

# Literature Reviews

Research Services

Te Tumu Herenga

Libraries and Learning Services



Purpose

Identifying research question

Search strategies

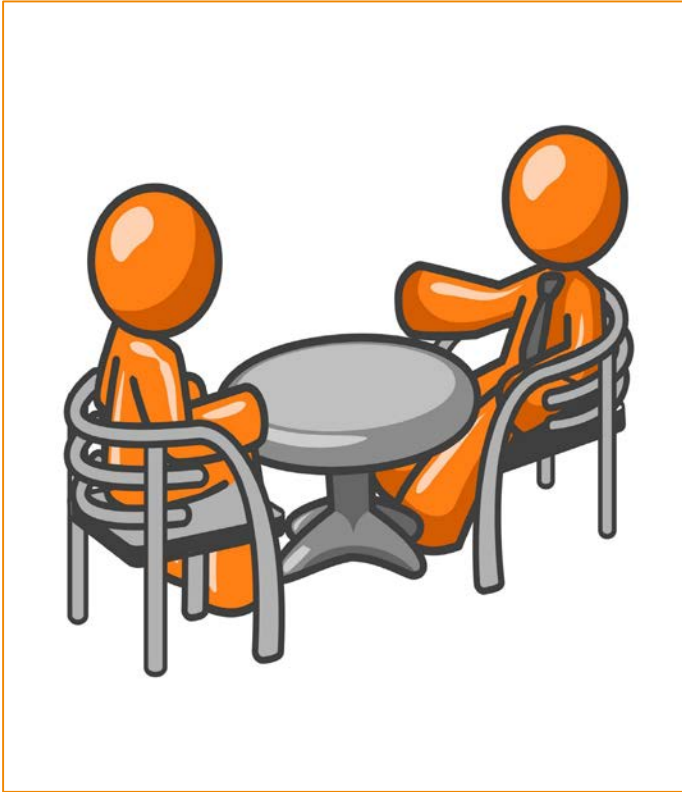
Managing literature

Evaluating literature

Analysis and synthesis

Writing

# Supervisor Contact



- Supervisor contact important
- Seek feedback early
- Open communication



# Group Discussion

Time limit: 5mins

- 1.Introduce yourself to your table
- 2.Who is your supervisor?
- 3.What is your research topic?



# What is a Literature Review ?

An **evaluation of literature**  
on a specified **subject or topic** area

It allows you to develop the following skills:

**Information seeking**

**Critical appraisal**

# General Structure

## Introduction

Background/context

Focus/boundaries

Overview

1-2 paragraphs

## Body

Sections arranged logically

Each section contains brief critical overview of literature

Sources cited to support points

Avoid grouping sources with similar findings

## Conclusion

Reiterates assessment of literature

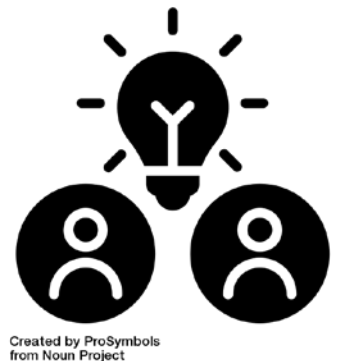
Should discuss shortcomings and/or gaps

1 paragraph

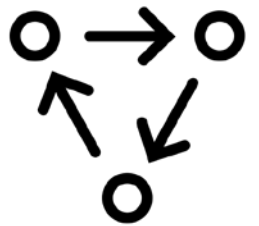


# The purpose of a literature review

- Place each work in the **context of its contribution** to the research
- Describe the **relationship of each work** to the others
- **Identify new ways to interpret** prior research
- **Reveal any gaps** that exist in the literature



- **Resolve conflicts** amongst seemingly contradictory previous studies
- **Identify areas of prior scholarship** to prevent duplication of effort
- Identify the **need for additional research**
- **Locate your own research within context** of existing literature **very important**



Created by Tomasz Pasternak  
from Noun Project





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# Defining Points

Extensive reference  
to related research

Connections made  
between sources

Position of your  
research within  
context of existing



Where Do I Start?

