

MODULE 3

HOW TO REVIEW/ASSESS LITERATURE

Introduction to reviewing literature

A literature review provides a comprehensive summary of previously published materials relevant to a particular topic. It involves examining books, journal articles, and other scholarly sources related to the subject matter, organising them by theme, and critically assessing their relevance to your own research. This evaluation helps in identifying connections, contradictions, and areas of research (gaps) that have not been adequately explored within the literature you have reviewed.

Purpose of a literature review

The main aims of conducting a literature review are:

- to develop a thorough understanding of the current research and debates relevant to a specific topic or area of study;
- to provide a critical written assessment of the existing state of research on a selected topic;
- to identify the gaps in the literature where your own arguments and discussions can be incorporated.

Module Aims

In this module, we will cover:

- collecting relevant articles and books;
- techniques for efficient skim reading;
- organising your resources by themes;
- understanding the distinction between reviewing the literature and conducting a literature review;
- exploring the objectives and significance of a literature review;

- determining where to begin the review process;
- step-by-step guidelines for conducting a literature review;
- writing up your literature review effectively;
- proper referencing and citation practices.

By the end of this module, you will be able to **identify key concepts and terms** crucial for addressing specific topics or research questions. Additionally, you will gain proficiency in **selecting relevant databases and resources**, ensuring comprehensive coverage of the literature. Through the module, you will learn how to conduct a thorough **survey of the literature**, employing critical thinking skills **to evaluate and critique the existing research**. This module caters to individuals at the undergraduate, postgraduate, and academic levels.

Steps to follow

Your very first literature review can be overwhelming and that's normal. So, in approaching it, it's best to follow the steps below to keep you on track, organised and stress-free.

- Choose a specified topic;
- Gather relevant resources (peer-reviewed books and articles);
- Read or skim through your resources;
- Group your resources into themes;
- Evaluate your information;
- Write up your literature review,
- Reference.

Where to start?

The best place to start with your literature review is with your topic. Your lecturers, tutors and librarians are extremely valuable resources that can help make your literature review journey much easier. So, set up an appointment with one or all of them to really critique your topic; gathering and analysing different opinions is the core of a literature review, after all.

After you have settled on your topic, you'll find that you're already in the middle of the next step, i.e., reading articles and books that are relevant to your topic. How else will you know about the discussion surrounding your topic if you don't read about it? Reading, reading and more reading is the key to a successful literature review. But! Keep your reading relevant.



A Note on “Bias”: When engaged in any sort of academic writing or research, it is very important to be aware of bias and how it can affect your output. We can understand bias as favouring or opposing an idea, often because of one's own beliefs or opinions on a subject (Cambridge Dictionary, n.d.). While this sounds inherently bad, bias can be either positive or negative. The problem with bias is that it can impact the fairness of an argument. This is why, when arguing, you should always be aware of your own biases. In academia, it's completely correct to talk about one's “position” on a matter, but when you start making conclusions based on that position, regardless of what your collected research says, then your work is very likely to be accused of being biased. So be careful!

Gathering relevant articles and books

The best place to start your search for resources is an online catalogue. In this case, we'll be using [WorldCat](#), as an example. Worldcat is an international catalogue that brings thousands of library catalogues together, so that you can easily search through them from one place. It's a wonderful tool that can be used to gather information using general terms, as opposed to journal databases which focus on specific terms within articles. This doesn't mean that journal databases should be avoided. In fact, it's encouraged that you also make use of databases in your resource search. However, if you're still getting comfortable with your topic, WorldCat is suggested as your starting

point before moving onto more specified journals or databases. Best of all, it's freely accessible from anywhere!

Learning outcomes

- You will be empowered to seek and evaluate information resources to respond to a research question.
- You will develop foundational understanding of information gathering and will improve your research competencies.

