

GUIDED PRACTICE

Class: LS 3031

Date assigned: 5/12/20

Date due: 5/26/20

Time estimate to complete this assignment: 60 minutes

Commented [TS1]: In the video about motivation, I seem to remember that Victoria said that we should give students at least a week lead time on assignments to prepare for class. (I think that she said two weeks is ideal.)

Overview/Introduction

What is this lesson about? Why do we care?

This lesson will provide you with an overview of a literature review, basic techniques for organizing a literature and developing a thematic literature review. This will provide you with the skills needed to develop your own literature review for your research project.

Learning Objectives

Basic objectives

1. Students will describe the elements of a literature review
2. Students will describe types of organizational techniques of a literature review
3. Student will explain the steps in the process of writing a literature review
4. Students will explain a theme-based literature review

Commented [TS2]: I wonder if “paraphrase” is the best action verb for this step. It seems that it might be difficult for students to put into their own words something relatively simple like steps in a process. Usually paraphrasing is used when the original text is complex and/or difficult to understand. Perhaps “explain” would be better.

Advanced objectives

1. Students will evaluate their own research articles to develop themes
2. Students will differentiate research articles to develop themes for a theme-based literature review

Commented [TS3]: I wonder if “differentiate” is the correct action verb since that implies that students are going to compare two or more articles. But maybe that’s what you’re intending.

Preparatory Activities and Resources:

1. Watch the videos [“Writing the Literature Review \(part one\)”](#) and [“Writing the Literature Review \(part 2\)”](#).
2. Use the “Writing the Literature Review assignment worksheet” to respond to the following:
 - a) Describe the major elements of a literature review
 - b) Describe the techniques for organizing the literature review.
 - c) Describe the major steps in the writing process of the literature review
3. Watch the video [“Writing your Thematic Literature Review UAS Fall 2013”](#).
4. Use the “Writing the Literature Review assignment worksheet” on Blackboard to respond to the following:

Commented [TS4]: You may have addressed this in the worksheet that you’re going to have students fill out, but here’s an observation—whenever I give instructions like these, I receive a whole gamut of responses from students. Some are very long and detailed answers and others are only a few words. It’s difficult for me to decide which should get credit. To avoid that dilemma, I’ve started giving instructions like, “In 3-4 complete sentences, describe the major elements of a lit review.”

- a) Describe a thematic literature review
 - b) Describe what the literature review allows the writer to do
 - c) Explain how a conceptual map is used to develop themes for a literature review
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5. Submit your "Writing the Literature Review assignment worksheet" to Blackboard by 5/26/20 by 10am
 6. Bring a hard copy of your completed "Writing the Literature Review assignment worksheet" to class on 5/26/20

Commented [TS5]: See my notes about paraphrasing above.

Commented [TS6]: Good specific directions for submittal.

Resources (linked above):

video "Writing the Literature Review (part one)" on Blackboard

video "Writing the Literature Review (part 2)" on Blackboard

video "Writing your Thematic Literature Review UAS Fall 2013" on Blackboard

Exercises: Please complete by _____.

Submit your "Writing the Literature Review assignment worksheet" to Blackboard by 5/26/20 by 10am.
Bring a hard copy of your completed "Writing the Literature Review assignment worksheet" to class on 5/26/20

Questions?

If you need assistance, please email me at egballon@cpp.edu.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: 5/12/20

Date assigned: 5/12/20

Date due: 5/26/20

Time estimate to complete this assignment: 60 minutes

Learning Objectives

Advanced objectives

1. Students will evaluate their own research articles to develop themes
2. Students will differentiate research articles to develop themes for a theme-based literature review

Activities & deliverables

- Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
- Describe what students should turn in, by when.

Theme Identification. Students will analyze the research articles in their annotated bibliographies to begin to identify themes. Students will create a list of the themes and identify any that may require more articles to support it. This will provide an outline of the themes which will make up the organizational structure of their literature review.

Reread your annotated bibliography and begin to put articles into themes or “buckets”. Remember that articles can belong in more than one theme (see video on “Writing your Thematic Literature Review UAS Fall 2013” for a refresher). Once you have several themes, write statements that represent those themes on the “Themes for my literature review assignment sheet”. This will provide you with an outline of themes that will make up your literature review.

Submit the “Themes for my literature review assignment sheet” on 5/26/20 on BLACKBOARD and bring a hardcopy to class to share with a classmate.

