

Academic reading and writing



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Agenda

1. What is an academic article?
2. What kind of sources can you typically use in academic texts?
3. How to read research articles (analytically and critically)?
4. How to write academic texts?
 - How to write a literature review?

What is an academic article?



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Academic journals and articles

- Academic journals are periodicals in which researchers publish articles on their work
- Academic articles go through a **blind peer-review**

Academic journals and articles

- Academic texts report recent, original research and/or develop new theory/knowledge
 - **Academic texts develop arguments**: the purpose is to argue for the correctness of the findings
 - **Academic texts require transparency**: own findings and reference have to be clearly identifiable, and all citations have to be marked
- Academic articles usually have similar kind of a structure regardless of the discipline

What kinds of sources can you use in academic writing?



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Must be used:

peer-reviewed academic articles

- Your references should be 80% from this category.
- Use ABS ranked journals: the higher the rank, the better

4*

Journal of Consumer Psychology
Journal of Consumer Research
Journal of Marketing
Journal of Marketing Research
Journal of the Academy of Marketing Science
Marketing Science

4

International Journal of Research in Marketing
Journal of Retailing

3

European Journal of Marketing
Industrial Marketing Management
International Marketing Review
Journal of Advertising
Journal of Advertising Research
Journal of Interactive Marketing (formerly JDM)
Journal of International Marketing
Journal of Public Policy and Marketing
Marketing Letters
Marketing Theory
Psychology and Marketing
Quantitative Marketing and Economics

2

Academy of Marketing Science Review
Advances in Consumer Research
Consumption, Markets and Culture
Electronic Markets
International Journal of Advertising
International Journal of Consumer Studies
International Journal of Market Research
International Journal of Retail and Distribution Management
Journal of Brand Management
Journal of Business and Industrial Marketing
Journal of Business-to-Business Marketing
Journal of Consumer Affairs
Journal of Consumer Behavior

May be used (be cautious!)

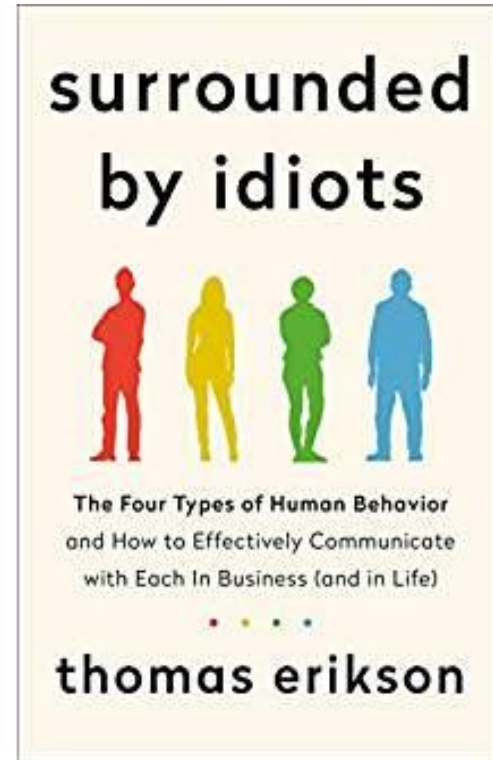
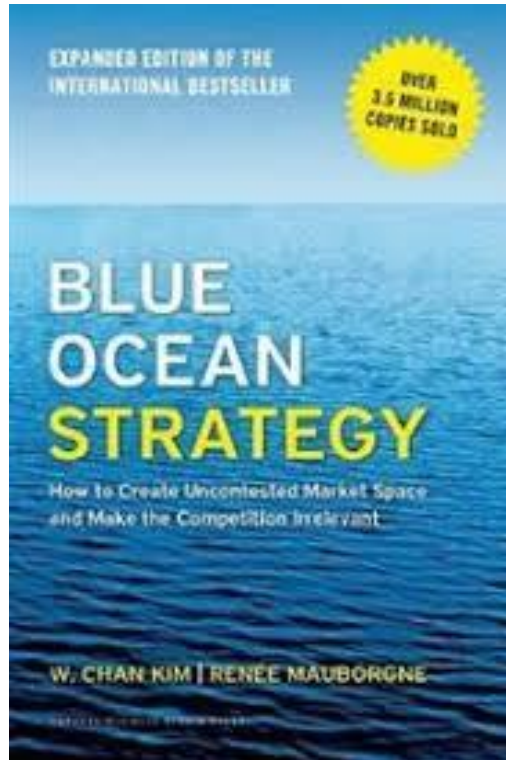
- Conference proceedings from academic conferences
- Academic books
 - typically written by academic researchers for a more general audience, published by academic publishing houses, such as Routledge, Sage, Harvard University Press. Often peer-reviewed, but not double-blind
- Statistics from reliable sources (such as Tilastokeskus)
 - these can be to argue why the topic is important. But always check who has published the statistic!
- White papers, resolutions etc., published by, for example, governments, The UN, advocacy groups, research institutions, think tanks etc.
 - But be careful – mind the politics!

