

## Literature Review Essentials

Hello, everyone.

My name is Stella Smith and I am the, um, chair, I guess our co-chair of the research methodology group.

And I get the honor and privilege to, um, be with my colleagues today as we talk about literature review essentials.

Uh, and so Dr. Lane, Dr. Johnson will lead this with Dr. Bean chiming in and supporting and talking about a step-by-step guide for reading and using scholarly literature in the dissertation.

Um, so please feel free, I'm assuming to ask questions along the way.

Is that how you would like that? Um, or add them to the chat, and if it seems like it's something appropriate, but you don't wanna share it, I will, um, share it for the presenters to be able to respond to, or you'll be able to, um, share at the end. Um, We're okay with taking questions either along the way or waiting till the end.

Okay. If something seems to fit at a particular place, um, feel free to ask it.

And if we are gonna cover to the next couple of slides, we can just tell you that, and go ahead.

Just have to be careful asking too many questions along the way, because we both tend to get really long-winded.

And so if we start to go down some rabbit holes, Stella will have to get her umbrella can out and pull us back out of the rabbit hole. Okay? Oh my goodness. So, uh, so I, I expect to have a really informative and fun night of talking about literature review essentials, and so we're glad that all of you are here.

Um, so without further ado, Dr. Lane, Dr. Johnson and Dr. Bean, take it away.

Good evening. So, hello everyone.

I'm Dr. Karen Johnson and our colleagues, Dr.

Jim Lane and Dr. Eric Bean are also here with us tonight.

Jim and I are co-presenting, and Eric has done literature review webinars in the past and, and is here to support us and, and maybe pick us up if we stumble in fall.

So, um, Jim and I are both senior fellows in the Center for Educational and Technol Instructional and Educational.

I always get those backwards Center for Educational Instructional Technology research there.

I do know what that stands for.

And, oh, done, we're doing this as, as, uh, part of our work in the Hub, and we're happy to be here tonight to share, uh, what we might know about doing the literature review with all of you.

And we know that there's more than one way to look at many things.

There's different perspectives.

So if we offer up something that you disagree with, feel, feel free to chime in and, or if you think we've left out something that's important, feel free to share that along the way as well.

Next slide. That's what I thought. So, okay, there.

So for our webinar expectations tonight, the, the, the research hub was asked by, um, one of the administrators to provide, uh, sort of a step by step guide, a little more background to go with it on how to use the literature review in the dissertation, how to, uh, locate the literature, how to, um, synthesize it, how to understand it, how to use it.

So here are our expectations.

We're going to try to, uh, give you a structured approach to reading scholarly literature and using it effectively throughout the dissertation.

Uh, we'll focus somewhat on chapter two, but as we all know, we use the scholarly literature throughout the dissertation.

So we'll mention other examples as well toward the end.

Uh, we always in the seminars give a quick, uh, review of information about our topic in the CDS guide.

And then we're gonna try to leave time, a good amount of time for questions and answers.

So we're gonna discuss the process of identifying, reading, synthesizing, and using literature to support assertions in the dissertation.

We're going to use the CDS guide dissertation guide a little bit, and then we're gonna do something a little bit different tonight.

We're gonna pull up a dissertation out of the UOP database of dissertations in the library, and, and to show you some examples of what we're talking about on some of these, uh, concepts that we wanna make sure we go away with.

So these are, uh, I always like to, to put this kind of thing in.

These are just some books that, uh, I like to use.

These books are honestly just from my shelf, and they've got, uh, conceptual discussions of literature reviews on them.

And so I would encourage you to get your own library and look, uh, uh, uh, bro and Clark have a nice section.

Uh, uh, in addition, um, stake has a terrific section on, um, literature reviews.

Creswell's always good.

Uh, but I would encourage you, of course, to go beyond Cresswell whenever you, uh, cite people.

Uh, SNIA always good, and you and Sonia, it's just a sampling just to show, and we have references at the end to show you these.

But, um, always good to build your own library.

And each of these books, uh, have pretty nice sections, discussions on building a lit review.

And of course, you know, uh, I'm sure many others as well.

So this is an article, and I don't know how to pronounce this guy's name, Dr. Smith.

Maybe you do. Uh, I, I just don't know an buzi.

I, I don't know. Uh, he's, he's, he's an off cited methodologist.

Uh, his, his name comes up a lot.

His name cited a lot of dissertations.

Uh, this is an article from, uh, uh, qualitative report.

And so I would encourage you to pull it up.

Uh, there is a link here.

And, and we, we will, Dr. Smith will be sharing this, this, uh, the, the PDF of this presentation.

And it's, there's a link here, and it's also listed in our references at the end.

It's a really nice article on, on, uh, explaining how to, uh, conduct a literature review.

And, and you are gonna see some redundancy, however, but we decided it was important enough, a good enough article to kind of, uh, give an overview of, of his, uh, his thoughts.

So, um, what do you wanna do in the literature review? Well, you need to tell us why. Why do we care? Rationalize the subject. Who cares? Why is it important? Okay, always ask that question. Who cares? And you're gonna show us why it's important.

Um, you know, sometimes it's challenging to avoid, uh, replication or redundancy.

You need to, to look for that.

Uh, it helps you focus on a topic.

