



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

# Critical Edge 2020

## The Literature Review - finding your voice

# Literature Reviews

Roadmap

**Purpose**

**Define your  
research query**

**Develop your search  
strategy**

**Find the literature**

**Evaluate the  
literature**

**Analyse &  
Synthesize**

**Writing & Critique**



# Purpose

- Place each work in the **context of its contribution** to the research
- **Identify areas of prior scholarship** to prevent duplication of effort
- Describe the **relationship of each work** to the others
- **Identify new ways to interpret** prior research
- **Reveal any gaps** that exist
- **Resolve conflicts** amongst seemingly contradictory studies
- **Locate your own research** within the context of the existing literature



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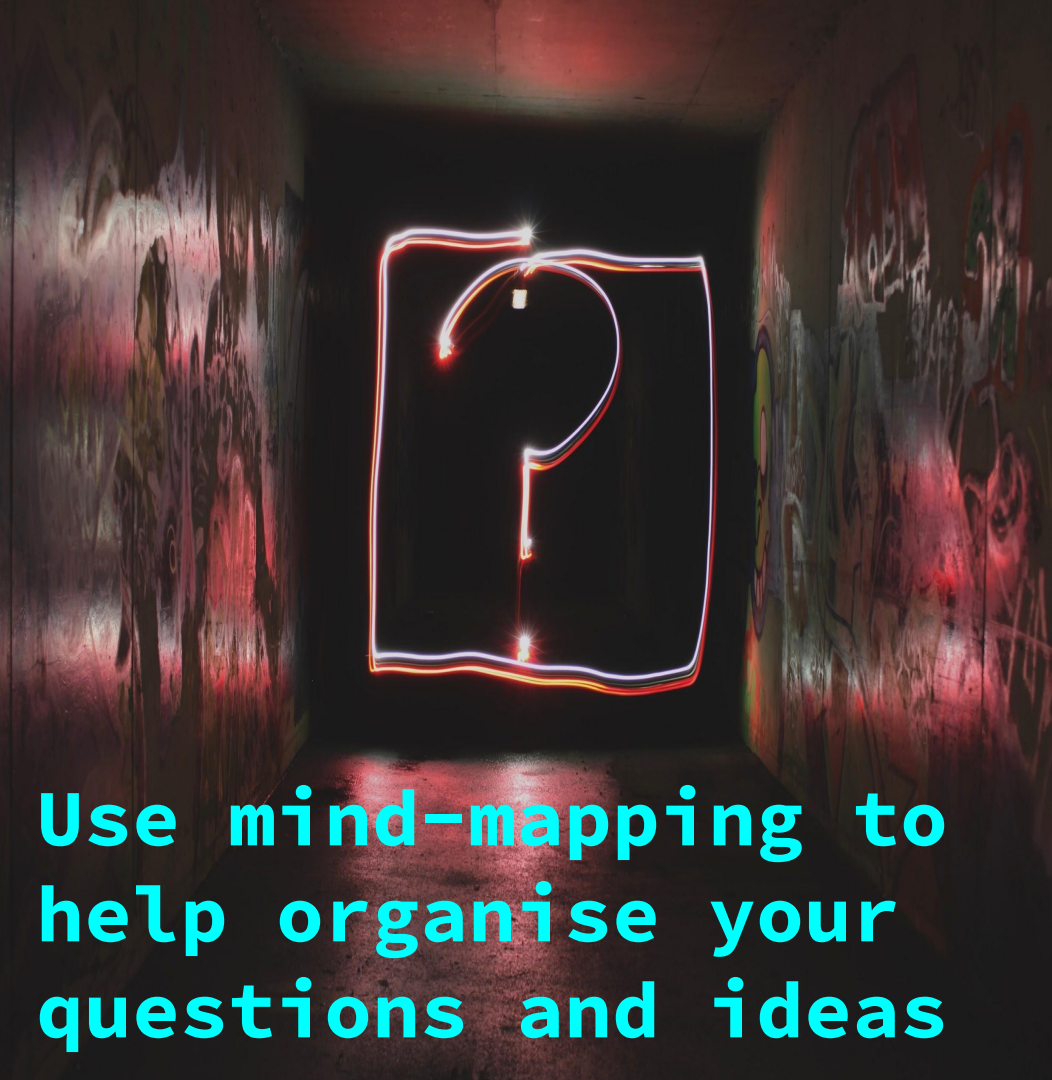
# Defining Points

