



ECAD7004



SESSION AIMS:

Begin to think about your research question using your 'noticing' sheet

Plan the literature review;

Engage with literature related to the research focus;

Develop critical reading skills.

REFLECTING ON THE NOTICING SHEET



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Worksheet 1: Frame **Our research question**

▲ Outline your concerns or observations

I've noticed that ...

I've always wondered why ...

I'm concerned about ...

I wonder what would happen if ...

It's funny how my students always ...



**IS WHAT YOU HAVE NOTICED
LINKED TO A NATIONAL PRIORITY?**

Achievement gap

Literacy

Numeracy

Digital Competence

Assessment

Challenge

EAL

ALN

ONCE YOU HAVE IDENTIFIED AN AREA THAT YOU CAN IMPROVE, ASK YOURSELF:

Do I have control over any aspect of the issue?

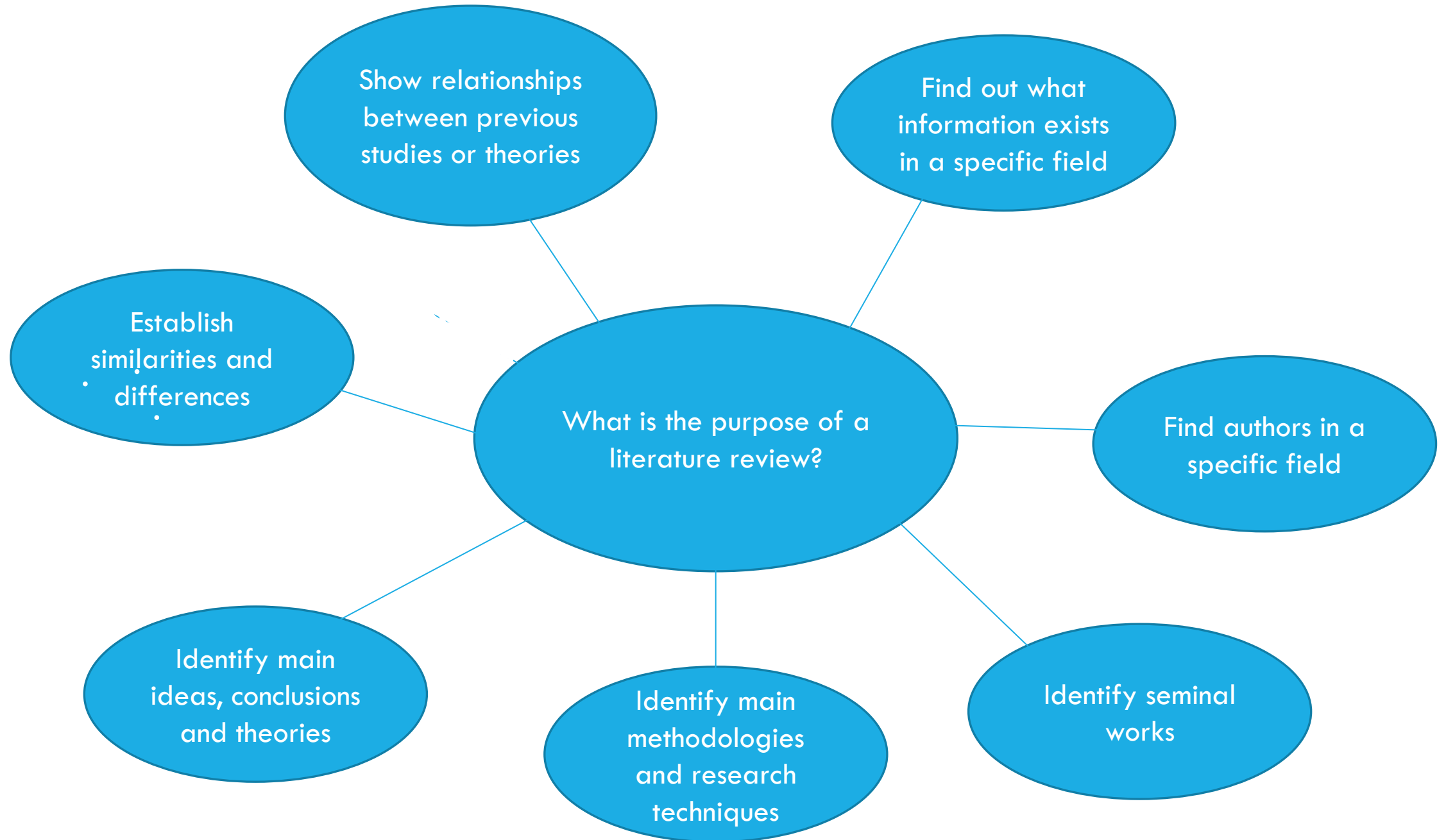
Is the issue something that is manageable and practical?

