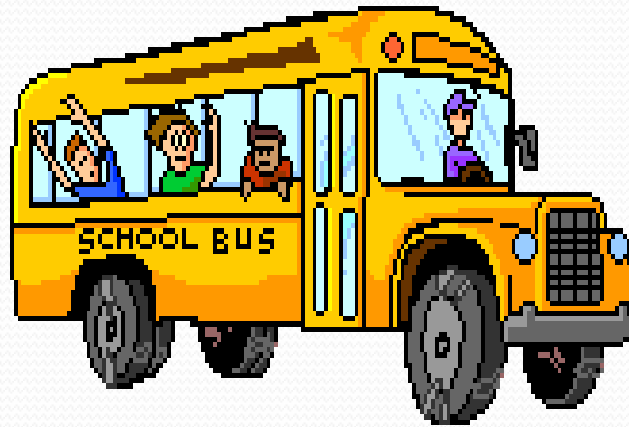
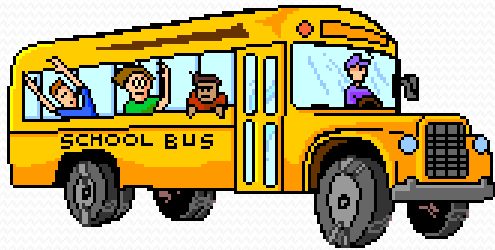


# SP\_IRS Introduction to Research in Special and Inclusive Education (spring 2015)

- **Lecture 2b: A Guide to Writing a  
Annotated Bibliography**

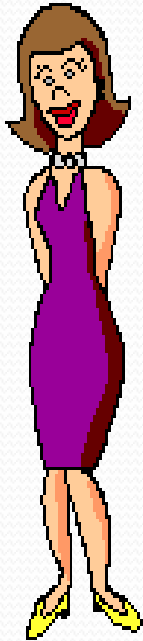
**Lecturer: Mr. S. Kumar**

# Welcome



# Presentation Outline

1. Definition of a  
Annotated Bibliography
2. Purpose
3. Characteristics
4. Identifying Perspective  
and Bias
5. Questions to Ask About:
  - basics
  - Methodology
  - Application
6. Conclusion
7. Activity



# Definition:

- An **annotated bibliography** is also called **critical bibliography**
  - is a set of individual entries, generally of a page or less. Each entry identifies, briefly summarizes, and critically evaluates a book, a research study, or a journal article
  - has an overall introduction to state the scope of your coverage and formulate the question, problem, or concept your chosen material illuminates.
  - has an overall conclusion to sum up your conclusions about your chosen material.

# Purpose

- The purpose of a critical bibliography is to provide the reader with the following information about a set of studies, articles, or books:
  - The **full bibliographic information** in proper APA reference style (unless another style is asked for)
  - A **summary** of the contents. In the case of a primary research study, the reader wants to know:
    - the purpose
    - type of study
    - methodology
    - results
  - **critical evaluation** of the strengths, weaknesses, usefulness, and implications of the material for a specified enquiry or field or course of study.

# Characteristics

- An entry in a critical bibliography must be
  - precise
  - self-contained, and
  - informative
- A critical bibliography is primarily a test of your critical appraisal skills:
  - can you analyze the **central concepts and arguments** of the material, as well as **summarize its content**, and provide a **concise evaluation** of its relevance and usefulness?
  - Readers who have no prior knowledge of the material must come away from your review with a clear sense of the **contents** and **relevance** of the article or book you've examined on their behalf.

# Identifying Perspective and Bias

- There is no such thing as a totally objective writer. Everyone who writes has a particular angle from which they approach their topic.
- Perhaps it's a:
  - particular theoretical **framework** or model (e.g., a feminist model applied to issues of gender inequity in medical research), or
  - rhetorical **purpose** (e.g., a desire to persuade members of the general public to improve their health behaviours), or
  - a practical perspective based on **professional experience** (e.g., the belief that one approach to pain management is more effective than another), or
  - a **bias** that negatively affects your evaluation of the material (e.g., if the writer believes the world is flat, can you trust her description of the solar system?).

# Identifying Perspective and Bias

## Cont...

- As you write, you will need to be conscious of at least **two frames of reference**:
  1. the framework and perspective of the **author** of the book or article. In the case of an edited book, there is another level: the framework and perspective of the book's editor.
  2. **your own** framework and perspective, your reason for writing the critical bibliography



# Questions to Ask About:

- **Fundamentals**

- who is the audience this book or paper is written for?
- what are the issues being addressed? Are they clearly formulated? Is the significance (scope, severity, relevance) discussed?
- what and how useful is the organization of the material?
- is the material well or poorly written?
- what is the author's perspective or bias?
- what is the author's research perspective?
- what is the author's theoretical framework? (e.g., psychoanalytic, cognitive behavioral, feminist)
- what is the relationship between the theoretical and research frameworks?

# Questions to Ask About Cont...

## • Methodology

- how does the rhetoric/language address the particular audience of the book or article?
- what are the strengths and weaknesses of the arguments?
- what kinds of evidence are used to support the arguments, and how is evidence used? Are there alternative ways of arguing from the same material?
- how would you counter or support the arguments?
- in quantitative and qualitative research studies, how good is the fit between:
  - the research design and the conceptualization of the problem?
  - the hypothesis and the conclusions?
- what are the strengths and weaknesses of the study design (classic considerations of population, intervention, and outcome)?

# Questions to Ask About Cont...

- **Application**

- what is the most effective application of the material?
- what further issues are raised as a result of the book or article?
- how does the book or article relate to the overall concerns of your course or field or research question?
- in what ways is the material useful for the theory or practice of your field?

# Conclusion

- Enhances critical thinking
- Makes you more analytic, synthetic and creative .
- Stepping stone in the world of research
- Helps in literature review.

# Tutorial activity

- Discussion of assignment one : Annotated bibliography: