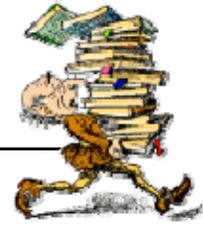


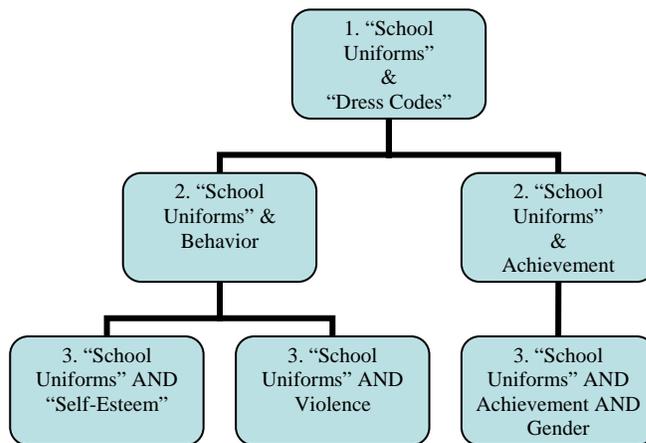
Conducting the Literature Review



In *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, John W. Creswell, writes:

Reviewing and organizing the literature does more than put it in physical order. It helps you to establish a conceptual picture of the information. Having a conceptual picture allows you to organize the literature in your mind, identify where the study fits into this literature, and convince others of the importance of your study.¹

Creswell, suggests constructing a “literature map” to organize the literature. Starting with broad keywords for your topic, place the articles into “related topical areas.”



1. Broad Keywords

2. Break into narrower categories

3. Should be able to break into even more narrow/specific groups

Example of a Literature Review

See the following article which is an example of an extensive literature review. Note how the authors have **synthesized** the literature into topical areas.

Feldman, A.F. & Matjasko. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75(2), 159-210.
([Available online](#))

Criteria for Completing a Good Literature Review

See the “Literature Review Scoring Rubric” in the following article for evaluating your literature review:

Boote, D.N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
([Available online](#))

¹ Creswell, J.W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Merrill Prentice Hall.