



University of
Sheffield

How to Tackle Your Literature Review

FoSS PGR Core Skills Training

22-Oct-2024

Dani Madrid-Morales

Practicalities - Attendance



Practicalities - Today's Materials



<https://bit.ly/48dPkWn>

Warm up | Brainwriting Activities

Today's Brainwriting Dashboard

Dot Voting

● ● ● ● ● ●

Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)	Group X (Type your names)
Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...	Your ideas...

https://miro.com/app/board/uXjVLPyKFXg=?share_link_id=317109974286

Warm up | Brainwriting Activity I

In your experience, what has been the most challenging part of writing a literature review?

1. Work in groups of 3.
2. Pick a colour & write your names on the first post-it.
3. Discuss the question.
4. Type your answers in the second post-it (“Your ideas”).


https://miro.com/app/board/uXjVLPyKFXg=?share_link_id=317109974286

Today's Learning Outcomes

By the end of today's session, you should feel more comfortable...

1. Identifying **appropriate tools** to find information for a literature review
2. Applying **strategies to organise** sources, ideas, and notes effectively
3. Comparing and contrasting different **approaches to structuring** a literature review
4. ~~Navigating~~ **Surviving the process** of revising a literature review based on peer/supervisor feedback

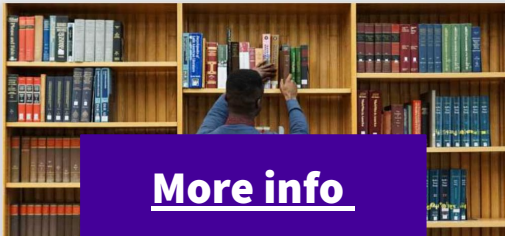
UoS Literature Review Writing Resources

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StudySkills@Sheffield Menu

Searching for information

Guidance on planning and carrying out searches to find and access the most relevant sources. Strategies to find recommended and wider reading, images, figures, and archival records.




[More info](#)

 The University of Sheffield


The University Library.
Research Skills and Critical Thinking

Discovering. Understanding. Questioning. Referencing. Creating. Disseminating.



Producing a literature review.

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StudySkills@Sheffield Menu

Academic writing

Models and advice for writing essays and lab reports. Including academic style, structure and paraphrasing.



[More info](#)

Common ground | Definitions

a **literature review** is a *comprehensive overview* of *prior research* regarding a *specific topic*. The overview both shows the reader *what is known about a topic*, and *what is not yet known*, thereby *setting up the rationale or need for a new investigation*, which is what the actual study to which the literature review is attached seeks to do.

([Denney & Tewksbury, 2013](#))

Common ground | Why do we need literature reviews

1. To **clearly explain** all technical terms and vocabulary related to that research paper.
2. To **provide enough context** about a research topic so that readers will be able to adequately judge the merits and usefulness of a new research study.
3. To **offer an explanation** and rationalization for concepts (and variables) included in the study.

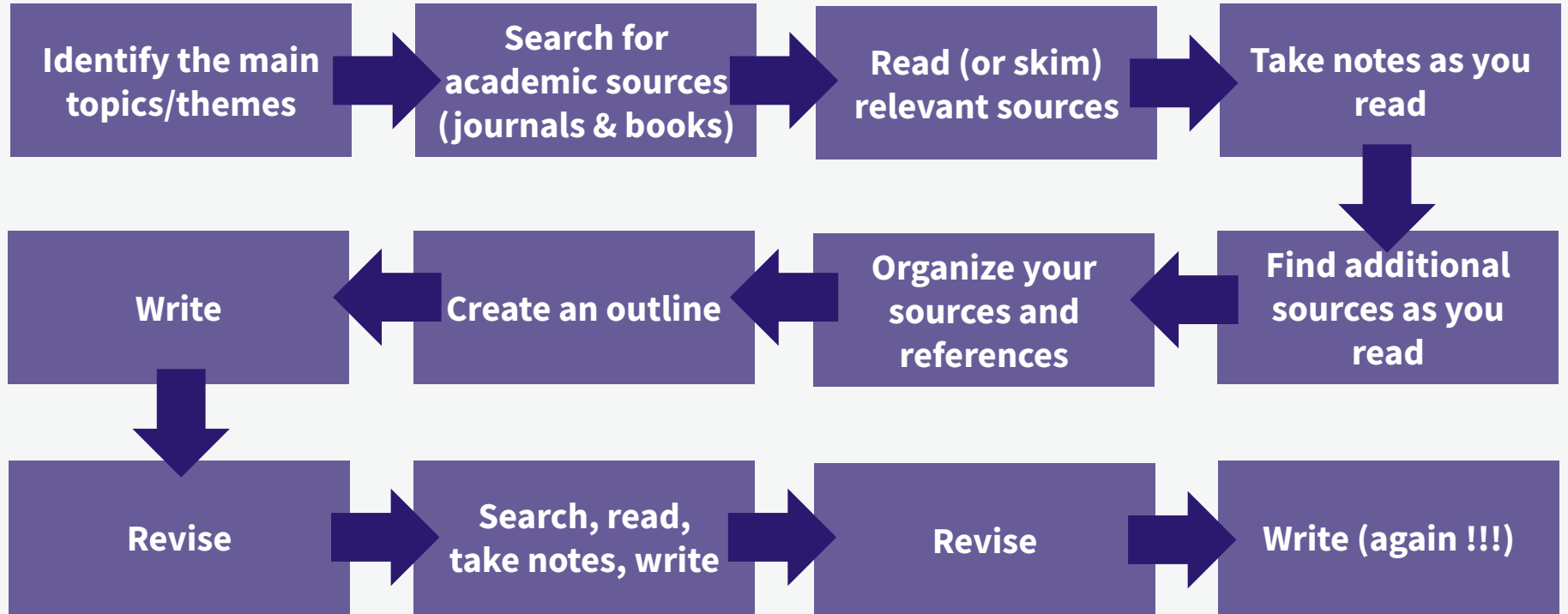
Common ground | Why do we need literature reviews

4. To **demonstrate what has been done** in research on the topic in the past and what still must be accomplished.
5. To **establish the main argument** of a paper and justify the research questions.

Common ground | Key characteristics

- A literature review is not a summary, but a **synthesis** of existing knowledge. A good literature review adds values.
- Demonstrates an excellent command of the main disciplinary debates by **means of selecting (including and excluding) information.**
- While written in narrative form, **it is not an essay**, but a structured presentation of arguments (your own!) based on evidence:
 - It compares and contrasts ideas, theories, viewpoints, findings, approaches...

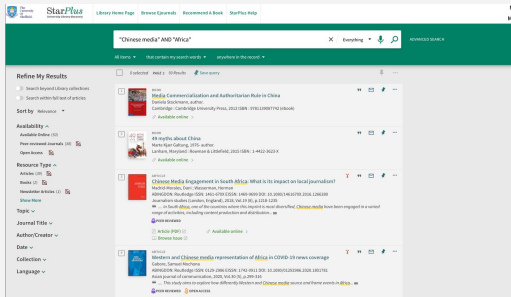
Common ground | A literature review workflow



Finding the right sources

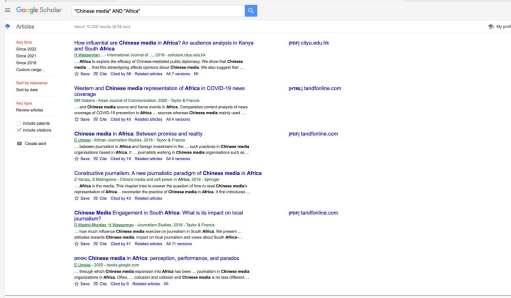
A hand holding a pen is shown writing on a document. The entire image is overlaid with a semi-transparent blue filter. The text 'Finding the right sources' is prominently displayed in white on the left side of the image.

