Planning and Organizing a Literature Review
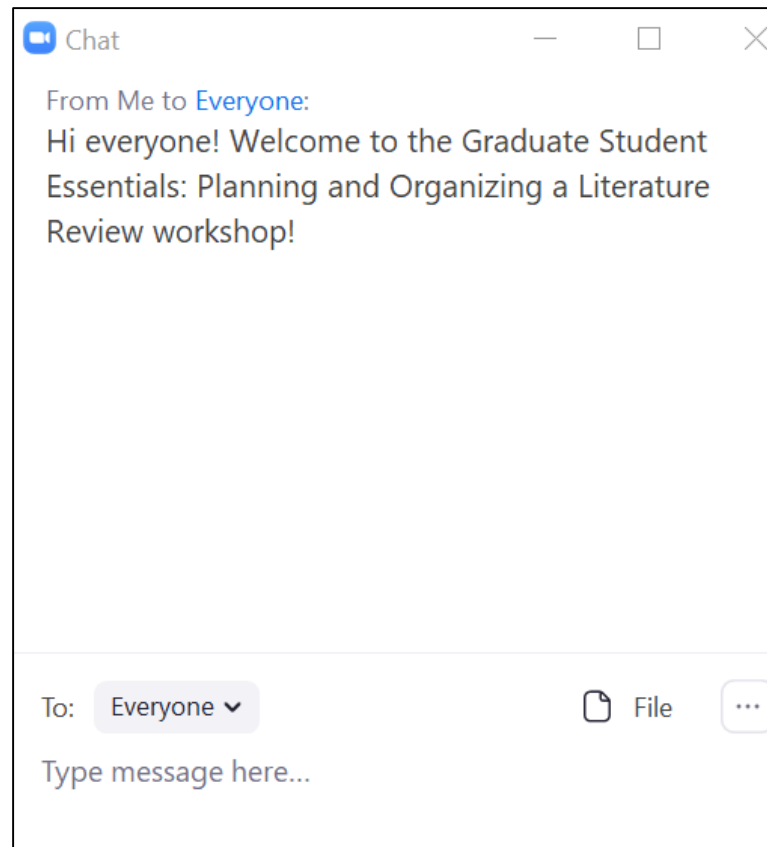
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What we're covering today

- Planning and organizing a literature review
- Utilizing advanced search strategies

Questions during the session?

Type them in the Zoom chat box!

Planning and organizing a literature review

- What is a literature review?
  - An up-to-date or current overview of research on a particular topic

Planning and organizing a literature review

- What is the purpose of a literature review?

  o A literature review "shows readers where the [author] is entering the academic conversation on a particular topic"

    ▪ Identifies gaps in the research

    ▪ Demonstrates that an author understands how their research fits within and expands the body of work on a topic

Ashford University Writing Center. (2019). *Writing a literature review.* https://writingcenter.ashford.edu/writing-literature-review

Planning and organizing a literature review

- What is the appropriate scope for a literature review?

  o How comprehensive does it need to be?

  o Will it include ALL related material regardless of date, or focus only on a specific time frame?

  o Will it include sources from other, related disciplines?

  o Will it include sources written in other languages?

Boston College Libraries. (2020, August 5). *Writing a literature review – Phase 1: Scope of review*.
https://libguides.bc.edu/litreview/phase1

Planning and organizing a literature review

- How can you organize a literature review?
  - Consider organizing a literature review by:
    - Topic or concept
    - Theory
    - Methodology or method
    - Publication date

Zoom chat box check-in

- Do you have any questions about the purpose, scope, or organizational options for literature reviews?

Share your questions in the Zoom chat box

Planning and organizing a literature review

- How can you make connections between the sources you find?

  o Summary versus synthesis

- One strategy is to use a **synthesis matrix**

  o "Helps you record the main points of each source and document how sources relate to each other"

Johns Hopkins Sheridan Libraries. (2019, August 14). *Write a literature review: Synthesize.* https://guides.library.jhu.edu/lit-review/synthesize

After reading multiple articles, this writer has identified these **three major themes**.

Topic: Anxiety in Graduate Students

	Multiple Roles	Relationships	Classroom Environment
Fogg (2009)		Students can be blackballed in departments because those within the department can be very critical	Classroom contests to debate arguments and reading assignments could lead to extreme anxiety
Offstein, Larson, McNeill, & Mwale (2004)	Graduate students, especially doctoral students, are also expected to teach		
Austin, Cameron, Glass, Kosko, Marsh, Abdelmagid, & Burge (2009)	Graduate student socialization is unique in that not only does the student need to transition into the role as a student, but they must also be socialized into the profession		
Wolniewicz (1996)	Graduate students report feeling pressure to prioritize academic roles over health, financial security, and personal relationships	Personal relationships and connections suffer; socializing is not a priority	Anxiety over finishing large projects and meeting deadlines.
Davis & Coleman (2007)			Instructor feedback can be overwhelming, particularly when instructors use red ink when giving feedback
Wyatt & Oswalt (2013)	Graduate students often have problems juggling academic responsibilities, research, and financial responsibilities	Graduate students are often detached from the social and cultural events and activities largely promoted to undergraduate students on campus.	
Pallos, Yamada, & Okawa (2005)		Limited support and interactions with supervisors	A lot of independent learning and researching without much guidance
Salim (2011)	Graduate students must balance teaching responsibilities (office hours, student emails, preparation)		Managing and working with challenging students in the classroom can contribute to stress/anxiety
Perepiczka, Chandler, & Becerra (2011)			Statistics and research-focused courses can be overwhelming and produce anxiety/procrastination

This writer has included the names of the author(s) and the year. This provides all information needed for in-text citations.

