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Literature Review from Search to Publication, Part 1: Systematic Review

Nader Ale Ebrahim
Literature Review from Search to Publication

Part 1: Systematic Review

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www.researcherid.com/rid/C-2414-2009
http://scholar.google.com/citations

21st February 2017
LITERATURE REVIEW FROM SEARCH TO PUBLICATION
Part 1: Systematic Review

Nader Ale Ebrahim, PhD

This presentation is available online at: https://figshare.com/authors/Nader_Ale_Ebrahim/100797
Link to this presentation: https://doi.org/10.6084/m9.figshare.4668232.v1 (New version)

Abstract: “Research Tools” can be defined as vehicles that broadly facilitate research and related activities. “Research Tools” enable researchers to collect, organize, analyze, visualize and publicized research outputs. Dr. Nader has collected over 700 tools that enable students to follow the correct path in research and to ultimately produce high-quality research outputs with more accuracy and efficiency. It is assembled as an interactive Web-based mind map, titled “Research Tools”, which is updated periodically. “Research Tools” consists of a hierarchical set of nodes. It has four main nodes: (1) Searching the literature, (2) Writing a paper, (3) Targeting suitable journals, and (4) Enhancing visibility and impact of the research. In this workshop some tools as an example from the part 1 (Searching the literature) will be described. The e-skills learned from the workshop are useful across various research disciplines and research institutions.

Keywords: Literature Review, Improve citation, Research impact, Open access, h-index, Research Visibility, Bibliometrics, Systematic literature review
<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC</th>
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<tr>
<td>1</td>
<td>7 September 2016</td>
<td>2.00 – 4.30 p.m.</td>
<td>Citations and its impact to university ranking</td>
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<td>2.1</td>
<td>22 September 2016</td>
<td>10.00 a.m. – 12.00</td>
<td>Research Outreach: Wider Visibility to Increase Citation*</td>
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<td>28 September 2016</td>
<td>2.00 – 5.00 p.m.</td>
<td>Plain Language Summary: The Common Language of Research &amp; Innovation*</td>
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<td>3</td>
<td>5 October 2016</td>
<td>2.00 – 4.30 p.m.</td>
<td>Analysis of bibliometrics information for select the best field of study</td>
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<td>4</td>
<td>12 October 2016</td>
<td>2.00 – 4.30 p.m.</td>
<td>A new system for measuring research impact</td>
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<td>5</td>
<td>19 October 2016</td>
<td>2.00 – 4.30 p.m.</td>
<td>How to select a brand name for your research interest?</td>
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<td>6</td>
<td>16 November 2016</td>
<td>2.00 – 4.30 p.m.</td>
<td>Create and maintain an up-to-date researcherid profile</td>
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<td>2.00 – 4.30 p.m.</td>
<td>Online repository: improving the research visibility and impact</td>
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<td>30 November 2016</td>
<td>2.00 – 4.30 p.m.</td>
<td>Kudos: promote your published research reach and impact</td>
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<td>13</td>
<td>7 December 2016</td>
<td>2.00 – 4.30 p.m.</td>
<td>Journal selection procedure: select the best journal to ensure the highest citation</td>
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<td>14</td>
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<td>2.00 – 4.30 p.m.</td>
<td>Establish your expertise with a science blog</td>
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<tr>
<td>15</td>
<td>21 December 2016</td>
<td>9.00 – 11.30 a.m.</td>
<td>Promote your research work on LinkedIn</td>
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<tr>
<td>16</td>
<td>4 January 2017</td>
<td>9.00 – 11.30 a.m.</td>
<td>Make your data discoverable on a data repository</td>
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<td>17</td>
<td>11 January 2017</td>
<td>9.00 – 11.30 a.m.</td>
<td>Microblogging for enhancing the research accessibility</td>
</tr>
<tr>
<td>18</td>
<td>18 January 2017</td>
<td>9.00 – 11.30 a.m.</td>
<td>Make an audio slides for your research</td>
</tr>
<tr>
<td>19</td>
<td>25 January 2017</td>
<td>2.00 – 4.30 p.m.</td>
<td>Academic social networking (ResearchGate &amp; Academia) and the research impact</td>
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<tr>
<td>20</td>
<td>15 February 2017</td>
<td>2.00 – 4.30 p.m.</td>
<td>Publish online magazine to promote publications and research findings</td>
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<td>22 February 2017</td>
<td>2.00 – 4.30 p.m.</td>
<td>Enhance research visibility by tracking citations</td>
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<td>22</td>
<td>1 March 2017</td>
<td>2.00 – 4.30 p.m.</td>
<td>Document publishing tools for research visibility improvement</td>
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<td>23</td>
<td>8 March 2017</td>
<td>2.00 – 4.30 p.m.</td>
<td>Publication’s e-mail marketing procedure</td>
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<td>2.00 – 4.30 p.m.</td>
<td>The use of reference management tools to improve citation</td>
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<tr>
<td>25</td>
<td>22 March 2017</td>
<td>2.00 – 4.30 p.m.</td>
<td>Contribute to Wikipedia: an approach to increase research visibility on the web</td>
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</tbody>
</table>
Top 10 authors with the highest profile view counts on ResearchGate

