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Conducting a Literature Review

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CONDUCTING A LITERATURE REVIEW

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Outcomes

- Discuss lit review purpose, scope, and philosophy
- Develop strategies for organizing research materials
- Identify and explore useful databases
- Q&A

Purpose of a Literature Review

A literature review should

- Lay the groundwork for your argument
- Provide the reader with necessary context
- Set up your intervention

"Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations." —ACRL *Framework for Information Literacy*, "Scholarship as Conversation"

Defining Your Scope

- How many sources?
- What types of sources?
- Orientation toward sources (summary/synthesis/evaluation)
- Background information
- Diversity of sources
- Parameters of sources (time, geography, method, language, discipline, etc.)



Find Relevant Examples

- Books and articles in your field
 - By authors whose work you admire
 - On related topics
- [Dissertations and theses](#)
 - By students with your advisor/in your department
 - On related topics
 - Etc.

Steps of a Lit Review

1. Clarify your topic or scope
2. Find Models / Examples
3. Find and Evaluate Sources
4. Organize your work
5. Write!
6. Revise

Summary vs Synthesis

Summary

- What is the most important information in a source?
- Paraphrase, do not copy and paste.

Synthesis

- How do the sources relate to one another?
- How do the sources relate to your work and research?
- Form a narrative.

Sample Summary

Yeager, Hannah. *The Effects of Communication on Marital Satisfaction*. Thesis, University of West Florida, n.d.

To many, nonverbal communication may take a back seat to verbal communication. It is often overlooked and may be deemed unimportant. However, this aspect of communication speaks volumes. Nonverbal communication may consist of looking, smiling, frowning, touching, or expressions of surprise as seen in Weisfeld and Stack's research study (2002). Women have been found to exhibit these forms of communication more often than men. Weisfeld and Stack studied nonverbal behaviors related to the closeness of a couple and found that women looked at their partners for a significantly longer amount of time as compared to men...

Sample Synthesis

Burgers, Christian, et al. “Systematic Literature Reviews: Four Applications for Interdisciplinary Research.” *Journal of Pragmatics*, vol. 145, May 2019, pp. 102–09.

Pragmatics research touches upon interdisciplinarity in at least three distinct ways. First, many papers combine theories and constructs from linguistics with applications to communicative situations relevant to other fields of application, ranging from pedagogy (e.g., Cirillo, 2019) to health (e.g., Nielsen, 2019), politics (e.g., Musolff, 2017), and commercial advertising (e.g., Pérez-Sobrino, Littlemore & Houghton, in press). In such projects, scholars engage in interdisciplinary research that requires a careful consideration of the linguistics literature, general literature on communication and the specialized literature from the field of application.

Organize Your Work

- Literature Review Matrix
- Zotero's sort, tag, notes functions
- Index Cards (old fashioned, but effective)

Topic: _____

	Source #1	Source #2	Source #3	Source #4
Main Idea A				
Main Idea B				

Label the columns across the top of your chart with the author's last name or with a few keywords from the title of the work. Then label the sides of the chart with the main ideas that your sources discuss about your topic. As you read each source, make notes in the appropriate column about the information discussed in the work, as shown in the following chart.

"Writing a Literature Review and Using a Synthesis Matrix." Writing & Speaking Tutorial Services. North Carolina State University. <https://tutorial.dasa.ncsu.edu/wp-content/uploads/sites/29/2015/06/synthesis-matrix.pdf>

Topic: Women in WWII

	Cornelsen	Stewart	Bruley	Scott
Alteration of women's roles because of WWII	<ul style="list-style-type: none"> - Women accredited the WASP program for opening new doors, challenging stereotypes, and proving that women were as capable as men (p. 113) - Women could compete with men as equals in the sky because of their exemplary performance (p. 116) - WASP created opportunities for women that had never previously existed (p. 112) - Women's success at flying aircrafts "marked a pivotal step towards breaking the existing gender barrier" (p. 112) 	<ul style="list-style-type: none"> - WAAC (Women's Army Auxiliary Corp) was 1st chance for women to serve in army, given full army status in 1943 as WAC (p. 28) - Needs of the war were so great that women's traditional social roles were ignored (p. 30) - Military women paid well for the time period and given benefits if they became pregnant (p. 32) - The 1940's brought more opportunities to women than ever before (p. 26) 	<ul style="list-style-type: none"> - Women given equal opportunities (p. 223) - Women joined workforce as a break from the ordinary to help the war (p. 220) - Unconscious decision to cross into male-dominated roles (p. 221) - Seized these new opportunities to bring about change (p. 230) 	<ul style="list-style-type: none"> - Women born in the 1920's found new doors open to them where they once would have encountered brick walls (p. 526) - Even women not directly involved in the war were changing mentally by being challenged to expand their horizons because of the changing world around them (p. 562) - War also brought intellectual expansion to many people (p. 557)
Hardships and oppositions women faced	<ul style="list-style-type: none"> - "From the outset male pilots resented women's presence in a traditionally male military setting" (p. 1113-4) - "The WASP were routinely assigned inferior planes that were later found to have been improperly maintained" (p. 114) - discrimination against WASP at every level of 	<ul style="list-style-type: none"> - Women in the military given extensive physical and mental tests, but still discriminated against, ridiculed, and considered inferior to men (p. 29) 	<ul style="list-style-type: none"> - Women given unskilled labor positions by government because only seen as temporary workers, therefore no reason to train them (p. 221-2) - Women given less significant work and viewed as less intelligent and physically able (p. 224) - "The Church Blisters diet" 	

