

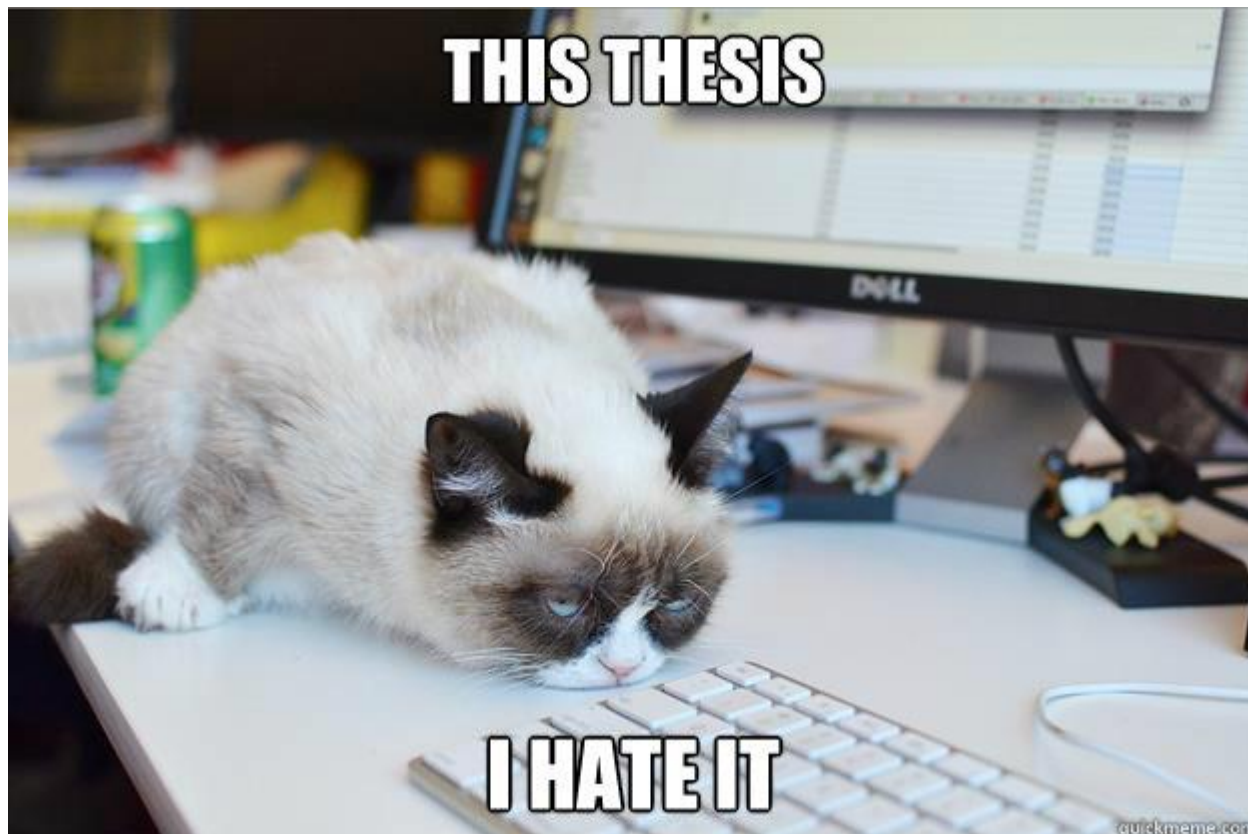
Literature Review

Learning Development Service

Leonie Maria Tanczer, MSc.

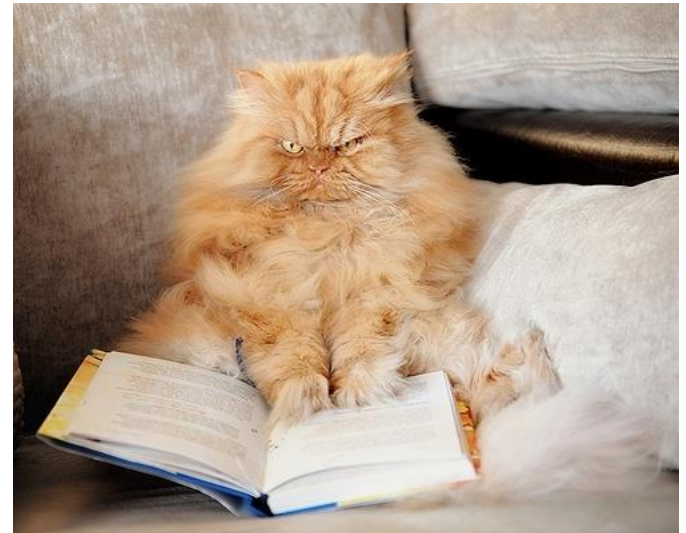
Why

...because most students end up like this:



Who are you?

- Schools / Subjects
- Concerns
- Expectations
- Stage



Workshop Structure

1. The **purpose** of a literature review
2. How to **find** appropriate literature
3. How to **not get** lost in the literature
 - time management, organisation
4. How to **structure** a literature review
 - step-by-step approach

Dissertation

What is a dissertation?

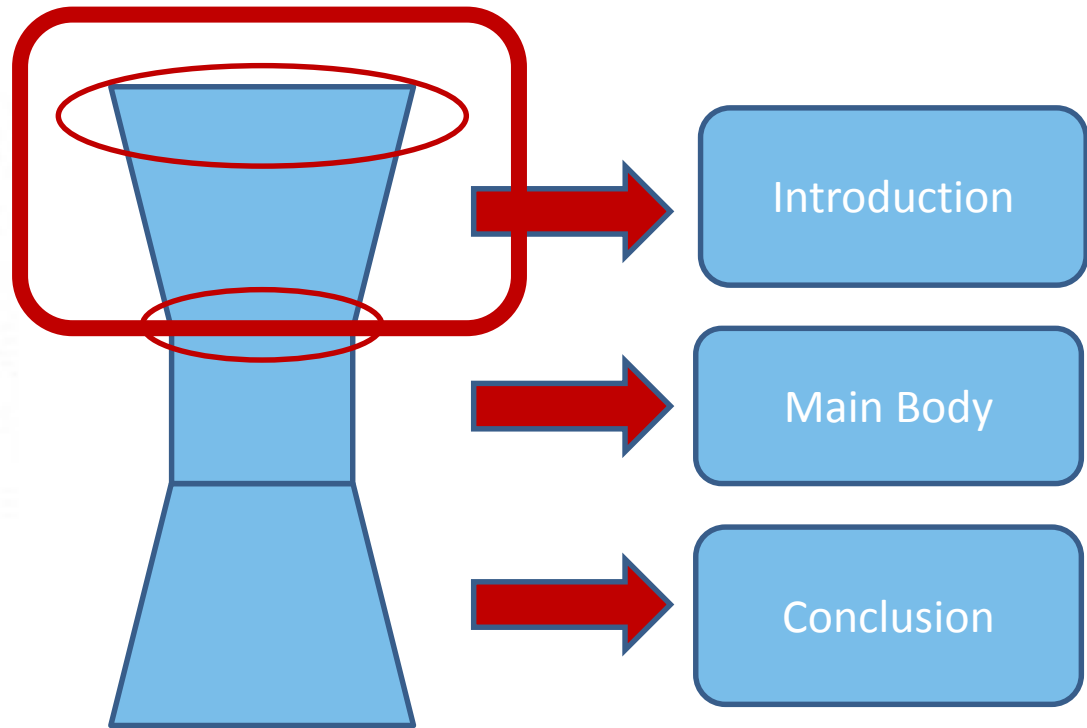
Oxford English Dictionary

- “An extended scholarly essay, [usually] based upon **original research**, submitted for a degree or other academic qualification.”