Sources | Where to begin...?



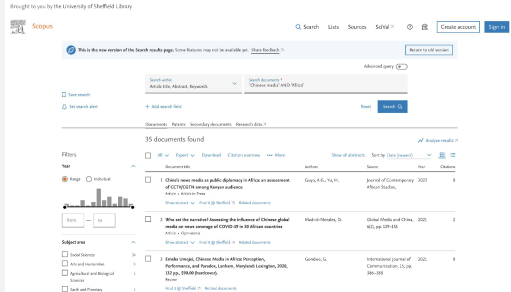
Searches (most) of the resources to which the library has access to.

StarPlus



Includes a lot more resources (good and bad!) than any other database/search tool.

Google Scholar

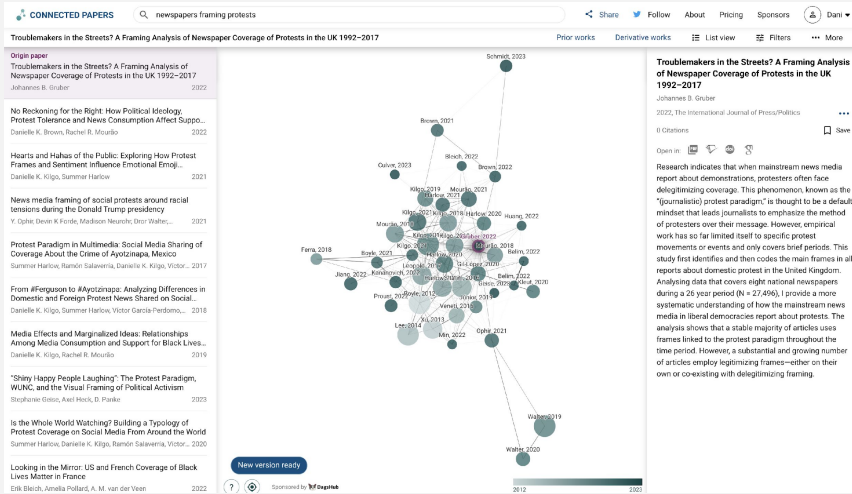


This and other specialised search portals offers more tools to filter, refine and export searches.

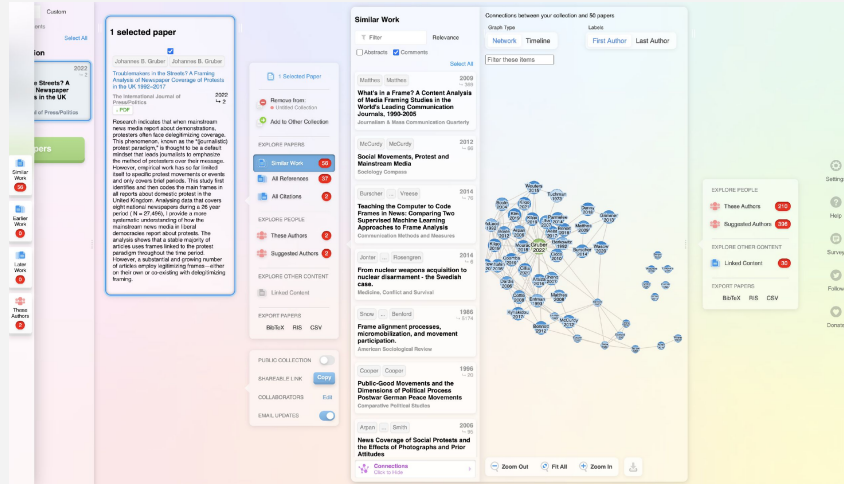
Scopus

Sources | AI-powered services

Some AI-powered tools can assist you during the gathering of evidence for your literature review. For example, [Connected Papers](#) and [Research Rabbit](#).



Connected Papers



Research Rabbit

Sources | AI-powered services

Some AI-powered tools such as [Consensus](#) and [Elicit](#) can help you with summarising key points.

The screenshot shows the Consensus AI search interface. The search query is "How do newspapers frame protests?". The interface includes a search bar, filters, and a list of results. The first result is titled "From Protest to Agenda Building: Description Bias in Media Coverage of Protest Events in Washington, D.C." and is highly cited. The second result is "Protest Coverage Matters: How Media Framing and Visual Communication Affects Support for Black Civil Rights Protests". The third result is "A Movement of Varying Faces: How 'Occupy Central' Was Framed in the News in Hong Kong, Taiwan, Mainland China, the UK, and the U.S.".

Consensus

The screenshot shows the Elicit AI search interface. The search query is "How do newspapers frame protests?". The interface includes a search bar, filters, and a list of results. The first result is titled "Overcoming the protest paradigm? Framing of the 2013 Cypriot protests in international online news media" by Tas Pappas and Monica Brasted. The second result is titled "Framing Protest: The Chicago Tribune and the New York Times during the 1968 Democratic Convention" by Monica Brasted. The interface also shows a summary of the top 4 papers.

Elicit

Sources | Guidance on GenAI


The university **has issued guidance** for students on how to use and how not to use AI tools in assessments:

- GenAI outputs should **not be used as sources** for assessment and you should never cite anything from a GenAI tool.
- Do **not copy and paste content** from an output produced by a GenAI tool directly into your work.
 - Use an output as a way to inform your further research and thinking.
- There's no specific guidance on the use of GenAI for PGR studies at UoS.

Sources | Brainwriting Activity II

Try out a couple of the tools in the previous slides.

What do you think are the advantages (pros) and disadvantages (cons) of using these tools?



Chat with your group and post your answers on the third and fourth post-its.

https://miro.com/app/board/uXjVLPyKFXg=?share_link_id=317109974286

Sources | Iterative Process



How ready is China for a China-style world order? China's state media discourse under construction

Xiaoliang Zhang

Abstract

What exactly is the China-style world order that Chinese officials and intellectual elites have recently been talking about, and how ready is China for it? An examination and analysis of discourses on 'Africa Live' on CCTV Africa, the first overseas news center of China Central Television (CCTV), yields some highly noticeable features and significant themes, confirming that although China has shifted from a low-profile approach to a more assertive one, in an attempt to change the global order, its verbal challenge and sometimes harsh criticism of the American-led international system is accompanied by an obvious absence of a clear vision of what the new world order should be like. This lack of a clear vision may be due to the fact that the Chinese discourse on world order is still a work in progress, constrained by internal practices, and Africa is its testing ground for the construction of a discourse that China envisages as an alternative.

Keywords: international community, new world order, Sino-African relations, soft power, state media discourse, testing ground

Research context, questions, theoretical frameworks and methods

Scholars and observers of China have noticed that with an increased sense of confidence, pride and ambition derived from its growing economic power, China is shifting away from the low-profile approach in its foreign policies (introduced by Deng Xiaoping in the early reform period) to become more assertive as its interests and capabilities grow (see Callahan 2012, 22; Zhang 2008). These researchers argue that China is no longer content with 'playing the game created and defined by the world's advanced industrial economies, most notably the United States' (Steinfeld 2010), or to continue to work largely 'within the existing international order and conciliated the big powers' (Yan and Sautman 2012), but is keen to have a say in international affairs.

