

# Litteraturstudie

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## Hva er en litteraturstudie?

- En systematisk gjennomgang av litteraturen rundt en valgt problemstilling
- Kritisk gjennomgang av kunnskap fra skriftlige kilder og en sammenfatning av dem med diskusjon



Bilde: editage.com

# Fordeler og ulemper ved litteraturstudie

## ➤ Fordeler:

- Kan raskt finne mye data og litteratur og få økt kunnskap innen temaet
- Enkelt å gå tilbake til kildene under hele arbeidet

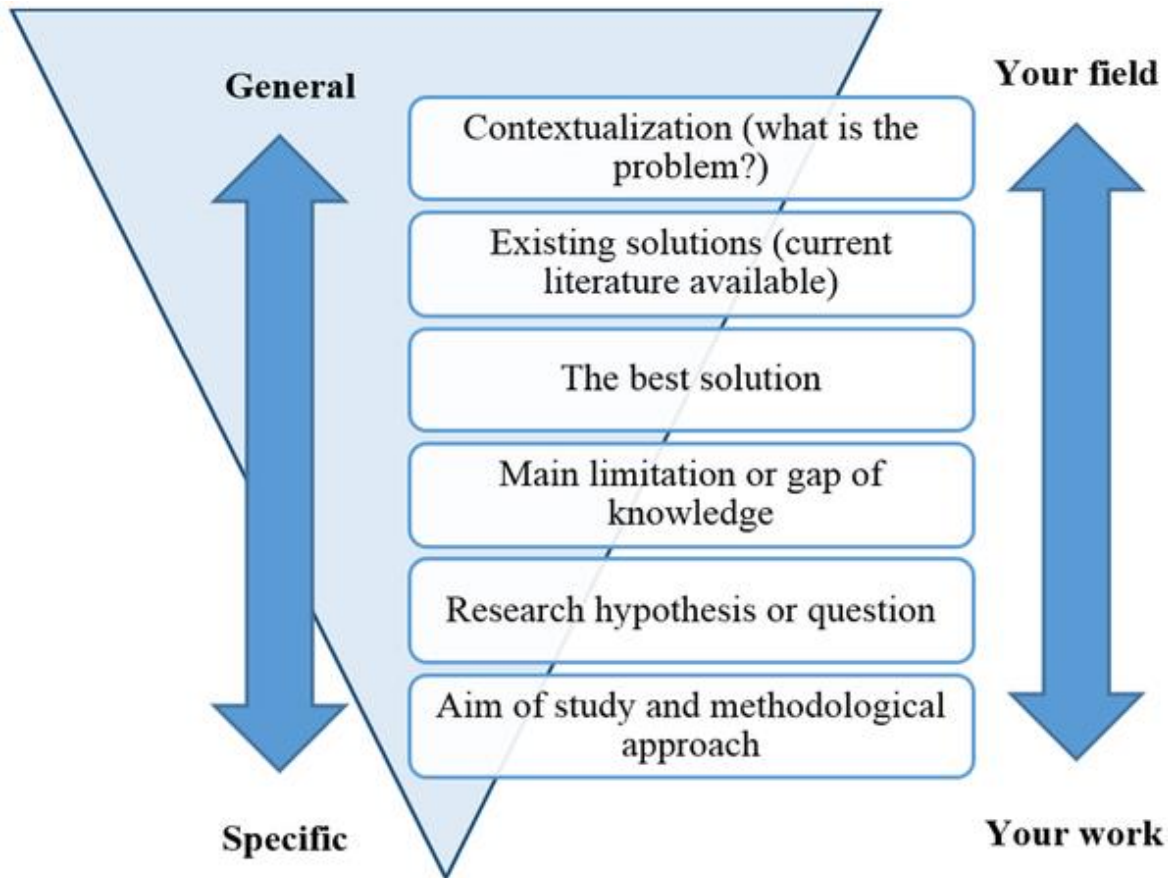
## ➤ Ulemper:

- Mengden av relevant forskning kan være begrenset
- Ikke alltid finner det en er ute etter

