

# Literature reviews for bachelor- and masterstudents: Teaching the advisors

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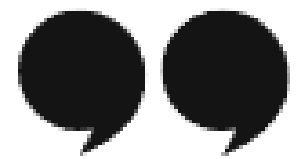
# About the University of South-East Norway

- Norway's newest university (June 1st, 2018)
- 17 000 students, 43 librarians
- Eight campuses, five of them offer education in health science
- Primarily nursing education (also radiography, midwifery, optometry etc.)



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*We believe that the long-term plan must be the government's starting point for an overall Norwegian commitment to knowledge-based social development.*

Mari Sundli Tveit, managing director in the Research Council

The consultation note on electric scooters is not based on much knowledge

Nils Fearnley  
Espen Johnson

| DEBATE

Petition: Four years is too long to wait for knowledge-based drug policy



Preserve and strengthen the Police Academy's academic freedom and professional environments: A call for knowledge-based policy on the police

Opinion. What are the police? And what should it be? These questions are being asked by a number of researchers from, among others, the Norwegian Police Academy.

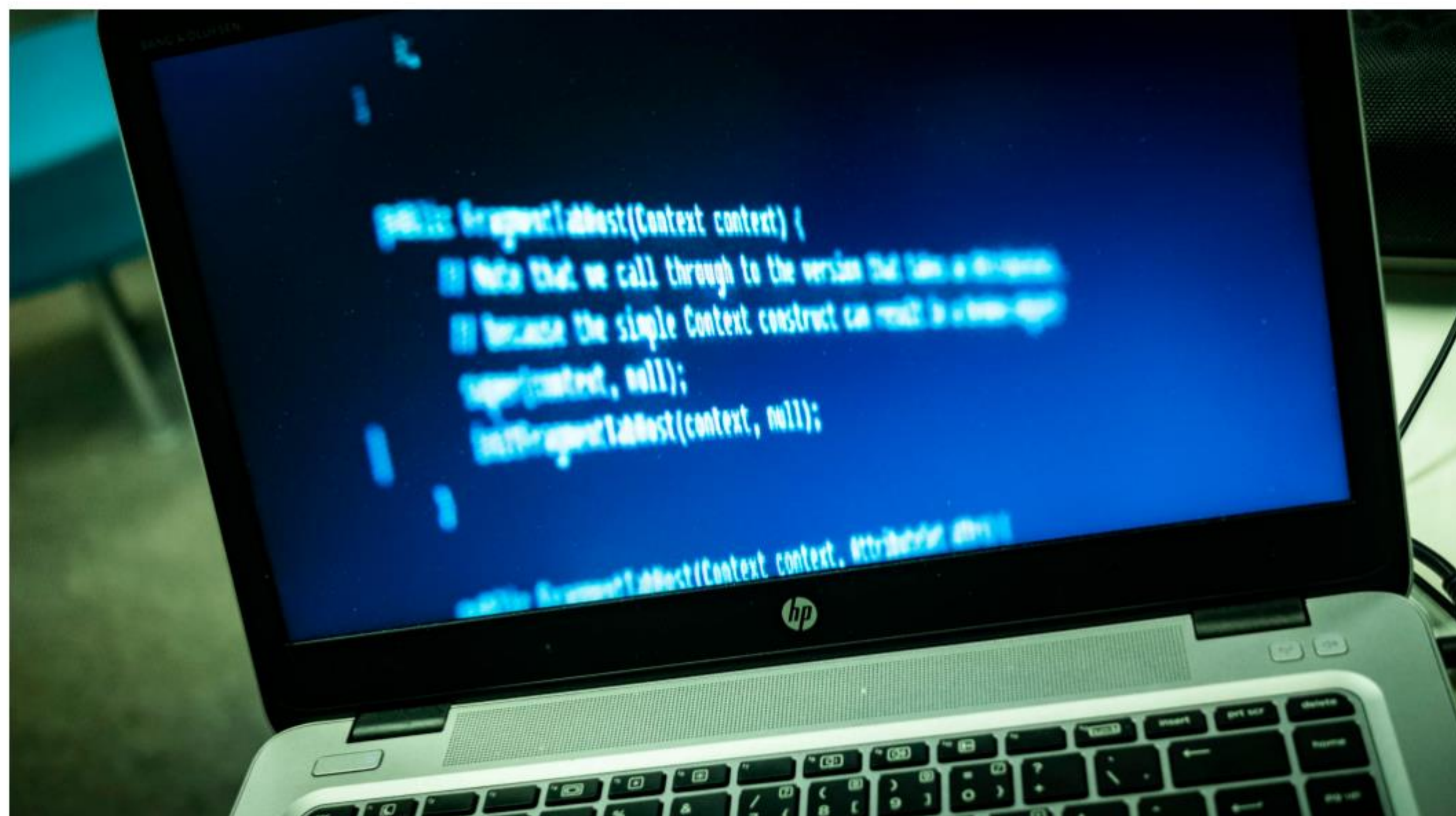
Published Saturday 09.11.2019 - 13:24



DEBATE • NINA GRAM GARMANN

# GDPR limits the possibilities for empiricism

Even in bachelor's theses, strict consideration of privacy comes at the expense of methodological diversity, according to Professor Nina Gram Garmann at OsloMet.