Will this issue allow me to test, challenge, and engage in deep reflection on my personal values and beliefs?





THE LITERATURE REVIEW



WRITING A LITERATURE REVIEW

Literature reviews could comprise the following elements:

- An overview of the subject, issue or theory under consideration;
- Division of works under review into categories (e.g. those in support of a particular position, those against, and those offering alternative theses entirely);
- Explanation of how each work is similar to, and how it varies from, the others;
- Conclusions as to which pieces are best considered in their argument, are most convincing of their opinions, and make the greatest contribution to the understanding and development of the area of research.



CHRONOLOGICAL

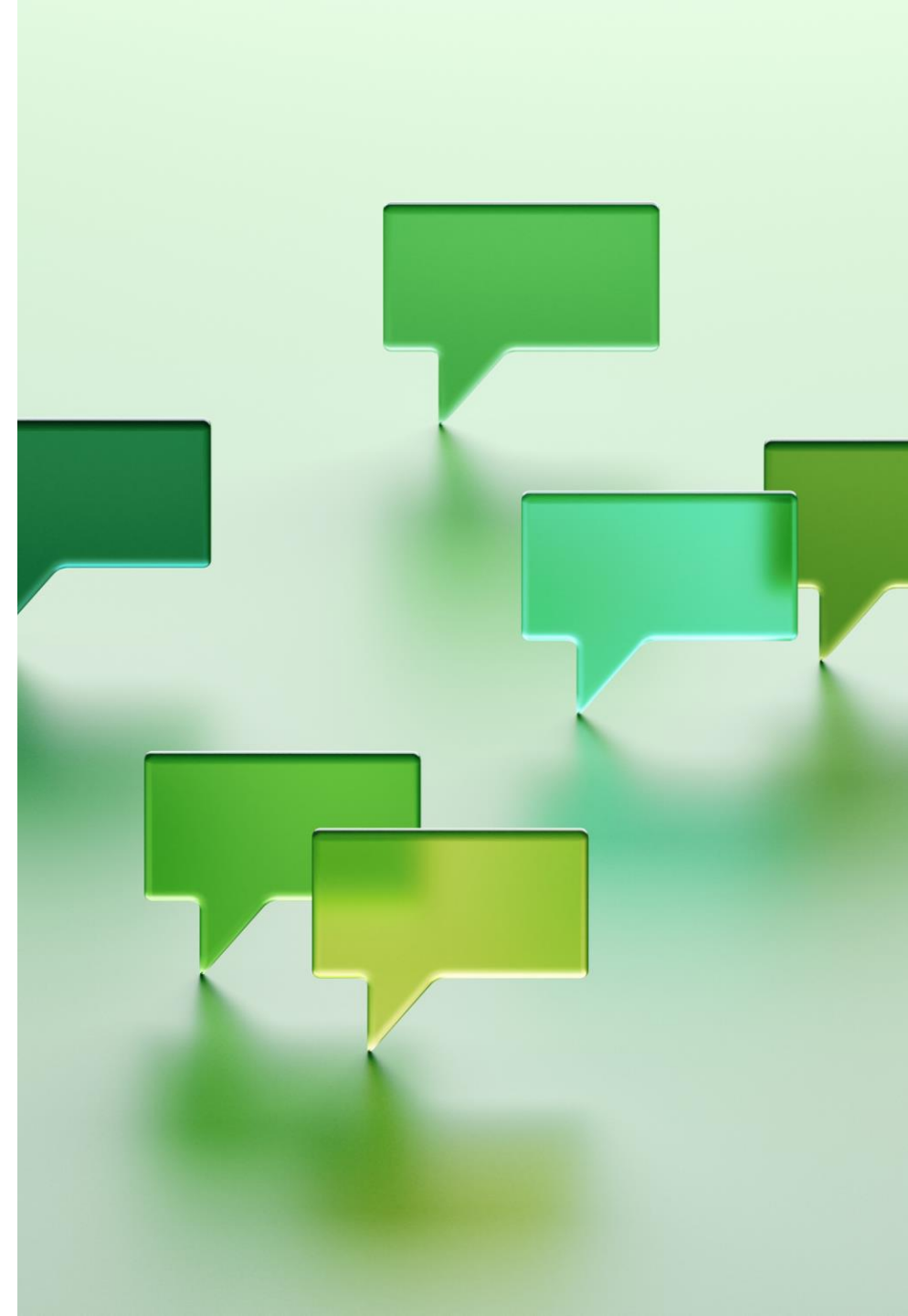
The simplest approach is to track the development of the subject over time. However, if you choose this strategy, be careful to avoid listing and summarizing sources in order only.

