

Course Description

MEDD8923 Qualitative Literature Reviews: From Systematic to Scoping Reviews

Course description		
<p>This course focuses on qualitative research synthesis. Systematic literature reviews and meta-analyses are common ways to summarise the evidence of earlier educational research. However, both of these methods usually require a trained team of experts and a long period of time. Also, these methods represent a positivist approach to educational research: they often aim to find “the right answers” or “effect sizes” without carefully explaining “what works”, “under what circumstances”, “for whom”, and “why”. This course thus focuses on qualitative methods for synthesizing - not just summarising - earlier educational research. Examples of qualitative types of literature reviews are scoping reviews, critical reviews and meta-ethnographies. The course will introduce these varying methodologies while focusing mainly on scoping reviews. The course provides practical tools for both searching the literature and analysing research outputs through qualitative methods.</p>		
Course objectives		
<p>The course consists of three Course Objectives:</p> <p>CO1: Introduction to research synthesis (e.g., introducing scoping review, critical review, realist review).</p> <p>CO2: Designing and conducting a meaningful literature search.</p> <p>CO3: Analysing and synthesizing research literature through qualitative methods.</p>		
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)	
1. Basic understanding of different types of literature review (e.g., how such approaches differ from systematic reviews and meta-analyses)	PLOs 1, 4	
2. Skills in searching literature for a review (e.g., picking the right keywords and databases). The course uses the software Covidence for the review process (provided free at HKU)	PLOs 1, 2, 3, 5	
3. Skills in analysing datasets that consists of research outputs including, but reaching beyond, the commonly used simplistic practices such as categorization and thematic analysis	PLOs 1, 2, 3, 5	
Course assessment methods		
Assessment method	Weighting	Aligned course learning outcome(s)
Essay	20%	CLO 1
Project part 1: Outline of the project	40%	CLOs 1, 2, 3
Project part 2: Analysis and findings	40%	CLOs 1, 2, 3
Course content and topics		
<p>Introduction and overview of research syntheses</p> <p>Specific examples: scoping review, qualitative research synthesis and critical review</p> <p>Using Covidence + Literature search part 1</p> <p>Literature search part 2</p> <p>Analysis methods: introduction and examples</p> <p>Analysis methods: thematic analysis</p> <p>Analysis methods: discourse analysis</p> <p>How to evaluate research syntheses?</p>		
Required / recommended readings and online materials		
<ul style="list-style-type: none">Aveyard, H. (2014). <i>Doing a literature review in health and social care: A practical guide</i> (3rd ed.). Maidenhead: Open University Press.		

- Lockwood, C., Munn, Z., & Porritt, K. (2015). Qualitative research synthesis: methodological guidance for systematic reviewers utilizing meta-aggregation. *JBIM Evidence Implementation*, 13(3), 179-187.
- Major, C. H., & Savin-Baden, M. (2012). *An introduction to qualitative research synthesis: Managing the information explosion in social science research*. Routledge.

Other additional course information

Advanced Research Method course