Extensive reference  
to related research

Connections made  
between sources

Position of your  
research within  
context of existing

**Define your research query**



**Use mind-mapping to  
help organise your  
questions and ideas**

1. Write out your research question
2. Underline keywords, concepts or phrases
3. Identify questions that flow from keywords and research question as a whole
4. Look for follow up questions and links
5. Think sequencing or ordering of these ideas/questions

# Search strategy



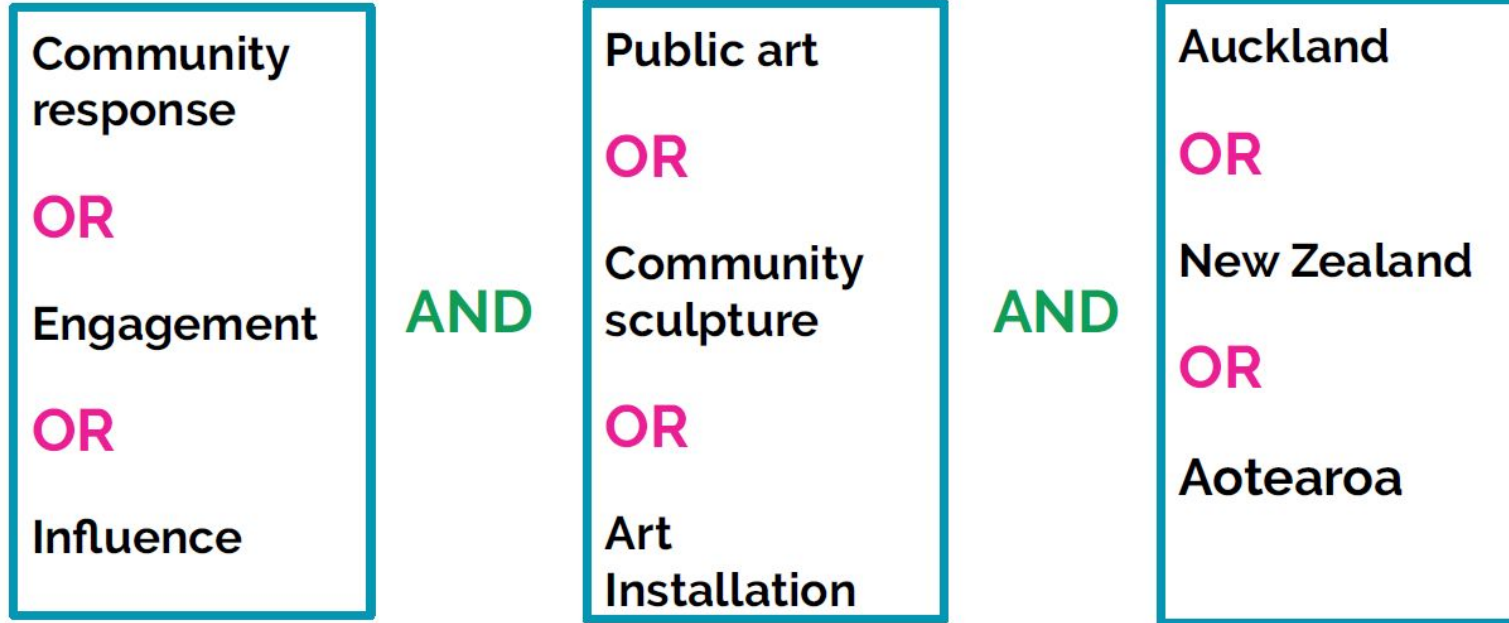
Concept  
tables

Search  
tactics

Search  
log



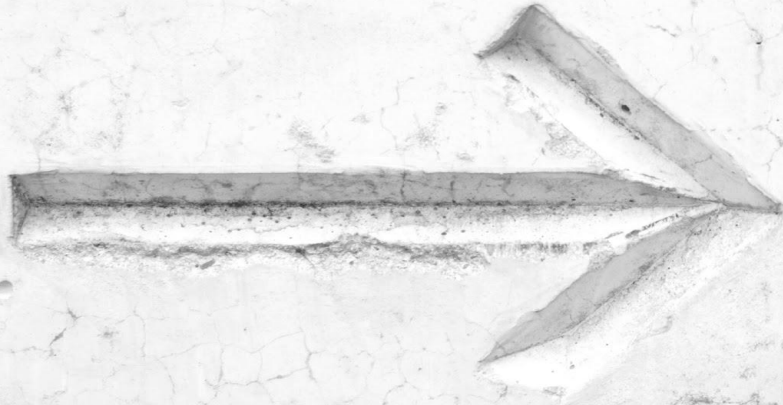
# Concept tables



Join different **CONCEPTS** with **AND**

Join different **SYNONYMS** with **OR**

# Search tactics



**Boolean operators: AND, OR, NOT** Use to combine search terms

**Brackets or Quotation marks:**

Use to keep keywords and phrases intact

**Truncation symbol: \*, \$ or ?** Use to find all versions of a word  
postmodern\* = postmodern/ism/ist

**Wildcard search: ? or #** Use to find all spellings of a word  
Colo?r = color, colour

