Dr Jennifer Bell

Marion Snow

Fashion
Marketing
Branding

Ready, Set, Go!
A New Approach and a Simple Language to Engage Students in Literature Reviews

NTU TILT
TRENT INSTITUTE FOR
LEARNING AND TEACHING

- **Context** Fashion, Marketing & Branding 3rd year

- **Problem** Students struggle with literature review

- **Solution** A different approach

- **Results** Impact on assessment & attainment

- **What's next?** Embedding good practise

Context

- **Fashion, Marketing & Branding** - School of Art and Design

- Students produce designed reports

- 1st year – foundational knowledge

- 2nd year – live projects with brands

- **3rd year – self initiated work**

- Stage 1 is their first piece of summative work in third year, as a research report it is a departure from their second year projects, which focus on collaborative working with brands and peers
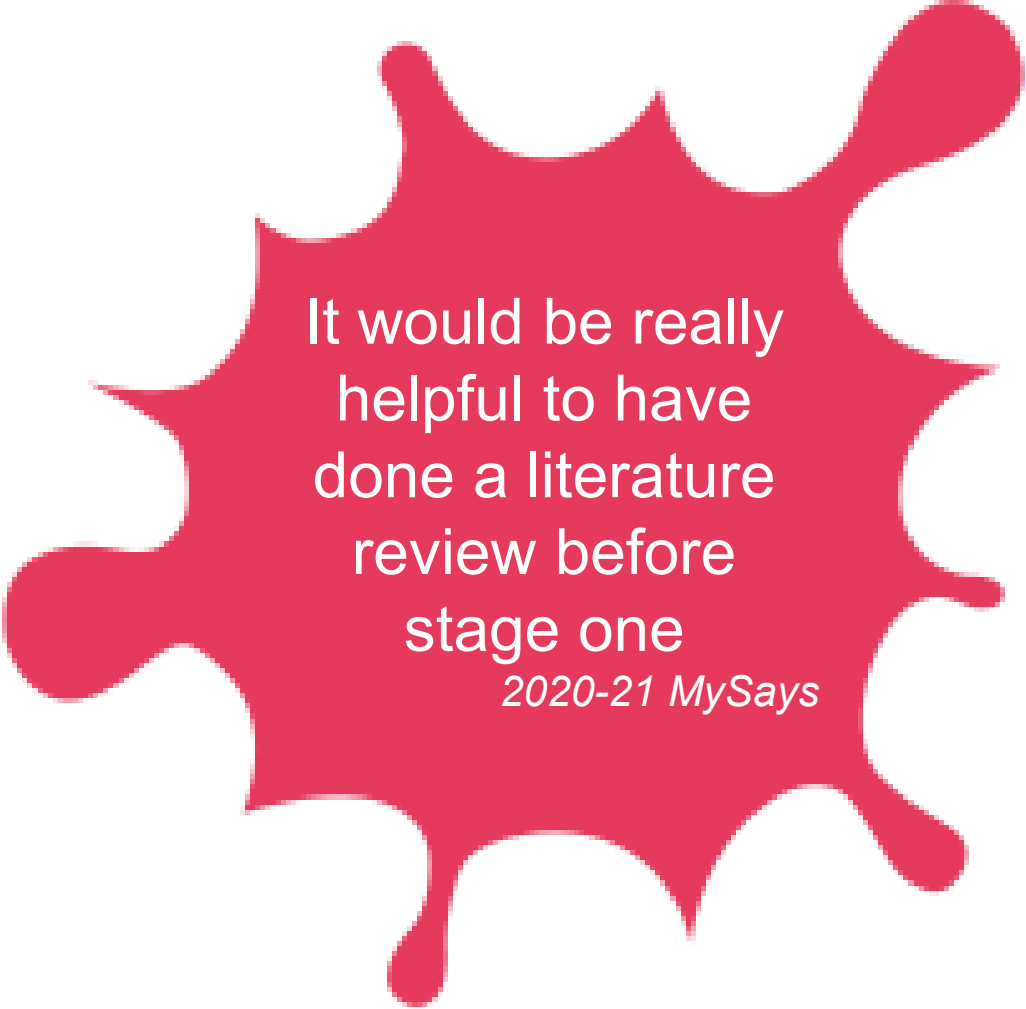
A STIGMATIZED SOCIETY;
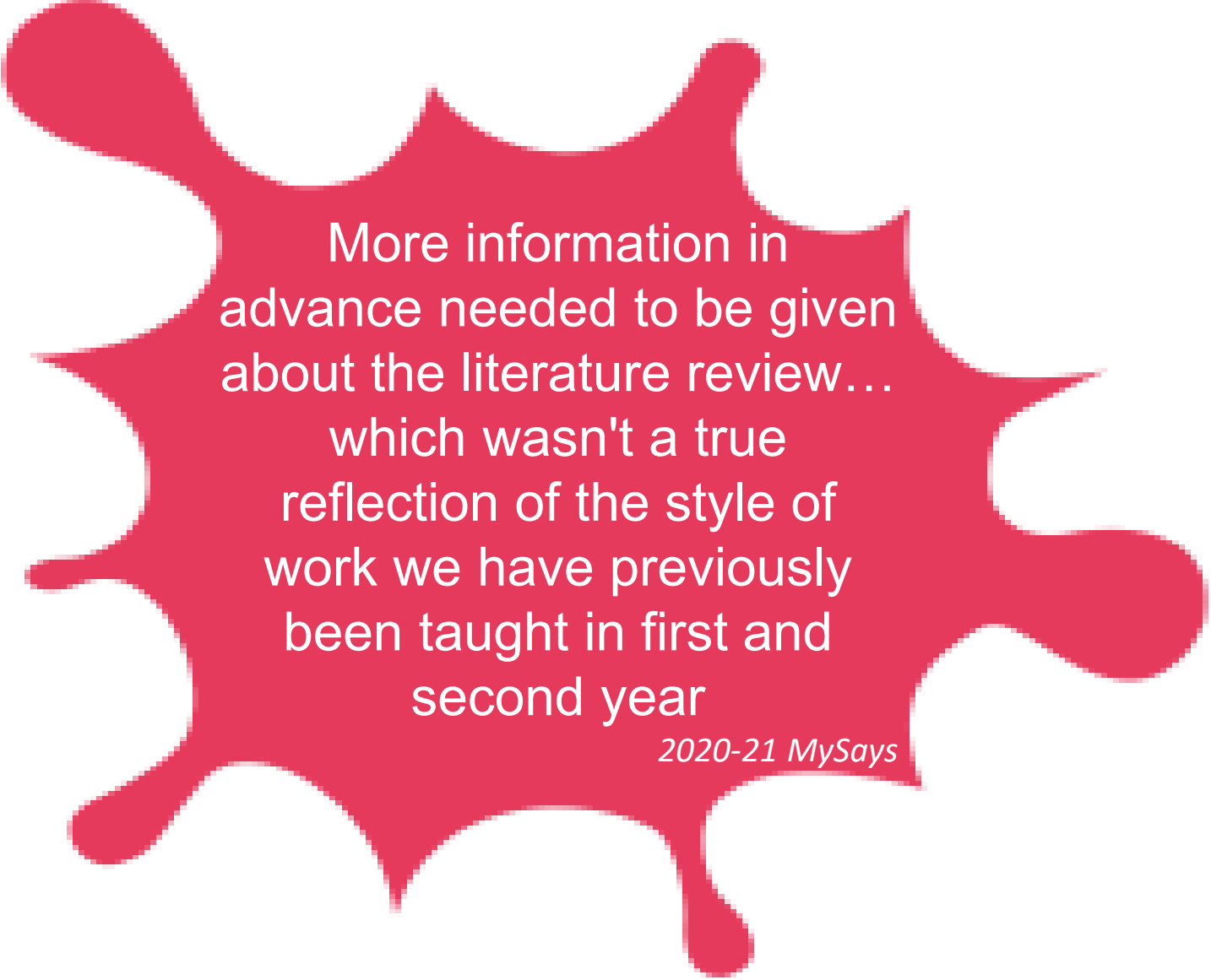SELF LOVE
VS SHAME

