
1. Reviewers’ credentials

The article only states one reviewer named Evrim Baran. The article explains that Baran works at Middle East Technical University, Faculty of Education, Department of Educational Sciences Ankara, Turkey. Her email, ebaran@metu.edu.tr is also provided. A review of Evrim Baran’s website showed that she is a “Researcher and Teacher of Teacher Education, Educational Technology, and Learning Sciences.” Her website also states that she has won an award for her scholarly contributions to the use of technology by the AERA Technology as an Agent for Change in Teaching and Learning (TACTL). Her website also describes other papers she has published and projects she has completed in the use of technology.

The reviewer’s reputation and experience is impressive. Working as researcher and teacher in educational technology at a technical institute is just one example of her impressive reputation and experience. Another example is that her review of Mobile Learning in Teacher Education reflects her line of work. Next, the manner in which she conducted her research also adds to her impressive evaluation. She uses search terms that are fitting for the type of review she wants to complete. The resources she chose to use in her review are directly related to the topic of Mobile Technology in Teacher Education. In addition to her initial choice of resources, she also checked for related work by researching the references in all of her identified articles. Her impressive reputation and experience is displayed in her comprehensive review of Mobile Learning in Teacher Education. She researched an exhaustive number of articles that she potentially could have used for her review. She also had a methodical and organized way of narrowing the 329 potential articles she researched, down to the 37 articles she actually used in her review. She completed a thorough analysis of the 37 articles, which resulted in a comparison table that further explained her findings. Her review included several different result categories, an overall conclusion, and suggestions for further research. Her review was written in an unbiased way that was easy for the reader to understand. All of these examples contribute to Baran’s impressive reputation and experience.
2. Search Procedures

In this literature review, the research was completed in multiple steps. Evrim Baran, the reviewer, used academic journals in the ERIC and Education Research Complete databases using the search terms “mobile learning” and “teacher education” or “mobile learning” and “teacher” or “mobile” and “teacher”. She also performed a second round of search using the terms “teacher education” and “mobile learning” using Google Scholar and the following primary research journals: Journal of Educational Technology and Society, Computers and Education, British Journal of Educational Technology, Journal of Computer Assisted Learning, Educational Technology Research and Development, Journal of Computing in Teacher Education, Journal of Technology and Teacher Education, Journal of Research on Technology in Education, Journal of Digital Learning in Teacher Education. Baran also checked the references in each of articles she found for related work. Her search resulted in a total of 329 articles which then were organized based on their content and type of research. Finally, 4 types of inclusion criteria were applied to narrow the number of articles to 42 and she eliminated 5 more articles because they were based on theoretical or conceptual work on mobile learning and not empirical research. Finally, using these 37 articles, Baran created a table that displayed her findings.

The search procedures were thoroughly described. Baran did an excellent job of explaining in detail how she conducted her research for her literature review. She has a subheading labeled “Research Methods” which outlines how she conducted her research. She explains in great detail how she conducted her research in three distinct phases: search and inclusion, individual study review, and cross-study comparison and analysis. She explains that she used ERIC and Education Research Complete databases. Baran further describes her research by detailing each of the three phases. She thoroughly explains how she found 329 potential articles and her criteria and process for narrowing those 329 articles to 37. She created a table to show her findings as well as writing about the different results of her review, an overall conclusion of her findings, and suggestions for further research.