Table 11. Top 10 authors with the highest profile view counts on ResearchGate (9th of November, 2015), compared to the same indicator on the 10th of September, 2015.

<table>
<thead>
<tr>
<th>AUTHOR NAME</th>
<th>SEPTEMBER 10th (2015) PROFILE VIEWS</th>
<th>NOVEMBER 9th (2015) PROFILE VIEW</th>
<th>MISMATCH (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nader Ale Ebrahim</td>
<td>19,821</td>
<td>13,281</td>
<td>67.00</td>
</tr>
<tr>
<td>Chaomei Chen</td>
<td>7,760</td>
<td>3,937</td>
<td>50.73</td>
</tr>
<tr>
<td>Loet Leydesdorff</td>
<td>4,227</td>
<td>1,758</td>
<td>41.59</td>
</tr>
<tr>
<td>Bakthavachalam Elango</td>
<td>2,883</td>
<td>1,756</td>
<td>60.91</td>
</tr>
<tr>
<td>Zaida Chinchilla</td>
<td>5,840</td>
<td>1,569</td>
<td>26.87</td>
</tr>
<tr>
<td>Mike Thelwall</td>
<td>4,297</td>
<td>1,568</td>
<td>36.49</td>
</tr>
<tr>
<td>Lutz Bornmann</td>
<td>3,129</td>
<td>1,439</td>
<td>45.99</td>
</tr>
<tr>
<td>Wolfgang Glänzel</td>
<td>3,012</td>
<td>1,301</td>
<td>43.19</td>
</tr>
<tr>
<td>Kevin Boyack</td>
<td>3,256</td>
<td>1,135</td>
<td>34.86</td>
</tr>
<tr>
<td>Peter Ingwersen</td>
<td>2,335</td>
<td>1,025</td>
<td>43.90</td>
</tr>
</tbody>
</table>

JANUARY 2017 TOP 100 TECHNOLOGY EXPERTS TO FOLLOW ON TWITTER

CONGRATS! YOU MADE THE TOP 100

TECHNOLOGY EXPERTS TO FOLLOW FOR JANUARY 2017.
EVANCARMICHAEL.COM

#11) @aleebrahim - Nader Ale Ebrahim (Up from #19)

#12) @wpengine - WP Engine

#13) @wintelkiller - wintelkiller (Down from #11)

#14) @infoworld - InfoWorld (Up from #16)

#15) @ashrafkanjo - Ashraf Kanjo (Down from #13)
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<th>No.</th>
<th>Topic</th>
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<td>What is a literature review</td>
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<td>Some questions that the review of literature can answer</td>
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<td>Selecting keywords</td>
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<td>11</td>
<td>Finding proper articles</td>
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</tbody>
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Systematic Review and Bibliometrics: A Step-by-step Guide

The search can be time consuming and sometimes tedious task. How can make it easier? How do deal with situations such as:

- “I just join as a new postgraduate student and I am not sure how to do a literature search”
- “I have been in research for some time now but I spend a lot of time to get the articles I want”
- “I am sure I have downloaded the article but I am not able to find it”
- “I wanted to write a new paper, how can I manage the references in the shortest possible time?”
- “I have many references, some of my old papers, and some of my current research. Sometimes, they are so many that I can’t recall where I have kept them in my folders!”
- ........
- “I have written an article and I am not able to find a proper Journal”
- "I want to increase the citation of my papers, how do I do?"
What is a Literature Review?

