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Proposing a Professional Development Model of Academic Writing and Publishing Support

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Abstract

The module ‘Academic Writing and Publishing’ which resulted in this model being developed was designed to nurture both innovation and critical thinking about writing practice for all academic staff who participated. This exploratory model for critical thinking, reading and academic writing practice is proposed encompassing a series of scaffolded in-class and online activities - Figure 1 shows the different dimensions of the blended module. Ultimately, this model aims to offer inspiration, creativity, confidence, continual feedback, support, and connections about academic writing and publishing. However, such bottom-up practices need direction, so it is important for the future how we think about aligning the model with, and appropriately inform, other institutional and national writing and publishing policies.

1. In-class activities
2. Virtual Peer Learning Sets
3. Support - Tutor Auditory Formative Feedback
- Research ideas
- Close Reading
- Reading inter-textually
- Journal paper structure
4. Cross Programme Dissemination
5. Resources
Blend of physical & virtual:
Digital literacy/Introducing Apps for writing
6. Participant’s Practice
Critical thinking skills applied to practice and student learning

New Online Journal: IJAP
Graduate Student Conference
Online Journal Club
Peer Review

Scaffolded thinking-reading-writing activities