

# Writing a Literature Review

An Academic Learning Centre Presentation

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**University  
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# TRADITIONAL TERRITORIES — ACKNOWLEDGEMENT —

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

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# This presentation will cover:

- ALC Services
- Conducting a literature review
- Writing a literature review



## Academic Learning Centre services include

- Group study sessions (select courses)
- One-to-one tutoring in writing, study skills, and content (select courses)
- Support from an EAL specialist
- Workshops
- Online videos and tips sheets (writing and study skills)



# How to make a one-to-one appointment?



Home / Student supports / Academic supports / Academic Learning Centre

## Academic Learning Centre

The Academic Learning Centre serves graduate and undergraduate, full and part-time students at UM. Make an appointment with a writing or study-skills tutor or sign up for one of our many workshops, all at no charge.

Go directly to...

### Academic Learning Centre

- Tutoring and group study sessions
- Online Study Power Hour
- Support for learning remotely

### Academic Learning Centre services

We help you strengthen your writing, studying and research skills.

- Individual tutoring
- Workshops
- Group study sessions (select courses)
- Tip sheets
- Videos
- English as an Additional Language resources



**Make an appointment with a tutor**

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Click the **"Make an appointment with a tutor"** button.

# Academic Success Workshops

- Creating a Study Schedule
- Reading Academic Texts
- Preparing for Midterms
- Finding, Evaluating, and Citing Academic Sources
- Quoting, Paraphrasing, and Summarizing
- Revising, Editing and Proofreading
- Preventing Procrastination
- Preparing for Finals

Visit the  
webpage for  
dates and to  
**REGISTER**

<https://umanitoba.ca/student-supports/academic-supports/academic-learning/academic-success-workshops>



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# FGS GradSTEPS Workshops

- Writing at the Graduate Level
  - Wednesday, October 4, 4-5pm
- Citing Sources: Why, When, and How
  - Wednesday, October 18, 4-5pm
- Integrating Sources: Summary, Paraphrase, and Quotations
  - Wednesday, November 1, 4-5:30
- Thesis: Structure and Organization
  - Wednesday, November 14, 4-5:30
- Writing a Literature Review
  - Wednesday, November 29, 4-5:30

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# What is a literature review?

- Review of literature selected by the writer
  - Used to situate your research in relationship to other research/knowledge
  - Or to "clarify the existing state of research" (Systematic LRs)





# Multiple purposes for a Lit Review (Ridley, 2012, p. 39)

- Historical background
- Contemporary context
- Theories and concepts
- Relevant terminology
- Previous research and its limitations
- Significance of your research

Ridley, D. (2012). *The literature review: A step-by-step guide for students*. 2<sup>nd</sup> ed. Sage.

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## Where do you find literature reviews?



Thesis/dissertation



Grant proposal



Journal article



Academic paper



White paper



Project report

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# Planning a literature review (approach)

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# Who are your potential readers?

- Advisor
- Committee members
- Researchers in your field
- Research funders
- Policy makers
- Practitioners
- Media
- Public

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# What is the purpose of your research?

- Theory testing or validation?
  - What has been done and how will your study contribute to this
- Theory generation?
  - Identify new theory and how it relates to existing theories. Why is a new theory needed?
- Problem solving?
  - Practical – what are the concerns, why are they important and will your research address this concern/problem
- Fact finding?
  - Issue or problem or process has a lack of information. Research will identify what is lacking, why it's important to address that lack, and how your research will address the need.

Booth, A., Sutton, A., & Papaioannou, D., (2016). *Systematic approaches to a successful literature review*. 2<sup>nd</sup> ed. Sage.

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# What is your priority?

- Significant discoveries or findings in your research area?
- Significant and relevant concepts, models, and theories?
- Relevant methodologies in your research area?
- Gaps and needs in your field?
- The relationship between your field and other fields?
- The early history of your research area?

Feak, C. B. & Swales, J. M. (2009). *Telling a research story: Writing a literature Review*. Vol. 2 of English in Today's Research World. University of Michigan Press.

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# Conducting a Literature Review

## Finding Sources

- Google Scholar
  - Reliable, but many articles are behind paywalls
- UM Libraries database
  - Free access to many sources
  - Filters help to narrow down sources
- Other scholarly databases
- Other sources' reference lists!