Accompanying the shift, discussions for a Chinese-style world order are also



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Biographical note

Xiaoliang Zhang is associate professor in the School of Contemporary Chinese Studies, University of Nottingham, UK. Her research includes the transformation of media, culture and society in China. Her publications include *China's information and communications technology revolution* (ed.) and *The transformation of political communication in China*. Email: xiaoliang.zhang@nottingham.ac.uk

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Sources | Iterative Process

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Chasing Ghosts: Rumours and Representations of the Export of Chinese Convict Labour to Developing Countries

Yan Hairong* and Barry Sautman†

Abstract

A recent addition to the global discourse of China's interaction with developing countries has been the claim that the Chinese government exports prison labour to these countries. While no evidence is ever presented to support this claim, it has been widely circulated in international and local media, as well as on the internet. This article examines the origins of the rumour and the mechanisms of its transmission. It shows that while the rumour often originates at the grass roots in developing countries, it is promoted locally and globally by political, economic and media elites with distinct agendas that often involve building support for opposition parties, competition in obtaining contracts, or geo-strategic and ideological rivalry. We analyse the rumour's circulation in light of the larger discourse on China and developing countries, and discuss why Chinese official responses to the claim have proved to be ineffective.

Keywords: China; Africa; convict labour; rumour

A political rumour people believe is true can grow despite an absence of evidence, if forces are interested in sustaining it. Take the rumours about US President Barack Obama's religious affiliation and birthplace. Obama emphasizes his Christianity and has a US birth certificate, yet 2010 polls showed that only 46 per cent of supporters of his own Democratic Party believe he is a Christian, down from 55 per cent in March 2009. Some 18 per cent of Americans, up from 11 per cent 18 months earlier, believe him to be a Muslim and 43 per cent say they do not know his religion, while 27 per cent (up from 20 per cent four months earlier) doubt Obama was born in the United States, a constitutional requisite to being president. Obama is demonstrably not the foreign-born Muslim rumours depict, but his communications director has noted the credence placed in the "tweets of discredited rabble-rousers."¹ Obama's detractors concentrate

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1 Sheryl Stolberg, "Is defining Obama, misperceptions stick," *New York Times*, 19 August 2010.
© The China Quarterly, 2012. doi:10.1017/S003541012000242

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test of truth, the marketplace can ensure that many people accept falsehoods ... The problem is serious and pervasive, and – with the growing influence of the Internet and new kinds of surveillance – it seems to be increasing.⁹⁴

Efforts at dispelling rumours may end up being "self-defeating corrections," reinforcing the belief in the rumours.⁹⁵ A source of political "information" everywhere, rumours are more apt to be credited where they arise in a political culture deemed to be non-transparent. A Dutch scholar of China's public diplomacy has typically argued that the Chinese government is almost necessarily disbelieved, because "state organizations ... are seldom trusted as messengers and China's government is trusted even less by foreign audiences."⁹⁶ It follows that even if the Chinese government denies it sends out convicts, as it did in 1991 and 2010, the denials are to be dismissed as "propaganda," allowing the rumours to subsist. China's officials, such as its ambassador to Algeria, have consistently denied that China exports prisoners.⁹⁷ Its Ministry of Commerce, Department of Outward Investment and Economic Cooperation, argued that Chellaney has no evidence and that the Law of the People's Republic of China on the Control of Exit and Entry of Citizens forbids persons with criminal or administrative detention records to leave the country to work.⁹⁸ The Chinese embassy in Britain has added that "Chinese companies are not permitted to hire people with criminal records to work on their overseas projects."⁹⁹ Yet Chinese officials find themselves in the same position as Obama, who has said in frustration that he often denies claims he is foreign-born, but "can't spend all of my time with my birth certificate plastered on my forehead."¹⁰⁰

With Chinese government denials dismissed out of hand, Western media negativity about the Chinese government and reflexive characterization of Chinese statements as propaganda are sufficient to unlevel the discursive field. The same dismissive attitude holds true for denials by developing country officials. A researcher who has studied perceptions of the Chinese in Angola has related that because of the local government's credibility problem:

During informal conversation I was told "Angola is a land of rumours" and I later met this problem several times during my collection of information. People often referred to rumours and the word on the street, for example, that the governmental-owned Chinese enterprises used Chinese prisoners as work force in Angola.¹⁰¹

94 Sunstein, *On Rumors*, p. 10.

95 *Ibid.*, p. 46.

96 Ingrid d'Hooghe, "The limits of China's soft power in Europe: Beijing's public diplomacy puzzle," Netherlands Institute of International Relations "Clingendael" Paper No. 25 (2009), p. 30, www.clingendael.nl/publications/2010/20100100_cisp_paper_dhooghe_china.pdf.

97 Infogerre.com, 2008, p. 7.

98 "Report on China sending convicts abroad to labor denied," Xinhua, 10 August 2010.

99 Untitled letter to *The Guardian*, appended to Chellaney's article on 20 August 2010, www.guardian.co.uk/commentisfree/libertycentral/2010/aug/20/china-export-convict-labour.

100 "Obama blames online 'misinformation' campaign for creating myth that he is Muslim," *Asian News International*, 30 August 2010.

101 Bjørn Erik Loken, "Development for whom? Narrative on the impact of Chinese involvement in Angola," unpublished master's thesis, Department of Geography, University of Bergen, 2009, p. 61.

Chasing Ghosts 415

test of truth, the marketplace can ensure that many people accept falsehoods ... The problem is serious and pervasive, and – with the growing influence of the Internet and new kinds of surveillance – it seems to be increasing.⁹⁴

Efforts at dispelling rumours may end up being "self-defeating corrections," reinforcing the belief in the rumours.⁹⁵ A source of political "information" everywhere, rumours are more apt to be credited where they arise in a political culture deemed to be non-transparent. A Dutch scholar of China's public diplomacy has typically argued that the Chinese government is almost necessarily disbelieved, because "state organizations ... are seldom trusted as messengers and China's government is trusted even less by foreign audiences."⁹⁶ It follows that even if the Chinese government denies it sends out convicts, as it did in 1991 and 2010, the denials are to be dismissed as "propaganda," allowing the rumours to subsist. China's officials, such as its ambassador to Algeria, have consistently denied that China exports prisoners.⁹⁷ Its Ministry of Commerce, Department of Outward Investment and Economic Cooperation, argued that Chellaney has no evidence and that the Law of the People's Republic of China on the Control of Exit and Entry of Citizens forbids persons with criminal or administrative detention records to leave the country to work.⁹⁸ The Chinese embassy in Britain has added that "Chinese companies are not permitted to hire people with criminal records to work on their overseas projects."⁹⁹ Yet Chinese officials find themselves in the same position as Obama, who has said in frustration that he often denies claims he is foreign-born, but "can't spend all of my time with my birth certificate plastered on my forehead."¹⁰⁰

With Chinese government denials dismissed out of hand, Western media negativity about the Chinese government and reflexive characterization of Chinese statements as propaganda are sufficient to unlevel the discursive field. The same dismissive attitude holds true for denials by developing country officials. A researcher who has studied perceptions of the Chinese in Angola has related that because of the local government's credibility problem:

During informal conversation I was told "Angola is a land of rumours" and I later met this problem several times during my collection of information. People often referred to rumours and the word on the street, for example, that the governmental-owned Chinese enterprises used Chinese prisoners as work force in Angola.¹⁰¹

94 Sunstein, *On Rumors*, p. 10.

95 *Ibid.*, p. 46.