Uh, I, you know, I, I like to do just a broad dive and then a deep dive into a literature review.

And so you're gonna have to read a lot of stuff, okay? But, but think of it as a journey or dance or something.

I don't know what metaphor you want, but as you, as you read, the form will begin to emerge, and you will identify the structure of your topic.

You will be begin to focus.

Uh, you will understand the language that's associated with a topic.

Uh, you will dis you, you'll, as, as you read stuff, you will distinguish ex exemplary research, because you'll see key names showing up a again and again.

Uh, for example, if you do an ethics, uh, you're gonna see stare at noddings show up a lot.

Uh, if you're doing, uh, ed leadership, you're gonna see lifewood show up a lot.

And so that's what you wanna start to see, is you gonna start to distinguish key items as you go on.

And then synthesizing is what we talk about.

Uh, you'll talk about a topic and, uh, you'll, you'll, um, cite several researchers who, um, have, uh, feel the same, same thing.

So, right. So, uh, in the lit review, additional methodological reasons, um, you wanna start to identify different philosophical views in your topic.

There may be different camps.

If you're doing, um, let's say you're doing social justice, right? Uh, critical race theory, uh, a lot of, a lot of information out there.

You certainly wanna look at Collins, but maybe there are other people you wanna look out also.

So you might see some people are very, um, um, the word aggressive came to mind.

I don't know if that's the right word, but Fre, uh, talks about revolution in the schools.

Uh, that's a philosophical stance.

Collins is a little less, you know, confrontational, but nonetheless, uh, has a specific view.

So, so you wanna identify, uh, where the stances are.

And then as you work through these, you're gonna identify the theoretical, the conceptual, the practical frameworks that people, uh, use.

And you're not gonna know that until you just sit down and do a deep dive in reading.

And what do you read? You just start reading.

And as you read, you're gonna find more seminal work.

And, you know, you're just gonna let the, let the process lead you.

Um, the intent of the lit review.

You're gonna identify relationships, contradictions, that's fine.

Relationships, strengths and weaknesses of, of ideas.

Uh, and that's gonna tell you where else, uh, what needs to be studied.

Right? Um, and this is just a last look, uh, and, and again, we're gonna talk about this in a little more detail, but, um, number one is distinguished.

What has been and needs to be researched.

I don't know if that's more of a quantitative view than a qualitative view.

Um, um, and a quantitative, uh, study.

You're gonna build on what's been done before.

And a qualitative, you may not be building on what needs, what, what has been done before, but you may decide that somebody needs to do a phenomenological study on something.

And, uh, just to really understand the experiences.

And if that's what you decide, if that's what you wanna do, if that hasn't been done, do it.

But you're only gonna know that if, if you do the lit review.

Uh, bridging the gaps, uh, maybe more of a quantitative approach, uh, historical context, I think is very important.

Okay? I think it's very important to present, uh, history as well as current events.

And, uh, like maybe if you're talking about technology in schools, uh, or the, or, or actually our, our example today, she talks about the history of the principalship.

It's important to place things in historical context, uh, from John Dewey, for example, for today to today.

Um, and, and there you are.

You may generate or build a theory if you're doing grounded theory.

That's a specific approach.

But, but this is what your literature, what review wants to do, is you're gonna, you're gonna, you're going to just read, you're gonna enjoy the ride.

And you, you, as you do these things, things will, things will begin to sort out.

Uh, now, as I said, this is a link to this dissertation.

We're not ready to go to this yet.

But, um, uh, Dr. Johnson, you, did you want to make a point here about, uh, this dissertation? Uh, I think, uh, at this point, I think, uh, Dr. Smith has put the, a live link in the chat.

So if anybody wants to open this dissertation, it's not, you know, there's no perfect dissertation, but we chose this one.

Um, I'm, I'm fond of it because I was Dr.

Bower's chair, and she received the quantitative research dissertation of the year award, but it was a little bit further back than we currently recommend.

Now, it was in, I think, 2018.

But we typically wanna look at how she synthesized, uh, the, the literature in chapter two, so we could hear her voice as well as the support from the literature.

And then as time permits, we'll also look at how she used, um, the, uh, literature to back up the assertions that she made.

So I think that link is in the chat, or will be shortly.

We're gonna pull it up a little further down the presentation.

Yes, Dr. Johnson, I just dropped it in.

And for those of you that might go there, I had to log into the library in order to access it.

So it might ask you for your University of Phoenix login as you go, as you go to the link, but I just put it in the, in the, in the chat right now.

Thank you. And Sorry, there, there's no requirement.

You don't have to do it. We're, we're gonna, we're gonna talk about it in just a minute.

We're gonna pull it up. But we just wanted, uh, you to be aware that if there, so that if you wanted to, while we're talking, wanted to go and look at that and see how, uh, Dr. Bowers, uh, did it.

I, we thought that would be a great thing.

So, um, so let's continue.

So we, we want, but it's important, uh, to, to remind you of, of the resources that are available to you.

Uh, this is in chapter two, of course.

And this is from, uh, the, um, dissertation guide, right? And so, I, we just encourage you to be familiar with the verbiage, the description from the liter, the from the dissertation guide and the Alignment Handbook, as well as the dissertation criteria assessment.

And I, you know, that can get pretty in the weeds with trivia, I understand.