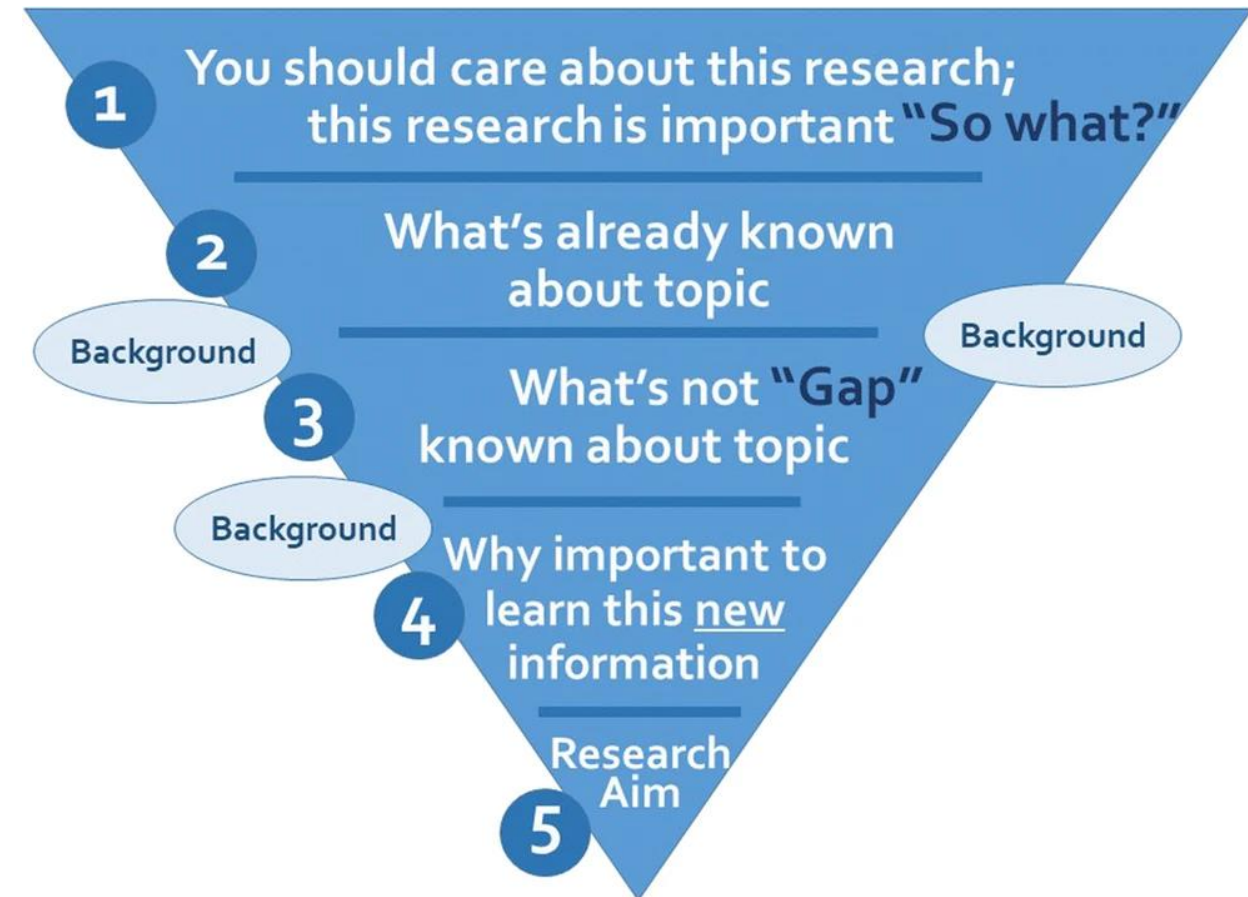
# Introduksjon



# Introduksjon - oppbygning



Figur fra: [Bahadoran et al., IJEM, 2018](#)  
Artikkelen har gode eksempler på  
Struktur og innhold



Figur fra: [Busse & August, JCE, 2020](#)  
Artikkel om skrijving og oppbygning av artikler

