Major goals for this class:

1. Write a good literature review related to a topic in your National Board area
2. Prepare a literature-based presentation the school board
The Importance of Working with Literature

Working with literature is an essential part of the research process that:

- generates ideas
- helps form significant questions
- is instrumental in the process of research design

Chapter Six
Working with Literature

Find it!
Manage it!
Use it!
Review it!

A PREVIEW FOR THIS CLASS...
Working with Literature

Find it!  Manage it!  Use it!  Review it!

Knowing the literature types

Using available resources

Honing your search skills
Working with Literature

Find it!  Manage it!  Use it!  Review it!

Reading efficiently

Keeping track of references

Writing relevant annotations
Working with Literature

Find it!  Manage it!  Use it!  Review it!

Choosing your research topic

Developing your question

Arguing your rationale

Informing your work with theory

Designing method
Working with Literature

Find it!  Manage it!  Use it!  Review it!

Understanding lit review’s purpose

Ensuring adequate coverage

Writing purposefully

Working on style and tone
Finding literature

Finding relevant literature can be made easier if you are able to readily access and draw on a wide variety of resources such as:

- reference materials
- books
- journals
- official publications
- Archives
Finding literature

Don’t go it alone!!

When looking for literature be sure to call on the experts such as:

- librarians
- supervisors
- other researchers
- practitioners
Managing the literature

It also pays to be organized and diligent when it comes to keeping references.

- Keep and file copies of relevant books, articles, etc.
- Avoid lending out your ‘only copies’
- Use APA style from the start
- Consider using bibliographic file management software such as *Endnote* or *WORD 2007*
Annotating Sources

Annotating your sources (as you did in EDTE 250 with Susan) provides you with a record of relevant literature. It should include:

- the citation
- articulation of the author and audience
- a short summary
- critical commentary
- notes on relevance that remind you of the significance, accuracy, and quality of the sources cited

Chapter Six
The Formal Literature Review

Most find the writing of a literature review a challenging task that takes patience, practice, drafts, and redrafts.
What does this have to do with getting your National Board Certification?

As a National Board certified teacher you are an expert in your field . . .

Chapter Six
The Formal Literature Review

The formal literature review established your credibility as an expert in your field and:

- informs your readers of your topic
- argues the need for, and relevance of, your work

Chapter Six
<table>
<thead>
<tr>
<th>Reasons for reviewing the literature</th>
<th>Purposes of the ‘literature review’</th>
</tr>
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<tbody>
<tr>
<td>• Informing yourself of what is happening in the field</td>
<td>✔ Informing your audience of what is happening in the field</td>
</tr>
<tr>
<td>• Gaining a level of topical and methodological knowledge and expertise</td>
<td>✔ Establishing your credibility as a knowledgeable and capable researcher</td>
</tr>
<tr>
<td>• Finding potential gaps in the literature that may point to potential research questions</td>
<td>✔ Arguing the relevance and the significance of your research question(s)</td>
</tr>
<tr>
<td>• Critically evaluating common/ typical methods</td>
<td>✔ Providing the context for your own methodological approach</td>
</tr>
<tr>
<td>• Facilitating the development of your own methodological approaches</td>
<td>✔ Arguing the relevance and appropriateness of your approach</td>
</tr>
</tbody>
</table>
A good literature review is an *argument* that is more purposeful than a simple review of relevant literature.
Writing your Literature Review

Writing a good review requires you to:

- read a few good reviews
- write critical annotations
- develop a structure
- write purposefully
- use the literature to back up your arguments
- review and write throughout the research process
- get feedback
- and be prepared to redraft

Chapter Six
Writing your Literature Review

Style and Tone...

- Writing a good literature review can be likened to holding a good dinner party conversation.

- They both require individuals who can engage, learn, debate, argue, contribute, and evolve their own ideas, without being hypercritical or sycophantic.

Chapter Six
Class Texts:

- *Writing Literature Reviews* by Jose L. Galvan
Writing Literature Reviews

As you read the first three chapters, here are some things to pay particular attention to . . .
For next week:

- Read *Why Teachers Must Become Change Agents* article
- Chapters 1 to 3 & Model Lit Review(p119) of Lit Review Text, then answer Activity #2 questions
- Complete “Term Paper Familiarization Test”
Chapter 1

- **Primary Sources** – what are they and why these instead of secondary sources
- What are the 3 major issues of empirical studies?
- The **Writing Process**: What makes it different than other writing you have done and how do the chapters of this book support the process?
Chapter 2

- What’s the difference between writing a literature review for a term paper and writing for a thesis?
- What are the two main goals for a thesis literature review?
- How will you adapt this to your NB topic?
Chapter 3

- What are the steps to selecting a topic and identifying literature for review?
- Good, now organize your Literature Review utilizing these steps!
Sample Research Paper . . .

- Take 10 to 15 minutes to read this paper in class
- Then get started on the “Term Paper Familiarization Test” and complete it for next week
- We’ll discuss the first several questions this evening, then complete the rest next week