# Education LibGuide

<https://libguides.lib.umanitoba.ca/education/>

## Education: Articles & Theses

Guide to help you find information on education-based research and teaching materials.

[Home](#)[Research](#)[Teaching Materials](#)[Indigenous Education](#)[Citing](#)[Librarian](#)

Download BrowZine for  
Mac, PC, iOS and Android.

## Search the Library

### Education Databases

Start your research with the Educational Resources Information Center (ERIC) database.

[ERIC \(ProQuest\)](#)

The ERIC (Educational Resources Information Center) database is sponsored by the U.S. Department of Education to provide extensive access to educational-related literature. ERIC provides ready access to education literature to augment American education by increasing and facilitating the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research.

[ERIC \(Public Internet Access Link\)](#)

Search for articles in related and interdisciplinary databases.

[Academic Search Complete](#)

[Canadian Business & Current Affairs Database \(CBCA\)](#)

[Child Development & Adolescent Studies](#)

[Google Scholar](#)

[JSTOR](#)

[Library, Information Science & Technology Abstracts \(LISTA\)](#)

[PAIS International](#)

[Project MUSE Full Database](#)

[PsycINFO](#)

[PsycARTICLES](#)

[Scopus](#)





Collection

Thesaurus

Search thesaurus descriptors

Search

[Browse Thesaurus](#)

[Notes](#) [FAQ](#) [Contact Us](#)

Include Synonyms  Include Dead terms

## Purpose and Scope

The ERIC Thesaurus is a list of terms representing research topics in the field of education. Descriptors from the ERIC Thesaurus are assigned to every document in the ERIC digital library to describe its subject content.

Terms in the ERIC Thesaurus represent the vocabulary used in the documents that comprise the ERIC digital library collection. Learn more about how the Thesaurus is updated in this [archived webinar](#).

The ERIC Thesaurus contains a total of 11,875 terms. There are 4,578 descriptors and 7,165 synonyms. There are also 132 dead terms, which are no longer used as descriptors but remain in the Thesaurus to aid in searching older records. The ERIC Thesaurus was last updated in 2023. The updated Thesaurus includes 25 new descriptors, 32 new synonyms, and changes to 37 existing terms. For more information, view the [full list of updates](#) and [download the updated file](#).

## Browse Alphabetically

# A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

## Browse by Category

[Agriculture and Natural Resources](#)

[Arts](#)

[Bias and Equity](#)

[Facilities](#)

[Government and Politics](#)

[Health and Safety](#)

[Mental Health](#)

[Occupations](#)

[Peoples and Cultures](#)

# Libraries

Helping you succeed with access to the best information and advice for your research.

[Go directly to...](#)

[My library account](#)



Alumni, retired UM faculty/staff and citizen users are welcome back into Libraries on the Fort Garry campus. Access to the Health Sciences Library remains [restricted](#). [Medical masks are required](#) in all our spaces. [Check our hours](#)

## Find materials

Search

[Advanced search](#)

[Databases A-Z](#)

[Google Scholar](#)



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Search Criteria ^

Search for:  Search All  Course Reserves

Search filters

Any field  the value of a university degree

AND   Enter a search term

Material Type

All items

Language

Any language

Start Date:

Day  Month  Year

End Date:

Day  Month  Year

+ Add a new line

↪ Any field contains the value of a university degree

Sign in to get complete results and to request items

Tip: Use a thesaurus to find synonyms for your key search terms.



### Availability ^

Full Text Online

Held by library

Open Access

Peer-reviewed

These are the most important filters.

### Resource Type ^

Articles (5,187,239)

Book Chapters (283,817)

Books (27,703)

Show More

Select Articles and Book Chapters for shorter readings.

### Publication Date ^

From 1500 to 2024 Refine

Choose a recent range.

### Library ^

Albert D. Cohen Management Library (1)

Architecture / Fine Arts Library (2)

Archives and Special Collections (2)

Show More

Only relevant for physical sources.

### Language ^

Afrikaans (1,496)

Chinese (2,651)

Croatian (504)

Show More

Select English or any language you're fluent in.

### Subject ^

Accounting (5)

Adult (371,514)

Analysis (652,658)

Show More

Select the relevant subject if you *only* need sources from that discipline.

