

The background of the slide features a stack of several books with yellowish pages, resting on a bed of green grass. Two white daisy flowers with dark centers are in the foreground, one slightly to the left and one to the right of the center. The text is overlaid on this scene.

# **Review of Related Literature**

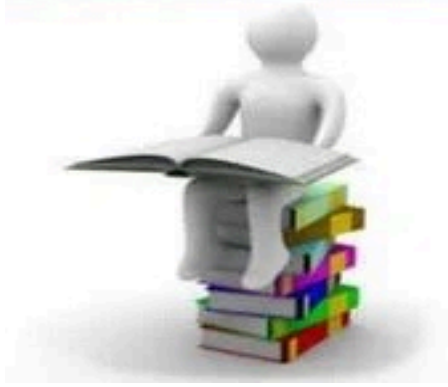
**Dr/ Sahar Mohammed aly**

# Doing a Literature Review



# REVIEW OF LITERATURE

A JOURNEY THROUGH LITERATURE







READ



TEACH

A green chalkboard with a wooden frame is centered in the image. The word "Meaning" is written in a white, serif font across the middle of the board. The background behind the board is a light-colored wood with vertical grain lines.

**Meaning**

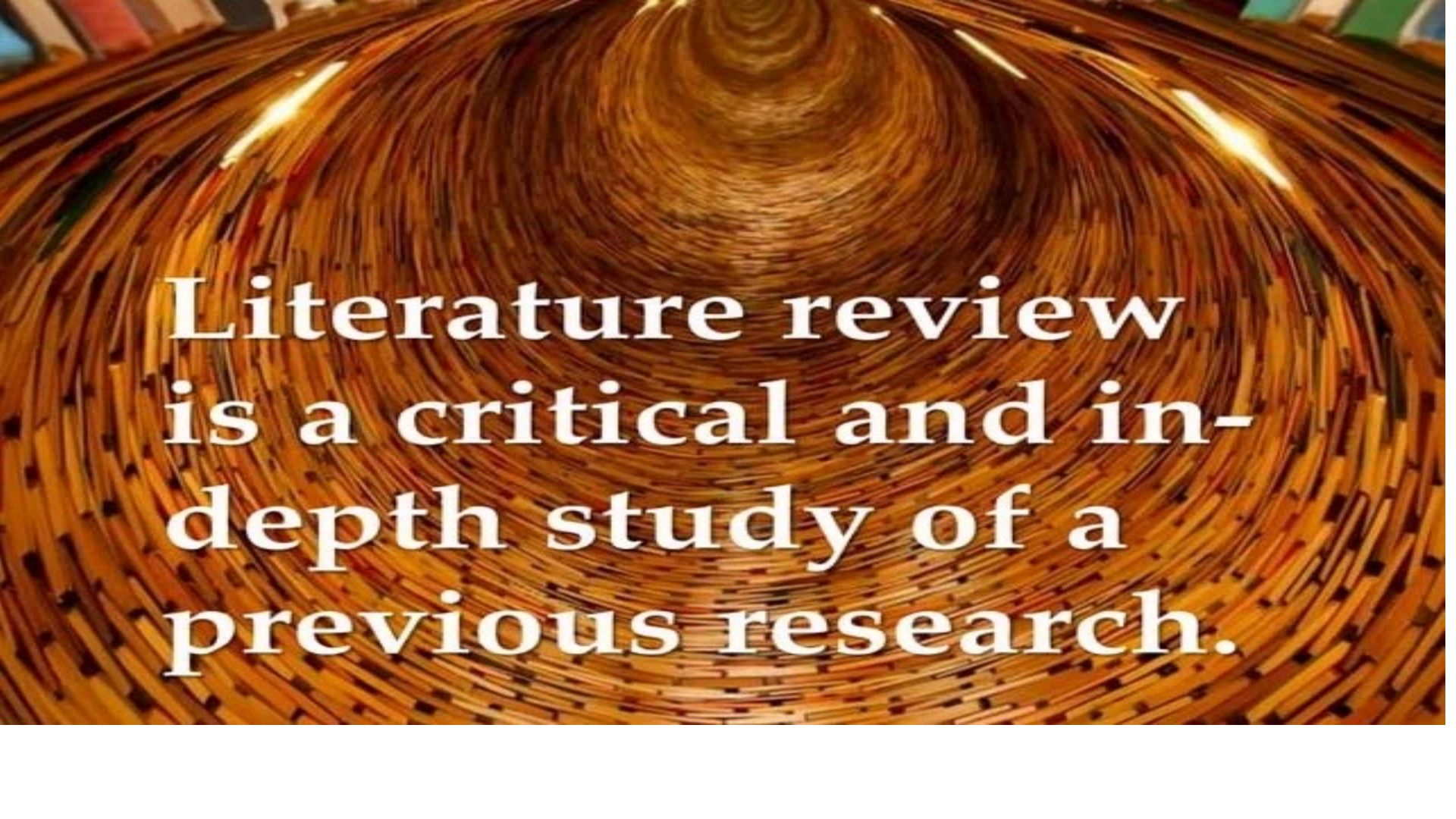




A hand holding a globe behind the word 'DEFINITION'. The word is written in large, bold, blue capital letters. The hand is positioned behind the letters 'E', 'F', 'I', 'N', and 'I', with the globe visible through the cutouts of these letters. The background is a blurred image of a person in a suit and tie.

**DEFINITION**





**Literature review  
is a critical and in-  
depth study of a  
previous research.**



**It is the systematic summary of a research, or theory and provides context for a dissertation by identifying past research.**

Stones	To Do	Progress	Testing	Done
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**It is a secondary source  
which do not report  
new experimental  
work. It shows the gap  
between research  
curiosity and  
knowledge of the  
subject area.**