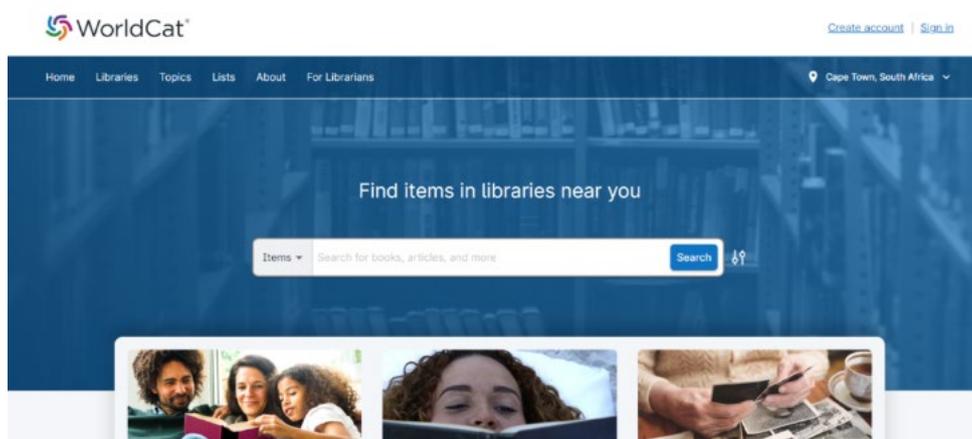


Figure 3.1: WorldCat website

However, regardless of specificity, when doing a search on any platform, you should always make use of keywords. Keywords help to refine a search. Finding alternative words or synonyms for your keywords will refine your search even more. So, let's look at a quick example.

You're engaged with the following topic:

The ethical implications of using AI for scientific research.

In reading this topic we can say that “ethical”, “AI” and “scientific research” would be important keywords (or in this case key phrases), because they sum up the general focus of the topic. A synonym or alternative phrase for “AI” could be “Artificial Intelligence”, and synonyms for “scientific research” could be “scientific investigation”

or “scientific study”. It’s difficult to find a perfect synonym for “ethical”, but we can shorten it to “ethics”. A quick Google search or a good dictionary/thesaurus can provide you with an ocean of synonyms. However, it’s how you put them all together which makes the biggest difference to your search results.

For more information on how to use keywords to maximise your search strategies, check out the module on information gathering.



Tips for Skim Reading:

Skimming is a selective method of reading in which you focus on the main ideas of a text (The Learning Center, University of North Carolina at Chapel Hill, n.d.). This is done by skipping or avoiding reading text that is too detailed. It’s about understanding the author’s main messages rather than the finer details. Many texts have different elements which can be skimmed such as abstracts, table of contents, blurbs, the first and last sentences, or summaries, etc. Skimming some of these elements allows one to get a general overview of the material or the text’s main ideas, arguments, evidence and conclusions.

Some techniques for Skim Reading

1. Titles, subtitles and headings

Skimming through a good title will inform you about the contents of the text. Subtitles provide more information or explanation about the text’s main points. Headings and subheadings contain brief descriptions of the content.

2. Table of contents, chapter overviews

By reading the table of contents you can learn about the main divisions of the ideas or how the ideas are presented. A chapter overview and summaries will also save you time because they give an overview or a summary of the key points.

3. Introductory paragraphs, general paragraphs and conclusions

Read the entire introductory paragraph to gather background information, and the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence to find the main idea. Conclusions present the main ideas and arguments, pulling everything together to help clarify the thesis of the paper.

4. Visual aids: pictures, graphs and charts

Visual aids such as pictures, graphs and charts are very useful in skimming. They summarise and present information visually, making it easier to understand or follow.

5. Keywords, bold face or italicised words

There are many other ways in which you can skim read. Sentences with keywords in boldface or italics should be read rapidly. When you believe you have discovered anything significant, pause and carefully examine the sentence to make sure. Repeat the process, making sure to read only the most crucial information. Make quick notes to highlight the main points and objectives.

Group your resources by theme

After gathering your resources and skimming through them, you may notice patterns or themes developing. For example, a select few articles may express a certain opinion, while others may oppose this opinion. Some articles may touch on both these views, finding a middle ground, while other articles may present entirely different views altogether.

