

Agenda

Monday, September 19, 2016

- Questions about “General Guidelines and Rubric” for literature review draft
- Quiz 1 Feedback
- Review Quiz 2
- Literature Review Steps and APA

Quiz 1 Feedback

Positive

- Overall, detailed answers
- Original examples
 - Tables
 - Personal experiences
- Put in your own words

Negative

- Do you really understand if you are just using ideas/concepts/words from MY PowerPoint and the book?

For future quizzes:

- Show me you understand
- If you still do not understand, work with others

Quiz 2 – Research Questions

1. Write your own unique research questions. Identify the IV, DV, CV, and MV.

2. State (an) appropriate research question(s) for the following situation:

Your graduate school advisor asks you to draft a proposal for a large grant to study the effectiveness of reading intervention programs on creative thinking skills. The program is aimed at improving creative thinking skills of middle school students by using different reading programs. She has already developed the materials for the programs and conducted pilot studies. Now she wants to show that the programs improve creative thinking skills of middle school students with diverse ethnicities.

3. Provide a possible operational definition for each of the important terms in research question #2.

Quiz 2 – Research Questions

4. An elementary school decides to study the differences between three different teaching styles (controlling, permissive, and guiding) and students' creative thinking skills (outbox and inbox thinking). The school will measure creative thinking with a standardized creativity thinking skill test. Approximately $\frac{1}{3}$ of the students are placed in a controlling teaching style classroom, $\frac{1}{3}$ are placed in a permissive teaching style classroom; and $\frac{1}{3}$ are placed in a guiding teaching style classroom. Identify the IV and DV in this study. Which variables are quantitative and which are categorical? Write an appropriate hypothesis for this study and identify if it is directional or non-directional.

Quiz 2 – Research Questions

5. A school counselor implements an after school arts program in hopes of providing an outlet for students identified as troublemakers. She trains 25 teachers in the program at her middle school. She compares the total number of discipline referrals before the program was implemented to the total number of referrals after it was implemented. As a follow-up to the study, she decides to include student gender and ethnicity as variables in her re-analysis of the data. Identify the IV and DV in this study. Which variables are quantitative and which are categorical? Write (an) appropriate hypothesi(e)s for this study and identify if it is directional or non-directional. Why would the counselor decide to include gender and ethnicity in her re-analysis?



Literature Review Steps & APA

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1. Analyze the Problem/Question & Identify the Variables

- Before deciding on a research question
 - **Narrow down** literature search to find a unique & useful question
- After deciding on a specific research question
 - **Expand** the search to include as many related studies as possible
 - Multidisciplinary is more unique/useful

2. Search & Read Peer-Reviewed Secondary Literature

- Read literature reviews, meta-analysis papers, handbooks, and encyclopedias
- Meta-analyses
 - Goes beyond the narrative literature review
 - Uses statistical techniques to summarize the studies with bigger sample sizes
 - Get overall patterns of outcome/relationship across all studies reviewed

3. Select a Database for a Search

- **Visit: W&M Multi-databases:**

- <https://libraries.wm.edu/databases>

- **ERIC (Educational Resources Information Center)**

- **Educational** topics

- IES (Institute of Education Sciences) of U.S. DoE; use EJXX (English journal article) than EDXX (English Document) unless?

- <http://search.proquest.com/eric/advanced?accountid=15053>

- **PsycINFO**

- **Psychological** topics

- <http://psycnet.apa.org/index.cfm?fa=search.defaultSearchForm>

- **Academic Search Complete**

- **Multidisciplinary**

- <http://web.b.ebscohost.com.proxy.wm.edu/ehost/search/advanced?sid=97defe7f-9a15-4799-903f-66aade555212%40sessionmgr111&vid=0&hid=105>

3. Select a Database for a Search (cont.)

- **PubMed**

- Health topics

- <http://www.ncbi.nlm.nih.gov/pubmed?holding=vaegslib>

- **CQ Researcher**

- Political & social issues in the news

- <http://library.cqpress.com/cqresearcher/>

- **Access WorldNews**

- US & worldwide newspapers in English

- <http://infoweb.newsbank.com/resources/?p=AWNB>

- **LexisNexis Academic**

- U.S. & foreign newspapers, legal & business publications, wire services, and news transcripts.