IMOGEN HICKMAN

The Problem

The EE and students pointed to dissatisfaction with Stage 1 and discomfort with the literature review

It would be really helpful to have done a literature review before stage one

2020-21 MySays

More information in advance needed to be given about the literature review… which wasn't a true reflection of the style of work we have previously been taught in first and second year

2020-21 MySays

literature review how to

About 1,220,000,000 results (0.55 seconds)

https://www.scribbr.co.uk › thesis-dissertation › literatur...

What is a Literature Review? | Guide, Template, & Examples

22 Feb 2022 — A **literature review** is a survey of scholarly knowledge on a topic. It is used to identify trends, debates, and gaps in the research.

What is a literature review?

What is the purpose of a literature review?

People also ask

How do you write up a literature review?

What are the 5 steps in writing a literature review?

What are the 3 steps in literature review?

What are the 6 steps in literature review?

The Solution (and student feedback)

- Module Team covered content – **embedded** not outsourced to library team

- Introduced a **traffic light system** to address concerns with authority of sources

- Encouraged **collaboration and sharing** – went off timetable for seminar

- Colour coding / **annotated exemplar reference lists** – 3rd, 2.2, 2.1, 1st.

- **Set targets** by colour: Minimum 25% green sources, 0% red sources
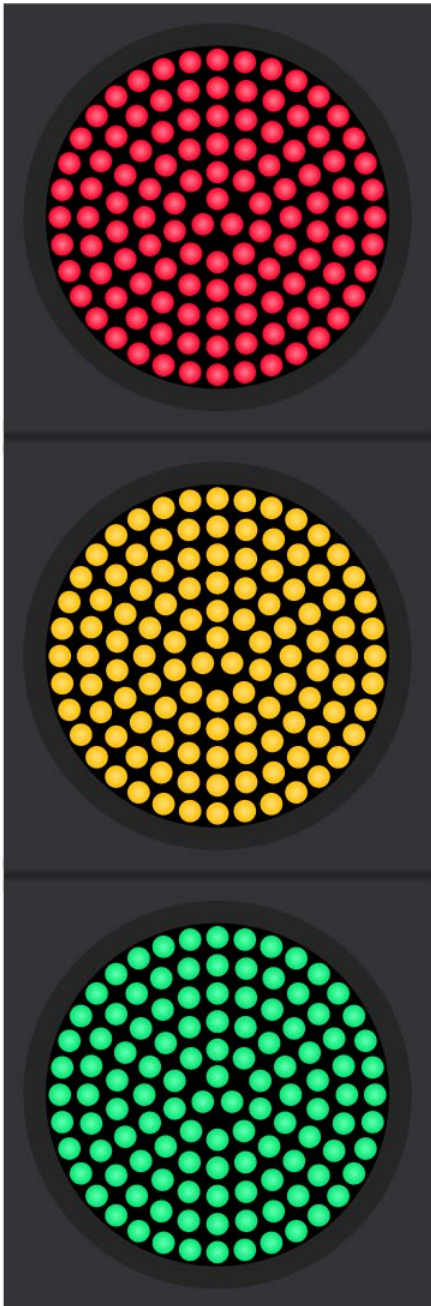
- Wikipedia (no named author)
- Study sites
- Articles/blogs from business sites (no named author)

- Trade press & popular press – Guardian, BBC, FT, Drapers, Vogue, BoF, Nylon, Dazed, Forbes, Reuters, AlJazeera etc.
- Good sources – but need some green too