# Search log

Resource (database or collection etc.)	Time period - Years	Search terms & strategies	Where specified (abstract, keywords, title etc.)	# of results	Notes
UoA Library Search #1	Anytime	Public art <b>AND</b> Auckland	Theses	55	Sort by relevance
UoA Library Search #2	Anytime	“Public art” <b>AND</b> Auckland	Theses	14	Sort by relevance



# Finding information

# The subject guide...



- Each discipline has one
- Compilation of resources specific to your discipline
- Databases, books, journals, links to other resources
- First place to find resources from which to start your searching

<https://www.library.auckland.ac.nz/guides/creative>

# Beyond the subject guide....

## Special Collections:

- Architecture Archive
- Fine Arts Archive
- Archive of Maori & Pacific Sound

## Theses:

- Theses & dissertations domestic & international

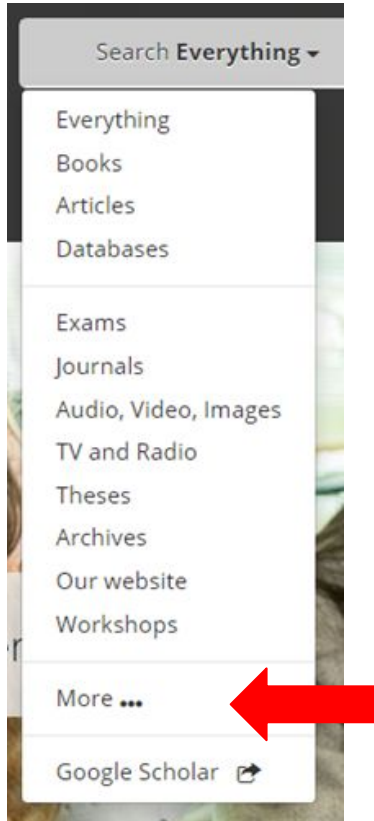
## Public Collections:

- Public Libraries
- Public Art Galleries
- Archives NZ
- National Library of NZ
- Trove- Nat.Library of Aust

## Interloans:

- Not held by University of Auckland? Once back on campus we can borrow from other Universities...