- <http://www.lexisnexis.com.proxy.wm.edu/hottopics/lnacademic/>

4. Use Similar Search words

- Poor terms → poor results
 - Fear of math/math anxiety; performance/academic achievement; gender differences/sex differences
 - Time needed to search: **Be Patient!**
 - **Only** read study titles
 - If **it seems** interesting, read the abstracts
 - If **it's** relevant, look for the actual articles
 - Click “Find It@WM” button
 - Click “Article” under “full-text options”

Interlibrary Loans

- Click “Find It@WM” button
- If not available online, find whether WM has the actual copies
- If not available at WM, use SwemILLiad
 - Click ”William & Mary (main campus and VIMS) students, staff, and faculty,” under the “Not available at *your* W&M library?” section
- Click “Submit Request” button.
- Look at
 - New requests
 - Outstanding requests
 - Electronically received articles
 - <https://illiad.swem.wm.edu/illiad.dll?>
 - Articles **available** for 30 days
 - sweill@wm.edu or 757-221-3089 for missing pages/bad copy

Which Journals Are Useful?

SSCI

- Get **full PDF files**: Especially articles with tables & graphs
- Save as the name of article to your computer: Don't print out
- Prefer (submit) those on Social Sciences Citation Index (SSCI)
<http://ip-science.thomsonreuters.com/cgi-bin/jrnlst/jlsearch.cgi?PC=SS>
- E.g., 180 for “Educat*”; 8 for “Counsel*”; 5 for “Creativ*”)
 - *Australian Journal of Guidance and Counseling/British Journal of Guidance & Counseling/Counseling Psychologist/Journal of Counseling and Development/Journal of Counseling Psychology/Journal of Employment Counseling/Journal of Multicultural Counseling and Development/Measurement and Evaluation in Counseling and Development/Patient Education and Counseling/Rehabilitation Counseling Bulletin*
 - *Creativity and Innovation Management/Creativity Research Journal/Journal of Creative Behavior/Psychology of Aesthetics, Creativity, and the Arts/Thinking Skills and Creativity*

Internet Information

- A reservoir of information on a variety of topics (e.g., Wikipedia)
- **Pros**
 - Currency & immediacy, access to a wide variety of materials, and varied formats
- **Cons**
 - Disorganization, reliability & validity of information, outdated web sites, lack of empirical/peer-reviewed studies, possible hidden costs, and copyright/permission issues
 - Do *not* recommend using statistics/reports unless they're from government websites

5. Search & Read Primary Literature

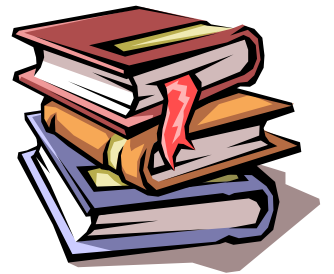
- To expand your search:
 - Look at References!
 - found at the end of articles
 - many other articles on the same topic
 - has primary source information in secondary sources
- Connect two different topics
- Some topics won't have resources on the direct topic, but use related literature

Primary Sources are the Backbone of Research

- Secondary source (except meta-analysis studies) are not the basis for your research → Go back to the original primary source
- Primary source: The author has actually conducted the study
- Features of Primary Sources (including dissertations):
 1. “Effect”/“relationship” or intervention/association is studied
 2. “Literature Review”/“Method”/“Results”/“Discussion” are included
 3. Research question/hypothesis is included
 4. Data Collected
 5. Tables/graphics/numerical presentations/analyses are included

6. Take Notes with Reference Information

- Keep copies of books (title pages/cited parts), articles, etc. on your computer
- Highlight what you think is important on the saved articles
- Use APA from the start
- Use bibliographic file management software
 - *Procite/Endnote/Reference Manager/Mendeley*
- Notes include:
 - APA Citation
 - Short summary of each finding
 - Research methods (measuring instruments)
 - Critical commentary
 - Relevance/significance/accuracy/quality of the sources



7. Write the Literature Review

- Literature review: a **synthesis** with organizational pattern & **purposeful** argument: not *lists* of findings
 - Brainstorm all findings with uniqueness & usefulness
 - Develop a structure
 - Decide on the order of presentation
 - Include meta-analysis reports
 - Compare/contrast/evaluate the literature
 - Logically organize around key topics
 - Add every sentence purposefully/cohesively
 - Use literature to support your arguments/conclusions
 - Re-organize/reshuffle

How to Synthesize

- Big-picture thinking
 - See the forest
- Boundary-crossing
 - Dramatically different subjects/fields
- Pattern-finding
 - Patterns/trends in human behaviors/situations by similarities/differences/relationships
- Dot-connecting
 - Metaphorical thinking

Purposes of Literature Review?

