This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Literature Review for Research. Your competence will be assessed as you complete a performance task (RLT1 or the NLT1). This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

**Introduction**

Research can significantly contribute to practice. More and more practitioners are being asked to gather data to learn the answers to questions that affect professional practice. This assessment will expose you to the principles of scientific inquiry that are used in the study of professional problems.

Some of the reasons why knowledge of research is important for practitioners include:

- becoming familiar with sources of data and information to help improve professional practice,
- living in a society that is driven by scientific inquiry,
- learning how to read and critically evaluate published research, and
- learning how to design and conduct research to answer questions important to improving professional practice

Part of becoming an advanced professional is not only becoming familiar with the relevant literature, but also having the capacity to add to it.

**Competencies**

This course of study covers the following three competencies:

**Competency: Purpose of Literature Review**
The graduate understands the purpose of conducting a literature review and understands its relationship to educational or healthcare research and practice.

**Competency: Topic Selection**
The graduate understands how to select appropriate research topics and research paradigms.

**Competency: Resource Identification, Evaluation, and Selection**
The graduate identifies, evaluates, and utilizes information resources in order to investigate specific research topics.

**Competency: Develop a Literature Review**
The graduate understands how to organize and develop a thorough and coherent literature review.

**Required Learning Resources**

Preparing for Success

To successfully complete RLT1 and NLT1, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Topics

Acquire Learning Resources

Arrange to obtain the learning resources listed in the "Required Learning Resources" section so there will be no delays in your studies. These items are essential for you, as this document will guide you in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information.

Resources

Order Your Textbooks

The textbooks that you will need to order for this course are listed below. You will need to order these early in order to complete the assignments and activities that are required throughout this four week course.


Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Participate in the Course of Study Message Board

The message boards are an important part of the WGU experience. In the lower right-hand corner of the course of study screen there is a message board area. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course mentor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.
Take Study Notes

As you engage in the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) helps make your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competencies through the assessment.

Requesting Your Assessment

URL: http://www.taskstream.com

As you will be completing the assessment piece by piece throughout this course of study, the directions to request your assessment are given here. Please refer to these when indicated.

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.
Purpose of Literature Review and Topic Selection

One of the most rewarding elements of graduate school is identifying a real-world problem that you have experienced, creating solutions to it, and conducting either research or an evaluation to determine the effectiveness of the new solution. Prerequisite to that, and supporting it throughout, is a thorough review of the literature, in which you review what is relevant as well as synthesize it. In this section, you will study to understand the purpose of a literature review, the three research paradigms, and different research approaches in order to identify an appropriate research topic. You will also learn characteristics of good topics so that you can select a topic that is manageable and of interest to you.

These competencies will be assessed through task 1 in the RLT1/NLT1 performance assessment and will set the direction for your work in this course of study. These are critical elements for you in eventually completing a research proposal or your capstone project and graduating.

Topics

Research Types and Literature Review

In this topic, you will read the required chapters to get familiar with research in general and the purpose of a literature review. Educational Research chapter 1 gives you an overview of types of research and approaches. A good understanding of types of research and approaches will help you identify an appropriate topic for research. You will also read part of chapter 3 in Bookmarks to understand the purpose and importance of conducting a literature review. It is always helpful to highlight text or take notes while reading.

Resources

Reading About Researching and Reviewing Literature

URLs:

Chapter 1: Introduction to Educational Research
https://web5.wgu.edu/aap/content/educational_research_%20chapter_1.pdf

Chapter 2: Selecting and Defining a Research Topic
https://web5.wgu.edu/aap/content/educational_research_%20chapter_2.pdf

Chapter 3: Reviewing the Literature
https://web5.wgu.edu/aap/content/educational_research_%20chapter_3.pdf

Read chapters 1, 2, and 3 (pp. 79-82) in Educational Research and chapter 3 in Bookmarks. Also review the associated Educational Research PowerPoint presentations, which can be found at the URLs above.

