

ASSESSMENT I BRIEF	
Subject Code and Title	REM502 Research Methodologies
Assessment	Critical Literature Review
Individual/Group	Individual
Length	Critical Literature Review: 1,500 words (+/- 10%)
Learning Outcomes	<p>The Subject Learning Outcomes demonstrated by the successful completion of the task below include:</p> <ul style="list-style-type: none"> a) Identify Challenges and opportunities for Research and Development (R&D) in the Information Communication Technology (ICT) Sector. b) Critically examine relevant literature and the industry landscape to identify gaps and formulate research questions and objectives pertinent to the ICT domain. e) Integrate ethical principles related to the design of R&D solutions.
Submission	Due by 11:55 pm AEST/AEDT Sunday end of Module 4 (Week 4)
Weighting	30%
Total Marks	100 marks

Task Summary

This assessment task is designed to enhance your skills to critically assess the studies that have been conducted on your research topic and to synthesise the findings in a coherent manner. You will write a critical literature review, which is the base for and will lead towards defining your Research Proposal (Assessment 3). This assessment task is the beginning step of your research design and will play an important role in carrying out your research.

Please refer to the **Task Instructions** for details on how to complete this task.

Context

Research is an iterative process. The abstract, research statement, research gaps, research question(s), aims and objectives may well change depending on what is discovered during your literature search, the methodologies chosen and proposed methods. Feedback from the Learning Facilitator will also help you refine these elements.

The purpose of a literature review is to gain an understanding of the existing body of research, current industry ICT trends and debates relevant to a particular topic or area of study. It involves the presentation of the accumulated knowledge in the form of a summary and a critical evaluation of the sources accessed. This summary presents an analysis of the points presented in academic and/or professional sources and an evaluation of their strengths and weaknesses. Therefore, by conducting a literature review, you can acquire knowledge about the foundational and important concepts, research methods, and experimental techniques used in your relevant field of study. You also gain an insight into how researchers apply the concepts learnt in the course to real world problems. Another great benefit of producing a literature review is that, as you progress in your writing of it, you develop a better understanding of how research findings are presented and discussed in your discipline of study. In addition, conducting a literature review helps to strengthen the currency of the knowledge-base in a given field of study.

For this assessment task, you must produce a critical Literature Review. This task is formative in nature and is the starting point in working towards your final Research Proposal (Assessment task 3). Each assessment task in this subject is designed to build your proficiency level in research methodologies and is not a stand-alone task. The Critical Literature Review is designed to provide academic substantiation and methodology rationale to your Assessment 3 Research Proposal—a report and presentation you will deliver in Week 12.

Task Instructions

Write a critical literature review—an analysis and evaluation of published and unpublished materials which helps establish the current challenges and issues related to the topic under study. It should provide the reader with an overview of the research that has been already carried out on the topic and what challenges are yet to be overcome. It will also help identify research gaps.

You should address the following:

- ♣ Point out gaps in the literature or identify problems / issues to be solved.
- ♣ Highlight key issues essential to your ICT research.
- ♣ Summarise relevant academic/ professional resources and evaluate their strengths and weaknesses to demonstrate your critical understanding of the literature.
- ♣ Demonstrate that your research is rigorous and up-to-date by engaging with seminal and current work.

Guidelines to carry out a critical literature review:

- ♣ Browse discipline specific or area specific recent papers from reputable sources (academic and professional). (Note: 80% of the papers reviewed must be credible and reputable)

- ♣ Current sources published within the last 5 years are the best ones to consider since they reflect the newest discoveries and help avoid duplication of work, theories, processes, or best practices.
- ♣ A minimum of 8 recently published peer-reviewed sources including journal articles, books, and conference papers are to be considered. (Note: 80% of the papers reviewed must be journal articles, books, and conference papers)
- ♣ Refer to the library website to search for sources:
<https://library.torrens.edu.au/home>
- ♣ On the left-hand side, go to the “All databases” link and, once there, use the Popular Databases on the right-hand side. These links give you access to peer-reviewed papers that you may use in addition to those that you can locate in the main search area.
- ♣ Avoid using online blogs and non-peer-reviewed sources. Edited books are a good source of information because they have undergone an editorial process. Detailed commentary on the analysis and critical evaluation presenting the strengths and weaknesses of the work must be provided for every resource. **DO NOT JUST CUT AND PASTE THE ABSTRACT.** You need to summarize the key findings from the papers, add their interpretations where appropriate, and emphasize the significance of their findings in relation to your topic.
- ♣ The APA 7th referencing style guidelines should be used for both in-text referencing as well as the reference list.

Remember, the literature review is part of the research process. Like data collection and analysis, it should be systematic and thorough.