Literature Review Template

Source	Study Population	Problem Scope/ Size	Context: Social, Political, Economic, Health	Audiences		Current Knowledge, Attitude, Beliefs, Behaviors	Factors influencing behavior: Individual/Family/Community/Society/Health System	Communication Channels
				Affected	Influential			

Example

Inayati et al., 2012	Mothers of children 6-60 months	Suboptimal feeding practices widespread.	Updated EBF policy inadequately disseminated.	Pregnant women Mothers of infants & young children Other caregivers	Child's paternal grandmother Partners of pregnant women	Most believe food should be added at 1-4 months. Formula perceived as more nutrition. Most breastfed at least 4 months.	Traditional beliefs of mothers and paternal grandmothers. Perception of insufficient breast milk production. Perception that prolonged breastfeeding interferes with growth. Early feeding practices influence later practices	IPC

Using Zotero Tags

The screenshot displays the Zotero application interface. On the left, a sidebar shows a hierarchical library structure with folders like 'My Library', 'Art Therapy', and 'Test Group'. The main pane shows a list of items with columns for 'Title' and 'Creator'. The first item is selected, and its details are shown in the right pane, including a list of 19 tags such as 'Administrative Personnel', 'Art Therapy*/economics', and 'Art*'. The 'Tags' tab is active in the right pane, and an 'Add' button is visible.

Title	Creator
> [icon] The social value of the arts for care home residents in England: A Social Return on Investment (SROI) analysis of ...	Bosco et al.
> [icon] Art therapy in the time of COVID-19.	Braus and Morton
> [icon] Viewing and making art together: a multi-session art-gallery-based intervention for people with dementia and t...	Camic et al.
> [icon] 'Festival in a Box': Development and qualitative evaluation of an outreach programme to engage socially isolate...	Eades et al.
> [icon] A Conversational Model of art therapy.	Eisdell
> [icon] Experiencing Social Isolation (Even in the Era of COVID-19 Pandemic Lockdown): Teachings Through Arts from ...	Ferrari et al.
> [icon] Spaces of social inclusion and belonging for people with intellectual disabilities.	Hall
> [icon] Masterworks of art and chronic illness experiences in the elderly.	Hodges et al.
> [icon] Project eARTH: participatory arts and mental health recovery, a qualitative study.	Hui et al.
> [icon] 'I don't think they knew we could do these sorts of things': social representations of community and participatio...	Murray and Crummett
> [icon] Reducing social isolation in a rural community through participation in creative arts projects.	Pearce and Lillyman
> [icon] Imagining the COVID-19 pandemic through the minds of 9-11 years old: findings from an art exhibition in India.	R et al.
> [icon] [The role of art therapy in the rehabilitation of psycho-socially disabled people].	Simon and Kovács
> [icon] Curating wellness during a pandemic in Singapore: COVID-19, museums, and digital imagination.	Tan and Tan
> [icon] Impact of the seclusion room experience.	Wadeson and Carpenter

19 tags:

- Administrative Personnel
- Art Therapy*/economics
- Art*
- Arts
- Care homes
- Cognition
- England
- Health Personnel
- Health Status
- Homes for the Aged*
- Humans
- Mental Health
- Older people
- Program Evaluation
- Self Efficacy
- Social Isolation
- Social Participation
- Social Return on Investment
- Stakeholders