Novice researchers tend to approach the literature review as nothing more than a collection of summaries of papers or an elaborated annotated bibliography of multiple research manuscripts (Webster & Watson, 2002). A meaningful literature review is much more:

- The use of ideas in the literature to justify the particular approach to the topic, the selection of methods, and demonstration that this research contributes something new
- Quality means appropriate breadth and depth, rigor and consistency, clarity and brevity, and effective analysis and synthesis
- Explain how one piece of research builds on another
- Creates a firm foundation for advancing knowledge
- It facilitates theory development, closes areas where a plethora of research exists, and uncovers areas where research is needed
- Demonstrate that the proposed research contributes something new to the overall body of knowledge or advances the research field’s knowledge-base

Justify your research
A literature review ensures that you are at least familiar with the body of research in your field before starting your own investigations. Writing a literature review also provides practice in critical thinking. Once you have applied critical thinking skills to the findings of past researchers, you are in a better position to apply these same skills to your own work.
6 critical questions

Who said it?
- Someone you know?
- Someone famous?
- Someone in authority?
- Should it matter who said it?

What did they say?
- Did they give facts or opinions?
- Did they give all the facts?
- Did they leave something out?

Where did they say it?
- Was it in public or in private?
- Did other people have a chance to talk about the other side?

When did they say it?
- Before, after, or during an important event?

Why did they say it?
- Did they explain their opinions?
- Were they trying to make someone look good or bad?

How did they say it?
- Were they happy, sad, angry, or didn’t care?
- Did they write it or speak it?
- Could you understand it?

Critical reading is the process of reading that goes beyond just understanding a text. Critical reading involves:

– Carefully considering and evaluating the reading
– Identifying the reading's strengths and implications
– Identifying the reading's weaknesses and flaws
– Looking at the 'big picture' and deciding how the reading fits into the greater academic context (the understandings presented in other books and articles on this topic)

Source: http://owll.massey.ac.nz/study-skills/critical-reading.php
Critical reading often involves asking questions about the reading. In particular, you are examining the strengths and weaknesses of the reading's argument. To do this, you need to consider:

- the reading's background
- its purpose and overall conclusion (claim)
- the evidence used in the reading
- the logical connections between the claim and the evidence
- the reading's balance
- its limitations
- how it relates to other sources and research
- if the reading is based on research, how this research was conducted

Source: http://owll.massey.ac.nz/study-skills/critical-reading.php
A systematic literature review is a means of identifying, evaluating and interpreting all available research relevant to a particular research question, or topic area, or phenomenon of interest. Individual studies contributing to a systematic review are called primary studies; a systematic review is a form of a secondary study.
Systematic Review 2/2

• A **systematic review** is a **literature review** focused on a research question that tries to identify, appraise, select and synthesize all high quality research evidence relevant to that question.


• **A Guide to Writing the Dissertation Literature Review**
Reasons for Performing Systematic Reviews

- **To summarise** the existing evidence concerning a treatment or technology e.g. to summarise the empirical evidence of the benefits and limitations of a specific agile method.
- **To identify any gaps** in current research in order to suggest areas for further investigation.
- **To provide a framework/background** in order to appropriately position new research activities.

However, systematic reviews can also be undertaken to examine the extent to which empirical evidence supports/contradicts theoretical hypotheses, or even to assist the generation of new hypotheses.
The Systematic Review Process

Planning the review

Systematic review

Conducting the review

Reporting the review

Planning the review

1. Identification of the need for a review

2. Development of a review protocol. (The most important activity during protocol is to formulate the research question.)
Conducting the review

1. Identification of research
2. Selection of primary studies
3. Study quality assessment
4. Data extraction & monitoring
5. Data synthesis.
Reporting the review

Reporting the review is a single stage phase.
Checklist for reading a review paper

• What are the review’s objectives?
• What sources were searched to identify primary studies? Were there any restrictions?
• What were the inclusion/exclusion criteria and how were they applied?
• What criteria were used to assess the quality of primary studies and how were they applied?
• How were the data extracted from the primary studies?
• How were the data synthesised? How were differences between studies investigated? How were the data combined? Was it reasonable to combine the studies? Do the conclusions flow from the evidence?
Checklist for reading a review paper - From a more general viewpoint

- Can you find an important question, which the review addressed?
- Was a thorough search done of the appropriate databases and were other potentially important sources explored?
- Was methodological quality assessed and the trials weighted accordingly?
- How sensitive are the results to the way that the review has been done?
- Have numerical results been interpreted with common sense and due regard to the broader aspects of the problem?
Literature sources available

Source: Research methods for business students / Mark Saunders, Philip Lewis, Adrian Thornhill. —5th ed.

