



HKBM7019

Critical Literature Review

Day 2

Criticality and Literature
Review

Dr. Tamara Savelyeva

EXERCISE 1

Why do it in the HARD way? You can be rich NOW!

It took me five years to make my first million. I made my second million in six weeks. Now I just can't stop making money. I own four luxury villas on three continents, five top-of-the-range sports cars and my own helicopter. Most important of all, the financial security of my family is ensured.

Now I want to share my good fortune with you. By following my simple instructions you too can be a millionaire within just a few months. There is no risk and it just can't fail. I have already helped hundreds of people attain their dream of a new life. They are so grateful to me – no longer do they worry about domestic bills, healthcare or their children's education. Their future is certain. And yours can be too.

Just call me on the number below, and I will send you my introductory pack *free of charge*. It will explain to you how my failsafe method can bring you guaranteed wealth and happiness. Call now, and let your life change forever for the better.

Learning to be Critical in Academic Inquiry

Fundamental Expectation:

- if an author claims to know something is **true**, or believe it might be true, the claim will be backed up by reasons based on some form of evidence
- ‘Have you give me sufficient grounds for accepting your claim?’
- Not about TRUTH, but viewpoints, interpretation and significance



**“In God we trust.
All others must use data”**

Mary Walton, p.96

Walton, M. (1986). The Deming management method. Penguin Publishing, NY

Learning to be Critical in Academic Inquiry

Reasonable criticality (others may call it 'skepticism') means being open-minded and willing to be convinced, but only if authors can adequately back their claims

- Each person has different worldview, system of beliefs, knowledge experience etc.
- it is sensible for the reader to adopt a critical frame of mind that maintains a distance from, and friendly questioning towards what authors say

Reasonable criticality approach: Striking the balance

- The authors mean to be honest, but may have been misled by the evidence into saying something that I consider untrue
- The authors mean to be logical, but may have developed a line of reasoning that is flawed
- The authors mean to be impartial, but may have incorporated into the account some assumptions that I don't share
- The authors mean to tell me something new, but may not have taken into account other information that I possess

Reasonable criticality approach: Striking the balance

uncritical acceptance $\leftrightarrow$ overcritical rejection

of authors' claims

challenging because published material does vary in its rigour and reliability

EXERCISE 2

Read and Evaluate Text:

What questions you might ask in relation to the author's claims?

“phonics”- reading out loud “whole text”- recognizing words in text

“In the DBA module, the five students who were taught CRL methods using phonics method performed better overall than the five students taught using the whole text method.

This shows that the phonics is a better choice for DBA programs”

Comment on a published text that is useful, but not perfect EXAMPLE

“Dimsaming (2024) found that students taught CLR using phonics did better in a final test than students taught using the whole word method. However, the study was small, the test rather limited, and the participants were not tightly matched either for age or gender. Examining Dimsaming’s final scores reveals that, although the mean score of the phonics group was higher, two of the highest scorers in the test were whole word students. Since this finding indicates that the whole word method is effective for some learners, Dimsaming is perhaps too quick to propose that ‘the phonics method is a better choice for DBA program’ (p. 88).”

Marriage of reading and writing

Benefits

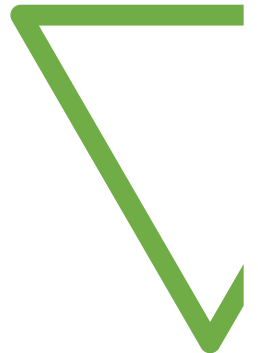
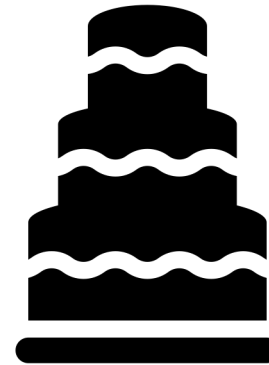
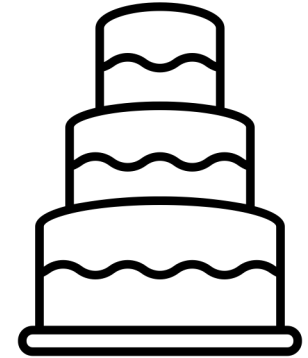
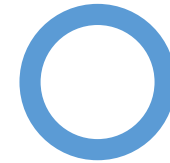
- you will develop a sense of what is and is not a robust piece of research – essential when you come to plan your own empirical investigation
- you will soon begin identifying limitations in existing research knowledge that your investigation can address
- the attention you pay to different authors' texts will naturally affect the quality of your own writing.



Marriage of reading and writing

Benefits: you will

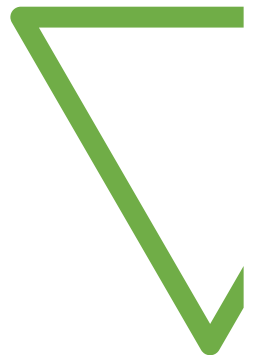
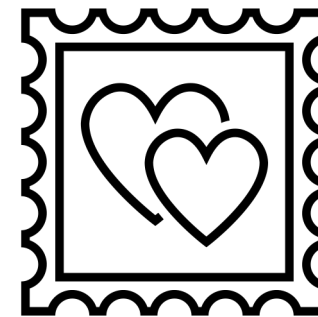
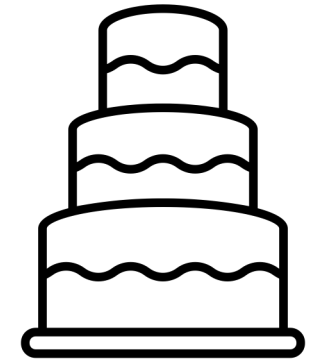
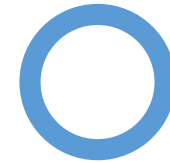
- demand of yourself evidence to back up claims
- be alert to the possibility of making an illogical jump in your reasoning
- become sensitive to your own assumptions and how they might affect your claims
- realise the importance of checking the literature thoroughly to ensure that your understanding is deep enough



“Marriage with a Goal”

Goal

develop a mature academic
style of writing that is both
fair and discerning in its
accounts of others' work, and
that maximizes the opportunity
for others to take seriously
what you have to say



What it means to be Critical?

