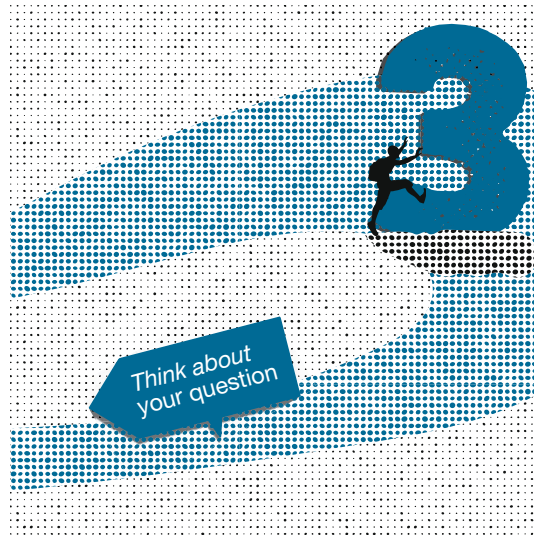


3

THE LITERATURE REVIEW



Chapter Table of Contents

Primary and secondary sources

Quality of sources

Your literature review should tell a story – it should not be a list

Making it a story

Speed reading and taking notes

Critical awareness: be your own Jeremy Paxman

Click on 'Search': finding information

Reference managers

Working with other students and researchers

Hints on searching – separating the wheat from the chaff

Understanding how sources are cited: the Harvard referencing system

Taking notes and quotes

This chapter will help you figure out how to . . .

- Assess the quality of different literature sources
- Keep records of your searches
- Tell a coherent story – not write a list
- Use the library but also think about the available digital resources
- Begin a storyboard
- Be critically aware

For extra help, check out these other resources:

Arksey, H. and O'Malley, L. (2005) Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology*, 8 (1), 19–32. Available at: <http://eprints.whiterose.ac.uk/1618/1/Scopingstudies.pdf>. Defines, describes and discusses the use of detailed literature reviews, which are sometimes called 'scoping studies'.

Campbell Collaboration. Available at: <http://www.campbellcollaboration.org/>. This contains systematic reviews in education, crime and justice, and social welfare. Useful not just for the analysis and synthesis of studies, but also for examples of the way that evidence is balanced.

Cochrane Collaboration. Available at: <http://www.cochrane.org/>. This is a library of systematic reviews in healthcare.

Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre). Available at: <http://eppi.ioe.ac.uk/cms/>. This is similar to Campbell, but tends to focus more on education.

- Fink, A. (2013) *Conducting Research Literature Reviews: From the Internet to Paper* (4th edn.). London: Sage. Systematic, with good examples on searching in health, education and business domains. Not just the process, but also good on evaluating the articles you select to review.
- Hart, C. (2018) *Doing a Literature Review: Releasing the Social Science Research Imagination* (2nd edn.). London: Sage. This detailed book goes far beyond the mechanics of the literature review to discuss the organisation of ideas, the development of argument and the liberation of what the author calls 'the research imagination'. Oriented towards the postgraduate rather than the undergraduate.
- Pears, R. and Shields, G. (2016) *Cite them Right: The Essential Referencing Guide* (10th edn). Basingstoke: Palgrave Macmillan. Very helpful on the intricacies of sorting out your Harvard from your APA, and especially good on the problems of referencing internet sources.
- Research Information Network (2011) *Social Media: A Guide for Researchers*. Leicester: RIN. Available at: http://www.rin.ac.uk/system/files/attachments/social_media_guide_for_screen_0.pdf (accessed 14 October 2016). This is an excellent guide on the value of social networking and social media generally, with some good advice on how to connect with others.
- Ridley, D. (2012) *The Literature Review: A Step-by-Step Guide for Students* (2nd edn.). London: Sage. Practical and easy to read with lots of examples, and a good section on 'voice'.
- Robinson, F.P. (1970) *Effective Study* (4th edn). New York: Harper & Row. Good for advice on speed reading.
- Williams, K. and Carroll, J. (2009) *Referencing and Understanding Plagiarism*. London: Palgrave. A useful little book that tells you all you need to know about the subjects of the title.

CHAPTER 3 CHECKLIST

You may find it helpful to copy this table and write down the answers to the questions. Have you ...

| | Notes | |
|--|---|--------------------------|
| 1 ... used the main databases in your field of applied social science to locate relevant literature? | | <input type="checkbox"/> |
| 2 ... secured some relevant and high-quality sources from which to draw? | What are the main themes, agreements and disagreements? Write them down here. | <input type="checkbox"/> |
| 3 ... mapped out the main issues? | | <input type="checkbox"/> |
| 4 ... drawn a storyboard? | What are the 'stories' that emerge? Which will you follow? | <input type="checkbox"/> |
| 5 ... understood how the Harvard referencing system works? | | <input type="checkbox"/> |