More generally:

- A **focused ‘essay’**, typically about 10,000-20,000 words in length;
- An **independent piece** of work that demonstrates the candidate’s ability as a competent researcher with **advanced knowledge** on a specific topic.

Hourglass



Literature Review

Definition

What is a literature review?

- A **critical, analytical account** of the existing research on a particular topic

Why do we write literature reviews?

- Show **knowledge** of the topic
- Keep **current**
- **Stepping stone** to research/further analysis
- Gain **credibility**

The Literature Review...

IS NOT

- A descriptive summary of existing literature
- A presentation of your own argument
- Organised by source or written as an annotated bibliography
- An account of every existing piece of research related to your topic

IS

- A **critical**, analytical account
- A synthesis of the arguments of **others**
- Organised around ideas or **arguments**
- An account of a **selection** of writings relevant to your work

14 Review Types

(Grant & Booth, 2009)

Table 1 Continued

Label	Description	Methods used (SALSA)			
		Search	Appraisal	Synthesis	Analysis
Rapid review	Assessment of what is already known about a policy or practice issue, by using systematic review methods to search and critically appraise existing research	Completeness of searching determined by time constraints	Time-limited formal quality assessment	Typically narrative and tabular	Quantities of literature and overall quality/direction of effect of literature
Scoping review	Preliminary assessment of potential size and scope of available research literature. Aims to identify nature and extent of research evidence (usually including ongoing research)	Completeness of searching determined by time/scope constraints. May include research in progress	No formal quality assessment	Typically tabular with some narrative commentary	Characterizes quantity and quality of literature, perhaps by study design and other key features. Attempts to specify a viable review
State-of-the-art review	Tend to address more current matters in contrast to other combined retrospective and current approaches. May offer new perspectives on issue or point out area for further research	Aims for comprehensive searching of current literature	No formal quality assessment	Typically narrative, may have tabular accompaniment	Current state of knowledge and priorities for future investigation and research
Systematic review	Seeks to systematically search for, appraise and synthesis research evidence, often adhering to guidelines on the conduct of a review	Aims for exhaustive, comprehensive searching	Quality assessment may determine inclusion/exclusion	Typically narrative with tabular accompaniment	What is known; recommendations for practice. What remains unknown; uncertainty around findings, recommendations for future research
Systematic search and review	Combines strengths of critical review with a comprehensive search process. Typically addresses broad questions to produce 'best evidence synthesis'	Aims for exhaustive, comprehensive searching	May or may not include quality assessment	Minimal narrative, tabular summary of studies	What is known; recommendations for practice. Limitations
Systematized review	Attempt to include elements of systematic review process while stopping short of systematic review. Typically conducted as postgraduate student assignment	May or may not include comprehensive searching	May or may not include quality assessment	Typically narrative with tabular accompaniment	What is known; uncertainty around findings; limitations of methodology
Umbrella review	Specifically refers to review compiling evidence from multiple reviews into one accessible and usable document. Focuses on broad condition or problem for which there are competing interventions and highlights reviews that address these interventions and their results	Identification of component reviews, but no search for primary studies	Quality assessment of studies within component reviews and/or of reviews themselves	Graphical and tabular with narrative commentary	What is known; recommendations for practice. What remains unknown; recommendations for future research

Purpose

What is the aim?

- To provide an **organised overview** of existing research on a specific topic
- To take a **critical and evaluative perspective** toward published research
- To **summarise, synthesise and analyse** the arguments of other authors
- To **uncover similarities and differences** or consistencies and inconsistencies within existing research
- To identify a **gap** within the body or research
- To help you generate and justify your **research question and hypotheses**

Be Original. Find a Gap.

- Value of a research lies in its **contribution to knowledge**
- Should strive to show clearly how the previous research is **conflicting or lacking** in some way
- This lack is called a “**gap**” – your research contributes to “fill” the gap.
- Gap should flow naturally and clearly from your understanding of the **literature**

The Gap. The Rationale.

- **Ask yourself:**
 - **Why** is the gap you've identified important?
 - **How** important is the gap you've identified?
 - Why is it **worth** to investigate this particular gap?
 - What is the **benefit** from studying that gap respectively research area further?
- You will need to make a persuasive argument for the importance of this issue as it provides the **rational for your research**

Five Types of Gaps

- **Knowledge-based**: Most common, occurs when we don't know (enough) about a phenomenon
- **Relationship-based**: occurs when we know about certain issues or variables well, but are unsure about their relationship
- **Theory-based**: occurs when a theory or an aspect of a theory has not been investigated thoroughly, or not been tested in a particular way
- **Methodological**: occurs when a research design or methodology has not been applied to a particular phenomenon
- **Analytical**: occurs when a phenomenon has not been investigated using a particular analytical approach i.e., qualitative vs. quantitative

Activity

- Write down a key term which summarises the research field or theme you are going to work in/with?
 - Hacktivism
- What do you want to achieve with your work? – What is your research question? Hypotheses?
 - Break gender stereotypes of the “white male hacker”
 - What characterises the discourse of hacktivists around gender?
- What are related topics, research areas, keywords or issues?
 - Gender Studies, Computer Science, Gender Stereotypes
- What theory/theories is/are underpinning your research?
 - Social Identity Theory

Activity

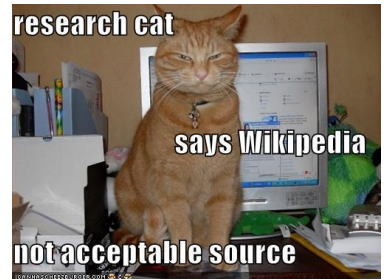
- What methods / arguments are common in this research area?
 - Quantitative Analyses: Implicit Association Test etc.
 - Qualitative Analyses: Semi-Structured interviews, focus groups etc. – Discourse Analyses etc.
- What is the purpose of your literature review? What is missing?
 - To lead to the gap = no research which investigates the “male-only” stereotype of the hacktivist community
- Get stuck?
 - What do you already know?
 - What information do you still need?



Find Literature

Resources

- Yes, there are **more resources than just books!**
- **Search for sources:**
 - Use your **key words**
 - **Timeframe** (how recent should sources be?)
 - **Types** of sources (e.g. books, peer-reviewed journals, newspapers and magazines, conference papers, government publications, artwork, publishers' websites, online discussions)
 - Begin searching more **creatively** and narrow as you go
 - **Library Support**



How can your subject librarian help?