- To place current knowledge in a historical perspective
 - Newly interpret old material
 - Combine new with old interpretations
 - Trace the intellectual progression
- Avoid unintentional/unnecessary replication
- Select promising methods/measuring instruments
- Find gaps in current knowledge
- Suggest further research

8. Research Proposal

- Research questions/hypotheses based on the IV & DV of the literature review
- IV/DV/CV/MV
- External validity issues
- Sample/population/sample size(N)/sampling methods
- Intervention, research design, and analysis methods
- Operational definitions/measuring instruments
- Internal validity issues (& how to control each)
- **Do NOT need this for the Literature Review draft or final**

9. Seek Feedback

- Seek brutally honest feedback from someone who has **different** major or field
 - Make multidisciplinary
 - Pursue **intellectual** diversity/value intellectual minority opinion in groups
 - Much more important than editing
 - Unique/useful
- Constructively criticize the idea/organization, not the person
 - Review/write *throughout* the research process
- My philosophy on feedback
 - Believe it should be brutally honest
 - Builds resilience
 - Hold you to the highest standard possible
 - Read “Negative Feedback Research Combined” under Course Documents

APA, APA, APA. . .

- Title: must be descriptive of the study (IV/DV/population): intriguing/short (use a colon): ≤ 12 words
- Capitalize major words in titles/headings (*not* in references); the first word after a colon/dash in titles; proper nouns; names (*not* of laws, theories, models, or hypotheses); nouns followed by numerals in a numbered series
- Page number: top right hand corner
- Running head:
 - On the same line as the page number
 - “Running head:” on the first page in the header & ALL capital-lettered **shorten title** (≤ 50 characters)
- For the entire paper
 - Double-spaced, Times Roman, 1-inch margins
 - Page breakers; no underlines; no extra space between any headings/sections

Part I: Abstract

- 150-250 words & no indentation; past tense
 - Indentation only for *Keywords (italic)*: aging, emotion, visual search (← alphabetical)
- The problem/question or relations (necessary definitions)
- Scope of the review
- Types of participants in primary
- Main results
- Conclusions/limitations
- Unique & useful implications for policy/
practice/theory/future research

Part II: Introduction

- Introduce the topic with a definition (differences & similarities with other terms)
- Include necessary background information
- Draw interest by justifying unique & useful topic and significance
- Why is it important/interesting/
problematic/relevant without saying it is
“important.”
- Main idea
- Preview of the rest: by section/topic

Part III: Main Body

- Divide synthesis into sections/topics
 - Use the last sentence of the introduction to introduce them
- Organize literature evaluations using descriptive subheadings
 - Chronological approach: by trend; (and/or)
 - Thematic approach: by topic/content
- Critically synthesize premise/methodology/conclusion
- Evaluate inconsistencies/omissions/errors & accuracy/depth/relevance
- Logical connections and transitions to connect sources
- All research findings written in past tense

Headings According to APA

- The title of the paper appears on the first page (centered and in upper and lower case letters- not bold) again but the title is not considered a leveled heading

Subheadings:

Level 1:

Centered, Bold, Upper and Lower Case Heading

Level 2:

Left Justified, Bold, Upper and Lower Case Heading

Level 3:

Indented, bold, lower case, paragraph heading ending with a period.

Level 4:

Indented, bold, italics, lower case paragraph heading ending with a period.

Level 5:

Indented, italics, lower case paragraph heading ending with a period.

Part IV: Conclusions

- Conclusions from key arguments/findings/main body discussions with commonalities/differences between literature
- Restate each sub-conclusions/small findings from the subheadings
- Summarize the key arguments/conclusions first
 - Go back to the main body
 - Make them to support the conclusions
- Use information that is useful
 - What *is* there more rather than what is *not* there

Part V: Implications

- Specific suggestions/guidelines **based on the conclusions**
- Unique & useful suggestions
 - For specific people (policy makers/practitioners)
 - To better understand something & to improve the current status/practices
 - For researchers
 - To guide future research
 - Justify **your** research question

Numbers?