May be used (be cautious!)

- High-quality dictionaries, encyclopedias or text books
 - (for example Oxford English Dictionary can be a good starting point, when you need to define something)
- Practitioner literature (e.g. Advertising Age)
- High-quality journalism, offline and online (e.g. NY Times, Economist)
 - especially when introducing a marketplace phenomenon and giving it background)
- Reports by large consultancy firms (McKinsey, PWC, Deloitte, Accenture)
 - numbers and statistics
 - good insights on consumer trends etc.

Should be avoided

- Consultancy books and popular psychology



Should be avoided

- Bachelor and Master's thesis, dissertations
 - when you're writing your thesis, you can browse through them for structure etc. You may also cite if really interesting original findings, but note that they have not been peer-reviews. Good for finding better sources!
- Random web pages
- Company-produced or sponsored material (can be used as data!)

How to read research articles?



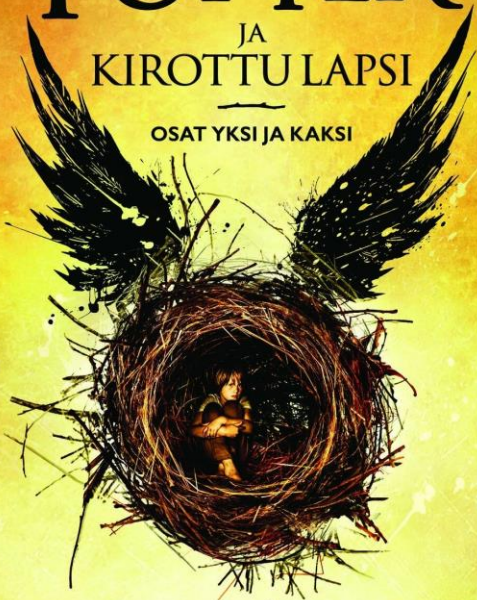
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VAIN HARJOITUSKÄYTTÖÖN

HARRY POTTER

JA
KIROTTU LAPSI

OSAT YKSI JA KAKSI



UUSI ALKUPERÄISTARINA

J.K. ROWLING

JOHN TIFFANY & JACK THORNE

UUSI NÄYTELMÄ **JACK THORNE**

TAMMI

How do you normally read
for pleasure (books or
journalism)?

Selling Pain to the Saturated Self

REBECCA SCOTT
JULIEN CAYLA
BERNARD COVA

How can we comprehend people who pay for an experience marketed as painful? On one hand, consumers spend billions of dollars every year to alleviate different kinds of pain. On the other hand, millions of individuals participate in extremely painful leisure pursuits. In trying to understand this conundrum, we ethnographically study a popular adventure challenge where participants subject themselves to electric shocks, fire, and freezing water. Through sensory intensification, pain brings the body into sharp focus, allowing individuals to rediscover their corporeality. In addition, painful extraordinary experiences operate as regenerative escapes from the self. By flooding the consciousness with gnawing unpleasantness, pain provides a temporary relief from the burdens of self-awareness. Finally, when leaving marks and wounds, pain helps consumers create the story of a fulfilled life. In a context of decreased physicality, market operators play a major role in selling pain to the saturated selves of knowledge workers, who use pain as a way to simultaneously escape reflexivity and craft their life narrative.