# Defining your research query

Before you can start to search for information you need to define **WHAT** your **research query** is

# Understand your topic

Useful guides:

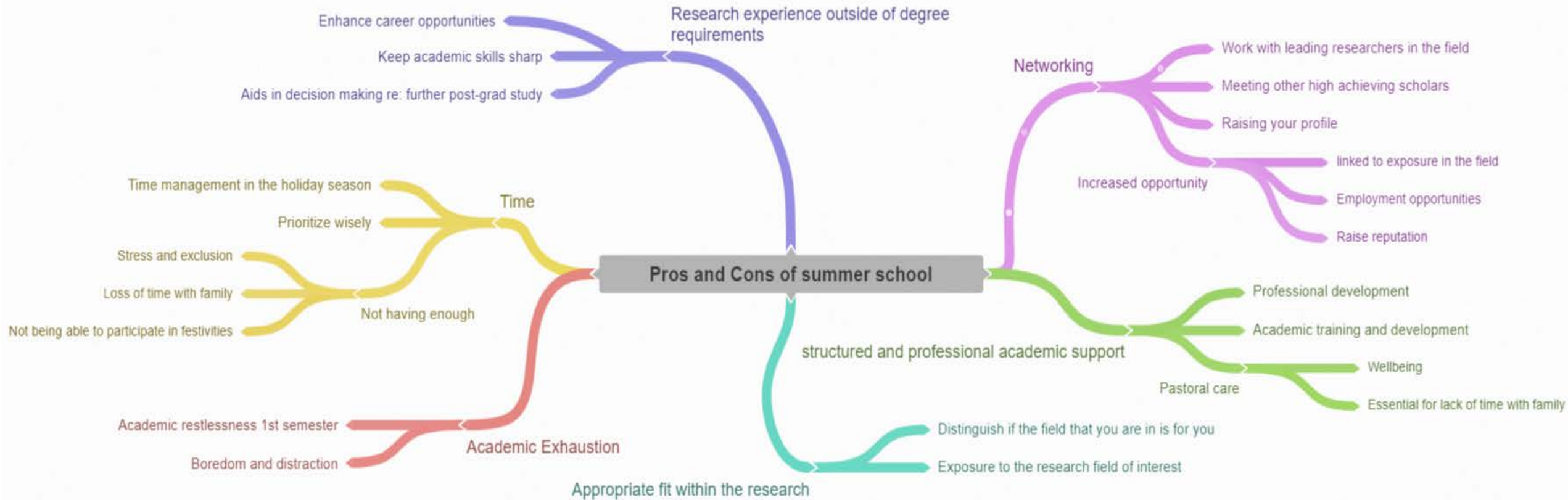
[Dictionaries & Encyclopedias](#)

[Subject guide - Arts](#)

A **mind map** can also help ...