- Numbers for 10+: 12%/12.0%
 - Right before a unit (time, dates, ages)/statistical or mathematical functions/rounded large numbers (millions)/Grade 8, Table 3, Figure 5
- Words for one – nine; at the beginning of a sentence: *nine percent*
- Round to 2 decimal digits
 - 2-3 decimal with exact p values: $p = .031$; but less than .001: $p < .001$
- No zero for those can't be greater than 1: $r(50) = -.23$
- Numbers for listing separate paragraphs with a period in a series
 - (a), (b) for elements in a series within a paragraph/sentence

Reducing Bias/Confusion

- Word choices
 - Gay men, bisexual women, & bisexual individuals (specific) ← homosexual
 - Sexual orientation ← sexual preference
 - Police officer ← policeman
 - “Black”/“African American”; Cuban American ← Hispanic-American
 - People diagnosed with/ students with intellectual disabilities ← the retarded
 - Older adults ← elderly/senior
- Minimum “quotation marks”; Only for ironic/coined expressions the first time; author/year/page number for quotations
- *Italics for emphasis/foreign word/book title*
- Each sentence from a study must be credited
- Any generalization/claim must be evidenced
- Short/simple/concise sentences with all similar findings in one parenthesis
- Don’t be enthusiastic/emotional or exaggerate

Consistency 1

- Words that mean the same, pick one word/phrase & use it throughout
- Spell words out before an acronym using a parenthesis; use it throughout: except *IQ & GPA*
 - No double parentheses: (American Psychological Association [APA], 2000)
- *While/whereas; since/because; whether/whether or not*
- *Higher/more/lower than what?*
- 1st name Initials for authors with *same surname in text*
- *Kim's (2001) 12-year longitudinal study tested*
- Consistent level of **only necessary details**: avoid *redundancies & distracting details*.
- The same comparison unit: *grade/age*
- Always use authors' last name: *Kim/Kim et al.*: Not *they/he/we*
- **Past tense** for discussions for other researcher's/your own results/findings

Consistency 2

- A comma before the last in a series of 3+
- Semicolons for separating two independent sentences connected without a connector & for elements in a series that already has commas
- A capital letter following a complete sentence after a complete introduction sentence with a colon: Kim (2005) *invented two things*: “*a pencil and a pen*” or “*One is a pencil, and the other is a pen.*”
- A dash only to indicate a sudden interruption in the continuity of a sentence
- Latin abbreviations **only in parentheses** (*e.g.*, *i.e.*, *vs.*, *etc.*): *for example, that is, versus, and so forth*

In-text Citation 1

1 author:

Quilter (1995) analyzed the...

The analysis lead to dubious conclusions (*Quilter, 1995*).

2 authors:

Quilter and Chester (1998) studied the relationship...

...suggested no relationship between *X* and *Y* (*Quilter & Chester, 1998*).

•3 to 5 authors:

First: *Williams, Clay, and Douglas (1993)* found ...

•From second: *Williams et al. (1993)* also found ...

- et al.= and others (Latin)

In-text Citation 2

- **No Year** for repeated citations in same paragraph
 - Except parenthetical citations
 - In a recent study of reaction times, **Walker (2000)** found no interaction amongst variables in the cross-sectional data. **Walker's** research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However, interactions among variables were identified in the longitudinal data (**Walker, 2000**).
- When you use a parenthetical citation first, **include the year** for later citations.
 - In a recent study of reaction times, no interaction amongst variables in the cross-sectional data (**Walker, 2000**). **Walker's (2000)** research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However, interactions among variables were identified in the longitudinal data (Walker, 2000).

Part VI: References List

- All in-text citations must match the reference list
- Only cite the original source
- A comma right before, “& last author”
- **Include the issue number** (no space before a parenthesis): **ONLY** if each issue started on page 1
- **Book vs. Edited book** with articles/chapters
 - Torrance, E. P. (1995). *Why fly?* Norwood, NJ: Ablex.
 - Kim, K. H. (2009). Developing creativity in gifted and talented students. In B. MacFarlane & T. Stambaugh (Eds.), *Leading change in gifted education: The festschrift of Dr. Joyce VanTassel-Baska* (pp. 37-48). Waco, TX: Prufrock Press.
- Citer, State: Book publisher name:
 - Include “Books”/“Press”
 - Omit “Publishers”/“Co”/“Inc.”/publisher’s first-name
- Do not capitalize article titles
- Omit “the” for journal/publisher names
- Include * for empirical studies; “Who Did What” at the end

References for Journal Articles 1

Last name, First initial. (Year). Article title.

Journal title, volume, page number range xxx-xxx.