- Advise on **using library services**
 - ILL's (inter-library loans)
 - Recommending material
- Advise on **how to best use** library resources
 - Accessing e-journals
 - Keeping up to date with what is being published (**Zetoc**)
 - How best to search for the literature
 - Managing your references (**Refworks**)



Welcome to LibGuides

Research assistance, subject guides, and useful resources compiled by your friendly librarians at the Library at Queen's. Know what we know - find it in LibGuides!

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Information on...

- **Bibliometrics** by Dan Holden
- **Copyright for the Researcher** by John Knowles
- **E-Books & E-Reference** by John Knowles
- **Official Publications** by John Knowles
- **Problems accessing library e-Resources** by Electronic Resources
- **Recommending Material for the Library** by Dan Holden
- **Reference Management** by Dan Holden
- **RefWorks** by Diarmuid Kennedy
- **Special Collections & Archives** by Special Collections
- **Standards & Patents** by Janet Drake
- **Support for Teaching** by John Knowles
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- **Biological Sciences** by Paula Younger
- **Chemistry & Chemical Engineering** by Janet Drake
- **Creative Arts** by Isabel OKelly
- **Education** by Norma Menabney
- **Electrical Engineering & Computer Science** by Dan Holden
- **English** by Eimear Blee
- **Geography, Archaeology & Palaeoecology** by Carol Dunlop
- **History** by Eimear Blee
- **Law** by Diarmuid Kennedy
- **Management** by Norma Menabney
- **Mathematics & Physics** by Carol Dunlop
- **Mechanical & Aerospace Engineering** by Janet Drake
- **Medicine, Dentistry & Biomedical Sciences** by Richard Fallis
- **Midwifery** by Patricia Watt
- **Modern Languages** by Isabel OKelly
- **Nursing (Continuing professional, academic development and research)** by Patricia Watt
- **Nursing (Undergraduate level)** by Brenda Allen
- **Pharmacy** by Paula Younger
- **Planning, Architecture & Civil Engineering** by Janet Drake
- **Politics, International Studies & Philosophy** by Eimear Blee
- **Psychology** by Carol Dunlop
- **Sociology, Social Policy & Social Work** by Norma Menabney
- **Theology** by Eimear Blee

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Advanced warning: the McClay Library will close at 9.30pm on Thursday 30th January. More information here go.qub.ac.uk/hFbbc
Expand
 - QUB Library** @LibraryatQUB 20 Jan
The @QBSU Are Ye Well team will be in the McClay Student Lounge again tonight, serving free tea and coffee from 10pm!

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Library Catalogue





Planning, Architecture & Civil Engineering

Tags: architecture, civil engineering, planning

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Twitter

Why not follow the Library on Twitter? It's a great way of keeping up to date!

Comments (0)

Welcome!

This LibGuide brings together the research resources that are relevant to staff and students in the School of Planning, Architecture and Civil Engineering.

My name is Janet Drake and I am the Subject Librarian for your School. My role is to provide support and training for the School on all aspects of the Library at Queen's so please do not hesitate to contact me if you need help or have any questions.

Comments (0)

Students' Top Tips for Using the Library

A video guide to the McClay Library produced for students by students.



Subject Guide



Janet Drake

Contact Info

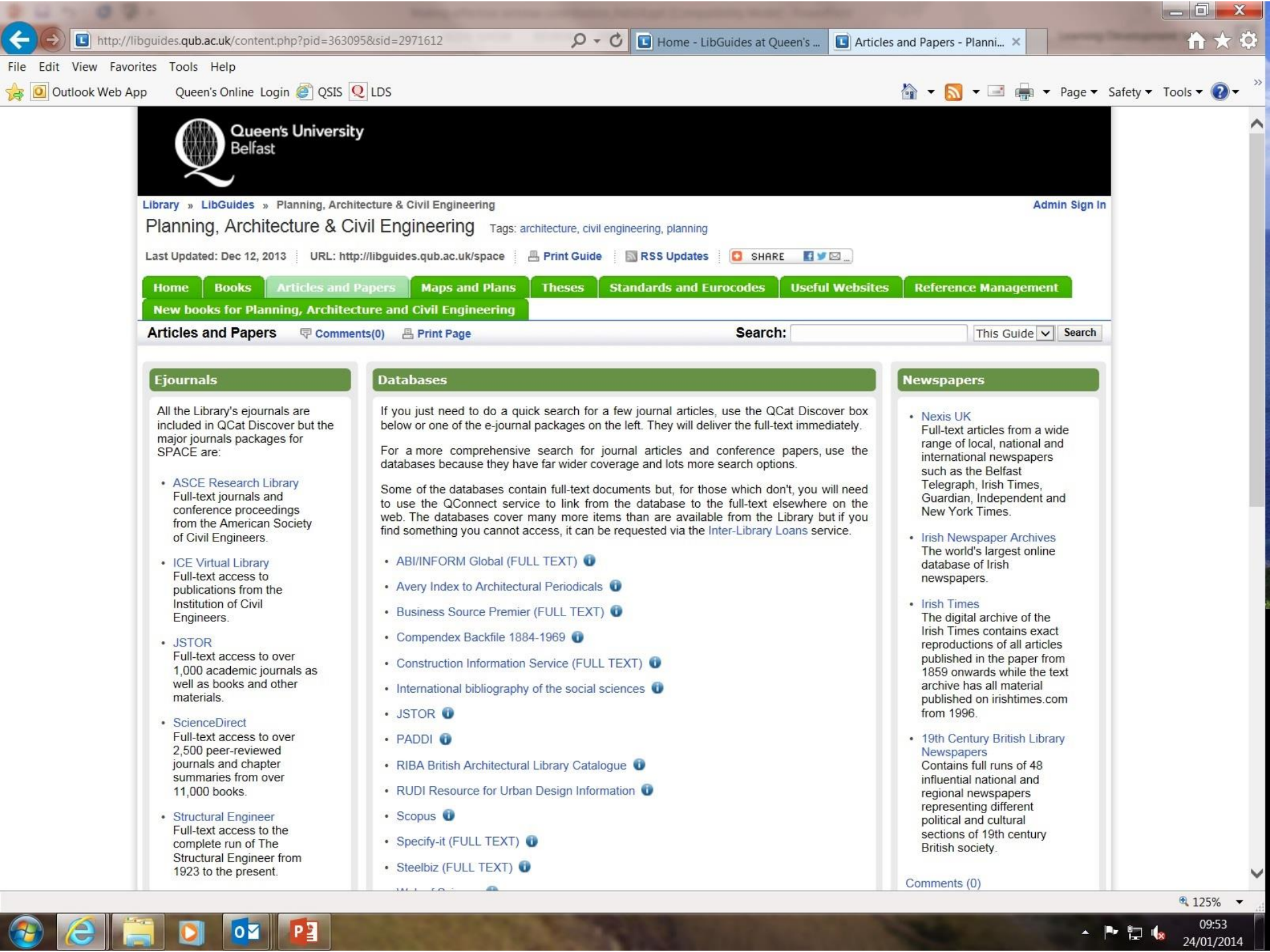
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Subjects:

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New books for Planning, Architecture and Civil Engineering

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All the Library's e-journals are included in QCat Discover but the major journals packages for SPACE are:

- **ASCE Research Library**
Full-text journals and conference proceedings from the American Society of Civil Engineers.
- **ICE Virtual Library**
Full-text access to publications from the Institution of Civil Engineers.
- **JSTOR**
Full-text access to over 1,000 academic journals as well as books and other materials.
- **ScienceDirect**
Full-text access to over 2,500 peer-reviewed journals and chapter summaries from over 11,000 books.
- **Structural Engineer**
Full-text access to the complete run of The Structural Engineer from 1923 to the present.