The skill of critical reading lies in assessing the extent to which authors have provided adequate justification for the claims they make. This assessment depends partly on what the authors have communicated and partly on other relevant knowledge, experience and inference that you are able to draw on.

The skill of self-critical writing lies in convincing your readers to accept your claims about what you know, or what you think is the case. You achieve their acceptance through the effective communication of adequate reasons and evidence for these claims.

What it means to be Critical?



Home

“Head donate

PRESIDENT TP LIM’S TRIP TO
GOMBE STREAM RESEARCH
CENTRE, TANZANIA

Heart

Hand”



Image credit: TP Lim, President, Roots & Shoots ML

What it means to be Critical?

Intergenerational learning and transformative leadership for sustainable futures

Books

Editors: Peter Blaze Corcoran, Brandon P. Hollingshead, Heila Lotz-Sisitka, Arjen E.J. Wals and Joseph Paul Weakland

Published:

eISBN: 978-90-8686-802-5 | ISBN: 978-90-8686-252-8

<https://doi.org/10.3920/978-90-8686-802-5>

Book Type: Edited Collection



“Head

9. Global and regional networks to promote education for sustainable development in TVET: an Asia-Pacific perspective

Heart

“Hand”

What it means to be Critical?



what & why

Head



motivation

Heart



skills & tools

Hand

“Head

Heart

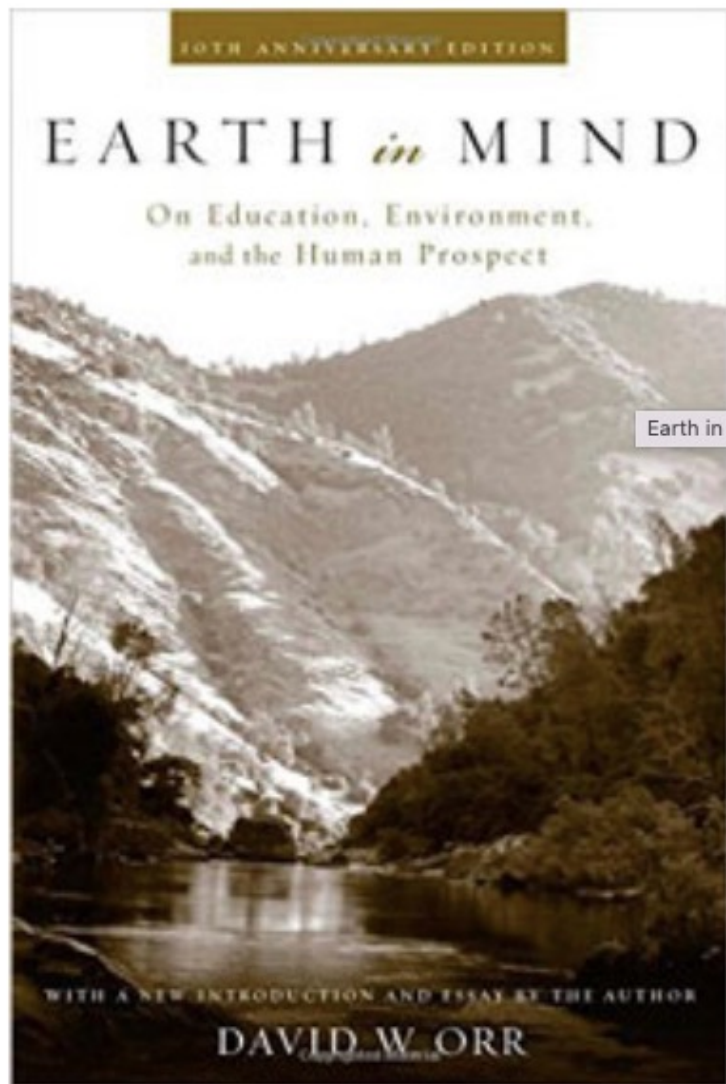
Hands”

EDUCATION FOR LIFE-WORK: INTEGRATING HAND, HEAD, AND HEART

Devon Almond
Mansfield University

Education optimally fulfills a significant role in creating a life worth living—and *living well*.¹ This education properly integrates the realms of hand, head, and heart to reveal a hidden wholeness that is amplified through the eudaimonia of personal meaning as reflected in one's work in the world.² However, overly instrumental educational orientations often miss this bigger picture that congruently connects education, life, and work. These conventional forms of education appear to favor developing the exterior of the self at the expense of the interior of the self.³ Consequently, the realms of hand, head, and heart are divorced from a larger, more encompassing hidden wholeness. By, for example, developing the persona of the social self at the expense of a north star that might potentially guide the essential self,⁴ education often overlooks an essential, integrative element to living—and *living well*.