Title	Creator
> [icon] The social value of the arts for care...	Bosco et al.
> [icon] Art therapy in the time of COVID-19.	Braus and Morton
> [icon] Viewing and making art together: ...	Camic et al.
> [icon] 'Festival in a Box': Development an...	Eades et al.
> [icon] A Conversational Model of art ther...	Eisdell
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> [icon] Spaces of social inclusion and belo...	Hall
> [icon] Masterworks of art and chronic illn...	Hodges et al.
> [icon] Project eARTH: participatory arts a...	Hui et al.
> [icon] 'I don't think they knew we could ...	Murray and Crum...
> [icon] Reducing social isolation in a rural ...	Pearce and Lillym...
> [icon] Imagining the COVID-19 pandemi...	R et al.
> [icon] [The role of art therapy in the reha...	Simon and Kovács
> [icon] Curating wellness during a pande...	Tan and Tan
> [icon] Impact of the seclusion room expe...	Wadeson and Car...

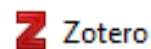
Info Notes Tags Related

4 tags:

- Care homes
- Older people
- Social Isolation
- Social Participation

[-]
[-]
[-]
[-]





Zotero

File Edit View Tools Help

Icons for file operations and search. Search bar contains "COVID-19".

- My Library
 - Art Therapy
 - Art Therapy & Social Is...
 - Book Chapter Example
 - ILCEP Revival Review
 - Learning Organization/...
 - MUSC 771 Practice
 - Music 771 Research Me...
 - My Publications
 - Duplicate Items
 - Unfiled Items
 - Trash
- Group Libraries
 - ImmerisDemo

Title	Creator
> Art therapy in the time of COVID-19.	Braus and Morton
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Zotero

File Edit View Tools Help

COVID-19

My Library

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Group Libraries

- ImmersionDemo
 - Duplicate Items
 - Unfiled Items
 - Trash
- Test Group
 - Duplicate Items
 - Unfiled Items
 - Trash
- Test_with_Beth.Royall

3c protease

74: Pedagogy -- Music educati...

83: Music and related disciplin...

2019-nCoV Adolescent

Title	Creator
Art therapy in the time of COVID-19.	Braus and Morton
Covid-19: surge in cases in Italy an...	Day
Full Text	
Snapshot	
Economic effects of coronavirus o...	Fernandez
Experiencing Social Isolation (Even ...	Ferrari et al.
A Review on COVID-19: Origin, Spr...	Hadi et al.
A Review on COVID-19: Origin, Spr...	Hadi et al.
COVID-19 faecal-oral transmission:...	Heller et al.
Progress in the Research on the An...	Huang et al.
Progress in the Research on the An...	Huang et al.
"it is more than just about music": ...	Joseph and Human
Loop mediated isothermal amplifi...	Kashir and Yaqin...
Study of combining virtual screeni...	Khodadadi et al.
Return to elite football after the C...	Mohr et al.
Full Text	
Snapshot	
Evaluation of Coronavirus Families...	Monajjemi et al.
Spillover of COVID-19: impact on t...	Ozili and Arun
Imagining the COVID-19 pandemi...	R et al.
SARS-CoV-2 RNA in wastewater an...	Randazzo et al.
Forecasting the timeframe of 2019...	Sohail and Nutini
COVID-19 Molecular Testing in Kor...	Sung et al.
Curating wellness during a pande...	Tan and Tan
Crystal structure of SARS-CoV-2 m...	Zhang et al.

25 items in this view

Identify Gaps

- What hasn't been explored?
- What isn't being discussed in the literature?
- What methods haven't been applied?

Bridging Conversations

Use your matrix, Zotero tags, index cards, etc., to:

- Identify new approaches or methods applied to old topics
- Bring together (synthesize) information from different fields (multi-disciplinary topics)

Help and Resources

- <https://westvirginia.libanswers.com/>
- <https://libguides.wvu.edu/LitReview/Home>
- <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

Help and Resources, cont.

- Aveyard, Helen. *Doing a Literature Review in Health and Social Care: A Practical Guide*. Maidenhead: Open University Press, 2014. Ebsco ebooks.
- Edwards, Jeffrey A. *A Beginner's Guide to Economic Research and Presentation*. New York: Business Expert Press, 2013. ProQuest eBook Central.
- Hays, Judith C. and Marilyn H. Oermann. "Reviewing the Literature." In *Writing for Publication in Nursing*, 51-7. New York: Springer, 2016. ProQuest eBook Central.
- Rewhorn, Sonja. "Writing Your Successful Literature Review." *Journal of Geography in Higher Education* 42, no. 1 (February 2018): 143–47.
<https://doi.org/10.1080/03098265.2017.1337732>.