- Books
- Industry reports/intel
- Peer reviewed journal articles
- Company data/public body reports

Authority

"Completely changed the way I thought about literature, made me keen to include as many green sources as possible. Was an easy model to follow and definitely benefitted me and my approach to my projects"

Jess Pinner (Final Year FMB Student)

"Having the Traffic Light System definitely helped because I was actually able to split my resources into like the different colours of the traffic lights. That way it made it easier to pick and choose which articles were most relevant to my work and which ones we had to include as it becomes a bit overwhelming with a lot of content"

Amira Davda (Final Year FMB Student)

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3rd

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2.2

Incorrect

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60

"The traffic light system has simplified conversations with students during mentoring sessions, where time is limited. Students have begun to self evaluate their research data and are actively asking themselves what colour the data is. It has opened up interesting conversations about what makes a source amber or red sources, in comparison to green sources, improving the students understanding and the overall credibility of their reports."

Rachael Hobbs (Final Year Tutor)

Off Timetable Seminar

- **Choice** Students completed MS form to identify chosen area of research

- **Groups** Staff allocated students in to thematic groups with others researching similar areas

- **Off Timetable** Attended session in groups split thematically not usual seminar groups

- **Pre work** Each student – 2 pieces of literature (Green or Amber)

- **Result** Collaboration and shared resources

"I think the sessions about literature review were really well structured. They help me find some green sources which I included in my literature review that I don't think I would come across by myself.

Chiara Puz (Final Year FMB Student)

I enjoyed the literature workshop because I was able to speak to other people about what they were reading and what I was reading. I liked this because I was able to share my findings with my peers and we kind of exchanged relevant articles. It actually helped because I didn't really understand literature or where to find it initially but when I was talking to other people about the things I had found it was easier for me to understand what kind of literature we needed to include"

Amira Davda (Final Year FMB Student)

"I think it gave me more confidence while writing. Since when searching for the green sources I was really becoming more knowledgeable on the subject area and started to recognize valuable information to expand on in my primary research."

Chiara Puz (Final Year FMB Student)