But, but actually, I'm the kind of guy who likes to read the, uh, a PA seventh edition just for fun.

But, uh, not everybody shares my zeal for that, but it is really, I love it.

But, uh, I know my wife thinks it's weird too, but, uh, as well as my kids.

Anyway, the point is that, uh, and, and are, do we have a link to that as well, Dr. Johnson? Um, I don't think so.

We can put one in the chat in a little bit.

Yeah. You know what? I think Dr. Smith has some, has a link at the end.

Perhaps you'd like the link to a PA seven? No, no, no. Dissertate the, uh, uh, dissertation guide. Oh, Yeah, I got it. I'll do it.

That's here. So anyway, so, so we're just saying we're not gonna read all this, but, but be aware that this, this is here.

Follow the template, do what it says, read the handbook.

And, um, of course, in the handbook, uh, there are, um, often examples, several examples of, of methodologists, for example.

Uh, and a discussion of methodologist would be included in your, um, lit review.

So anyway, we, we wanted you to be aware of that.

Just a reminder, uh, so what are you gonna do? So This is Karen.  
Yeah, sorry.

That's okay. So, when Dr. Lane and I were starting to work on this presentation for this webinar, the, the topic of the literature review is, is large.

It's, it's a big project to, uh, read and understand and be able to use and incorporate the literature.

So we were trying to decide, you know, what exactly should we cover in a presentation on the literature review.

So, because I tried to keep up with my students who were much younger than I am usually, and my grandchildren, I thought, well, I'm just gonna see what AI says about what should go on the presentation about literature review and chat.

G PT gave me an awesome response outlining the, the context of what should be outlining in some additional context of, of what we should cover.

So we took that and we've made it our own.

But, you know, in, in clear transparency, we wanted you to know that, that we did that.

It was, we could have spent a whole lot of time looking at other presentations, reading materials, and all those things that we tell everybody to do.

But, but I firmly believe that if there's something that helps us do things, and we use it ethically and acknowledge that we use it, that since that tool is there, we should take advantage of it.

So I wanted you to know that that's what I did here.

So in this first step in that, that we wanna talk about where we're identifying literature that's relevant to your topic and, and relevant to your dissertation, uh, where you need to search a number of databases.

And in recent years, the University of Phoenix Library has done an awesome job of making, um, many of those databases available to us directly through the library.

So, as you're looking for material, um, if you don't find it in the library, or you don't find it through Google Scholar or going directly to a database, I just wanted to remind you that you can always use the ask the Librarian function in the library.

And, and the librarian will help you find the articles that, that you are looking for.

And, and one of the ways to make sure that you are getting the literature that's relevant to your study is, is choose keywords, um, from the actual elements of your proposal.

When you first start out, look at the, the specific words in the problem statement, in the purpose statement in the research question.

Use those words to, um, help you find, um, you can, um, sorry, I was reading what was in the chat.

So it would help you find research, research articles that are relevant to, to your topic and your study.

Um, another great way.

Oh, and when you're using keywords, um, I, I think a thesaurus is a good tool to have handy, because sometimes, um, in one, um, context, uh, a particular word might be used, and in another context, it might be called something, something slightly different.

So if you use it, the SRUs and look for synonyms for the words that you're looking for, and maybe not getting the number of articles you thought you would, try those synonyms and see what you get.

And I think you'll probably find additional resources that way.

And finally, uh, check the reference list of the papers that you're reading that are the most relevant.

And in those reference lists, you likely find additional articles that relate to your topic.

And if those articles appear to be too old, then search for more recent, more recent work, uh, by the, by the authors of the papers in the reference list.

So go to that reference list, see who's writing about your topic, and, and, and then see if they have something that's current enough that you can use it in your, your dissertation.

And I know, I know you can go to the next slide.

I know that we, um, talk about the resources, uh, references need to be within the last five years, but keep in mind that's five years from the time your dissertation's published.

So if you're just starting to work on the proposal in 2024, something in 2019 is within the last five years from now.

But if you're not gonna finish your dissertation until 2025, or you take a little longer and it's 2026, you need to have even more recent, like 2020 or 2021 to, so that you're still re still current, um, when you are publishing the dissertation. So once, Dr. Johnson, there's a question in the chat.

Okay? It says, if, if I find it in the University library and it takes you out to Google Scholar, is Google Scholar the search database you would mention, or both? Um, so I guess you're talking about that section in chapter two, where you talk about where you located them.

I think I would list the database.

I think I would list Google Scholar. You Would, you would list Google Scholar, or you would not? I would. You would, okay.

The database where you actually find the article, right? Is the one that you would, okay. Yes.

Yes. And that would be true of anything else.

If, if you found an article, if you went to the library and it linked you out to EBSCO host, for example, for the article, then the database is EBSCO host. Does that make sense? I have a follow up. Okay.

Would you then end the, if you can go back one slide, I think it asks us to mention the search databases we used.

So would we also in that list mention the University of Phoenix Library? Because that's where we started in order to get to Google



Scholar? Um, you might just me.

So, okay, so now I'm thinking on my feet.

That's not always a good thing, but I, I think that the library is a library.

And if the, you, you could, you could have a sentence that said, I, I search for articles and databases in the University of Phoenix Library.

Okay. They don't think you list the library necessarily as a database. As A database. Okay.

