

## WRITING A LITERATURE REVIEW

1. Utilising and adapting IoT technology in secondary education

### Guiding questions to support planning, revising, and refining a *literature review* \*

<b>What is the focus and aim of your review? Who is your audience?</b>	
1.	<ol style="list-style-type: none"><li>1. To research how the IoT deploy to secondary schools and the impacts on the students.</li><li>2. Audience: School management, teachers and students.</li></ol>
<b>Why is there a need for your review? Why is it significant?</b>	
1.	<ol style="list-style-type: none"><li>1. IoT and the internet are very popular for school education</li><li>2. IoT becomes popular to manage the classes in school</li></ol>
2.	<ol style="list-style-type: none"><li>3. The IoT may cause different impacts on students</li><li>4. It is significant because we need to balance between the efficient use of IoT and compliance with laws and regulations to protect the rights of students and staff.</li><li>5. Analyse the utilisation of different IoT in school.</li></ol>
<b>What is the context of the topic or issue? What perspective do you take? What framework do you use to synthesise the literature?</b>	
1.	<b>Context:</b> <ul style="list-style-type: none"><li>- Utilising and adapting IoT technology to achieve the best secondary education quality and make students IT literate.</li><li>- Compliance with the regulations and laws, especially the GDPR, when utilising and adapting IoT technology in schools</li><li>- The impact to students and schools after utilising the IoT</li></ul>
3.	<b>2. Perspective:</b> <ul style="list-style-type: none"><li>- Many schools are utilising different IoT technologies, including the delivery of lessons, class management and even the school's security.</li><li>- Schools may overlook the laws and regulations while utilising IoT technologies.</li><li>- The best way to adapt the IoT technology while providing the most convenience to the staff, protecting the students, and compiling with the laws and regulations.</li></ul>
	<b>3. Framework:</b> <ul style="list-style-type: none"><li>- Synthesis Matrix: categorise and sort different arguments.</li></ul>
<b>How did you locate and select sources for inclusion in the review?</b>	
4.	<ol style="list-style-type: none"><li>1. IEEE journals</li><li>2. Google Scholar</li></ol>
<b>How is your review structured?</b>	
1.	<b>1. Introduction - Definition of the topic, state general findings and comment on source available in the subject area.</b>
5.	<b>2. Main body - critically summarisation and evaluation; address inconsistencies, omissions, and errors; logical connections to the sources.</b>
	<b>3. Conclusion - summarise the essential findings and re-state the idea clearly to support the review</b>
	<b>4. References.</b>
<b>What are the main findings in the literature on this topic?</b>	
6.	<ol style="list-style-type: none"><li>1. What Problems Does IoT Solve in the Education Industry?</li><li>2. Benefits of IoT in Education</li><li>3. Challenges of IoT in Education</li><li>4. Examples of IoT Applications in Education</li></ol>
<b>What are the main strengths and limitations of this literature?</b>	
7.	<ul style="list-style-type: none"><li>- Strengths: Identify the challenges of using IoT in secondary schools</li><li>- Limitations: Only the secondary education industry is researched, but not other levels.</li></ul>
<b>Are there any discrepancies in this literature?</b>	
8.	<ul style="list-style-type: none"><li>- This literature only research secondary education. There will be differences compared with other levels, such as primary or higher education.</li></ul>
9.	<b>What conclusions do your draw from the review? What do you argue needs to be done as an outcome of the review?</b>

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- Conclusion: There are many benefits of IoT in secondary education, but it also creates different impacts on students and concerns the possibility of law and regulations violations.
  - Argument: Not every utilisation and adaption of IoT gives benefits to the secondary education.
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\* As with other sets of guiding questions in this book, select those questions that are relevant to your context, add others as appropriate, and decide the order in which you will address them to communicate effectively with your audience.

Source: Healey, M., Matthews, K., & Cook-Sather, A. (2020) *Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres*. Center for Engaged Learning Open-Access Books, Elon University. 142-152.