This assessment task will later form part of the introduction of your final Research Proposal (Assessment task 3). The proposal may change depending on what is found in the literature search, and as the most suitable methodology is chosen.

Referencing

It is essential that you use appropriate APA style for citing and referencing research. Please see more information on reference here
http://library.laureate.net.au/research_skills/referencing

Submission Instructions

Assessment Task 1 is to be submitted via the **Assessment** link in the main navigation menu in **REM502 Research Methodologies**. The Learning Facilitator will provide feedback via the Grade Centre in the LMS Portal. Feedback can be viewed in My Grades.

Academic Integrity Declaration

I declare that, except where I have referenced, the work I am submitting for this assessment task is my own work. I have read and am aware of Torrens University Australia Academic Integrity Policy and Procedure viewable online at <http://www.torrens.edu.au/policies-and-forms>

I am aware that I need to keep a copy of all submitted material and their drafts, and I will do so accordingly.

Assessment Rubric

Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
Topic: Selection of appropriate topic based on an understanding of the current IT/SE issues, and the need to address the issue identified. Percentage of this criterion (10%)	Topic provided is not relevant in the current IT/SE context.	Topic is provided but is not clear and specific, does not overly advance knowledge and, thus, is not worth pursuing.	Topic is clear, specific and generally advances knowledge in the area by identifying current IT/SE challenges and issues that are partially addressed with varying degrees of success.	Topic is clear, specific, and advances knowledge in the area by identifying current IT/SE challenges and issues that are partially but mostly successfully addressed.	Topic is clear, specific, and advances knowledge in the area by identifying and fully and successfully addressing the current challenges in the IT/SE context.
Sources: Choice of appropriate sources (academic and industry related). Inclusion of 5-8 relevant sources. Percentage of this criterion (10%)	Sources chosen are not appropriate and/or relevant, have varying degrees of credibility and reliability, some may not be peer-reviewed. Includes fewer than 5 sources.	Sources chosen are somewhat appropriate, relevant to some extent, credible, reliable and peer-reviewed. Includes 5 sources.	Some sources chosen are very appropriate, relevant, credible, reliable and peer-reviewed. Some are not scholarly sources. Includes 6 or 7 sources.	Most sources chosen are highly appropriate, relevant, credible, reliable and peer-reviewed. Includes 6 or 7 sources.	All sources chosen are extremely appropriate, relevant, credible, reliable and peer-reviewed. Includes 8 or more sources.

Research question/s: Formulation of appropriate research question/s based on an identified research gap. Percentage of this criterion (10%)	Research question/s is/are not provided or insufficient, are unclear or not connected to the gap identified through the literature review	Research question/s could be more clearly formulated, are not specific enough and are loosely connected to the gap identified through the literature review.	Research question/s is/are clearly formulated, specific and somewhat connected to the gap identified through the literature review.	Research question/s is/are clearly formulated, specific and closely connected to the gap identified through the literature review.	Research question/s is/are clearly formulated, specific and very closely connected to the gap identified through the literature review.
Critique: Analysis and evaluation of sources. Percentage of this criterion = 30%	<p>Literature reviewed has weak or no connection to the topic under study. Previous works' main ideas, strengths and weaknesses are not summarised and evaluated and many areas of pertinent literature are not covered.</p> <p>A clear rationale for the study aim/purpose is not identified.</p> <p>An account of the position of research or project is not included or is very poorly expressed.</p>	<p>Literature reviewed somewhat relates to the topic under study.</p> <p>Previous works' main ideas, strengths and weaknesses are summarised and evaluated adequately but a few areas of pertinent literature are not covered.</p> <p>The rationale for the study's aim/purpose is expressed in a basic manner or is poorly articulated.</p> <p>Satisfactory account of the position of research or project.</p>	<p>Literature reviewed relates to the topic under study.</p> <p>Previous works' main ideas, strengths and weaknesses are well summarised and mostly critically evaluated but some may not be covered in great depth or a few areas of pertinent literature are not covered. The rationale for the study's aim/purpose could be further developed and a gap in the literature better articulated.</p> <p>Effective account of the position of research or project.</p>	<p>Literature reviewed clearly relates to the topic under study. Previous works' main ideas, strengths and weaknesses are very well summarised comprehensively and critically evaluated.</p> <p>The rationale for the study's aim/purpose is well developed and clearly identifies a gap in the literature. Strong account of the position of research or project.</p>	<p>Literature reviewed explicitly relates to the topic under study. Previous works' main ideas, strengths and weaknesses are effectively summarised and meticulously and critically evaluated.</p> <p>The rationale for the study's aim/purpose is very well developed and clearly identifies a gap in the literature. Compelling account of the position of research or project.</p>

