

TRAJECTORY OF IDEAS AND STANCE-TAKING IN LITERATURE REVIEWS

Identify the main ideas/arguments brought forward in these excerpts. Look at the references to other writers in the extracts above.

What is the purpose of citing the names and work of the author(s)? What is the writers' stance towards each of the authors? How do you know?

Sample 1

The notion of effective teaching has received much attention in recent years, though much of this has tended to focus more on schools than higher education. Some authors (Evans and Abbott, 1998; Patrick and Smart, 1998) link this lesser focus on effective university teaching to the absence of agreement on what this notion actually represents in a sector that lacks a unified view of its purpose. One view is that teacher effectiveness in HE can best be understood in the context of student success demonstrated via assessment. Campbell et al. (2004) and Berliner (2005) discuss the use of such outcomes-based indicators as a gauge for describing effectiveness and, though such approaches are not without merit, it could be argued that there is more to teacher effectiveness than supporting students in examination success, and that this might well be at odds with students' own subjective evaluations of teaching. In this regard, Yates (2005) draws a distinction between 'the effective teacher', as demonstrated by an analysis of student outcomes, and 'the good teacher' who arouses positive affective reactions in students. This distinction is worth noting, and highlights that effectiveness can be understood and interpreted in a number of ways.

(Bartram and Baily 2009: 173)

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Sample 2

A report in 1984 by the President's Task Force on Food Assistance (1984) provided divergent views on whether and to what extent the problem of hunger existed in the United States. All agreed that hunger was simply not acceptable in the United States. However, task force members indicated that the lack of an authoritative measure of the number of hungry people precluded any firm conclusions about the magnitude of hunger and food insecurity in the country. The report concluded that there was a critical need for a reliable measure of food security to provide some degree of confidence that hunger and food insecurity were being accurately assessed.

[. . .]

An important step was taken in the 1984 Task Force Report in articulating the need to distinguish medical definitions of hunger from poverty-driven hunger. This report catalysed the research community to develop valid and reliable measures of the prevalence and severity of hunger and food insecurity in the United States. As a result, a body of research and field survey work emerged that produced methodologically sophisticated and empirically grounded measurement scales for food security (Frongillo, 1999). Two of the most influential research studies were those of Radimer and colleagues (Radimer, Olson and Campbell, 1990) and Wehler and colleagues working on the Community Childhood Hunger Identification Project (Wehler, Scott and Anderson, 1992).

(Kennedy n.d.)