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## Introduction to Searching



### Register for session

(Zoom): <https://umanitoba.zoom.us/meeting/register/u5EqdOugqzMiGdwA2VHc1wLY6LRmhhEk-y9l>


As a university student, learning how to find the best resources for your research papers is a very important skill. But how do you get started, and what do you need to know? Why isn't it enough to just search for everything using Google? This introductory session will walk you through the process of searching for scholarly information – including how to generate appropriate keywords, select databases, use filters and cite your sources. Presenters will share a variety of practical strategies and tips to save you time, and help you find the best information for your assignments!


In this session, participants will:

- Learn how to develop and apply effective search terms
- Understand the strengths and weaknesses of specific databases and search engines
- Discover a variety of searching strategies and how they can improve the accuracy and relevancy of search results
- Define what peer-review is and why it matters
- Understand the benefits and drawbacks of citation generators, and how to create a citation from scratch

**Date:** Tuesday, October 10, 2023

**Time:** 12:00pm - 1:00pm

**Audience:**  Undergraduate Students

**Categories:**  Library Essentials Workshops

# Always seek support if you're having trouble researching!

- Librarians
- Writing Tutors
- Workshops

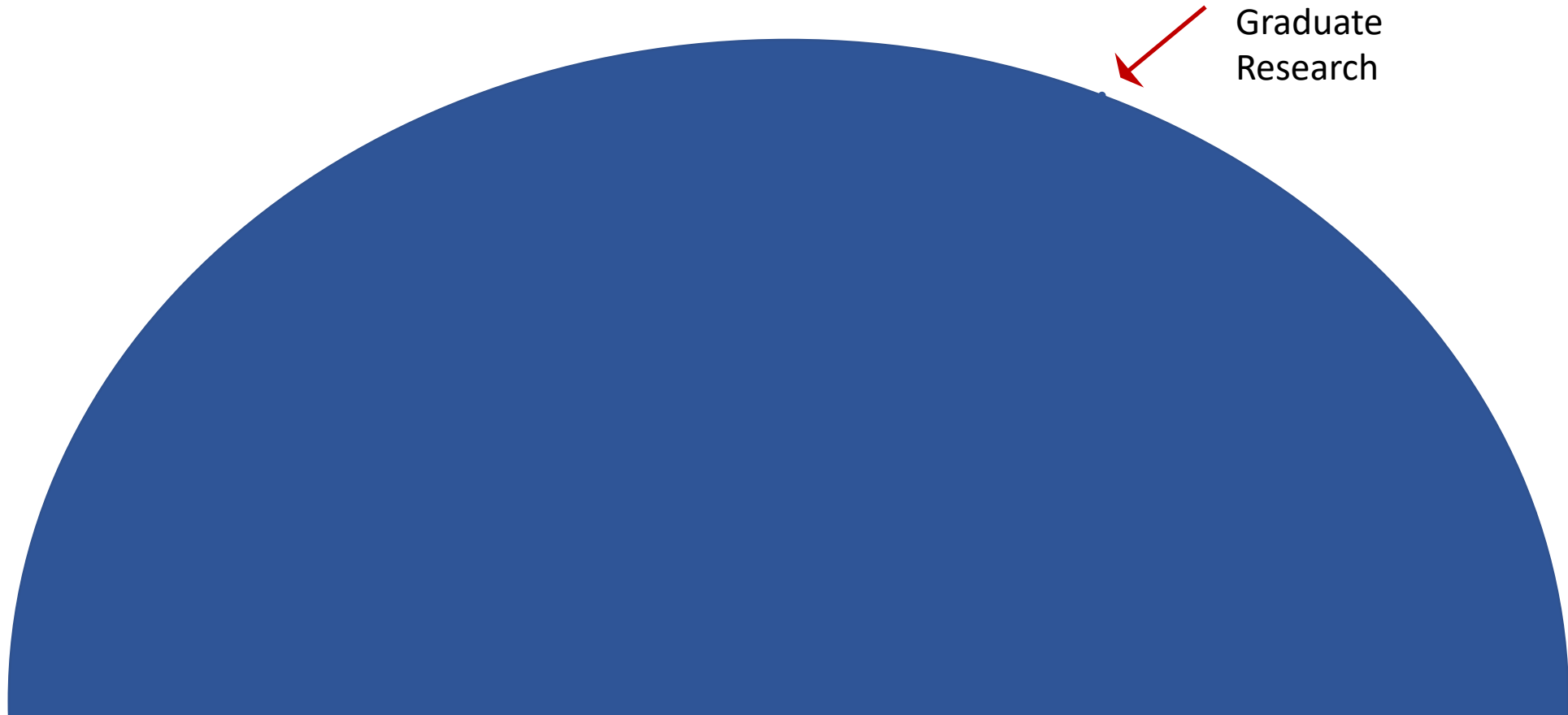
# Common misconceptions

## 1. Citation numbers game



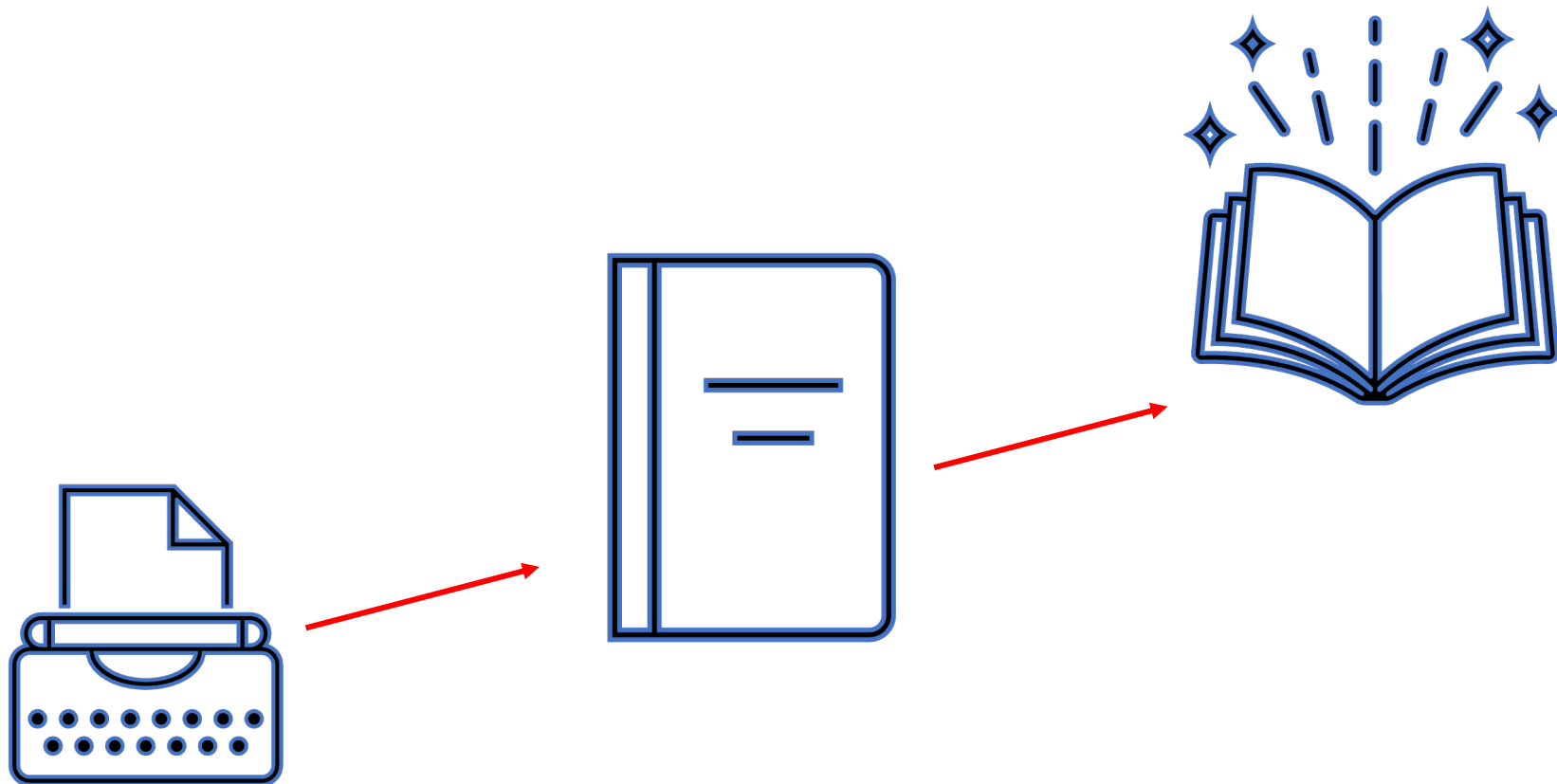
# Common misconceptions

## 2. No relevant previous research



# Common misconceptions

## 3. Indirect sources are sufficient





# Organizing the literature

## Be Systematic

- Design a system to keep you organized!
- Use a reference manager, such as Zotero.
- Keep to a specific citation style.
- Note quotes or paraphrases.
- For a summary, answer a series of questions.