# Mind maps to brainstorm





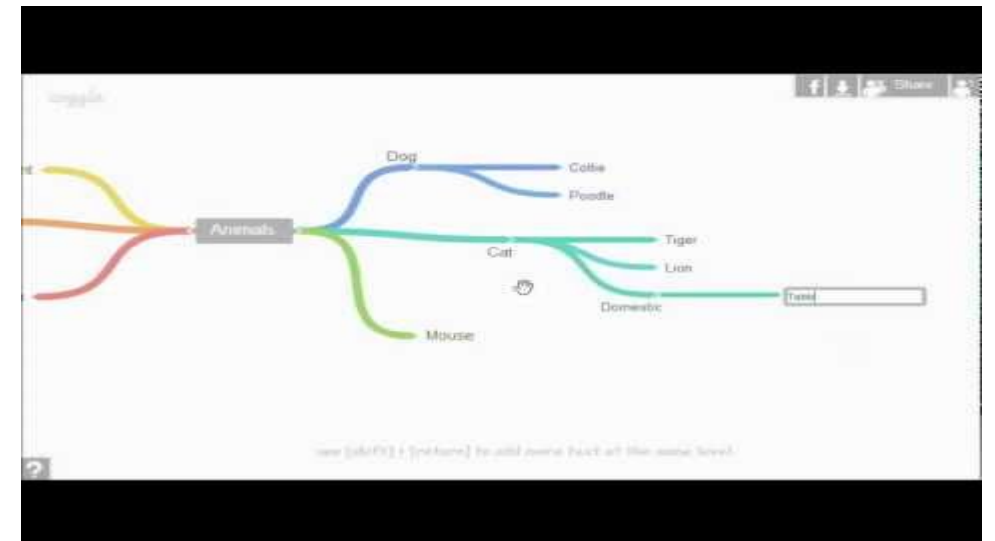
# Coggle it!

Time limit: 5 mins

- Watch intro video
- Sign up for free account  
(this will give you 3 private diagrams)
- Have a play!

Go  
to: <https://coggle.it/>

Coggle Tutorial: Do more with  
Coggles



# Search Strategies



Photo by [Drew Graham](#) on [Unsplash](#)

# Tips for Searching

## Quick Guide

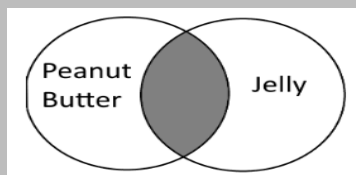


Access UoA  
Library



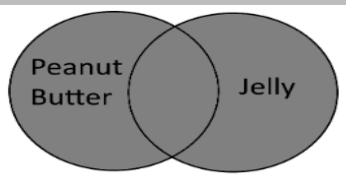
Use our  
resources

AND



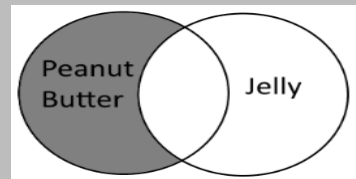
= Results that  
will include  
both search  
terms

OR

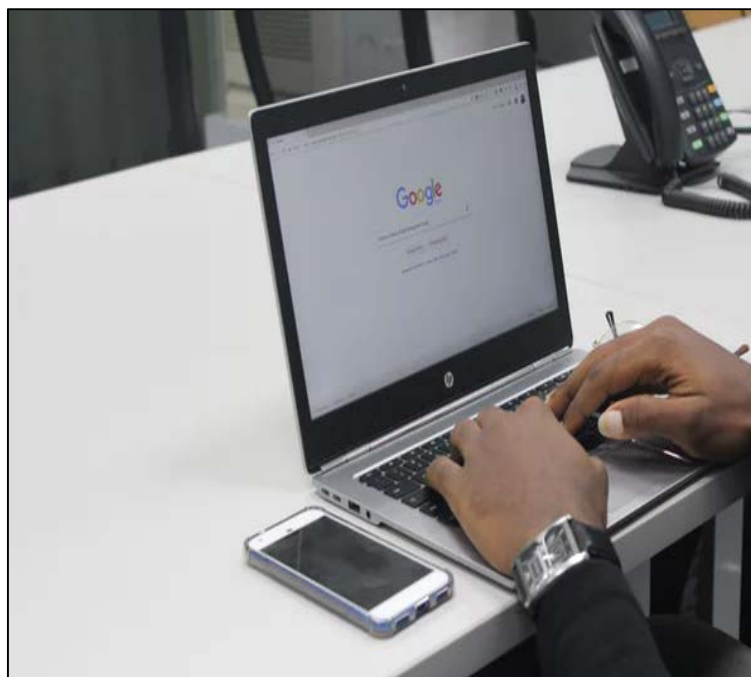


=Results that  
include either  
or both  
search terms

NOT



=Results that  
include one  
search term



For when there could be  
variance in spelling, i.e.  
Colo? = Color or Colour



For when you are looking for  
something specific, i.e.  
"sentences" AND "shit"