Try to analyse key patterns, turning points and controversies that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

THEMATIC

If you have found some recurring central themes, you can organise your literature review into subsections that address different aspects of the topic.

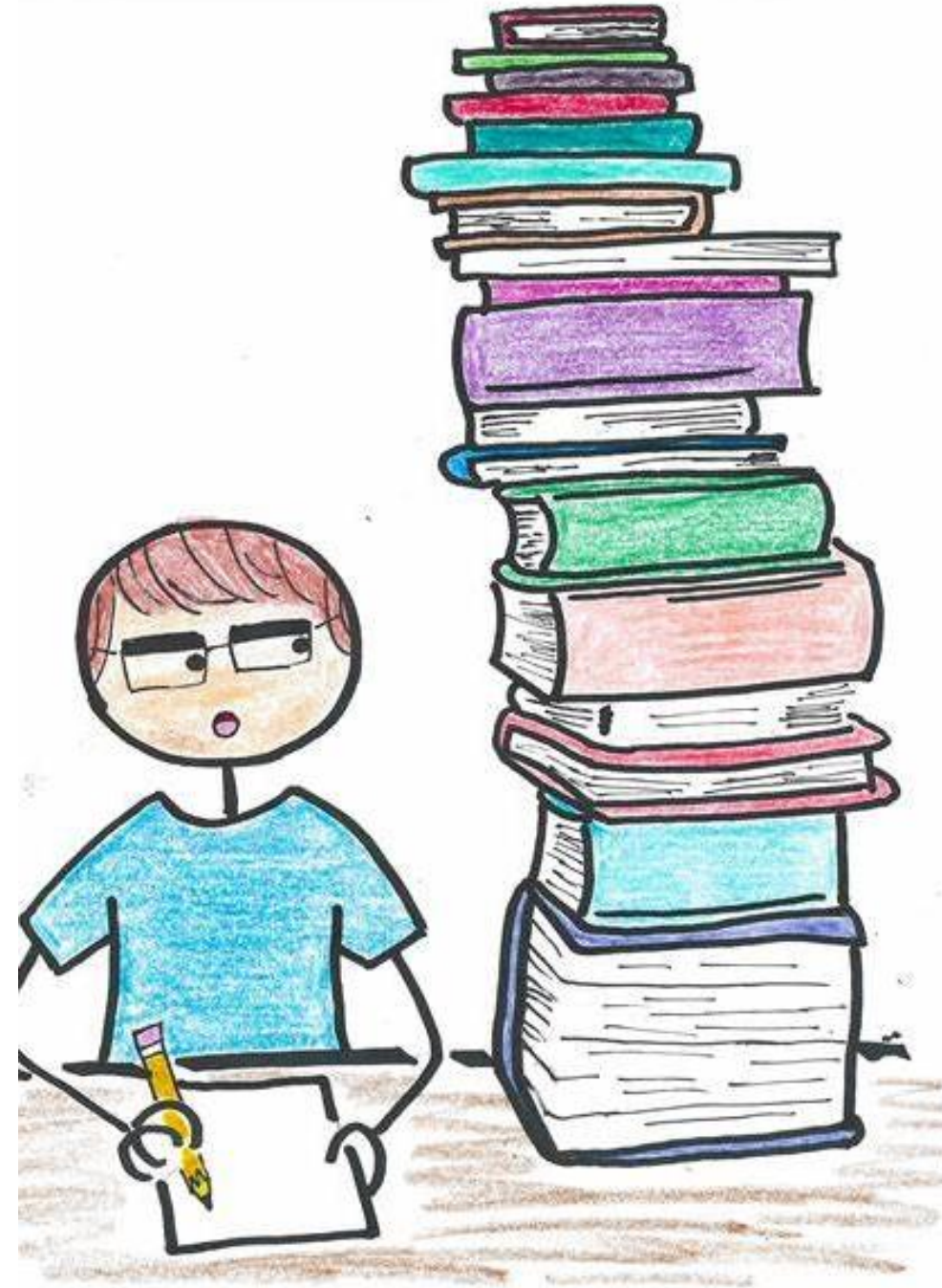
For example, if you are reviewing literature about inequalities in education, you may look at deprivation, poverty indicators, attainment outcomes.



