**Perry Guidelines: Literature Review Benchmark #3**

**Review of Supporting Scholarship, Professional Knowledge, and Context**

**The Purpose**

The purpose of the Literature review (a.k.a. Review of Supporting Scholarship, Professional Knowledge, and Context) is to discover what has been learned so far related to an identified problem of practice. The literature will help illuminate the broader issues and place the problem into a scholarly context that creates a basis of understanding upon which the Scholarly Inquiry project (a.k.a. Dissertation in Practice) will be built.

**The Process**

The review should help students consider what they need to know to have an impact on the problem of practice—deeper understanding of the problem, what has been studied and learned, how those studies have been done and what impact this knowledge has had on the problem. The following questions guide the review and helps the student learn:

* How has the problem been investigated in the past?
* What has been learned about the problem and aspects of the problem?
* What questions remain? OR
* What might be tried that has been shown to have positive outcomes in other contexts?

In doing so, students organize bodies of scholarly and practice literature that provide a frame of understanding about the broader issue and the local problem of practice.

**The Outcome**

The organized scholarly and practice literature grounds the study in evidence that demonstrates the problem is a pressing problem beyond the student’s local context and provides a guide for how the problem might be addressed in the local context.

**Content**

The Review document should include:

* An introductory paragraph(s) that tells the reader what the literature review will do to help understand the problem. It should include the categories of literature that will be reviewed and how they link to the problem of practice. Think of a picture frame with each of the four corners serving as a categories that frame the problem which is in the middle of the frame. These categories, in essence, become the subheads of the lit review.
* Each category becomes a sub-headed section of the review and should include the following types of sources:
	+ academic scholarship: scholarly articles and chapters related to the problem of practice topic
	+ professional knowledge: practitioner resources related to the problem of practice topic such as conference attendance, meeting notes and observations, document review, professional data bases
	+ context: information of relevance about the context for the inquiry (e.g., historical information and perspectives related to the site of inquiry). This section goes beyond a typical literature review and allows you to present the data and knowledge from your organization to better define the problem in your setting.
* A summary paragraph(s) which identifies specific themes or trends discovered in the process of reviewing the literature and your local context. This of this summary as a funnel—going from the broader understanding of the issue to how all of that brings you to understanding of your local context and how that problem has manifested.
* The Review should be 20-25 pages double-spaced, excluding references. It should include at least 20 references, scholarly and practitioner, formatted in APA-6 style.
* While reviewing the literature, you will find many good sources related to design and methodology of your inquiry. Reference to those sources are included in the methodology section of the Overview document, **not** in the literature review. This section will be written in the next several months, so keep the sources you run into now.

\*content adapted from Pitt EdD Box resources, Linda Kucan and Harvard University EdD Program.