




Graduate Research Advanced Skills Program (GRASP)

Research Proposal Series (Milestone 1) 5/5

Literature review: reading and writing

Dr Petra Dumbell, Sem 1 2022



I acknowledge the Whadjuk Nyungar as the Custodians of the land on which I live and work. This Country was never ceded, it always was, and always will be Aboriginal land.

I pay my respects to Whadjuk Nyungar Elders past and present. I value their ancestral and continuing caring for Country practices and thank them for looking after this Country for so long.

I appreciate Indigenous ways of communication which are inclusive and respectful, and I recognise that this Country has been a place of teaching, research and learning for tens of thousands of years.

**Research Proposal Series
1/5**

Purpose and Structure of your candidacy proposal



**Research Proposal Series
2/5**

Developing and refining your research questions



**Research Proposal Series
3/5**

Methodology and methods



**Research Proposal Series
4/5**

Literature Review: searching and selecting



**Research Proposal Series
5/5**

Literature review: reading and writing

Literature Review - Reading

- Skim-read
 - ... then read
 - Capture information:
 - Bibliographic information (Endnote, Mendeley, Zotero...)
 - Notes about the resources (Word, Excel..)
-
- ✓ Tip: work out a process, but don't spend too much time on it.
 - ✓ Be flexible and adapt your process.
 - ✓ Be kind to your future self – don't think you will remember everything!

TEMPLATE:

Author(s), year (*title*)

Mark: key paper, study, opinion paper/editorial, LIS

Keywords

General thoughts on conferences:

Claims about conferences without proof

Barriers to conference attendance

On literature on conferences

On aims of conferences

On networking aspect of conferences

On knowledge aspect of conferences

On motivation aspect of conferences

On organising conferences:

On impact of conferences

On financial impact

On digital media at conferences:

Study

Method: (qualitative/quantitative, data gathering and analysis, size)

Findings:

Notes re their research instrument

My comments/limitations

Other notes

To do with papers

Author's name							
Read the paper 😊							
Take notes/quotes and add to Lit review notes doc							
If it's too far away from core topic > Add to <i>Too far away</i> folder in Endnote > Add note to Endnote record (or add keyword if it should be in "Could read"-folder)							
Add paper to mindmap							
Move to the Done folder on Dropbox, check spelling of PDF							
Add reference to Endnote (in folder <i>Used</i> or <i>Too far away</i> , <i>delete</i> in "Still to read"-folder)							
Check reference in Endnote (DOI, URL, date accessed, abstract...), and add PDF							
Add reference to Chapter doc, and check with APA document and other examples							
Check bibliography, follow new papers rules below if there are any I should read, use "too far away"-folder in Endnote							
Decide if paper is <i>key paper</i> , if yes > Search in <u>WoS</u> and Scopus, set up alerts, check citations and add to docs							

Themes in research about PhD students	Humbug et al (2009)	Mewburn (2012)	Whathisname (2013)
Reasons for undertaking a higher degree	Argues that this varies by discipline	Argues that there is a clear gender division in the discipline enrolments - but older people less so.	Doesn't mention this – many people don't actually. Is this a problem with the literature?
Completion rates.	Shows that men drop out more than women in almost all disciplines.	Shows that older people who are enrolled part time are more persistent than those who enrol part time	Shows that attrition varies by institution and that the 'richer' institutions lose less students
Social learning in PhD student communities	Doesn't mention this	Shows examples of conversations to show that older people have more complex discussions about 'meta' issues in PhD study than younger students	Suggests the community in richer institutions is better than that in poorer institutions.
Relationships with supervisor - how important is it?	Argues that the relationship with supervisor is a key determinant of success	Argues that older people deal with poor supervision better than younger people	Suggests that poorer institutions have a 'younger' supervisor profile

Dr Inger Mewburn. TW blackline masters.