## Example of a summary note

1. What is the source about?
2. If it is relevant to my paper, how is it relevant?
3. What claims, points, or ideas does this source support or contend regarding my paper?
4. What was their research method?
5. And what are potential limitations of the research?

The source highlights parents' role, as the predominant influence, in body image dissatisfaction among adolescents. The source ties several relevant themes together: body image, gender, role of parent, and adolescents. Notably, the source claims that parents' influence varies according to gender; where female adolescents are primarily influenced by their mother, and male adolescents primarily influenced by their father. The research method was a collection of questionnaire responses from male and female adolescents over a sequence of 3 points in a 16 month period. The study does not identify if there were cultural or religious influences or differences across the sample.

5

# Organizing the literature

## Identifying patterns and connections

- Core ideas
- Themes
- Key terms
- Authors



# Roughage Eatery

126 Sherbrook St, Winnipeg, MB

4.8 ★★★★★ 264 reviews ⓘ

People often mention

All

sandwich 19

comfort food 16

mac and cheese 11

atmosphere 11

+6

Sort by

Most relevant

Newest

Highest

Lowest



**Josephine**

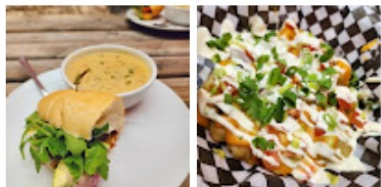
Local Guide · 79 reviews · 52 photos

★★★★★ a month ago

Dine in | Lunch | CA\$30–40

If you are vegan, this is the place to eat! (and if you're not, this place will show you how good vegan food can be!) All the dishes we tried were to die for. Not only is the food fantastic, the vibe of the place will keep you coming back. After eating here, we made plans to frequently visit Canada just so we can grab a bite to eat!

**Food: 5/5 | Service: 5/5 | Atmosphere: 5/5**



Write a review



**Marina**

6 reviews · 2 photos

★★★★☆ a year ago

Finally a nice place to eat out for vegetarians and vegans!

The food was delicious. I did not give 5 stars because of the interior, the moment you enter it smells like an old library and not the tidiest, dusty and no proper ventilation and air circulation. The washrooms also very old.

I wish the place looked nicer overall. The service is welcoming. Hopefully in the future for nice interior. Good luck



Like



**Morgan**

Local Guide · 20 reviews · 9 photos

★★★★★ 3 years ago

I went to Roughage for the first time for their Sunday brunch special and was not disappointed. It was bustling but service was friendly and the food was delicious. I'd definitely go back to try more menu items.



# Roughage Reviews

Source	Rating	Positives	Negatives	Special Notes
Josephine	5/5	Great food for vegans and non-vegans. Good vibe.	None.	Will return to Canada to eat there.
Marina	4/5	Good for vegans/vegetarians. Welcoming service.	Building is old and not well-maintained.	
Morgan	5/5	Delicious food. Friendly service.	Very busy.	Would go back to try more.

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# The Roost on Corydon

651-A Corydon Ave, Winnipeg, MB

4.7  429 reviews ⓘ

People often mention

- All
- cocktails 98
- patio 47
- atmosphere 39
- vegan 19
- +6

Sort by

- Most relevant
- Newest
- Highest
- Lowest



**David P**

Local Guide · 639 reviews · 7,205 photos

★★★★☆ a week ago **NEW**

Dine in | Dinner | CA\$30–40

I went here for drinks and food with a friend on a Friday after work in the summer. The patio was nicely decorated and quite beautiful, especially being a floor up from Corydon gives you a bit of a break from the street noise. The food wasn't great though for me. It just wasn't as flavorful or seasoned as I had hoped, which was disappointing given the prices. Maybe it was just an off night or what I ordered, as I've generally heard good things about this place. And our server was fairly disengaged. But the patio, as I've said, looked quite nice. The menus are a copy of something hand drawn (in a good way, very cozy and familiar) and there is a hip trendy vibe here if that's your thing.

