APG5883
Working towards a written literature review
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Sort the cards into these two groups:

A literature review is...  A literature review is not...
<table>
<thead>
<tr>
<th>A literature review is:</th>
<th>A literature review is not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A place to make explicit <strong>connections</strong> between previous research and your own</td>
<td>A compilation of all material related to your research field, regardless of its relevance to your project</td>
</tr>
<tr>
<td>A <strong>critical evaluation of sources</strong> related to your research topic</td>
<td>A descriptive summary of each and every text</td>
</tr>
<tr>
<td>A <strong>synthesis</strong> of a range of sources</td>
<td>Simply a collection of texts that you think are interesting or every text that you have read</td>
</tr>
<tr>
<td>A place to present an <strong>argument</strong>, a clear articulation of your own position in relation to relevant literature.</td>
<td>Presented as a list in which you discuss each text in turn</td>
</tr>
</tbody>
</table>
What research and theoretical literature will inform your project?
Translation studies: what approaches and questions are relevant?

Post-colonial studies: where does translation sit?

Translator as cultural mediator

Post-colonial translation

Method: Critical discourse analysis
Give it a shape

• Focus on key areas of interest

• Be selective
  • Importance to field
  • Relevance to your topic

• Structure: overview to specific

• Help your reader
Numerous studies have focused on ...(TOPIC)... Several of these have attempted to ...(RESEARCH METHOD)... while others have addressed the issue from the point of view of ...(THEORETICAL STANCE).

Factors affecting ...(TOPIC)... have been studied by Neville (1993), Davidson et al (1997) and Brady & Hill (1999).

Neville’s study focused on ...

Brady & Hill, on the other hand, were able to demonstrate that... The findings of Brady & Hill support earlier research by Davidson et al (1997).

Davidson et al found that ....

An alternative approach has been taken by several research teams and this has resulted in....

For example, Hudson et al (2001) applied the theory to ... and demonstrated that ...

Similarly, Ferguson’s (2001) findings suggest that ....

Research in this area, therefore, provides conflicting results. Firstly, it has been shown that.... More recent research, however....
Activity

Look at the extract from a short literature review.

a. Can you see any long shots and close-ups?

b. What kind of structuring device (thematic, historical, debate-oriented…) is used?
The literature: taking notes

• Analyse and evaluate rather than copy
• Record general observations and theoretical context
• Do not forget to record your own understanding and comments as you read
• Maintain sight of the bigger picture (ie your overarching topic). What does this reading contribute?
Getting going

- start grouping
- try using a table to classify authors by (eg)
  - approach to particular questions
  - method
  - sources
- map categories (mind mapping)
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Reasons for undertaking a higher degree</td>
<td>Argues that this varies by discipline</td>
<td>Argues that there is a clear gender division in the discipline enrolments - but older people less so.</td>
<td>Doesn’t mention this – many people don’t actually. Is this a problem with the literature?</td>
</tr>
<tr>
<td>Completion rates.</td>
<td>Shows that men drop out more than women in almost all disciplines.</td>
<td>Shows that older people who are enrolled part time are more persistent than those who enrol part time</td>
<td>Shows that attrition varies by institution and that the ‘richer’ institutions lose less students</td>
</tr>
<tr>
<td>Social learning in PhD student communities</td>
<td>Doesn’t mention this</td>
<td>Shows examples of conversations to show that older people have more complex discussions about ‘meta’ issues in PhD study than younger students</td>
<td>Suggests the community in richer institutions is better than that in poorer institutions.</td>
</tr>
<tr>
<td>Relationships with supervisor - how important is it?</td>
<td>Argues that the relationship with supervisor is a key determinant of success</td>
<td>Argues that older people deal with poor supervision better than younger people</td>
<td>Suggests that poorer institutions have a ‘younger’ supervisor profile</td>
</tr>
</tbody>
</table>

https://sites.google.com/site/twblacklinemasters/using-a-matrix-to-organise-your-notes-for-faster-writing
Research and Learning Online literature review resources

- Writing a literature review
  https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/writing-a-literature-review

- Introduction to literature reviews
  https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/introduction-literature-reviews

- Stand-alone literature reviews
  https://www.monash.edu/rlo/assignment-samples/assignment-types/stand-alone-literature-review
Access the Monash University Library from “my.monash”, choose “Library” tile.
Choose Advanced Search. Type in the first line your topic keyword(s) or type topic keyword in each line and search in All fields or Author or Item Title or Abstract or Caption.

Databases A-Z
Choose the right database, and use:
• Advanced search within a database
• Boolean operators: AND, OR
• Truncation: asterisk (*)
If you think about “literary and cultural translation” in your mind, use the search boxes to combine your keywords.

- Use **AND** to combine concepts – narrow your search results
- Use **OR** to search for synonyms or alternative words – expand the search results
- Use **NOT** to exclude results – narrow your search results
- Use “..” (Quotation marks) around two or more words to search together
- Use * (asterisk) to search words with different endings ie. Cultur* will search culture and cultural …
Searching JSTOR

How many results did you get?

How many results do you have now?

Use the **Refine Results** menu on the left to refine your search.
Please do a **keyword search for your own keywords related to your topic.**

Search **Journal** related to your topic
- Go to the **Library Search** or **Databases**
- Type **journal title**
- Go to the **Journal** and see all different topics and contents in that journal.
Useful links

Borrowing monash.edu/library/services/loans
Search monash.edu/library/search
Research and Learning Online (RLO) monash.edu/rlo
Citing and referencing guides.lib.monash.edu/citing-referencing
Finding non-English resources guides.lib.monash.edu/finding-non-english-resources

Translation & Interpreting Studies Library guide http://guides.lib.monash.edu/translation
or use device with the QR code

![QR code image]
Searching the Library Search

1. Go to the Library homepage (http://monash.edu/library)
2. Click on the Library Search link (http://monash.edu/library/search)
3. Do a keyword search on the Library Search for your own keywords related to your topic.

Library Search guide (http://guides.lib.monash.edu/search)

Tips for How to search: Advanced (http://guides.lib.monash.edu/search/advanced-search#s-lib-ctab-16176677-0)
Top tips for Library Search (PDF version)
What is research and learning at the Library?

**Librarians:**
- How and where to start researching your topic
- Finding relevant resources
- Evaluating and managing resources
- Using the Library's collections
- Managing your research data
  - Using EndNote
- Citing and referencing

**Learning skills advisers:**
- Reading strategies
- Writing skills for assignments
- Note-taking skills
- Study strategies
- Communication
- Group work skills
- Exam preparation
- Problem-solving and critical thinking
- Citing and referencing
Drop-in sessions
10-15 minute consultations with a learning skills adviser and/or librarian, open to all students, are offered from week 1 to SWOT Vac. Students may attend individually or in small groups. Students will be seen on a first come, first served, basis. Drop-in session times for each branch are listed. For advice outside of session times ask at the library information point.

Please contact us, if you have any question or suggestion.
Contact librarian: Jung-Sim Kim
Learning skills adviser: Jan Pinder

Good luck for your study and research!