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Narrow the area of research

Focus of the literature Review
SMEs, Virtual R&D teams and NPD

NPD and Virtuality

Virtual Teams

R&D and Distributed Teams

NPD and NPD

R&D

SMEs

SMEs and Virtual Teams

SMEs and R&D

NPD and SMEs


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MindMaps are a visual map to link and organise key concepts of your research. They also show links and relationships between ideas. Sometimes it is a good idea to number key ideas in the order that you are going to place them in your literature review.

Example
Example of a MindMap

- **Motivation**
  - **definitions**
  - **theories**
    - Maslow
    - McGregor
    - McClelland
    - Vroom
    - Locke
  - **internal forces**
    - basic existence
    - social acceptance
    - team
    - growth through achievement
  - **rewards & motivation**
    - carrot & stick
    - money
    - other factors
  - **autonomy, self control**
    - making own choices
    - stimulation
    - challenges - sense of achievement
  - **self motivation**
    - interests
    - ambitions
    - improve status
    - personal sense of uniqueness
    - desire to improve

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A Literature Map, Hierarchical Design

**Literature Map**

- **The Need for Teaching Programs to Be Culturally Responsive**
  - Bennet, 1995; Eastman & Smith, 1991; Grant, 1994; Noel, 1995

- **Study Abroad Programs**
  - Attitudes Toward Study Abroad
    - King & Young, 1994
  - Personal Insights of Preservice Teachers
    - Friesen, Kang, & McDougall, 1995; Mahan & Stachowski, 1991

- **U.S. Programs**
  - Possible Improvements
    - Martin & Rohrlich, 1991
    - Stachowski, 1991

- **Personal Insights of Preservice Teachers**
  - Cockrell, Placier, Cockrell & Middleton, 1999; Goodwin, 1997; Kea & Bacon, 1999

- **Predominantly English Speaking Cultures**
  - Mahan & Stachowski, 1990; Quinn, Barr, McKay, Jarchow, & Powell, 1995; Vail & Tennison, 1992

- **Need for Further Study: Non-English Speaking Cultures**
  - Question: Do short-term study abroad programs in non-English speaking cultures help create cultural responsiveness in preservice teachers?

- **Conventional Programs**
  - Colville-Hall, Macdonald, & Smolen, 1995; Rodriguez & Sjostrom, 1995; Vavrus, 1994

- **Cross-Cultural Programs**
  - Cooper, Beare, & Thorman, 1990; Larke, Wiseman, & Bradley, 1990

A Literature Map, Circular Design

Need for Further Study:

Non-English Speaking Cultures

Question: "Do short-term study abroad programs in non-English speaking cultures help create cultural responsiveness in preservice teachers?"

Study Abroad Programs

- Personal Insights of Preservice Teachers (Friesen, Kang, & McDougall, 1995)
- Predominantly English Speaking Cultures (Mahan & Stachowski, 1990)
- Attitudes Toward Study Abroad (King & Young, 1994)

U.S. Programs

- Personal Insights of Preservice Teachers (Cockrell, Placier, Cockrell, & Milleton, 1999)
- Conventional Programs (Colville-Hall, Macdonald, & Smolen, 1995)
- Cross-Cultural Programs (Cooper, Beare, & Thorman, 1990)
Review biases

• Read outdated version of a paper/book
• **Reading but not writing**
• Read unlinked papers (detect as much of the relevant literature as possible)
• Read before planning (defining a review protocol that specifies the research question being addressed)
• Start reading with few resources
• Language bias
• Publication bias
• **Read everything**
• **Not keeping bibliographical information**
Identifying a Research Problem

Researchers begin a study by identifying a research problem that they need to address. They write about this “problem” in the opening passages of their study and, in effect, give you as a reader the rationale for why the study is important and why you need to read their study.

Reviewing the Literature

With so much information available, searching and locating good literature on your topic can be challenging. Five steps will provide a sense of how researchers proceed in reviewing the literature are:

1. **Identify key terms to use in your search for literature.**

2. **Locate literature about a topic by consulting several types of materials and databases,** including those available at an academic library and on the Internet.