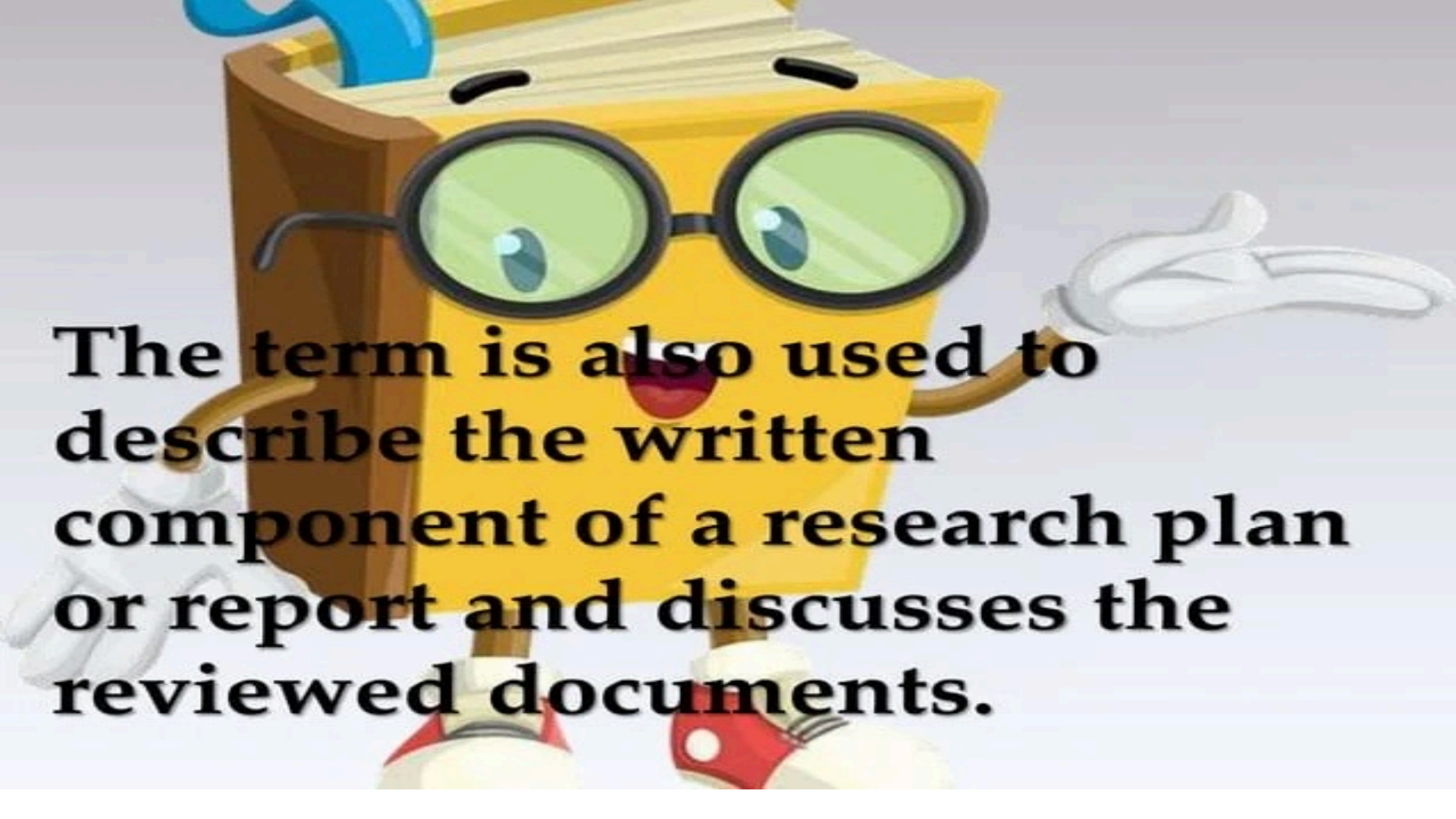




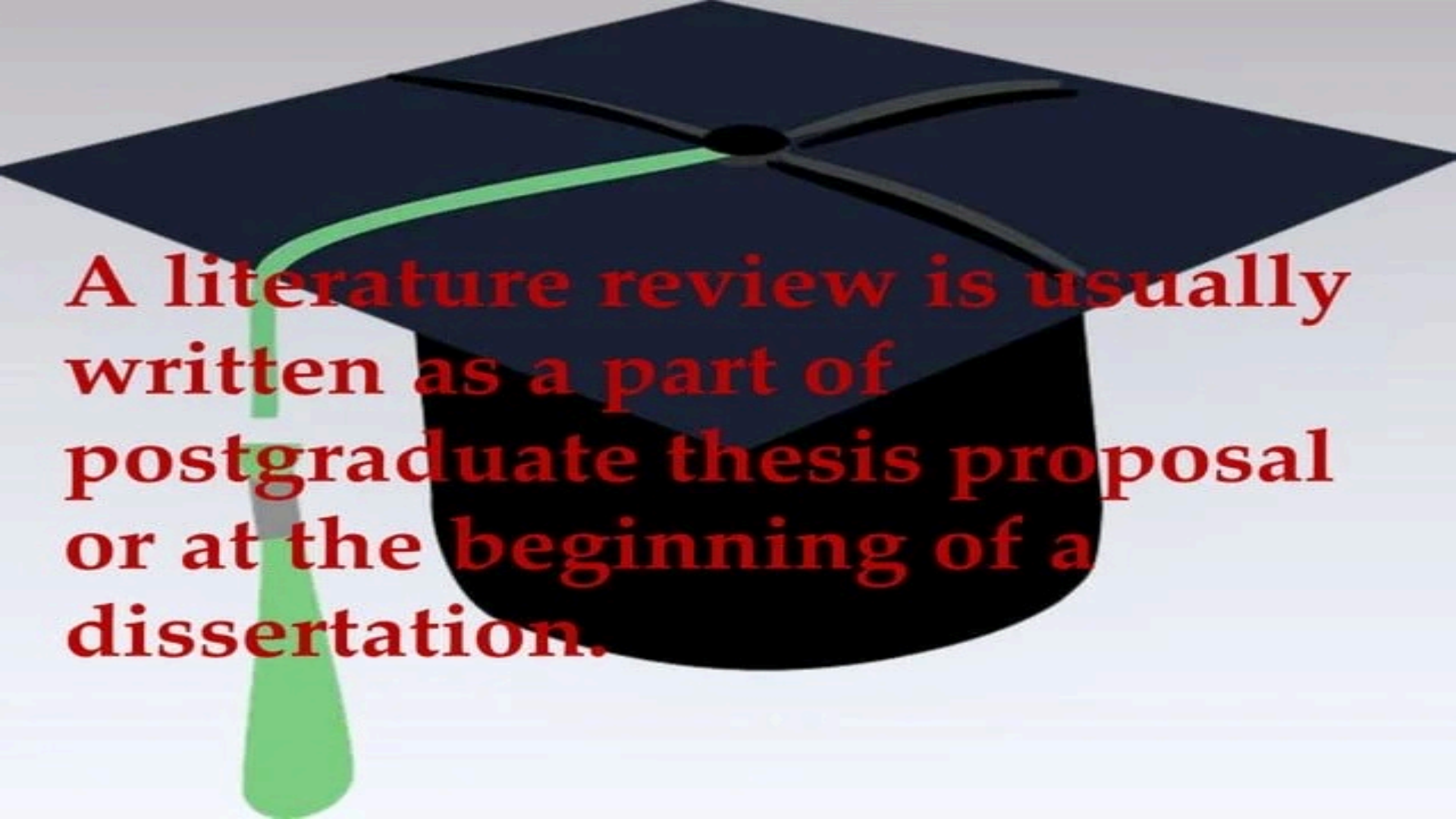
**It involves the systematic identification, location and analysis of documents containing information related to the research problem.**

*analysis*



A cartoon book character with a yellow cover, brown spine, and glasses, pointing towards the text. The character has a friendly expression with a red tongue sticking out. It is wearing white gloves and red shoes. The background is a light blue gradient.