96 Ingrid d'Hooghe, "The limits of China's soft power in Europe: Beijing's public diplomacy puzzle," Netherlands Institute of International Relations "Clingendael" Paper No. 25 (2009), p. 30, www.clingendael.nl/publications/2010/20100100_cisp_paper_dhooghe_china.pdf.

97 Infogerre.com, 2008, p. 7.

98 "Report on China sending convicts abroad to labor denied," Xinhua, 10 August 2010.

99 Untitled letter to *The Guardian*, appended to Chellaney's article on 20 August 2010, www.guardian.co.uk/commentisfree/libertycentral/2010/aug/20/china-export-convict-labour.

100 "Obama blames online 'misinformation' campaign for creating myth that he is Muslim," *Asian News International*, 30 August 2010.

101 Bjørn Erik Loken, "Development for whom? Narrative on the impact of Chinese involvement in Angola," unpublished master's thesis, Department of Geography, University of Bergen, 2009, p. 61.

Sources | Search strategies

- Follow a “**general to specific**” information retrieval approach.
- Identify “**key authors**” and “**key papers**” (they will likely be cited often in the papers you read)
 - From here use a “chaining” approach
- **Browse entire journal issues** (and special issues), rather than searching for keywords.
- Stay up to date by **subscribing to get notifications** of newly published research.

Sources | Iterative Process

A controversial view...

Your literature review won't be ready until you **exhaust the iterative process** of reading, identifying new works to read, reading new works and so on. When you don't find anything new to read – then you are done.

Organising your ideas

Sources | Brainwriting Activity III

Think about the last time you wrote a literature review. How did you manage the papers you read, and the notes you took? Share your best tips.

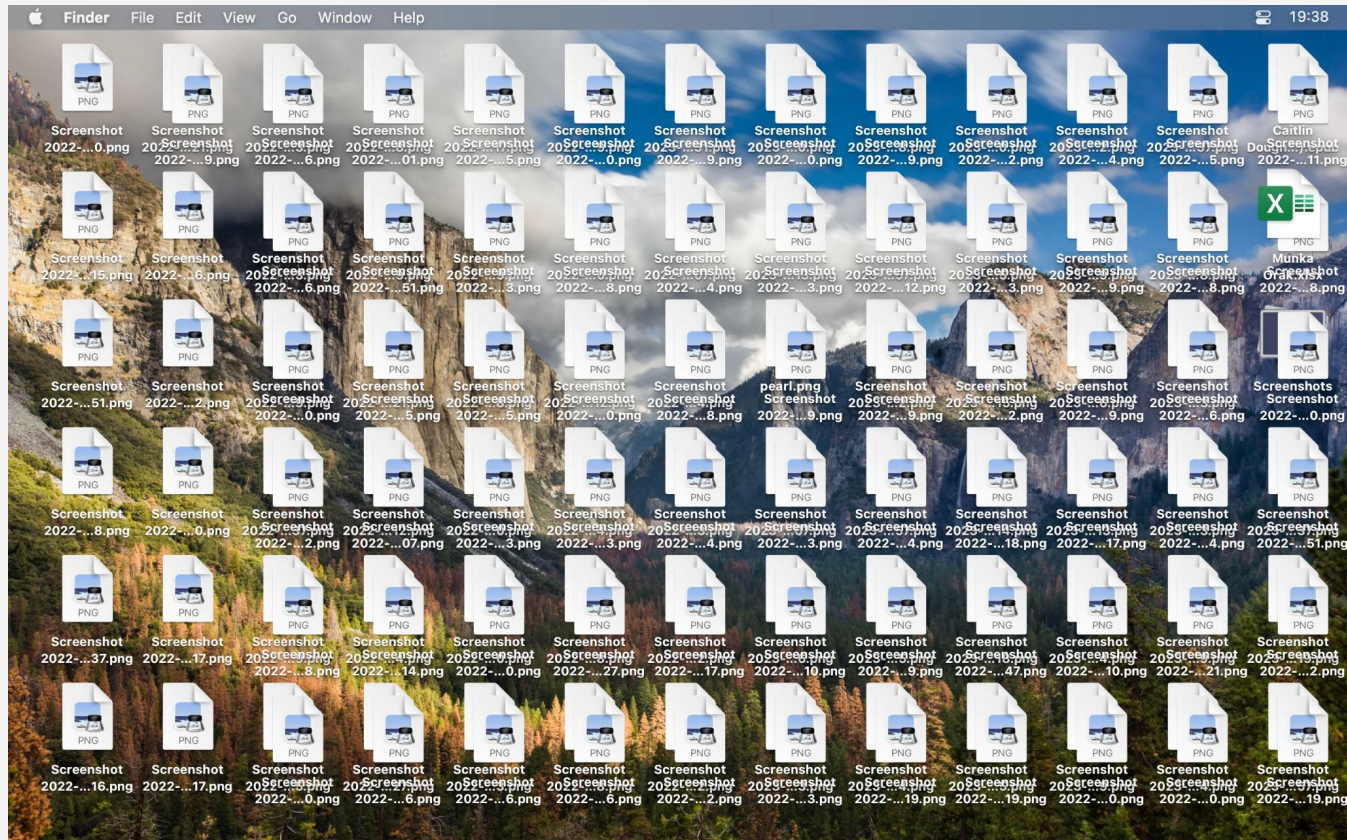
Chat with your group and post your answers on the fifth post-it (“Managing files/notes”).

https://miro.com/app/board/uXjVLPyKFXg=?share_link_id=317109974286

Organising | Managing your documents

- Your PhD thesis is likely to have tens and tens of references (more likely, hundreds of references).
- Pick **an approach that works for you** to keep documents, ideas and notes well organised.
 - Some people like to create folders by topic.
 - Some people like to print out papers.
 - Some people like to use citations managers.
 - Some people like to...

Organising | Managing your documents



Organising | An ode to citation managers

- Citation managers (Mendeley, EndNote, RefWorks, Zotero) are computer programmes that help you...
 - Keep your files organised in one single location.
 - Take notes, annotate and highlight your documents.
 - Search within your records (rather than search online).
 - Manage the references in your documents (including Word and Google Docs).

Organising | Using Zotero

The screenshot displays the Zotero desktop application interface. On the left is a sidebar with a tree view of the library structure, including folders like 'My Library', 'To Read', 'Africa-China Media', and 'Group Libraries'. The main area shows a list of 48 items, each with a thumbnail icon, title, creator, and year. The list is sorted by year in descending order. A search bar at the top right contains the text 'Title, Creator, Year'. At the bottom left, there is a search bar and a list of filters for the year range (21st century, 1976-2002, 2009-2017, 2016, 2017-2021, advocacy, agenda building, Animation, Argentina, BELGIUM, Broadcast journalism).