Okay. Thank you.

So that's a good time to make a point.

Anytime we're, uh, giving you opinions, which is really what we're doing in our webinars.

Um, we hope, we hope they're good ones.

But don't forget that the people who are gonna sign off on your proposal and your dissertation are your committee.

So if you have committee members who say yes listed as a database, uh, you know, you could ask them, okay, how do I do that? Or whatever. But, but in the final analysis, it's most important what your committee members want you to do.

Not necessarily what Dr. Lane and I say, okay.

See, someone else has their hand up, Christine.

Yeah, I was just gonna say, I met with, um, one of the, the librarians recently, and the library links us to databases.

Mm-hmm. So the library itself is not a database.

So even, even when you go to an article or something, it's either through ProQuest or some other database that it uses.

So the library is not a database, it's a link to databases, but it brings everything together for you rather than you searching multiple different databases.

Right, right. That's exactly right.

Okay, next slide.

So we were here, so pick up the pace.

So, um, oh, and Dr. Bean just made a point in the chat, which is an excellent one.

Oh, where'd it go? Lemme see where it went.

Would you like me to read it? I see it. Sure.

Uh, he said, you need to demonstrate that the lit search was exhaustive without saying the word, of course, but overall, you will include the names of the databases you used and remember to consider Eric.

So Eric is the Educational Resources Information Center, and he has a link to that database in the chat.

Excellent, Dr. Bean. Thank you.

So once we found some articles that are, are, um, possibly going to be relevant to our study, how do we look at those and figure out if they are? Well, first we wanna read the abstract and, you know, quickly determine if the paper is relevant.

Does it relate? Is it current? If it's not current, is it seminal? So it could fit in the historical section.

Um, and if it is, then fine, then you're gonna delve deeper.

If it's not, just move right on to, to the next journal.

You can also consider the journal's impact factor and their reputation.

You can see the journal's impact factor and the cab be's, uh, database in the University of Phoenix Library, and also on their web pages.

And, and sometimes you might even wanna look at the author credentials.

If, if an article sounds like it has good information, but it looks like, um, the, the author's affiliation might be suspect, or if it's an article from not another country that hasn't really relate to your specific study, then that's not as good as finding an article that's current and relates specifically to your study.

So, in other words, if, if you're talking about a topic, what's happening in a, a management example situation here, and you, um, really want to know how to solve a problem within a local organization, something from another location may or may not, um, relate to what you're doing.

So just be careful that, that, that you could justify why you use the articles that you use.

Yeah. Next slide.

Be sure you read, uh, strategically, like I said, uh, go through the abstract, maybe also the introduction.

Look at the headings and the conclusions to get a sense of the paper.

Make sure that you can, uh, understand the research question, the hypothesis if they have them.

The objectives of the study, uh, unlike the dissertation, many published articles don't necessarily state the research question.

Sometimes they don't specifically state the problem.

You're supposed to be able to infer them from what they have written in the study.

So you, so you may have to, you know, kind of beef up some skills to be able to do that.

Um, note, note, the literature review that's in the articles you're reading, what context did they use and what previous research did they use? And then, um, in the, uh, um, in the historical section and in the method section of a lit review, be sure that you're citing initial or primary researchers.

Um, oh yeah, that's right.

So, so be sure you're citing the initial or primary researchers searchers.

So I wanted to make a distinction between the current literature and the historical literature in chapter two.

The current literature should be anything within the last five years.

And again, that should be the last five years from the time you think your dissertation's going to be published.

And the historical section can go all the way back to the, the, the Seminole and primary researchers, um, who, who first started writing about this topic, who first started looking at this problem, and talk about those in the historical section.

Um, be sure and look at the methodology within, uh, the, uh, articles.

Uh, you're gonna be able to, uh, look at, uh, the, the methods that they use.

Was it qualitative or quantitative? If it was quantitative, was it a correlational study or was it a cause and effect study? Um, if it's qualitative, you know, what, what research design did they use? There's two sections in the literature review that deal with methodology.

The first one is literature, research methodology.

Literature methodology is, uh, the, the overall method.

So like qualitative or quantitative.

And in that section you talk about which of those you used.

And then you critique a number of articles on your topic within that section.

And you talk about their research problem, their approach to the study, their findings.

Uh, and then in the next section, in the research design section, you talk about the specific design you use.

So if you're using, say, a case study, then that research design literature should be about case studies.

And in there you would cite the experts in that type of research design.

So, like Yin or Miriam, or stakes for case study or Jean Clendenin for narrative inquiry.

Learn who the experts on that design are and, and use them as you described that design.

And the, the goal is to be able to show that the methodology, the method, the the approach and the research design are appropriate for you to use in your study.

Um, look at the key findings and the data presented, and then look at the discussion and conclusion sections to understand the interpretations and implications and suggestions for further research.

And often in that suggestions for further research, that's the place where you frequently might find the topic that you want to study.

So, read for all of those kind of things.

Don't, just, don't just skim for, I see this happen a lot.

Don't just skim for words that match the words in your problem statement or match the words.

Make sure they're talking about a topic in the same context that you're talking about, or similar context.

Make sure that they're, um, their, their objectives fit with the objectives of your study.

Finding the articles is more than just locating a list of a hundred articles that sound like your topic.