3. **Critically evaluate and select the literature for your review.**

4. **Organize the literature you have selected by abstracting or taking notes on the literature and developing a visual diagram of it.**

5. **Write a literature review that reports summaries of the literature for inclusion in your research report.**

Developing a search strategy,
Finding keyword
The literature review process

Source: © Mark Saunders, Philip Lewis, Adrian Thornhill and Martin Jenkins 2003
Research methods for business students / Mark Saunders, Philip Lewis, Adrian Thornhill, —5th ed.

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Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)


For more information, visit www.prisma-statement.org.
Effective searching

- Developing a search strategy
- Searching the library catalogue
- Finding journal articles and papers
- Searching the Internet
- Other sources

Developing a search strategy

- **Defining the topic**
- **Considering the scope of your topic**
- **Identifying the main or important aspects**
- **Compiling a list of keywords**
- **Developing your search strategy**

It is important to develop a search strategy to, not only, find the information you need but to also clarify your topic.
How to Find and Develop a Viable Research Topic?

Step One: Identify a Topic.
Step Two: Test Your Topic.

Test the main concepts or keywords in your topic by looking them up in the appropriate background sources or by using them as search terms.

If you are finding too much information and too many sources, narrow your topic by using the and operator.

Finding too little information may indicate that you need to broaden your topic.
Improving Readership of Your Articles

 Appearing at the top of the list of search results, and having a useful description of your work, greatly improve the likelihood that a reader will find and download your document.

• Abstracts should include **keywords** that potential readers are likely to use in searches. It is especially valuable to modify and reuse words that appear in the document's title and full text to improve the article's rank when readers search for those words.

• The **first sentence of the abstract** is all that is likely to be displayed in the search page results, so make your first sentence one that will encourage readers to click the link.
Research Tools Mind Map

- Links
- h-index
- Survey
- Virtual Teams will become as important as...
- (1) Searching the literature
- (2) Writing a paper
- (3) Targeting suitable journals
- (4) Enhancing visibility and impact
- Download

Research Tools
By: Nader Ale Ebrahim
Keywords

Selecting keywords lead to get more citation.
MASTER KEYWORDS LIST

- Research methods
- Theories
- Topics

The master keyword list is split into 3 main categories: research methods, theories, and topics. When choosing your keywords, please try to choose at least one keyword from each category.

RESEARCH METHODS

Data Source
- Primary
- Secondary

Research Design
- Comparative Thinking
- Construct Development and Evaluation
- Cross-Cultural Experiments
- Cross-Cultural Research/Measurement Issues
- Econometrics
- Equivalency
MeSH Tree Structures for “Genes”

Genetic Phenomena [G05]
Genetic Structures [G05.360]
Genome [G05.360.340]
Genome Components [G05.360.340.024]

Attachment Sites, Microbiological [G05.360.340.024.079]
CpG Islands [G05.360.340.024.159]
DNA Sequence, Unstable [G05.360.340.024.189] +
DNA, Intergenic [G05.360.340.024.220] +

▶ Genes [G05.360.340.024.340]

Alleles [G05.360.340.024.030]
Gene Components [G05.360.340.024.340.137] +
Genes, cdc [G05.360.340.024.340.220]
Genes, Chloroplast [G05.360.340.024.340.225]
Genes, Developmental [G05.360.340.024.340.230] +
Genes, Dominant [G05.360.340.024.340.240]
Genes, Duplicate [G05.360.340.024.340.250]
Genes, Essential [G05.360.340.024.340.270]
Genes, Helminth [G05.360.340.024.340.310]
Genes, Immediate-Early [G05.360.340.024.340.330]
Genes, Immunoglobulin [G05.360.340.024.340.335] +
Genes, Insect [G05.360.340.024.340.340]

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Foundations of searching

- Virtual AND (Team* OR group OR “Virtual R&D Teams”) NOT (Management OR Manager)

- The toolset?
  1. “phrase searching”
  2. truncat*
  3. OR
  4. AND, NOT
  5. (brackets OR parentheses)
## Truncation

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Retrieves</th>
</tr>
</thead>
</table>
| *      | Zero or more characters  
         | “carbon”  
         | carbon, hydrocarbon, polycarbonate |
| $      | Zero or one character  
         | color$r  
         | color, colour |
| ?      | One character only  
         | en?oblast  
         | entoblast, endoblast |
Keywords Plus

• KeyWords Plus® are index terms created by Thomson Reuters from significant, frequently occurring words in the titles of an article's cited references.