<p><i>Knowledge and understanding of appropriate peer-reviewed references and research techniques</i></p> <p>Percentage of this criterion = 10%</p>	<p>Limited understanding of required concepts and knowledge. Key components of the assignment are not addressed.</p> <p>Often conflates/confuses assertion of personal opinion with information substantiated by evidence from the research/course materials.</p> <p>Demonstrates a lack of capacity to explain and apply relevant concepts.</p>	<p>Knowledge or understanding of the field or discipline. Resembles a recall or summary of key ideas.</p> <p>Sometimes conflates/confuses assertion of personal opinion with information substantiated by evidence from the research/course materials.</p> <p>Demonstrates a basic capacity to explain and apply relevant concepts.</p>	<p>Thorough knowledge or understanding of the field or discipline/s.</p> <p>Discriminates between assertion of personal opinion and information substantiated by evidence from the research/course materials most of the time.</p> <p>Demonstrates a good capacity to explain and apply relevant concepts.</p>	<p>Highly developed understanding of the field or discipline/s.</p> <p>Systematically discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course materials and extended reading. Demonstrates a very good capacity to explain and apply relevant concepts.</p>	<p>A sophisticated understanding of the field or discipline/s.</p> <p>Systematically and critically discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course materials and extended reading. Demonstrates an excellent capacity to explain and apply relevant concepts.</p>
<p><i>Correct use and citation of key resources and evidence</i></p> <p>Percentage of this criterion = 10%</p>	<p>Demonstrates inconsistent use of sources to support and develop ideas.</p> <p>Citation and referencing are omitted or do not follow APA guidelines for most in-text citations and/or reference list entries.</p>	<p>Demonstrates use of sources to support and develop some ideas.</p> <p>Most in-text citations and/or reference list entries follow APA guidelines. Some errors are present</p>	<p>Demonstrates use of sources to support and develop most ideas.</p> <p>Almost all in-text citations and reference list entries follow APA guidelines; only a few citation and referencing errors are present.</p>	<p>Demonstrates use of sources to support and develop almost all ideas.</p> <p>Almost all in-text citations and reference list entries follow APA guidelines; only one or two citation and referencing errors.</p>	<p>Demonstrates use of sources to support and develop all ideas.</p> <p>All in-text citations and reference list entries follow APA guidelines; no citation or referencing errors.</p>
<p><i>Effective</i></p>	<p>Presents information which is not clearly</p>	<p>Communicates in a mostly readable</p>	<p>Communicates in a coherent and</p>	<p>Communicates coherently and</p>	<p>Communicates eloquently,</p>

<p><i>Communication (Written)</i></p> <p>Percentage of this criterion = 20%</p>	<p>organized or easy to follow.</p>	<p>manner that largely adheres to the given format.</p>	<p>readable manner that adheres to the given format.</p>	<p>concisely in a manner that adheres to the given format.</p>	<p>coherently, concisely and creatively in a manner that adheres to the given format.</p>
	<p>Meaning is repeatedly obscured by errors in the communication of ideas, including errors in structure and logical sequence, that render information, arguments and evidence unclear and illogical.</p>	<p>Meaning is sometimes difficult to follow. Information, arguments and evidence are structured and sequenced in a way that is not always clear and logical.</p>	<p>Meaning is mostly easy to follow. Information, arguments and evidence are well structured and sequenced in a way that is clear and logical.</p>	<p>Meaning is mostly easy to follow. Information, arguments and evidence are structured and sequenced in a way that is clear, logical and persuasive. Engages audience interest.</p>	<p>Meaning is always easy to follow. Information, arguments and evidence are insightful, persuasive and expertly presented. Engages and sustains audience's interest.</p>
	<p>Specialised language and terminology are rarely or inaccurately employed.</p> <p>Many errors in spelling, grammar, and/or punctuation.</p>	<p>Generally employs specialised language and terminology with accuracy.</p> <p>Some errors in spelling, grammar and/or punctuation.</p>	<p>Accurately employs specialised language and terminology.</p> <p>Occasional errors present in spelling, grammar and/or punctuation.</p>	<p>Accurately employs a wide range of specialised language and terminology.</p> <p>Occasional minor errors present in spelling, grammar and/or punctuation.</p>	<p>Discerningly selects and precisely employs a wide range of specialised language and terminology.</p> <p>No errors in spelling, grammar and punctuation.</p>

The following Subject Learning Outcomes are addressed in this assessment task	
<p>SLO a)</p>	<p>Identify challenges and opportunities for Research and Development (R&D) in the Information Communication Technology (ICT) Sector.</p>
<p>SLO b)</p>	<p>Critically examine relevant literature and the industry landscape to identify gaps and formulate research questions and objectives pertinent to the ICT domain.</p>

SLO e)	Integrate ethical principles related to the design of R&D solutions.
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