

Literature evaluation criteria

1. Potential bias/es that you could bring to your reading of the literature

- Be alert to *confirmation bias*
- Have you considered any potential biases that you could bring to your reading?
- Have you remained aware of any developing biases while you are reading?

2. Relevance of literature to your research

- How will reading and using this work help you develop the knowledge necessary to conduct your own research?

3. Credentials/expertise of the author/s

- Does the work have a clear author or sponsorship?
- Are the authors/sponsors sufficiently expert to be providing input into the development of **your** knowledge base and **your** research?
- Is the work peer reviewed?

4. Clear and logical presentation of ideas and arguments

- Are the purposes of the work clearly articulated?
- Are there appropriate and sufficient references to support assertions made or assumptions used?
- If the topic is contentious, are different perspectives considered?
- Are tables, diagrams, graphs, etc clear?
- Do tables, diagrams, graphs, etc complement or clarify the text?
- Is emotive language used?
- Is experiment/survey data fully discussed?
- Are research conclusions consistent with the data, analysis and discussion presented?

5. Quality of the evidence presented

- What kind of evidence is being presented?
- Is the evidence up-to-date?
- Is the evidence valid?
- Is the evidence reliable?
- If comparisons are made, are they meaningful?

6. Quantity of the evidence presented

- Is evidence presented for all assertions and/or conclusions made?
- Is the evidence presented sufficient, or do you need more evidence to judge the value of the work to your own knowledge development and research work?

7. Writing mechanics

- Are there any spelling or grammatical errors?
- Is the language suited to the audience?
- Is referencing adequate and appropriate?
- Consider the rule – *Never use two words when one word will do. And, never use a big word when a small word will do.*

Criteria 3-7 have been developed from:

Flateby, T & Fehr, R 2008, 'Assessing and improving writing in the engineering curriculum', *International Journal of Engineering Education*, vol. 24, no. 5, pp. 901-905, viewed 24 August 2008, <<http://www.ijee.dit.ie/>>.