Title	Creator	Year
Network propaganda: manipulation, disinformation, and radicalization in American politics	Benkler et al.	2018
Studying Journalists and Journalism Across Four Decades: A Sociology of Occupations Approach	Weaver	2015
Anonymising interview data: challenges and compromise in practice	Saunders et al.	2015
A national survey of demographics composition of Kenyan journalists	Ireri	2015
Dmitry Kiselev Is Redefining the Art of Russian Propaganda	Yaffa	2014
Segmented Publics and the Regulation of Critical Speech in China	Woodman	2014
May We Have Your Attention Please? Human-Rights NGOs and the Problem of Global Communication	Thrall et al.	2014
The Sichuan Earthquake and the Heavenly Mandate: legitimizing Chinese rule through disaster relief	Schneider and Hwang	2014
Civil Society Organizations at the Gates? A Gatekeeping Study of News Making Efforts by NGOs	Leuven and Joye	2014
The Assertive China Narrative: Why It Is Wrong and How So Many Still Bought into It	Jerdén	2014
Beyond 'kawaii' pop culture: Japan's normative soft power as global trouble-shooter	Heng	2014
Media commercialization and authoritarian rule in China	Stockmann	2013
CCTV's International Expansion: China's Grand Strategy for Media?	Nelson	2013
City of lights? The waning elitism of US correspondents in Paris between 1998 and 2010	Merle	2013
The 'Korean Wave' and television drama exports, 1995-2005	Jeon	2013
Nationalism and preferences for domestic and foreign animation programmes in China	Ishii	2013
China's first lady effect	Hille	2013
Political discourse in China's English language press	Alvaro	2013
Deregulation of Media in China	Wong	2012
The global journalist in the 21st century	Weaver and Willnat	2012
Understanding China's media system in a world historical context	Zhao	2011
Watching the dragon: global television news about China	Willnat and Luo	2011
Multiculturalismo Pop. El caso de los docu-realities de viaje con destino Japón	Perez-Gomes	2011
All the News That's Fit to Sell How the Market Transforms Information into News	Hamilton	2011
The coverage of China in Belgian television news: a case study on the impact of foreign correspondents	De Swert and Wouters	2011
Directions for Research on Communication and China: An Introductory and Overview Essay	Zhao	2010
News at work: imitation in an age of information abundance	Boczkowski	2010
La télévision chinoise, entre contrôle de l'État et forces du marché	Richet Cooper	2009
A new Japan for the twenty-first century: an inside overview of current fundamental change	Segers	2008
China's Transformations: The Stories Beyond the Headlines	Jensen and Weston	2007
Analyzing the dynamics between organizational culture and change : a case study of China ...	Wang	2006
The News Media as a Political Institution: Looking Backward and Looking Forward	Cook	2006
Mass media and society	Curran and Gurevitch	2005
A visual convergence of print, television, and the internet: charting 40 years of design change	Cooke	2005
Foreign news: exploring the world of foreign correspondents	Hannerz	2004
Comparing media systems three models of media and politics	Hallin and Mancini	2004
The global journalist: news and conscience in a world of conflict	Seib	2002
Media and sovereignty: the global information revolution and its challenge to state power	Price	2002
The Roots of a Sociology of News: Remembering Mr. Gates and Social Control in the Newsroom	Reese and Ballinger	2001
Uses and Gratifications Theory in the 21st Century	Ruggiero	2000
Power, money, and media: communication patterns and bureaucratic control in cultural China	Lee	2000
Editorial Structures and Work Principles in British and German Newsrooms	Esser	1998
Aoe of extremes: the short twentieth century. 1914-1991	Hobsbawm	1994

Organising | Note taking - Two Approaches

	A	B	C
1	Reference (Harvard referencing style)	Highlights (a few sentences at max)	Remarkable passage? (Any direct quote worth using?)
	Posetti, J. and Bontcheva, K., 2020. Disinformation. Dissecting responses to Covid-19 disinformation, Policy brief, 1.	Identifies 10 types of responses to disinformations grouped under 4 major categories: (1) Responses that focus on identifying C-19 disinformation - checking and identifying sources of disinformation. (2) Responses governing the production and distribution of C-19 disinformation - enforcement of laws. (3) Responses within the production and distribution of C-19 disinformation - media platforms reducing transmission of disinformation. (4) Responses aimed at supporting the target audiences of C-19 disinformation campaigns - credibility, media literacy, and resolutions.	"by focussing on the modalities of response, it recognises that these have cross-cutting relevance to the different groups" (p. 3).
2	Helm, R.K. and Nasu, H., 2021. Regulatory responses to 'fake news' and freedom of expression: normative and empirical evaluation. Human Rights Law Review, 21(2), pp.302-328.	A review of three main types of regulatory responses: (1) information correction - false information is publicly announced by the audience - social media platform have also adopted this by naming content as false -- less intuitive and does not infringe the freedom of expression. (2) content removal or blocking - manual and automated filtering - social media platforms and government agency also remove false content. (3) criminal sanctions - this involves prosecutions of spreaders of fake news. The authors conclude that restrictions are inevitable in order to discourage the creation and dissemination of fake news, however, creating these regulations is a big challenge. Also, it is not possible to create regulations without limiting freedom of speech.	"There is no general prohibition on the regulation of information on grounds of falsity under international law" (p. 3017). "the only way to effectively eliminate the effects of fake news would be to prevent the creation and distribution of such news in the first place" (p. 326).
3	Rucinska, S., Fecko, M. and Mital, O., 2022. The role of public authorities in responding disinformation. In Proceedings of the Central and Eastern European eDem and eGov Days (pp. 12-17).	Attempts by Public Authority in Slovak Republic to addressing disinformation. Classified solutions into two major groups: (1) soft solution - media literacy initiatives - educational and explanatory campaigns, ethical codes for both users and platform, critical thinking. (2) Hard solutions - reactive measures targeting the source of disinformation - e.g., regulations, sanctions, demonising accounts, deleting posts. The soft solutions are only possible where trust in institutions is higher e.g. Slovak Republic trust levels in President and Police, local and regional public authorities are high.	"There is no one and absolutely effective tool to tackle disinformation, and therefore a combination of soft and hard solutions is being applied in practice" (p. 12).
4	Caled, D. and Silva, M.J., 2022. Digital media and misinformation: An outlook on multidisciplinary	Discusses the five strategies for coping with disinformation: (1) Journalistic perspective - factchecking and establishing standards for assessing false claims and/or narratives. (2) Educational perspective - media literacy and informational literacy. (3) Governmental perspective - legal strategies including imprisonment of misinformation curators and disseminators.	"Rather than fostering misinformation solutions with regulatory or moralistic characteristics or approaches sounding like censorship or attacks to freedom of expression, we advocate the adoption of solutions supporting the strengthening of journalistic approaches for producing and delivering

The "spreadsheet" approach

The screenshot shows a digital notebook application with a sidebar containing a folder structure for 'Kenya Media System'. The main workspace displays several note cards:

- Kenya Media System**: A central note card listing various media entities like 'The Standard - OK', 'KTN (3rd)', 'Radio Maisha (3rd) - OK', etc.
- Notes**: A note card with text about CCTV coverage and a reminder to note how full of ads about media houses Nairobi is.
- Main Ideas**: A note card discussing the world order changing with China's rise and its impact on transition theory.
- Excerpts from other papers**: A note card for organizing external references.
- PositiveNewsCA**: A note card for organizing specific news content.
- 1.Intro**, **2.Theory**, **3.Background**, **4.Methods**, **6.Messages**, **7.Audience**, **8.Discussion**, **9.Conclusion**: A series of smaller note cards representing different sections of a document or paper.