We need to read much more strategically than that. Next slide.

Hey, Dr. Johnson. Mm-hmm.

So, a challenge I'm finding is that for my topic on foster care, employment, foster care, employment, what I'm finding in the research is that there are tons of articles that only mention it.

They don't go into detail about it in the same way they go into detail about homelessness and education.

So I'm finding it difficult to, or I'm, what I'm asking is, can I still use those articles, even though they might just mention the word employment as a factor? And they don't go, the reason I'm doing my study is because there is not enough research on the employment aspect mm-hmm.

Of foster youth aging out of care.

And a lot of the research focuses on education and homelessness.

So you can point that out, out as a gap, perhaps.

Okay. If you're not finding articles that specifically talk about employment Okay. In your topic. But you could also say things like, um, well, like, I guess I'm thinking about something that, But I could synthesize articles that I am finding and save somewhere within that, that there isn't enough depth on the employment factor.

Yes, exactly. Exactly. Okay.

That's what I would've said if I thought faster.

You're, you're exactly right. Okay.

So as we're looking at these articles, we wanna take a lot of notes and, and maybe even annotate the articles.

And, you know, you can do that online.

Now, you don't have to print them out, but if you're a paper person, you can print them out and highlight and annotate within the articles.

Be sure that you find those important sections.

Find the, the major arguments in the article.

And, and always look at the findings.

What are the, what was the outcome of the research? What did the authors find? Was it what they thought it would be? Was it different? And, and that's important to know because you're expected when

you are critiquing all the literature to find articles, not just on the, the side of an argument that, that you think you're gonna find in your study, but be sure you're looking at articles that have different ideas.

Uh, they might be similar, but a little different, or they may be totally opposite.

But you want to include all of those.

You want to, um, make sure that to prevent bias in your own writing, that you're evaluating the strengths and weaknesses and biases or gaps in the literature that you're finding.

And you've probably heard faculty talk about, um, identifying the tensions in the research.

That simply means, you know, if, if Joan said this is important, and Smith said, no, it's not, it's something else, then you wanna talk about both of those things as being there in the literature.

It makes your study more robust when you recognize and, and write about more than one side of a topic of an issue.

Okay.

I'm good. Next slide.

Yeah. So, um, I think this is me.

Um, I, I'm, I'm just, as, as Dr. Johnson just said, she really described an annotated bibliography.

I'm a, I'm a strong believer in, in that, and I guess it, you know, I, you have to do a deep dive and a broad, you need to be broad and deep.

And, and all of those databases, um, need to read widely.

But you're gonna starting to realize that, that you need to do as you collect these things, do it to annotate a bit, is what I'm saying.

Doesn't have to be formal. This is just for you.

I do think it's important to correctly, uh, put the correct reference there, uh, because, uh, you'll need that later.

So, uh, create a description of what it is, the key, key, uh, topics, the, the themes that came up, the methodology, whatever.

And then you can, you can organize that as you go.

But, but I, I, you know, we understand that we wanna get done.

We understand the goal of the dissertation is to be done, but the literature review is where you need to spend some time and you just owe it to yourself.

This will, this will be the, the bones of your study.

So, uh, that's why I think, uh, creating an annotated bib and start to group I is, uh, I cannot overemphasize the importance of that.

And of course, here's what we look for and, and we're pretty much out of time here.

But, but, but you just wanna look for these things.

The, the, the, the, what are the questions, the frameworks, the methodology, the results, interpretation, references what other research is cited.

That's what you need to, you always look for the references.

And there was an item about Seminole, uh, sources earlier.

Uh, as much as you can go to the original study, if somebody is citing Lifewood, uh, did a study on, on ed leadership, go find Lifewood study and see what he did.

Don't, don't talk about what somebody else said he did.

Okay, I, I think that's important.

Um, and I think we're gonna need to move along, miss Dr. Johnson.

Um, and, and we've taken quite a few questions, so we're still okay.

Okay. Um, well, we wanna look at our dissertation.

Yeah, that's fine. Um, so, so you, you wanna have multiple references to support your claims.

Alright? And, and I, I, it is just, um, it, this is, I think the biggest thing here is this is not a line by line, uh, listing.

This is not a listing of the sources that you find.

You're putting them together.

You're, you're, you're weaving a story.

You're weaving a narrative to tell the story of the, of, of the, the historical background and the current status of your topic.

And then you're gonna use, uh, several references to support that.

And again, the only way you can do that is to become really immersed in the, in, in the literature.

And the only way you become immersed is to just start reading and start making notes, uh, doing the annotated bib.

Um, I think the theoretical frameworks are important.

Uh, uh, I think we, we say that you, you should cite maybe three or so theoretical frameworks at least.

Uh, and that's just the, the different ways that, uh, researchers have, uh, different lenses researchers use to understand their data.

And, and you'll have your own right.

And, um, you may, uh, see how, how what you find is the same or different or similar to what others have done.

Um, and this is all in chapter five.

You bring it all together.

This is why you need a robust, I don't think I've used that word before, but it's the right word.

Robust chapter two, literature review, and we say 30 pages or so, 30 to 50 pages, you know? Yes. And, and that, you know, you get your annotated bid going, you, you, you're gonna create that.

