

## Uppsala University

### **Systematic reviews – to analyze, construct and produce reviews**

7,5 ECTS credits; advanced and doctoral student level

#### *Lecturer*

Eva Forsberg, Professor in Education, Uppsala University, [eva.forsberg@edu.uu.se](mailto:eva.forsberg@edu.uu.se) (course leader)  
Claes Nilholm, Professor in Education, Special Needs, Uppsala University, [claes.nilholm@uu.se](mailto:claes.nilholm@uu.se)

#### *Syllabus*

The Syllabus was set 2017-03-01

#### *Entrance qualifications*

Doctoral student in education or equivalent. Doctoral student from Uppsala University have precedence.

#### *Course language*

Swedish and/or English, set in course announcement

#### *Course content and learning outcomes*

The aim of this course is to develop students learning of different systematic reviews. These are analyzed regarding objectives, content and form. The function and use of reviews are contextualized and critically analyzed in relation to research, policy and practice. Within the course there will also be workshops focusing on how to construct a research review.

After accomplishing the course the students are expected to:

- have knowledge of common types of systematic reviews in the area of education
- understand different objectives, functions and use of systematic reviews in research, policy and practice
- have the ability to search, identify, compare and critically evaluate and discuss reviews
- be able to construct and carry out a research review of relevance to the student's thesis

#### *Instructions and examination*

Classes will include lectures on the course literature, seminar discussions of selected literature and workshops on systematic reviews. In addition, every student will write a final paper including two sections: the first is a self-constructed review relevant for the student's thesis and the second is a reflection of the review based on course literature.

Attendance and active participation in discussions and workshops is mandatory. To some extent absence may be compensated with additional assignments according to teacher directions. The examination will be graded Pass or Fail and the grade will depend on performance in class and on the quality of the final paper.

## **Literature**

- Adolfsson, C-H., Forsberg, E. & Sundberg, D. (forthcoming). När evidensrörelsen kom till den svenska skolan. I D. Alvunger & N. Wahlström. *Den evidensbaserade skolan. Svensk skola i skärningspunkten mellan forskning och praktik*. Stockholm: Natur & Kultur.
- Andrews, R. (2005) The place of systematic reviews in education research. *British Journal of Educational Studies*, 53(4), 399-416.
- Biesta, G.J.J. (2010) Why 'What Works' Still Won't Work: From Evidence-Based Education til Value-Based Education. *Stud Philos Educ* 29: 491-503.
- Boote, D.N. & Beile, P. (2005). Scholars Before Researchers: On the centrality of the Dissertation Literature Review in Research Preparation. *Educational Researcher*. ( 34) 6, 3–15.
- Clegg, S. (2005) Evidence-based practice in educational research: A critical realist critique of systematic review. *British Journal of Sociology of Education*, 26(3), 415–428.
- Davies, P. (2000). The relevance of systematic reviews to educational policy and practice. *Oxford Review of Education*, 26(3–4), 365–377.
- Dixon-Woods, M. et. al. (2006) How can systematic reviews incorporate qualitative research? A critical perspective. *Qualitative Research* February 2006 6: 27-44.
- Gough, D. & Thomas, J. (2016). Systematic reviews of research in education: aims, myths and multiple methods. *Review of Education*. Vol. 4, No. 1, pp. 84-102.
- Hammersley, M. (2001). On 'Systematic' Reviews of Research Literatures: A 'Narrative' Response to Evans & Benefield. *British Educational Research Journal*, Vol. 27, No. 5, pp. 543-554.
- Hammersley, M. (2008). Troubling criteria: a critical commentary on Furlong and Oancea's framework for assessing educational research. *British Educational Research Journal*. Vol. 34, No. 6, pp. 747–762.
- Nilholm, C. (forthcoming). *SMART – a New Approach to Reviewing Educational Research*.
- Nye E, Melendez-Torres G.J. & Bonell C. (2016) Origins, Methods, and advances in qualitative meta-synthesis. *Review of Education*. Vol. 4, No. 1, pp. 57-79.
- Petticrew, M. (2015). Time to rethink the systematic review catechism? Moving from 'what works' to 'what happens'. *Systematic reviews*, 4(1), 1–9.
- Prøitz, T. (2015). *Metoder for systematiske kunnskapsoversikter*. Stockholm: Vetenskapsrådet.
- Rickson, M. & May, H. (2009). *A comparative study of methodological approaches to reviewing literature*. York: The Higher Education Academy.
- Snilstveit, B., Oliver, S., & Vojtkova, M. (2012). Narrative approaches to systematic review and synthesis of evidence for international development policy and practice. *Journal of Development Effectiveness*, 4(3), 409–429.

Some further articles on relevant topics may be added.

## **Reference literature**

Educational Research Review – *An author guide to writing articles and reviews for Educational Research Review*.

Research reviews commissioned by and disseminated by National Agencies: the Swedish Agency of Research (Vetenskapsrådet), the National Agency of Education (Skolverket) and the Swedish Institute of Research (Skolforskningsinstitutet)

## **Doctoral students' own choice of literature**

Research/literature reviews in dissertations and scientific journals within the doctoral student's area of expertise.

International articles within the doctoral student's area of expertise will function as a basis for the construction of a research review.