Keywords: extraordinary experience, pain, embodiment, ethnography, sociology of consumption, experiential consumption, knowledge work

Reading research is a more analytical, intensive process.

It is less about reading than it is about studying

You are looking for facts and ideas, not entertainment!

Typical structure of an academic article

- Academic articles generally contain the following sections:
 1. Abstract
 2. Introduction
 3. Literature review
 4. Methods and data
 5. Findings
 6. Discussion and/or conclusion
 7. References
1. How do you currently approach reading an academic article?
 2. Are there any difficulties / concerns?

How to read articles (1)

1. Screening the article (title, authors, key words etc.)

2. “Getting the punch line”

- Read the abstract slowly until it makes sense
- Read the introduction - authors will present the punch line of their research (question, approach, positioning, main findings)
- Skim the discussion. Read the first few paragraphs and the last few paragraphs. If it is short and/or easy to understand, read the whole thing
- Check the figures and tables.

How to read articles (1)

3. First reading

- Skim the abstract and the introduction once again
- Skim the methods section
- Read the results section
- Read the discussion

4. Increased understanding

- Write and mark down thoughts on the article
- Circle words you do not know or that you think are important
- Check important points elsewhere (if you don't understand them)
- Question things you do not understand or that do not appear to make sense.
- Jot down further ideas or questions.
- Read the references. Look up points that were not fully explained

How to read each section of an academic article

Abstract

- The summary of the journal article (almost all journal articles have an abstract)
- The abstract appears as a short paragraph at the start of the article, sometimes italicized or indented to set itself apart from the rest of the article.
- **What's important:** The abstract tells you the point of the article. Always read the abstract to make sure the article is suited toward your paper's topic.

g Pain to the Saturated Self

SCOTT
YLA
COVA

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billions of dollars every year on medication and health care for just this reason—to alleviate pain. The simultaneous appeal of pain-inducing consumer experiences is thus a confounding phenomenon. Obstacle races that induce intense physical pain and exhaustion are marketed as a challenge. On one hand, consumers seek medication to soothe their pain. On the other, many consumers are willing to pay for experiences that are marketed as intensely painful. How can we make sense of this paradox?

Although pain is a central facet of the human condition, it “remains understudied and under-theorized within the so-

Introduction

- The first section of the paper. Although not always labeled, it generally introduces the topic, the thesis, and tells readers why the research is important
- **What's important:** Look for the thesis; what's the author trying to prove or show? How do they intend to contribute to their field?
- **If you only read one section, it should be the introduction!**

Selling Pain to the Saturated Self

REBECCA SCOTT
JULIEN CAYLA
BERNARD COVA

How can we comprehend people who pay for an experience marketed as painful? On one hand, consumers spend billions of dollars every year to alleviate different kinds of pain. On the other hand, millions of individuals participate in extremely painful leisure pursuits. In trying to understand this conundrum, we ethnographically study a popular adventure challenge where participants subject themselves to electric shocks, fire, and freezing water. Through sensory intensification, pain brings the body into sharp focus, allowing individuals to rediscover their corporeality. In addition, painful extraordinary experiences operate as regenerative escapes from the self. By flooding the consciousness with gnawing unpleasantness, pain provides a temporary relief from the burdens of self-awareness. Finally, when leaving marks and wounds, pain helps consumers create the story of a fulfilled life. In a context of decreased physicality, market operators play a major role in selling pain to the saturated selves of knowledge workers, who use pain as a way to simultaneously escape reflexivity and craft their life narrative.

Keywords: extraordinary experience, pain, embodiment, ethnography, sociology of consumption, experiential consumption, knowledge work

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Eileen Fischer served as editor and Robert Kozinets served as associate editor for this article.

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Although pain is a central facet of the human condition, it “remains understudied and under-theorized within the social sciences” (Green 2011, 378), especially in consumer research. Consumer researchers have long acknowledged that consumers may seek physically and emotionally painful experiences (Hirschman and Holbrook 1982) but the topic of pain itself has rarely been addressed.