In what follows, I describe different educational orientations to life-work. The first orientation I describe is *Taking Jobs*, a job orientation *informed by the competency of our hands*. Second, I describe *Picking Careers*, a career orientation *influenced by the challenge of our heads*. Third, I describe *Calling*



What it means to be Critical?

David Orr, 2004

Earth in Mind: On Education, Environment, and the Human Prospect
(Washington, DC: Island Press, 2004)

“Head

Heart

Hands”

PART II

Research Imagination and Learning Styles

Source: Wray & Wallace, 2021

Different learning traditions and styles

Student-Centered Learning VS Knowledge-Centered Learning

Too student-centred (values imaginative thought even if not fully grounded in established theory and knowledge)	Target balance (appropriately reflects fair and constructively critical reading)	Too knowledge-centred (values traditional wisdom over the views and experience of the academic learner)
Too easily dismisses the expertise of others	Assumes authors are knowledgeable, while remaining alert for possible flaws in their reasoning	Takes too much at face value, by assuming that published claims should not be questioned
Fails to see the big picture	Juxtaposes the overall picture with the specifics of particular situations	Fails to see implications of generalized ideas for a specific context
Underestimates the task of becoming knowledgeable about a model or idea	Is prepared to criticize a model or idea, while considering also what authors might say in reply	Believes it is sufficient to be knowledgeable about a model or idea

Different learning styles

Student centered	Knowledge centered
the individual's views are sought and valued can easily over-interpret this emphasis and forget to give sufficient importance to the work of others Advantage: learning to be a critical reader	may be intimidated when asked for the first time what they think may find it difficult to pin down their own view Advantage: once develop critical skills would not express own views without suitable evidence to back it up

Critical Reading

In not about questioning the facts

→ assessing the quality of the case that has been made for interpreting and evaluating the facts

- Are there sufficient evidence to support a claim?
- Is there another possible interpretation that was not considered?
- Have the authors argued convincingly that their interpretation may apply to other cases?

Critical Reading: Evaluative questions

- Any evidence provided in the account,? Is it adequate to support the author's claims?
- Does the reasoning of the author's argument follow logically to the conclusion that has been drawn?
- Explicit or implicit indications of the author's values and assumptions?
- The match between this author's claims and those of other authors?
- The match between the author's claims or predictions and the reader's own research evidence or knowledge?

Engaging with the text ideally needs:

- Reader's clear understanding of what the authors are doing
- Reader's sufficient knowledge of the field of enquiry and
- Reliable evidence of his / her own (where possible)
- Or at least some reliable intuitions about the way things work in the real world

The Art of Evaluating Texts

To know how far to go with any text pending how central the text is to your study

Maintaining a sense of why you are reading a text makes evaluating it much easier

No readers have the necessary time or expertise always to put themselves in the advantageous position

Why to read? Task Driven Critical Reading

- Told to read it for a class; expected to have familiarized yourself with the ideas it contains
- Doing background reading on your subject
- It reports a particular approach or technique that you want to see in action
- It addresses a particular question that you need to answer
- Looking for evidence to counterbalance something else that you have read
- You have a particular story to tell, and need supporting evidence

Why to read? Task Driven Critical Reading

Basic question → description of content:

‘What did you do, and what did you find out?’

Fine- tuned questions → critical reading:

- Is this author’s method of investigation the best one for me to emulate in my own work?
- How does this author’s position compare with that of another author whose work I’ve read?
- Would this author challenge the claims that I am making in my own work?’

Critical reading & Self-critical writing

One person's writing is another person's reading

Whatever you write as a student will be read critically
by your assessors

EXERCISE

How critical a reader and self-critical a writer are you?

Handout

Table 1.2 Linking a critical approach to your reading with a self-critical approach to writing

How critical a reader and self-critical a writer are you already?

- A Rate each element of critical reading in the list below according to how much you already employ it when you read academic literature. Use a scale of 0–2 (*where 0 = rarely/never, 1 = sometimes/quite often, 2 = always*)
- B Now do the same for your own academic writing. (You may find it helpful to look at assessors' comments on your past work to see what they have praised and criticized.)
- C Then add up the ratings separately for each column, and consider your response to our statement at the end of the exercise.

EXERCISE

How critical a reader and self-critical a writer are you?

Meeting your target readers' needs and convincing them
helps to ensure
that your account meets the assessment criteria

PART III

Making Critical Choices

What do you choose to read?

Becoming a discerning selector of those texts that promise most centrally to suit your study purpose

Encyclopaedias

Handbooks

Internet resources -what kind?

research literature— what kind?

Textbooks

Strategic advantage: Long-list

- **Use** any recommended reading list for your module or subject area, including those from past years
- **Search** the Internet for reading lists posted up for similar modules at other universities, and identify texts that are repeatedly recommended
- **Use** academic databases to search online for papers or books via keywords and author names that you associate with the topic
- **Look up** one or two important texts in the library catalogue, then do a search using their subject code to see what else has been classified as covering the same topic
- **Go to** the library shelves and see what is physically stored under the same class mark as the key recommended texts

Strategic advantage: Long-list

- **Note** how many copies the library has of a particular text – if there are plenty, it has evidently been a recommended text at some point
- **As you start** reading, note texts that are often cited by others, and whether positively or negatively (both may be useful)
- **Make a list** of the three or four journals most often carrying papers that have been recommended or frequently cited, then check those journals' past issues, the current issue, and any online pre-publication list for similar papers
- **Look through** the catalogues of the leading academic publishers to see what has come out recently
- **Check what books** have been reviewed in recent academic journals