**Food:** 2/5 | **Service:** 3/5 | **Atmosphere:** 4/5



**VF**

Local Guide · 10 reviews · 2 photos

★★★★★ a year ago

Beautiful atmosphere, one-of-a-kind cocktails and amazing food. The staff/owners are awesome people who are always so friendly and inviting. This is a cozy and wonderful staple to stumble home from in the area on any given night. We love you guys!



**Laurie**

Local Guide · 108 reviews · 512 photos

★★★★☆ a year ago

Dine in | Dinner

A very small restaurant serving small delicious plates/tapas with a great selection of specialty cocktails. The outdoor patio would be awesome on a warm evening. Only down fall of this location is is is not handicap accessible.





# The Roost on Corydon Reviews

Source	Rating	Positives	Negatives	Special Notes
David				
V F				
Laurie				



# Restaurants in Winnipeg Synthesis

Restaurant	Rating	Positives	Negatives	Summary
Roughage	4.8/5 (264 ratings)	Great food (Josephine; Marina; Morgan). Good spot for vegans/vegetarians (Josephine; Morgan). Friendly service (Marina; Morgan).	Building is old (Marina). Busy (Morgan).	The service and food are great, especially for vegans/vegetarians, though it can get busy and those who prefer new buildings may take issue.





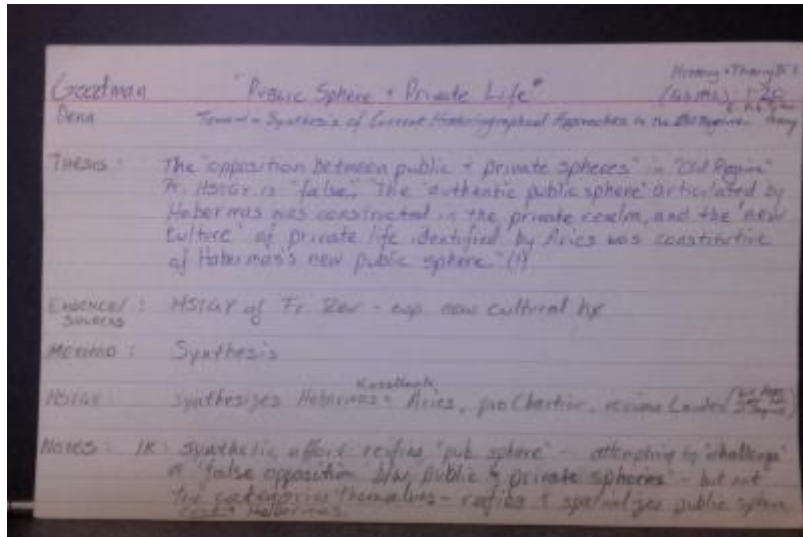
# Restaurants in Winnipeg Synthesis

Restaurant	Rating	Positives	Negatives	Summary
Roughage	4.8/5 (264 ratings)	Great food (Josephine; Marina; Morgan). Good spot for vegans/vegetarians (Josephine; Morgan). Friendly service (Marina; Morgan).	Building is old (Marina). Busy (Morgan).	The service and food are great, especially for vegans/vegetarians, though it can get busy and those who prefer new buildings may take issue.
The Roost on Corydon	4.7/5 (429 ratings)	Great atmosphere (David; V F; Laurie). Delicious food (V F; Laurie). Friendly workers (V F).	Food is bland (David). Disengaged service (David). Inaccessible (Laurie).	The food is divisive, though most agree it is good. Opinions on the service are split. All agree the atmosphere is great, though only for those able to access it.