<https://sites.google.com/site/twblacklinemasters/using-a-matrix-to-organise-your-notes-for-faster-writing>

No.	Author/s	Year	DOI	Title	Abstract	Journal / Book	ABDC	Paper type	Topics	Sourced by:	Notes	Predictor variable/s (direct)	Predictor variable/s (med / mod)
8							✓ #N/A						
9							✓ #N/A						
10							✓ #N/A						
11							✓ #N/A						
12							✓ #N/A						
13							✓ #N/A						
14							✓ #N/A						
15							✓ #N/A						
16							✓ #N/A						
17							✓ #N/A						

Key
Seminal
Useful
Possible
Improbable

	Meth - Theory - Interview
Theory	AppRx - OrgJus - Rej - SocPres
Qual	Perf - OrgAtt - Anx - Fair
Quan	SDT - Relat - Auton - Compet - Motiv
SysRev	Tech - AVI - Algor - Design
Meta	Brand - Spend
Exp	Cog Load - Train - SDF

Paper type Topics

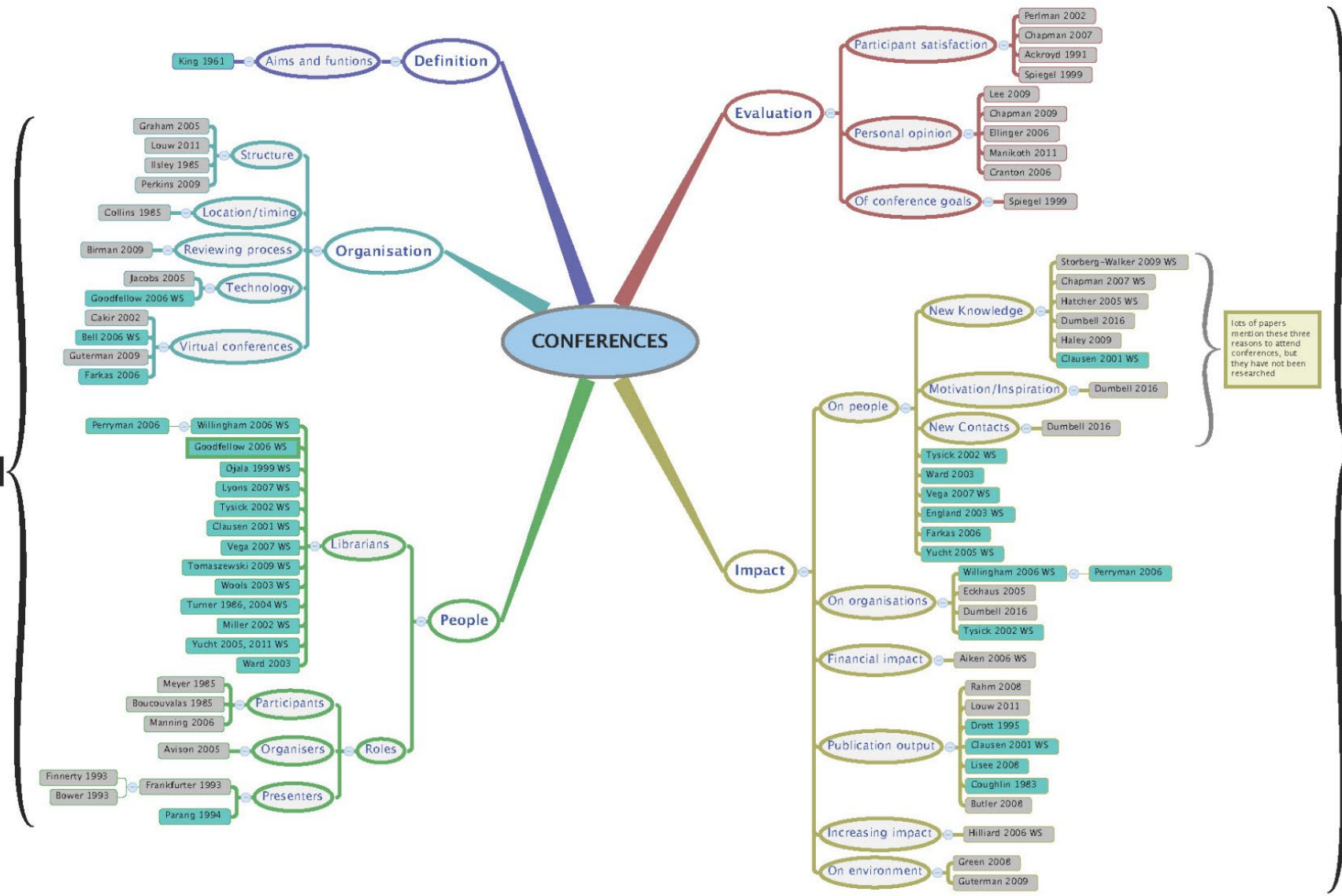
Hayley Moore, Research Assistant, Future of Work Institute, Faculty of Business and Law)