Keywords and Keywords Plus®

Authors sometimes provide a list of keywords or terms that they feel best represent the content of their paper. These keywords are contained in the ISI record (1991 data forward, depending on the database) for each article and are searchable. In addition, ISI generates KeyWords Plus for many articles. **KeyWords Plus** are words or phrases that frequently appear in the titles of an article's references, but do not necessarily appear in the title of the article itself. KeyWords Plus may be present for articles that have no author keywords, or may include important terms not listed among the title, abstract, or author keywords.

• New Product Development in Virtual Environment (ISI Indexed)

• Author Keywords: New product Development; Virtual teams; Concurrent Collaboration; Review paper

• KeyWords Plus: DEVELOPMENT TEAMS; PERFORMANCE; TECHNOLOGY; KNOWLEDGE; COMMUNICATION; PERSPECTIVE; INTEGRATION; INNOVATION; NETWORK; WORKING
Key Words Selection

Results: 26
(from Web of Science Core Collection)
You searched for:
TITLE: ("Envelope Design")
Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH.

Results: 477
(from Web of Science Core Collection)
You searched for:
TITLE: ("efficiency envelope*") OR (envelope NEAR/5 building) OR (envelope NEAR/5 energy) OR ("envelope* energy* saving*") OR ("Envelope* System**") OR ("thermal* envelope*") OR ("Envelope* Design*")
Timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH.
### TABLE 1: Search phrases used

<table>
<thead>
<tr>
<th>Field</th>
<th>Search Strings</th>
</tr>
</thead>
<tbody>
<tr>
<td>general/other</td>
<td>brain surgery – neurosurgery – hydrocephalus – peripheral nerve surgery</td>
</tr>
<tr>
<td>spine</td>
<td>spine fusion – spine fixation – spine surgery – spinal surgery – spinal fusion – spinal fixation – [cervical or thoracic or lumbar] and [disc* or disk*]</td>
</tr>
</tbody>
</table>

* The asterisk was included in the search string as a wild card character. For example, the search “disc*” would return results for “disc” or “discs” or “discectomy.”

Web of Science

Results

Topic="(virtual Teams)"
Timespan=All Years. Databases=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH.

Note: Alternative forms of your search term (for example, tooth and teeth) may have been applied, in particular for Topic or Title searches that do not contain quotation marks around the terms. To find only exact matches for your terms, turn off the "Lemmatization" option on the search page.

Results: 741

1. Title: Factors of collaborative working: A framework for a collaboration model
   Author(s): Patel Harshada, Pettitt Michael; Wilson John R.
   Times Cited: 0 (from Web of Science)
   [View abstract]

2. Title: Technology Adoption in Online Social Networks
   Author(s): Peng Gang; Mu Jifeng
   Source: JOURNAL OF PRODUCT INNOVATION MANAGEMENT Volume: 28 Supplement: 1 Pages: 143-145 DOI:

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Citation Report

Topic: ("virtual Teams")
Timespan: All Years. Databases: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH.

This report reflects citations to source items indexed within Web of Science. Perform a Cited Reference Search to include citations to items not indexed within Web of Science.

Published Items in Each Year

Citations in Each Year

Results found: 741
Sum of the Times Cited [?] : 7561
Sum of Times Cited without self-citations [?] : 4771
Citing Articles [?] : 3928
Average Citations per Item [?] : 10.20
h-index [?] : 42
Task for first session

1. Draw the literature map

2. Read:
   - https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/lit_review_LL/reading.html

3. Search for:
   - The research keyword/s within Keywords Plus®
   - The relevant article

4. Make a Bibliometrics database based on the research keywords

5. Find some good literature review papers in your field of study
• Research methods for business students / Mark Saunders, Philip Lewis, Adrian Thornhill. —5th ed.
My recent publications
Questions?

E-mail: aleebrahim@um.edu.my

Twitter: @aleebrahim

www.researcherid.com/rid/C-2414-2009
http://scholar.google.com/citations

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References


My recent presentations:


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