# Introduksjon - oppbygning

Generelt om temaet

Introducing a reoccurring theme

The impact of social media on the academic performance of tertiary students has been well researched. Although some research findings outline social and emotional benefits of using

Identifiserer hva som er problemet

Positioning research findings (*different points of view*)

social media for learning (e.g., [Kabilan et al., 2010](#); [McCarthy, 2013](#)), a number of studies demonstrate a correlation between student use of social media and poor academic

Begrunner problemet med tidligere forskning

Elaborating on research findings (*that align with your point of view*)

achievement. For example, a study of both undergraduate and graduate students found that social media users had a lower Grade Point Average (GPA) ([Kirschner & Karpinski, 2010](#)). These findings were also mirrored in an extensive study of nearly two thousand undergraduate

students ([Junco, 2012](#)). However, researchers also argue that the use of social media is, in itself, not necessarily a negative predictor of GPA. Instead, negative impact relates to *how* students use social media. In one large-scale study, for instance, students who attempted to multi-task, by using social media at the same time as studying, were not only less efficient and less productive,

Kunnskap om dette er viktig fordi...

Stating the significance of research findings

but also had lower GPAs than students who studied without using social media ([Karpinski, Kirschner, Ozer, Mellot, & Ochwo, 2013](#)). Similarly, [Lau \(2017\)](#) concluded that it was the simultaneous use of social media for non-academic purposes that had a negative correlation

with academic performance. These recent studies have begun to provide insight into how social media use may negatively affect the academic performance of tertiary students.

# Introduksjon – oppbygning

Hva er problemet/begrensningen i tidligere forskning?

Hvilken innvirkning har dette?

Hvordan kan begrensningen løses med ny forskning?

Hva kan denne forskningen bidra med av kunnskap?

Specifying a limitation

Explaining the impact of the limitation

Suggesting future research

Stating possible contribution

One limitation of past studies is a focus on the relationship between students' social media use and their overall academic performance, rather than on close study of how students use social media. This means that researchers currently know relatively little about the different ways in which students use social media during and/or for their studies. If tertiary educators and researchers want a better understanding of student behaviour and factors related to study success, then examining how successful students use social media is critical. Future research could, for instance, investigate how high performing students may achieve academic excellence, while also being active social media users. Such research could contribute to identifying specific strategies and patterns of use that relate to successful management and integration of social media in student life.

Eksempel: Library at AUT

# Metode





## Metode for litteraturstudier

- Klar og detaljrik beskrivelse av hva som ble gjort
  - Databaser for søk
  - Søkeord og kombinasjoner av disse
  - Inklusjon- og eksklusjonskriterier
    - Hvordan valgte du ut studiene?
  - Organisering og behandling av funnene
    - Hva hentet du ut av funnene dine?
- Bruk overskrift, tabeller osv. som hjelper med å organisere.

# Hvordan gå frem med litteratursøket

- Finne aktuelle emneord om ditt tema
- Finne egnet database for fagfeltet
- «Skumlese» funnene dine
- Identifisere de mest aktuelle kildene
- Kategoriser funnene dine
- Summer og analyser funnene