For when you want to  
broaden search term, i.e.  
promot\* = promote or  
promoter etc



## Concept Table

First Nation	Repatriation	Head's
Indigenous	Reinstatement	Moko Mōkai
Maori	Return	Taonga



# Search Logs

Resource Used (database etc)	Years Searched	Search Terms or Strategies Used	# of Hits/ Results	Notes
Google #1 (search engine)	1915 - 2019	The price of citizenship AND Maori	790,000	Too many – refine results, utilise <b>NOT</b> operator
Google #2 (search Engine)	1915 - 2019	The Price of Citizenship AND Maori NOT Ngata	42,500	Still too many. Ngata coming through, change source, return original search terms
Google Scholar #1	1915 - 2019	The price of citizenship AND Maori	9,070	Narrow results, add <b>NOT</b> operator to filter Ngata
Google Scholar #2	Open	The Price of Citizenship AND Maori NOT Ngata	1,050	Rich content, explore results further

# Hints

**Database search fields** If your search terms aren't found in the **abstract**, they are unlikely to be a main topic/point

Searching: **Historical Abstracts** | [Choose Databases](#)

Colonisation **AB Abstract or Author-Supplied Abstract** **Search**

AND Harrison **AU Author** [Clear](#) [?](#)

AND **Select a Field (optional)** [+](#) [-](#)

[Basic Search](#) [Advanced Search](#) [Search History](#)

**Subject search** click on the **subject headings** listed within the catalogue record of an item

Details

Title The Pacification of the Liberian Hinterland

Author(s) [Akingbade, Harrison](#)

Identifier ISSN: 00222992  
DOI: 10.2307/2717507

Content The important role played by the militia and the Frontier Force in the pacification of the Liberian hinterland is discussed. Although the Liberian government ignored the hinterland, interest in the country's interior was aroused during Pres James Sprigg Payne's administration in 1888. In 1898, Pres James Coleman implemented his interior policy which was designed to open up and develop the hinterland. The reasons behind the use of the Liberian militia and the Frontier Force by the government are analyzed.

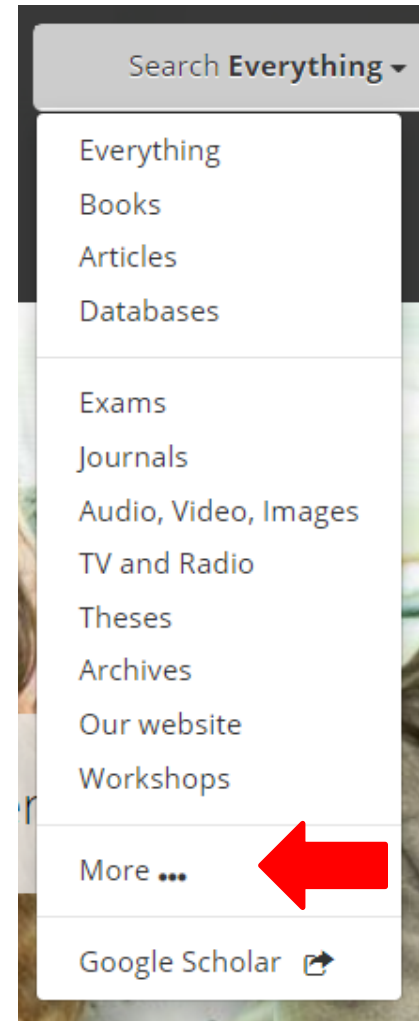
Is Part Of The Journal of Negro History, 1 July 1994, Vol.79(3), pp.277-296

Subjects [Political science -- Military science -- Armed forces](#) [>](#)  
[Political science -- Military science -- Military life](#) [>](#)  
[Political science -- Military science -- Armed forces](#) [>](#)  
[Political science -- Military science -- Armed conflict](#) [>](#)  
[Behavioral sciences -- Anthropology -- Ethnology](#) [>](#)  
[Business -- Business operations -- Commerce](#) [>](#)  
[Political science -- Government -- Ethnology](#) [>](#)  
[Behavioral sciences -- Anthropology -- Public administration](#) [>](#)  
[Political science -- Government -- Government officials](#) [>](#)  
[Political science -- Government -- Government officials](#) [>](#)

# Other sources of information

## UoA Library

Special Collections  
Local Digital Collections  
Theses &  
Dissertations  
TV & Radio  
Geodata Hub  
Exhibitions  
Interlibrary  
loans



- Use drop-down on library search
- Click on "More"
- Scroll down this page to view everything

Examples of other  
sources to search

[National Library  
Collections](#)

[Stats NZ](#)

[Archives NZ](#)

[Auckland Museum](#) Research

[Heritage Collections](#)  
(Auckland Libraries)

[Trove](#) (National  
Library of Australia)

[Haithi Trust](#)  
(Open access digital  
collections, UoA Member)

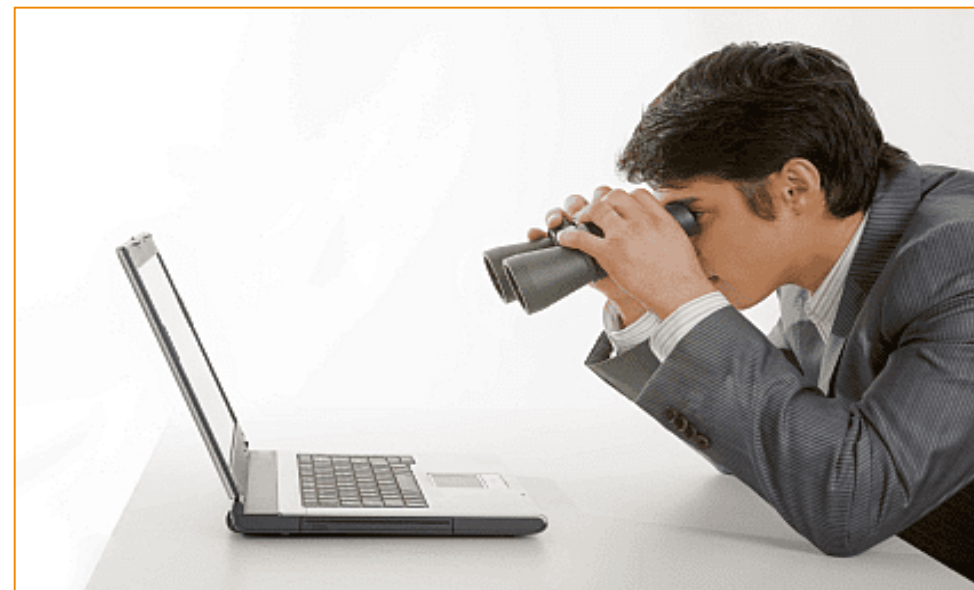


# Let's start searching

Time limit: 7 mins

Take your handouts and  
conduct some simple  
searches in a database  
of your choice

Be sure to record your  
actions and practice  
using your concept table



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# Managing your Research Data!!!

- Referencing tools?
- File naming convention?
- Secure storage?
- Literature as data



Photo by [Tyler Franta](#) on [Unsplash](#)

