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| **Literature Reviews 3: Recognising Quality Literature Reviews**   |  |  | | --- | --- | | **Setting:** | Seminar | | **Level:** | Levels 6 & 7 | | **Activity duration:** | 30-35 minutes | | **Guidance:** | This session follows *Literature Reviews 2: Planning and Approach* | | **Additional resources:** | *Literature Reviews 3 PowerPoint*  *Literature Reviews 3- worksheet* | | **Outcomes:**   * To develop the ability to identify high quality examples of literature review content * To further understand the purpose of a literature review * To understand that literature reviews should be critical, not descriptive pieces | | | **Pre-task preparation:**   * Read through the corresponding PowerPoint, information sheets, worksheet and answer sheet * The worksheet activity can be modified to include your own disciplinary examples. For example, you might require students to discuss a seminal paper or you might require content to be no more than ten years old * Consider your class and how you might divide the group (i.e. into pairs, threes or small groups) | |   **Steps to implement the activity:**   * Introduce the aims of the lesson (see slide 2 on the associated PowerPoint) * Introduce the key features of good and bad literature reviews (see slides 3 and 4) * These features can be modified, so you might like to add some of your own which match the assessment criteria. For example, you might require students to discuss a seminal paper or you might require content to be no more than ten years old * Put students into pairs or small groups and hand out the worksheet. * The examples provided are from a range of subjects but you can also modify this with your own examples from your discipline. * Ask them to read through the extracts in their groups and decide which examples are good or not so good and think of some reasons why. * After ten to fifteen minutes, ask the students for their responses. Each paragraph has been included on its own slide in the associated PowerPoint (slides 6 to 15) * Each paragraph is followed by a slide with some bullet point answers. As discussed in the pre-task preparation, do modify the examples as you wish, these are just suggestions. |