For instance, let's consider our example topic of:

*The **ethical** implications of using **AI** for **scientific research**.*



[Guidance for researchers and peer-reviewers on the ethical use of Large Language Models \(LLMs\) in scientific research workflows](#)

Author: [Ryan Watkins](#)

Summary: Abstract: For researchers interested in exploring the exciting applications of Large Language Models (LLMs) in their scientific investigations, there is currently limited guidance and few norms for them to consult. Similarly, those providing peer-reviews on research articles where LLMs were used are without conventions or standards to apply or guidelines to follow. This situation is understandable given the rapid and recent development of LLMs that are capable of valuable contributions to research workflows (such as OpenAI's ChatGPT). Nevertheless, now is the time to begin the development of norms, conventions, and standards that can be applied by researchers and peer-reviewers. By applying the principles of Artificial Intelligence (AI) ethics, we can better ensure that the use of LLMs in scientific research aligns with ethical principles and best practices. This editorial hopes to inspire further dialogue and research in this crucial area of scientific investigation

[Show less ^](#)

 **Article**, 2023

Publication: AI and Ethics, 20230516, 1

Publisher: 2023

Figure 3.2: A quick search on WorldCat brings up an article about the ethical use of Large Language Models (LLMs)



[Ethically governing artificial intelligence in the field of scientific research and innovation](#)

Author: [Elsa González-Esteban y Patrici Calvo](#)

Summary: Artificial Intelligence (AI) has become a double-edged sword for scientific research. While, on one hand, the incredible potential of AI and the different techniques and technologies for using it make it a product coveted by all scientific research centres and organisations and science funding agencies. On the other, the highly negative impacts that its irresponsible and self-interested use is causing, or could cause, make it a controversial tool, attracting strong criticism from those involved in the different sectors of research. This study aims to delve into the current and virtual uses of AI in scientific research and innovation in order to provide guidelines for developing and implementing a governance system to promote ethical and responsible research and innovation in the field of AI

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 **Article**

Publication: Heliyon, 8, February 2022

Figure 3.3: an article that aims to create guidelines for ethical AI use



Figure 3.4: An article about using AI tools to combat fraudulent research by detecting AI-generated text

From this search, you might notice that the ethics of using AI in research is talked about quite a lot, but many articles talk about different things. From guidelines to the ethical use of AI-tools, we can see that it is a natural thing for us to categorise for the purpose of creating order, even if certain things don't fit neatly into a category.

In essence, categorising by theme allows you to create order amongst your resources by finding the similarities and grouping these together. This is a lot less scary than a large group of resources all jumbled together and will help you to keep track of your own thoughts while, also, easily identifying gaps in the literature that will be of crucial importance to the arguments you make in your write-up.

What is an argument?

In simple terms, an argument is when you say something and have a reason for it. It becomes an argument because you give at least one reason to support what you're saying. The reasons you give are called premises. In academia, an argument can be considered to be a discussion that aims to support a statement. This could either be in terms of validating or falsifying said statement, but ultimately, all arguments contain statements which provide reasoning for whatever stance you've chosen to take. It's always better that this reasoning be backed up with factual evidence, either from your

own investigation or done by others (which you should definitely reference!). Ultimately, good academic writing requires a clear, concise and consistent argument to be carried throughout your research paper.

Reviewing the literature vs literature review

An academic argument can be said to clearly follow the pattern of thesis + antithesis = synthesis, also known as Hegel's Dialectic. To explain this further, an argument (thesis) is made, a counterargument (antithesis) is further proposed, and, lastly, the resolution between both argument and counterargument is arrived at (synthesis). This could lead to another counterargument and then another resolution, and so on (D'Angelo, n.d.). But, if you can clearly show this pattern at work in your piece of academic writing, and, above all, if you can suggest a new synthesis of two opposing views, or demolish one of the opposing views, then you are almost certainly on the right track!

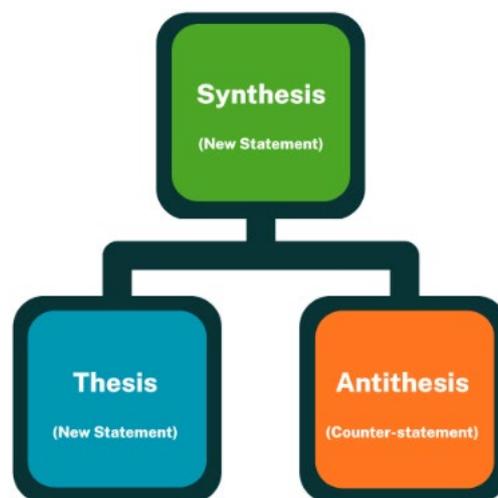


Figure 3.5: Diagram explaining Hegel's dialectic

Both essays and literature reviews are structured according to the very same pattern, and, for this reason, it can be a little difficult to see the difference between the two. However, if you keep in mind the main purpose of each of these, then the difference can be easily seen. In an essay, the main purpose is to prove an argument using knowledge that is relevant to said argument. Very often, not all the knowledge on a

topic is made use of. The opposite is true for a literature review, which focuses more on gathering and critically analysing all the available knowledge on a topic.