Strategic advantage—Prioritize & Short-list

- **An overview** of what the key issues in the field are and why they are important
- **An overview** of what has been done and found out, and a summary of the current claims
- **Examples** of the sorts of methodology, results and analysis reported by individual researchers
- **Answers** to one or more specific questions that you must, or choose to, address

Types of Support Texts

categorised by purpose



Textbooks
+ Handbooks,
Encyclopedias



'Frontline' texts
theoretical, research,
practice and policy texts



Research literature



Textbooks

Skill textbooks

Subject textbooks

- Relatively cheap compared with research books
- Words like 'introduction', 'guide' or 'study' in the title line
- Available in softback & have an eye-catching cover
- Title evidently points a field / sub-field rather than a particular research
- Agenda: (e.g., A Short History of Research) or covers a particular skill (e.g., Writing in Social Sciences)
- Cover blurb indicates a student target readership
- There are multiple copies in libraries + ebooks
- More than one edition

Textbooks

- Excellent place to start -- only a starting place!
- May fall outside the central realm of research activity– tell *about* research, without showing original research reports

READ ORIGINAL!!!

- You will be expected to have more than just textbooks on the reference list

Textbooks

- Should be used to gain an overview and to identify 'frontline' texts
- Subject textbooks are often like a literature review, difficult to find anything new to say
- Might also feel it is inappropriate to question the judgements of the author, who is obviously more experienced

**Textbook author is just one interpreter of the facts—
not a summary of some unassailable truth**

There are other ways to interpret

Getting the measure of support texts

- **Look up the same** concept or topic in the index of several different textbooks, encyclopaedias and handbooks

To what extent do they all report the same information, make the same claims or interpret the evidence in the same way?

- **Goal:** understand the range of views
can help you decide where to position yourself + recognize which of your claims will be most scrutinised by your readers

general consensus $\leftrightarrow$ **huge variation** (differences in assumptions, scope, interpretation)

Textbook limitations & ways to mitigate

Talk about research but not showing original research report

→ textbooks provide full references to their sources –Look them up

→ compromise & simply identify a particular work as '*cited in*' some other work – admitting that you have read about it but not actually read it -- keep such references to an absolute minimum

Textbook limitations & ways to mitigate

Put strong claims that are not backed up with sufficient evidence + over-simplify complicated issues

fail to appreciate the complexity underlying an apparently simple observation or realize that opinion is divided on a matter that is presented as fact

→ See textbook as a signpost to information, not a fully reliable source

→ Read the original works wherever possible

Textbook limitations- ways to mitigate

- **Talk about** research but not showing original research report
- **textbooks** provide full references to their sources –Look them up
- you may have to compromise and simply identify a particular work as 'cited in' some other work – so you are admitting that you have read about it but not actually read it -- keep such references to an absolute minimum

Readers

Limitations & ways to mitigate

'Readers' are collections of classic papers on a subject
Contains chapters written especially for the collection or articles or extracts from books already published

- The editors make personal selections of what to include -> not fully representative of key works in the field
- If a paper in a Reader has been reproduced **in full**, can be referenced without seeing the original
- Give the original publication date as well as the date of the Reader to make it clear when the paper was written

Handbooks and Encyclopedias

‘Handbooks and Encyclopedias’ are chapters and entries are normally specially commissioned to expert academics

Contains chapters written especially for the collection or articles or extracts from books already published

- Lead academics write an overview of research, theory or methodology in their area
- Invaluable for gaining an understanding of the state-of-the-art in a field
- Top researchers can give only their own perspective and there are likely to be other perspectives

Handbooks

ROUTLEDGE INTERNATIONAL
HANDBOOK OF SCHOOLS AND
SCHOOLING IN ASIA

64

SUSTAINABLE SCHOOLING IN THE ASIA-PACIFIC REGION

An imperative of hope

Section Editor
Tamara Savelyeva

Section introduction

Sustainable schooling, as presented in this section, refers to the implementation of global educational agendas which deal with sustainability education and sustainable development. Following global demands for the past 40 years, sustainability education has made sufficient steps to pave a path for globalization in educational systems in the region. However, UNESCO progress reports suggest an alarming truth that education worldwide falls far behind in reaching the benchmarked decade-long (United Nations, 2005/14) and millennium (United Nations, 2012;

1

2

69

STEPPING UP THE CHALLENGE

Fostering sustainability consciousness of
Hong Kong students with New Senior
Secondary Liberal Studies curriculum

Tamara Savelyeva

Introduction

What I want is simply to have confidence in my future and to understand my environment and myself. I want my own voice to be heard and to raise consciousness of others, so that one day I could succeed and live my life in a sustainable way. I really honestly am not sure how I can do this and it is pretty scary thing to do – be global or sustainable. But Hong Kong is global and we are all citizens living here, even foreigners. We can manage our future.