3. Breadth of search

The six criteria for breadth of search for evaluating a published literature review are: period of time covered, types of publications reviewed, geographical scope, range of participants and other entities, range of theoretical or ideological perspectives and the use of exclusion of research. The period of time of the reviewed material ranged from 2000 and the first part of 2014 according to the authors. There is even a table (Figure 1.) provided to indicate the number of articles reviewed by the authors in a particular year over the scope of these years. The types of publications were categorized as a part of analyzing their own breadth of search as shown in Table 1. Types of publications reviewed for this review were mostly taken from published journal articles that were categorized by the reviewers as an implementation or a survey. The reviewers explained that these were dominant due to either the methodology in which strategies for teacher application could be used, or simply surveying usage of the technology itself. Data sources were also mentioned as artifacts, discussions, questionnaires, interviews, student lecture notes and even blogs. It was mentioned in the review that 17 out of the 37 studies reviewed
reported validity, reliability, or trustworthiness of their measures. There was a couple of reports and a book cited as a referenced as well. The geographical scope of this literature review ranged from copious countries around the world in which studies were carried out. Countries included were: The United States, Sri Lanka, Australia, United Kingdom, Turkish Republic of Northern Cyprus, Turkey, Finland, Canada, Taiwan, Bangladesh, Malaysia, The Netherlands, Singapore, Belgium, Abu Dhabi, and Tanzania. These implementations and surveys were also classified into source types of teachers such as preservice, in-service, and teacher educator participants in the K-12 setting. The categories also ranged in subject domain like science, math, PE, literacy, home economics and STEM (fields of science, technology, engineering, and mathematics). Out of the 37 studies five of them reported using theoretical or ideological perspectives for mobile learning in teacher education. One reported using m-learning (or mobile learning) and socio-cultural theory while another reported using a combination of PLC (professional learning communities) and CoP (community of practice). The first of those were mentioned by the authors to place pedagogy before technology and the later to bring professional learning closer to ideas and practices. Other perspectives included experimental self-regulated learning, motivation theory, and cognitive development theory. These perspectives were used as developing interactions and motivations as well as bring new technologies into their teaching thinking. Inclusion criteria included empirical research on mobile learning in preservice and in-service teachers, applications of mobile technologies, participants peer reviewed journal. Articles that were excluded were those that did not include empirical research and were those that included technical reports or project anecdotes. Other articles were excluded because they provided conceptual work on mobile learning but were not classified as empirical research. Two additional articles were included that lacked descriptions of research methodologies, but provided anecdotal evidence regarding mobile learning and its implications on teacher education. This also permitted the reviewers to broaden the focus of their review.

Overall, the breadth of the search clearly met each of the 6 dimensions for evaluating published literature reviews’ breadth of search. The time period covered by the search was met because the dates (2000-2014) are relevant due to the fact that it covers the beginnings of mobile learning in teacher education to articles that may be more up to date thus making them more relevant. For instance, an article from 2000 (Crippen) focusing on PDA’s (personal digital assistants). This displays the small but relevant history of mobile learning for teachers. Many more current articles from 2013 were also used but one that stood out was one from 2014 from Computers & Education on teachers perceptions of using mobile phones in the classroom. Types of publications were categorized as implementations or surveys and derived from case studies, case descriptions, design-based research, surveys, qualitative descriptive research, interviews and questionnaires. This wide range of types of publications far exceeds a breadth of search. To meet the criteria of geographical scope, publications were listed from 17 different countries which would not be limited just one or two, once again far exceeding breadth in this criteria. This geographical breadth of search may have been more valuable to the authors because mobile learning is global and having publications from a global perspective validates this criterion more so than the rest. Three main subjects were used in the search. They were preservice teachers, in-service teachers and teacher educators. There were also over seven different subject domains included in the search thus exceeding the breadth of search in this part of the criteria. Subject domains included math, literacy, science, home economics, STEM, English Language Teaching,
and Information Technology. These domains cover most cross curricular teaching domains. Seven learning theories were used as basis of search ranging from self-motivation and cognitive development theory to socio-cultural theory. The authors of the review set their own 4 part criteria for excluding reports including those that did not contain empirical research.

4. Amount of information provided about the studies included in the literature review

The information that the authors provided in regards to the studies that were reviewed included an analysis of 37 articles. These articles were reviewed as part of the second phase of their research. This information was presented in a table that begins on page 19. They included the authors and year the study was written, the subject domain of each study, the subjects of the study, the type of study, the method of research, the data sources, whether there was a reliability, validity, and trustworthiness reported, the technology that was used in the study, and the country where the study was conducted. Phase 3 was a comparison of the studies that recognized trends, perceptions, attitudes and usage patterns, benefits and challenges of mobile learning, and practices within teacher education contexts. The information gathered from phase 3 included that the articles used were from the years 2000 to the first half of 2014. The last two years had more than 50% of the articles published. Cross-content studies were found to be the majority used. The majority of the studies were case studies or mixed methods and were conducted with preservice teachers (21 out of 37). More than half of the studies were classified as implementation-dominant. The others were survey-dominant. There were a variety of data sources used, including questionnaires, interviews, blogs, recordings, observations, journals, artifacts, usage data, and audio and video transcripts. Seventeen out of the 37 articles reported the validity, reliability or trustworthiness of their measures. The most common technology used were mobile phones (42.5%). Lastly, the majority of the research was conducted in the United States (38%), with Australia and Finland coming in second and third.

