

Teaching Literature Reviews:

Addressing introductory and higher-order information literacy skills in higher education

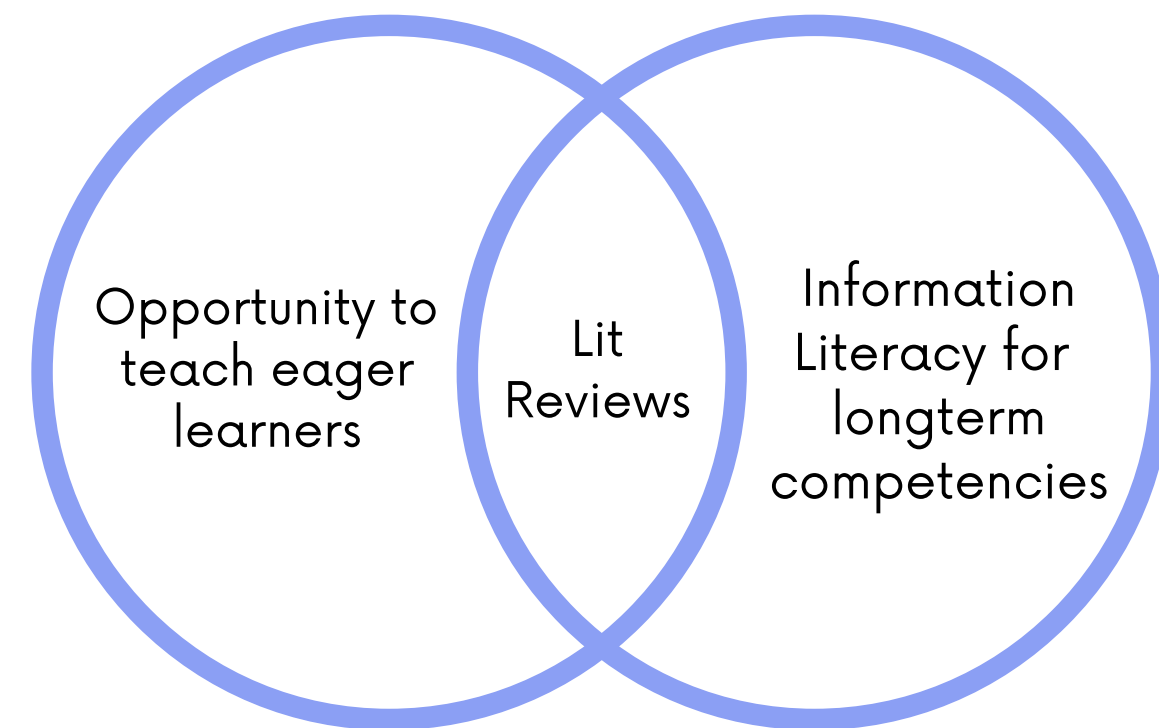
ABSTRACT

I developed this workshop because it was the most frequently asked query among my liaison subjects. Although one-shot workshops are typically difficult to balance a lesson plan with time for practice, literature reviews proved a perfect vehicle a one hour time slot. The first time I taught this workshop, 15 students attended. The biggest workshop I taught was 150 people during orientation week, and best of all, every attendee had chosen to be there.

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Literature reviews are a frequent assignment for students and a required section of most scholarly articles. Because workshop attendees have a real application for the skills (usually with a due date) they are motivated learners. Writing a review combines research skills with synthesis and interrogation. The ACRL Framework for Information Literacy provides a great lens to capture the skills students learn in this workshop.



THE GOAL OF THIS POSTER

Any librarian or information professional can teach a literature review workshop using the materials I have developed. Everything here is open to be reused and remixed. I have taught this workshop in-person and using Zoom; I have received consistently positive feedback over both mediums.

INFORMATION LITERACY & RESEARCH

Authority is constructed & contextual

- No source of information is bias free
- Introduce citation tracking
- Expertise is a matter of perspective

Searching as strategic exploration

- Plan databases to search
- Plan search terms to use with synonyms
- Define scope
- Introduce Boolean Operators

QUICK TIP: ADD POLLS

Why are you here today to learn about literature reviews?

- I have to write one for a master's thesis
- I have to write one for a dissertation
- I'm just curious!
- I have to write one for a journal article
- I have to write one for a research paper
- I have written one before but I am rusty and need a refresher
- Something not listed here

Poll questions are a great way to keep learners engaged throughout a remote learning presentation. I recommend the following tool:
<https://www.mentimeter.com>

CLICK HERE FOR AN ARTICLE
[ABOUT REVIEWS](#)

INFORMATION LITERACY & WRITING

Information creation as a process

- Introduce annotated bibliographies or other note taking methods
- Synthesis is the result of reading and note taking
- After research is done and review written, the thesis may change!

Scholarship as a conversation

- There are many arguments and counterarguments with nuance
- Highlight Zotero; citation is a way of acknowledging and contributing to scholarly conversations

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LITERATURE REVIEWS: HOW TO & WHY

What is a Literature Review?
Literature reviews summarize and synthesize existing scholarship and arguments on a given topic. They can be a section of a paper or a style of academic paper. They act as an overview of research on a subject for those unfamiliar with the topic.

Steps to write a literature review:
1-Research
2-Annotated Bibliography OR table exercise
3-Outline your paper
4-Write your first draft

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What is the point of a literature review?

1 | Highlight what you have read

Gives you authority to talk about this subject!

Introduce concepts or theories that are relevant for your topic and argument.

2 | Summarize existing research

Justifies how your research fits into the current scholarly conversation.

And, allows you to refer to things later in your paper easily.