So no worries. Um, but in chapter five, you need to go back and for whatever your results or findings are, you need to link that to your literature in chapter two.

And, um, when you're getting chapter five, you may, you may very well add to, uh, what, what you wrote previously.

And, um, in the lit review, and I, I'd like to just a comment with many excellent things Dr. Johnson said, uh, it's, this is a moving target, okay? And we say with current literature, I think is in less than five years, well, it's less than five years from pretty much when you defend, right? I mean, uh, uh, if you, if you, and I know, you know, you, you're writing your proposal now, um, you're gonna wrap up a couple of years from now.

And, uh, what was, again, moving target, you know, you, if you cite something that, that was four years old when you wrote your proposal, by the time you write your, your dissertation, it's gonna be six years old.

So, you know, you just need to be aware of that.

Uh, and are we, I guess it depends on, on your committee as how tight they are on that.

But generally speaking, you know, like 75% of your, of your current stuff needs to be, uh, of your current content needs to be current.

So anyway, future research. What else can we do? By your, by the time you, you finish this, you will know, uh, where your, where the gaps are and what else needs to be done.

So how should we proceed here? Do, do you want me to stop sharing? So, yeah.

Oh, I'm gonna share the, so I'm gonna stop this, right? And I'm gonna share this.

We're gonna share Dr. Bower's, present Dr.

Bower's dissertation.

Right? Um, And then, oh, but the link is in the chat and you can't see the chat, right? Hang on. I got, I'm gonna pull it up from my, um, oh, Okay. There we go. Okay. So while y'all are pulling that up, this is Stella, um, Eric, uh, Dr. Bean.

Um, yes. Put a, a, a note in the chat.

We said, it has been often said that 80% of your sources should be less than five years old.

So you do not think of your defense.

Um, so think thinking of it that way.

So you're not as concerned about the defense state, but just making sure it's less than five years old.

It'd just be as, That's other feedback on that too.

Yeah, perfect. Be as current as you can and understand that different topics change a different speeds.

You know, again, if you're writing about educational technology, it's a moving target and it's a quickly moving target.

Uh, AI is not the same, is very different today than Yesterday, You know.

So here we are. Here's our dissertation. Do you wanna Yeah. Proceed that, can you blow it up? Are you able to blow it up a little

bit or not? Is that better? Yeah.

So, so we're just gonna pick out a couple of examples here in the literature review to show you.

Um, Eric just made another good point in the, in the, in the chat, he said, so if you think you'll graduate in 2027, your sources shouldn't be older than 2022.

They should be at least 20, 22 or newer.

So that's a good reinforcement for what the point we're trying to make, Eric, thank you.

So, so in this, uh, this is within the literature review, I believe.

I think I was gonna go back to the, um, right, here we go.

Right. So this is chapter two.

So, so here's what I was talking about where we want to hear your voice.

If you look at the paragraph that starts with the heading the head teacher, it, so, see the first sentence is, is not cited.

It's a sentence that the author wrote.

The occupation of the school principal has not always been a part of the American education system.

So that's her takeaway from the articles that she's going to discuss within this section.

That's the big overall arching main idea.

Yes. Somebody typed meal, MEAL in the chat. Absolutely.

This is the meal, uh, writing approach.

Your, your main topic and then the evidence.

So she follows this up with evidence from, um, I can't see her citation.

So there's like wisener, uh, can you go down a little further? Yeah. Kafka.

So you see how she's pulled from many of the articles.

So, um, and in some instances she cited multiple articles within the same citation.

So those are, those are good ways to think about how you've synthesized the, the information, but put it in your own words so that we are hearing Dr.

Bower's voice here and not just a voice of the people whose articles she's read.

Do you have any questions about that? I think that's a really important piece of, of creating a literature review and being able to write the entire document in the meal plan.

So, Dr. Johnson, I have a question on how every sentence has a citation versus in other papers I've seen where they would write the sentences and then at the end, each citation would be followed by a semicolon.



Is there a preferred way to synthesize what, or, or is this okay that every sentence has a citation after it and it's not all together in one citation? So, so it depends on what's being cited.

So if you're citing something slightly different from each article, then I would say you would do that each time you used a different source.

I, if you are synthesizing, if, if you're making a paraphrase statement that comes from multiple articles, then you could put it at the end of that.

But it, it's what wherever you, Christina's made another comment in the, in the chat, which is absolutely on target.

It every, every time you're making a major assertion, there should be a citation.

So sometimes it might be almost every sentence, but, but, but not every sentence is an assertion.

Sometimes it's just we're sharing a fact, kind of common knowledge kind of stuff that doesn't need a citation.

But if you're saying, you know, based on the literature, um, this, this res this research is about principals using technology.

If you're saying based on the literature, um, school principals do not adopt technology as fast as faculty and students, then that's an assertion.

You have to back that up with a citation. Does that help? It does. This is a perfect example.

Okay. I think that's a great point.

I think it's a perfect point that, that sometimes you do want use more than one citation, uh, to support a claim.

So thank you. Thank you for that Excellent question.

Um, mark Also has a question.

I'm sorry. I'm sorry, Dr. Lane, I was, um, sorry, I put, I raised my hand.

Um, a quick question on that.

'cause I just got dinged in, in my current class.