**The term is also used to describe the written component of a research plan or report and discusses the reviewed documents.**

A dark blue graduation cap with a green tassel. The cap is positioned at the top of the image, and the tassel hangs down on the left side. The text is overlaid on the cap and tassel.

**A literature review is usually written as a part of postgraduate thesis proposal or at the beginning of a dissertation.**



**"The review of the literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area." (Wiersma,**



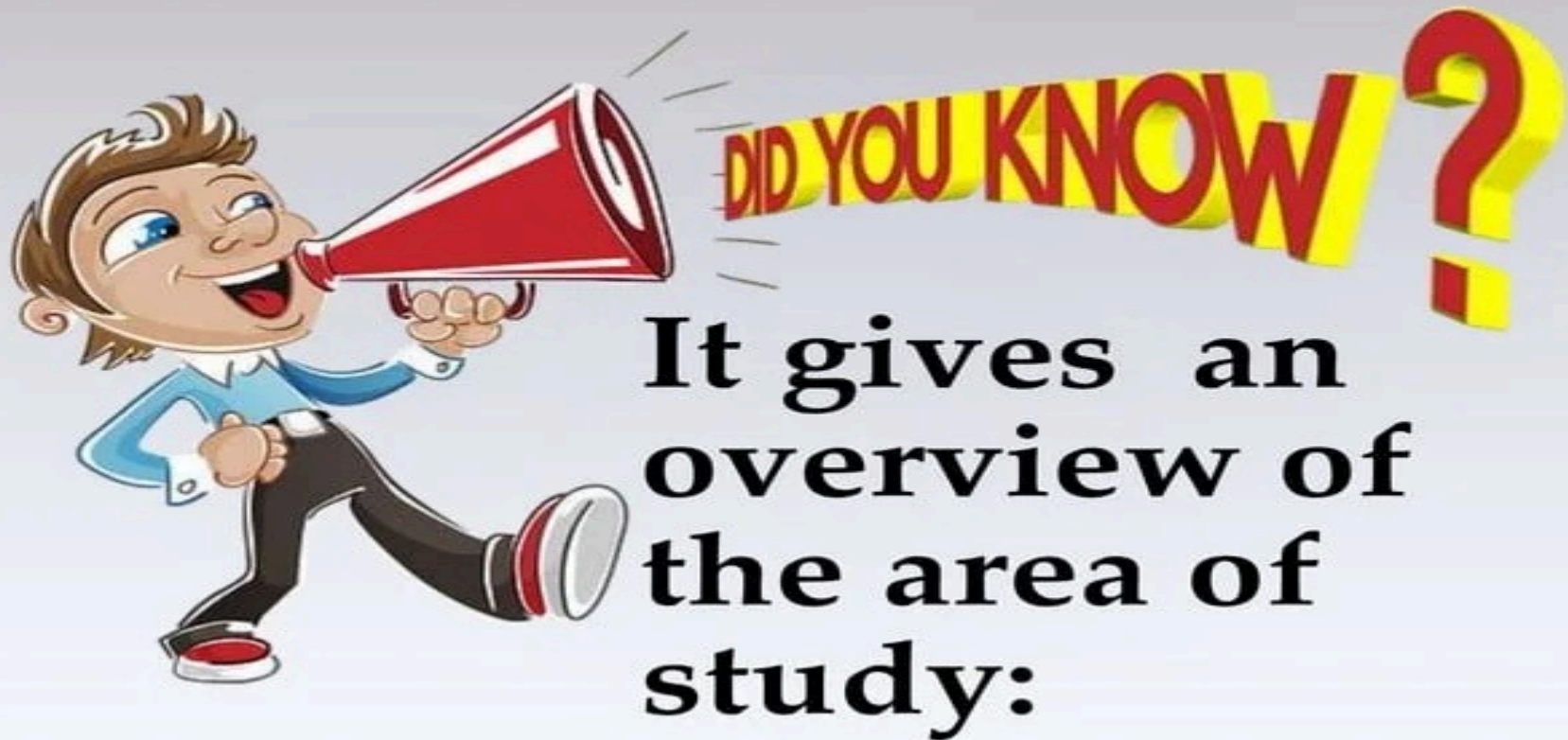




# **idea exchange**

**It shares with the reader  
the results of other studies  
that are closely related to  
the study being reported.  
(Fraenkel & Wallen,**