Use the following questions to guide your reading:

- What are the major steps involved in conducting a research study?
- How is research classified?
- What are the three different research paradigms, and what are methods that can be used with each?
Commonly-Used Terms for Research Types and Literature Review

Be able to define the following commonly-used terms:

- analyze
- explain
- keywords
- classify
- prove or disprove
- technical writing
- discuss
- review of the literature
- meta-analysis
- survey
- compare and contrast
- evaluate

Use the "Notes" feature of the course of study to record your findings.

Selecting and Defining a Research Topic


In this section, you will start to identify a topic for your research. You will first read to understand the characteristics of good research topics and then discuss them with your mentor or capstone facilitator to identify your own topic. You will learn how to use online libraries in order to do online searches for literature. By the end of these activities, you should have identified enough sources for your literature review.

The topic you choose will lay the foundation of what you will build into a research proposal, meaning that your selection must meet the following criteria:

- It is measurable.
- It is manageable (not too broad or too narrow).
- It is relevant to your program goals.
- It is related to a problem in your specific area meaningful to you.

Access the URL above and click on the tab titled "The Research Process." Read the section "Finding a Topic." Complete the following activity and post your answer on the message board.

Choosing a Topic

When given the topic heading "Education/Nursing and Technology," narrow down this topic as it relates to your program, and frame it as either a question or a problem statement. Use the following example to guide you:

* Program: MS Special Education
Topic: Assistive technology in inclusion classes

Question 1: Does the use of reading software programs increase comprehension for at-risk high school students?

Question 2: Can the use of computer based instruction increase time on task for students diagnosed with ADD or ADHD?

In each of the topics, cluster key words that might help you locate resources to explore the topic (e.g., special education, inclusion settings, computer-aided instruction, at-risk, reading comprehension).

The topic you choose should align with your program requirements. In programs that require a capstone, you will want to select a topic that will follow you through to the end of your program. Each program's capstone is slightly different. Some capstones require experimental or action research, others a summative or formative evaluation.

If the capstone of your program does not require a written or oral project, you will still be required to meet the competency of creating a research proposal. Please review your AAP to determine the direction your project will take. It is important that you discuss this with your mentor or capstone facilitator.

**Topic Selection Performance Task, Part I**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Open task 1 in RLT1/NLT1 in TaskStream. If you do not see RLT1/NLT1 in TaskStream, talk to your mentor. Read the task descriptions.

**Topic Selection Performance Task, Part II**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Create a word processing document and follow the task directions to write the essay. It is always helpful to break your writing into sections using the required subtopics as subheadings. It is difficult for the reader to read a very long paragraph without breaks; it is equally difficult for you to check if you have addressed each subtopic fully. For example, for task 1 in RLT1/NLT1, you can create a structure like the following:
Topic Selection (Center this main heading in normal font type.)

Introduction

- This subheading should be flushed to the left and in italics.
- Your discussion goes here.

Instructional Problem

- This subheading should be flushed to the left and in italics.
- Your discussion goes here.

Instructional Setting

- This subheading should be flushed to the left and in italics.
- Your discussion goes here.

Questions for Literature Review

- This subheading should be flushed to the left and in italics.
- Your discussion goes here.

Summary

- This subheading should be flushed to the left and in italics.
- Your discussion goes here.

Proofread the completed task carefully, check the APA style, and then submit it for evaluation in TaskStream. Make sure to keep a copy for yourself.
Your literature review will consist of several journal articles, research studies, dissertations, and other sources. In this section, you will begin to assemble sources, evaluate them, and get them ready for a literature review. This will form the base for the literature review and for those programs that require a capstone, which you will understandably augment and expand as you learn more about your topic. You will need at least 10 references to cite when you write your literature review for RLT1/NLT1. This may mean you will review 20 or more sources to find 10 that are scholarly and reliable.

**Topics**

**Conducting Research Using the WGU Library Resources**

As a student at an online university, it is imperative that you understand how to use an online library. The WGU Library offers access to abstracts and full-text articles from periodical journals, magazines, and newspapers through FirstSearch, Ingenta, ProQuest, and BI-Inform indexes. Nursing- and health-related databases with full-text articles include Academic Search Premier, CINAHL Plus, and MEDLINE.

**Resources**

**Read in Your Textbooks About Conducting Research**

Read chapter 3 (pp. 82-91) in *Educational Research* and chapter 6 in *Bookmarks*.

