Chapter 2- Literature Review (3000-3500 words)
(Textual Guidance)

Basic set of steps in Literature Review:

1. Searching
- Reading
- Critical Review

2. Structuring

3. Writing

4. Evaluation

5. Reviewing

1. **Searching:** This helps you to generate and refine your research ideas (draft research proposal)
   a. **Reading :** going through articles, journal, research papers and other sources that is linked to your research objectives.

   Harvard College Library (2013) provides its students with a useful checklist of skills to be practised for effective reading. These skills include:

   - Previewing: which is considering the precise purpose of the text before you start reading in order to establish it may inform your literature search.

   - Annotating : that is, conducting a dialogue with yourself, the author and the issues and ideas at stake.

   - Summarising : the best way to determine that you've really got the point is to be able to state it in your own words. Outlining the argument of a text is a version of annotating, and can be done quite informally in the margins of the text.

   - Comparing and contrasting : ask yourself how your thinking has been altered by this reading or how it has affected your response to the issues and themes in your research.

   Five critical questions to employ in critical reading: CHECKLIST
   - *Why am I reading this? (The authors argue that this is where the review question is particularly valuable. It acts as a focusing device and ensures that you stick to the purpose of the reading and do not get sidetracked too much by the author's agenda.)*
   - *What is the author trying to do in writing this? (The answer to this may assist you in deciding how valuable the writing may be for your purposes.)*
   - *What is the writer saying that is relevant to what I want to find out?*
   - *How convincing is what the author is saying? (In particular, is the argument based on a conclusion which is justified by the evidence?)*
   - *What use can I make of the reading?*

   b. **Critical Review/Critical Literature Review**: This provides the context and theoretical framework for your research.

   The Critical Review: This part emphasizes including significant literature in your research and not just a summary of books, articles, and research papers.

The critical review can be achieved by providing a detailed constructive critical analysis of the key literature that relates to your research question. Both theoretical research and empirical research should be included whether they support or oppose your ideas.

Types of Critical Review:

- Integrative review, critiques and synthesizes representative literature on a topic in an integrative way to generate new frameworks and perspectives on a topic.

- Historical review, which examines the evolution of research on a particular topic over a period of time to place it in an historical context.

- Theoretical review, which examines the body of theory that has accumulated in regard to an issue, concept, theory or phenomenon. Theoretical reviews are often used to establish a lack of appropriate theories or reveal that current theories are inadequate for explaining new or emerging research problems.

- Methodological review, which focuses on research approaches, strategies, data collection techniques or analysis procedures, rather than the research findings. Methodological reviews are often used to provide a framework for understanding a method or methodology and to enable researchers to draw on a wide body of methodological knowledge.

- Systematic Review, which uses a comprehensive pre-planned strategy for locating, critically appraising, analyzing and synthesizing existing research that is pertinent to a clearly formulated research question to allow conclusions to be reached about what is known.

Approach to Critical Review:

- Deductive Approach: Using literature to identify theories and ideas that you will test using data. Eventually, you develop a theoretical or conceptual framework which you subsequently test using data.
- Inductive Approach: Planning to explore your data and develop theories from them that you will subsequently relate to the literature in subsequent discussion.

Evaluating the content of your critical literature review- CHECKLIST
- *Have you ensured that the literature covered relates clearly to your research question and objectives?*
- *Have you covered the most relevant and significant theories of recognised experts in the area?*
- *Have you covered the most relevant and significant literature or at least a representative sample?*
- *Have you included up-to-date relevant literature?*
- *Have you referenced all the literature used in the format prescribed in the assessment criteria?*

2. **Structuring**
Structuring and Drafting the Critical Review:

Three common structures are:
- a single chapter;
- a series of chapters (for example in a larger research project);
- occurring throughout the project report as you tackle various issues (for example where your research project is conducted inductively).
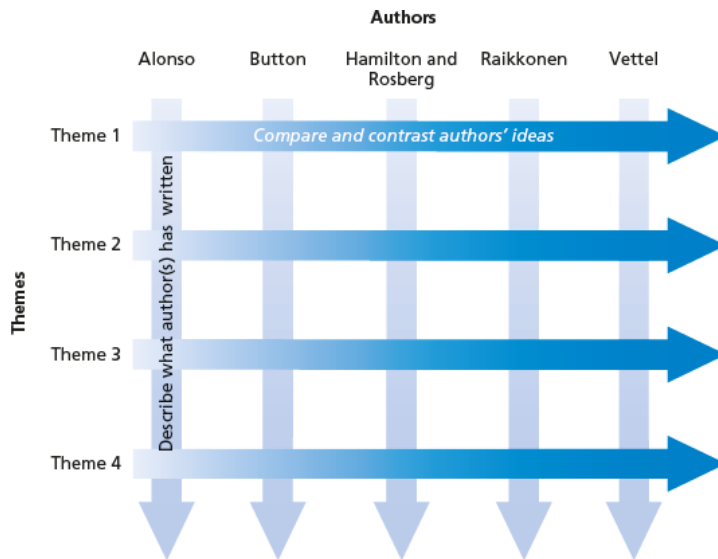
Figure 3.2 Literature review structure