Um, I do the meal plan, but I actually, and for that particular time, I used two sentences with two different citations because they were not the same, but they were supporting.

And I got dinged for oversighting 'cause and then I was really confused 'cause I've never had that problem before.

So seeing this now, I'm wondering, is there a minimum or maximum that you're allowed to use where you are not going to? 'cause I lost five max for that last week.

No, uh, not, not unless your chair or who, whoever's reviewing your paper has told you there's something specific that they're looking for.

And I just can't make that point.

Too many times during the pre, during the presentation, we are sharing with you what we believe that the major literature shows

based on our experiences.

But if your committee members have different experiences or different perspectives, then you have to follow what they're telling you to do.

Okay. That one was just a class not, um, not related to my dissertation, but I have never had that before.

So I I, when I saw this, I was like, oh, really? Right, right. Remember that every faculty person comes to class or comes to the dissertation with their own history and their own experiences with the literature that they've read, um, with the research they've conducted.

And it's gonna be a little bit different.

And, and I know that's very frustrating for students, I get that.

Um, but it's, it's just part of the process.

And if you can just kind of buy into that as being part of the process, you'll save yourself a lot of worry and frustration and lost time.

It's just, you know, you've heard this over and over and over.

The best dissertation is a done dissertation. Right? So, but it's great question. Thank you.

And Dr that's a great question. Yeah. And Dr.

Koji, um, again, said something much better than I did.

Every assertion needs a citation if the statement is not an assertion and it does not need a citation.

So that's why you will, that's one of the reasons you will sometimes see more citations within a para with one paragraph than you do within the other.

Because if it's just a listing of just a paraphrasing of common knowledge, you're not gonna see citations.

Um, when, when Dr. Bowers was doing her dissertation, and I've had this happen with several students since then, um, when we got to chapter five, Jim, I know if you can find this in chapter five quickly or not.

In in chapter five, you are told when you discussing your findings to compare and contrast each finding back to three to five articles that you have critiqued and critiqued and reviewed in the literature review.

And it is not uncommon for novice researchers, students, and other researchers to overlook that piece.

And it's so important because that shows how, what you've learned in your process here, how that relates to what's already been done and shows what still needs to be done in the future.

So when we got to this point, uh, Barbie didn't have that at her chapter five.

And when she went back to pull her article, you know, to compare her findings to the articles that she had discussed in chapter two, there weren't three to five on every finding.

So at that point, she had to go back and do some additional search, additional searches and find other articles that she could use.

And, and I'm, I'm telling you that because once something's written in the proposal, it's not etched in stone.

It's the proposal, and you get permission to use that proposal to do the study.

So the literature reviews should be dynamic.

It should evolve throughout the process.

So if you get to those findings and you need, you discover you don't have articles to compare it with, but you think they're out there, then you go find them and you add them.

There's nothing wrong with kind of doing that backwards, if you will.

If they're not already there, then you add them so that in chapter five, you can compare your, your findings to those articles.

Do you have any questions about that? I think this is a good example of, of the synthesis right here with, with listing multiple, uh, sources to support a claim.

Um, district administrators assigned technology leadership responsibilities, principles who lack formal technology training.

All right? So that's a problem. So, uh, if you're a principal, you, you have technology leadership responsibilities, but you don't know anything about it.

Okay, well that's a, that's a claim. How do we support that? Well, several studies support that. Okay.

Um, 2012, 2014, 2016. 2013.

So, okay, so, and This is a 2018 study.

Okay. Right. That was my question.

So, so that's, um, alright, so her study was in, she published her dissertation in 2018.

Mm-hmm. All right. So all, so 2012. 12. So some, Some of those are a little older.

I think she might've been a legacy student who was out for a few years.

So we didn't make her take out her original sources.

We just had her add more recent ones with them.

Yeah, I think that's a great point too.

Dr. Johnson is, and I've, I've advised the same thing.

Uh, you don't have to get rid of the older references, just, just update to sup support them.

Okay. So, um, I, I think, I think that's a good idea to show that's been the case.

Uh, what else do we wanna look at? See, here's the same kind of thing. Yeah.

While teachers have many opportunities to receive training, uh, while teachers have many opportunities to receive training, oh, that's an incomplete sentence, yikes.

Oh, okay. So probably what she meant was that she probably needed a comma there, no matter, uh, I always say I always, whenever I have anything published, I, I don't read it anymore because I, so I see what she's done. She's stuck her references her citations in the middle of the sentence, which, which today we would tell you not to do.

Okay. Said there's no perfect dissertation.

Right. So that's, yeah.

Oh, I see. Oh, okay, okay. Okay. Want me implementation? Yeah, it's a little choppy. What not. Yeah, that's fine.

So like we said, there's nothing perfect, but, but my point is that we have several, uh, references to support a claim, right? And this is what you see, uh, this is what you wanna see in a lit review.

It's what you wanna see in, um, in chapter five.

And you may not, uh, be it chapter five yet, but you will be.

And this is, this is a, this is a perfect example of how, how to do that.

Um, where, what, what else did you wanna look at here? Same kind of thing. Dr. Johnson. Look, I mean, she does it.

This is perfectly, this is why we love this.

Uh, the job responsibilities, principles are highly demanding, complex and time consuming.

Uh, well, you know, you could find a million references to support that claim, but, but she has three That's good.

