

Lines of Enquiry Finding and Using Sources of Information

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Learning Outcomes

- To develop an awareness of what a literature review is.
- To consider the function of literature review.
- To develop an understanding of how to review the literature.
- To reinforce understanding of plagiarism, citing and referencing.
- To strengthen understanding of the requirements of academic writing.

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- What is a literature review?
- What is the function of a literature review?
- What types of literature can be used in a review?

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Function of literature review

- A literature review is an integral part of the research process
- Providing a theoretical background to a study:
 - Bringing clarity and focus to the research problem
 - Improving research methodology
 - Broadening knowledge base in the research area of interest
 - Contextualising findings by integrating with the exiting body of knowledge



Literature reviews should be succinct and... Give a picture of the state of knowledge and of major questions in your topic area.

(Bell, 2010 p112 cited in Ridley 2012)



Ridley (2012)

- The literature review forms an important chapter in the thesis (*or research project*), where its purpose is to provide the background to and justification for the research undertaken. Bruce (1994 cited in Ridley 2012)
- A literature review should demonstrate a fully professional grasp of the background theory to your subject. Phillips & Pugh (2010 cited in Ridley 2012)



Task 1

Identifying and differentiating primary and secondary sources for research purposes.



Answers

- Source 1: primary
- Source 2: secondary
- Source 3: primary
- Source 4: primary
- Source 5: primary
- Source 6: secondary
- Source 7: primary
- Source 8: primary
- Source 9: combination
- Source 10: secondary
- Source 11: secondary
- Source 12: primary
- Source 13: secondary
- Source 14: primary
- Source 15: primary



Task 2

Finding and Using Primary Sources



Task 3

Using the internet for background research

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Task 4

Evaluating sources

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Reference managers

- Important to keep accurate records of the material that you have read
- Consider using a reference manager e.g. EndNote, Zotero, Mendeley, RefWorks
<https://www.uwtsd.ac.uk/library/online-library/refworks/>
- Copac <https://copac.jisc.ac.uk/> useful for searching for primary sources.

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What types of material can you use for the literature review?

- Books
- Government policy
- Statistics
- Abstracts
- Journal articles
- Newspapers
- Internet sources



Be careful ...

A literature review is not a list of everything you have read!

It is selective, relevant to your research, and integrated.



Literature review

- Shopping list approach – lists the readings considered appropriate without showing why they are specifically relevant to the research question. Descriptions of the readings, with little evaluation or relevance to each other.
- Thematic approach – readings presented and evaluated in a way that is highly relevant to the research in question.



Lambert (2012)



Hollie identifies themes which 'relate' to her topic

Hollie is investigating how an education adviser works with classroom teachers to improve the teaching of mathematics in a secondary school. She starts with this topic, then moves in stages to wider related themes, drawing up a list as shown in Figure 6.1.

(Continued)

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Lambert (2012)

(Continued)

Advisory work on mathematics with classroom teachers
(the topic of Hollie's project)

§

Advisory work with teachers across the curriculum
(widens the focus to look at the broader curriculum role)

§

Overall responsibilities of advisers
(widens the focus still further to look at the advisory role as a whole)

§

Local, regional, national and international policy on the role of advisory services
(looks at the background to advisers' work at various policy levels)

Figure 6.1 Hollie's themes, relating to her topic

Hollie notes how her themes expand as her list progresses. She knows she must find and read literature about each of the themes in her list in order to understand better the background to her topic and to write her literature review. She knows too that she is researching an area which is subject to change, so her reading must include materials which are up to date.

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Lambert (2012)



Hollie finds a structure for her literature review

We met Hollie and her mathematics-adviser investigation at the start of this chapter. She drew up a list of themes to read about, which started with her topic and expanded in scope. Now she is planning the structure of her literature review. For this, she simply turns the list she made for her reading upside down; see Figure 6.2.

Local, regional, national and international policy on the role of advisory services
(the widest issue)

§

Overall responsibilities of advisers
(focuses in on the role of advisers in general)

§

Advisory work with teachers across the curriculum
(focuses in further on the role of advisers with teachers)

§

Advisory work on mathematics with classroom teachers
(the topic of Hollie's research)

Figure 6.2 Hollie's structure for her literature review

Hollie now has a 'funnel' of ideas which provides a structure for her literature review. She will review the literature about each theme in this order.

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Four steps of doing a literature review

1. Searching for the existing literature in the area of interest
2. Reviewing the selected literature
3. Developing a theoretical framework
4. Developing a conceptual framework

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How to review the literature

- Start with broad area of interest if research problem is not known and narrow down
- Focused around the research problem
 - What is already known in the area?
 - What is not known or what are the gaps in the existing body of knowledge?
 - What questions have remained unanswered?
 - Are there any areas of professional conflict?
 - What theories have been put forward relevant to the area of research?
 - What suggestions have been made for further research?
 - What research strategies have been employed by others undertaking similar research?

