

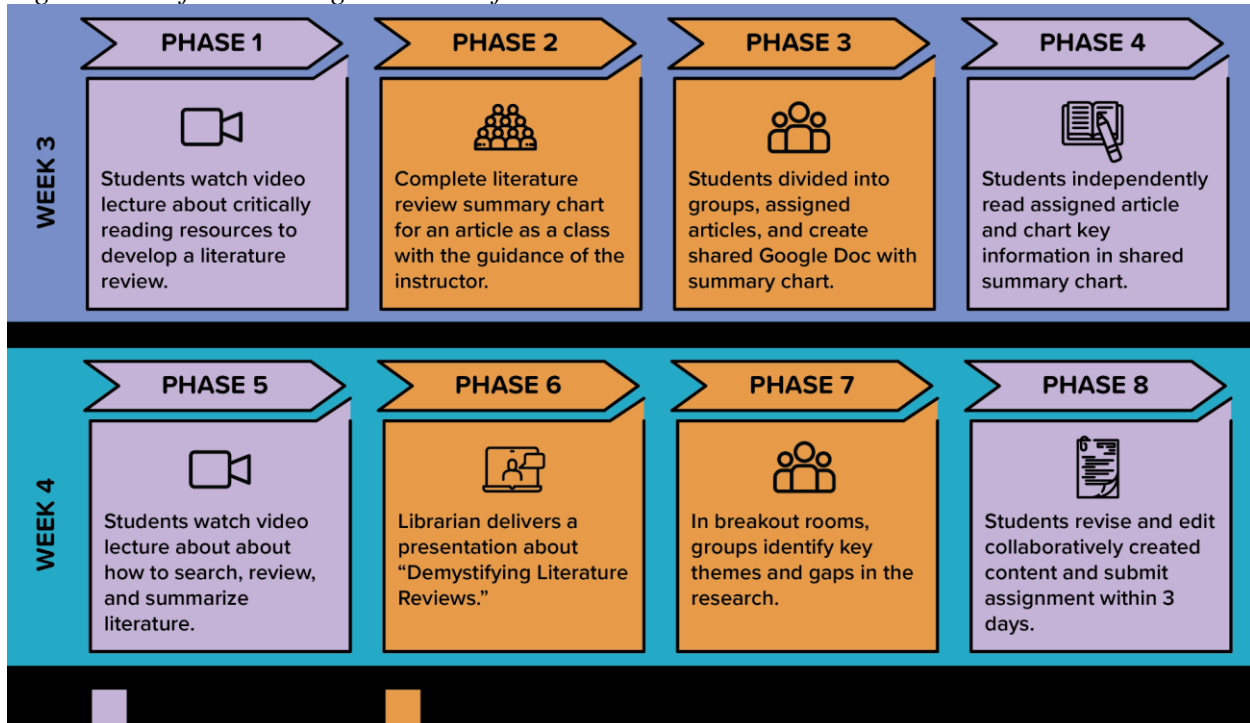
Scaffolding A/synchronicity for Teaching Literature Review Development Remotely

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Introduction

This teaching module was the first-place winner of the Rutherford Teaching Award. It consists of 8 phases and includes a combination of independent and group work, along with synchronous and asynchronous activities (see Figure 1). Research is an integral part of the design process and learning how to critically review journal articles is a fundamental part of research. This module helped students learn how to search peer reviewed research, critically read and chart important information from a journal article and write an annotation. An annotated bibliography is a tool that may be utilized to build students' confidence in literature analysis prior to embarking on an in-depth literature review. We incorporated video lectures with supporting documents, created Time Zone Groups, detailed instructions for all project briefs, employed Zoom breakout rooms for collaborative in-class group work, and included e-guest speakers for synchronous lessons.

Figure 1
Eight Phases for Teaching a Review of Literature Online



Evaluation Process

Submissions were evaluated by teaching assistants using a grading rubric and marking guide. The instructor met with the teaching assistants to review examples of student work to communicate grading expectations. The grading rubric consisted of three assessment criteria. First, the written introduction was assessed, this included an overview of the topic, identification of themes, and an advance organizer. Next, each article (i.e., each column of the literature review summary chart) was assessed. Finally, the written conclusion was assessed for the inclusion of an introductory statement outlining the reviewing process, a summary of themes identified, and an overview of the research gap. The marking guide provided information on content values, deductions, and common feedback to ensure consistent assessment across all course sections. *TurnItIn* was enabled for plagiarism detection.

Recommendations, Advantages, & Disadvantages

Moving forward, we will continue looking at journal articles thematically, adjusting to the trends we see in research and student interest. The chosen themes for this teaching module are complex and can be broken down into sub themes. This will allow us to pivot within each theme and keep assignment content relevant and engaging. There is still a need to encourage students to write in their own words, properly paraphrasing instead of cutting and pasting from the journal article when completing this assignment. Further methods will be developed to help students understand critical reading and identify key themes and components from the article. Additional exercises are needed to help students understand and identify theoretical frameworks as well as distinguishing relevant content in a journal article from that which is simply interesting. This module demonstrates how to parse an intimidating, large activity into smaller, manageable tasks. Remote delivery challenged the instructors to identify the essence of the literature review process to synthesize content and methods of learning. While this teaching module was developed for a fashion course, it is transferable to a variety of disciplines; skills developed through each of these eight Phases will benefit all novice researchers in any learning setting.

Conclusion

This teaching module has been delivered four times in this course; twice during in person classes (pre-pandemic) and twice remotely (during pandemic). While the pandemic was challenging, it provided an opportunity to evaluate the content and delivery methods of this teaching module for clarity and new opportunities for content delivery. The scaffolded structure of this and other teaching modules in this course led to an improvement in students' research proposals, the culminating assignment in the course, because students developed their research proposal through separate components working towards a finished proposal. The practice of critically reading and charting the research literature (i.e., this teaching module) established a foundation for students to develop an annotated bibliography in a subsequent assignment connected to the final research proposal. Materials developed for this module include a blank literature review chart, lecture outlines, weekly breakdown, project brief, marking rubric, video sample and transcript, tutorial lessons and a student submission example are in the ITAA Teaching Collection.