Literature Review - Writing

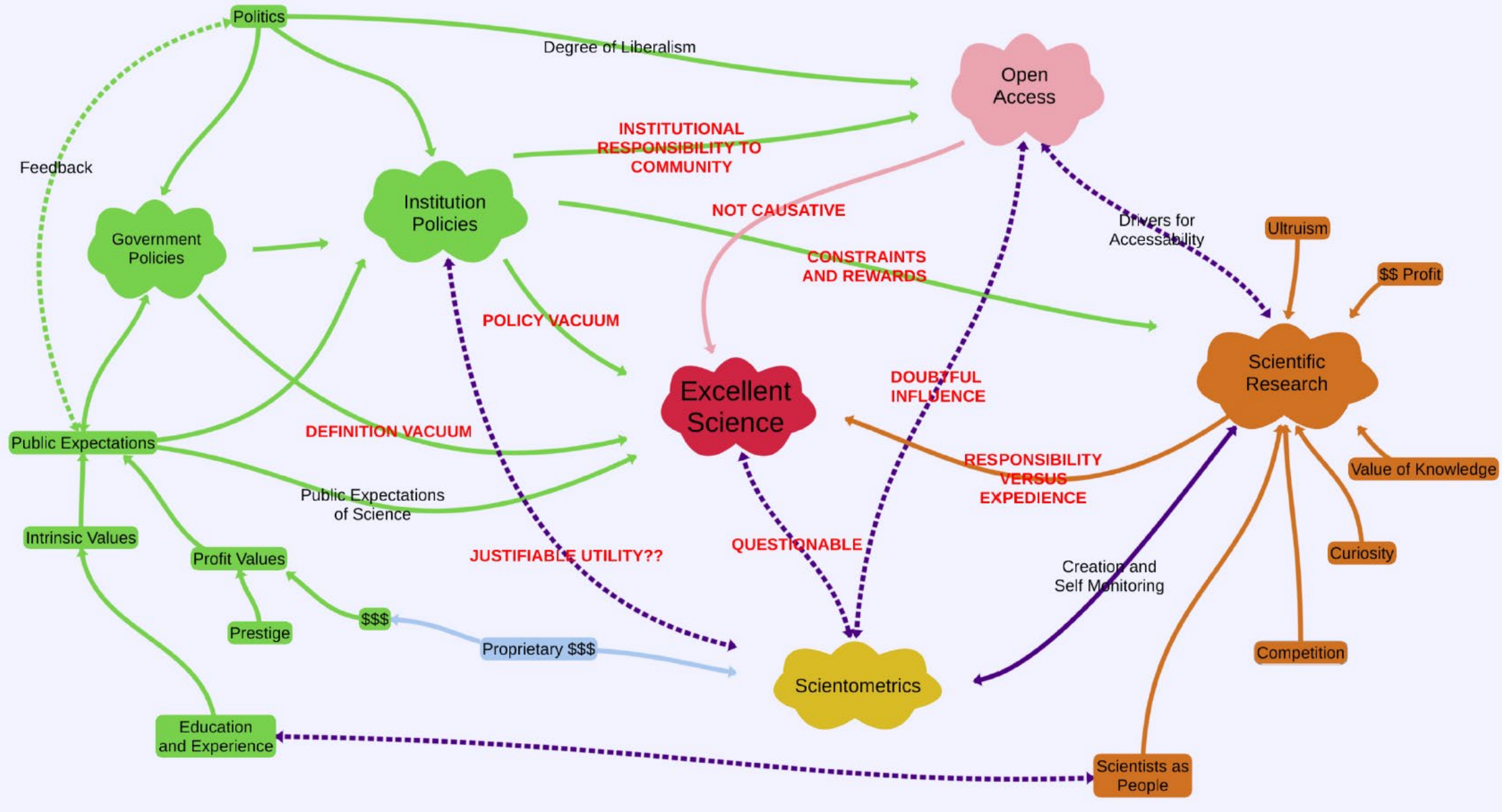
- Use mindmap or other method to outline your chapter
- Plan your headings/sections/paragraphs/signposts
- Keep your audience in mind

Focus on DURING the event

Focus on POST-event



lots of papers mention these three reasons to attend conferences, but they have not been researched