For both pieces of academic writing, you will need to consult and critically review different items/sources of literature. While 'literature reviews' function on their own as a piece of writing, reviewing and evaluating the information found in literature form a large part of it.

Evaluating your information

Before you begin writing your literature review, you need to evaluate the quality of the information provided by your information sources. This can be done by using evaluation criteria which include, purpose and intended audience, authority and credibility, accuracy and reliability, currency and timeliness, and objectivity or bias. Understanding each criterion makes it easier to evaluate any information source.

Criteria for evaluating information

1. Purpose and intended audience

Academic writing or any form of writing is always purposeful. The purpose of a book, journal or newspaper article is to provide information. Authors write with the intent of capturing a particular audience such as academic researchers, public, students, etc.

2. Authority and credibility

It is important to know who the author of your information source is, and this can be either an individual or an organisation. Authors' qualifications, experience, educational background, and expertise are critical for establishing authority and the credibility of their work. For any published work such as books or journals, always check the source's publisher or establish whether it is a peer reviewed journal.

3. Accuracy and reliability

The accuracy and reliability of your source can be determined by looking at whether the information is well researched. You can do this by checking to see if there are any references, citations or bibliography which serve as a source of evidence in supporting the claims of your information source.

4. Currency and timeliness

Always check the publication date of your information source (books and articles). This also enables you to establish whether the source is relevant for your information needs.

5. Objectivity or bias

To assess whether a source is objective or biased ask yourself if it offers facts or opinions, or whether the information is advocating for a specific social/political/religious agenda.

Evaluating online sources

The best approach to evaluating any internet source is by using a popular process known as TRAAP or CRAAP. **TRAAP** stands for **T**imeframe, **R**elevance, **A**uthority **A**ccuracy, and **P**urpose. These are the aspects that help you decide on the quality of your online source. The **CRAAP** acronym (yes, we know how it sounds) also addresses the **C**urrency, **R**elevance, **A**uthority, **A**ccuracy, and **P**urpose of your source to check for its credibility. You can do the analysis by asking yourself a set of questions that are related to or covered by each term. But before we get to that, let's cover what each term means.

Currency or timeliness

Let's look at timeliness or currency and why it's important. Remember, information changes or develops at a fast rate, so you need to check how up to date or current your content is. For example, checking the copyright of a website or when it was last updated.

Relevance

Information is valuable when it has relevance, so ask yourself if it answers your questions or your topic. Also, depending on the online source, always consider if the level of information is basic or advanced to address your need.

Authority

Online sources must be authoritative to be credible for academic writing. Always check if they are written or published by academics or authors that are experts in their fields. That can be established by knowing or checking the authors' details on the online source.

Accuracy

Accuracy deals with the truthfulness, correctness, reliability, and quality of the information. As a reader, you can determine this by interrogating the source to establish where the information comes from, and whether it is supported by any form of evidence.

Purpose

Purpose means figuring out why the information exists. An online source can be reviewed to establish whether the author's aim is to educate or serve other purposes. In an instance whereby you have visited a website, you can check the "About" page, which will help you identify its purpose.

TRAAP/CRAAP analysis timeframe/currency (Is it timely for your needs?)	When was the information published or posted? Has the information been revised or updated? Does your topic require current information, or will older sources work as well? If you are examining a website or online source, are the links functional?
Relevance (How relevant is it?)	How is the information useful to you? How well does it relate to your topic or answer your research question? What details are provided that specifically address and answer your research question or thesis?