Databases

If you just need to do a quick search for a few journal articles, use the QCat Discover box below or one of the e-journal packages on the left. They will deliver the full-text immediately.

For a more comprehensive search for journal articles and conference papers, use the databases because they have far wider coverage and lots more search options.

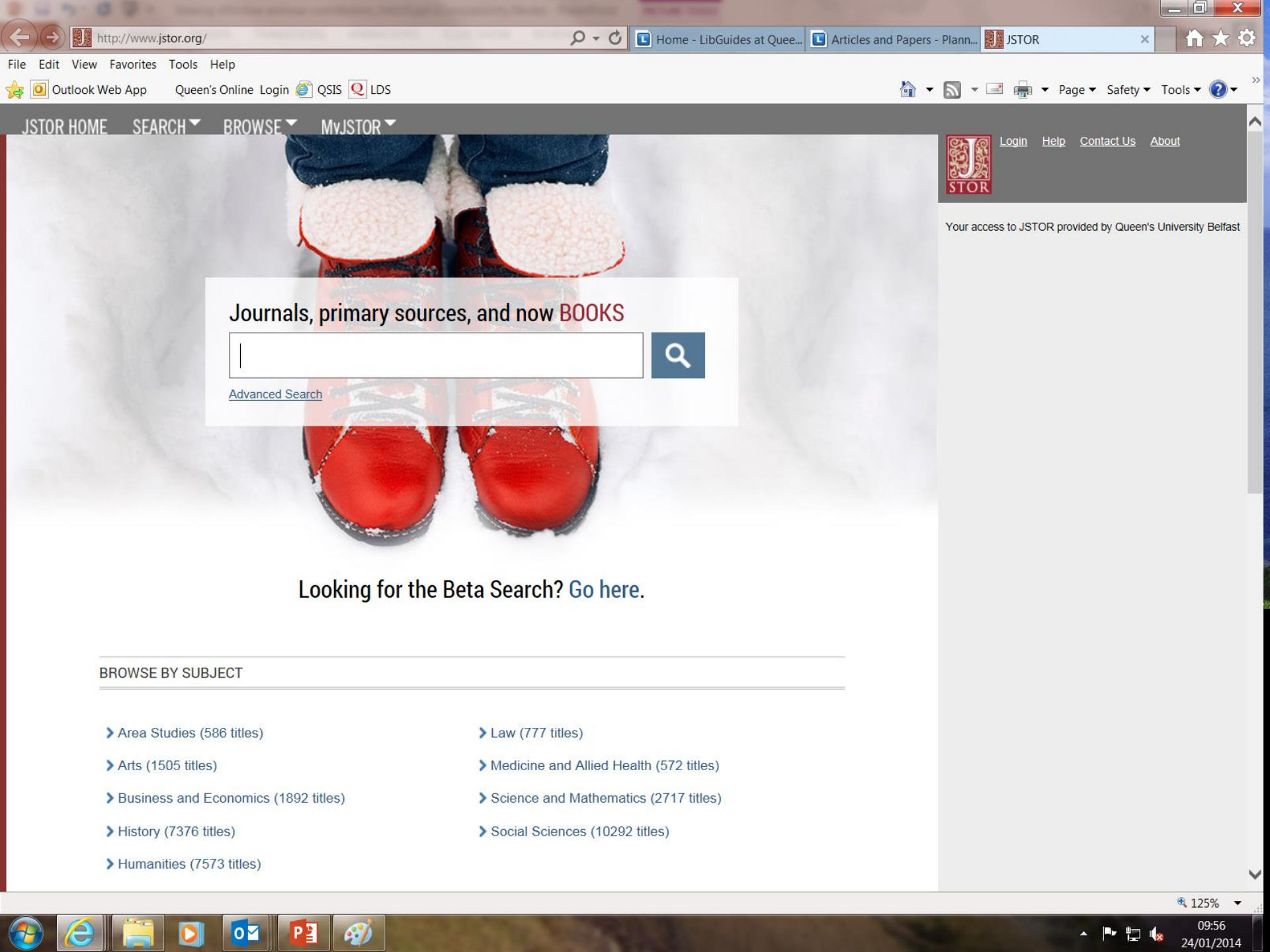
Some of the databases contain full-text documents but, for those which don't, you will need to use the QConnect service to link from the database to the full-text elsewhere on the web. The databases cover many more items than are available from the Library but if you find something you cannot access, it can be requested via the Inter-Library Loans service.

- **ABI/INFORM Global (FULL TEXT)**
- **Avery Index to Architectural Periodicals**
- **Business Source Premier (FULL TEXT)**
- **Compendex Backfile 1884-1969**
- **Construction Information Service (FULL TEXT)**
- **International bibliography of the social sciences**
- **JSTOR**
- **PADDI**
- **RIBA British Architectural Library Catalogue**
- **RUDI Resource for Urban Design Information**
- **Scopus**
- **Specify-it (FULL TEXT)**
- **Steelbiz (FULL TEXT)**

Newspapers

- **Nexis UK**
Full-text articles from a wide range of local, national and international newspapers such as the Belfast Telegraph, Irish Times, Guardian, Independent and New York Times.
- **Irish Newspaper Archives**
The world's largest online database of Irish newspapers.
- **Irish Times**
The digital archive of the Irish Times contains exact reproductions of all articles published in the paper from 1859 onwards while the text archive has all material published on irishtimes.com from 1996.
- **19th Century British Library Newspapers**
Contains full runs of 48 influential national and regional newspapers representing different political and cultural sections of 19th century British society.

Comments (0)



Journals, primary sources, and now **BOOKS**

[Advanced Search](#)

Looking for the Beta Search? [Go here.](#)

BROWSE BY SUBJECT

- ▶ Area Studies (586 titles)
- ▶ Arts (1505 titles)
- ▶ Business and Economics (1892 titles)
- ▶ History (7376 titles)
- ▶ Humanities (7573 titles)
- ▶ Law (777 titles)
- ▶ Medicine and Allied Health (572 titles)
- ▶ Science and Mathematics (2717 titles)
- ▶ Social Sciences (10292 titles)

Search for Literature: Tips

- Examine **reference lists** closely
- Look for **key authors**
 - Go onto their homepage / profile and investigate their publications carefully
- Search for articles within significant **journals** instead of relying solely on databases
- Use the **keywords in your research question** to find suitable literature
- **Google Scholar** can be very helpful

Gathering Research for your Dissertation

In most subject fields at Queen's you will be asked to complete a dissertation. While writing the dissertation can be a challenge in itself, so can gathering the resources needed to answer your stated research question.

Try some of the following tips for collecting research material together:

- **Refer back to your module guide:** Your module guide is full of useful readings and resources. Generally they are neatly organised under topic headings. Your module convenor will have spent a significant amount of time in selecting relevant material for each topic and will have provided you with both *essential* and *desirable* readings. Whereas you wouldn't normally be expected to consider all of this reading in advance of a weekly tutorial, you should become familiar with this content if it is relevant to your dissertation research.
- **Identify the key words in the dissertation topic:** Deconstruct the dissertation title and highlight each of the key words. This is important as the key words will help to inform your background research and will be used when gathering reading material and other resources. Ask yourself, do you fully understand the question and/or the dissertation topic? Often students struggle to begin their research because they aren't sure of the task at hand. Don't be afraid to approach your module tutor for clarity. In addition, feel free to meet with your peers and discuss your proposed dissertation topic.
- **Visit the Library:** Depending on your discipline, the library will be your first port of call. The various library facilities (McClay, Medical & HSC, and Biomedical Library) are well

Don't get lost

Read & Record

- Read strategically!
 - **Highlight** i.e., notes in margins
 - **Reflect** i.e., note taking sheets
 - **Store** i.e., store source info
- Read critically!
 - First read
 - **Skim abstract** i.e., focus on your needs
 - Identify **essential parts** i.e., methods, findings, sample etc.
 - Dig Deeper
 - **Evaluate** the text i.e., strengths, invalid assumptions, contradictions etc.
 - Digging Deeper
 - **Compare and contrast** the source with previous readings i.e., agreements, disagreements, does author acknowledge or neglect the work of others



Critical Reading = Critical Writing

- It is **not about thinking negatively** or about finding fault in everything you read, write or do
- It is about **analysing** the information you are receiving, putting it into context and using it to come to a logical conclusion



How to organise your resources?

- Before you begin reading, decide how you will track **bibliographic information**
 - E.g. **Refworks**, Zotero
- How will you **record important points** and ideas that you are gathering
 - E.g., digital document, **notes sheets**
- How will you **organise** sources
 - E.g., printed or electronically

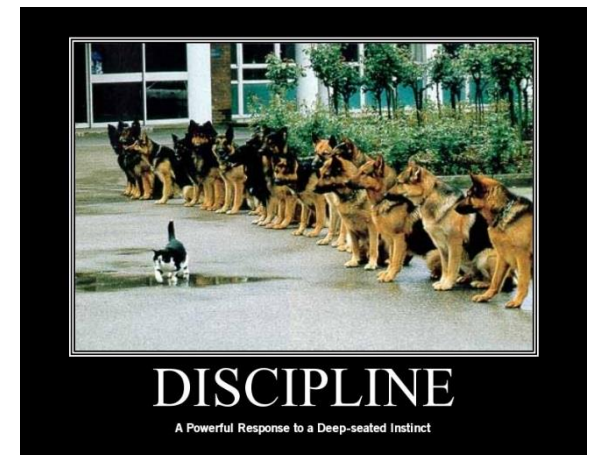
Research Document Notes

(using Excel)

Author(s)	Year	Location/Key words	Title/Notes
Dwyer, Carol Anne	1998	Formative Assessment, teacher training, UK	Assessment and Classroom Learning: theory and practice -Reaction to Black and Wiliam - How you support and train teachers -UK teachers no assessment training -Assessment barriers
Anderson, Jill	2008	NCLB Critique, US	Experts Analyze NCLB at Askwith Education Forum - NCLB not working - NCLB up for reauthorization - Accountability itself is not solution to decreasing achievement gap! - statement at Boldapproach.org - Problem with NCLB accountability is looks only at one thing out of many functions of schools - suggests different accountability system - problem is poverty

Self-discipline

- **Motivation**: what's at stake?
- **Energy levels** i.e., morning person or night owl?
- Dealing with **feedback and criticism**
- Making **changes**: adapting the proposal
- Coping with the **unpredictable**
- Knowing when (and who) to **ask for help**
- Keeping **control** of your project:
 - word-limit(s)
 - timescale
 - plans for future research



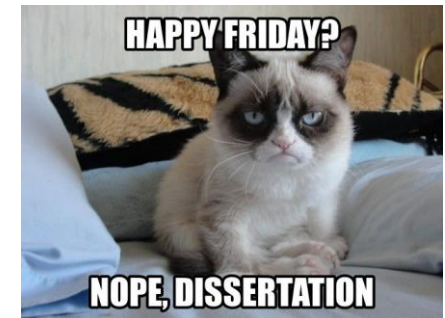
Time Management

- Time management means taking **more control** over **how we spend** our time and making sensible **decisions** about the way we use it.
- **Difficulties:**
 - Procrastination
 - Perfectionism
 - Motivation
 - Time thieves



Time Management

- Use a **timetables**:
 - **daily to-do-lists**: list what you plan for each study session; tick off what you cover
 - **Macro-Management**:
 - **Micro-Management**:
 - **weekly planners**: decide what needs to be done over the course of a week; assign slots
 - **wall chart**: get a broader picture of the time available

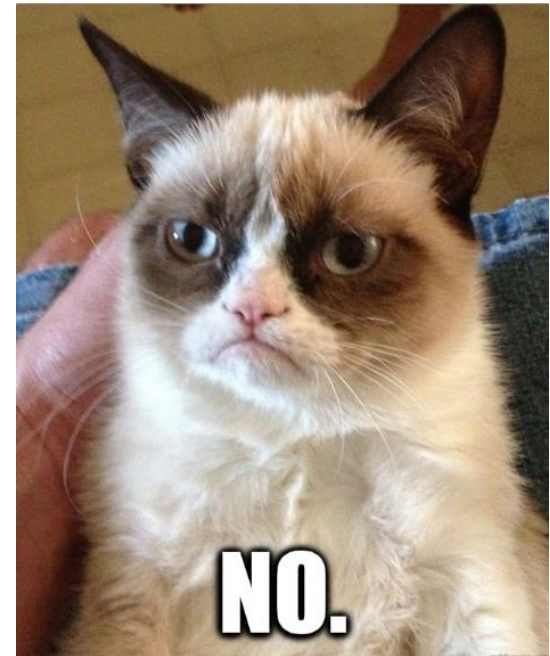


Time Management: Tips

- Keep a diary in format **that works for you**
- Use **backward mapping**
- **Set specific tasks** to accomplish in bite-sized chunks
- **Control interruptions/distractions**
- Use **marginal time** wisely
- **Prioritise tasks** – categorise tasks which you must complete over the next week
- **Leave time free** for the unexpected as you can always use it

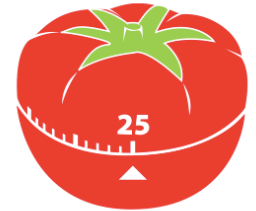
Time Management: Tips

- Avoid **perfectionism**
- Concentrate on **being effective**, not on being busy
- Avoid lots of **time thieves**
- Don't do the **work of others**
- Do it **now!**
- Give **realistic promises**
- Learn to say **"No"**



Productivity

Try the **Pomodoro Technique**



1. Select a task to be accomplished
2. Set the Pomodoro to 25 minutes (the Pomodoro is the timer)
3. Work on the task until the timer rings (then put a check on your sheet of paper to mark where you reached in the time)
4. Take a short break (around five minutes)
5. Every four Pomodoros take a longer break (up to an hour)

Two Golden Hours

(Gardiner & Kearns, 2010)

These things are not allowed:

- Editing
- Formatting
- Surfing online
- Emailing
- Referencing
- Photocopying



Store. Safe!