WRITING A LITERATURE REVIEW

<https://www.youtube.com/watch?v=ZR3eWMnJ69o>

3 minutes





THINGS TO AVOID



POOR ORGANISATION AND STRUCTURE

You could organise your literature reviews under sub-headings to begin with. Doing this will help you maintain focus on the details while keeping focus on the big picture and the overall chain of logic inherent in your review. This will help you avoid illogical structure and poor organisation.

Prior to submission, you could remove your subheadings if you prefer.



RELYING ON DIRECT QUOTATIONS

Do not insert too many direct quotations.

Although it is ok to insert a few **short** direct quotations in your work, you should not rely on them too much. Doing so will prevent you from using your critical thinking skills and applying them to appropriately analyse, synthesise, and evaluate the studies you include.



IRRELEVANCE

Going off at a tangent

Mention only studies that are fully relevant to your chosen topic



USING EMOTIONAL PHRASES

Avoid using emotional phrases in your literature review section.

Remember, you are writing a literature review for the purpose of presenting the existing currents of thought on your research topic.

This means you are only relaying what already exists in the research world of your topic.

Thus, there should be no subjectivity and, hence, no words of emotion.

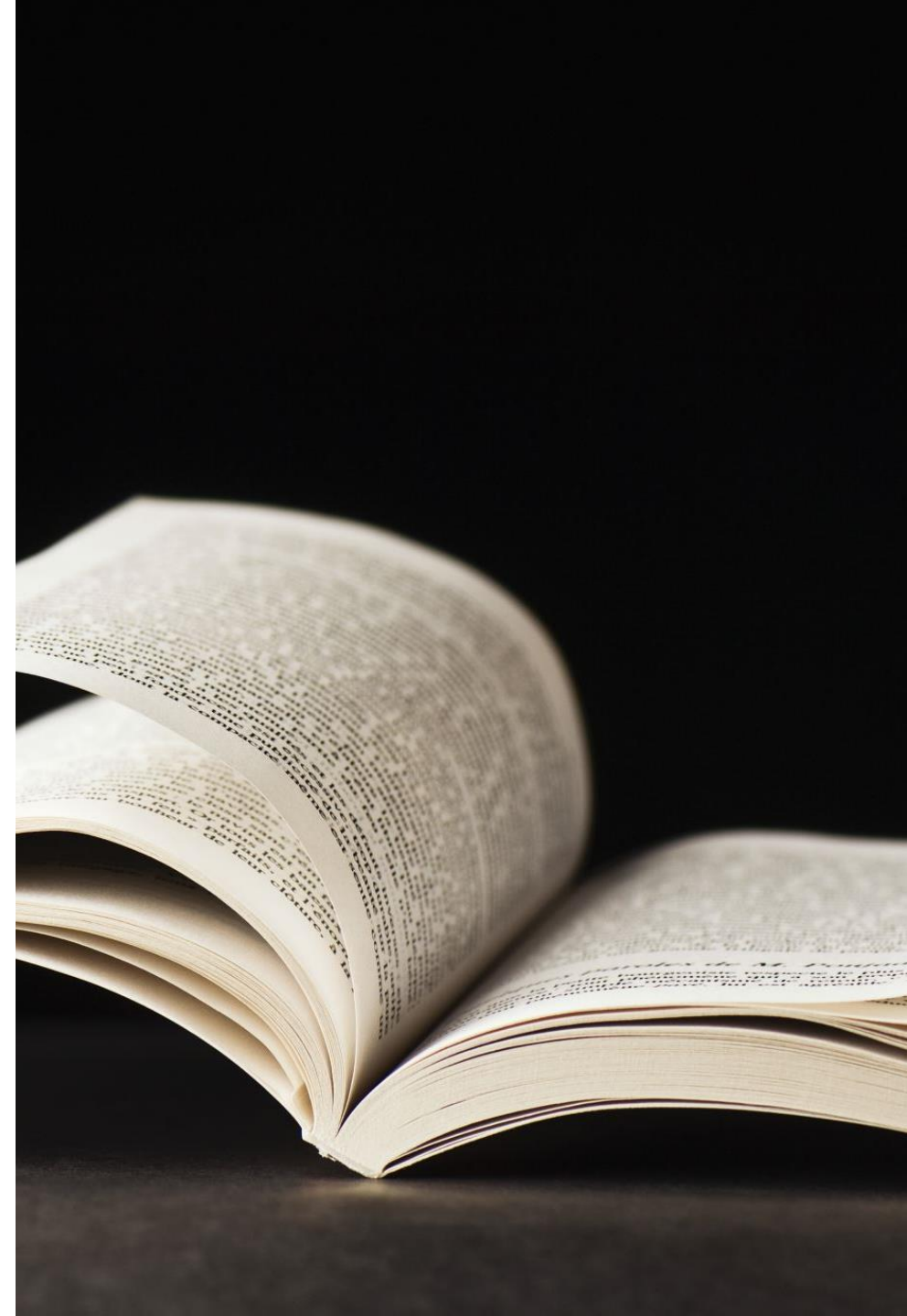


GIVING PERSONAL OPINIONS

