Penulisan Proposal

CII4A2

Literature Review

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Main reference used in this module

- Ridley, Diana. The literature review: A step-by-step guide for students. Sage. 2012.

- Creswell, J. W. Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, N.J: Merrill.

- Wohlin, Claes, et al. Experimentation in software engineering. Springer Science & Business Media, 2012.

Agenda

What is a literature review?	Citation (referencing) patterns	Structuring a literature review	Directing the argument and synthesising sources
Being critical in your literature review	Finding and identifying useful sources	Reading strategies	Effective note taking

Literature Review?

- The literature review is the part of the thesis where there is extensive reference to <u>related research</u> in the field; it is where you <u>make connections</u> between the source texts that you draw on, and where you <u>position</u> yourself and your own <u>work amongst these sources</u>.

- It is your opportunity to <u>engage</u> in a written dialogue with other researchers in your field and at the same time show that you have <u>read, understood and responded to the relevant body of knowledge</u> underpinning your research.

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

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

Literature Review: Purpose

- It provides a historical background for your research

- It gives an overview of the current context in which your research is situated by referring to contemporary debates, issues and questions in the field

- It includes a discussion of relevant theories and concepts which underpin your research

- It introduces relevant terminology and provides definitions to clarify how terms are being used in the context of your own work

- It describes related research in the field and shows how your work extends or challenges this, or addresses a gap in previous work in the field

- It provides supporting evidence for a practical problem or issue which your research is addressing thereby underlining its significance.

Integral and non-integral references: Example

Waldron (2005) suggested that water leakage targets are often inaccurate as they are based on assumptions and lack direct measurement.

In contemporary U.S society, many adolescents spend considerable amounts of time in online interactions (Subramanyam, Greenfield, Kraut and Gross 2002)

Citation patterns – all these citation patterns can be used in both integral and non-integral references

1) Paraphrase or summary from a single source:

Nordquist (1896) recorded acidification originating from sulphur rich soils at the end of the 19th century.

Acidification originating from sulphur rich soils was observed at the end of the 19th century (Nordquist 1896).

Citation patterns (2)

2) Generalisation or combined attribution – a summary from several sources which make the same point

The unitization hypothesis (Healy & Drenowski, 1983; Healy, Oliver, & McNamara, 1987) argues that rapid perception of the word as a unit interferes with the perception of its components.

Most of the recorded acid incidents are associated with floods (Palko et al. 1985; Lax et al. 1998).

Citation patterns (3)

In-text quotation

Wegner & Wheatley (1999) proposed that the subjective experience of intentions causing behaviour is an illusion; both intention and behaviour are caused by a third variable; "unconscious mechanisms of the mind" (p490).

Block quotation

… Muraven et al. (1998) suggest that:

"It is good to exert self-control on a regular basis because in the long run, these exercises will strengthen self-control and make a person less susceptible to the depleting effects of a single exertion (p. 456)".

Structuring the Literature Review

- An introduction which explains how your review is organised,

- Headings and subheadings that provide a map to show the various strands of your argument, and

- A summary where the key arguments are reiterated in a concise way.

Structuring the Literature Review: Example

2.0 Literature Review: introduction

2.1 The importance of value

2.2 The public interest and stakeholder relations

2.3 The universal and the particular

2.4 The value of conservation and regeneration in historic urban quarters

2.5 Implications for conservation / regeneration initiatives: the case studies

Outlining the structure of the literature review

As stated in the introduction, this study is about values in planning and uses the relationship between conservation and regeneration in historic urban quarters as an illustration. This chapter introduces the 'values approach' to planning, looking firstly at why questions of value are so important. It then considers three notions fundamental to the approach in more depth: those of the public interest and stakeholder relations, the relationship between the universal and the particular, and finally the implications for participatory planning. The final part of this chapter considers the relationship between the practices of conservation and regeneration and the values surrounding them and explains the choice of the case studies.

Being critical in your literature review

Being critical does not mean you always have to find fault with the work of others.

You can be critical in your literature review by:

- selecting what is relevant from source texts for your work

- making connections between the source texts that you cite

- showing the links between the work that you cite and your own research, e.g. how you are using the work of others to shape your own.