# Organizing the literature

## Synthesis Matrix

	Purpose	Method	Sample	Result
Source 1				
Source 2				
Source 3				
Source 4				



**Chapter Two: Community ICT Networks and Use of Connectivity and the ICTS**

2.1 Introduction.....11

2.2 Access to Connectivity and ICTs in Canada: Why is This Important...12

2.3 Community Owned ICT Networks.....17

2.4 Uses of Connectivity and ICTs in Aboriginal and Indigenous Communities.....22

2.41 Use Related to Land.....24

2.42 Use Related to Language.....34

2.43 Economic Use.....37

2.44 Educational Use.....39

2.45 Use Related to Health.....41

2.46 Social Use.....42

2.5 The Kwantlen Nation and Network.....47

2.8 Chapter Summary.....50



	Purpose	Method	Sample	Result
Source 1				
Source 2				
Source 3				
Source 4				

**CHAPTER TWO**

**Community ICT Networks and the Use of Connectivity and ICTs**

2.1 Introduction

Connectivity, or access to the internet, has been readily available and utilized in urban centers around the globe providing quality connections to high speed internet services (provided) and technological innovations as they become available. Broadband connectivity services are provided in urban centers via private companies, namely Internet Service Providers (ISPs). Examples of ISPs in Canada include TELUS, Bell, Shaw, MTS and many others. Private businesses are able to provide these services in urban centers due to the large population base and economies of scale. In many rural, remote and Aboriginal communities in Canada the provision of these services can be more costly

# Structure/synthesis

Putting it all together

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# Structure/synthesis

## Putting it all together

Whichever structure you choose, note that essentially you will be presenting:

- the points of similarity / agreement / consensus
- the points of difference / disagreement / debate
- the gaps in knowledge



# Structure/synthesis

## Key tips:

- State key terms and definitions early.
- Be consistent with your key terms throughout.
- Do not use synonyms for key terms!



# Organization

## From notes to chapter

“The literature review will begin by **outlining the literature related to body image satisfaction, self-esteem, and academic behaviour.** It will then expand to find the relation between body image satisfaction and self-esteem to academic behaviour in pre-adolescent and adolescent girls and boys” (Gupta, 2012, p. 7).

Gupta, C. (2012). *The relation between body image satisfaction and self esteem to academic behavior in pre-adolescent and adolescent girls and boys* (Master's thesis). University of Manitoba. Mspace. <https://mspace.lib.umanitoba.ca/handle/1993/14438>



# Introduction with definitions

## Body Image in Adolescence

“Body image may be conceptualized as a multidimensional construct that represents how individuals think, feel, and behave with regard to their own physical attributes (Muth & Cash, 1997). Muth and Cash (1997) conceptualized body image in two self-evaluative ways including satisfaction or dissatisfaction with one’s physical attributes and experience of discrete emotions. Body shape and weight are critical determinants of self-esteem in adolescence because interpersonal success is increasingly seen as being closely linked to physical attractiveness (Koyuncu, et al., 2010). Even though body image has been found to influence psychological well-being in different phases of life, this relationship is strongest during adolescence (Carroll, Tiggemann, & Wade, 1999)” (Gupta, 2012, p. 7).



## Highlighting key words and links

“**Body image** is central to **adolescent** girls’ self-definition, because they have been socialized to believe that appearance is an important basis for self-evaluation and for evaluation by others (Thompson, et al., 1999). Pubescent girls are becoming intensely anxious and **dissatisfied** with their naturally developing, fuller bodies (Kater, Rohwer, & Londre, 2002). **The implications of these to academic outcomes** have been noted by Yanover and Thompson (2008). Yanover and Thompson noted that the **body image dissatisfaction might lead to high level of school absenteeism due to social anxiety regarding one’s appearance.**” (Gupta, 2012, p. 7).

# Points of similarity/consensus

## Body Image and Role of Parents

“Parents and parental criticism about their own children’s weight and physical limitations is a crucial factor in developing body image dissatisfaction. Both, mother and fathers’ attitudes towards their own bodies is correlated to body dissatisfaction among adolescents. A number of studies have implicated the role of parents in the development of body image dissatisfaction and emphasizing thinness in pre-adolescent and adolescent girls and boys between 8 to 12 years of age (Helfert & Warschburger, 2011; McCabe & Riccardelli, 2005; Phares, Steinberg, & Thompson, 2004; Smolak et al., 1999).” (Gupta, 2012, p. 14).