<p>Authority (Source of information)</p>	<p>Who is the author, editor, publisher?</p> <p>Is the author or editor an authority on the subject? How do you know? What are their credentials (such as education) or other basis of their expertise?</p> <p>Is the author/editor affiliated with a well-known organisation, university, or government agency?</p> <p>For original research, is it published in a peer-reviewed journal?</p> <p>For a web page, is it hosted by a reputable organisation, or is it someone's personal web page</p>
<p>Accuracy</p>	<p>Is the information logical, well-organised, and supported by evidence?</p> <p>Is it a research study or other original source? Are research studies, expert(s) and/or original sources discussed within the body of the work? Are references cited?</p> <p>Has it been edited or peer-reviewed?</p> <p>Can the information provided be verified in other sources?</p> <p>Are there spelling errors, grammatical errors, or other problems that indicate a lack of quality control? What is the context? Does it make sense? Is it complete?</p>
<p>Purpose (Reason information exists)</p>	<p>Is it to inform or educate a group of people?</p> <p>Who is the audience? Is it written for students, consumers, professionals or children?</p> <p>Does it try to persuade the reader to a particular point of view?</p> <p>Is it selling something?</p> <p>Is it purely for entertainment?</p> <p>Do the authors make their intention(s)/purpose clear?</p> <p><i>Is it biased?</i></p>

Is the information factual? Does the point of view appear objective and impartial? Is it an opinion? Propaganda? Is inflammatory language used?

(University of North Carolina at Chapel Hill, 2025)

The Write-Up

When engaged with the write-up of your literature review, it is always important to keep an eye out for the gaps in literature. 'Gaps' refer to areas where there is insufficient information surrounding a particular aspect of a topic. These can point to areas where little to no research has been done. Identifying gaps in the literature suggests spaces where your own research could possibly fit in and, in this way, can justify your own research.

Thinking critically can be demonstrated through following a series of steps when you write up your paragraph/s:

Step 1. Describe the evidence: What are your information sources telling you?

Step 2. Identify the limitations or gaps? What limitations have the various authors identified? Does other research assist in filling in the gaps?

Step 3. Highlight alternatives: Does other research indicate contradictory findings? Have views changed over time?

Step 4. Synthesise the information sources to show your interpretation: Can you summarise your position based on the process you have followed above? What does this mean for your argument or hypothesis?

Ultimately, through your literature review, your aim is to take your reader on a journey (from thesis through antithesis to synthesis). In identifying gaps in the literature, you indicate what has been explored, what has yet to be explored, and what is soon to be explored. This creates a well-structured road map for the journey you're meant to take your reader on.

What is academic writing?

Academic writing is very different from creative or other forms of writing. Academic writing should always be backed up by evidence. At the same time, it should be both concise and focused, so that the reader can easily follow and understand it. The tone should generally be formal, but not too formal to make it complex. At the very least, long sentences and complicated vocabulary should be avoided as far as possible. See more from [UCT's Writing Centre](#).

Characteristics of academic writing

Academic writing is:

- **Planned and focused:** Answers the question and shows that you understand the topic.
- **Structured:** Puts information in order, so it makes sense and connects similar ideas.
- **Supported by evidence:** Shows you know about the topic, proves your points with facts, and mentions where you got the information.
- **Formal in tone and style:** Uses the right words and writing style, making sure it's easy to understand, short, and fair.

Qualities of good writing

Good quality writing follows the four Cs:

- Content
- Coherence
- Cohesion
- Clarity

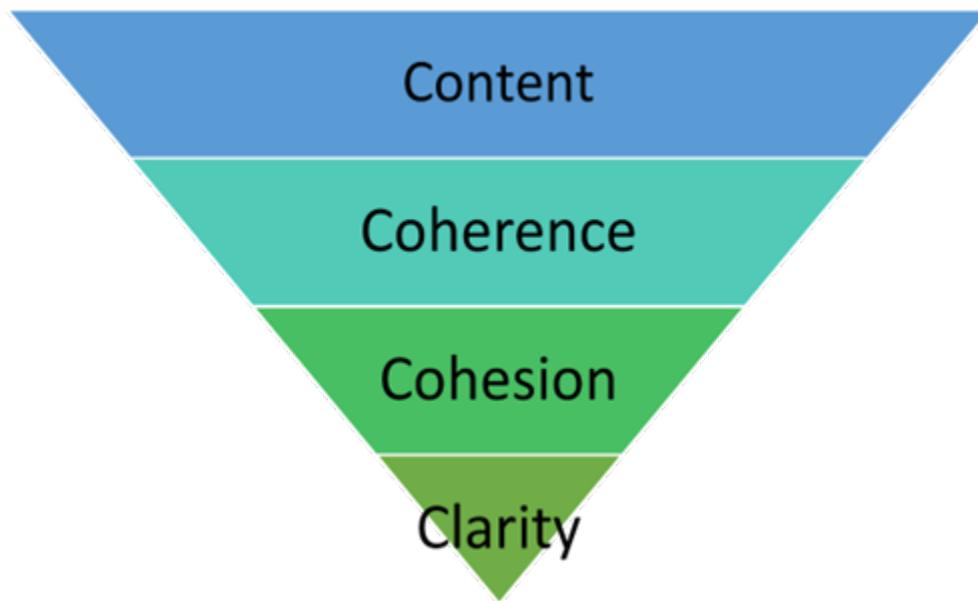


Figure 3.6: The four C's (adapted from UCT Writing Centre n.d.)