**Define Commonly-Used Terms for Conducting Research**

Be able to define the following list of commonly used terms:

- Boolean operators
- search engine
- annotated bibliography
- LISTSERVs
- academic directories
- field research
- databases
- academic integrity

Write the definitions in your course of study notebook.

**Finding Sources**

**URL:** [http://www.researchnavigator.com/](http://www.researchnavigator.com/)

After choosing a topic, your next challenge is learning to navigate the different databases and resources available. Often there is so much literature on a topic that the task of locating articles and studies supporting it becomes very time intensive and somewhat frustrating.
Before you set up an account with the WGU Library, one strategy you can use to reduce frustration and time is to learn about research sources that are easy to follow and may help you in examining the scope of your topic. Complete this activity and post your answers in the message board.

Log in ResearchNavigator.Com and click on the "Finding Sources" tab.

- Start with the first database listed, EBSCO Content Select
  - Locate an article that relates to your topic.
  - Cite the article using APA format and save the article in your electronic literature review folder.
- Using the article, author, or key words, go to the next database and locate either the same article or one similar to it.
- Repeat this process in the last two databases.
- On the message board, post one of the references using APA formatting and include a statement describing the degree of difficulty or ease you experienced in accessing the databases.

### Using the WGU Library

When you use the WGU Library to research a topic, you may find that you are only given the abstract. You can get the full-text articles for these papers and published articles. When you are working on the Research Fundamentals domain, you will need to get the full-text articles for your literature review.

There are two ways to obtain full-text articles:

#### Education Majors

Do a search in ERIC, the largest computer database containing published and unpublished education literature. Many of the sources that show up in ERIC also have full text available. ERIC is the best starting point in your search for education literature. Do a search in WilsonSelectPlus, a database in FirstSearch that has all full-text articles.

#### Nursing Majors

Do a search in Academic Search Premier. Sign up for an account to receive free full-text articles. Order the article through Interlibrary Loan (ILLiad), where the article is sent to you through the interlibrary loan department at the University of New Mexico. With ILLiad, you must open your own account.

### Procedure for Setting Up an Account to Obtain Full-Text Articles

1. From the WGU Student Portal, click on "Library."
2. Click on the "ILLiad" (interlibrary loan) link either from the library home page, from "Find Books and Documents," or from "Find Articles."
3. Follow the links to the ILLiad home page.
4. Click on "New Users" to open up your own account.
5. Fill out your personal information, following the directions. Now you can go back to the ILLiad home page and order the materials you need by filling out a form for each source.

### Procedures for Accessing ERIC or WilsonSelectPlus (full-text articles)
1. From the WGU Student Portal, click on "Library."
2. Click on "Find Articles."
3. Click on "Connect to FirstSearch" (a collection of 50+ databases).
4. Follow the links, and at the prompt enter the username and password from the "WGU Library Login Info" page.
5. At the FirstSearch screen, go to "Jump to Database" and select ERIC or WilsonSelectPlus.
6. When you get to the ERIC or WilsonSelectPlus screen, enter your keywords in the boxes. Try many different terms and combinations of terms. The computer is literal and will just look for the specific term(s) you type.
7. When you bring up the list of citations, click on the titles to read the information and then click on "HTML full text" to get the full articles. If you are in ERIC, you will need to look for the link to the full text for that item. Not all items in ERIC have full text available.

Questions? Check the FAQs first! You can also contact Barbara Rosen, the WGU librarian, at wgucfr@unm.edu or 505-277-7176 between the hours of 8:00am and 5:00pm MST, Monday through Friday.

Search for Sources

To effectively search for sources, follow these steps:

1. Develop a list of keywords to start your search. If your keywords generate too many sources, modify your keywords to be more specific. If they do not result in enough sources, modify your keywords until they generate enough. It is very likely that you may not find sources that directly relate to your subject matter. You may need to search for sources that are indirectly related to your subject matter and then go from there.
2. Scan the results to see which ones are related to your topic.
3. Check to see which sources have full-text articles.
4. Obtain as many primary sources, articles in refereed journals, and scholarly and published research studies or books as possible. Avoid too many sources from the Internet.
5. After you have obtained the items that are related to your topic, modify your keywords and search again until you have enough sources.
6. As mentioned before, you will need at least 10 references to cite when you write your literature review for RLT1/NLT1. This may mean you will review 20 sources to find 10 that are scholarly and reliable.