The "notebook" or "folder" approach

Organising | The “spreadsheet” approach

Reference (Harvard referencing style)	Highlights (a few sentences at max)	Remarkable passage? (Any direct quote worth using?)

Organising | The “spreadsheet” approach

Reference (Harvard referencing style)	Highlights (a few sentences at max)	Remarkable passage? (Any direct quote worth using?)
Posetti, J. and Bontcheva, K., 2020. Disinfodemic. Dissecting responses to Covid-19 disinformation, Policy brief, 1.		
Helm, R.K. and Nasu, H., 2021. Regulatory responses to 'fake news' and freedom of expression: normative and empirical evaluation. <i>Human Rights Law Review</i> , 21(2), pp.302-328.		
Rucinska, S., Fecko, M. and Mital, O., 2022. The role of public authorities in responding disinformation. In <i>Proceedings of the Central and Eastern European eDem and eGov Days</i> (pp. 12-17).		
Caled, D. and Silva, M.J., 2022. Digital media and misinformation: An outlook on multidisciplinary strategies against manipulation. <i>Journal of Computational Social Science</i> , 5(1), pp.123-159.		

Organising | The “spreadsheet” approach

Reference (Harvard style)	Highlights (a few sentences at max)	Remarkable passage? (Any direct quote worth using?)
<p>Posetti, J. and Bontcheva, K., 2020. Disinfodemic. Dissecting responses to Covid-19 disinformation, Policy brief, 1.</p>	<p>Identifies 10 types of responses to disinfodemics grouped under 4 major categories: (1) Responses that focus on identifying disinformation. (2) Responses governing the production and distribution (3) Responses within the production and distribution of disinformation. (4) Responses aimed at supporting the target audiences.</p>	<p>"by focussing on the modalities of response, it recognises that these have cross-cutting relevance to the different groups" (p. 3).</p>
<p>Rucinska, S., Fecko, M. and Mital, O., 2022. The role of public authorities in responding disinformation. In Proceedings of the Central and Eastern European eDem and eGov Days (pp. 12-17).</p>	<p>Classified solutions into two major groups: (1) soft solution - media literacy initiatives. (2) Hard solutions - reactive measures targeting the source of disinformation The soft solutions are only possible where trust in institutions is higher</p>	<p>"There is no one and absolutely effective tool to tackle disinformation, and therefore a combination of soft and hard solutions is being applied in practice" (p.12).</p>

Organising | The “spreadsheet” approach

Each of the classifications in Table 44.1 has a different focus. For example, Helm and Nasu (2021) and Durach et al. (2020) emphasize solutions around regulation and governmental intervention. Other typologies, like those by Bakir and McStay (2018) and Caled and Silva (2022), offer more nuance by adding approaches that involve the use of technology. Most of these are implemented (or should be implemented) by media companies and/or social media platforms. In this chapter, we group the former type of solutions under the label regulatory approaches, while we bundle the latter under the term technological approaches. Both of these fall under the broader concept of “hard solutions,” if we use the terminology proposed by Rucinska et al. (2022). This is in opposition to what they call “soft solutions,” which includes both journalistic approaches (e.g., strengthening independent media, fact-checking news content) and educational approaches (e.g., media and information literacy campaigns).

Mudavadi, K. C., & Madrid-Morales, D. (2025). Countering Political Disinformation. In S. A. Eldridge II, D. Cheruiyot, S. Banjac, & J. Swart (Eds.), *Routledge Companion to Digital Journalism Studies* (2nd ed., pp. 450–459). Routledge.

Organising | The notebook approach

The screenshot shows a digital notebook application titled "Dissertation" with a sub-page "China's media system". The interface includes a left sidebar with a hierarchical outline, a top toolbar with editing tools, and a main workspace with five content cards.

Left Sidebar Outline:

- Draft
 - Kenya Media System
 - Notes
 - Main ideas
 - Excerpts from other p...
 - Fieldwork
 - Audiences
 - Intro
 - Sections Literature Re...
 - Untitled
 - Sociology of News
 - Agency and Struct...
 - Professionalism
 - China's media syst...**
 - Internationalizing...
 - Chinese media in...
 - PositiveNewsICA
 - 0.Intro
 - 1.Intro
 - 2.Theory
 - 3.Background
 - 4.Methods
 - 5.Production
 - 6.Messages
 - 7.Audience
 - 8.Discussion
 - 9.Conclusion
 - Ideas
 - Things to change for the...
 - Questions
 - Ideas
 - IAMCR
 - Content Analysis
 - Research
 - Trash

Main Workspace Content Cards:

- Levels of analysis?**

What has been said about the Chinese media system? Can we do a literature review based on the different levels of analysis? Why would this be useful? We would be following Reese and Shoemaker who suggested that in any literature review a useful structure would be that of levels of analysis. Individual...
- Resource abundance**

Chinese media are, unlike those in most other countries, full of cash in hand to splurge.
- Contradictions**

There are constant contradictions between the self-declared goals and objectives and the actual practice. This incongruity is resolved, how? Is the pursuing of global informational influence precedes or succeeds the desire from control and limited dissemination of information.
- China's media system and the role of journ...**

China's media system and the role of journalists has been explained under the logic and the constraints of the tension between the market and the State. This approach focuses on the pressure infringed by the market, at the same time as the State tries to exercise control. But, what happens when there...
- Ideology?**

Organising | The notebook approach

- China's media system
 - Levels of analysis?
 - Microlevel →
 - Polumbaum
 - Books
 - Pan and Lu - Localizing professionalism
 - Journalistic discourses
 - de Burgh - TV in Hangzhou
 - Tong - Investigative reporting
 - Untitled
 - De Certeau
 - Mesolevel
 - Shenzhen Press
 - Macrolevel
 - Stockman

Historical evolution - Party journalism and Maoist heritage

The post-1990 and the raise of investigative reporting

The debate about professionalism and the ethics of journalism in China

- Polumbaum

- Lee

- Liang

- Pan and Lu

The physiological elements of journalism

- Journalism ink

- Lin Fen

Organising | The notebook approach

- China's media system
 - Levels of analysis?
 - Microlevel
 - Polumbaum
 - Books
 - Pan and Lu - Localizing professionalism
 - Journalistic discourses
 - de Burgh - TV in Hangzhou
 - Tong - Investigative reporting
 - Untitled
 - De Certeau
 - Mesolevel
 - Shenzhen Press
 - Macrolevel
 - Stockman

De Certeau, in analyzing how power operates in everyday life, makes a distinction between what he calls “strategies” and “tactics.” Strategies refer to the calculus derived from the centrally imposed and enforced framework. They consists of actions taken by the actors or agencies that have their “proper” placement in the establishment. Tactics refer to improvised actions of the powerless who poach the established order and turn cracks in it into opportunities to act. Tactics are thus the “art of the weak” to resist, appropriate, and evade the established order.” (P. 211-212)

Organising | Some other suggestions

- In your notes, **clearly differentiate** between paraphrased ideas, direct quotes, your own critique of the work and your own summaries.
- Keep notes and **summaries short** – there's no advantage in having multiple pages of notes, as you won't be including them in your thesis.
- Use a consistent **referencing system**, even when taking notes.