For the same reasons you do not use emotional phrases in a literature review, you also should not insert your own personal opinions.

The literature review is supposed to be an unbiased display of already-existing thought and research around your topic.

It is supposed to be objective, never subjective.



ASSIGNMENT:

Overview of relevant literature.

800

This section should be based on your research topic. It should consist of a discussion of key literature that relates to your study / research question.

Remember to:

- **Summarise and synthesise:** give an overview of the main points of each source and combine them into a coherent whole;
- **Analyse and interpret:** don't just paraphrase other researchers. If possible, discuss the significance of the findings in relation to the literature as a whole;
- **Critically evaluate:** mention the strengths and weaknesses of your sources, consider the author(s) and their expertise;
- **Write in well-structured paragraphs:** use transitions and topic sentences to draw connections, comparisons and contrasts.

What is the relevance of this literature to your own study?

How did this literature lead you to form your research question?

Did you hope to fill a gap in the current literature?

were you taking the research of another author further within your school/class context?

ENGAGING WITH LITERATURE

Overview of relevant literature.

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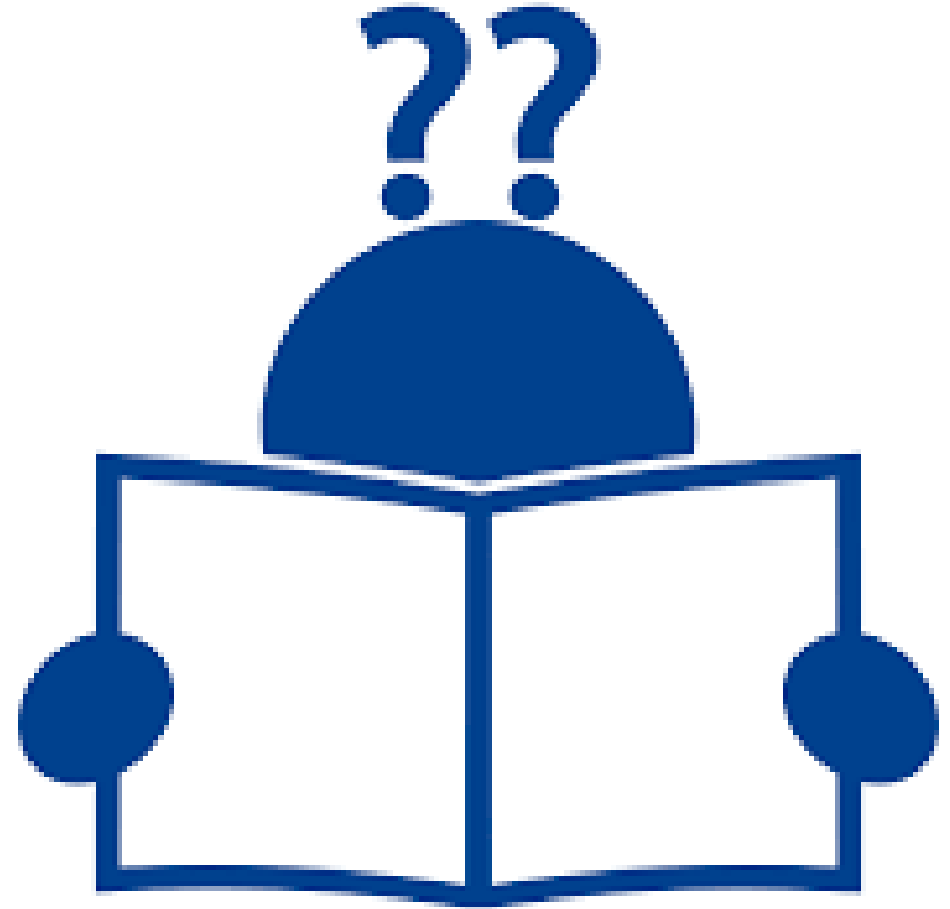
800