- **Back up your work**
 - Q:Drive, Memory Pen, **Dropbox**, external hard drive, laptop/desktop, email attachments
 - take all measures to avoid that emergency situation
- **Reference & make footnotes as you go**
 - It will make your life so much easier e.g., use **Refworks**
- **Which of your documents is the most recent?**
 - Start an appropriate system e.g., 1 Dissertation 12.06.2014

Structure

What you have done so far...

1. Refined your **topic** i.e., angle you anticipate your writing will take
2. Organizational **planning** i.e., how to save papers and record information
3. Searched for **sources** i.e., through LibGuides, QCat etc.
4. Read and **recorded** i.e., you have a summary of all the content of the publications
5. Now you need..

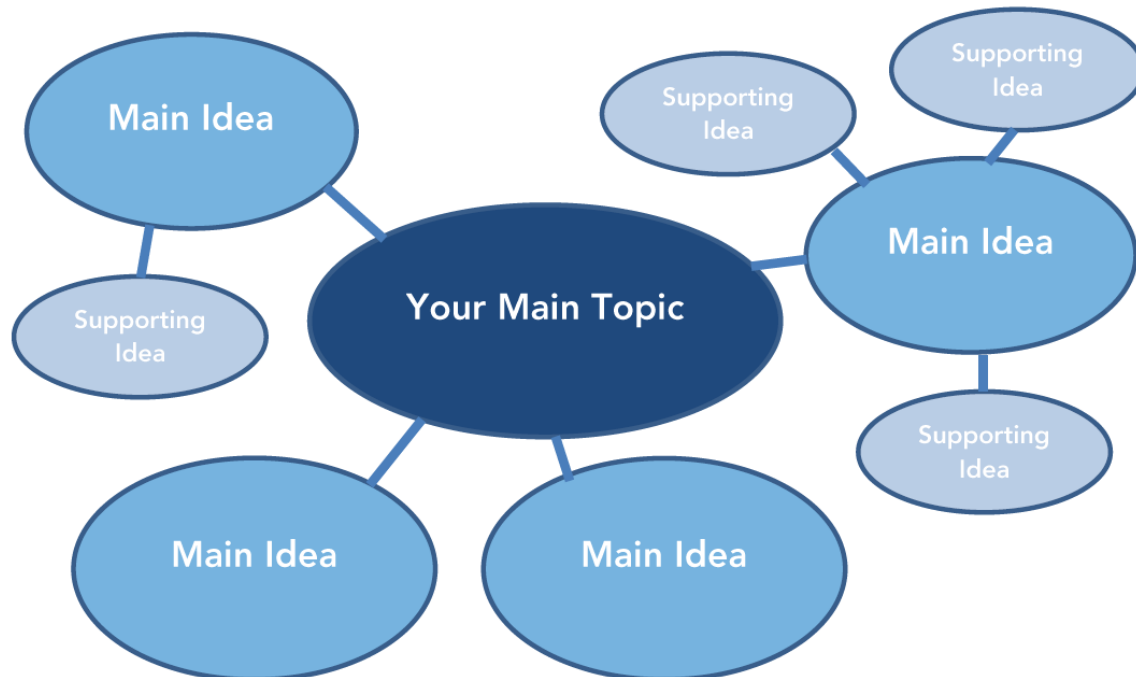
Reflect and organise on your sources

- **Review the information** (build sample overarching claims / assertions; develop storyline):
 - **Mind mapping**
 - Free writing
 - **Bullet points**
 - Organisational Charts (e.g., Microsoft Visio)
 - Notes organised by source
 - Notes organised by theme
 - Notes organised chronologically

Activity

- Fill in the **mind map**
 - Which issues would you like to address?

This is an example of a mind map you can use as a reference when creating your own.



Outline possible structure

- A literature review should have an **introduction, main body and conclusion**
- Main body organised by **headings and subheadings** informed by your readings
- Your paper begins to take shape as you organise the information under each
- Be as **detailed** as possible

What to cover?

- **Problem / Key issue** which justifies your research
- **Background Information** i.e., historical, political, cultural or scholarly
- **Definitions** of key words, concepts, topics etc.
- **Theoretical Foundations**
- **Related** studies, experiments or findings
- **Current** practice or issues
- **Various arguments and viewpoints** surrounding the issue

Structure: Introduction

- Mention the **problem(s)**
- Provide an **appropriate context** for reviewing the literature i.e., currently highly discussed in the news
- **Define** your topic and key areas of research within it
- Outline the **organisation and state the scope** of the review - i.e. what is included and what isn't included.
- Explain the **value** of this research field (your project)

News coverage is currently replete with stories on hacking. Hackers are often depicted as criminals and the hacker community perceived as homogeneous (McLaurin, 2011; Taylor, 2005). Associations of hackers are thereby narrowed down to certain social categories (Sauter, 2012). Reports on LulzSec member Jeremy Hammond, or the former technical contractor of the National Security Agency (NSA) Edward Snowden, lead to the perception of all hackers being young, white, middle class *males*. Although all these characteristics are worth an investigation, the present research will put an emphasis on the male-only stereotype of this dominant portrayal (Taylor, 2003). Moreover, it will focus exclusively on politically motivated hackers, so-called hacktivists (Jordan, 2002).

Hactivism is a relatively new, innovative form of activism. It is utilising technology and the internet for political means (Illia, 2003; Taylor, 2005). Due to the current worldwide attention towards hacktivists, and especially the latest popularity of the hacktivist collectives Anonymous (Norton, 2011; Olson, 2012) and LulzSec (Halliday, Arthur, & Ball, 2011) this investigation is more than necessary. Although the gender imbalance is also prevalent in the general hacker community (Keller, 1991), the hacktivist scene, due to its social and political motivation, seems opportune for a gender-centred analysis. Thus, the present research focuses on a striking underrepresentation of female hacktivists within both the hacktivist community, as well as the existing body of literature about and media portrayal of this new form of activism.

The male-only stereotype excludes women from that field, reproduces and enhances gender bias, while it simultaneously ignores female contributions. This exclusion of women in the hacktivist community is illustrative of the general suppression of females and gender issues in many spheres of society (Coffee, 2013; Littrell & Bertsch, 2013). The research therefore seeks to identify how this male-only stereotype affects both male and female self-defined hacktivists discursively in their talk and sense-making, using a qualitative approach. A more detailed review of the relevant literature is going to be outlined in the following sections, before ending with a summary of the aim of the current research.