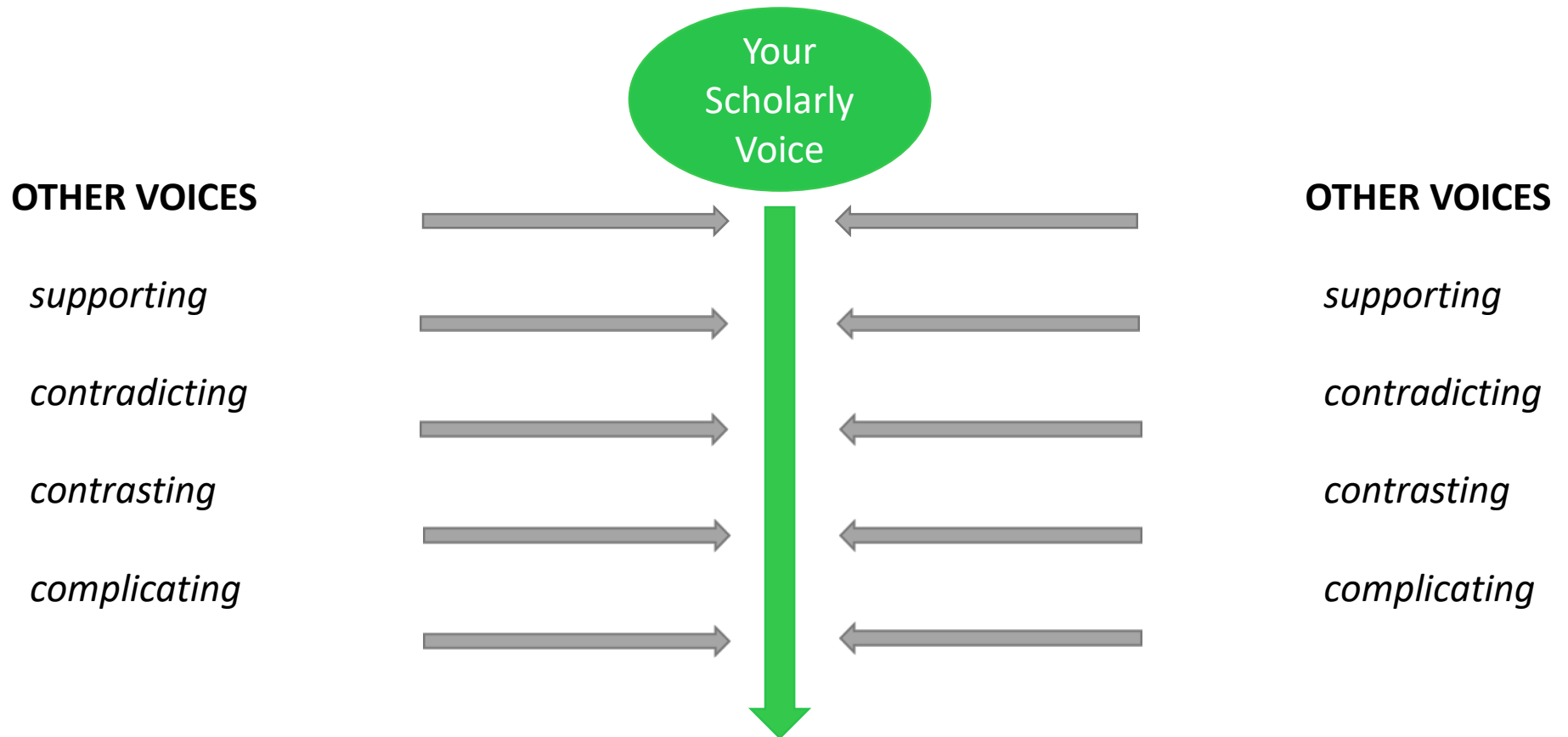


Rob Hunt. PhD Candidate | MSc(Astro) | GDipEd(Sc) | GCert(SpSt) | BAppSc(Bio)

Using written sources in your research story

- Direct quotation - used very little
- Summarising - effective analysis should result in summary
- Paraphrasing - vital for developing your own *scholarly voice* (= your own clarification or translation of the passage)
- Synthesising - crucial for making the connections between voices/views/approaches/methods/findings

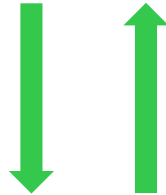
Your scholarly voice



Your scholarly voice

- You can't expect to be a good writer, unless you are a reader
(McDonough, 2017)