Overall, the amount of information provided about the studies was very thorough. With the amount of studies that were used (37), the author was able to discover important findings that helped identify trends, theoretical perspectives, perceptions, attitudes, and usage patterns, benefits, challenges, and teacher education contexts. The author noted that the number of articles published has increased exponentially in the last 5 years. Due to this increasing trend in integrating mobile technology, the findings are beneficial and useful for conducting future research, recommendations, and practice in regards to the use of mobile learning in teacher education. Insufficient reports of theoretical and conceptual perspectives were shown, as well as a variety of perceptions, attitudes, and usage patterns amongst teachers. A benefit that was noted was mobile learning, while many challenges were presented in regards to integrating mobile learning into teacher education programs. Within the teacher education context, several pedagogical affordances were shown to support mobile learning integration. These findings that were presented show that the literature review was deemed to be very thorough in regards to information related to mobile learning in teacher education.
5. Exercise of critical judgment

The article demonstrates critical judgment through the report on the challenges that were uncovered. Even though much of the research focused on the benefits of mobile learning integration into teacher education, many drawbacks were noted. Bringing these issues to light shows that the author exercised critical judgment in the review and it was also noted that few investigations were conducted in regards to these challenges. The ethical issues that were mentioned include cyberbullying, privacy, archiving and record keeping, sharing classroom experiences and artifacts, parental and student informed consent, and e-safety. Ethics prove to be a very important challenge that teachers face. The author also mentions the need for technical and material support, especially in regards to training received from higher education institutions. Another challenge is the accessibility of mobile devices, which includes providing mobile devices to pre-service and inservice teachers, having low bandwidth on wireless networks, working with small screen size, insufficient memory, and limited software. The meaningful integration of mobile learning can also be a challenge due to the lack of expertise. Schools that prohibit the use of cellphones provides another challenge to integrating mobile technology. Curricular-based implementations of mobile technology also can create a challenge.

Overall, the author’s exercise of critical judgment was thorough. Although there were many benefits stated throughout the studies, the fact that the author went into detail about the challenges showed that they were critical in their examination. Several critical recommendations were presented with regards to possible future research and practice if an investigation of mobile learning were to be conducted. Some possibilities include: using theoretically sound approaches with longitudinal studies, the investigation of additional strategies for integrating mobile learning, using a variety of research methodologies with diverse and larger samples and reports on trustworthiness, developing new models for teachers’ professional development with mobile learning, and a systematic investigation of mobile learning in preservice teacher education.

6. Resolution of inconsistent findings

While noting the inconsistencies, detailed information is given about which types of articles are in contrast to one another (survey studies), what specific articles are being used (author/authors and year), what results were varied (perceptions, attitudes, usage of mobile learning), and why they may vary (availability and access to technology and resources). Two articles found an increasing number of preservice teachers were accessing resources using mobile devices while another article revealed preservice teachers had low perceptions of mobile learning. One article conducted in Turkey with inservice teachers indicated above medium levels of perception regarding mobile learning, while another conducted in Malaysia revealed the majority of inservice teachers did not consider mobile phones learning and teaching tools. In the United States, however, the majority of teachers support the use of cell phones in the classroom. The author questions the validity and reliability of the surveys. Issues with data collection as well as how the tests were administered are questioned. The author suggests more research in this area along with discussions about the trustworthiness of the methods and more detailed information about the context used to investigate mobile learning.
Overall, the author’s resolution of inconsistent findings was thorough. The author provided detailed information about the studies that were inconsistent-article types, who wrote them, and when they were written. The results of each article were provided. Finally, a reason for the outcomes was also provided. The author questioned some of techniques used in the survey studies, and offers insight on how to address the issue in the future.

7. Overall evaluation

Based on our evaluation of the 6 criteria for evaluating a published literature review, we rate this article as very scholarly. The author is an educator with knowledge on the subject. Three phases were used in the search procedures, ensuring only articles relevant to the review were being used. The breadth of the search was strong, particularly in the area of geographical scope, which gave the review a global perspective. The amount of information provided about the studies was thorough, allowing the author to easily identify discrepancies, trends, benefits, and challenges. The author used critical judgement and challenged some of the studies, and provided information about what should be investigated in the future. Finally, detailed information about article inconsistency is provided, along with a solution for minimizing the amount of contrasting articles in the future.
This review is on the research article, *Faculty Usage of Social Media and Mobile Devices: Analysis of Advantages and Concerns* by Deborah Britt Roebuck, Samia Siha, and Reginald L. Brown. This study attempts to identify the perceptions of professors using social media in the classroom, what kinds of devices and social media are being used, and what drives individuals to use them. It also seeks to see if there are differences in usage between genders and if there is a difference in usage as a teacher moves up in the ranks of higher education. We will be using the Gall criteria for this evaluation.

