Braving the Wilderness: Using Text Analysis and Encoding to Teach Students about Literature Reviews

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Introduction

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Agenda

◎ Institutional context
◎ History of the workshop and rationale
◎ Links to the Framework
◎ Design of the workshop
◎ Activities
  ◇ Text Encoding
  ◇ Voyant
◎ Next steps
◎ Questions
Institutional Context

◎ Research intensive university
◎ 34 000 students /
  8000 graduate students
◎ Medical and law schools
◎ System of branch libraries
  including Humanities and Social Sciences
◎ MyResearch workshop series
History of the Workshop

◎ First iteration in Winter 2018
◎ 1 hour session
◎ Focus on secondary and citation literature searching
◎ Zotero was integrated in the workshop
◎ Recurring questions: when to stop searching? and how to structure the literature review?
"It is expected that someone earning a doctorate has a thorough and sophisticated understanding of an area of research and scholarship[...] If their dissertation literature reviews are any indication, many of these now-doctors know bits and pieces of a disorganized topic" (Boote & Beile, 2005, p.3).
Writing a good literature review:
- requires students to engage in all levels of Bloom’s taxonomy of cognitive complexity
- is the product of extensive preparation before writing even begins
- is a learned skill, that does not come naturally to most students

In preparing a literature review, students:
- often lack sophisticated reading and writing skills
- seek and acquire information in a random fashion
- face challenges in reading, analyzing, organizing, and storing resources

Information Creation as a Process

Knowledge practices
Transfer knowledge of capabilities and constraints to new types of information products.

Develop, in their own creation process, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

Dispositions
Value the process of matching an information need with an appropriate product.

Understand that different methods of information dissemination with different purposes are available for their use.
## Scholarship as Conversation

<table>
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<tr>
<th>Knowledge practices</th>
<th>Dispositions</th>
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<td>Critically evaluate contributions made by others in participatory information environments.</td>
<td>Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation.</td>
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<td>Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline.</td>
<td>Suspend judgement on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood.</td>
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Literature Review Workshop: An Overview

- Types of Literature Reviews
- Topic Selection & Search Strategy
- Finding and Evaluating Information
- Structure of the Literature Review
- Discovering New Themes
- Taking Notes & Writing
- Citations and Bibliography
Graduate students were the primary audience.
Our Workshop: Types of Literature Reviews

**Types of Literature Reviews**

- **Traditional:**
  - Comprehensive: provides an overview of the topic
  - Used to present an argument
  - Share new insights

- **Conceptual:**
  - Synthesis of conceptual knowledge

- **State of the art:**
  - Presents the most recent research

- **Expert review:**
  - Written by an acknowledged expert

- **Scoping review:**
  - Original research
  - Focused on exploratory qualitative research questions

- **Systematic review:**
  - Original research
  - Structured and protocol-driven methodology
  - Answer a narrow and defined question

- **Meta analysis:**
  - Statistical method to combine data from different sources
EVALUATING INFORMATION

CAARP Test
- Currency
  - When was the information created?
- Authority
  - Who created the information? Who published the information: publisher, journal, website?
- Accuracy
  - Is the information supported by evidence? Has it been reviewed? Is it unbiased?
- Relevance
  - Does the information relate to your topic? Who is the target audience?
- Purpose
  - What is the purpose of the information? Why is the information being published?

JOURNAL AND ARTICLE-LEVEL METRICS

Citation Analysis:
- Number of times cited
- See who cited the article
- Available in Web of Science, Scopus and Google Scholar

Journal Impact Factor:
- Web of Science: Journal Citation Reports
- List of journals with the most impact
- Compare journals in the same field
**STRUCTURE OF THE LITERATURE REVIEW: EXAMPLE 2**

“Cyberbullying is defined as repeated acts of aggressive behavior over time through the use of electronic devices (e.g., social networking sites, e-mail, etc.). Cyberbullying is becoming a significant problem for adolescents (El Asam & Samara, 2016; Ybarra & Mitchell, 2004a) and victims find it difficult to defend themselves (Palermiti, Servidio, Bartolo, & Costabile, 2017). Although cyberbullying is observed globally, studies that have addressed this phenomenon have shown differences in its prevalence, ranging from as high as 72% (Juvonen & Gross, 2006) to as low as 6.5% (Ybarra & Mitchell, 2004a). According to a recent systematic review, the vast majority of research has reported that between 10 and 40% of secondary school adolescents have experienced cyberbullying (Kowalski, Giumetti, Schroeder, & Lattanner, 2014). […]”

It’s your turn!