(Hong Kong Liberal Studies' student, cited in Savelyeva, 2014b)

Handbooks

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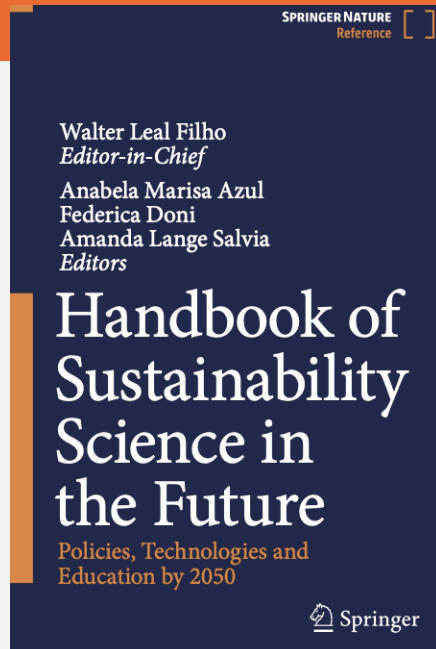
Introduction

What I want is simply to have confidence in my future and to understand my environment and myself. I want my own voice to be heard and to raise consciousness of others, so that one day I could succeed and live my life in a sustainable way. I really honestly am not sure how I can do this and it is pretty scary thing to do – be global or sustainable. But Hong Kong is global and I want to be a part of it. (Hong Kong Liberal Studies' student, cited in Savelyeva, 2018)

Savelyeva, T. (2018). Stepping up the challenge: Fostering sustainability consciousness of Hong Kong students with New Senior Secondary Liberal Studies curriculum. in K. Kennedy and J. Lee, (Eds.), *The changing role of schools in Asian societies, International handbook on schools and schooling in Asia* (pp. 740-756). Routledge (Taylor & Francis). DOI <https://doi.org/10.4324/9781315694382> **2018 *Outstanding Handbook - Award Winner**

Savelyeva, T. (2018). **Editorial introduction:** Sustainable schooling in the Asia-Pacific region: An imperative of hope. in K. Kennedy and J. Lee, (Eds), *The changing role of schools in Asian societies. International handbook on schools and schooling in Asia* (pp. 683-685). Routledge. DOI <https://doi.org/10.4324/9781315694382>

Handbooks



Savelyeva, T. (2023). In times of uncertainty: Advancing university sustainability model in Hong Kong. In W. Leal Filho et al. (Eds.), *Handbook of Sustainability Science in the Future* (pp 575- 592). Springer.
doi: https://doi.org/10.1007/978-3-031-04560-8_122

In Times of Uncertainty

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Advancing University Sustainability in Hong Kong

Tamara Savelyeva

3

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Abstract

An interception of the tri-pillared University's Sustainability Model – sustainability sciences, sustainable development initiatives, and sustainability curricula – allows research advances and future predictions for sustainable higher education. Under the “one country- two systems,” Hong Kong academia has been affected by social and political turmoil for few years. This chapter explores the Sustainability Curricula feature of the University's or Higher Education Sustainability Model and it (a) presents results of a qualitative study (31 teacher interviews:

Encyclopedia

Peace Education in Anthropocene

Tamara Savelyeva
The Education University of Hong Kong, Hong Kong, China

This entry examines theoretical and philosophical issues that underlie contemporary policies and debates over the connection between discourses of sustainability and peace education (PE). Looking at our relationship with nature, each other, and ourselves, this entry analyzes the origins of the anthropocentric worldview and connects this to the philosophy and practice of PE. It covers concepts, events, and people including anthropocentrism, Vernadsky's noospheric anthropocosmism, Yi Yulgok's Confucian cosmoanthropism, and the peace philosophies of Gandhi and Tolstoy. Although connection between sustainability and PE has mostly drawn on the Anglo-European, this entry explores strong yet lesser visited traditions from Eurasia and Asia.

Ecological Discourse: A Question of Relationships

1

question. The ecological dimension of PE includes discourses which help frame and structure different ways of thinking about, articulating, describing, and interpreting the complexity of human relationships, as well as the surrounding social and natural realities. For example, Nixon (2017) discusses a specific aspect of this fundamental question, namely "mutual recognition."

In the field of educational philosophy, humanity's relationship with nature is often seen to be merely instrumental, with Earth mentioned only as the environment or the only physical place in which we live. However, the recently popularized term Anthropocene (Gr. *ἄνθρωπος* *antropos*, human, and *-cene* *καινός* *kainos*, new time), referring to an unofficial geological period in Earth's evolution may indicate an educational striving to increase awareness of human involvement in and responsibility for the nature's degradation, which results in humanity's unsustainable relationship with our planet.

Earth has long been excluded from a list of the main stakeholders in education, which generally includes the state, parents, students, teachers, and media/technology. Yet, at the level of educational practice, discussions of PE and sustainability encourage educators to include planet Earth as a key stakeholder in education. Here, this entry takes an

Savelyeva T, de Andrade Guerra, B & Do Livramento Goncalves, G (2021). New Knowledge Ecology and politics of technological change. In M. Peters, & R. Heraud (Eds.), *Encyclopedia of Educational Innovation* (1-7). NY, Singapore: Springer

2

New Knowledge Ecology and Politics of Technological Change



Tamara Savelyeva¹,
José Baltazar Salgueirinho Osório de Andrade
Guerra² and Gabrielli do Livramento Gonçalves²
¹The Hong Kong Institute of Education for
Sustainable Development (HiESD), Hong Kong,
China
²Centre for Sustainable Development (Greens),
University of Southern Santa Catarina (UNISUL),
Florianopolis, SC, Brazil

of the Fourth Industrial Revolution with megatechnological change; and (5) tensions between contemporary technological innovation and politico-environmental sustainability.