Content refers to the relevance of the topic, your argument, and consulting relevant sources.

Coherence refers to arranging your ideas in a clear, logical structure, which transitions naturally between paragraphs.

Cohesion holds your ideas together.

Clarity comes from good grammar and spelling, and concise writing.

Structure of academic writing

Academic writing usually follows a similar structure and has three main components: an introduction, a body, and a conclusion.

A good **introduction** should provide an outline for your essay. You should introduce the problem or question you are attempting to address and explain how you plan to answer it.

The **body** of the text is where you discuss the ideas you introduced in your introduction. You expand upon your ideas and substantiate them with the information you have gathered through your reading by citing the works (this is the main way we avoid plagiarism).

The **conclusion** revisits the purpose of the essay, as outlined in the introduction. The conclusion should summarise the main points you made throughout the body of your essay. Try not to use the same wording as used in the body of the essay.

Writing a good introduction

A good introduction should establish the purpose of the research paper and provide context to your reader. The introduction should also provide a road map of the research paper. Your introduction should also include a **thesis statement**. A thesis statement is the main argument of your research paper. It states how the research question will be answered. You will then use the rest of your paper to provide evidence towards this particular point of view.

Constructing the body of the text

The body of your research paper is where you will find evidence to support your argument. This will allow you to expand upon the ideas introduced in your introduction. You will also start adding more citations to enhance and validate your statements. Ensure that each paragraph starts with a **topic sentence**. The topic sentence identifies the main idea of the paragraph as it relates to or provides evidence of your thesis statement in the introduction.

The following **supporting sentences** should provide specific details, examples, or evidence to support the main idea of the paragraph.

Critical Writing

Critical writing means looking at information from different angles to understand a problem or topic better (University of Technology Sydney, n.d.). It involves connecting ideas logically and sharing your own thoughts based on the evidence you've reviewed (University of Technology Sydney, n.d.).

How is critical writing different from descriptive writing?

Descriptive Writing	Critical Writing
Tells what happened	Points out why it's important
Describes a situation	Questions why things happened and explores different reasons
Presents a theory or argument	Judges the evidence for and against the theory or argument
Lists different ideas or perspectives from experts	Shows how ideas are related and connected to the topic
Offers choices	Weighs the options and explains which one is better and why
Helps readers understand the topic	Gives the writer's viewpoint and encourages readers to think more deeply about their own views

(University of Technology Sydney, n.d.).

Writing a conclusion

The conclusion revisits your thesis statement and the purpose of the research paper. The conclusion should synthesise the major points of the research paper. Remember to make reasonable final claims which are in keeping with the evidence provided throughout the research paper.

Referencing and citation

The write-up process allows you to quote, paraphrase and summarise ideas that belong to someone else. Referencing and in-text citation gives credit or acknowledges the contribution of those whose ideas you have incorporated into your work. It is also

a way of providing evidence to support your assertions or claims and avoiding plagiarism. For more information about referencing, check out the module on referencing and plagiarism

Conclusion

In conclusion, reviewing and assessing literature is about carefully looking at what's been written before on a topic. It helps us understand what's already known and what still needs exploring. Starting with a clear topic and gathering relevant books and articles is key. Skimming through them quickly and organising them by themes helps us see the big picture.

It's important to know the difference between just reviewing what's out there and actually putting together a literature review. The first is about checking out existing research, while the second is about bringing it all together into a clear story.

As we go through this process, we need to watch out for biases and make sure we're looking at reliable sources. When we write up our findings, we need to be clear and back up our points with evidence. And don't forget to give credit to the authors whose ideas we're using.

Overall, reviewing literature is a way to learn from what others have done and to contribute something new to the conversation. With practice and care, anyone can do it well and add to the knowledge in their field.