**Introduction Section:**

1. **Researchers Qualifications:**
   
   The first page of the article has the researchers’ names and institutions. Initially, this does not add to the credibility of the article. However, the last page is where the authors’ biographies are given, and this gives the reader the impression they are knowledgeable on the subject. Two of the authors are tenured professors at the Kennesaw State University College of Business, while the other is a tenured professor at Prairie View A&M. Two of the authors have doctorates and all three have had large amounts of their research published in peer-reviewed journals. The authors appear to be skilled with these impressive credentials.

2. **Biased Language:**
   
   There is no biased language in the introduction section, although the beginning sentence does suggest that the rapid advancement of technology is driving educators to implement tools they just learned. Digital natives are identified as a generation in which has been surrounded by advancements in technology since birth. The remainder of the introduction section identifies students as a generation that is far ahead in the usage of technology especially in the realm of social media as a tool for communication. The intro section also states in factual language that laptops have taken a back seat to mobile devices.

3. **Literature Review:**
   
   The article was published in 2013. Of the references cited, all but two appear to be within 5-6 years of the research article. Almost half of the 46 articles were published within four years of this article. The references are mostly articles from scholarly journals and six are from websites. The literature review discusses the use of technology and mobile devices in higher
education and the role of gender and academic rank in the use of social media. This use pertains to college and university faculty. There is also a section of the review that focuses on advantages and concerns of using these social media tools in higher education. The writing was clear and logical, but became difficult to understand during the analyzation of statistical information.

4. Variables:

The authors clearly identified the variables. The authors wanted to find out if perceptions of usage of social media differed from faculty within colleges and universities with various ranks. The rankings were identified. The authors also set another variable according to gender (which doesn’t require a definition).

5. Measures:

The variables were measured by scores of a measure, which is usually how it is done in quantitative research. The researchers developed a survey to explore the use of social media and mobile devices while highlighting the attitudes and feelings of the educators. The self-report consisted of Likert-type scale questions, demographic data questions, and a few open-ended questions. After being reviewed by a statistician and sent for approval, the questionnaire was distributed using an online research surveying programs. The measures were consistent with the definitions of the variables and reliability information is clearly stated.

6. Research, Hypothesis, Questions, or Objectives:

The researchers tested three hypotheses: differences between males and females, no differences between males and females and means among various rank all based on two dependent factors of advantages and concerns regarding social media usage. The researchers formed these hypotheses from a specific theory and felt if proven would help strengthen their findings and alleviate any contrasts in the literature.

7. Importance of this study:

This study is important because teachers that do not currently use social media can see there is uniform thinking amongst educators male and female, regardless of rank, regarding the advantages and concerns when using social media in college classrooms. Authors of this study then needed to know further differences that existed. This, then, would strengthen instructional methodology when social media is used in a classroom environment.

Overall, the Introduction Section is very scholarly. The authors had high credentials and used recent academic journals and sites for the literature review. The language was concise and unbiased stating facts and language that would prove dependent and independent variables through two factors. The authors used a statistically approved questionnaire survey to obtain and review results and reliability information was provided. The authors formulated three hypotheses for coming to a conclusion, showing advantages and concerns of using social media and mobile devices among college and university faculty.
**Methods Section:**

8. **Sampling: (Accessible Population) (Sample Participants & Sampling Method)**
   The sampling portion of this research was very scholarly. The researchers go into great detail of not only how they came up with their survey questions, but also how they went about defining their accessible population. Using a web-based research surveying software program, the researchers distributed the survey to their own campus, as well as to two LinkedIn Groups entitled “Higher Education Teaching and Learning” (28,081 members) and “The Teaching Professor” (25,550 members). The degree in which they described their population could have been improved if the authors included the enrollment numbers of the universities they worked for and their rationale for choosing LinkedIn. The researchers did provide the number of responses from their online survey, 201, in the conclusion paragraph.