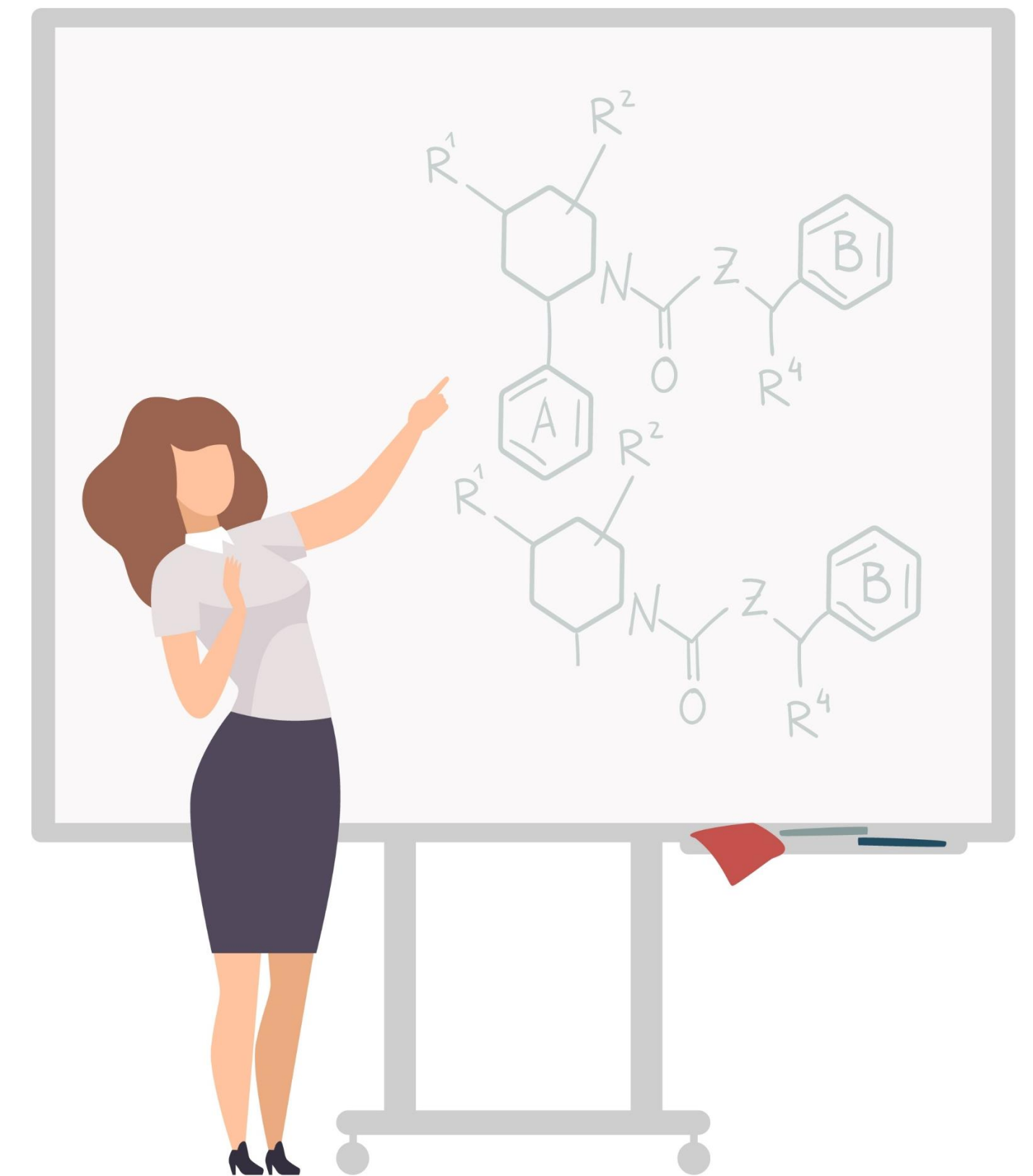
# Background

- Literature review as a methodology is on the rise.
  - All bachelor theses in nursing must be a literature review + in a number other educational programmes.
- Students writing reviews are usually time-consuming library users.
- Lack of a criteria framework: Faculty members/advisors give diverging advice.
- The library has offered an open methodology course in literature reviews for students from all faculties since 2021.
  - Several faculty members have attended.
  - The course is also in demand as a scheduled lecture incorporated in some of the programmes.



# What was the content of the course?

- What is a literature review?
- Different types of reviews
- The difference between a researcher review and a student review
- Required elements in the student review
- The role of the advisor vs. the role of the librarian
- Frequently asked questions by students



# Feedback



## Before

- Great interest.
- Requests for a new course from those who couldn't attend.
- Advisors from other faculties and other campuses wanted to participate (educational sciences).
- Interest from other university libraries.

## After

- Evaluation:
  - All the participants found the course useful.
  - Most interesting parts: Researcher reviews vs. student review, requirements, advisor's role.
- Request from one of the bachelor coordinators for a tailored course.

# Lessons learned

- The participants appreciated the initiative.
- Several programmes now have, or is in the process of developing, a criteria framework for student reviews.
- Changes to the course: Bachelor and master separately.
- Dialogue.
- The importance of being on the same page.
- Mutual respect.





# Method – our responsibility or the teachers?

## Con

- Literature review is a method = the responsibility of the faculties.
- Differences in requirements for reviews in the faculties.

## Pro

- We have the competency.
- We make that competency visible.
- The course gives us insight on how and how many who write literature reviews at USN.
- Students writing reviews are usually time-consuming library users. We save on library time when:
  - Advisors give competent advice to the students.
  - The advisors are aware of our role vs their role.



Thank you for  
your interest!

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