Note: If you will be completing a final capstone, you will be required to have more than 25 sources. Check with your mentor or capstone chair.

Read About Evaluating Sources

Read chapter 10 in Bookmarks.

CARS Evaluation

URLs:
The CARS Checklist
http://www.mhhe.com/socscience/english/allwrite3/seyler/ssite/seyler/se03/cars.mhtml

How to do RLT1
https://web5.wgu.edu/aap/content/How%20to%20do%20RLT1.v.97-2003.ppt

Evaluating Websites
http://lrs.ed.uiuc.edu/students/tbarcalow/490NET/Evaluation.htm
After you have obtained enough sources, you must evaluate your sources for reliability. The CARS evaluation tool is recommended for such activities and can be found at the "CARS Checklist" URL above. You can also find examples of a CARS evaluation in the multimedia presentation "How to do RLT1" URL above.

A table should be created for the report of the results of your CARS evaluation. List the items in the left column and the criteria in the top row. Write your evaluation comments for each item under each criterion. Save what you have developed for use for task 2, which you will complete in the next subject, "Literature Review: Part I."

Example:

Table 1, Results of CARS Evaluation

<table>
<thead>
<tr>
<th>Titles</th>
<th>Credibility</th>
<th>Accuracy</th>
<th>Reasonableness</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You can turn on the vertical lines and all the horizontal lines when you are working with the table so that you can see rows and columns. After you have finished the table, you can turn the lines off except the top, the second, and the bottom horizontal lines so that you have only horizontal lines and no vertical lines, as shown in this example. You do this in the table menu under "Properties" &gt; "Borders and Shading."

In your CARS table, for each criterion, you will need to provide some narrative details to justify your determination that each of the sources is appropriate. The "Evaluating Websites" site linked above has a lot of details for CARS. Although the focus of the site is for website evaluation, not for research articles, the questions in the CARS checklist might give you some hints of how to evaluate a source (Caution: Do not simply use a numerical rubric like those you can find on the site).
A literature review is a summary and interpretation of the literature on your topic. It is a comprehensive survey of publications in your field of interest. A literature review should be a survey of what others have done or have found on your topic. Sources should include scholarly articles from reputable sources, like refereed journals and publications.

A review of literature is done for several reasons, such as

- to learn more about your topic if you are not a subject matter expert,
- to find out what other researchers have learned about your topic,
- to modify or adjust your research proposal based on what has been learned from others,
- to learn more about how others have tried to solve a problem you may have identified, and
- to review current trends and issues.

In the section "Resource Identification, Evaluation, and Selection," you gathered sources and evaluated their credibility, accuracy, reasonableness, and support. In this set of activities, you are going to review them and annotate them; that is, you will create "a listing of the sources that includes a summary or description of the main points covered in an article" (Ruszkiewicz, Walker, & Pemberton, 2006, p. 92). This is the first step toward writing your literature review.

### Topics

**Conduct an Annotated Bibliography**

Before you write up the final APA-style literature review, it is important that you annotate all the sources that you have obtained. Task 2 of RLT1/NLT1 requires an annotated bibliography in addition to the CARS evaluation that you have done in the previous section. The following are some recommended steps that you can use to create an annotated bibliography. A good annotated bibliography will lay a solid foundation for your final literature review.

### Resources

**Annotating Sources**

**URLs:**

- **How to Write Annotated Bibliographies**
  http://www.library.mun.ca/guides/howto/annotated_bibl.pdf

- **The OWL at Purdue: Annotated Bibliographies**
  http://owl.english.purdue.edu/handouts/print/general/gl_annotatedbib.html

- **The OWL at Purdue: Annotated Bibliography Example**
  http://owl.english.purdue.edu/owl/resource/614/02/

Read chapter 3 (pp. 91-92) in *Educational Research*. Then read chapters 8-11 in *Bookmarks*.

The full-text articles are available in the WGU Library.