9. **Subgroups:**
   One of the goals for this study was to explore differences between genders and among the ranks of higher education faculty regarding the use social media in the classroom. Therefore, it would be a logical decision for the researchers to form subgroups. In their article, the researchers provided an appendix that has the complete list of survey questions, including demographic questions about gender and academic rank. Using the results of the survey, the researchers were able to create subgroups based on gender and academic rank. The researchers also provided a table that shows the number of responses from the survey based on the same criteria. By forming these two subgroups, the researchers would have data that would help them reach one of their goals of the study.

10. ** Appropriateness:**
    The research methodology described in this article was appropriate for this type of study. In addition to the demographic questions and the open-ended questions, the researchers also included 15 Likert-type scale questions in order to obtain the information they needed for their study. According to our textbook, this is one of four types of measures that are commonly used in quantitative research studies. The researchers also specifically developed the questions for this study, had it reviewed by a statistician for improvement and recommendations, and it was approved by an institutional review board before being distributed to the accessible population. These examples help strengthen the appropriateness of the study. However, there are two concerns about this study that limits the appropriateness. The first concern includes the research by Spector that the researchers cited in their article. Spector's research from 1994 about self-reported studies being used when appropriate, seems slightly outdated for this study published in 2013. Second, according to our textbook this type of study does have its limitations. The biggest limitation for this study is that it does rely on self-reports. Our textbook states that the problem of self-reports is that individuals might wish to hide their true attitude in order to produce a socially acceptable response. For this study the participants might feel they need to answer in a certain way in order to produce the answers they think are socially acceptable. If this was the case, this would limit the appropriateness of this study.
11. Validity:

Validity refers to how well a test measures what it is intended to measure. The researchers for this study improve the validity by having three clearly defined goals. Once their goals are established, the researchers design questions based on their goals in order to elicit the types of responses that will help them obtain the information from the participants. Using demographic type questions they were able to pinpoint the right type of participants for the study, the Likert type questions are a valid measure and open-ended questions helped the researchers gain the right type of information they needed for their study. The researchers further strengthen the validity by having it reviewed by a statistician and approved by an institutional review board. Their results also support the findings of other researchers which helps to improve the validity of this study. All of these examples help make their research extremely valid. As our textbook stated however, the one limitation that would make sense for this study would be that participants may answer questions that they think are socially acceptable. This limitation would be the only drawback that would take away from the validity of the survey and the results.

12. Reliability:

At the end of the article, the researchers provide their readers with a copy of the complete survey questions. This allows other researchers to use the same questions and essentially perform a similar experiment or study. Other researchers who conduct a similar study and use the same questions could produce similar results which would improve the researchers reliability. The researchers also state in their article that their study supports the results from four other prior studies. When research can be repeated and supports prior research it helps to improve the reliability of that study. Even with these two examples there is one drawback to this study that has a negative effect. The textbook calls it consistency of administration and scoring. With Likert-type questions, all of the researchers will be able to interpret the responses the same way, however, this will prove to be more difficult with the open-ended questions. In this case, the researchers may interpret the responses from the open-ended questions in a different manner, thus lending itself to lower the reliability for this study. Overall though, this study is still reliable.

13. Qualitative Data

While qualitative data serves its purpose, it would not make a significant enough impact to justify its use in this study. The data needed for this study was obtainable through the questions they developed and not much more would have been obtained if the researchers would have interviewed the participants. If interviews were conducted however, the researchers could have recorded the interviews to observe again later. During the interview process, they might have been able to probe even further in order to obtain more information for their study. Interviews might also lead to further dialogue between the researchers and the participants. The way these researchers developed and conducted the survey questions, they would have done a great job with the interviews. As stated earlier though, conducting interviews would not have made a significant contribution and therefore would not be necessary for this study. In addition, it could have affected their accessible population and their sample population. Conducting interviews, especially face-to-face interviews, could have limited who they could speak with, thus affecting the number of people for their sample.
14. Research Procedures:
In this study the authors described the research procedures in more than sufficient detail. The authors described in detail the rationale for the study, the four goals for the study, and their process for choosing participants and gathering the data. They described their accessible and sample population and how they went about designing their survey questions. It is without a doubt that a reader should be able to replicate the study. The reader has all the information they need, including the survey questions, to perform the study themselves.