# Litteratursøk

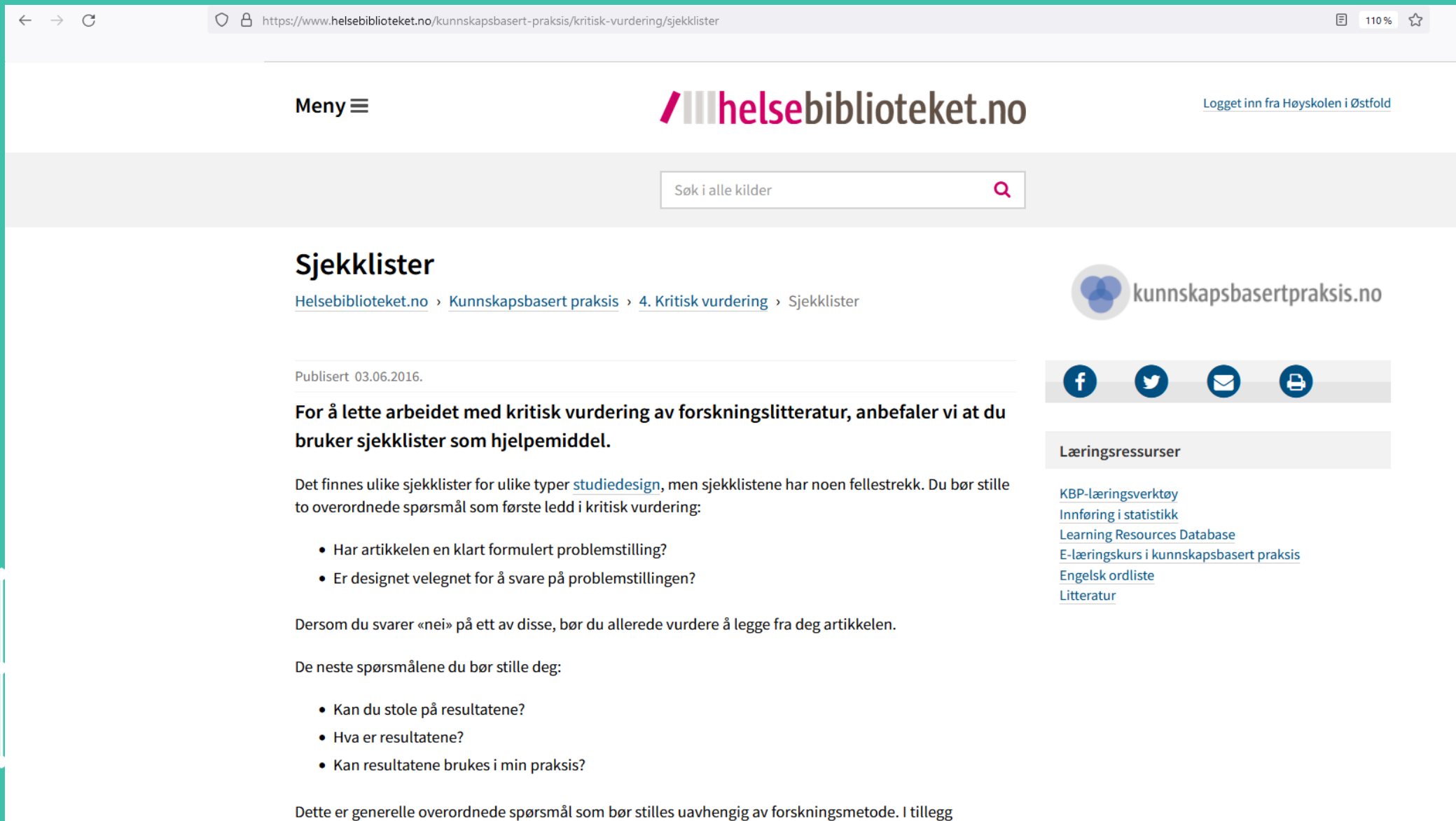
- Inklusjons- og eksklusjonskriterier
- Søkeord
- Databaser
- Kombinasjoner
- Utvelgelse

("physical activity" OR "exercise" OR "exercise training" OR "physical fitness program" OR "exercise therapy") AND (alcohol use disorder OR alcoholism OR alcohol abuse OR alcoholics OR heavy drinking) AND (alcohol abstinence AND abstinence OR craving OR alcohol urge) NOT (review OR meta-analysis OR position stand OR diet OR tobacco OR animal)


# Kildekritikk/-vurdering

- Relevans
  - Nivå
  - Gyldighet
  - Metodisk kvalitet
  - Resultater
  - Overførbarhet
- 
- Primær- og sekundærkilder





← → ↻ https://www.helsebiblioteket.no/kunnskapsbasert-praksis/kritisk-vurdering/sjekklistor 110% ☆

Meny  Logget inn fra Høgskolen i Østfold

Søk i alle kilder 🔍

## Sjekklistor

Helsebiblioteket.no > Kunnskapsbasert praksis > 4. Kritisk vurdering > Sjekklistor

Publisert 03.06.2016.

