Literature review in a doctoral thesis within educational sciences:
Systematic review

Category	Content
Course Code	WNGERII900
Course Title	Literature review in a doctoral thesis within educational sciences: Systematic review
ECTS Credits	3 ECTS Credits (obligatory assignments, reading the course literature, min. 80% attendance and academic paper 1 ECTS Credits (obligatory assignements, reading the course literature, min. 80% attendance.)
Level of Study	Ph.D.
Full-time/Part-time	Part-time
Language of Instruction	English
Semester	Spring/Fall semester
Place of Instruction	Faculty of Psychology, University of Bergen

Objectives and Content	*Content*
	Writing literature review at Ph.D level:
	• Systematic review on PhD-level
	• Research design
	• Databases
	• Search methods
	• Analysis
	• Tools
	• Presentation of findings

Main learning objectives

The main course goal is to introduce Phd students to the genre of Systematic review, and show how to complete a Systematic review in a doctoral thesis. Throughout the course the Phd students will develop their understanding of different types of literature reviews and what purposes these can have in their own research. In addition, the course aims to develop the Phd students' abilities and knowledge for designing and completing their own Systematic review through familiarizing them with different kinds of research design, databases, search methods, analysis, and ways of presenting their findings.

After completing the course, the Phd students will <u>have general knowledge</u> about:

- Systematic review on PhD-level
- Relevant databases within social science research
- Search methods for database searches to locate and collect literature in a systematic and transparent way
- Methods for analysis and tools for organizing collected literature

After completing the course, the Phd student will have <u>specific knowledge</u> about:

- How to develop an original problem statement for completing their own systematic review
- What types of Systematic review and research design will fit their own project
- Using different searching methods and techniques in various databases for collecting relevant literature
- How to interpret, code, and categorize collected literature through different methods of analysis
- How to present findings in text and visually at a high academic level

Learning Outcomes	By completing the course the Phd students will have completed the following learning aims, which are here defined as knowledge, skills, and general competence: *Knowledge:* The student will have knowledge about Systematic review, what purposes these have in research, and which research design that should be used when planning a Systematic review. The student will be familiar with relevant databases within social science research, and how to use these. The student will be familiar with various methods of analysis and tools for assessing, sorting, and presenting the collected literature from database searches. *Skills:* The student will be able to use different databases for social science research for performing database searches using various search methods in an independent way. *General competence:* The student will be able to develop an original problem statement, and use the problem statement to complete and present a Systematic review on a high academic level.
Required Previous Knowledge	Master's degree in pedagogy or educational sciences.
Recommended previous Knowledge	Should know about literature reviews from Bachelor- and Master's level
Credit Reduction due to Course Overlap	None

Is the course open or reserved for students enrolled in particular programmes?	The course is open for students at Ph.D.-level
Teaching Methods and Extent of Organized Teaching	Teaching will be organized as lectures and cases at the University of Bergen. Also, databases, search engines, and tools will be demonstrated. In addition, the course will have digital elements integrated in the course design (e.g. "flipped classroom"). The Phd students' project descriptions will form the basis for further discussion regarding the use of literature reviews in light of project foci and research questions. The Phd students will become aware of the role that the literature review can have in their own projects.
Compulsory Assignments and Attendance	Obligatory assignments before the course day, reading the course literature, and min. 80% attendance.

Forms of Assessment	The assessment criteria at the Faculty of Psychology will be used.
	Pass or fail
	3 ECTS Credits: Obl. assignements, min. 80 % attendance, reading and approval of academic paper (3500-4000 words) where the PhD student demonstrates how he or she can carry out a literature review in his or her doctoral thesis. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2-3 weeks. The PhD student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.
	1 ECTS Credits: Obligatory assignments reading the course literature, and min. 80% attendance.
Examination Support Material	All forms of examination support materials are allowed
Grading Scale	Pass or fail
	3 ECTS Credits: Obl. assignements, min. 80 % attendance, reading and approval of academic paper (3500-4000 words) where the PhD student demonstrates how he or she will carry out a literature review in his or her own doctoral thesis. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2-3weeks. The PhD student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.
	1 ECTS Credits: Obligatory assignments, reading the course literature, and min. 80% attendance.
Assessment Semester	Spring/Fall

Reading List	Books: Zawacki-Richter et al. (eds.) (2020). *Systematic Reviews in Educational Research. Methodology, Perspectives and Application*. Springer Open Access. (Part 1: Chapter 1, 2 and 3) Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: a practical guide.* 2006. Malden USA: Blackwell Publishing. Gough, D., Oliver, S., & Thomas, J. (2017). *An introduction to systematic reviews* (2 ed.). London: Sage. Journal Articles: Gough, D., Thomas, J. & Oliver, S. (2012). Clarifying differences between review designs and methods. *Systematic reviews* 2012, 1:28 Flemming, K. & Noyes, J. (2021). Qualitative Evidence Synthesis: Where are we at? International *Journal of Qualitative Methods*, Volume 20: 1-13. Wollscheid, S. & Tripney, J. (forthcoming). Rapid reviews as an emerging approach to evidence synthesis in education. *London Review of Education*.
Course Evaluation	Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality
Programme Committee	Professor Rune Johan Krumsvik
Course Coordinator	Professor Rune Johan Krumsvik Associate professor II Sabine Wollscheid

Course Administrator	Research group Digital Learning Communities, Department of Education, the Faculty of Psychology
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