

Literature Review

Research is to see what everybody has seen
and to think what nobody else had thought.

Albert Szent-Gyorgyi.

Marilyn K. Simon, Ph.D.

Introduction

- Chapter 2, known as the Literature Review, is where most of a dissertation's sources are cited. It is the scholarly core of the dissertation.
- You must locate current research studies (usually found in professional journal articles) that have contributed to the field in a theme similar to your own dissertation. You need to review these documents with a critical eye!

Introduction



- **The Literature Review plants the seeds that will grow your study from those that came before it.**
- **Usually 100+sources; 40-60 pages. Primarily from current (within 5 years) peer-reviewed and refereed journals.**
- **You need to cite appropriate literature to provide a rationale for the study's research design, instruments, theoretical framework, and methods of data collection, analysis, and conclusions. Were they accurate? Why? or Why not?**

Scholarly Writing

- **Your job as a dissertation writer is to show that you know what you're talking about, that what you're writing is true, and that you're writing matters--with doctoral-level evidence that will pass the critical read of the audience in the authoritative style and voice of a scholarly writer.**
- The literature review enables you to do your job.

Scholarly Writing

- | **The Literature Review shows you know where your research fits in with others.**
- | **DO NOT editorialize – just the facts!**
- | **DO connect your study to what you find in the review.**
- | **DO make certain that every review relates to YOUR study -- and show us HOW.**

Why a literature review?

- According to the AERA (2006): A substantive, thorough, sophisticated literature review is a precondition for doing substantive, thorough, sophisticated research. *Good* research is good because it advances our collective understanding.
- To advance our collective understanding, a researcher/scholar needs to understand what has been done before, the strengths and weaknesses of existing studies, and what they might mean.
- "We owe almost all our knowledge not to those who have agreed, but to those who have differed" (**Charles Caleb Colton -- 1780 – 1832**)

Why a literature review?

The literature review (LR), “through a critical analysis of selected documents will:

- provide knowledge of the problem area,
- clearly identify the need for the proposed study,
- identify gaps and strengths in previous scholarly studies, (Patton, 2003, Sep).
- explain how your study connects to others.

What an LR IS NOT

- | A Review of Literature is NOT a summary or an abstract of articles.
- | It is not an Op-Ed.
- | It is not an annotated bibliography.
- | It is not a rehashing of another authors work
 - APA – *no more than 500 words or tables + figures =2 (see section 8.07) w/o obtaining copyright permission*

Excessive Quotations

- **Excessive Quotation:** Often writers who have yet to develop their own *voice* have a tendency to use a lot of direct quotes from other authors. This is tedious for the reader, and likely to leave the reader wondering what you have original to say.
- Wherever possible, paraphrase the work of other authors instead of quoting them directly. Limit quotes to instances where the author uses a particularly striking *turn of phrase*, and where his or her precise meaning would be lost in a paraphrase.
- An unofficial rule is to keep the number of direct quotes to about 3 per 10 pages. When quotations are used, they need to be cited using APA formatting.
- Quotation marks are **ONLY** used for direct quotes. Italics can be used for emphasis.

What a Literature Review is

- It **IS** an **analysis** and **synthesis** of primary source materials, written in a specific style which flows from broad to narrow, and takes into account both the theoretical and empirical issues of the problem without over citing any source or sources.
- It is written in scholarly language: accurate, balanced, objective, tentative, without conclusive/definitive statements, reflection of researcher's opinion, clichés, or hyperbole, etc. (i.e., your writing reflects doctoral-level scholarly tone and presentation).

What you WILL Do in the LR

- **You will compare, contrast, critique, analyze, synthesize, and evaluate the major theorists' ideas critically.**
- **Show that you have examined and interpreted their research from a critical viewpoint. *Important footnote: As you read about these theories, your reader wants to know that you've read the original works—no, not the original language, necessarily, but a quality translation if need be.***
- You will include studies that disagree with your point of view.

Be open-minded

- You need to convey in your writing an open-mindedness to ideas, even when ideas of others conflict or contrast with your own.
- You want to convey a sense of tolerance and *fairplay*, in a word--objectivity. You do this by avoiding intensely emotional language, seemingly biased or slanted references, innuendo, sarcasm, hostility, and arrogance.
- Scholarly writing exhibits humility in its appreciation for the complexities of a topic and a respect for collegial relationships which share the same commitments to the exploration of a subject.