### For å lette arbeidet med kritisk vurdering av forskningslitteratur, anbefaler vi at du bruker sjekklistor som hjelpemiddel.

Det finnes ulike sjekklistor for ulike typer [studiedesign](#), men sjekklistene har noen fellestrekk. Du bør stille to overordnede spørsmål som første ledd i kritisk vurdering:


- Har artikkelen en klart formulert problemstilling?
- Er designet velegnet for å svare på problemstillingen?





Dersom du svarer «nei» på ett av disse, bør du allerede vurdere å legge fra deg artikkelen.

De neste spørsmålene du bør stille deg:

- Kan du stole på resultatene?
- Hva er resultatene?
- Kan resultatene brukes i min praksis?

Dette er generelle overordnede spørsmål som bør stilles uavhengig av forskningsmetode. I tillegg

 kunnskapsbasertpraksis.no

#### Læringsressurser

- [KBP-læringsverktøy](#)
- [Innføring i statistikk](#)
- [Learning Resources Database](#)
- [E-læringskurs i kunnskapsbasert praksis](#)
- [Engelsk ordliste](#)
- [Litteratur](#)

# Resultat

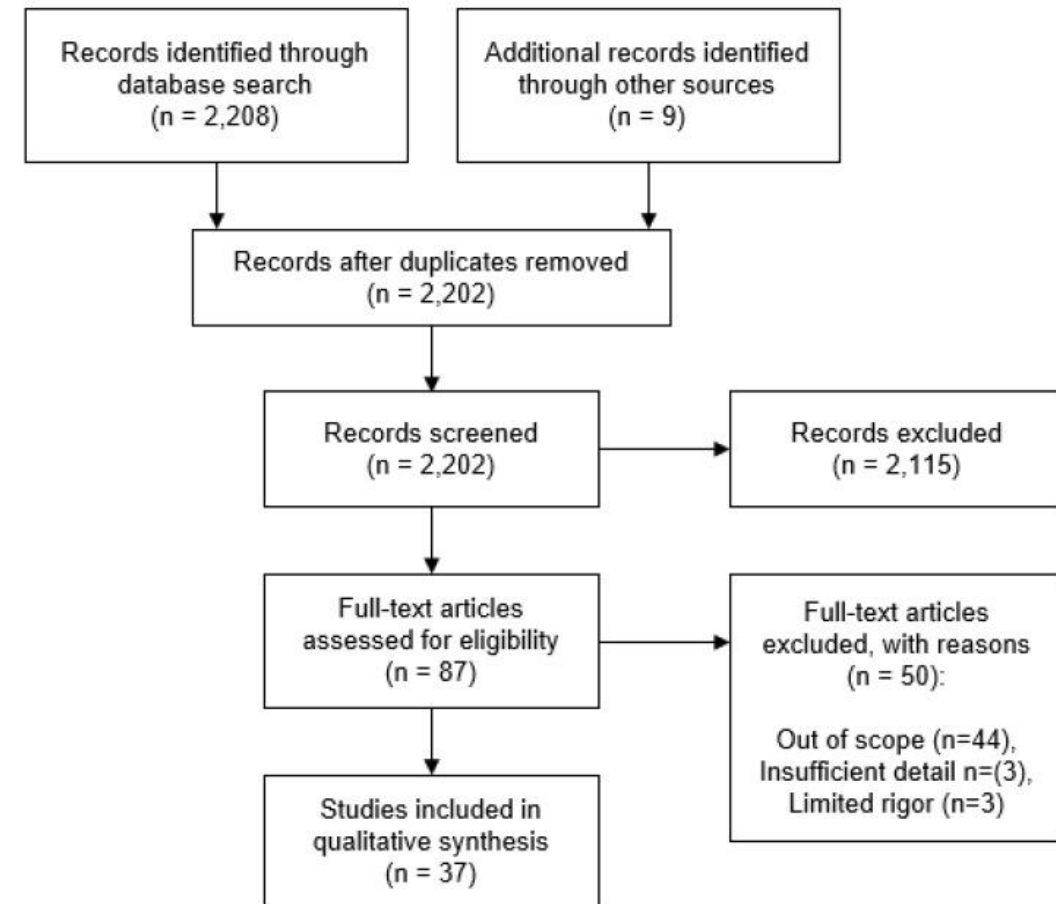


# Resultat

- Presenter funnene
  - Bruk av PRISMA flow-diagram?
- Gjør det enkelt for leseren
  - Bruk tekst (som sammendrag)
  - Tabeller og figurer (husk å henvise til disse i teksten)

Identification  
Screening  
Eligibility  
Included

## Prisma flow-diagram





# Resultat – «bibliografi»

Last ned

## Writing annotated bibliographies

Source: <https://bit.ly/3gp0Pxl>

<p><b>1. Reference</b></p> <p>The citation information in the same format as it would be in the Reference List.</p>	<p>McFarlane, J.K. (1973). Standards of care - what do we mean by care? <i>Nursing Mirror</i>. 143 (23), 40-42</p>
<p><b>2. Describe</b></p> <p>A short summary of the theory, research findings or argument.</p>	<p>The article examines the meaning of the word 'care' within a nursing context. The responsibility of nurses to provide care legitimised in numerous documents, and the author goes on to identify key concepts related to nursing care.</p>
<p>A short statement of the author's viewpoint.</p>	<p>In particular, these concepts include assisting, helping and giving a service; offering this service to people who need help with daily living activities and to others who are affected by health deviations or illness of some kind. Moreover, the nurse's caring role is legitimised by the patients. Finally, the article concludes by relating how these concepts are put into operation by using the steps of the nursing process - assessing, planning, implementing and evaluating the patient's need for nursing care.</p>
