summarizing the source and discussing its credibility/relevance to the topic.

**Source D**
- APA citation with hanging indent.
- Brief paragraph summarizing the source and discussing its credibility/relevance to the topic.

### Literature Review

**Introduction**

**Paragraph 1**
- Topic sentence

**Discussion of Evidence**
- a. Summary of findings in Source D (cited)
- b. Summary of findings in Source B (cited)

**Discussion of topic and elaboration on findings in sources. Transition to the next aspect of topic.**

**Paragraph 2**
- Topic sentence

**Discussion of Evidence**
- a. Summary of findings in Source A (cited)
- b. Summary of findings in Source C (cited)
- c. Summary of findings in Source B (cited)

**Discussion of topic and elaboration on findings in sources. Transition to the next aspect of topic.**

### Conclusion

**NOTE:** This is a demonstration. ABs have more than 4 sources! LRs have more than 4 sources and 2 paragraphs!
Give Yourself Enough Time

• You can wait until the last minute to write...
• but it will not be fun.
• Properly demonstrate your expertise in this area of knowledge