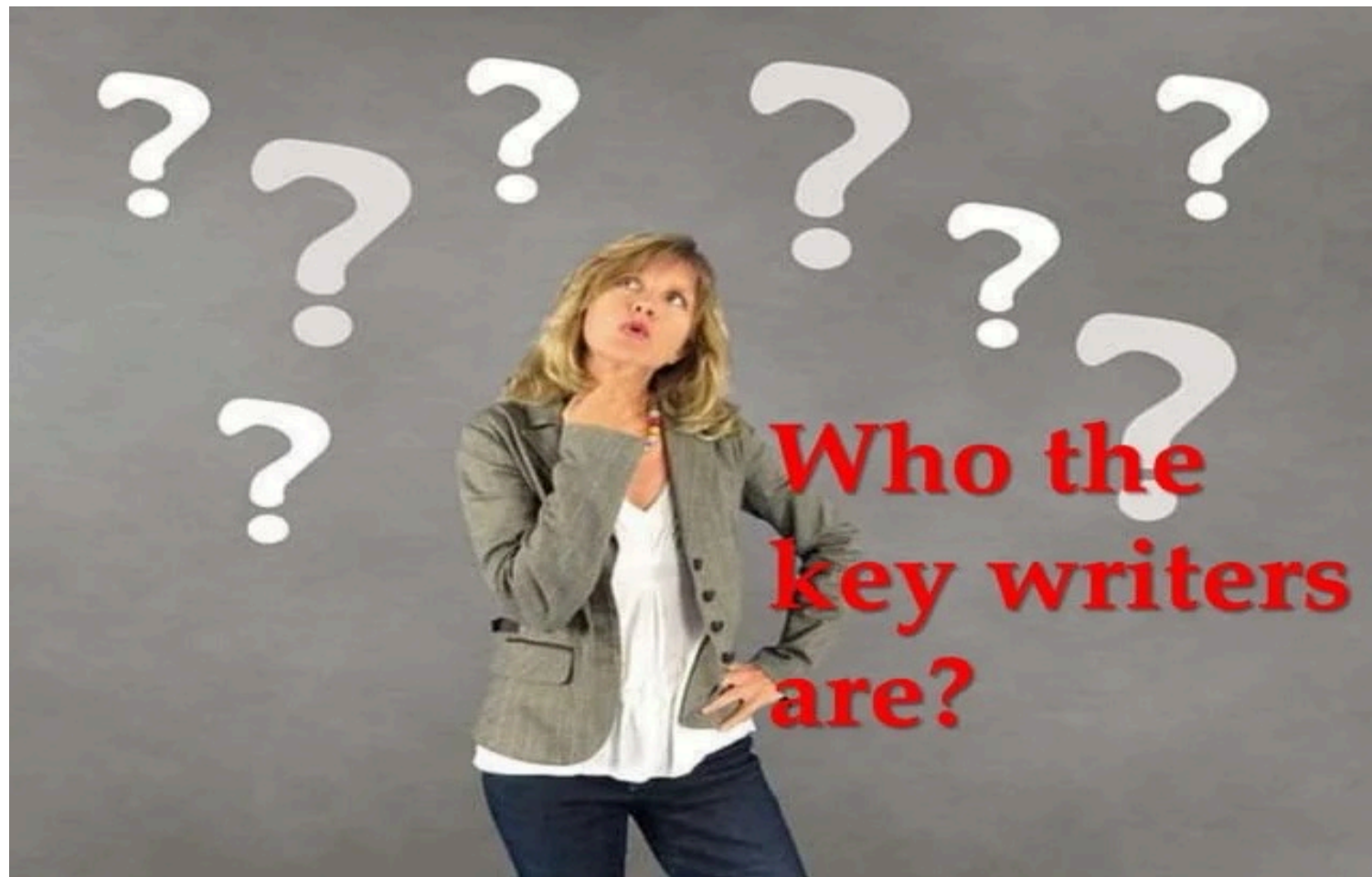




**It gives an  
overview of  
the area of  
study:**

What has already  
been said on the  
topic?





**Who the  
key writers  
are?**



**What the  
prevailing theories  
and hypotheses  
are?**



**What questions  
are being  
asked?**



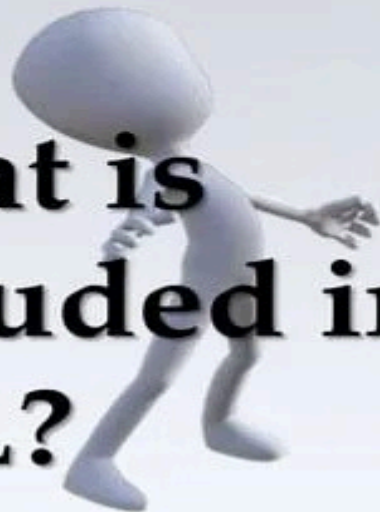
How WHY  
WHERE WHEN  
WHAT WHO

What methodologies  
are appropriate and  
useful?





**What is  
included in a  
RRL?**



# History

A stack of approximately ten blue-covered books is shown, with the top one open. The books are resting on a wooden surface. The background is a dark blue chalkboard with the word 'History' written in white chalk in a cursive font. The lighting is soft, highlighting the pages of the open book and the spines of the stack.

**Historical  
background  
for research.**

**Current research  
context- questions,  
issues, debates, etc.**

**TREND**



An illustration of an open book with a dark cover, viewed from a slightly elevated angle. The pages are white and feature the text 'Relevant theories and concepts.' in a bold, black, serif font. The book is positioned diagonally across the frame.

**Relevant theories  
and concepts.**

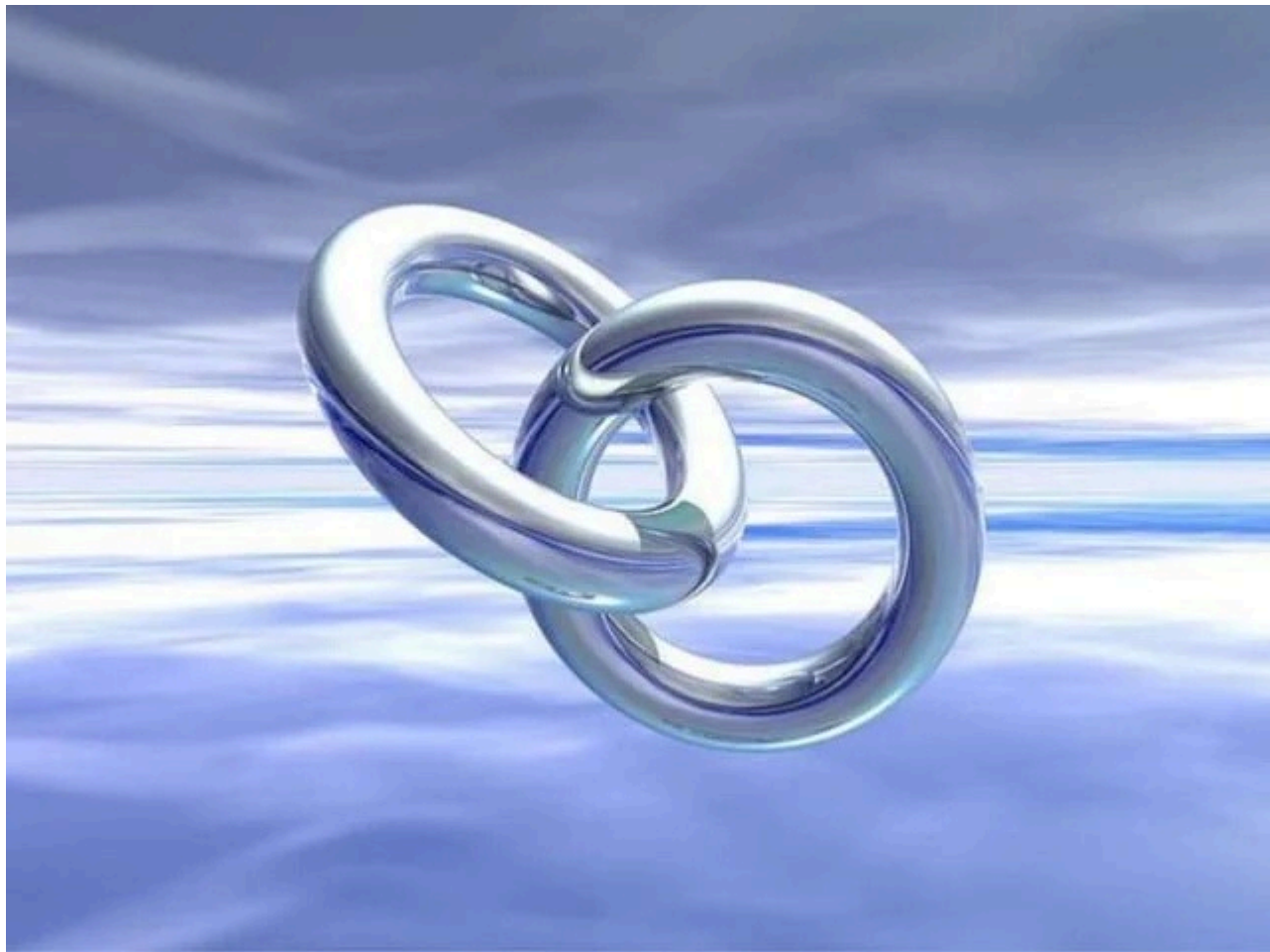
# Definitions of relevant terminology.