Terminological Delineation of Hactivism

Hactivism is a conflation of hacking and activism (Denning, 2001). The term hacking is understood in relation to computer hacking (Kelly, 2012), which can be considered as activities ranging from gaining unauthorized access to systems or data (Cresswell, 2010) to manipulating technology for unorthodox means (Turkle, 1984). Hacktivists therefore use the same tools and techniques as hackers, but do so in order to bring attention to larger, political or social goals (Milone, 2002). The term *activism* comprises actions taken to promote change



Topic / Issue



Problem



Outline



Definition

Structure: Main Body

- Contains your **discussion of sources** which lead to the gap
 - ‘Bloggs argues...’ ‘Jones highlights...’
- Organised by **headings and subheadings** informed by your readings
- Your paper begins to take shape as you **organise** the information under each heading
- Move from a general, wider view of the literature being reviewed to the **specific focus** of your research

Structure: Main Body

- **Chronological method**: order your sources by publication chronology - only if the order demonstrates a more important trend
- **Thematic review**: reviews of literature are organized around a topic or issue. Progression of time may also be an important factor
- **Methodological approach**: focuses on the “methods” of the researcher or writer
- A **combination** approach?

Paragraphs

- Write in full sentences that **flow and link**
- These should be **grouped together** in paragraphs
- Paragraphs give your writing structure
 - They cover **one main** idea
 - They are **several sentences** long
 - They are formatted **consistently**
 - They have an **internal structure** of an introduction, main body and conclusion (i.e., opening topic sentence, supporting sentences, concluding sentence)

Signposted

- Difference between **your arguments and examples** given
- Links between **sentences** to do with same point
- Links between **paragraphs** in same section of essay
- How sections **lead to a conclusion** or answer
- Enables that paragraphs or sentence are not independent arguments – helps create an “**overall picture**”

Signposted

- **To add more ideas:** again, furthermore, in addition, moreover
- **To compare or contrast ideas:** alternatively, contrastingly, conversely, whereas
- **To prove something:** evidently, for this reason, because, inevitably
- **To show exceptions:** however, nevertheless, yet, in spite of
- **To repeat or refer back to something:** as has been mentioned/noted.../ as previously discussed
- **To show that you will include something later:** this will be discussed in detail later
- **To emphasise something:** definitely, obviously, inevitably, undeniably
- **To give an example:** for instance, in this case, in particular, notably
- **To show the order of things:** previously, following this, initially, subsequently, finally
- **To conclude:** to summarise, in conclusion, consequently, as has been shown

Social Psychological Perspectives on Online Collective Action

According to Drury (2002), collective action is the site of construction of new discourses, identities, and social relations. Collective action itself is defined as any action that is directed at improving a state of disadvantage of a group as a whole (Wright, Taylor, & Moghaddam, 1990). It can be performed by collectives and/or individuals, acting in representation of an ingroup or outgroup (Van Zomeren & Iyer, 2009). When referring to online collective action these actions are conducted through information and communication technologies (ICT) such as the internet (Postmes, 2007). Van Laer (2010) identified that the internet (a) facilitates and supports traditional offline collective action, and (b) creates new modes of online collective action, such as hacktivism.

One of the assumptions of the social identity model of deindividuation effects (SIDE) (Postmes, Spears, & Lea, 1998; Postmes & Brunsting, 2002) is that anonymity online is utilised to resist more powerful majority groups. Hence, there is an ability to express social identities by reducing the accountability of users due to the anonymity. This enables members of less powerful groups to express views for which they might otherwise be punished. These groups may benefit from the liberty offered by the medium (Postmes & Brunsting, 2002). Therefore, mobilisation of traditionally excluded or underrepresented groups and individuals is enhanced through online collective action, such as hacktivism (Janssen & Bodemer, 2013). However, literature is inconsistent on this empowering aspect of online collective action (Dahlgren, 2005). Not only is the alleged anonymity online in doubt (Kucukyilmaz, Cambazoglu, Aykanat, & Can, 2008), but Kahn & Kellner (2004) also critically reason that these new forms of online collective action involve new modes of fetishism and domination.

Due to these inconsistencies, Van Laer (2007) argues that the internet does have empowerment potential, but with regard to existing inequalities within society. This is applicable for hacktivism, as it implies elitism in the sense that not everyone has the technical skills to conduct this form of activism. Moreover, Van Laer's (2007) argument seems reasonable from a gender perspective, considering that females express significantly more cautious opinions than males towards technology, and studies on computer anxiety and computer self efficacy reveal a gender gap to the disadvantage of women (Durdell & Haag, 2002; McIlroy, Bunting, Tierney, & Gordon, 2001; Todman & Day, 2006). It is therefore that the male-only stereotype needs specific investigation.

Social Psychological Perspectives on Stereotypes

The process of stereotyping is the heuristic encoding, storage, retrieval, and processing of information to make sense of one's social world (Berkowitz & Devine, 1995; Tversky & Kahneman, 1973). It is the social categorisation or classification of people into groups based on common prototypical attributes through cognitive association. Brown (2010) defines a stereotype therefore as a perception of a characteristic that most members of a category share. Differences amongst outgroup members are blurred and a perceived entitativity is given. This



Headings



Paragraphs



Introductory
Sentences



Refers back

Top Tip! Find a Model Review.

- Look for other literature reviews **in your area** of interest/ your discipline
- Read them to get a sense of the **types of themes you might want to look for** in your own research or ways to organize your final review
- To do this: simply put the word “**review**” in your search engine along with your other topic terms to find articles of this type on the Internet or in an electronic database

Structure: Conclusion

- identify significant **flaws or gaps** in existing knowledge
- summarise the important analysis of the **existing body of literature** to evaluate it (avoid direct reference to authors)
- state your **argument/research question**
- **link your research** to this existing knowledge

HACKTIVISM AND STEREOTYPES

7

women. Similarly, Gilboa (1996) identifies a gender gap, while Keller (1991) goes even so far speaking about machismo in the hacker community. It is therefore not surprising that Thomas (2003) refers to “hacking as a boy culture” (p. xvi, Introduction), and this idea is, due to the close linking of these two communities, according to Taylor (2005), transferable to the hacktivist scene.

The Present Research

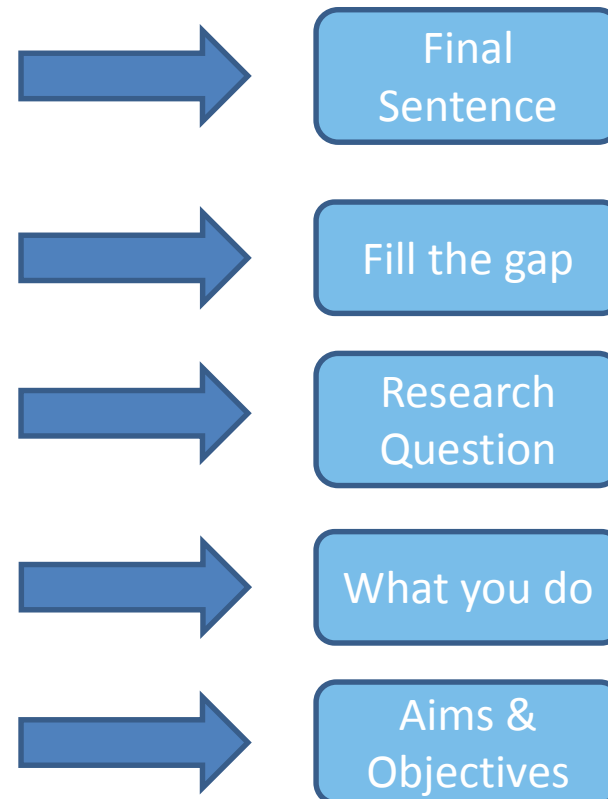
The present research fills the gaps in the methodologically loose literature on hacktivism and expands it, as it is currently limited to technical and legal aspects of hacktivism (Eriksson & Giacomello, 2006; Kelsey, 2008). It provides the first discourse analysis on this community and builds on existing research on gender stereotypes and gender imbalances in technology. The study looks at the discursive construction of this stereotype through language, as discourses play an important role in the maintenance, application, and change of stereotypical perceptions. Hence, drawing on the public male-only stereotype, the guiding research question is: What characterises the discourse of politically motivated hackers in regard to gender?