Structuring your argument

Arguments | Different literature reviews

- During your PhD studies, you are likely to write **three types of literature reviews**:
 - A literature review for a journal article or a book chapter (2k to 3k words)
 - A literature review for your confirmation review (5k to 6k)
 - A literature review for your thesis (anywhere between 15k to 40k)
- Only one thing is common: all of them will be **syntheses**.

Arguments | Synthesis

Connecting viewpoints, opinions, data, findings and theories from a range of authors and information sources to **build your own argument** of how these ideas are linked to each other, and to **your research project**.

Arguments | Synthesis Exercise

Reference	What does it say about exams?	What does it say about assignments?
Jones et al. (2004, pp. 36-37)	<ul style="list-style-type: none">- uncritical approaches	<ul style="list-style-type: none">- students get feedback on their progress midcourse- learn to read and write in the study field
Peters (2009, p. 79)	<ul style="list-style-type: none">- rely on memory under pressure- no feedback during lesson	<ul style="list-style-type: none">- learn the discourse of the subject
UNISCA (2006)	<ul style="list-style-type: none">- success relies on memory- 'sudden death' approach to testing- not equal opportunity for all students to demonstrate knowledge	<ul style="list-style-type: none">- teach the 'talk' of the subject
Abbot (2008, para. 20)	<ul style="list-style-type: none">- 'clean-cut approach as you get students knowledge under supervised circumstances'	<ul style="list-style-type: none">- inefficient, too much time to mark, costly- too many plagiarism issues

Arguments | Synthesis Exercise

How would you turn the notes in the previous slide into a paragraph for a literature review about **the use of “assignment essays” in tertiary higher education**?

Try writing 150 to 200 words synthesising the information on the table.

Arguments | Synthesis Exercise

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that coursework assignment essays can lessen the extreme stress experienced by some students over ‘sudden-death’ end of semester examinations and reduce the failure rate (Peters, 2008; UNISCA, 2006). Study skills researchers (Jones et al., 2004; Peters, 2008; UNISCA, 2006) defend assessment by assignment because research assignments can be used to assess student learning mid-course and so provide them with helpful feedback. They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects. In contrast, Abbot (2009, para. 20) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. He states that “Assessment by examination is a clean-cut approach as you get students knowledge under supervised circumstances”. The weight of evidence, however, would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

Arguments | Synthesis Exercise

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that coursework assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations and reduce the failure rate (Peters, 2008; UNISCA, 2006). Study skills researchers (Jones et al., 2004; Peters, 2008; UNISCA, 2006) defend assessment by assignment because research assignments can be used to assess student learning mid-course and so provide them with helpful feedback. They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects. In contrast, Abbot (2009, para. 20) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. He states that "Assessment by examination is a clean-cut approach as you get students knowledge under supervised circumstances". The weight of evidence, however, would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

The topic sentence is generally part of your 'line of argument'.

Arguments | Synthesis Exercise

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that coursework assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations and reduce the failure rate (Peters, 2008; UNISCA, 2006). Study skills researchers (Jones et al., 2004; Peters, 2008; UNISCA, 2006) defend assessment by assignment because research assignments can be used to assess student learning mid-course and so provide them with helpful feedback. They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects. In contrast, Abbot (2009, para. 20) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. He states that "Assessment by examination is a clean-cut approach as you get students knowledge under supervised circumstances". The weight of evidence, however, would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

The topic sentence is generally part of your 'line of argument'.

Synthesised information from two sources. The sentence is a summary of their findings.

Arguments | Synthesis Exercise

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that coursework assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations and reduce the failure rate (Peters, 2008; UNISCA, 2006). Study skills researchers (Jones et al., 2004; Peters, 2008; UNISCA, 2006) defend assessment by assignment because research assignments can be used to assess student learning mid-course and so provide them with helpful feedback. They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects. In contrast, Abbot (2009, para. 20) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. He states that "Assessment by examination is a clean-cut approach as you get students knowledge under supervised circumstances". The weight of evidence, however, would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

The topic sentence is generally part of your 'line of argument'.

Synthesised information from two sources. The sentence is a summary of their findings.

Synthesised information from three different sources into two summary sentences.

Arguments | Synthesis Exercise

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that coursework assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations and reduce the failure rate (Peters, 2008; UNISCA, 2006). Study skills researchers (Jones et al., 2004; Peters, 2008; UNISCA, 2006) defend assessment by assignment because research assignments can be used to assess student learning mid-course and so provide them with helpful feedback. They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects. In contrast, Abbot (2009, para. 20) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. He states that "Assessment by examination is a clean-cut approach as you get students knowledge under supervised circumstances". The weight of evidence, however, would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

Information from a single source into a summary sentence and a short quotation.

Arguments | Synthesis Exercise

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that coursework assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations and reduce the failure rate (Peters, 2008; UNISCA, 2006). Study skills researchers (Jones et al., 2004; Peters, 2008; UNISCA, 2006) defend assessment by assignment because research assignments can be used to assess student learning mid-course and so provide them with helpful feedback. They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects. In contrast, Abbot (2009, para. 20) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. He states that "Assessment by examination is a clean-cut approach as you get students knowledge under supervised circumstances". The weight of evidence, however, would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

Information from a single source into a summary sentence and a short quotation.

The concluding sentence comes after you have advanced your argument with strong backup evidence.

<https://aso-resources.une.edu.au/academic-writing-course/information-basics/synthesising-evidence/>

Arguments | Different literature reviews

- During your PhD studies, you are likely to write **three types of literature reviews**:
 - A literature review for a journal article or a book chapter (2k to 3k words)
 - A literature review for your confirmation review (5k to 6k)
 - A literature review for your thesis (anywhere between 15k to 40k)

Arguments | Shorter Literature Reviews

- A common way to structure a literature review is by dividing it into two or three categories or topics to lay out the main points. This could be done...
 - **General-to-specific:** Organizing a literature review to examine broad-based research first and then focus on specific studies that relate to the topic.
 - **Specific-to-general:** Organizing a literature review to try to make sense out of specific research studies so that a more general conclusion can be drawn.
 - **Known-to-unknown:** Organizing a literature review to examine current literature about the problem and then identify at the end what still is not known.

Arguments | General to Specific

The literature review in this paper is organized around three sections from the **more general to the more specific**:

- China's national image and soft power
- Framing China
- Reshaping the conversation in Latin America

At the end of the literature review, the authors introduce their research questions/hypotheses.

Article

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Mundo China: The media partnership reframing China's image in Brazil

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Abstract
This paper explores China's increasing media engagement with Latin American partners. It examines the case of *Mundo China* (MC), a China-news segment broadcast by the Brazilian news channel BandNews TV and co-produced in partnership with CCTV. By conducting content analysis, we assess how China is presented, contrast the framing of China before and since the partnership agreement, and compare the televised image of China between BandNews TV and other news channels in Brazil. The findings show that MC has assisted in diversifying and balancing the ratio of positive frames in relation to the overall China-related reporting across the broadcasters sampled.