Be able to define the following commonly-used terms:

- Boolean operators
- search engine
- annotated bibliography
- LISTSERVs
- academic directories
- field research
- databases
- academic integrity

Include the definitions in your notebook.

**Recommended Steps to Annotate All the Sources**

1. Create a blank text document and save it.
2. Type up the full APA citation (consult chapter 4 of The APA Style Manual) for one of your obtained sources (an article or a book) and save it. An example of a citation is as follows:


3. Read the source, take notes summarizing the content (focus), and describe the usefulness, limitations, and audience for which it is intended.
4. Summarize any conclusions or findings the author(s) may have made.
5. Describe your reaction to the item.
6. During your reading, if you find something interesting, write down and use quotation marks at the beginning and end of the quote, indicating the page number where you got the quote. Never quote a passage without adding the quotation marks and page number.
7. Type up your notes under the citation and save the document.
8. Double check to make sure you have enough information for the source.
9. Insert a couple of blank lines and then type up the citation for the second source.
10. Repeat steps 3-8.
11. Do the same for each of the selected sources.
12. When finished, check for spelling errors or content errors. Save the document and print it out.
13. You have now created an annotated bibliography.

The process described above is only one way of doing an annotated bibliography. In chapter 3 of Educational Research, the process is labeled as "abstracting." You can also visit the above websites for more information about annotated bibliographies.

**Literature Review Sources Performance Task**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Open task 2 in RLTI/NLT1 in TaskStream and read the task descriptions. This task is a combination of the previous activities you have completed, including what you have written for task 1 for RLTI/NLT1. Following the task directions, put everything in one document and submit it for evaluation.
It is always helpful to break your writing into sections using the required subtopics as subheadings. It is difficult for the reader to read a long paragraph without breaks; it is equally difficult for you to check if you have addressed each subtopic fully. For an example of format, look at the previous activity found under the subject "Research Types and Literature Review" in this course of study.
A literature review is a summary and interpretation of the literature on your topic. It is a comprehensive survey of publications in your field of interest. A literature review should be a survey of what others have done or have found on your topic. Sources should include scholarly articles from reputable sources like refereed journals and publications.

A review of the literature is done for several reasons, such as:

- to learn more about your topic if you are not a subject matter expert,
- to find out what other researchers have learned about your topic,
- to modify or adjust your research proposal based on what has been learned from others,
- to learn more about how others have tried to solve the problem you have identified, and
- to review current trends and issues.

In previous activities, you gathered sources and evaluated their credibility, accuracy, reasonableness, and support. You have also reviewed and annotated all of your selected sources. Now you are going to synthesize the same sources by writing up your literature review for your last task for RLT1/NLT1. You will do this by using the annotated bibliography you created. Before you start to write your literature review, it is important that you understand the differences between an annotated bibliography and a literature review.

**Topics**

**Writing Your Literature Review**

Before you write, review the difference between an annotated bibliography and a literature review. "An annotated bibliography is a list of citations . . . followed by a brief . . . descriptive and evaluative paragraph, the annotation" (Cornell University Library, 2009). It serves as the starting point for your literature review, which is a synthesis of all the selected sources you have annotated in the annotated bibliography. Your annotated bibliography is a list of items with notes under each item; your literature review should be organized into subtopics, reporting the findings you summarized from your sources on what worked, what did not, and why.

When you do that, you will be reporting what the best practices are (e.g., use of technologies or problem-based learning), what factors (e.g., gender, skill levels) have affected human behaviors (e.g., test scores, student retention), and what barriers (e.g., lack of enough instructional time, small sample size, not having enough computers) have affected the success of a program or intervention. In your review, you will cite the sources to support your statement of findings. A good example of a full literature review can be found in *Educational Research* on pages 32-36.

**Reference**

**Resources**

**Conducting a Literature Review**

**URLs:**
How to Prepare an Annotated Bibliography
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what

The OWL at Purdue: Annotated Bibliographies
http://owl.english.purdue.edu/owl/resource/614/01

Literature Reviews
http://www.unc.edu/depts/wcweb/handouts/literature_review.html

Read chapter 3 (pp. 92-96) in Educational Research and chapters 12-14 in Bookmarks.