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Searching for existing literature

- Set parameters for the search
- Compile a reading list
- Start with:
 - Books
 - Journals
 - Conference papers
 - The Internet

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Reviewing selected literature

- Read existing literature and examine critically:
 - Note whether the knowledge relevant to a theoretical framework has been confirmed beyond doubt
 - Note the theories put forward, the criticisms of these and their basis, the methodologies adopted (study design, sample size and its characteristics, measurement procedures, etc.) and the criticisms of them
 - Examine to what extent the findings can be generalised to other situations
 - Notice where there are significant differences of opinion among researchers, giving an opinion about their validity in addition to putting forward a position with reasons
 - Ascertain the areas in which little or nothing is known – the gaps that exist in the body of knowledge

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Developing theoretical and conceptual frameworks

- Read with focus in mind
- Sort information into main themes and theories
- Literature fits in two categories:
 - Universal or general
 - More specific
- Conceptual framework is the basis of enquiry and stems from the theoretical framework

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Differences between literature review and a summary of the literature.

- **Summary** – description of the significant findings of each relevant piece of work as you go along.
- **Review** – main findings are organised around themes that emerge from your literature search. Different studies in which the same theme is identified are referenced in one place.

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Writing a literature review

- Thematic, based on the main theme of enquiry
- Following a logical order
- Arguments referenced with supporting evidence from the existing literature
- Use academic referencing style

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How to write a literature review

Write about the literature reviewed to provide a theoretical background and contextualise findings to existing body of literature:

- Describe various theories
- Specify gaps in the existing knowledge area
- Write about recent advances in the area of study
- State current trends
- Refine own methodology
- Quote findings from existing studies

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What are references for?

- to support / validate your arguments
- to develop an argument by agreeing or disagreeing with published views
- to demonstrate the extent of your reading
- to enable a reader to seek easily further information or greater detail about an idea or issue in your text
- to avoid the charge of PLAGIARISM, (taking and using the thoughts and writing of others as your own, without acknowledgement)

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Integral references (Ridley 2012)

- A citation where the author's name has a grammatical function in the sentence in which you include it.

Eg Lipman (2000) describes philosophy for children as a community of enquiry.

According to....

Lipman (2000) agrees/argues/believes that.....



Non-integral references (Ridley 2012)

- In this case the author's name appears in brackets outside the structure of the sentence and has no grammatical function.

Eg Philosophy for children can be seen as a community of enquiry (Lipman, 2000).

Can create confusion sometimes since it is sometimes not clear how much of the preceding text should be attributed to the author being cited.



Integral v non integral?

A mix of the two makes a literature more interesting to read.



Reliable sources (Godfrey 2009)

- These are generally sources that have a named author as this ensures that readers know who is responsible and accountable for the information given.
- Anonymous sources are more likely to be of poor quality and/or contain incorrect information



Academic sources (Godfrey 2009)

- Written by experts on a topic and have been peer reviewed.
- The peer review process is when a book or article is sent by the publishers to other experts for checking and discussion before being published.



Godfrey(2009)

Sources for an essay on recent developments in animal cloning
An article from a printed booklet titled 'Animal Cloning' published in 1999. There is a series of booklets, each with a volume and issue number. Each booklet contains a collection of short articles and newspaper and magazine clippings which give a simple introduction to issues and public debate on a scientific topic.

Sources for an essay on business ethics
An online article titled 'Business Ethics Guidelines'. The website address is 'Harold Jones International Company'.



- Reliable for introducing main issues but not an academic source. Also booklet quite old for this topic and this further decreases how reliable the source is.
- Not reliable and not an academic source

Check a website

Try to find its homepage and look under sections such as:

- About us
- Contact us
- Editorial board
- Board of directors
- Information for authors
- Submission process



What Is Plagiarism?

- **Plagiarism** is the unauthorized use or close imitation of the **language and thoughts** of another author and the representation of them as one's own original work
- And that is plagiarised - taken word for word from Wikipedia
- **"Plagiarism** is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work" (Wikipedia, 2008).



Reference your work very carefully

- Use the Reference Guide available online via the UWTSD library pages
- Always declare where you have taken the ideas from.
- When using direct quotations always put in the speech marks and declare where you have taken the words from.



Types Of Plagiarism that we are concerned with

- Intentional Plagiarism
- Unintentional Plagiarism
- Collusion



Intentional Plagiarism

- Deliberately trying to pass off another person's writing as your own
- Copying sections from text/internet
- Using someone else's work (known or unknown)
- Deliberate cheating
- Highly likely to result in student being removed from the degree and prevented from ever returning to the university



Unintentional Plagiarism

- Forgetting to reference/cite a source.
- Writing off the top of your head. You have forgotten where the idea or the words came from.
- Not realising these are not your own words.
- You haven't made good notes.
- You don't have the source in front of you so you don't know whether the words in your notes are your own or whether you copied the words from someone else.



Collusion

Writing in collusion with another student or letting someone copy your work.

We want you to work together

- Helping each other is fine
- If someone else is covering a similar topic researching together is fine
- But when it comes to writing, it needs to be **your** work that you submit



Directed Task

- Using the handout provided please complete the activity listed and feedback via the Moodle forum during assessment week. Please note participation will be monitored.



References

- Godfrey, J. (2009) *How to Use Your Reading in Your Essays*. Basingstoke: Palgrave MacMillan
- Kumar R (2014) (4th ed) *Research Methodology* London: Sage
- Lambert M (2012) *A Beginner's Guide to Doing your Education Research Project*. London: Sage
- Ridley D (2012) (2nd ed) *The Literature Review*. London: Sage