Quiz questions:

1. Multiple Choice: How can bias affect academic writing?

- a. Bias ensures objectivity in arguments.
- b. Bias allows for diverse perspectives to be included in research.
- c. Bias can impact the fairness of an argument by favouring or opposing an idea.
- d. Bias has no effect on academic writing.

Correct answer: c) Bias can impact the fairness of an argument by favouring or opposing an idea.

Explanation: Bias can lead to unfairness in arguments by favouring or opposing certain ideas based on personal beliefs or opinions.

2. Multiple Choice: What is the purpose of referencing and citation in academic writing?

- a. To plagiarise the work of others.
- b. To acknowledge the contribution of other authors and avoid plagiarism.
- c. To increase the word count of the document.
- d. To confuse readers with unnecessary citations.

Correct answer: b) To acknowledge the contribution of other authors and avoid plagiarism.

Explanation: Referencing and citation are essential in academic writing to give credit to the original authors and avoid plagiarism.

3. True or False:

The main purpose of a literature review is to prove a specific argument using existing knowledge.

Correct answer: False.

Explanation: While literature reviews do involve presenting existing knowledge, their main purpose is to provide a comprehensive summary and critical assessment of the current state of research on a selected topic.

4. True or False:

Skimming through texts involves reading every word in detail to ensure a thorough understanding.

Correct answer: False.

Explanation: Skimming involves selectively reading to grasp the main ideas of a text without delving into every detail.

5. Multiple Choice: What role do keywords play in information gathering and literature review?

- a. Keywords are irrelevant in academic research.
- b. Keywords help in refining search strategies and maximising search results.
- c. Keywords are used to confuse readers.
- d. Keywords are only necessary for literature reviews, not for other types of research.

Correct answer: b) Keywords help in refining search strategies and maximising search results.

Explanation: Keywords are essential in information gathering and literature review as they help in refining search strategies, identifying relevant sources, and maximising search results by focusing on specific terms related to the research topic.

6. What defines an argument in academic writing?

- a. A statement without any justification.
- b. A conclusion supported by at least one premise.
- c. A conclusion without any reasoning.
- d. A premise without any conclusion.

Correct answer: b) A conclusion supported by at least one premise.

Explanation: An argument in academic writing consists of a conclusion that is justified by at least one supporting premise. This distinguishes it from mere statements or opinions.

7. What does it mean to group resources by theme during the literature review process?

- a. To identify patterns and similarities among sources
- b. To create an annotated bibliography
- c. To organise resources based on publication date
- d. To write a summary of each text for reference?

Correct answer: a) To identify patterns and similarities among sources.

Explanation: Grouping resources by theme allows researchers to identify common patterns, similarities, and differences among sources, aiding in the organisation of literature and the identification of key themes.

8. Multiple Choice: What does the acronym TRAAP stand for in the context of evaluating online sources?

- a. Techniques for Researching Academic Articles and Publications.
- b. Timeliness, Relevance, Authority, Accuracy, Purpose.
- c. Tips for Reliable Accessing Academic Portals.
- d. Technical Recommendations for Academic Analytical Procedures.

Correct answer: b) Timeliness, Relevance, Authority, Accuracy, Purpose.

Explanation: TRAAP stands for Timeframe, Relevance, Authority, Accuracy, and Purpose, which are criteria used for evaluating the credibility of online sources.

9. True or False:

An argument in academic writing consists of a claim that is not supported by any reason or evidence.

Correct answer: False

Explanation: An argument in academic writing consists of a claim or conclusion that is supported by at least one reason or premise, backed up by evidence.

10. Multiple Choice: What is the primary purpose of conducting a literature review?

- a. To summarize personal opinions on a topic.
- b. To critically assess existing research on a specific topic.
- c. To provide a platform for sharing personal experiences.
- d. To advocate for a particular viewpoint.

Correct answer: b) To critically assess existing research on a specific topic.

Explanation: The main aim of conducting a literature review is to critically assess and summarise existing research and debates relevant to a specific topic.

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[resources/academic-skills/how-write-](https://www.uts.edu.au/current-students/support/helps/self-help-resources/academic-skills/how-write-critically#:~:text=What%20is%20critical%20writing%3F,evaluation%20of%20the%20available%20evidence)

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