# What types of data are you working with or expecting to work with?





# Ways to organise your literature

Chronology of events/publications

Topic/Thematic

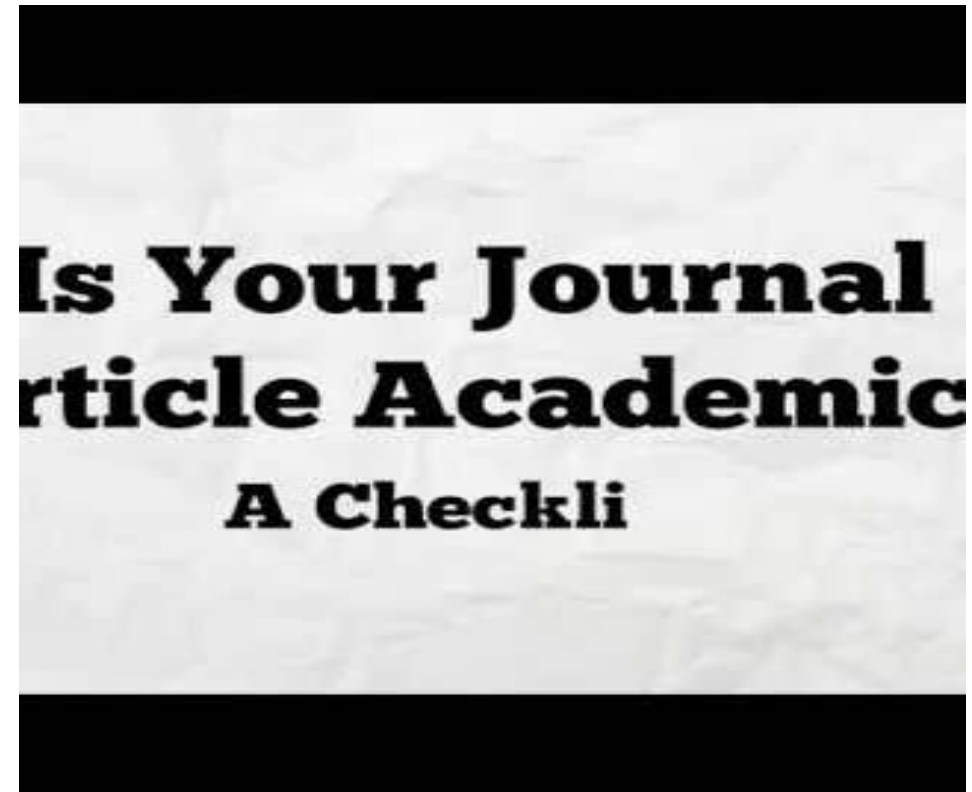


Method

Author perspective "schools of thought"



# Evaluating academic articles



# Reviewing Resources - Oh CRAAP!

**C**

## Currency

### The timeliness of the information

When was the information published or posted?  
Has the information been revised or updated?  
Does your topic require current information, or will older sources work as well?  
Are the links functional?

**R**

## Relevance

### The importance of the information for your needs

Does the information relate to your topic or answer your question?  
Who is the intended audience?  
Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?  
Have you looked at a variety of sources before determining this is one you will use?  
Would you be comfortable citing this source in your research paper?

**A**

## Authority

### The source of the information

Who is the author/publisher/source/sponsor?  
What are the author's credentials or organizational affiliations?  
Is the author qualified to write on the topic?  
Is there contact information, such as a publisher or email address?  
Does the URL reveal anything about the author or source?  
examples: .com .edu .gov .org .net

**A**

## Accuracy

### The reliability, truthfulness and correctness of the content

Where does the information come from?  
Is the information supported by evidence?  
Has the information been reviewed or refereed?  
Can you verify any of the information in another source or from personal knowledge?  
Does the language or tone seem unbiased and free of emotion?  
Are there spelling, grammar or typographical errors?

**P**

## Purpose

### The reason the information exists

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?  
Do the authors/sponsors make their intentions or purpose clear?  
Is the information fact, opinion or propaganda?  
Does the point of view appear objective and impartial?  
Are there political, ideological, cultural, religious, institutional or personal biases?