You can browse the above websites for more information on how to conduct a literature review.

Writing Your Literature Review

Suggested Steps for Writing Your Literature Review

1. Review your annotated bibliography. You should have completed this in the previous section. Correct any content errors, spelling errors, etc.
2. Cut out each citation with your notes for the item.
3. Read the notes for each citation carefully and categorize it with a meaningful label (e.g., effective use of problem-based learning in teaching writing to fourth graders).
4. Sort and group the citations to create subtopics.
5. You will need to read and reread your notes so that you can classify all citations into two to four categories. Each category will become your subsection in the literature review. Synthesize the resources for each group of sources.
6. When you write, summarize and paraphrase your sources.
7. Include an introduction at the beginning and a summary at the end.
8. For each theme or subtopic, provide ample evidence from the sources to support your theme.

Writing Tips

• Be sure to use your own writing to summarize and reflect on the sources.
• Provide in-text citations that are complete and accurate according to APA format.

Example of In-Text Citation

Now you are going to review in-text citations and annotate them, that is, make a list "of the sources that includes a summary or description of the main points covered in an article" (Ruszkiewicz, Walker, & Pemberton, 2006, p. 92). This is the first step toward writing up your literature review.

Note: The period is placed after the closing parenthesis when the quote is not a complete sentence.

1. Quote your sources as appropriate within your writing.
2. Cite at least two sources for each paragraph. Do not cite one source per paragraph, which is the style of an annotated bibliography. A great way to synthesize sources is to cite more than one source at one time when the sources have similar findings. Here is an example:

   (Ruszkiewicz, Walker, & Pemberton, 2006; Gay, Mills, & Airasian, 2009)

   A semicolon separates the references.
3. Provide guidance in your writing to help the reader move from one sentence to the next. Do not simply throw in a bunch of ideas that are not related to the point you want to make in a paragraph. Keep in mind that the reader may not be familiar with your literature. The art of your writing is to walk the reader step by step through your report of your findings by using transitions and linking words to connect sentences, paragraphs, and sections.
4. Be careful not to write a long paragraph without citing any sources.
5. Make sure you do not discuss your own problem or project in this review of literature.
6. Create a list of APA-style references at the end of the review.

**Literature Review Performance Task**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Open task 3 in RLT1/NLT1 in TaskStream and read the task descriptions. This task is the last activity for RLT1/NLT1. It requires you to write a formal review summarizing the literature related to your topic. Within the sections of your literature review, use your sources to provide relevant support for your research problem by discussing:

- factors that influence human behaviors in your specific research topic,
- barriers to the success of a program or intervention, and
- best practices related to your research topic.

Following the task directions, put everything in one document and submit it in TaskStream for evaluation. It is always helpful to break your writing into sections using subheadings. For this task, do not use the task elements as subheadings.

For subheadings, refer back to the activity entitled "Writing Your Literature Review." Subheadings for this task should be the themes of your findings. For an example of format, look at the previous activity found under the subject "Research Types and Literature Review" in this course of study.
Conclusion

Congratulations on completing all of the learning activities for Literature Review for Research! As you can appreciate, Literature Review for Research covers a broad range of topics. Your studies included the basics of selecting a research topic, selecting research sources, annotating a bibliography, using the CARS evaluation system, and writing a literature review. As a professional, you should comprehend how these topics are interrelated. During your Research Fundamentals studies, you read and viewed a great deal of pertinent resources to apply your new knowledge. The reasons for reviewing the literature are:

- to learn more about your topic if you are not the subject matter expert,
- to find out what other researchers have learned about your topic,
- to modify or adjust your research proposal based on what has been learned from others,
- to learn more about how others have tried to solve the problem you have identified, and
- to review current trends and issues.

In the overview, it was discussed that these skills are necessary to both understanding and contributing to the research literature of your profession, which is part of being an advanced professional.

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you request them through your AAP and your mentor approves your request.

RLT1 - Literature Review

RLT1 - Literature Review Sources

RLT1 - Topic Selection

Topics
Feedback

To provide feedback on this or any other course of study, please use the Course of Study Feedback form.

ADA Requirements
Please review the University ADA policy.

Topics