# Getting there...



- Use dropdown on library search “More”
- Link to Subject guides
- Theses & Dissertations
- Special Collections
- Digital collections
- Exhibitions
- Interloans



**Evaluate resources**

# CRAAP

## A

### checklist

**C = Currency**

The timeliness of the information

**R = Relevance**

The importance of the information to your needs

**A = Authority**

The source of the information

**A = Accuracy**

The reliability of content

**P = Purpose**

The reason the information exists

# Summary tables

Title/resource	
Author/creator	
Year published	
Full citation	
Topic	
Methodological approach	
Works? Why? Why not?	
Resource strengths	
Resource weaknesses	
#1 Useful quote/appraisal	
#2 Useful quote/appraisal	
#3 Useful quote/appraisal	

**Analyse & Synthesize**

# Analysis

- Familiarize yourself with your data so you can describe & explain it
- Look for patterns/themes
- Define key findings & themes



# Synthesis

- Accurately reports information from sources
- Organized in such a way that audience can immediately see where information overlaps
- Allows your research argument and critique to be understood within context of research area



# Writing & critique

# Key elements of writing

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## **Descriptive/Reporting**

- *What happened*
- *What is discussed*

## **Interpretive/Critical**

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

## **Interpretive writing highlights **IMPORTANCE****

- **This shows that...**
- **This calls attention to...**
- **This is important because...**
- **This can be illustrated by...**



# Critique

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## Deficit critique

*Highlights weaknesses and limitations*

## Positive critique

*Highlights research strengths:  
important/pivotal research*

## **The layered approach:**

**description** > **critique** > **solution**

Allows you to use and develop your own voice..

# Example theses

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**Fine Arts** PhD – Nuala Gregory (2015) ***The Afterlife of Painting***

<http://hdl.handle.net/2292/26077>

**Fine Arts** Masters - Joshua Lotz Keegan (2018) ***Seeing myself watching myself***

<http://hdl.handle.net/2292/37141> -

written from different perspectives “voice” is relative to each identity

**Music** PhD – Samuel Girling, (2018) ***Curious virtuosity: the emergence and decline of unconventional repertory for timpani and percussion in the late eighteenth and early nineteenth centuries***

<http://hdl.handle.net/2292/37562>

**Dance Studies** PhD – Katy Van-Reigle (2018) ***The effects of International Poi on physical, cognitive, and emotional health in healthy older adults***

<http://hdl.handle.net/2292/37338>

# Example theses

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**Architecture** PhD – Jeremy Smith (2019) ***Unfinished landscapes: How can an understanding of the New Zealand landscape as 'unfinished' inform New Zealand's residential architecture in the 21st century?***

<http://hdl.handle.net/2292/46487>

**Planning** PhD - Elham Bahmanteymouri (2016) ***An Ontological Investigation of Urban Growth Management Policies under Neoliberalism***

<http://hdl.handle.net/2292/31353>

Planning theses have different literary organisation to the body of the thesis – no separate literature review, review done within each chapter topic

# Further resources

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## **Mind-mapping:**

[Overview](#)

[Coggle mind maps](#)

[Wise maps](#)

## **Creative writing:**

[Smudge skittle](#)

[Reflection Toolkit](#). University of Edinburgh (models for reflective writing)

## **Critique:**

[Phrasebank](#) - University of Manchester

## **Collections:**

[Special Collections](#)

[Theses & dissertations](#)

[Newspapers](#)

## **Online library resources:**

[Postgraduate Resources](#)

[Postgraduate Skills](#)

[Searching for information](#)

[Postgraduate workshops](#)

## **Guide:**

[Literature Reviews PG \(Dance\)](#)

# Contacts



— — —  
**Request a Research consult:**

[Ask Us](#)

**Learning Advisers:**

[Te Fale Pouāwhina](#)

[Inclusive Learning](#)

[English Language Enrichment](#)

**Learning Adviser (CAI):**

Phillippa McKeowan-Green: [p.mckeown-green@auckland.ac.nz](mailto:p.mckeown-green@auckland.ac.nz)

**Research Services Advisers (CAI):**

Fiona Lamont: [f.lamont@auckland.ac.nz](mailto:f.lamont@auckland.ac.nz)

[https://auckland.figshare.com/authors/Fiona Lamont/4084864](https://auckland.figshare.com/authors/Fiona_Lamont/4084864)

Evie Southwell: [e.southwell@auckland.ac.nz](mailto:e.southwell@auckland.ac.nz)