Frontiers of Knowledge Ecology

The semantic duality of *knowledge ecology* (KE) gives the term a sense of ambiguity and allows its broad application as a self-implied social construct across disciplines. Studies associated with *knowledge* concern the philosophy of science, types of knowledge and knowing, and

Encyclopedia

1

Peace Education in Anthropocene

Tamara Savelyeva
The Education University of Hong Kong, Hong Kong, China

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New Knowledge Ecology and Politics of Technological Change

Tamara Savelyeva¹,
José Baltazar Salgueirinho Osório de Andrade
Guerra² and Gabrieli do Livramento Gonçalves²
¹The Hong Kong Institute of Education for
Sustainable Development (HiESD), Hong Kong,
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Savelyeva, T. (2017). Peace Education in Anthropocene. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (1-5). Springer. doi: [10.1007/978-981-287-532-7_593-1](https://doi.org/10.1007/978-981-287-532-7_593-1)

Telgate signs of over-reliance on support texts

- Giving references to works without having read them yourself
- Only referring to works described in one support text
- Using secondary referencing, e.g., 'Jones (cited in Smith, 2009) found ...'
- Plagiarizing by presenting an identical or slightly rewritten version of the support text, as own original work

'Frontline' texts

'Frontline texts' -- theoretical descriptions and explanations, reports of original research, accounts of current practice, and policy statements

- Types: Theoretical, research, practice and policy literature
- Easily identifiable
- Journal article that is mainly reporting an empirical study may also discuss implications for theoretical development

'Frontline' texts

Can we connect the rural college classrooms of Virginia, Siberia, and Baden-Württemberg? Have the efforts to link students with the international academic centers been fruitful? By providing the vision of Global Learning Environment (GLE), this book makes the vision of global education a reality for faculty and students of different disciplines and cultures. As a concept and an educational model, a GLE shows how to connect students with the international network of faculty focused on meeting the challenges of globalization and sustainability. Five unique characteristics and four global features of a GLE are described and analyzed thoroughly within the framework of constructivism and deep learning. The sincere hope for the proposed model is to positively affect international values and praxes by establishing educational quality and giving the voice to those who dream about truthful education, genuine virtues, and real change. The book opens a dialogue regarding how a GLE can initiate meaningful changes in educational systems. The results of this work provide an avenue for teachers, students, and leaders to grow together and transform the world

Tamara Savelyeva



Tamara Savelyeva



Tamara Savelyeva
Ph.D. studied education at Virginia Tech University after receiving her training in sustainability and environmental education at Cornell University. She has been involved in multiple research projects and works as an international consultant based out of Duke University

Global Learning Environment
Innovative concept and interactive model
for changing academia and academics



978-3-639-17457-1

Global Learning Environment

Savelyeva, T. (2009). *Global Learning Environment: Innovative concept and interactive model for changing academia and academics.* VDM-Verlag Mueller (OmniScriptum). ISBN-[10: 9783639174571](https://doi.org/10.9783639174571)

Liu, J., Kitamura, Y., Savelyeva, T. (2022). Special Issue: Higher Education for Sustainability: Transforming teaching and learning in the Asia Pacific region. *Asia Pacific Education Review*, 23(4). doi [http://doi.org/10.1007/s12564-022-09794-1](https://doi.org/10.1007/s12564-022-09794-1)

Asia Pacific Education Review
Volume 23 · Number 4 · December 2022

Special Issue: Higher Education for Sustainability: Transforming Teaching and Learning in the Asia-Pacific Region
Guest Editors: Jing Liu · Yuto Kitamura · Tamara Savelyeva

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Integrating sustainability themes for enhancing interdisciplinaryity: a case study of a comprehensive research university in Japan
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Further articles can be found at link.springer.com

Indexed/abstracted in Social Science Citation Index, SCOPUS, Google Scholar, Academic OneFile, CABI, Current Contents/Social & Behavioral Sciences, ERIC, Systematic Reviews, Journal Citation Reports/Social Sciences Edition, Medline, CEB, SCImago, Social SciSearch, Summon by Serial Solutions

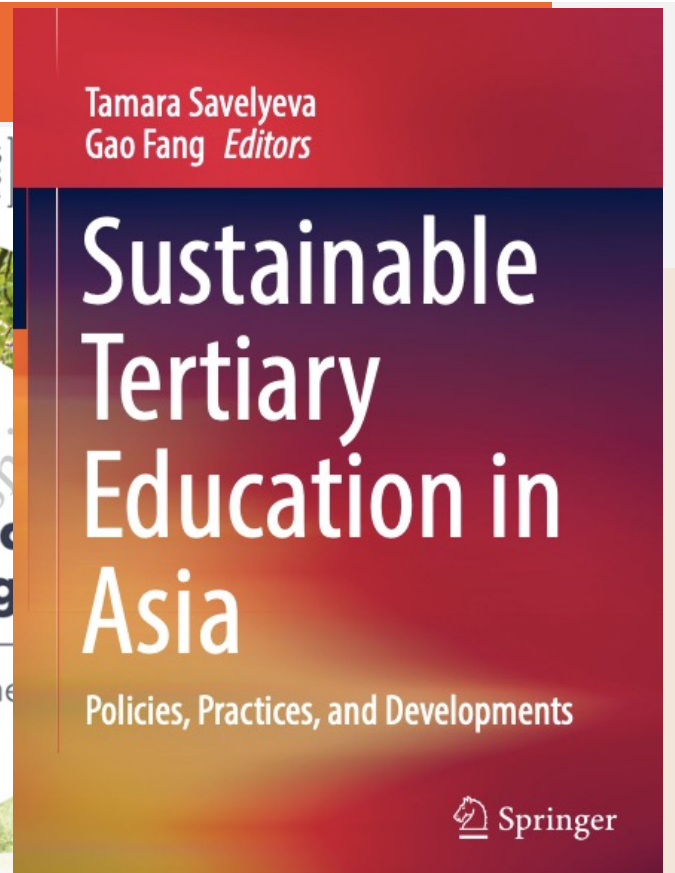
Instructions for Authors for Asia Pacific Educ. Rev. are available at <http://www.springer.com/12564>