3. Writing

Writing format of Literature Review: THE FUNNEL APPROACH

- Start at a more general level before narrowing down to your specific research question(s) and objectives;
- Provide a brief overview of key ideas and themes;
- Summarise, compare and contrast the research of the key authors;
- Narrow down to highlight previous research work most relevant to your own research;
- Provide a detailed account of the findings of this research and show how they are related;
- Highlight those aspects where your own research will provide fresh insights;
- Lead the reader into subsequent sections of your project report, which explore these issues.
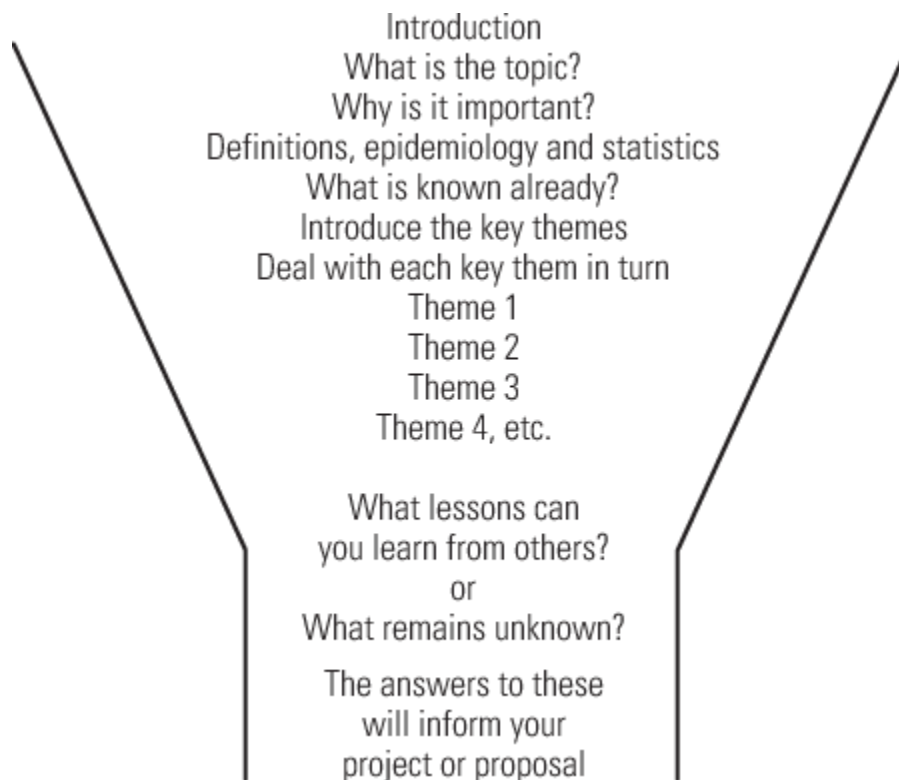
4. Evaluating Literature Review

Evaluating the relevance, value and sufficiency of literature to your research- Your literature review should answer the below questions

Relevance

- How recent is the item?
- Is the item likely to have been superseded?
- Are the research questions or objectives sufficiently close to your own to make it relevant to your own research (in other words, does the item meet your relevance criteria for inclusion)?
- Is the context sufficiently different to make it marginal to your research question(s) and objectives (in other words, is the item excluded by your relevance criteria)?
- Have you seen references to this item (or its author) in other items that were useful?
- Does the item support or contradict your arguments?
- For either it will probably be worth reading!

Value

- Has the item been subject to a reviewing process prior to publication?
- Does the item appear to be biased? For example, does it use an illogical argument, emotionally toned words or appear to choose only those cases that support the point being made? Even if it is, it may still be relevant to your critical review!
- What are the methodological omissions within the work (e.g. sample selection, data collection, data analysis)? Even if there are many it still may be of relevance!
- Is the precision sufficient? Even if it is imprecise it may be the only item you can find and so still of relevance!
- Does the item provide guidance for future research?

Sufficiency

- As I read new items, do I recognise the authors and the ideas from other items I have already read?
- Have I read the work by those acknowledged by others as key researchers in my research area?
- Can I critically discuss the academic context of my research with confidence?
- Have I read sufficient items to satisfy the assessment criteria for my project report?

5. Reviewing Literature Review
Systematic Review- 5 step process

- Formulate the review question(s), for example 'What are marketing professionals' understanding and definition of viral marketing?', involving a broad range of expert stakeholders such as potential academic and practitioner users of the review as an advisory group.

- Locate and generate a comprehensive list of potentially relevant research studies using online database searches, specialist bibliographies, tables of contents and other sources and attempt to track down unpublished research.

- Select and evaluate relevant research studies using predetermined explicit inclusion and exclusion (selection) checklists of criteria to assess the relevance of each in relation to the review question(s). These checklists can be developed by undertaking a small number of pilot searches and making a list for reasons for inclusion or exclusion of each article or adapting checklists developed for previous Systematic Reviews, by journals to assess general quality of research or to assess issues of relevance and value.
    Common criteria include adequate methods, clear data analysis and conclusions derived from findings. Selection and evaluation are usually undertaken:
    a Initially by title and abstract;

b For those not excluded by title and abstract, by reading the full text.

- Analyse and synthesise the relevant research studies by:
  a. Breaking down each study into its constituent parts and recording the key points (research question/aim; study context – country, industry sector, organizational setting etc.; method(s) of data collection; sample size, frame and demographics; key findings; relevance to review questions) on a data extraction form;
  b. Using the data extraction forms to explore and integrate the studies and answer the specific review questions.

- Report the results providing:
  a. an introductory section that states the problem and review questions;
  b. a methodology section that provides precise details of how the review was conducted (search strategy, selection criteria, key points used for the analysis and synthesis)
  c. findings and discussion sections that review all the studies, specifying precisely what is known and what is not known in relation to the review questions.

6. **Creating a Gap Table (atleast 20-30 Literature Sources):**

Journal Name	Authors/ Research ers	Title/Focus of Research	Research Aim (in 50 words)	Study Method	Findings (in 50 words)	Comments/Kn owledge Gap
				Review/Case Study/Experimental Case Study/Experimental Survey/Interviews/Obs ervational Trials		

Summarize the knowledge gap and create a pathway for your research.