K<sub>5</sub> E<sub>1</sub> Y<sub>4</sub> W<sub>4</sub> O<sub>1</sub> R<sub>1</sub> D<sub>2</sub> S<sub>1</sub>

A close-up photograph of two hands, one on the left and one on the right, holding a single white puzzle piece. The hands are positioned as if they are about to place the piece into a larger puzzle. The background is plain white. The text is overlaid on the puzzle piece.

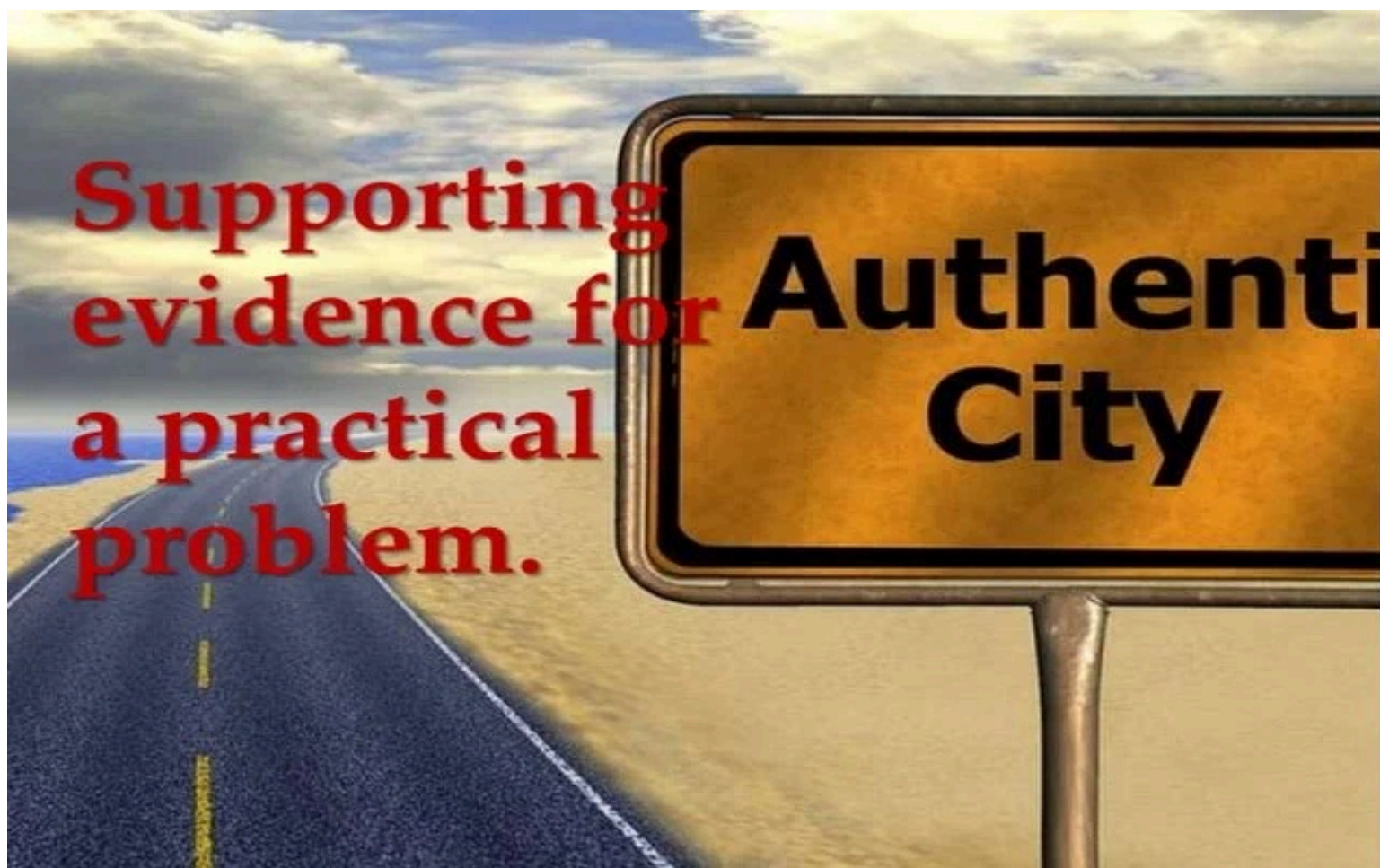
**Research your work  
expands on or the  
gaps that your work  
fills.**





Supporting  
evidence for  
a practical  
problem.

**Authenti  
City**





# Purpose of RRL

**G**<sup>4</sup> **O**<sup>3</sup> **A**<sup>2</sup> **L**<sup>4</sup>



An illustration of two people, a woman on the left and a man on the right, sitting at a desk. The woman has long brown hair and is looking down at a piece of paper. The man has short brown hair and is holding a yellow pencil, looking towards the woman. The background is a dark green wall. The text is overlaid in the center of the image.

**Prevents you from  
unintentionally  
duplicating another  
person's research.**

A close-up photograph of a human hand with the index finger pointing directly at the viewer. The hand is positioned centrally in the upper half of the image. The background is a textured, brownish-gold surface that resembles crumpled paper or parchment.