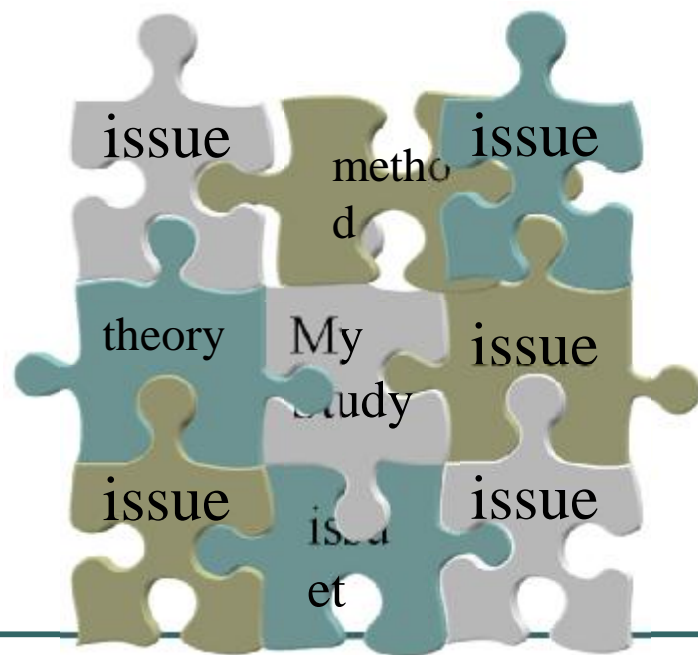
Questions to be answered:

- “What is already known about this issue/problem?”
- What useful data already exists that informs your efforts.
- What is missing from the literature that your study will provide?
- Why is your approach (method) an excellent way to solve the problem?
- Why is your theoretical framework valid?
- What controversial issues surround your study?

Overview

- | Give the big picture of the subject matter

- | Explain how all the individual topics fit together.
- | Explain any and all opposing views
- | Tell a story regarding how your study fits in with others.
- | Use Past tense.



How to find Sources



- **Look for key authors within the field-- you can do this by looking at bibliographies of research articles pertaining to your topic- *big name* authors will be found often within these bibliographies.**
- **Computer literature searches-- most universities have an extensive on-line library with full text and citation databases- interlibrary loan is an excellent source for journals not accessible via the Internet**
- **Include studies that disagree with your point of view.**

How to find Sources

- | Write or call key authors-- ask for reprints of articles or book chapters.
- | Look at literature in other disciplines-- many topics overlap with various disciplines- thus further support of the study might be found in other disciplines

Scholarly Journals

- | **Generally have a sober, serious look.**
- | **Scholarly journals *always* cite their sources in the form of footnotes or bibliographies.**
- | **Articles are written by a scholar in the field or by someone who has done research in the field.**
- | **Often present empirical data to test hypotheses or answer research questions.**

Scholarly Journals

- **The language of scholarly journals is that of the discipline covered. It assumes some scholarly background on the part of the reader.**
- **The main purpose of a scholarly journal is to report on original research in order to make such information available to the rest of the scholarly world.**
- **Many scholarly journals, though by no means all, are published by a specific professional organization.**

Introduction

- **Introductory paragraph**

Average of $\frac{1}{2}$ - $\frac{3}{4}$ page [no subtitle is given to this section]. Begin with a brief paraphrase of the dissertation problem, method, theoretical framework; transition to introduction of the review of what is contained in the lit review.

- **The next section includes: Title Searches, Articles, Research Documents, and Journals.**

Keep track of sources

Searched categories	Scholarly Journals	Disser-tations	Books
Values (includes congruency)	234	39	21
Values & team performance	9	20	7
Leadership (includes styles, behavior etc)	251	585	62
Leadership styles and team performance	103	5	11
Leader-Member Exchange (LMX)	96	111	26
Transformational leadership	423	689	268
Rokeach & values	132	99	47
Teams (include functional/dysfunctional)	11	435	28

Sample Introduction

- Although U.S. students are generally at an advantage in terms of socioeconomic status (SES) compared to their global peers, low-SES, students in the United States are consistently outperformed by their peers with similar financial conditions (Miller & Malloy, 2007), and tend to be less motivated academically than students in other developed countries.
- This chapter presents the theoretical literature on achievement motivation that served as the foundation for the study. The chapter begins with an historical review of the empirical research that examined the foundation and development of achievement goal theory from its earliest form in the 1950s through the present.

Sample - Introduction

- | The next section explores the complex aspects of achievement goal theory and economic status, introducing and examining the primary orientations of mastery goal orientation and performance goal orientation and their impact on academic achievement and intrinsic motivation.**

Sample Introduction

- **Also, the chapter examines the on-going debate in the achievement motivation literature regarding the adaptive and maladaptive qualities of performance goals.**
- **Finally, the chapter examines the classroom implications of achievement goal theory on students with low SES and concludes with a developmental perspective of achievement goals.**

Rationale for conducting a Lit Review

- The literature review places relationship of your study to past and current research, and provides an elaboration of the distinctiveness of the proposed research compared with previous research to demonstrate the originality of the current study.