Our research puts forward a more comprehensive understanding of pain and its role in extraordinary experiences. We develop our insights from an ethnography of Tough Mudder, a particularly grueling adventure challenge involving a series of approximately 75 military-style obsta-

Literature review

- Reviews past research on the topic.
- Demonstrates to other researchers that the author is thoroughly acquainted with their topic & makes the case why this research is needed
- **What's important:**
 - If you're still searching for sources for your paper, a literature review can point you to other sources you can use.
 - It can also broadly educate you on this area of research.

THEORETICAL FOUNDATIONS

In building the theoretical foundations of our study, we draw from past consumer research on extraordinary experiences, as well as insights from a variety of disciplines on pain, to help us analyze and understand this puzzling phenomenon: why would consumers pay for experiences that are deliberately marketed as painful?

Extraordinary Experiences as Escapes

Extraordinary experiences such as river rafting (Arnould and Price 1993), skydiving (Celsi et al. 1993), climbing Everest (Tumbat and Belk 2011), surfing (Canniford and Shankar 2013), and participating in the Burning Man festival (Kozinets 2002) or the Mountain Man Rendez-Vous (Belk and Costa 1998) resemble Tough Mudder. Indeed, these adventures all allow individuals to free themselves from the tedium of the everyday by engaging in an event that is intense and temporally marked-out, which are the defining features of an extraordinary experience (Abrahams 1986). From this perspective, these various activities are escape attempts (Cohen and Taylor 1976) providing relief from the structural demands of institutional arrangements (Turner 1969).

Past scholarship has brought to light various features of contemporary life that individuals are eluding: the repetitive monotony of the “9 to 5 lifestyle” (Arnould, Price, and

or the nineteenth century could offer pur (2009).

As Tumbat attempts into the romantic than mountaineering wild, climbing alistic (Loewen

Extraordinary Csikszentmihai nological state erts people’s a focus to the ex ence flow, they time, freeing th and busyness o various studies culture all con as escape attem

However, b Shankar 2013; Rokka 2015), p the role of th Arnould and P body appears r “natural high” mony” (p. 39). how a skydiver

Methodology

- In this section, the author details how they will try to support (or disprove) their thesis.
- What's important: You should know how the writer obtained their information and explain that in your paper
 - Did they use a survey? What type of survey? Who did they survey?
 - Or did they do an experiment? What type of experiment? How did they get test subjects?
 - Or is it a qualitative paper? How was the data collected and analyzed? How were participants selected?

ETHNOGRAPHIC METHODS

After reviewing past research on pain, we identified a variety of methodological challenges. For instance, if pain is such a personal experience, and if the experience of pain is so difficult to communicate to others (Scarry 1985), how can we investigate and describe this experience? Moreover, what kind of representational strategy can we employ to problematize the body through discourse and beyond the mind/body dichotomy? Dualistic thinking has been so prevalent in shaping Western intellectual history that we still lack the words, concepts, and theoretical frameworks to conform to Merleau-Ponty's (1962) phenomenological project.

In order to deal with these methodological issues, we have used a wide range of ethnographic methods, which we detail below and in the following table. As we seek to develop an ethnography that attends to the "physical, material, psychological and emotional dimensions" of pain (Buckingham and Degen 2012, 337), we deploy various types of data collection, including: (1) participant observation; (2) the collection of visual materials; (3) in-depth interviews; and (4) netnography.

Participant Observation

Our lead researcher conducted the bulk of the ethnographic fieldwork, taking on three different roles to provide a comprehensive and detailed understanding of the Tough Mudder experience: as a spectator, a volunteer, and a Tough Mudder participant. As a spectator she was able to take ethnographic field notes detailing the chronology of the event, the interaction between participants and obstacles, and the sensory qualities of the experience itself

Methodology

- In many qualitative studies, researchers include a table of informants with background knowledge