<p><b>3. Evaluate</b></p> <p>Comments on the usefulness and/or limitations of the text for your research.</p>	<p>The main limitation of the article is that the research was only conducted in large city hospitals.</p>
<p><b>4. Link</b></p> <p>A final comment on the work, taking into account how this work will fit into your research on a topic.</p>	<p>Therefore, while the article is useful for an analysis of nursing care, the limitations of its research base will require some adaptation to meet the needs of this assignment that requires a commentary on services in both city and country area hospitals.</p>

Source: <https://bit.ly/32kGRz1>

<p>Full APA reference</p>	<p>Freeman, C. (2010). Children's neighbourhoods, social centres to 'terra incognita'. <i>Children's Geographies</i>, 8(2), 157–176. <a href="https://doi:10.1080/14733281003691418">https://doi:10.1080/14733281003691418</a></p>
<p>Research topic/question</p>	<p>This article investigates the changing social function of neighbourhoods for children. In particular, it explores the extent to which children have social contact or 'connectivity' with their neighbourhoods and if there are differences that are related to</p>
<p>Research context</p>	<p>neighbourhood type or other factors. The study was conducted in Dunedin and focused on 92 children, aged between 9 and 11. In terms of factors that influence social</p>
<p>Findings/Results</p>	<p>connectivity, the study found that the proximity to school matters: children who live close to their school have a stronger neighbourhood connection than children who commute to school. For example, children living close to their school could provide detailed descriptions of people in their area, including their names. They could also identify many more homes of friends in their own neighbourhoods. A second finding was that there appeared to be little relationship between the degree of social</p>
<p>Overall finding/significance</p>	<p>connection and the attributes of children, such as gender or ethnicity. The most significant finding was the relationship between a child's independence and social connectivity. The interviews with children identified that those with higher independence tend to know more people in their area. (Their level of independence was measured in terms of the extent to which they were permitted to visit places in their neighbourhood unaccompanied by an adult.) In their conclusion, the author argues that children "have the right" (p. 174) to participate in their communities and benefit from daily, independent social interaction with people in their neighbourhoods.</p>