There are some blanks in the matrix, as not all resources will discuss every identified theme.

Ashford University Writing Center. (2019). *Synthesis matrix sample.* https://writingcenter.ashford.edu/sites/default/files/inline-files/Synthesis%20Matrix%20Sample.pdf

Topic: Women in WWII

	Cornelsen	Stewart	Bruley	Scott
Alteration of women's roles because of WWII	- Women accredited the WASP program for opening new doors, challenging stereotypes, and proving that women were as capable as men (p. 113) - Women could compete with men as equals in the sky because of their exemplary performance (p. 116) - WASP created opportunities for women that had never previously existed (p. 112) - Women's success at flying aircrafts "marked a pivotal step towards breaking the existing gender barrier" (p. 112)	- WAAC (Women's Army Auxiliary Corp) was 1st chance for women to serve in army, given full army status in 1943 as WAC (p. 28) - Needs of the war were so great that women's traditional social roles were ignored (p. 30) - Military women paid well for the time period and given benefits if they became pregnant (p. 32) - The 1940's brought more opportunities to women than ever before (p. 26)	-Women given equal opportunities (p. 223) - Women joined workforce as a break from the ordinary to help the war (p. 220) - Unconscious decision to cross into male-dominated roles (p. 221) - Seized these new opportunities to bring about change (p. 230)	- Women born in the 1920's found new doors open to them where they once would have encountered brick walls (p. 526) -Even women not directly involved in the war were changing mentally by being challenged to expand their horizons because of the changing world around them (p. 562) - War also brought intellectual expansion to many people (p. 557)
Hardships and oppositions women faced	- "From the outset male pilots resented women's presence in a traditionally male military setting" (p. 1113-4) - "The WASP were routinely assigned inferior planes that were later found to have been improperly maintained" (p. 114) - discrimination against WASP at every level of military service, women were only paid 2/3 of what men were for doing identical tasks (p. 114)	- Women in the military given extensive physical and mental tests, but still discriminated against, ridiculed, and considered inferior to men (p. 29)	- Women given unskilled labor positions by government because only seen as temporary workers, therefore no reason to train them (p. 221-2) - Women given less significant work and viewed as less intelligent and physically able (p. 224) -"The Church-Bliss diary reveals how dilution arrangements…ensured that women working in male preserves were prevented	

Planning and organizing a literature review

Synthesis matrix template

https://jylisadoney.github.io/media/SynthesisMatrixTemplates-GSE.xlsx

Planning and organizing a literature review

- When do you stop searching for literature?
  - Searched within all relevant resources
  - Utilized various search strategies and keywords
  - Achieved saturation = seeing the same sources repeatedly
  - Found enough sources to justify that your new research is necessary

Zoom chat box check-in

- Do you have any questions about using a synthesis matrix or when to stop searching for literature?

Share your questions in the Zoom chat box

Utilizing advanced search strategies

- Saving searches and setting search alerts

- Mining author networks

- Conducting citation chaining/searching

Utilizing advanced search strategies

- What are the benefits of "saving searches"?

- What are the benefits of setting search alerts?

- Resources with this functionality include:
  - Web of Science Core Collection
  - Google Scholar
  - ProQuest databases
  - EBSCOhost databases

Zoom chat box check-in

- Do you have any questions about saving searches or setting search alerts?

Share your questions in the Zoom chat box

Utilizing advanced search strategies

- Mining author networks

  o Who is publishing research on a particular topic?

  o Who are their co-authors on related papers?

- Two resources for mining author networks:

  o Web of Science Core Collection

  o Google Scholar

Zoom chat box check-in

- Do you have any questions about using Web of Science Core Collection or Google Scholar to mine author networks?

Share your questions in the Zoom chat box

Utilizing advanced search strategies

- Citation chaining/searching is:

  o A strategy in which you use a single source to find related sources

- Citation chaining/searching helps you:

  o Trace the roots of important ideas

  o Discover how a topic has changed over time

Utilizing advanced search strategies

- Two types of citation chaining/searching:
  - o Backward citation chaining/searching
  - o Forward citation chaining/searching

Utilizing advanced search strategies

- Backward citation chaining/searching:
  - o Finding additional sources in reference lists

- Steps for backward citation chaining/searching
  1. Find a source of interest
  2. Determine full-text availability
  3. Examine its in-text citations and reference list
  4. Identify new sources of interest
  5. Determine full-text availability

Utilizing advanced search strategies

- Forward citation chaining/searching:
  - o Finding sources that cited your original source

- Steps for forward citation chaining/searching
  1. Find a source of interest
  2. Visit Web of Science Core Collection or Google Scholar
  3. Search for the title of the source
  4. Click "Times cited" (WoS CC) or "Cited by" (GS)
  5. Determine full-text availability

Zoom chat box check-in

- Do you have any questions about backward or forward citation chaining/searching?

- Do you have any other questions about this workshop?

Share your questions in the Zoom chat box

Graduate Student Essentials

September 22: Tools for Building Scholarly Presence

September 29: Citation Management with Zotero

October 6: Tips and Tricks for Microsoft Word, Excel, and OneDrive

October 13: Organizing your Research and Data Management

October 20: Creating a Research Poster

Share your feedback:
https://uidaho.co1.qualtrics.com/jfe/form/SV_5vAWO6Vp8RNLc9v