Keywords
China, Brazil, *Mundo China*, framing, country image, CCTV, Bandeirantes, soft power, international broadcasting, co-production

Introduction
Scholarly research on China's media 'going out policy' has largely focused on the geopolitical implications of such a strategy (Thussu et al., 2018) by mostly examining CCTV's internationalisation efforts (Zhang, 2011). Few studies, however, have probed

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Arguments | Known to unknown

The literature review in this paper is organized around three sections **from known to unknown**:

- Misinformation and Fake News
- Misinformation in Sub-Saharan Africa
- Responses to Misinformation

At the end of the literature review, the authors introduce their research questions.



DIGITAL JOURNALISM
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ORIGINAL ARTICLE

Who is Responsible for Stopping the Spread of Misinformation? Examining Audience Perceptions of Responsibilities and Responses in Six Sub-Saharan African Countries



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ABSTRACT
While research on misinformation in Africa has increased in recent years, and despite a growing body of theoretical and empirical work that considers the role of governments, platforms, and users in stopping misinformation globally, there is still a lack of empirical research addressing ways to curb its spread on the continent. Research has coalesced around the idea that no single approach will work in all contexts, and effective strategies need to include media literacy, fact-checking, changes in how news is produced and circulated, government oversight, and regulations as well as responses that take local contexts into account. Using data from 36 focus groups in six sub-Saharan African countries, we examine audiences' experiences with misinformation and perceptions of institutional and personal roles and responsibility for both preventing and intervening in the spread of misinformation. First, we examine perceptions of misinformation with a particular focus on whether misinformation is perceived as "a problem." Second, we examine perceived responsibility for addressing misinformation and possible solutions to the problem. Findings suggest that participants perceive misinformation as a problem if it has real or potential negative consequences and express a sense of shared responsibility among individuals and institutions for stopping the spread of misinformation.

KEYWORDS
Misinformation; focus groups; Africa; majority world; responsibility; responses

Addressing the global spread of misinformation on social media and chat apps is going to require a multipronged approach that involves a variety of actors and actions. Although no single approach will work in all contexts, researchers have

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Arguments | Brainwriting Activity IV

In the folder I shared with you at the beginning, there's 3 the literature review of 3 UoS PhD theses. Have a quick look... What are your first thoughts about the way they are structured?

Chat with your group and post your answers on the sixth post-it (“Thoughts on the LR...”).

https://miro.com/app/board/uXjVLPyKFXg=?share_link_id=317109974286

Arguments | Structuring your PhD literature review

Arguments | Structuring your PhD literature review

- “A typology of reviews: an analysis of 14 review types and associated methodologies” by Maria J. Grant & Andrew Booth
 - <https://doi.org/10.1111/j.1471-1842.2009.00848.x>
- “How to Write a Literature Review” by Andrew S. Denney & Richard Tewksbury
 - <https://doi.org/10.1080/10511253.2012.730617>
- “Writing for Social Scientists” by Howard Becker
 - https://find.shef.ac.uk/permalink/f/15enftp/44SFD_ALMA_D_S51215240220001441

Arguments | Some more thoughts

- Start with an **outline with the main themes/topics**, then work on a rough draft, that you can expand as you continue reading.
- Help you reader by always **forecasting** what you are going to discuss at the beginning of an argument, and by **summarising** the main ideas at the end.
- Find your own voice, and **have a clear “story”** (or narrative or argument or claim).
- **Never. Organize. A. Literature. Review. Around. Authors.**

Surviving the revisions

Feedback | Brainwriting Activity IV

What has your experience been with supervisor feedback? Good? Bad? Terrible? Amazing? Never got any?

Chat with your group and post your answers on the last post-it (“Surviving feedback...”).

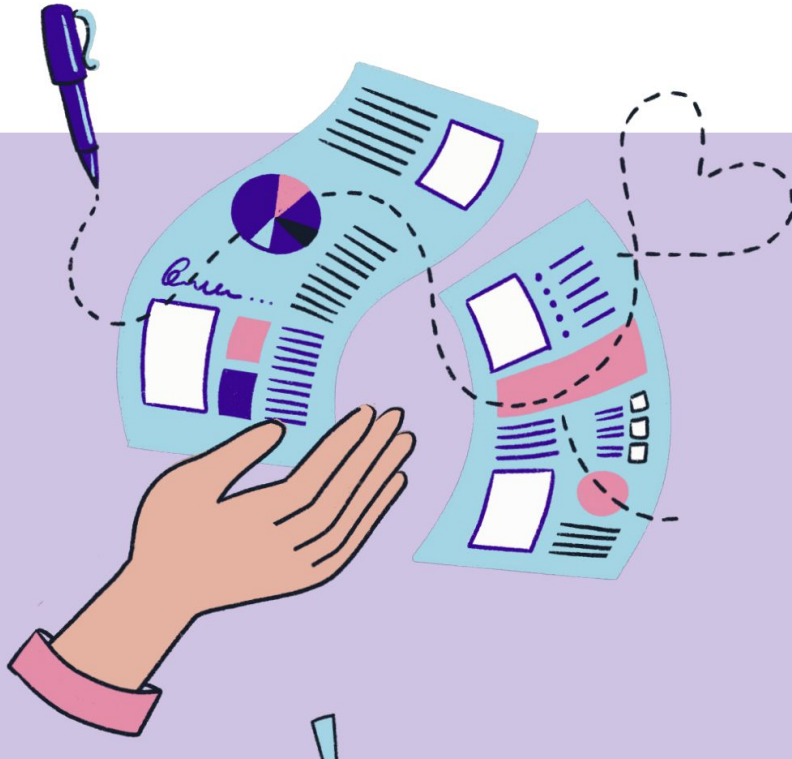
https://miro.com/app/board/uXjVLPyKFXg=?share_link_id=317109974286

Feedback | A healthy relationship

- Reject the ‘rite of passage’ idea, it **needn’t be painful**
- Ask your supervisor to show you what **‘good looks like’**, ask them for tips on what they do to sharpen their writing.
- Forget about **perfect versions** – submitting clean drafts is okay, and drafting and redrafting is normal
- Engage in peer review (when possible, if the workload is manageable) to see **what providing feedback is like**
- If you feel comfortable, ask fellow PhDs to share drafts, and ask your supervisor if they’d be OK sharing theirs too.

Feedback | Student views

With academic work



Make the written feedback more accessible and more sensitive:

international PGRs might feel the power imbalance sharply and take feedback as pointing out mistakes rather than encouragement to think critically. "Supervisors don't realise how painful it is for us to hear some words from them sometimes."

Organising | Some final thoughts I

- Avoid referencing other people's work if you **haven't read it**. It is also not an ideal practice to cite somebody via a third party.
- Don't forget **older publications**.
- Engage with works that you may disagree with. Don't exclude them just because they are contrarian to your view/argument.
- Don't attribute ideas/opinions to authors if they haven't REALLY said what you say they have said.
- Remember to cite **EVERYTHING**, and list references correctly.

Organising | Some final thoughts II

- Your language should be concrete, clear, consistent, coherent and precise (**the 4Cs & 1P**)
- Short sentences (with one idea per sentence) are more powerful, and easier to read.
- Beware of “**concept hoarding**”, where your literature review is a collection of definitions of many different concepts.
- If you talk about “**multiple authors**”, name them. If you refer to “**several scholars**”, tell us how many and who they are.

How did it go?





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Dani Madrid-Morales