

Systematic Literature Review

This is one of the most important requirements of the research proposal. Finding such references means that you are employing a successful literature searching strategy. The references need to be:

- **recent** - not older than 2006.
- **scientific** - published in the context of a peer-reviewed journal or conference proceedings or a scientific monograph (a book with articles on one topic).
- **prioritized** - indicate how important / relevant each reference is to your research question as it stands right now.
- **validated** - indicate how credible the reference is in your view (be prepared to argue this point).
- **qualified** - each reference should be accompanied by a statement WHY this reference is relevant, i.e. what you hope to get out of it and/or in which part of your thesis (IMRAD!) you might use it.
- **organized** as a table so that one can easily check the categories above (this is what you should do or have done for your literature review already)
- properly **referenced** - i.e. consistent throughout employing a standard citation style (e.g. Harvard or APA) and complete (see [here what to do](#) if parts of a reference are missing)

Here is an example from one of my publications - please **use the format below** so that we can check & discuss your submissions.

Example

Excerpt from literature list for one of my recent publications (conference proceedings) featuring two different classroom experiments:

Birkenkrahe, M. (2015) [Building Graduate-Level, Gamified xMOOCs In Moodle](#). In: Proceedings of EADTU – The Online, Open and Flexible Higher Education Conference, Hagen 29-30 October 2015, pp. 57-73. ISBN/EAN 978-90-79730-17-9.

Topic (and title): "Building Graduate-Level, Gamified xMOOCs in Moodle".

No.	Year	Full Reference	Relevance	Credibility	Possible Use
1	2015	Elston, C. and Morris, N. (2015). Making MOOCs collaboratively: working effectively with stakeholders. In: Proceedings of the European MOOC Stakeholder Summit 2015 , pp. 28-31. Mons, Belgium: Universite catholique de Louvain.	Medium (intro)	Medium (conf. Proceed., special conf.)	In introduction: to validate & illustrate the need for a lot of resources when creating MOOCs.
2	2005	Wang, F., Hannafin, M. J. (2005). Design-based research and technology-enhancing learning environments . In: Educational Technology Research and Development, 53(4), pp. 5-23.	High (Method)	High (citations, Unique, scholarly journal, monogr., ranked)	In methods section: central technical reference for the method used for this research.
3	2004	Hevner, A.R., March, S.T., Park,J. And Ram, S. (2004). Design Science in IS Research , MISQuarterly, 28(1), pp. 75-105.	Medium (Method; review article)	High (top-ranked journal in this field)	In methods section: technical reference for the method used in this research; validates the use of this method in the IS field.
4	2009	Birkenkrahe, M., Mundt, M. (2009). From crisis to creativity: undergraduates craft their own online learning modules . In: International Journal for Innovation in Education, 1(1), pp. 96-119.	High (Discussion, own earlier work)	Medium (non-ranked, scholarly journal, own publication)	In introduction & discussion sections: to explore the differences two different experiments.
5	2008	Grzega, J., Schöner, M. (2008). The didactic model LdL (Lernen durch Lehren) as a way of preparing students for communication in a knowledge society . Journal of Education for Teaching: International research and pedagogy, 34(3), pp. 167-175	Medium (Discussion)	Medium (scholarly journal, non-ranked)	In abstract & discussion: basic didactic theoretical approach to anchor the findings. Implicit (non-graphical) model.