WHATs, HOWs, AND WHYs OF QUALITATIVE SYSTEMATIC REVIEWS
Outline

1. Systematic Reviews
2. Qualitative Systematic Review Process
3. Examples of Qualitative Systematic Reviews
4. Qualitative Systematic Review Designs
5. Deliberations and Considerations
6. Questions
What is a systematic review?

Empirical research that synthesizes, analyses, and/or interprets findings across studies to answer a research question.
<table>
<thead>
<tr>
<th><strong>Systematic Review</strong></th>
<th><strong>Literature Review</strong></th>
<th><strong>Critical Review</strong></th>
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<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Synthesis of primary research that identifies, screens, synthesis, and appraises empirical literature to answer a research question.</td>
<td>Summary of literature on a topic using informal (non-systematic) methods to collect and summarize themes across studies.</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>Answer a focused research question.</td>
<td>Provide a summary or overview of a topic.</td>
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<tr>
<td><strong>Question</strong></td>
<td>Focused and answered through analysis of primary studies.</td>
<td>Can be general or focused. Can be answered through summarizing.</td>
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<tr>
<td><strong>Example qualitative question</strong></td>
<td>What is the impact of high-stakes testing on curriculum? (Au, 2007)</td>
<td>What research has been conducted on sustainability in post-secondary education? (Vaughter, et al., 2013)</td>
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<tr>
<td><strong>Process</strong></td>
<td>Systematic and predetermined Inclusion/Exclusion criteria, Systematic search strategy, Search in ALL relevant databases, Appraisal tool, Analysis of findings</td>
<td>Iterative or systematic, No predetermined inclusion/exclusion criteria, Search in a few relevant databases, Little or no appraisal, Summary of topics discussed</td>
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<tr>
<td><strong>Authors</strong></td>
<td>Usually three or more</td>
<td>Usually one or two</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Usually one to two years</td>
<td>Usually three to nine months</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Statistical or qualitative data analysis methods used</td>
<td>Summary</td>
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<tr>
<td><strong>Write-Up</strong></td>
<td>Usually follow PRISMA guidelines</td>
<td>Variety of options</td>
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Adapted from: Kysh, Lynn (2013): Difference between a systematic review and a literature review. [figshare]. Available at: http://dx.doi.org/10.6084/m9.figshare.766364
Types of Systematic Reviews

Systematic review: broad term for qualitative, quantitative, and mixed methods reviews

Quantitative systematic review or meta-analysis: synthesis and analysis of quantitative studies

Mixed methods systematic review: synthesis of quant, qual, and mixed methods studies

**Qualitative systematic review**: aggregates, integrates, and/or interprets the findings from (usually) qualitative studies (Sandelowski & Barroso, 2007)
What are the effects of high-stakes testing on curriculum?
Overview of the Qualitative Systematic Review Process

Protocol
- Research Question(s)
- Inclusion/Exclusion Criteria
- Search Strategy
- Extraction and Appraisal Tools

Search and Screen
- Run Search
- Screen Abstracts
- Screen Full-Texts

Analyze
- Analyze Data
- Synthesize, Interpret Findings

Write-Up
- Make Tables
- Describe and Interpret findings
Au (2007), Example Inclusion and Exclusion Criteria

**Inclusion**
- Original research
- Qualitative methods
- United States
- Address relationship between high-stakes testing and either curriculum or instruction or both.

**Exclusion**
- Relationship between high-stakes testing and retention
- Focused on student teachers
this is what a librarian looks like
In the autumn of 2009, the author conducted systematic searches of 12 databases that index journal articles related to the disciplines of education, health, and the social sciences. These 12 databases included: (a) Academic Search Premier (EBSCOhost); (b) Education Abstracts (ProQuest); (c) Education Journals (ProQuest); (d) Education Resources Information Center (ERIC, EBSCOhost); (e) Professional Development Collection (EBSCOhost); (f) PsycARTICLES (EBSCOhost); (g) Psychology Journals (ProQuest); (h) PsycINFO (EBSCOhost); (i) Science Direct (Elsevier); (j) Social Sciences Abstracts (OCLC FirstSearch); (k) Wilson Education Abstracts (ProQuest); and (l) Wilson Select Plus (OCLC FirstSearch). When databases had a controlled vocabulary, Boolean searches were conducted with the designated subject terms, usually ("disabilities" or "special education" or "special needs students") and ("homosexuality" or "gays and lesbians" or "gay men" or "lesbians" or "LGBT people.")) When a database did not have a controlled vocabulary, Boolean searches were conducted using the search terms ("disabilities" or "special education") and ("lesbian" or "gay" or "bisexual" or "transgender" or "queer" or "LGBT") as keyword phrases limited to the title, citation, and abstract of the article record. The various database searches yielded a total of ten articles that met the selection criteria (Plankett, 2003; Bluth & Carson, 2007;...
Managing behavioural and psychological symptoms in community dwelling older people with dementia: A systematic review of qualitative studies. *Dementia, 18*(7–8), 2950–2970.
**Critical Appraisal Tools**

JBI's critical appraisal tools assist in assessing the trustworthiness, relevance and results of published papers.

### Critical Appraisal Tools Downloads

<table>
<thead>
<tr>
<th>Tool Description</th>
<th>PDF</th>
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<tr>
<td>Checklist for Analytical Cross Sectional Studies</td>
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<tr>
<td>Checklist for Case Control Studies</td>
<td><img src="#" alt="PDF" /></td>
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<td>Checklist for Case Reports</td>
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<td>Checklist for Case Series</td>
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<tr>
<td>Checklist for Cohort Studies</td>
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Software
“Figure. A thematic analysis of young people’s views on the role of education, training, employment and careers, and financial circumstances in unintended teenage pregnancy”

DESIGNS AND DELIBERATIONS
Some Types of Qualitative Systematic Reviews

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<tr>
<td>Meta-ethnography</td>
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<td>Meta-study</td>
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<tr>
<td>Critical Interpretive Synthesis</td>
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<td>Critical Construct Synthesis</td>
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Deliberations and Considerations

To what extent should qualitative research be ‘systematic?’ What is systematic? (e.g. Campbell et al, 2011).

How to choose sources? Does the search need to be as comprehensive as quantitative systematic reviews? Should sampling of studies be purposive or exhaustive? (e.g., Booth, 2016).

What types of studies should be included? What is the role of the appraisal tool? How do we appraise qualitative research? (e.g., Dixon-Woods et al., 2004).

To what extent do journal articles convey rich contexts and personal experience?

What is the role of reflexivity in qualitative systematic reviews?

Philosophy of inquiry? (e.g., Gordon, 2016)
References


Resources


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