'Frontline' texts

Savelyeva, T. Lee, S., Banack, H.
(2019). *Sustainable Development
Goal 3: Re-calibrating the SDG
Agenda*. Emerald.
<https://doi.org/10.1108/9781789737097>

Savelyeva, T., Gao, F. (2023).
*Sustainable tertiary education in
Asia: Policies, practices, and
developments*. Springer.
<http://doi.org/10.1007/978-981-19-5104-6>



'Frontline' texts (1) Theoretical literature



Modeling

deepens understanding of the social world + tells what things might be observed in the future, and under what circumstances



Argue the case

for a viewpoint or to recommend changes

'Frontline' texts (2) Research literature

- Data driven
- Reports findings about aspects of the social world
- Data sources include people's behaviour, talk, written texts, and artifacts that matters for a researcher
- May generate their own primary data, or collating pre-existing secondary data
- Ways of utilising secondary data- analysing the discourse patterns in written texts, such as publicly available web pages or downloadable documents etc.
- Gives general understanding about how phenomena operate, explain what's wrong, demonstrate a working method, convince policy-makers to make changes, enable readers to gain insights etc

'Frontline' texts (3) Practice literature

accounts of how things are done, and will often be written by experienced practitioners who feel that others might benefit from an understanding of their practices

- features most strongly in applied fields (nursing, education etc)
- an account might offer a personal illustration of how teachers working for HK public school has learned to cope with the extreme demands of curricular and policy changes
- might also be used for identifying shortcomings in existing systems and procedures, recommending effective practices
- Influence readers to reflect on similarities between their own situation and the one reported

'Frontline' texts (4) Policy literature

accounts of how things are done, and will often be written by experienced practitioners who feel that others might benefit from an understanding of their practices

- features most strongly in applied fields (nursing, education etc)
 - emphasizes change to improve practice, according to particular values
 - mostly produced by policy-makers, those working for them or others aiming to influence them
- government ministers might publish a report drawing attention to shortcomings in present practice, proposing an alternative policy
- a pressure group whose members do not share ministers' values might publish their own report, criticizing the government proposals and presenting their preferred alternative

Being discerning about 'Frontline' literature

May look impressive! but...

- helps to be aware of general patterns that can affect the quality of the frontline texts you consider reading
- has methodological, theoretical or analytical limitations
- Despite being peer reviewed, no one's claims are beyond question

Promising signs:

- acknowledgements in a paper to the constructive comments of colleagues
- multiple authorship means that co-authors maximized the quality

Being discerning about 'Frontline' literature

Quality of research in books also varies

- Some edited collections are the result of selection i.e. when include conference papers
- Others are outcome of the editor's invitations to particular authors, with minimal quality checks of their texts
- Quality of research monographs (books written by a single author or team, without authors' names on the individual chapters) rests largely on the expertise of the author(s)

Using the Internet

Over-reliance and Unreliability risks

Internet is an uncoordinated dissemination forum
no safeguards to ensure the quality of websites

- However critically you aim to read, it makes sense to favour texts that you have reasonable confidence in
- The support literature and frontline publications discussed earlier have been written by people with a commitment to accuracy All
- Such texts have undergone some level of scrutiny by others to ensure that they live up to that commitment

Using the Internet

Example

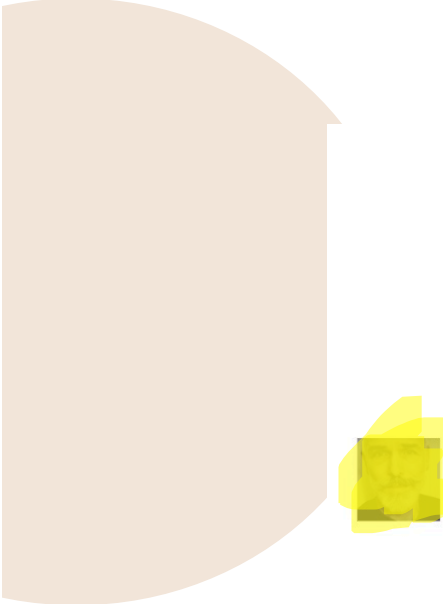
- Consider the online claim:
‘Metaphors are central to how we navigate the world (Smith and Johnson, 2024)’
- check out who Smith and Johnson actually are
- have they have written an academic paper or book making the claim?
- If so, obtain the text from the library and use that as your resource

Using the Internet

Wikipedia

anyone can contribute !

A “Chinese Borges” wrote millions of words of fake Russian history on Wikipedia for a decade.



By Jonny Diamond

June 28, 2022, 10:35am

For over a decade, a Chinese woman known as “Zhemaο” created a massive, fantastical, and largely fictional alternate history of late Medieval Russia on Chinese Wikipedia, writing millions of words about entirely made-up political figures, massive (and fake) silver mines, and pivotal battles that never actually happened. She even went so far as to concoct details about things like currency and eating utensils.