Sciences: ideas more important than authors, research presented as fact



HASS: authors more important than ideas, you need to work out where you are in relation to what they claim the *truth* to be
(Mewburn, Firth & Lehmann, 2019)

SYNTHESIS

An example from Biology

Although studies have shown that diet has an important influence on a mammal's overall biology (e.g. McNab 1983), little is known about the feeding ecology of many Australian species. One species, the yellow-bellied glider (*Petaurus australis*), which weighs up to approximately 700g, is the largest of the arthropod and exudate-feeding marsupial gliders (see Smith & Lee 1984). It has a widespread but patchy distribution in eastern Australia and is characterized by low population densities (Henry & Craig 1984, Kavanagh 1984). Relatively little research has been centred on the feeding behaviour of this species because of difficulty in its detection and capture (Craig & Belcher 1980).

main point about previous research in this area

One study (Wakefield, 1970) concluded that while yellow-bellied gliders obtain sap from the 'V'-shaped incisions they make in the trunks of various species of eucalypt arthropods comprise the bulk of their diet. This conclusion, however, was based on limited feeding observations and the irregular occurrence of these 'sap-site' trees.

findings of one study using limited observations



Academic Phrasebank

Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

HOME »

GENERAL LANGUAGE FUNCTIONS

Being Cautious

Being Critical

Classifying and Listing

Compare and Contrast

Defining Terms

Describing Trends

Describing Quantities

Explaining Causality

Giving Examples

Signalling Transition

Writing about the Past

Classifying and Listing

When we classify things, we group and name them on the basis of something that they have in common. By doing this we can understand certain qualities and features which they share as a class. Classifying is also a way of understanding differences between things. In writing, classifying is often used as a way of introducing a reader to a new topic. Along with writing definitions, the function of classification may be used in the early part of an essay, or longer piece of writing. We list things when we want to treat and present a series of items or different pieces of information systematically. The order of a list may indicate rank importance.

Classifying a topic

Describing a specific system of classification

https://www.phrasebank.manchester.ac.uk

Which tense to use in the literature review?

- Past tense can be the primary verb tense in the literature review section
described, found
- Emphasise a difference in timing with Past Perfect tense
had described, had found
- Use Present Perfect tense when timing is uncertain
have been testing

It is also OK to use present tense

Snyder's argument draws upon...

Maeda provides a fascinating insight into...

Saaba argues, identifies, elaborates...

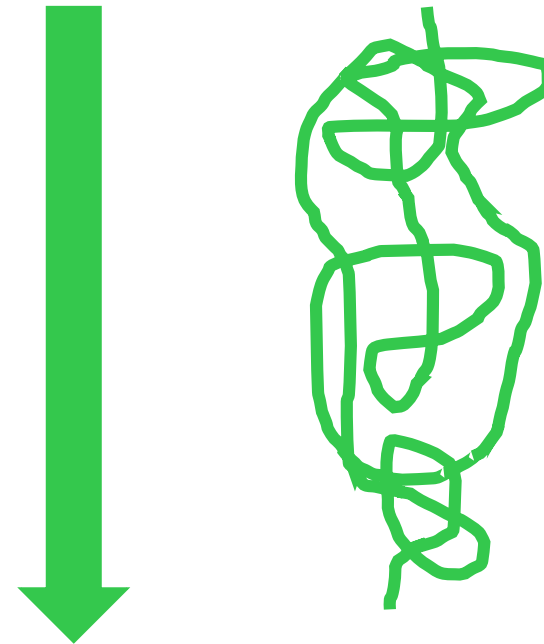
... because the literature is still existent and in the public domain.

(Johnson, 2004)

Tips for literature review

- ✓ Search – find the frame
- ✓ Select – stay within the frame
- ✓ Decide on process
- ✓ Read – take notes.
- ✓ Connect what you read.
- ✓ Find your scholarly voice.
- ✓ Be ready to get lost 😊
- ✓ Ask for help

(Adapted from Brabazon, 2017)



Questions

GRASP webpage

<https://libguides.library.curtin.edu.au/grasp>

Help

libraryhelp@curtin.edu.au

Feedback (Stop – Start – Continue)

https://docs.google.com/spreadsheets/d/1t7roPInys2xK_0zY69ivY9s09ZNs2iY_byLVdCSKD7M/edit?usp=sharing

2 Minute Introduction

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