Results Stage 1 by Classification

2020-21

2021-22

0% 20% 40% 60% 80% 100%

■ 1st ■ 2:1 ■ 2:2 ■ 3rd ■ Fail
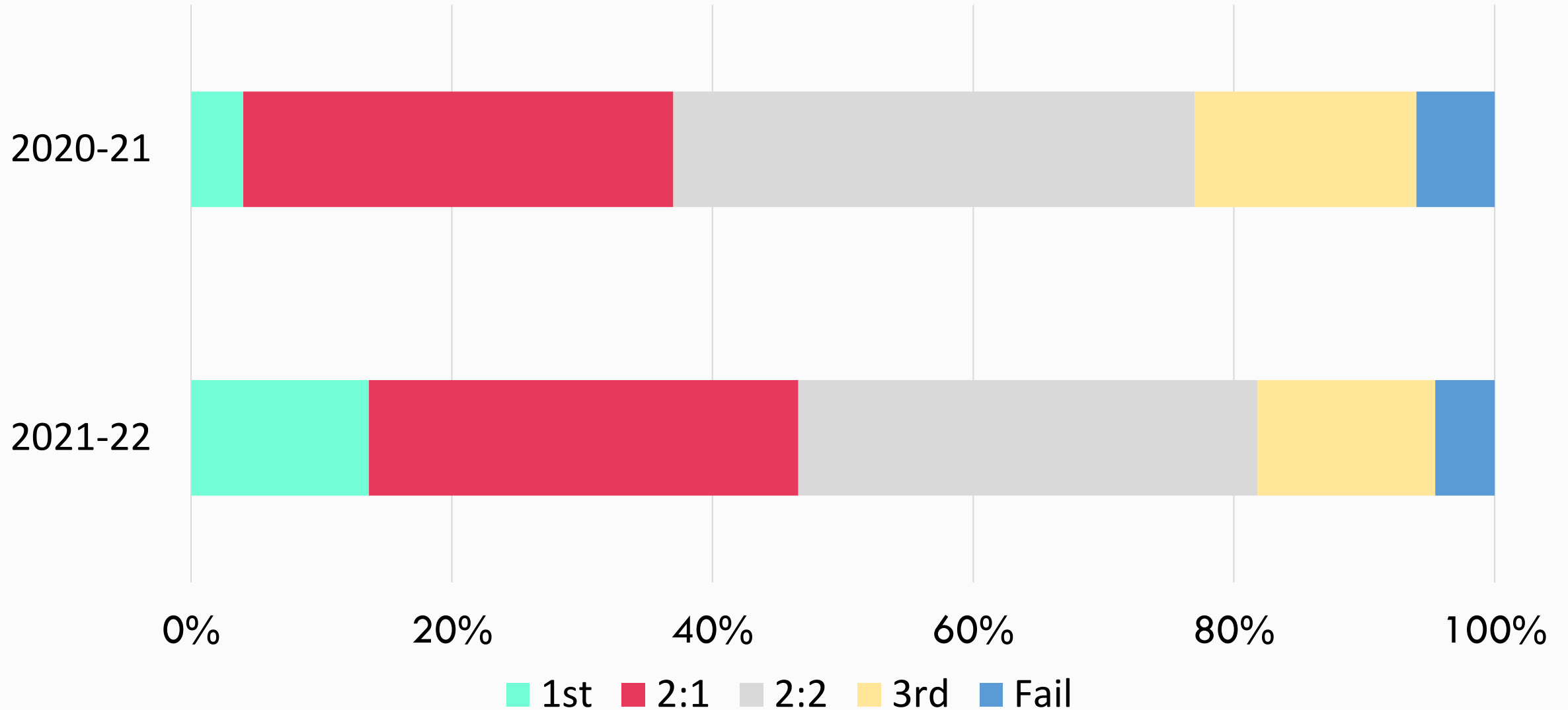
While **we're cautious** to attribute the increase in attainment exclusively to the Traffic Light System, we have observed:

- **Students secondary research skills have remained high** moving forward into Stage 2

- The **language round red, green & amber sources has continued** to provided a framework for discussion

- Students who were tracking lower grades, were able to use the traffic light system to engage in material and discussion previously only seen in 'very good' students.

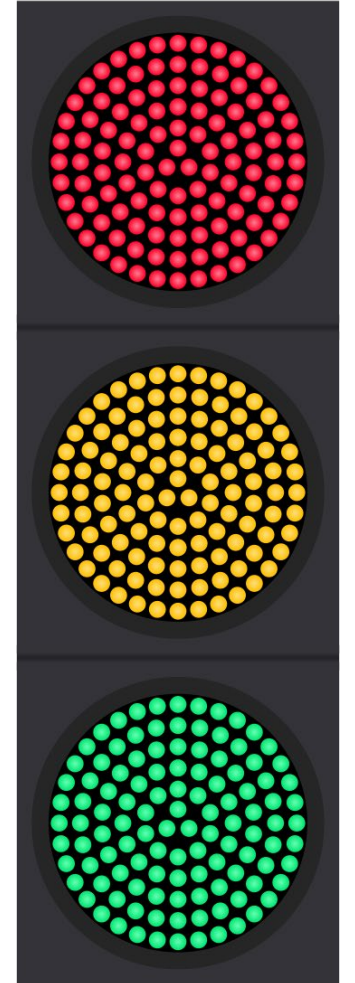# **What's next** embedding good practise

- FMMC MA courses

- FMB 3rd Year

- FMB 2nd Year

- FMB 1st Year

Traffic Light System

Change in formative assessment to include annotated bibliography prior to writing summative literature review

Follow up say hi

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