- Authors are listed purposefully on articles- by their **contributions: do not change to alphabetical order**
- In-text citation: alphabetical among **different** sources
- Just **initials** for first/middle names – spaces in-between → (K. H. Kim)
- **Capitalize** first word, proper nouns, & **first word after a colon** in article/book titles.
- **Italicize journal title & volume**
- Each reference's subsequent lines **indented by hanging by 0.5**

References for Journal Articles 2

- Sources with 6+ authors in reference use “et al” for in-text citations
- Sources with 6 or 7 authors list all of them in the references list
 - With 8+: list the first six, with 3 ellipses, & add the last author.
- Electronic sources in reference list
 - Include digital object identifiers (DOIs): “doi:” before actual address
 - If no doi is assigned to **online only** documents, include the homepage URL:
 - Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. *Leadership Quarterly*, 16, 315-338. **Retrieved from** http://www.elsevier.com/wps/find/journaldescription.cws_home/620221/description

References for Dissertations

- Dissertations in Dissertation Abstracts International (DAI):
 - Ross, D. F. (1990). Unconscious transference and mistaken identity: When a witness misidentifies a familiar but innocent person from a lineup. *Dissertation Abstracts International: Section A. Humanities and Social Sciences*, 51(10), 417.
- Other dissertations & theses
 - Saunders, M. D. (1990). *Eastern's pilot rebellion: Patterns of conflict rhetoric preceding the 1989 pilot walkout at Eastern Airlines*. (Doctoral dissertation). Retrieved from ProQuest Digital Dissertations database. (Publication No. AAT 9103113).

References for Tests/Test Reviews

- **ONLINE** *Mental Measurements Yearbook*
 - Entire Test Description
 - Brown Attention-Deficit Disorder Scales. (2001). In *The fourteenth mental measurements yearbook*. Available from <http://buros.unl.edu/buros/>
 - Individual Test Review
 - Kaufman, N. L., & Kaufman, A. S. (2001). [Review of the test Brown Attention-Deficit Disorder Scales]. In *The fourteenth mental measurements yearbook*. Available from <http://www.unl.edu/buros/>

Quiz 3: Literature Review & APA

*There are many APA rules! Quiz each other using the manual. Do **not** trust online websites.*

- 1. What are the differences between primary sources & secondary sources?**
- 2. Summarize APA's "Reducing Bias in Language" in 10 bullet points using the latest APA Manual (pp. 70-77).**

Chapter 3: Literature Review & APA

3. & 4. The following paragraph is quoted from a 2001 article in *Educational Researcher* by Christina Salmivalli, except that the citations have been changed to Roman numerals. The sources are listed below the paragraph.

As bullying problems in schools are gaining more publicity as well as scientific attention, there is also a growing need to develop effective methods to tackle bullying. By definition, bullying is something that happens *repeatedly and systematically* (I, II, V, and III) and the victim status, as well as that of being a bully, tends to be relatively stable when no action is taken against bullying (I and IV). Another feature of bullying is the *imbalance of power*. Even repeated fights between two students with equal strength or power would not be called bullying. Bullying is known to have not only short-term, but also long-term, negative consequences for both bullies and their victims (II). Therefore, finding effective ways of intervening is crucially important.

- SOURCE I
- AUTHOR: Olewus, D.
- YEAR: 1978
- BOOK TITLE: Aggression in the Schools: Bullies and Whipping-Boys
- PUBLISHER: Hemisphere Publishers
- PLACE: Washington, DC
- SOURCE II
- AUTHOR: Olewus, D.
- YEAR: 1991
- CHAPTER TITLE: Bully/victim Problems Among Schoolchildren: Basic Facts and Effects of a School Based Intervention Program
- PAGES: 411–448
- EDITORS: Pepler, D. and Rubin, K.
- BOOK TITLE: The Development and Treatment of Childhood Aggression
- PUBLISHER: John Erlbaum Publishing
- PLACE: Hillsdale, NJ
- SOURCE III
- AUTHORS: Salmivalli, C., Lagerspetz, K., Bjornqvist, K., Österman, K., & Kaukiainen, A.
- YEAR: 1996
- ARTICLE TITLE: Bullying as a group process: participant roles and their relations to social status within the group
- JOURNAL: Deviant Behavior
- VOLUME: 22: PAGES: 1–15
- SOURCE IV
- AUTHORS: Salmivalli, C., Lappalainen, M., & Lagerspetz, K.
- YEAR: 1998
- ARTICLE TITLE: Stability and change of behavior in connection with bullying in schools: a two-year follow-up
- JOURNAL: The Aggressive Behavior
- VOLUME: 24: PAGES: 205–218

- SOURCE V
- AUTHOR: Smith, P.
- YEAR: 1991
- ARTICLE TITLE: The silent nightmare: bullying and victimization in school peer groups
- JOURNAL: Psychologist
- VOLUME: 4: PAGES: 243–248

3. Using APA style, go back to the paragraph and change each Roman numeral to the correct citation.

4. Prepare an APA style list of references for the sources listed above and attach a word file for your references on the quiz answer section.