**It gives the researcher  
a feeling of  
confidence.**

**YOU CAN !!!**



**See what has and has  
not been investigated.**

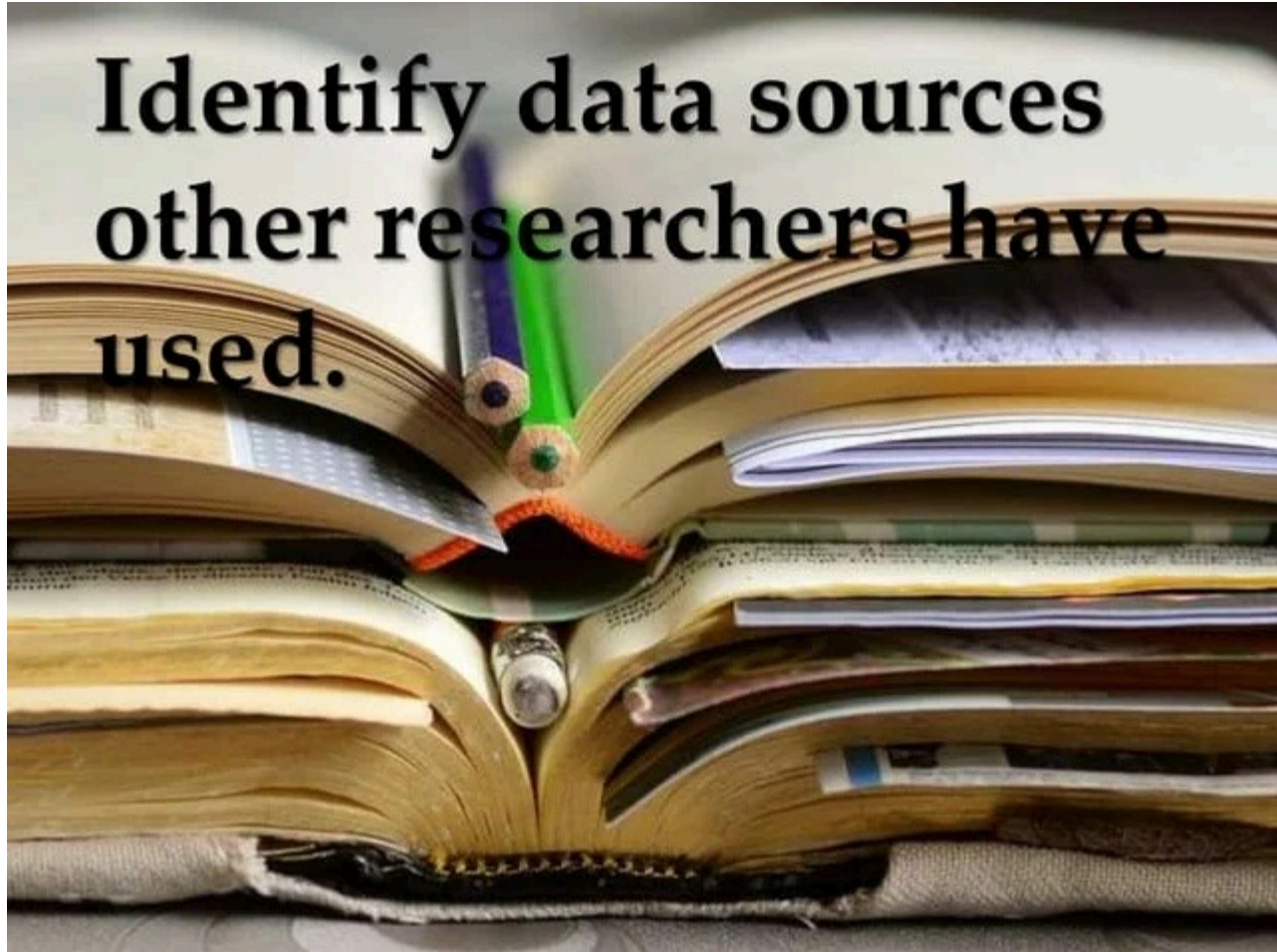
**UPDATE**



A silhouette of a human head in profile, facing right. The interior of the head is filled with several white puzzle pieces. A hand is shown placing a blue puzzle piece into the head. The background is a dark blue gradient with a pattern of white puzzle piece outlines.

**It helps the  
investigator  
understand his topic or  
research better.**

**Identify data sources  
other researchers have  
used.**



**PROCESS**





# Steps of Literature Review





**Characteristics of  
RRL**



**Materials surveyed  
must be relevant to  
the study.**





**Materials reviewed  
must be objective  
and unbiased.**

**The surveyed  
material must be as  
recent as possible.**





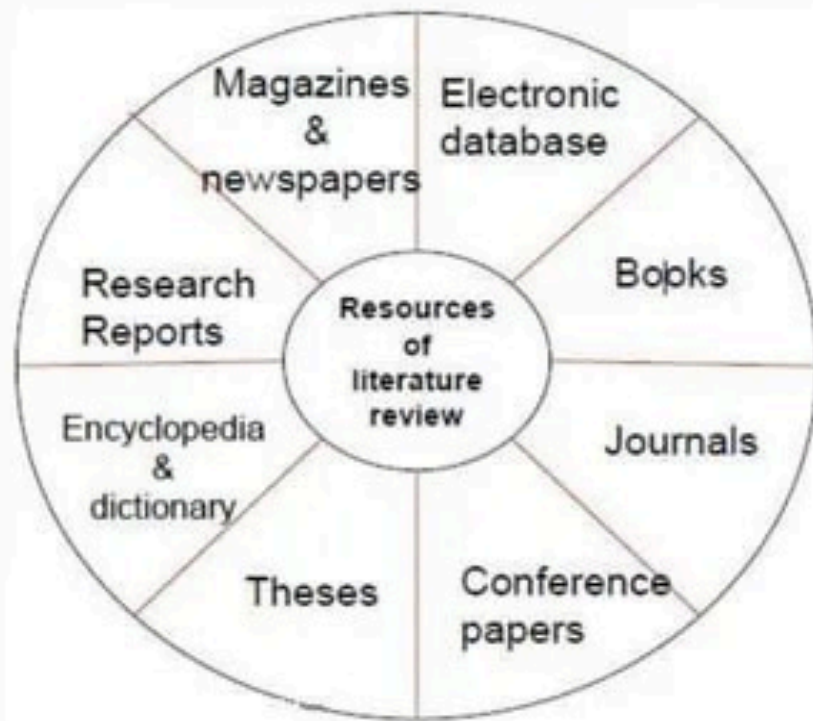
**Surveyed material  
must have been based  
upon genuinely  
original and true facts  
or data to make them  
valid and reliable.**



**Reviewed material  
must not be few or  
too many.**



# Resources of Literature Review





# Content of the Review



Introduction

Body

Conclusion

A 3D rendered white robot is shown from the chest up, holding a large magnifying glass. The robot's right hand is on the handle of the magnifying glass, and its left hand is on the rim. The magnifying glass is focused on the text 'Advantages of QUALITY'. The background is a gradient of blue. The text 'Advantages' is in a yellow, sans-serif font. The text 'of QUALITY' is in a blue, 3D blocky font with yellow text inside the letters.