# Resultat - oversiktstabell

Last ned

## Literature review: Making a reading grid is highly recommended


Source: <https://bit.ly/2E7MF6k>

Source information	Junco (2015)	Karpinski, Kirschner, Ozer, Mellott & Ochwo (2013)	Kirschner & Karpinski (2010)	Lau (2017)
Research topic/question	Relationship between time on various FB activities and GPA	Multi-tasking impact on relationship between FB & academic achievement	Are there differences in academic performance of student FB users and nonusers?	Non-academic FB use bad for GPA. Academic FB use good for GPA. Multi-tasking -ve
Methodology	<ul style="list-style-type: none"> <li>Survey: quant &gt; USA &gt; 1399 undergrad sts</li> </ul>	<ul style="list-style-type: none"> <li>Survey: quant &amp; qual &gt; USA &amp; Europe &gt; 590 undergrad sts &gt; 285 grad sts</li> </ul>	<ul style="list-style-type: none"> <li>Survey: quant &amp; qual &gt; USA &gt; 102 undergrad sts &gt; 117 postgrad sts</li> </ul>	<ul style="list-style-type: none"> <li>Survey: quant &gt; Hong Kong &gt; 348 undergrad sts</li> </ul>
Findings	<ul style="list-style-type: none"> <li>FB bad for academic performance</li> <li>poss. good for engagement</li> </ul>	<ul style="list-style-type: none"> <li>-ve relation between FB use and GPA</li> <li>-ve effects of multi-tasking</li> </ul>	<ul style="list-style-type: none"> <li>FB users lower GPA</li> <li>Similar online time for FB &amp; non FB users</li> <li>Multi-tasking -ve</li> </ul>	<ul style="list-style-type: none"> <li>Non-acad. FB use &amp; multi-tasking -ve for academic performance</li> </ul>
Limitations	<ul style="list-style-type: none"> <li>Cross-sectional &amp; correlational</li> <li>Focus on GPA</li> </ul>	<ul style="list-style-type: none"> <li>Correlational</li> <li>Focus on GPA</li> </ul>	<ul style="list-style-type: none"> <li>Correlational</li> <li>Acad./learning use of FB not considered</li> </ul>	<ul style="list-style-type: none"> <li>Cross-sectional</li> <li>Multi-tasking activities unclear</li> </ul>
Areas for future research	<ul style="list-style-type: none"> <li>Engagement impact &amp; FB use with high acad. performance?</li> </ul>	<ul style="list-style-type: none"> <li>Focus on how FB is used by high performing sts?</li> </ul>	<ul style="list-style-type: none"> <li>Focus on how FB is used by high performing sts?</li> </ul>	<ul style="list-style-type: none"> <li>More focus on multi-tasking &amp; high acad. performance?</li> </ul>

## Hva skal med i resultatet?

- RELEVANT INFORMASJON!

**Horse or Crocodile?**  
How to tell the difference



	<b>Horse</b>	<b>Crocodile</b>
Eyes:	2	2
Ears:	Quite pointy	Not particularly pointy
Teeth:	Yes	Yes
Weight:	<250,000kg	<250,000kg
Location:	Earth	Earth
Attire:	None	None
Likelihood of eating a sugar cube if offered:	High	High
Culpable for the death of Princess Diana?	No	No
Any involvement in the overthrowing of the Russian government in 1917?	No	No

**Conclusion**

As we can see, there are very few differences between horses and crocodiles so the key thing to look for is the pointiness of the ears.

@Michael1979

# Annet



## Typiske «feil»/fallgruver

### Introduksjon

- For generell og leder ikke frem til en problemstilling
- Påstander mangler siteringer
- Problemstillingen er vag og upresis

### Metode

- Mangler å beskrive hele metoden
- Det er usikker hvordan metoden ble benyttet
- Det er uklart hvorfor metoden ble valgt

## Typiske «feil»/fallgruver

### Resultat

- Komplekst og tungt skrevet
- Mangler tekst og henvisning til figur og tabell
- Uklart hvorfor funn er tatt med (svarer ikke på problemstilling)

### Diskusjon

- Repeterer funnene eller presenterer nye
- Mangler beskrivelse av betydning
- For generell



**Høgskolen i Østfold**