What is the
How did this
Did you hope
were you tak

Level 7	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding	Gaps in knowledge, with only superficial	Limited knowledge and systematic	Knowledge is accurate and reasonably	Knowledge has a well-defined focus, which is	Excellent mastery of a complex and	Exceptional mastery of a complex and

CRITICAL THINKING WHEN READING

[CRITICAL READING \(YOUTUBE.COM\)](https://www.youtube.com/channel/UCv3p0D8333333333333333)





HOW TO READ A JOURNAL ARTICLE

Three pass approach



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Carefully read title,
abstract and introduction

Read section and sub-
section headings (ignore
everything else)

Read conclusion

Check references

PASS ONE: SKIM/SCAN
(5-10 MINS)



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PASS TWO: DIG DEEPER (APPROX. 1 HOUR)

Read with greater care

Mark relevant references
for future reading

You should be able to
summarise the main ideas



DECISIONS:

Set the paper aside

Return to it later

Persevere



THIRD PASS: ANALYSIS

Identify and challenge every assumption

You should be able to identify strengths and weaknesses of the article/study.

ANALYSING A JOURNAL ARTICLE

Analyzing a Journal Article	
Include page numbers to indicate where you found the answer for each question.	
Article title:	
Step 1: What is the objective of this study?	
a. Write down the exact statement in which the authors describe what they were testing. This may be provided as a purpose statement or a hypothesis. Include quotation marks around the exact wording.	
b. Describe the purpose of the study, as you understand it, in your own words.	
c. What is the gap in the previous research that the authors are trying to fill by conducting this study?	
Step 2: What are the major findings of the study?	
a. What are the authors' major conclusions or findings? Include quotation marks if using exact wording.	
b. Summarize the conclusions, as you understand them, in your own words.	
Step 3: How did the authors test their hypothesis?	
a. <u>Briefly</u> summarize the main steps or measurements that the authors used in their methods. May include type of study (survey, observation, etc.), how, where and when data was gathered, study population.	
b. How did the authors analyze their data? What test(s) did they use?	

Step 4: How reliable are the results?	
a. Do the authors suggest any problems or limitations with their methodology? Do you see any problems or limitations with their methodology?	
b. Do the conclusions made by the author make sense to you? Are the conclusions too broad or too narrow based on what was actually done in the study?	
Step 5: What is the importance of this research study?	
a. Write (in your own words) the significant contributions of the research in this article as reported by the authors.	
b. How has this article changed your way of thinking about the topic?	
c. Re-read your notes and explain why you think this is a strong/weak scientific article/study.	
Step 6: How does this study relate to <u>other</u> research in this field?	
a. What prior research do the authors discuss? Look at the reference list. What are the topics/themes of the resources cited?	
b. What are the next steps or future directions for this research as described by the authors?	
c. What questions about this topic do you have after reading this article?	

Adapted from

- Student Worksheet: Analyzing a Journal Article. https://www.lib.uoguelph.ca/sites/default/files/student_worksheet.pdf. University of Guelph. 2013

YOU NOW HAVE TIME TO FIND LITERATURE

Some tips:

- Google scholar is useful especially if you use key words;
- UWTSD online library is extensive – ask for help and use the info' skills resources;
- If you find a useful article, follow up some of the references;
- Keep a note of what you have read – full reference and page numbers.

An aerial photograph of a large, intricate hedge maze. The hedges are made of dense green bushes, some of which have small red flowers. A winding path of water, possibly a stream or a series of connected ponds, cuts through the maze, reflecting the sky and the surrounding greenery. The maze is designed with many loops and dead ends, creating a complex pattern. The overall scene is bright and sunny, with clear shadows cast by the hedges.

REFERENCING IS
NOT DIFFICULT! —
FOLLOW THE
HARVARD GUIDE

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ETHICS FORM

Indicative title:			
Proposed start date:		Proposed end date:	
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
Purpose of Research Activity (this box should expand as you type)			
Research Question (this box should expand as you type)			
Aims of Research Activity (this box should expand as you type)			
Objectives of Research Activity (this box should expand as you type)			

(this box should expand as you type)

Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be <u>needed</u> .
 (this box should expand as you type)

You can include
some references here.



WHAT ARE YOUR QUESTIONS?