# Summary Tables

Article Title / Source	~	
Author	~	
Year Published	~	
Full Citation	~	
What is the article about?	~	
What Methodological approach and what methods were used in the research?	~	
Do you think the approach worked? Why? Why not?	~	
What is good about the article?	~	
Strengths and Weaknesses?	~	
#1 Useful quote – appraisal	~	
#2 Useful quote - appraisal	~	
#3 Useful quote - appraisal	~	



# Start on your Summary Table

Time limit: 5 mins



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- Create your own Summary Table
- You are welcome to use the example given.
- Create it and save it appropriately



# Analysis & Synthesis



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# Analysis



## A four phase process:

- ✓ Familiarize yourself with your data so you can start to describe the content
- ✓ Search for patterns or themes across the literature
- ✓ Review themes
- ✓ Define and name themes

# Synthesizing literature





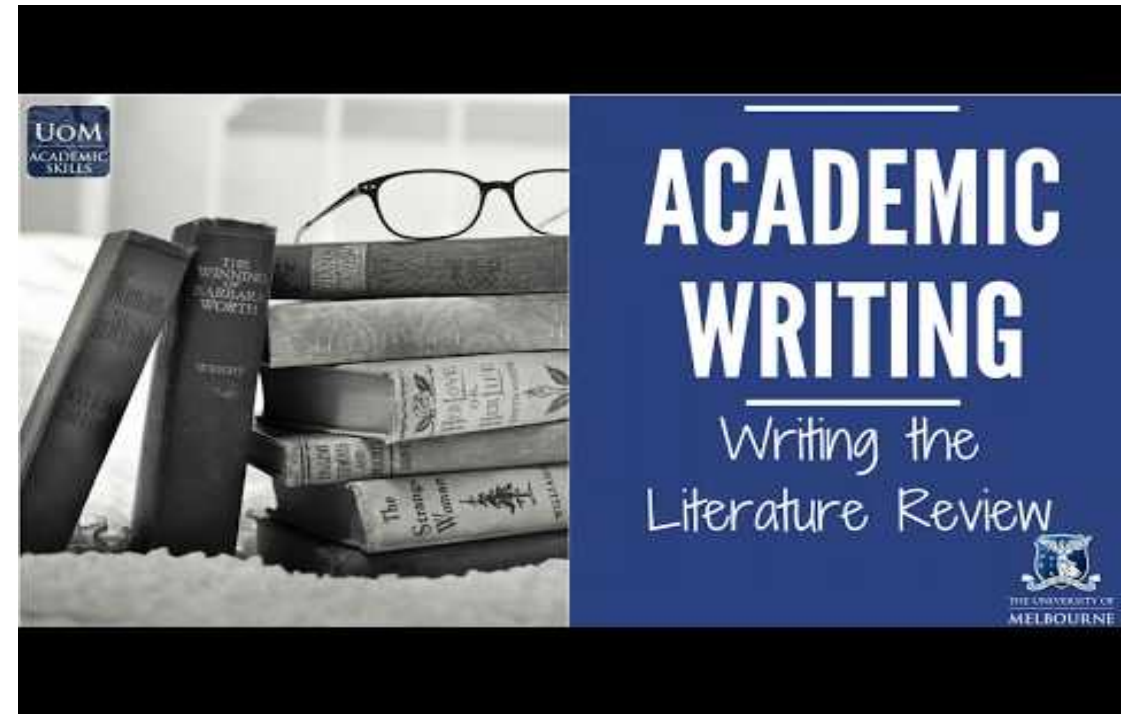


# Key Features of a Synthesis

- **Accurately** reports information from the sources using a wide range of varying phrases and sentences
- **Organized** in such a way that readers (audience) can immediately see where the information from the sources overlap
- **Makes sense** of the sources and helps the reader (audience) understand them in greater depth



# Writing



# Paragraph structure

Point

Evidence

Analysis

Relate

Link

# Key elements of writing

## Descriptive/Reporting

- What happened
- What discussed

## Interpretive/Critical

- Ask & answer questions
- Analyze, explain & interpret information
- Synthesize information to deliver point of view

# Interpretive writing

Language highlights **importance**

This shows that...