Try the text encoding activity!
Text Encoding Activity

◎ You were given a section of a literature review.
◎ Identify all the different authors in this excerpt.
◎ Annotate the citations to show the different authors/texts referred to.
Results

The Nature and Extent of Cyberbullying

Research findings on the frequency of cyberbullying vary widely from one study to the next, largely due to different ways that the behavior is defined, and the different sampling and methodological strategies employed (Tokunaga 2010). Among thirty-five articles published in peer-reviewed journals known as of 2011 that included cyberbullying victimization rates, figures ranged from 5.5 to 72% (Patchin and Hinduja 2012). For example, Einkohl et al. (2000) found that about 6% of youth had been harassed online in the previous year while Juvonen and Gross (2008) found that 72% of youth had been cyberbullied (also within the previous year). Most of the studies reviewed (n = 22) estimate that approximately 6–30% of teens have experienced some form of cyberbullying (Patchin and Hinduja 2012). Relatedly, the number of youth who admit to cyberbullying others at some point in their lives is a bit lower, though quite comparable. Among twenty-seven articles published in peer-reviewed journals known as of 2011 that included cyberbullying offending rates, 3–44% of teens reported cyberbullying others (Patchin and Hinduja 2012). Despite the variability across studies, these rates demonstrate that a meaningful proportion of adolescents are involved in cyberbullying.

It is also clear from the extant research base that cyberbullying experiences can have a significant effect on the emotional and psychological well-being of adolescents. Studies have found that cyberbullying offending is associated with negative emotions such as sadness, anger, frustration, embarrassment, or fear (Hinduja and Patchin 2007; Patchin and Hinduja 2011; Ybarra and Mitchell 2007), and these emotions have been correlated with delinquency and interpersonal violence among youth and young adults (Aselin et al. 2000; Broidy and Agnew 1997; Mazurelle et al. 2009; Mazurelle and Fiqueroa 1998). In addition, bullying (both offline and online) has been tied to other negative psychosocial and behavioral outcomes such as suicidal ideation, dropping out of school, aggression, and fighting, drug use, and carrying a weapon to school (Eriksen et al. 2001; Hinduja and Patchin 2007, 2008, 2009, 2010; Rigby 2013; Seals and Young 2003; Sée and Rigby 1999; Ybarra et al. 2007; Ybarra and Mitchell 2004). Despite many efforts to better understand the nature, extent, and consequences of various forms of
Voyant

- Text analysis software
- Open source
- Easy to use / no account needed
- Identify recurring themes and topics
- Creates graphs and word clouds
cyberbullying: an exploratory analysis of factors related to offending and victimization
Sameer Hinduja
Florida Atlantic University. Jupiter, Florida, USA
Justin W. Patchin
University of Wisconsin—Eau Claire. Eau Claire, Wisconsin, USA
Victimization on the Internet through what has been termed cyberbullying has attracted increased attention from scholars and practitioners. Defined as "willful and repeated harm inflicted through the medium of electronic text" (Patchin and Hinduja 2006: 152), this negative experience not only undermines a youth's freedom to use and explore valuable off-line resources, but also can result in severe functional and physical ramifications. Research involving the specific phenomenon—as well as Internet harassment in general—is still in its infancy, and the current work builds on research that has been traditionally focused on understanding its substance and salience. On-line survey data from 1,376 adolescent Internet-users are analyzed for the Received 3 August 2006; accepted 16 April 2007
An earlier version of this article was presented at the 2006 meetings of the Academy

(Hinduja & Patchin, 2008)
Bullying, Cyberbullying, and Suicide Sameer Hin...

Bullying, Cyberbullying, and Suicide
Sameer Hinduja and Justin W. Patchin

Empirical studies and some high-profile anecdotal cases have demonstrated a link between suicidal ideation and experiences with bullying victimization or offending. The current study examines the extent to which a nontraditional form of peer aggression—cyberbullying—is also related to suicidal ideation among adolescents. In 2007, a random sample of 1,963 middle-schoolers from one of the largest school districts in the United States completed a survey of Internet use and experiences. Youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, had more suicidal thoughts and were more likely to attempt suicide than those who had not experienced such forms of peer aggression. Also, victimization was more strongly related to suicidal thoughts and behaviors than offending. The findings provide further evidence that adolescents’ peer aggression must be taken seriously both at school and at home, and suggest that a suicide prevention and intervention component is essential within comprehensive bullying response programs implemented in schools.

Keywords: bullying, cyberbullying, Internet, suicide, suicidal ideation, youth

(Hinduja & Patchin, 2010)
# Next Steps

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<tr>
<th>REB approval</th>
<th>Pre and post test</th>
<th>Article</th>
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<tr>
<td>Request approval from the research ethics board to administer a pre and post test during the workshop. (In-process)</td>
<td>Skill-based questions and self-evaluation of knowledge</td>
<td>Evaluation of the use of digital humanities tools in creating literature reviews</td>
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<td></td>
<td>Awareness of digital humanities tools and their uses</td>
<td>Will include practical implications</td>
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Thanks!

Any questions?