Building on the SIA (Reicher et al., 2010), the discourse of politically motivated hackers as part of their own perception and self-categorisation as hacktivists is analysed. A social psychological perspective is adapted to analyse how male and female hacktivists approach this stereotype in their talk and sense-making. Especially the self-categorisation of females towards the social and political hacktivist-identity, despite its male-only stereotype, is going to be evaluated. Based on this theoretical underpinning and the social psychological research on online collective action and stereotypes, the research aims to demonstrate (a) that societal gender stereotypes about hacktivists are existent within the community, (b) how hacktivists relate to this dominant representation, and (c) whether societal stereotypes about the male-only perception of hacktivists affect their own talk and sense-making.

Method

Participants and Sampling

A gender-equal, self-selected sample of $N = 10$ hacktivists ($n = 5$ females, $n = 5$ males), all of whom self-identified as hacktivists, were interviewed. The researcher enlisted participants through a recruitment email that was sent to (a) IT-related mailing lists known by the researcher, (b) Web 2.0 presence of hacktivists and hacktivist collectives, and (c) personal



Activity

- Fill in the **bullet points**
 - Which issues have to be mentioned when and why (i.e., order)?

LDS Postgraduate Taught Dissertation Writing Series: Literature Review

INTRODUCTION:

- 1. Problem / key issue which justifies your research**

- 2. Background information i.e., historical, political, cultural or scholarly & terminology**

Write, revise, write, revise

- Is it telling the right story in a **logical way**?
- Use evidence: your interpretation of the available sources must be **backed up with evidence** to show that what you are saying is valid
- Summarize and synthesize your sources: select only the **most important points** in each source to highlight in the review

Write, revise, write, revise

- **Use quotes sparingly** - the survey nature of the literature review does not allow for in-depth discussion or detailed quotes from the text.
- Some short quotations can be used to **emphasize** a point, or if it cannot be rewritten
- Use caution when paraphrasing: be sure to **represent the author's information** or opinions **accurately** and in your own words

Write, revise, write, revise

- Keep your **own voice**: weave references to other sources into text, but maintain own voice
- However: Your main objective is to **present the material**, not the argument
- Spend time **revising** the review
- Rewrite or rework the **language** of your review to make it as **concise** as possible
- Use **terminology** familiar to your audience; get rid of unnecessary jargon or slang

Academic Writing Style: General

- Formal
- Clear
- Impersonal
- Cautious
- Objective
- Concise
- Confident
- Follows conventions e.g. avoids contractions
- Employs specialist vocabulary
- Structured
- Uses continuous prose with paragraphs
- Signposted
- Edited and proof read
- Critical writing style
- Referenced

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- **Referenced**

Writing Style: Considerations

- **Academic:** Neutral, specific, objective, impersonal, generic, formal, no contractions i.e., is not / isn't,
- **Non-Discriminatory:** Think before you write
- **Non-Sexist:** Gender-neutral language
- **Coherence:** flow, link, signpost, clearly and concisely
- **Cite:** Reference and Paraphrase
- **Footnotes:** Use when appropriate

Tip! Read papers in your research area and adopt their writing style!

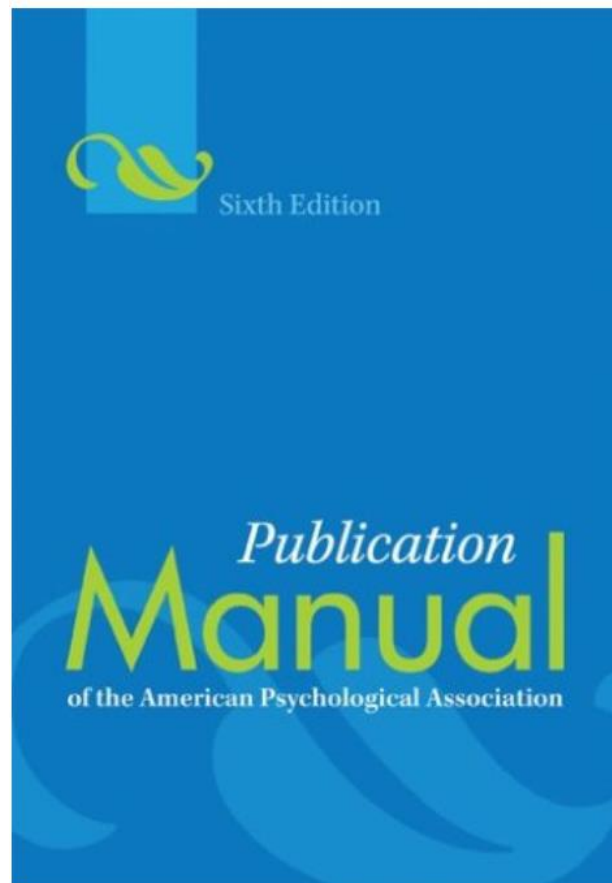
Learning

Development

Service



Writing Style “Bible”





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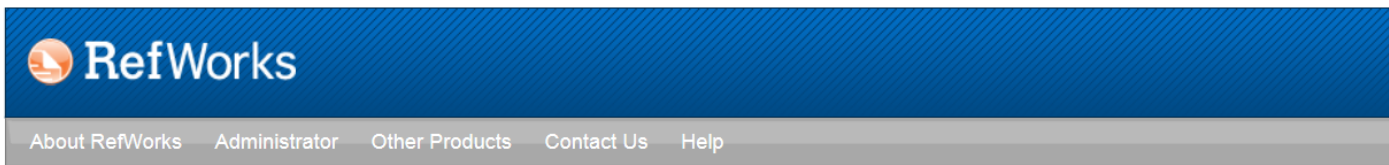
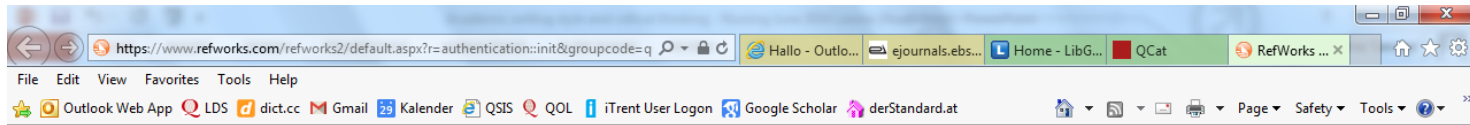
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