Literature Reviewing as Pedagogy
Teaching and Learning Graduate Literacies

Rosemary Green, PhD, MSLS
Shenandoah University, Winchester VA
What is a literature review?
What is a literature review?
Pedagogical Principles

• Transparency
  • A best practice
  • Counter-balance to their confusion

• Scaffolding
  • Current ways of doing to new ways of doing
  • Current knowingness to creating new knowledge

• Reading
  • Silent – yet critical – practice and experience

• Metacognition
  • Self-awareness of learning preferences and cognitive complexities
Conceptualizing a literature review

• It’s not a research paper? What do you mean?
  • “What the $@#$& is a literature review?”

• Reading to write
  • “I feel liberated in my reading strategies. Allowing myself to read and extract information the way that I want to rather than how I have been taught to has been extremely helpful.”

• Metacognitive processes
  • “I began the task of my annotations with a less than positive attitude, dreading a tedious battle with myself, and was completely caught off guard when I found myself actually enjoying the process.”
Conceptualizing a literature review

Relationships => Conversations => Synthesis

Ancestors

Descendants
Performing a literature review

- Reading as graduate students. Reading as writers.
  - “I see the act of this type of reading as searching beyond the text in front of me, and listening for the ‘conversation’ between scholars as I read.”

- Scaffolded writing – rhetorical modeling, peer and instructor feedback, rewriting and rewriting and rewriting
  - Low stakes assignments – topic statements, abstracts
  - Critiques – critical annotated bibliographies
  - Many drafts

- Presentations
  - Research processes
  - Final literature reviews
Performing a literature review

Student example from their research process presentation: “Time is not my friend.”

Hours and hours gone by..... I am still searching, reading articles, letters, diaries..... everything is so interesting.....But I need to focus!
## Literature Review Matrix

**Student example:** Graphing literature that addresses musicians’ techniques for memorizing complex works.

<table>
<thead>
<tr>
<th>Central Concepts and Sources by Date</th>
<th>Retrieval practice</th>
<th>Memorization</th>
<th>Music performance</th>
<th>Repetition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliege (2001)</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Lamont &amp; Dibben (2001)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mishra (2006)</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Chaffin (2007)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Francesco, Bernardi et al. (2013)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Literature Review Rubric ©

Students receive formative and summative feedback for each LR draft based on selective criteria from the rubric.

Criteria

1. Landmark studies. Historical background.
2. Organization and subtopics.
3. Quality of literature.
4. Interpretation of literature.
5. Synthesis: Relevance of sources to current topic.
6. Synthesis: Relevance of sources to each other.
7. Need for and contribution of current study.
8. Mechanics (spelling, punctuation, sentence structure, word usage).
9. Bibliographic format.

Ratings

Not rated
Emerging
Competent
Strong

Adapted from Criteria for Evaluation of Literature Reviews © 2003 Rosemary Green & Mary Bowser
Literature Reviewing as Pedagogy

• **Reading and Writing Literacies (Academic Literacies)**
  • Students learn to read and write as scholars in their disciplines.

• **Information Literacy**
  • They develop techniques for managing large bodies of information and knowledge.

• **Disciplinary Literacy**
  • They practice the skills and craft of disciplinary-specific research.

“This isn’t a research paper, and that’s OK.”
What would you like to discuss?

- Strategies / activities that guide literature reviewing
- Literature review rubric
- Applications to YOUR practices

by the way, the wonderful Saul Steinberg images can be found here
https://pictureitfredlynch.files.wordpress.com/2014/01/42cb7f9e400af5f19542c4f0130bb5b1_i.jpg
and here
Thank you for attending, and please feel free to contact me if you’d like to continue the conversation.

Rosemary Green  rgreen@su.edu
Shenandoah University, Winchester VA