→ Transparency

TABLE 1
PARTICIPANT PROFILES

Name	Age	Sex	Occupation	Tough Mudder event
Amber	27	F	Industry Analyst	Sydney, Australia, 2012
Anthony	27	M	Doctor of Medicine	Sydney, Australia, 2012
Barry	29	M	Senior Systems Engineer	Sydney, Australia, 2012
Brook	28	F	Registered Nurse	Sydney, Australia, 2012
Deena	37	F	Executive Assistant	Sydney, Australia, 2012
Dom	27	M	Personal Trainer	Sydney, Australia, 2012
Edward	30	M	Emergency Nurse Educator	Sydney, Australia, 2012
Eric	29	M	Senior Fire Engineer	Sydney, Australia, 2012
Gigi	26	F	Gym Manager	Sydney, Australia, 2013
Jacob	36	M	Personal Trainer	Sydney, Australia, 2013
Jess	31	F	Registered Nurse	Sydney, Australia, 2013
Kara	31	F	Emergency Clinical Nurse Consultant	Sydney, Australia, 2013
Kim	32	F	Social Media Strategist	Sydney, Australia, 2013
Lisa	25	F	TV Producer	Sydney, Australia, 2013
Marcus	30	M	Investment Manager	Sydney, Australia, 2012
Melissa	39	F	International Communications Manager	Sydney, Australia, 2012
Mike	24	M	Mechanical Engineer Student	Sydney, Australia, 2012
Nick	38	M	Associate Director	Sydney, Australia, 2013
Peter	23	M	Marketing Honors Student	Sydney, Australia, 2012
Phillip	33	M	Medical Services Advisor	Sydney, Australia, 2012
Reese	28	M	Electrician	Sydney, Australia, 2013
Robert	30	M	TV Producer and Editor	Sydney, Australia, 2012
Ruben	29	M	Project Chemist	Sydney, Australia, 2013
Sam	28	M	Human Resources Consultant	Sydney, Australia, 2013
Sebastian	28	M	Paramedic	Sydney, Australia, 2013
Stewart	33	M	Tough Mudder Master of Ceremonies	Sydney, Australia, 2013
Teresa	23	F	Student	Lake Las Vegas, USA, 2015
Tony	23	M	Freelance Artist	Lake Las Vegas, USA, 2015
Trey	22	M	Student	Lake Las Vegas, USA, 2015
Tyler	22	M	Student	Lake Las Vegas, USA, 2015
Uli	35	F	Nanny	Lake Las Vegas, USA, 2015
Wayne	35	M	Warehouse Manager	Lake Las Vegas, USA, 2015
Will	35	M	Personal Trainer	Lake Las Vegas, USA, 2015



Findings

- The author explains the results of their research
 - Quantitative and qualitative studies have different ways of reporting findings (e.g. qualitative → heavy use of quotes and fieldnotes to back up analysis)
- **What's important:** you don't have to read it word-by-word unless you are particularly interested or it belongs to the key articles of your own thesis

FINDINGS

Our findings are organized to describe three complementary levels of analysis. First, we focus on pain as a personal experience, and we show that pain facilitates a reappearance of the body to the participant's consciousness. Second, we describe how pain becomes meaningful and gains significance through an intricate process of ritualization and dramatization. What Tough Mudder is selling is a dramatized pain that symbolizes a rebirth of the individual's corporeality. Finally, we look at what happens in the aftermath of the event. We demonstrate that pain operates very differently during and after the event. When pain floods their consciousness, participants seem unable to

My breathing became ragged towards the top and I tilted my hands as though I were holding hiking poles to maximize the efficiency of my steps. I clung onto the temporal nature of the discomfort. Although it was temporary, I was aware it was building fast, as if I were in a small compartment that was rapidly filling up with water" (field notes 2015).

After another intense training session involving 150 pull-ups, we find her tending to her sore arms. She is not able to type anymore:

"I couldn't straighten my arms. I was in agony, even if I kept my arms bent it still hurt because the tendons around my elbow linked up my arms to my back. I now notice I can't type properly. I loaded up on Chinese remedies, had an agonizing shower then hit the hard pain killers—Ibuprofen" (field notes 2015).

Figure 1 shows her bruised arms covered in dandelion ice, a traditional Chinese remedy for severe muscle bruising. At this particular moment, all her attention is directed to a specific part of her body that aches.

After another training run, the lead researcher also talks about the additional difficulties she experiences walking:

"A colossal mass of agony greeted my ligaments the next morning after training. It made me really appreciate what they do, how they support me, balance and stabilize my entire 5ft8 being, and now I have beaten them into an abyss of fragility and pain. I couldn't walk properly" (field notes 2012).