Resources:

video “Writing the Literature Review (part one)” on Blackboard

video “Writing the Literature Review (part 2)” on Blackboard

video “Writing your Thematic Literature Review UAS Fall 2013” on Blackboard

Questions?

If you need assistance, please email me at egballon@cpp.edu.

Flipped IN-CLASS Lesson Plan Template

Topic or concept:
Developing themes for a literature review

Basic objectives for preparatory work:

1. Students will describe the elements of a literature review
2. Students will describe types of organizational techniques of a literature review
3. Student will explain the steps in the process of writing a literature review
4. Students will explain a theme-based literature review

Advanced objectives for classwork & after class work:

1. Students will recall the elements, types of organizational techniques, process of writing and description of a theme-based literature review from Guided Practice
2. Student will develop a reverse outline of a literature review
3. Students will evaluate their own research articles to develop themes
4. Students will differentiate research articles to develop themes for a theme-based literature review

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 minutes	<p>“Pair share” to share knowledge from the Writing the Literature Review Assignment Sheet. Students will pair up with another student and each pair will call off a-f in order, repeatedly, until every group has a letter (a-f).</p> <p>Each pair will share what they have written for the assigned letter from the assignment sheet.</p>	Writing the Literature Review Assignment Sheet

Commented [TS1]: Would this really take 20 minutes? I'd consider giving this activity, which is just review, less time and the reverse outline activity more time since that one requires students to write a statement of purpose collaboratively and put it on the board. But I could be wrong on this; just a consideration.

	Time planned	Activity and rationale	Resources needed
		Representatives from each letter will volunteer to share what they have written with class. Others pairs from the letter group can add or ask questions.	
Middle of period	15 minutes	Mini-lecture using powerpoint, "Conceptualizing a literature review"	Powerpoint, "Conceptualizing a literature review" based on Jonathan Cisco. (2014). Teaching the Literature Review: A Practical Approach for College Instructors. <i>Teaching & Learning Inquiry: The ISSOTL Journal</i> , 2(2), 41-57.
Middle of period (use if needed)	20 mins	Interactive Reverse Outline Lit Review— In groups of 6, receive a paragraph of a literature review. Each group needs to determine the purpose of that paragraph of the literature review. Each group must construct a statement on the purpose and write it on the white board.	Paragraphs of a literature review for each group White board and dry erase markers
Middle of period (use if needed)	20 mins	Interactive Reverse Outline Lit Review (continued)— Each group must work to decide what is the best structure/order for the statements and justify why it is the best structure. Each group shares with the class the order they thought best for the order of the lit review statements and why they thought so.	Class discussion
End of period	10 mins	Use PollEverywhere to determine the most important piece of information learned today that will be useful for developing themes for their literature review. This will crowdsource tips to recall for developing their themes.	Use computer and Polleverywhere program to have students use their phones or laptops to share important information learned today for developing their themes.

Commented [TS2]: This seems possibly optimistic for students being able to complete in 10 minutes. But it could be that the activity is not as complex as I envision it.

Commented [TS3]: I really like this idea of using PollEverywhere for an end-of-period summary!

	Time planned	Activity and rationale	Resources needed

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ol style="list-style-type: none"> 1. Students will evaluate their own research articles to develop themes 2. Students will differentiate research articles to develop themes for a theme-based literature review 	<p>Theme Identification. Students will analyze the research articles in their annotated bibliographies to begin to identify themes. Students will create a list of the themes and identify any that may require more articles to support it. This will provide an outline of the themes which will make up the organizational structure of their literature review.</p>	<p>Reread your annotated bibliography and begin to put articles into themes or “buckets”. Remember that articles can belong in more than one theme (see video on “Writing your Thematic Literature Review UAS Fall 2013” for a refresher). Once you have several themes, write statements that represent those themes. This will provide you with an outline of themes that will make up your literature review.</p>

Commented [TS4]: I think it's good that you're reminding students of the resources they can refer to. As I was reading this section I wondered if students will understand these ideas of finding themes and grouping them into "buckets," but I see here that this was covered in the video and you're reminding them of where to find this information.

Commented [TS5]: This seems to be a clear method for constructing a lit review, and I like how you emphasize the importance of this assignment. I'd consider quantifying a range for how many themes they should find and how detailed the statements should be.