Advantages

of **QUALITY**

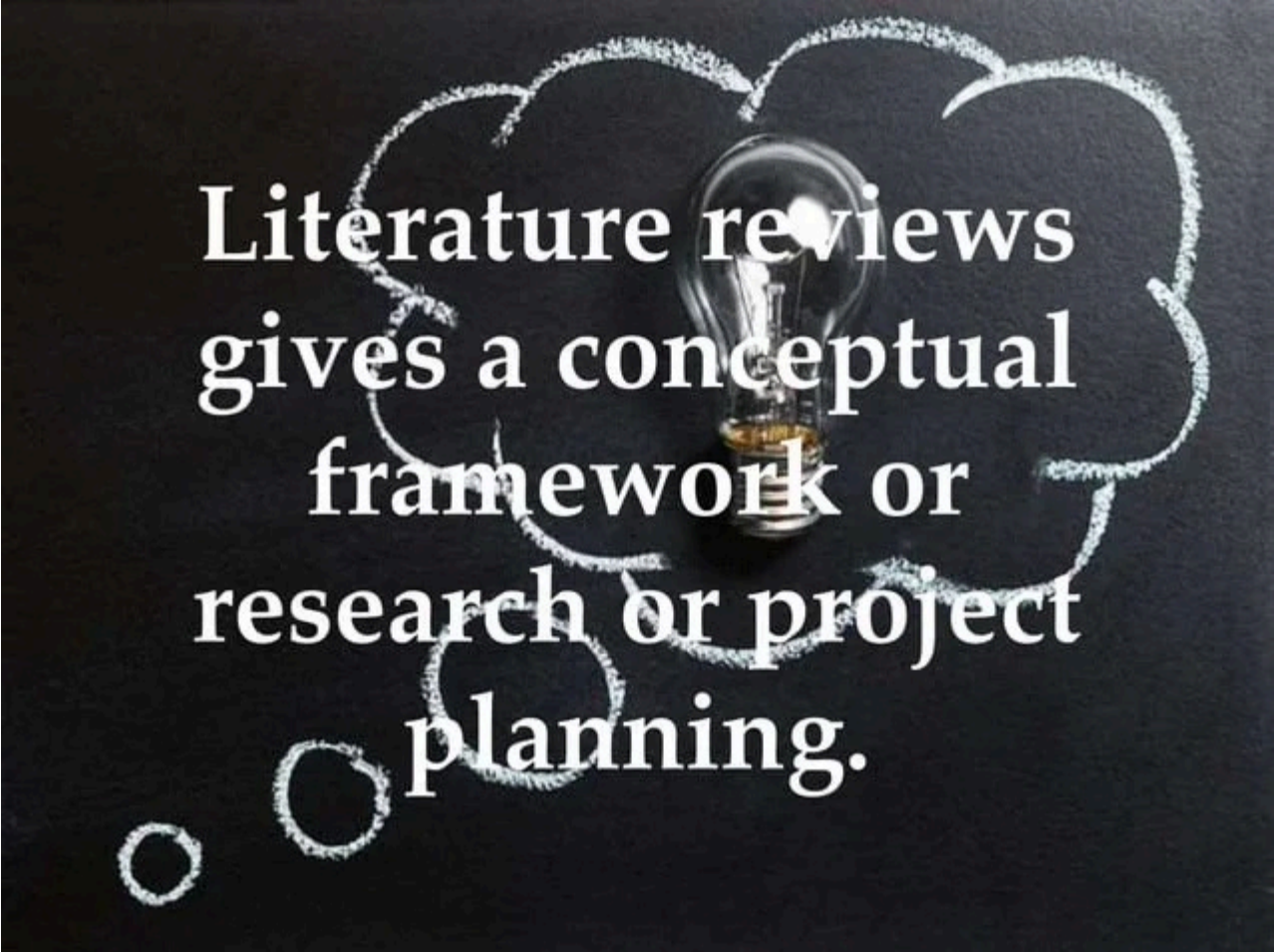
Literature reviews  
encourages deep  
learning and provide  
and efficient way to  
assess students on their  
knowledge.

The word "LEARNING" is rendered in large, colorful, 3D block letters. The letters are: L (red), E (green), A (purple), R (yellow), N (blue), I (green), N (blue), G (purple). The letters are arranged in a slightly staggered, overlapping manner, giving a sense of depth. They are set against a blue gradient background that transitions from a lighter blue at the top to a darker blue at the bottom. The text of the slide is overlaid on this background, with the word "LEARNING" acting as a central visual element.



**Literature reviews  
assess different  
cognitive levels.**



A lightbulb is positioned in the center of a large, hand-drawn thought bubble on a dark chalkboard. The text is written in white, bold, serif font across the bubble. Below the main bubble, there are three smaller, hand-drawn circles of varying sizes, suggesting a trail of thought or ideas.

**Literature reviews  
gives a conceptual  
framework or  
research or project  
planning.**







**Enhances analytical  
skills through  
identifying differences  
in previous work**



**Life long learning can  
be promoted through  
proper supervision**

A yellow sad face emoji with a purple question mark next to it. The text "Disadvantages of RRL" is written in red across the face.