Being critical in your literature review: Example

One reason why *inclined abstainers* fail to act on their intentions might be that they simply forget them. <u>In a study of</u> breast self-examination (BSE) by Orbell, Hodgkins, and Sheeran (1997), 70% of participants who intended to perform BSE in the next month and failed to do so endorsed forgetting as the reason for their non-performance.   <u>Similarly,</u> in a study of exercise behaviour by Milne, Orbell, and Sheeran (2002), 17% of inclined abstainers reported forgetting as their reason for failing to exercise (other reasons included 'being too busy' and 'not getting around to it').

<u>Related to forgetting</u> is the issue of competing action tendencies (Kuhl, 1984). <u>For instance</u>, achievement of one's goal to run a marathon requires that one balances training with competing social commitments. Shah and Kruglanski (2002) <u>operationalised these ideas</u> by repeatedly priming participants with an unrelated, secondary goal while they tried to pursue the primary or focal goal.

Synthesising references and directing the argument

- Unattributed statement at the beginning of a paragraph followed by support from sources

- A juxtaposition of definitions or points of view from different sources and some conclusions drawn by the dissertation writer afterwards

Dissertation/thesis references are from:

Adams, S.A. (2006) *Soil Bacterial and Viral Dynamics* University of Nottingham: PhD thesis

    Accessed via http://etheses.nottingham.ac.uk

Coveney, E. (2003) *A reassertion of value: a study of value as illustrated by conservation and regeneration in historic urban quarters: the Birmingham jewellery quarter and the Nottingham lace market* University of Sheffield: MA dissertation

Farley, B. (2006) *Leakage reduction through mathematical modelling* University of Sheffield: MSc dissertation

Hudd, R. (2000) *Springtime episodic acidification as a regulatory factor of estuary spawning fish recruitment* University of Helsinki: dissertation

Webb, Thomas (2003) *Motivational and volitional aspects of self-regulation* University of Sheffield: PhD thesis

Finding and identifying useful sources – Why do you read?

- To find out about the field of your research
- To identify a topic for your research
- To find out what has already been done
- To place your research in a context
- To find out about different research methods that you might use
- To keep up to date

Finding and identifying useful sources – How do you find the relevant reading?

- Key word searches on library catalogues and databases

- Browse university bookshelves

- Identify key journals – skim titles and abstracts

- Use the snowball technique of following up references in bibliographies

- Identify key authors and search for their publications

Efficient reading strategies

SQ3R

<u>S</u>urvey – get the gist; is the text relevant to read in detail?

<u>Q</u>uestion – what questions do you expect the text to answer

<u>R</u>ead the text carefully

<u>R</u>ecall the main points

<u>R</u>eview the text to check your recall

Efficient reading strategies – more tips

- Read manageable chunks to ensure understanding
- Annotate texts if you have your own copy
  - Key words in margin
  - Highlighter pens
  - Post-it stickers in books
- Linear or pattern notes – show how main ideas and subsidiary points fit together.
- Note down your own comments in a different colour

Efficient reading strategies – make connections

- Make connections with what you already know
- Make connections with related material that you have read – use key words
- Make connections with your research
- Evaluate the text – read critically

Critical reading

- What is the author's main point/argument? What does the author want you the reader to accept?

- What conclusions does the author reach?

- What evidence does the author put forward to support his/her arguments and conclusions?

- Is the evidence adequate, i.e. relevant and wide reaching enough?

- Does the author make any assumptions about shared beliefs with the reader?

- Can these assumptions be challenged?

Think about these questions

- Why do we take notes?

- How do you take notes?

- What are the features of effective note taking?

- How do you organise your notes and the texts that you read?

Take notes

- To identify the main points of a text
- To help organise your thoughts
- To help you understand
- To remember
- To avoid plagiarism
- To make connections: with other sources; with what you already know
- To help you synthesise ideas from different sources

Good notes

- Are easy to understand at a later date
- Contain the most important points
- Show the organisation of ideas: linear and pattern notes; headings and subheadings
- Use key words and abbreviations
- Use your OWN words

Efficient organisation of your source material and notes

- Keep a record of all the key word searches that you do and in which catalogues

- On useful source texts, make a note of how you found them

- Keep a record of all the bibliographical details that you will need for your list of references (Use EndNote, note cards, a Word file)

- Develop a filing system of hard copies of texts; staple notes to source texts. Categorise and create folders

Thank you!