Using Internet material – the good, the bad and the ugly

Likely to be very reliable:

- **Peer-reviewed journal articles** that have been published in an academic journal
- **Peer-reviewed journal articles** published in genuine electronic journals (volume number + date + the full web address. Might not have page numbers)
- **Already published journal articles** and book chapters posted, in PDF format, on an academic's home page (if it says 'submitted to' a journal, or 'draft' → yet to be peer-reviewed; could check if it has since been published)
- **Electronically readable books** written by subject experts
- **Official materials** published on a recognized institutional website

Using Internet material – the good, the bad and the ugly

Likely to be fairly reliable:

- Pre-peer-reviewed material, as described in above – but track down the published version if possible
- Lecture or research notes on the site of an academic working at a recognized institution

Using Internet material – the good, the bad and the ugly

Likely to be unreliable:

- Material on the home pages of individuals
- Material on organization websites that is written by enthusiasts rather than experts
- Free-for-all post-your-views sites (unless restricted to a recognized set of academic contributors)
- Blogs, chatroom pontifications, etc.

Referencing Internet sources: golden rules

Issues:

- it may be unclear who wrote the material (and so what their credentials are for writing reliably)
- web pages may disappear or move location, making them difficult to find in future

Solution:

tracking down a more permanent reference to a book or journal article

Referencing Internet sources: golden rules

- Attribute the material to a person if possible, not just a web address
- If (and only if) no author is named, give the institutional details instead. If there is no author or an institution... should really trust this material?
- Give the date when it was posted / last updated; otherwise the year in which you saw it
- Indicate the date on which you last accessed the web resource
- Check that the URL will take someone to the exact material you are citing

Referencing Internet sources: Example

In the text:

‘Linkedin purpose is to serve the public conversation’
(Linkedin Inc., 2024)

In the reference list:

- LinkedIn Inc. (2024). The LinkedIn rules.
<https://help.linkedin.com/en/rules-and-policies/> (accessed 2 August 2024).

Referencing Internet sources

reference Internet sources where:

- the material is robust and reliable
- there is no equivalent published paper version
- the Internet resource has been the legitimate end of the line, not the means to finding a published paper resource

PART IV

Varying your reading strategy

Reading strategies

Scanning

looking through a text to find specific sections or keywords and phrases indicating where the information you are seeking is located

Skimming

reading quickly through those parts of a text that can give you an overview of the content

Intensive reading

carefully reading every word of a text from beginning to end

PART V
Interrogating Abstracts

Questions to ask

Before you looked at the entire paper, work out the answers

Expect:

- a clear definition of that term – the problem is defined; Is the definition adequate ?
- a clear statement about the identity and selection of the informants
- a clear steer about why it is interesting to extend the existing research into this new domain
- will check lit review for (1) relevant studies I didn't read, but it convinces I should (2) studies I know about but not mentioned
- indicate what data analysis methods were used and why

EXERCISE

HANDOUT

Table 3.1 Analysis of an abstract 1 – empirical study

Text	Reader comments
SOURCE: <i>Educational Researcher</i> , 2012, vol. 41(9): 339–351	This is a journal that addresses researchers of education. Why did the authors choose this audience?
TITLE: Are minority children disproportionately represented in early intervention and early childhood special education?	- What do they mean by 'minority'? Which country are they talking about? - What age range are they covering? - How do they define 'early intervention' and 'special education'? Do their definitions create any potential problems?
AUTHORS: Paul L. Morgan, ¹ George Farkas, ² Marianne M. Hillemeier, ¹ Steve Maczuga ¹ ¹ Population Research Institute, The Pennsylvania State University, University Park, PA; ² University of California, Irvine, CA	- Why are there four authors? What skills does each bring? - What is the Population Research Institute? - Where in UCI does Farkas work? - What is their main purpose in writing this paper likely to be?
ABSTRACT: We investigated whether and to what extent children who are racial-ethnic minorities are disproportionately represented in early intervention and/or early childhood special education (EI/ECSE). We did so by analysing a large sample of 48-month-olds (N = 7,950) participating in the Early Childhood Longitudinal Study–Birth Cohort (ECLS–B), a nationally representative data set of children born in the United States in 2001. Multivariate logistic regression analyses indicate that boys (odds ratio [OR] = 1.66), children born at very low birth weight (OR = 3.98) or with congenital anomalies (OR = 2.17), and children engaging in externalizing problem behaviours (OR = 1.10) are more likely to be represented in EI/ECSE.	- Why did they think that racial-ethnic minority children might be disproportionately represented? What was their starting assumption? - Is this sample size big enough for the kind of questions they want to answer? For example, how much variation might there be across different states and/or different minority groups? - Who says that the ECLS–B is nationally representative? Has anyone challenged that? - What is 'odds ratio'? Are large values a stronger effect, or weaker? Have they demonstrated cause or just a link? - Do they define 'low birth weight' clearly? - What sorts of 'congenital anomalies' are they talking about, and where are the lines drawn? Similarly for 'externalizing problem behaviours'. Might the definitions affect the findings (e.g., if certain anomalies and behaviours are less prevalent in some ethnic groups)?
Children from low-socioeconomic-status households (OR = .48), those displaying greater numeracy or receptive language knowledge (ORs = .96 and .76, respectively), and children being raised in households where a language other than English is primarily spoken (OR = .39) are less likely to be represented in EI/ECSE.	- What languages 'other than English' are they talking about? - Do they take into account large minority communities (e.g., Spanish) versus being the only child with that language in the neighbourhood? - What were the 'additional factors'?



Scientific research is about a mindset,
and here we are making it grow



Tamara Savelyeva

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Tamara Savelyeva

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