# The points of difference / disagreement

## Body Image and Role of Parents

“A number of studies have implicated the role of parents in the development of body image dissatisfaction and emphasizing thinness in pre-adolescent and adolescent girls and boys between 8 to 12 years of age (Helfert & Warschburger, 2011; McCabe & Riccardelli, 2005; Phares, Steinberg, & Thompson, 2004; Smolak et al., 1999). **Direct parental comments, especially mothers’ comments about their daughters’ weight**, have a strong relation with their body image (Smolak et al., 1999). McCabe & Riccardelli (2005) further state that parents, **especially mothers**, who go on diets and are concerned about their weight, tend to encourage their adolescent daughters to be thinner thus promoting body image dissatisfaction among them.” (Gupta, 2012, p. 14).

# The points of similarity / consensus

## Body Image and Self-Esteem

“Body image dissatisfaction is also associated with negative or low self-esteem (Clay et al., 2005; Fabian & Thompson, 1989; Folk, et al., 1993; Lawrence & Thelen, 1995; Wojtowicz & Ranson, 2012). A recent Australian study conducted with adolescents from 13 to 17 years of age confirmed that girls were significantly more likely than boys to be dissatisfied with their weight and physical appearance (Delfabbro, Winefield, Anderson, Hammarstrom, & Winefield, 2011).” (Gupta, 2012, p. 14).

# The points of difference/disagreement

## Body Image and Self-Esteem

“Mendelson and White (1982) found that in children, as young as seven, feelings about their body were associated with their self-esteem. McCabe and Ricciardelli (2005) write that physical appearance is critical for adolescent boy and girl’s development of self-confidence.” (Gupta, 2012, p. 16).

# Gaps in Knowledge

## Summary

“Many studies have been conducted on body image satisfaction, self-esteem, and academic behavior among young people but few have simultaneously investigated the three variables together. Majority of the studies have been done on late adolescence and young adults but very little has been researched about pre-adolescents and early adolescence together.”

(Gupta, 2012, p. 19).

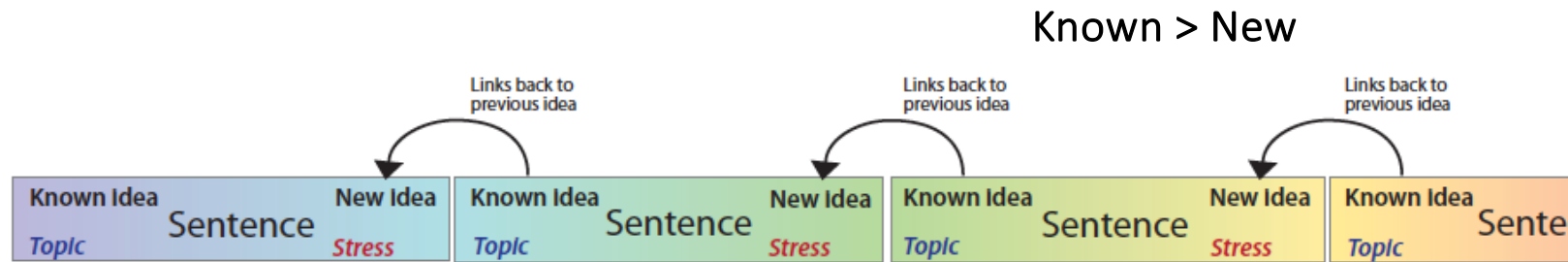
# Writing Considerations

## For flow and structure

- Use headings
- Have 1 main idea per paragraph
- Use transitions within and between paragraphs as well as between sections:
  - Linking phrases between paragraphs
  - Ex. In addition to X, Y.
  - Linking words (however, also, therefore)
  - Repetition of key words and their synonyms
  - Old idea / new idea linking using this / these



# Transitions diagram



Notice how the following example uses the known-new contract to create a coherent flow of ideas.

Accounts of depression evolved after psychologists introduced the concepts of defeat and entrapment. These concepts have been implicated in theoretical accounts of anxiety and suicide. Such theories...

Carnegie Mellon University (n.d.)





# Revision checklist

- Do all ideas talk back to the thesis, claim, or argument of the paper?
- Is there a clear logic to the organization of the paper?
- Is the link and transitions between paragraphs clear?
- Is there one main idea per paragraph?
- Is the main idea supported by evidence or literature?



# References

- Gupta, C. (2012). *The relation between body image satisfaction and self esteem to academic behavior in pre-adolescent and adolescent girls and boys* (Master's thesis). University of Manitoba. Mspace.  
<https://mspace.lib.umanitoba.ca/handle/1993/14438>
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# Workshop Survey

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