This is important because...

This calls attention to...

This can be illustrated by...

# Critique

Critique can be both negative & positive

## Deficit Critique:

Highlights **weaknesses & limitations**

## Positive Critique:

Highlights **research strengths**

Viewed as

**pivotal/important/successful**  
research

The layered approach:

**description> critique> solution**

Allows you to use your own **voice**

# Language of Critique - examples

<http://www.phrasebank.manchester.ac.uk/being-critical/>

The study The findings Smith's paper Her conclusions	would have been  might have been	more  far more  much more	useful original relevant convincing interesting persuasive	if he/she had  if the author had	used ... adopted ... assessed ... included ... addressed ... considered ...
---	--	---------------------------------------	---	--	--

Go to [www.menti.com](https://www.menti.com) and use the code 79 51 9

i

 Mentimeter

**What are some useful words for a critical analysis?**





## Common Errors

Exclusion of key studies/authors

Inclusion of irrelevant materials

Out-of-date material

Poor organizational structure

Lack of synthesis (listing studies, authors)

Lack of critical appraisal





Photo by [Prateek Katyal](#) on [Unsplash](#)

# Resources

- Academic Writing, Writing the Literature Review, University of Melbourne.  
<https://www.youtube.com/watch?v=70n2-gAp7J0>
- AWA Academic writing at Auckland  
<https://awa.auckland.ac.nz/index.php?p=literature-survey>
- Coggle mind maps  
<https://coggle.it>
- Command words. Massey University  
<http://owl.massey.ac.nz/academic-writing/command-words.php>
- Developing a search strategy from a research question. Charles Stuart University  
<https://libguides.csu.edu.au/c.php?g=476545&p=4949988>
- Guide to Masters Research, Literature review, University of Auckland.  
[https://flexiblelearning.auckland.ac.nz/masters-research/6\\_1.html](https://flexiblelearning.auckland.ac.nz/masters-research/6_1.html)
- HEDC, Writing a Literature Review, University of Otago.  
<https://www.otago.ac.nz/hedc/otago615355.pdf>

# Resources

- Literature reviews, Royal Literary Fund.  
<https://www.rlf.org.uk/resources/what-is-a-literature-review/>
- Mantra, RDM Training  
<https://mantra.edina.ac.uk/researchstudent.html>
- Researching for your literature review. Monash University  
<https://guides.lib.monash.edu/researching-for-your-literature-review/2>
- Reviewing the literature: A short research study guide for students. Queensland University  
<https://my.uq.edu.au/files/11020/guide-literature-review-research-students.pdf>
- Ridley, Diana. *The Literature Review : A Step-by-step Guide for Students*. 2nd ed. London: SAGE, 2012. Print. Sage Study Skills.  
[https://catalogue.library.auckland.ac.nz/permalink/f/1ilac6l/uo\\_a\\_alma21190313470002091](https://catalogue.library.auckland.ac.nz/permalink/f/1ilac6l/uo_a_alma21190313470002091)
- Ulrich database – to check peer review status of a journal  
<https://www.library.auckland.ac.nz/databases/record/?record=ulrichs>
- Wise maps  
<http://www.wisemapping.com/>



# Further Resources

- Archives NZ  
<https://archives.govt.nz/>
- Auckland Libraries – Heritage Collection  
<https://www.aucklandlibraries.govt.nz/Pages/heritage-collections.aspx>
- Auckland Museum – Research  
<https://www.aucklandmuseum.com/discover/research>
- Haithi Trust – OA Digital Library  
<https://www.hathitrust.org/>
- National Library of New Zealand – Collections  
<https://natlib.govt.nz/collections>
- Stats NZ – Tatauranga Aotearoa  
<https://www.stats.govt.nz/>
- Trove – National Library of Australia  
<https://trove.nla.gov.au/>

# Communicating Research that is NOT your own

15<sup>th</sup> January 2020

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