Overall the methods sections is very scholarly. It was written in a way that was easy for the reader to understand and follow. Their rationale for the study made it clear why they were conducting the study. The researchers provided enough information to be able to meet the seven methods criteria at a sufficient level and in many cases a high level. Their procedures for finding participants were well explained and they went into great detail explaining how they developed their survey questions and how they administered them. They used different types of questions for their survey that helped produce the data they needed. For some of the criteria more information could have been provided, but their study was appropriate, valid, and reliable. Plenty of information, including the questions, were provided so the reader could replicate the study themselves. This was a very scholarly study and the researchers provided the necessary information to meet the seven methods criteria at a sufficient to a high level.

Results Section:

We do not have the statistical knowledge or skills to evaluate this section of the article.

Discussion Section:

17. Results of data analyses:
The researchers concluded that the increased use of mobile devices and social media tools by faculty across disciplines was not, in fact, due to students driving faculty to do so. The results show that the faculty that participated in this study was self-motivated to incorporate digital tools into their classes. In addition, the researchers also concluded that regardless of gender or academic rank among faculty who use digital tools, they shared similar opinions on the advantages and concerns using social media in the classroom. The advantages discussed in the study were that students were more engaged and collaborated more on the sharing of information, thus increasing discussions and improved student work. With students more willing to share and collaborate, this in turn changed the climate of the classroom to more of a community of learners. The concerns addressed were the issues of monitoring social media and the use of technology during lectures and class time. Also, faculty shared similar views on the amount of time and lack of training it takes to integrate social media into lessons and activities. Lastly, faculty shared the concern of students becoming overwhelmed by the amount of information and ensured that time was used wisely.
18. Reasonable explanations:

The researchers concluded that male and female faculty members do not differ in any significant manner on the advantages and disadvantages of using social media in the classroom. Also, the different academic ranks show no difference, as well. Their explanation of these findings was in regards to the faculty that responded to the survey. They were in agreement regarding the pros and cons of social media because they were already applying social media and mobile devices into their lessons.

19. Relationship to theory or research:

The researchers discussed their data in regards to other studies that found that there was a difference between genders and the use of technology, the Internet and social media. In addition, the researchers also found that there was one study that was in agreement with their study, which did not find any implication of genders and social media.

20. Sound implications for practice:

The researchers claimed that faculty not using technology or social media in their classroom may find this study valuable and appropriate to make conscious decisions of the pros and cons of using technology in the classroom. The researchers discussed that the participants of the survey were already incorporating social media into their classrooms, which obviously would affect the results differently than if the majority of the participants were not already using technology in their classrooms. There is a concern with using this data to state that all classes, faculty and the use of technology would in fact increase the engagement level, the environment and the rigor of work submitted by the students simply on this study alone. This is in part because of the results from the survey which indicated that the faculty that completed this survey were already using technology in their classroom even though they shared concerns about using digital tools.

21. Further research:

The researchers noted that more studies should be initiated on the use of social media and digital tools. In addition it was stated that it may have been better to study faculty usage in just one department instead of across many as in this study. This may help to obtain a more detailed study of all faculty and not just faculty that decided to take the survey. Lastly, it was noted that there have been no official measurements of the advantages and disadvantages of using mobile devices and social media.

Overall the discussion section is very scholarly because the authors clearly analyzed and stated that gender and academic rank had no impact on faculty use of mobile devices and social media in the classroom. In addition, the authors discussed the limitations discovered from this study in that all of the participants believed that technology is worthwhile in the classroom despite their concerns. The authors suggest that if the survey was mandated to every faculty member, including those who do not use technology in their classroom, then it may have more of an impact on faculty who refuse to incorporate digital tools into their classroom. Also, if the study had the results of more people and/or was focused on single or a couple disciplines, one would be able to make a more valid statement about gender and the use of social media and mobile devices.
Summary

Overall, Faculty Usage of Social Media and Mobile Devices: Analysis of Advantages and Concerns is very scholarly. The authors of the study are all tenured Business professors and have conducted a considerable amount of research in their areas of specialty, while the majority of the references used for the study are within an appropriate and acceptable time frame. They were detailed on how they developed their survey questions, as well as how they defined their accessible population. The study was found to be appropriate, valid, and reliable and the researchers met all seven Methods criteria. The study was clearly analyzed and limitations were presented. Overall, each section that was evaluated was found to be very scholarly.