Make Certain You

- Show different view points.
- Critically analyze ALL view points.
- Use primarily current peer-reviewed and refereed journal articles.
- Include all germinal work related to your problem and topic.
- Integrate sources – do not present one view, then another, then another...

Conceptual Map

To help organize your review, consider using a concept map -- a graphical tool for organizing and representing knowledge.

- This is a diagram showing the relationships among concepts.
- Concepts, are connected with labeled arrows in a downward-branching hierarchical or lateral structure.
- This technique is used for visualizing the relationships among different concepts.
- This helps organize your thoughts and thus organize your review.

Leadership Theory

- Burns (1978) Transformation Leadership
- Senge (1999) Collaborative Workforce
- Maslow (1954) Hierarchy of Needs
- Taylor (1916) Scientific Management Theory
- Vroom & Yetton (1973) Situational Leadership
- Owens (1991), Fiedler (1977) Contingency Theory

Organization Theory

- Drucker (1996) Knowledge Worker
-
-

Management Theory

- Senge (1996)
-
-
-
- Technology

Systems Thinking

- Checkland (199_)
-
-

References

_____, *21st Century Business Practices*, (PEST)

Wireless Telecom Environment

Political

- Terrorism
- Regulations: FCC, E-911

Economic

- Capitalism; Disposable Income
- Cost effective Internet Access
 - Project Mgmt,
- Growth as a Business Tool
 - Project Mgmt, Security,

Social

- The Phone as as Social Status, especially in developing nations
- Customer wants features
 - MP3, camera, games