Okay. Have to allocate often. Take that. So, okay.

So the, what what's happening here is she has her her theme, which is her claim or interpretation, and she's supporting that with references.

Okay. And of course, transformational goes to burns and, uh, burns of course, you know, we talked about seminal, uh, sources and, and, uh, researchers.

Burns is one of those.

And, and leadership theory and transformational leadership theory.

So, um, yes, site.

In fact, I would, I would say where's, where's your citation for burns if you don't have it? Um, what else, Dr. Johnson? I think that's probably all within here.

We have about five minutes left, and I think that Dr. Smith wants to, um, show us Some. Yeah, so should I go back to the, uh, Did a slide presentation, if you can, back to the Slide presentation.

Okay. Hang on here, Bear, while you're doing that, I wanna thank Dr.

Pamela Darbyshire says, uh, thank you for mentioning and comparing documents in the findings in chapter five.

I find in peer review, authors leave this important section from their manuscripts.

I see that in a lot of articles as well, too.

Thank you for sharing that.

Someone says, what's the difference between, I can't read all of it, interpretive, should I say framework and philosophical assumptions? Yeah. Um, hmm.

Not quite sure what you're looking for in this question.

Do you wanna open your mic and, and tell us why you're looking at, uh, the difference between these two concepts? And while he's deciding if he wants to do that or not, Dr. Bean says he'd like to talk about one final call concept called the Springboard study.

Eric, you wanna do that quickly? Yeah, yeah. I hope. Can you guys hear me? Yes.

Yes, Yes. Okay. Yeah.

So, you know, over the years, I just, I don't know if I came up with the term or I read it somewhere, but it just seems to be a helpful word, so that you can compartmentalize your approach to your literature review and your study in general.

'cause first of all, you know, we always wanna tie your dissertation to a peer reviewed journal, published article that last represents the topic that you know, you are researching as well as the instrument you're using.

And so you should, at some point, and it's not gonna happen overnight, but you wanna get to a point where you can identify the most prominent peer reviewed, published study that is, is, is the last instance of what you are currently researching.

I think that should make sense, right? If you can, if you can.

And, and so that you can always intelligently talk about it.

So whenever I think of my dissertation, which goes back to 2008, there's no question that a psychologist, uh, researcher named Griggs, GRI, uh, GGS was in fact the springboard study that I had modeled my study after.

So just something to think about it, it gets into more of what you're actually trying to do, but you'll want that to be part of your literature review as well.

And if you could think of the springboard study, um, it's something that everybody should be able to intelligently talk about.

That's a great point, Dr. Bean. Thank you. Perfect.

Perfect. So I see Dr. Smith is putting some of this information already in the chat.

Yeah, I'm putting it in the chat, so I'll be able to do this real quickly.

So, um, thank you everyone and join me in thanking our presenters, Dr. Johnson, Dr. Lang, and, uh, and, uh, Dr. Bean for today, and all of the other voices that have been in the space.

So if you like the material that was presented today and wanna get more of that material, uh, please join our research methodology

group teams.

Uh, and so put a link to that in the chat.

If you click on there, it will add, it'll say you wanna be invited, and once that happens, and one of us methodologist will get a message and we will, um, invite you in.

Uh, also, I have been posting, uh, a link to the survey.

Please tell us what you liked about this webinar, what you would want to hear more, what other ideas you have related to webinars so that we can continue to make sure that these webinars are helpful for you and, um, supportive of your doctoral journey.

Uh, next slide please.

So, the CDS, uh, dissertation guide, I posted a link to that in the chat, but if you wanna use this QR code, you can click on this and that will this, um, QR code will get you there.

Um, next slide, please.

Uh, don't forget to look at the dissertation criteria assessment.

Many students that I see in office hours have not looked at this, so they don't know, uh, they don't quite understand the feedback that they're getting.

And part of that is because they haven't figured they don't know what they're getting graded on.

So you need to look at the dissertation criteria assessment because it will help, um, help you understand the types of feedback that you're getting from your dissertation committee members.

Next slide. And this is a QR code to get to the research methodology group teams link, and this is a biddy code to get there as well.

Um, these slides in this recording will be posted on the research, uh, group teams, um, in the chat.

I also put my email address.

It's that s Smith oh seven email address.

If you can't get to something or you can't find something, you could, uh, email me and I will, um, do my best to get you there.

And that's it. Thank you so much for giving me the time to share those, those quick notes.

Thank you. And please don't forget to do the survey.

This is a research tools and skills webinar.

It might not make sense now, but when you go into the survey, it's gonna ask.

So a research tools and skills webinar.

And this has just been fantastic.

Thank you for the work it took to put this together.

It's fun. It was our pleasure.

I know we're a couple minutes over time, but if anybody has any additional questions, you could, I I can stay.

I'm sure anybody can stay for a couple more minutes if you have questions, or if not, if you think of something later, just send one of us an email and we'll be happy to help you anytime you reach out.

Yeah, absolutely.

Thank you. Okay, where are, where will the book for, I will email that to you.

I wrote your name down, so I'll email you the information about the Delphi studies.

Okay, thank you. Yeah.

And also, um, Christine, I'll email you as well.

I, I wrote both of your names down.

Thank you. All right. Thank you everyone.