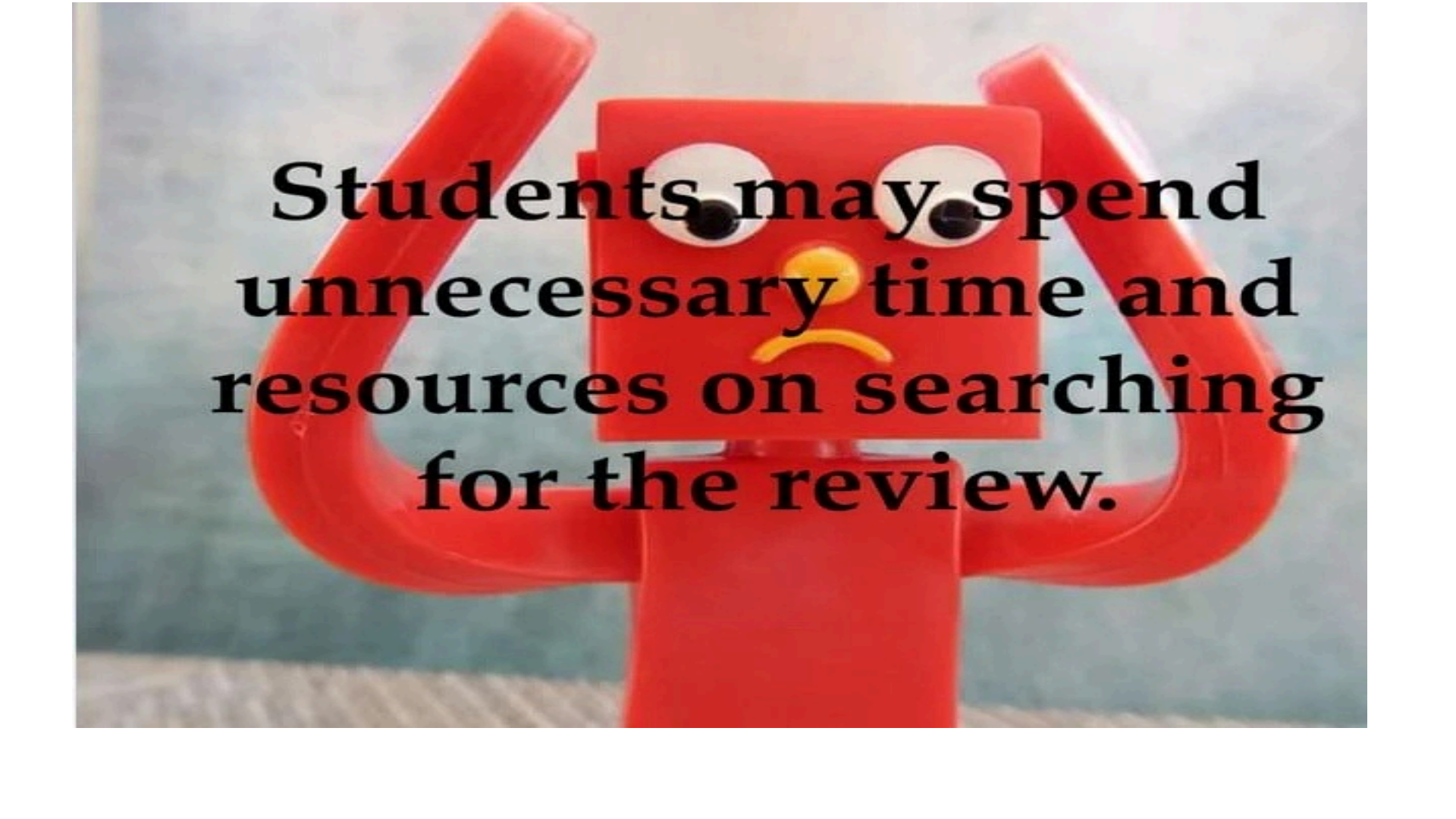
**Disadvantages  
of RRL**





**STUDY**

**Sometimes, students  
may not have access to  
certain information.**

A red toy figure, possibly a character from a children's show, is shown from the chest up. It has a square head with two large white eyes with black pupils and a yellow, downturned mouth, giving it a sad expression. The figure's arms are raised in a 'V' shape. A white speech bubble is positioned above the figure's head. Overlaid on the figure and the speech bubble is the text: "Students may spend unnecessary time and resources on searching for the review." The background is a blurred, light blue-grey color.

**Students may spend unnecessary time and resources on searching for the review.**

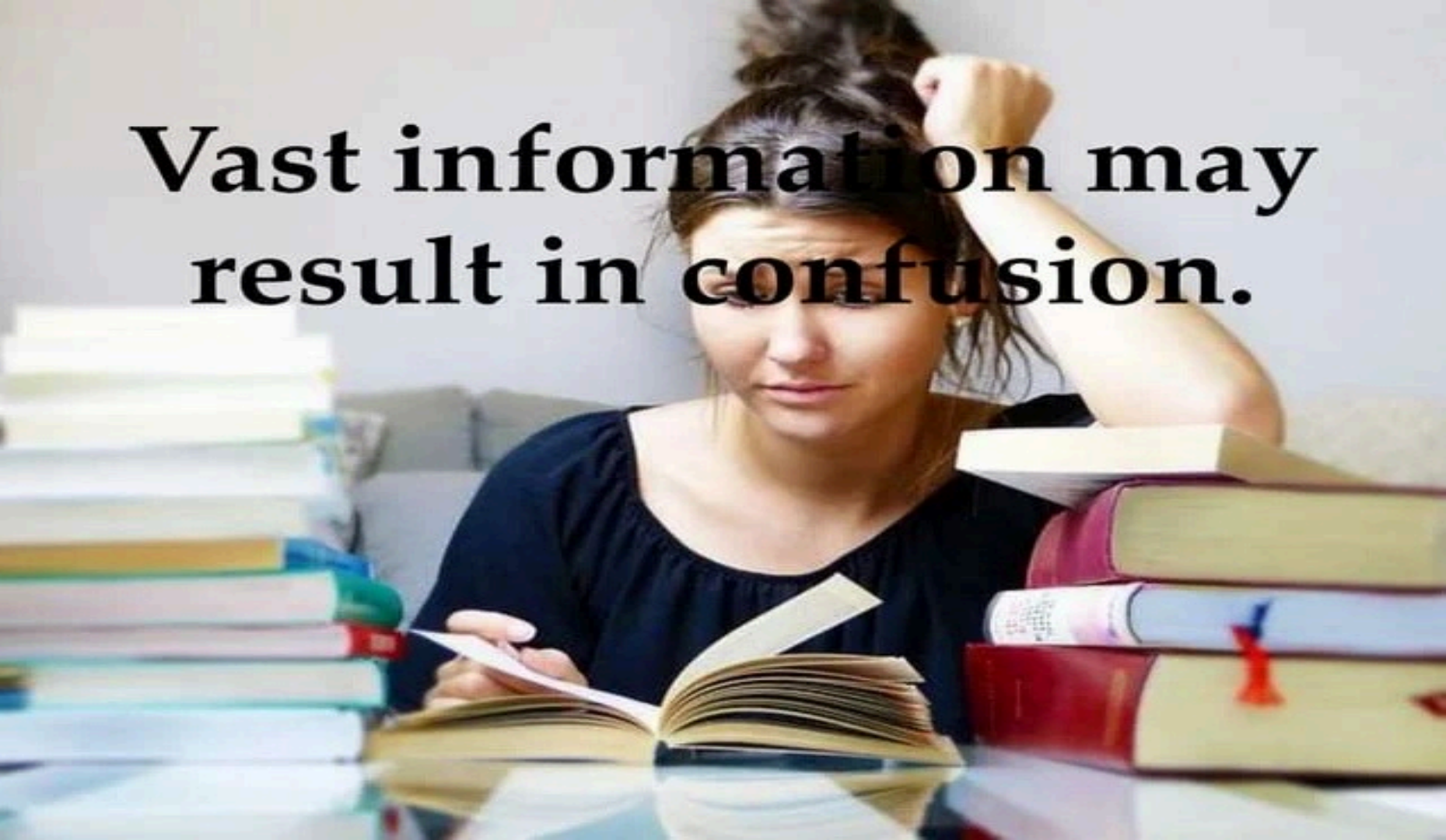
It is time consuming for  
the Teachers to correct  
and provide feedback.

A stylized illustration of a hand holding a button. The hand is light-skinned and is shown from the side, with the thumb and index finger gripping the button. The button is rectangular with rounded corners, a white face, and a grey border. The word 'FEEDBACK' is written in bold, black, uppercase letters on the white face of the button. The hand is wearing a black sleeve. The background is a solid blue color.

**FEEDBACK**



**Vast information may  
result in confusion.**



*Training*  
**Literature reviews**

**require good supervision**

**from teachers**

**particularly for students  
who are inexperienced in  
this type of assessment.**

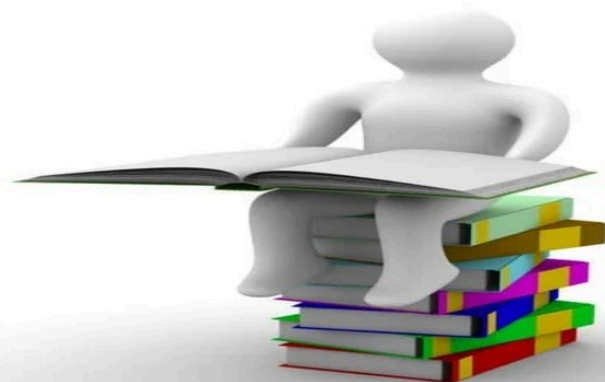
# Characteristics of a Good Quality Review of Literature

- ❖ A good review of literature must be comprehensive.
- ❖ It should include up-to-date references.
- ❖ It should be systemic.
- ❖ It should be reproducible.
- ❖ It should be free from bias.
- ❖ It should be well written.
- ❖ It should be in the form of sum of its parts.
- ❖ It should be clearly searched and selected.
- ❖ Accurate references should be given in the review.





**THANK YOU**



**THANK YOU**