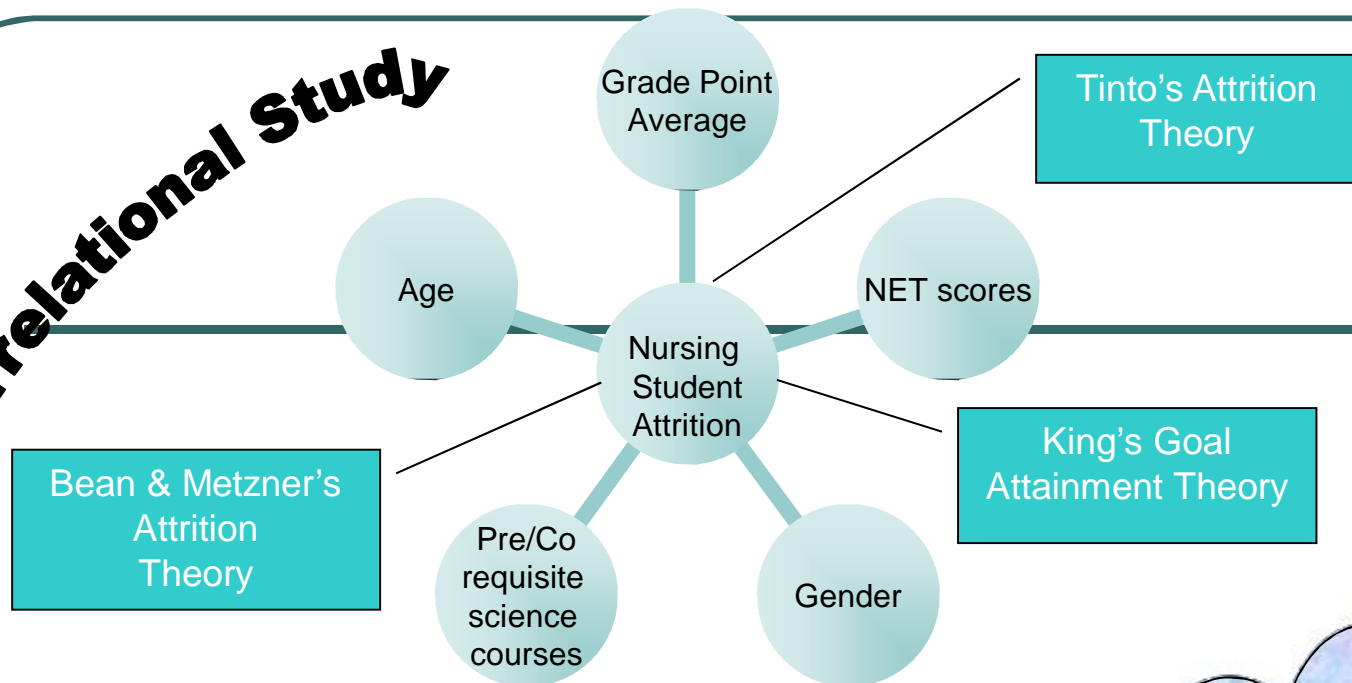
Technology

- Global Standards
- Eventually becomes invisible
- Data Transmission

Complex Solutions

- Integrated Systems
- Human Resource: Outsourcing
- Financially Driven; ROE, CFROGC
- Organizations with Financial Strength
- Decision Makers higher in the organization
- Global "Solutions" versus Products
- Cost Effective, Reliable Solutions
- Rapidly Changing Technologies
- Transformational Results

Correlational Study



Attrition Reasons

1. Academic,
2. Family,
3. Support,
4. Financial,
5. Commitment

Community college student attrition

Scope: common variables, student characteristics

Nursing student attrition

Scope: Bachelors of Science degree nurse
Associate degree nurse

Admission requirements

Nurse Entrance Exam (NET)

Composite, math, reading comprehension scores

Curriculum

Required science courses

Grade point average

Sequence of courses

Implications

- Early intervention for at risk students
- Student educational goals
- Cost effective education
- Increase competent nurse work force

What to include in your review:

- What was done? Was it effective?
- When did this take place?
- What was the accepted belief at this time?
- Where did this study or event take place?
- How does this relate to your study?
- How does this relate to other studies?

	A	B	C
	Organization Learning	Organization Socialization	Critical Management Theory
Geminal Authors	Senge, Weick, Follett, Argyris, Nystrom & Starbuck	Schein, Van Maanen,	Adorno, Horkheimer, Marcuse, Deetz, Willis
Specially Relevant Constructs	Double loop learning, tacit knowledge, Intellectual Capital, informal networks	Seduction, communities of practice, legitimate membership	Micro-emancipation, alienation, power and authority
Current relevant contributors	Senge, Kofman, Weick, Handy, Ulrich, Nonaka, Argyris, Lave & Wenger	Schein, Bullis, Jablin, Gergen, Pascale,	Burawoy, Habermas, Atkous, Foucault, Alvesson & Wilmott

What to include:

- 6. Who was involved?
- 7. What methodologies were used?
Were they appropriate?
- 8. What were the limitations? How were these limitations addressed?
- 9. What type of instruments were used?

What to include:

- **10. What was the sample and population studied?**
- **11. What did this add to the knowledge or solution of the problem?**
- **12. What recommendations were made?**

What to include:

- **13. Who was affected by this study or program?**
- **14. What are the similarities between this study and your study?**
- **15. Was this an appropriate means of dealing with the problem?**
- **16. How does this study relate to your study?**

Summarize

- As explained in this literature review, Dweck (1986) and Nicholls' (1984) models of achievement goal orientation laid the foundation for much of the research that has been conducted over the last 15-20 years in the realm of achievement motivation (Harackiewicz et al., 1998; Pintrich, 2000). These models are useful for understanding how attitudes relate to behavior in achievement situations. The above review has offered an historical review of the experimental and quasi-experimental literature that lead to the development and refinement of achievement goal theory.

Summarize

- Also examined was the current debate in the literature regarding which types of achievement goals promote optimal motivation. While a number of theorists endorsed a mastery goal perspective, focusing on the adaptive consequences of mastery goals and the maladaptive consequences of performance goals (Ames, 1992; Meece et al., 1988), others endorsed a multiple goal perspective in which both mastery and performance goals can be beneficial (Barron & Harackiewicz, 2001; Covington, 2000; Harackiewicz et al., 1998).**

Summarize

- In conclusion, the literature review addressed the impact of achievement goals in the classroom and offered a developmental perspective of achievement goals, thereby disclosing a gap in the literature concerning student age and achievement goal orientation at the collegiate level. This current study addressed this gap in the literature by examining the relationship between achievement goal orientation and student age in physician assistant students.**

Using sources other than Peer-reviewed Journals

- | Dissertations – use sparingly
- | Germinal and primary sources -
"Secondary sources, although useful to some degree, should be considered hearsay."
- | White papers
- | Personal communications-use sparingly
- | Obtain permission to use these sources.

The Best Literature Reviews

The best literature reviews are thorough, critical examinations of the state of the field that set the stage for the authors' substantive research study.

- Doctoral students should be expected to move through Bloom's stages of cognitive development, from comprehending to applying, to analyzing, and on to synthesizing and evaluating (Granello, 2001).