Conclusion / Discussion

- The author will explain the implications (practical and/or theoretical) and what further research could/should be done
 - What do their findings actually *mean*, considering the existing body of literature?
- The authors state their contribution to existing literature (theoretical) and their managerial implication (practical)
- What's important: you can find ideas for future research here

DISCUSSION

We approached this ethnography as the solving of a mystery (Alvesson and Kärreman 2007). Consumers spend billions of dollars each year on pain relievers, yet at the same time extreme and painful experiences like Tough Mudder are becoming more popular by the day. In order to better understand this puzzling dilemma, we closely examined past scholarship on extraordinary experiences in consumer research (Arnould and Price 1993; Belk and Costa 1998; Canniford and Shankar 2013; Celsi et al. 1993; Kozinets 2002; Tumbat and Belk 2011).

Marketed pain is a theoretical “breakdown” (Alvesson and Kärreman 2007, 1266), an anomaly that existing theories, models, and vocabularies cannot fully resolve. Indeed, past consumer research is limited in helping us understand how pain could add meaning to an extraordinary experience, or why consumers would pay to endure pain.

In contrast, our research opens up new avenues of thinking about extraordinary experiences, as a way for consumers to rediscover their forgotten bodies, and as temporary moments of escape from their self. These insights, we believe, highlight the centrality of the body in endowing extraordinary experiences with meaning.

Pain and the Rediscovery of the Body in Extraordinary Experiences

Pain produces a very specific kind of embodiment. The stinging discomfort of icy water and the rattling pain of electric shocks transform the body into the “thematic object of the subject’s experience” (Zeiler 2010, 335). The body in pain no longer functions as “a *from* structure, the painful body becomes that *to* which he attends” (Leder

How to understand what you have read?

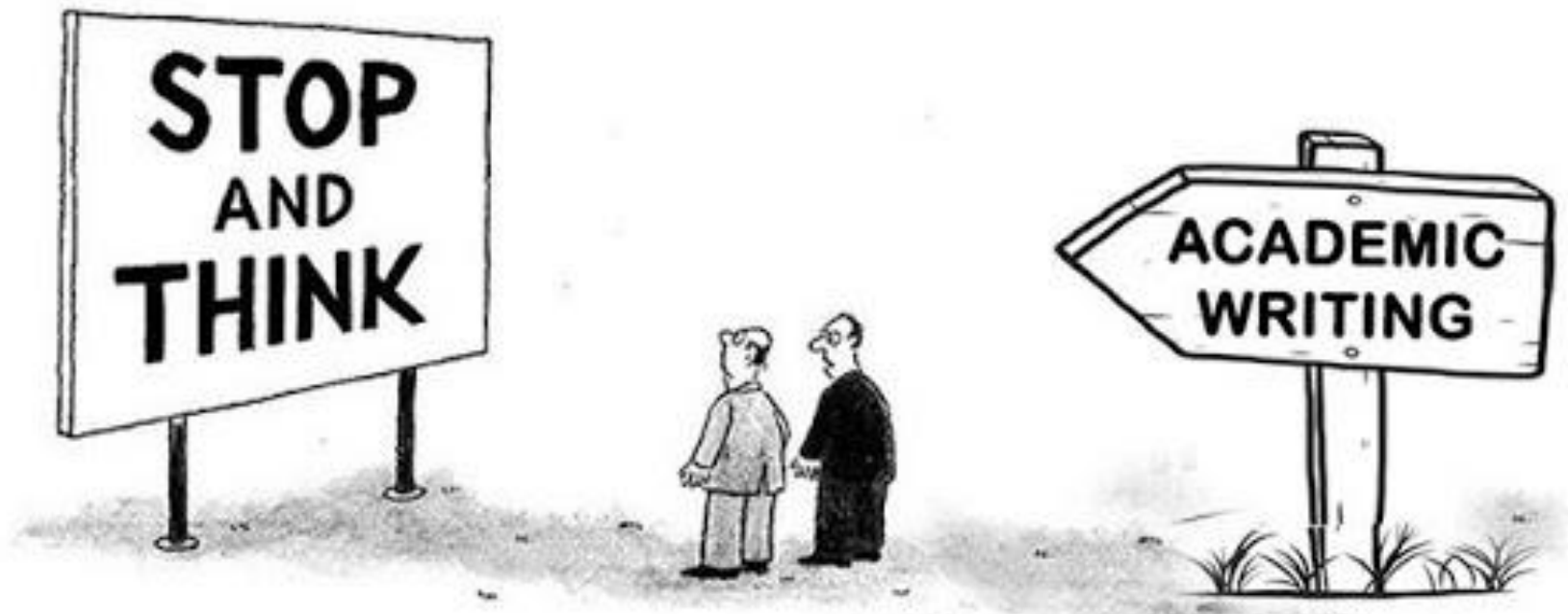
The basic five questions you need to ask and answer:

- What is the study about?
- How does it fit into what is already known?
- How was the study done?
- What was found?
- What do the results mean?

How to write academic text?



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"It sort of makes you stop and think, doesn't it?"

Characteristics of academic writing

Academic writing is:

- **Informative** – the purpose is not to entertain
- **Argumentative and linear** – all parts of the text are structured to support the central argument
- **Precise** – you have to know the meanings of words, and use them accurately
- **Objective** – emphasis on information and arguments, not on you
- **Hedging** – you might need to qualify your stance; or the strength of your claims
- **Complex and formal** – more complex grammar, vocabulary and structures; avoiding colloquial expressions

Characteristics of academic writing

Regardless of the topic area, audience, and purpose, certain general guidelines apply.

1. Use formal words and structures
 1. Do NOT use shortened verb forms or negatives (I'm, don't, etc.)
2. Do not over-emphasize your own person or that of someone else (impersonality, objectivity)
3. Use the professional terminology of your field, but avoid saying things in an overly complicated manner – good writing is easy to understand (this is where many novice academics go wrong!)
4. Keep in mind your intended audience and its expectations

Characteristics of academic writing

The style of your writing should be uniform and consistent and the language (in terms of vocabulary and structure) should be appropriate for the context.

CITATIONS!!! Why are they so important in academic writing?

1. Giving credit to whom credit belongs – one cannot present ideas formulated by others as their own (= plagiarism)
2. Transparency: the reader can check whether a claim made by the author is valid, or evaluate whether the author has interpreted the original work correctly
3. The reader can find the original text (this is why a full reference list is needed)

Proper citation technique

1. In consumer research discipline in-text citations are used, i.e. references are places within the text in brackets
2. Typically the reference is in the form of (Lastname, year) for research articles and (Lastname, year, page number) for books

Analysis refers to breaking the data into manageable parts (Uusitalo 1991, 23).

The citation can also be the subject of the sentence:

According to Uusitalo (1991, 23), analysis refers to breaking the data into manageable parts.

Proper citation technique

Multiple authors:

One study found that the most important element in comprehending non-native speech is familiarity with the topic (Gass and Varonis, 1984).

- or

Gass and Varonis (1984) found that the most important element in comprehending non-native speech is familiarity with the topic.

Proper citation technique

Multiple works:

Research shows that listening to a particular accent improves comprehension of accented speech in general (Gass and Varonis, 1984; Krech and Thomas, 2004).

Web page with author and with no author:

Role-play can help children learn techniques for coping with bullying (Kraiser, 2011).

The term Nittany Lion was coined by Penn State football player Joe Mason in 1904 ("All things Nittany," 2006).

Proper citation technique

For more information on proper citations and reference lists, please check out:

<https://guides.libraries.psu.edu/apaquickguide/overview>

Always check the referencing style of the journals you cite.

Two important rules to remember

Rule #1: YOU LEARN TO WRITE BY WRITING! – **WRITE, WRITE, WRITE!**

Rule #2: QUALITY COMES FROM REVISION! – **EDIT, EDIT, EDIT!**

How to write a literature review?



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Doing a Literature Review

Jeffrey W. Knopf, *Naval Postgraduate School*

Students entering a graduate program often encounter a new type of assignment that differs from the papers they had to write in high school or as college undergraduates: the literature review (also known as a critical review essay). Put briefly, a literature review summarizes and evaluates a body of writings about a specific topic. The need to conduct such reviews is by no means limited to graduate students; scholarly researchers generally carry out literature reviews

In general, a literature review has two key elements. First, it should concisely summarize the findings or claims that have emerged from prior research efforts on a subject. Second, a literature review should reach a conclusion about how accurate and complete that knowledge is; it should present your considered judgments about what's right, what's wrong, what's inconclusive, and what's missing in the existing literature. In contrast to some other ways of surveying a body of

or not in dealing with a certain problem. In this context, one might focus, for example, on the “lessons learned” from previous efforts to deal with a certain problem (and those lessons learned might have been proposed by outside scholars or by practitioners themselves).

To return to the first context, reviewing existing knowledge can itself be the end goal if one simply wants to ascertain the current “state of the art” on a particular subject or problem. In this context

“A literature review summarizes and evaluates a body of writings about a specific topic.”

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“The literature review is a work of synthesis!” – What is missing in prior literature? What is confusing about prior literature? What do we need to know more about and why?

It is NOT just a list or summary of prior literature.

“Assuming no prior study has solved your problem of interest, then the **purpose of your proposal's literature review is to situate your proposed project in relation to existing knowledge.** This enables you to address the concept of a **"contribution to knowledge."**”

Important questions to answer: What is the expected contribution to knowledge? What will be the value added of completing this research?"

How to frame your contribution to knowledge?

1. **Distinguish the most important outlets of prior research considering your own research focus** (Psychology journals, marketing journals,...?). How trustworthy are different sources? How are they ranked and cited?
2. **Identify the claims made in prior literature and assess them.** Do they leave something open? How do they correlate with other studies on similar areas?

Review literature these terms in mind:

- (1) Areas of consensus or near consensus.** On some issues nearly all of the relevant experts may agree. Such conclusions can be either positive or negative; i.e., they can involve beliefs about what is true or what works or what is false or does not work. Areas of consensus represent the "conventional wisdom" about a subject.
- (2) Areas of disagreement or debate.** In many cases, there exists information and analysis about a topic but no consensus about what is correct. These areas of debate usually give rise to the alternative "camps" or "schools of thought" mentioned above.
- (3) Gaps.** There may be aspects of a topic that have not been examined yet. These gaps in knowledge might involve questions no one has tried to answer, perspectives no one has considered, or bodies of information that no one has attempted to collect or to analyze.

The writing style of a literature review

Extraordinary experiences such as river rafting (Arnould and Price 1993), skydiving (Celsi et al. 1993), **climbing Everest** (Tumbat and Belk 2011), surfing (Canniford and Shankar 2013), and **participating in the Burning Man festival** (Kozinets 2002) or the **Mountain Man Rendez-Vous** (Belk and Costa 1998) resemble Tough Mudder. **Indeed, these adventures all allow individuals to free themselves from the tedium of the everyday** by engaging in an event that is intense and temporally marked-out, which are the defining features of an extraordinary experience (Abrahams 1986). **From this perspective, these various activities are escape attempts** (Cohen and Taylor 1976) providing relief from the structural demands of institutional arrangements (Turner 1969).

Demonstrates the author is well-read and knows the topic by active comparison and lists

Includes the authors interpretation what prior studies are about

Some further tips

1. Familiarize yourself with literature reviews of your field – how are they constructed? How do they make the case for the research and position it? How do they cite? How do they compare different studies with each other? What makes them convincing?
2. For each study summarize in a few sentences the main claim, methods and contribution – excel sheets and tables are good tools to keep list of what you have read
3. Start broadly but remember to select and narrow the scope down – the point is not to summarize everything from everywhere but to build your case
4. Identify research streams – where did certain concepts and theories start? Who and what were the first studies, and how has the field developed since?

Often made mistakes

1. Literature review is too broad (instead of building a convincing position or case for the research, it is a broad summary of different topics, without them being linked to each other in a meaningful way)
2. Literature review is too narrow (focuses only on a couple of prior studies, does not give a clear picture of what has been done and what is still missing)
3. Bad citation styles or lazy work (for example, always go to the original works and build your own argument, instead of citing what someone else wrote about some original piece)

Questions? Comments?



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