2012

Supporting Lecturers in Writing and Publishing Educational Research

Roisin Donnelly
*Technological University Dublin*, roisin.donnelly@dit.ie

Martina Crehan
martina.crehan@dit.ie

Follow this and additional works at: [https://arrow.dit.ie/ltcoth](https://arrow.dit.ie/ltcoth)

Recommended Citation

This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 License
Abstract

• Academic writing in the context of producing quality research articles is something which all academics engage in and there is evidence of increased attention to supporting the development of the writing and subsequent output of academics and research students. However, while scholarly writing is learnt in complex ways, critical thinking is an intrinsic part of such writing. In practice the teaching of critical thinking is difficult and there is a lack of discussion about what it means within the context of the writing process. Critical thinking can only be acquired with practice and this study describes a pedagogic intervention with a group of academic staff to support the participants not only to explore critical thinking in their own writing, but to consider in depth how they would apply this learning to their work with students in higher education. An exploratory model is proposed for the teaching of scholarly writing.
Supporting lecturers in writing & publishing educational research

Dr Roisin Donnelly  
Dublin Institute of Technology

7 June 2012

lttc
What was the problem?
What was the problem?

Critical thinking, reading and scholarly writing
What was the problem?

Advanced Academic Literacy

(Stacey & Granville, 2009, p. 327)

examine, refute, agree with, unpick or apply – to interact with the ideas of others and to do so in disciplinary approved ways
Inquiry-based learning

- ask questions
- create hypotheses
- investigate
- construct new knowledge
- discuss and reflect on discoveries
- apply newly-acquired knowledge in own life
- generate new questions
Towards a solution…

- So what pedagogic strategies can best assist in developing AAL?
  - socratic pedagogy
Exploratory Model of Critical Academic Writing: CT-CR-CW

Virtual Peer Learning
- Online Journal Club
- Peer Learning Sets

Nature of Writing Activities
- Scaffolded in-class activities:
  - CT-CR-CW applied to own writing and practice with students

Writing Support via Tutor Formative Feedback

Writing Dissemination
- New Online Journal – IJAP
- Graduate Student Conference

Critical Thinking

Critical Reading

Critical Writing

Research Ideas
- Close Reading
- Reading Inter-Textually
- Journal Paper Structure
- Final Drafting
Scaffolded in-class activities

The **CT-CR-CW** Process

- Dialogues - what is meant by critical thinking?
- Critical Reading
- Key Elements of Academic Writing
- Peer Critique
Dialogues: Becoming Critical
Dialogues: Close Reading
Scaffolded in-class activities

Dialogues: Critical Reading

At the end of a chapter or paper:

1. Sketch a simple outline of the key arguments or ideas
2. What are the authors saying that has relevance to my work?
3. How convincing is what the authors are saying?
4. Write one or two sentences about the position of the author or authors
5. What use can I make of it?
How do we assess the texts of other scholars?

A suggested way is by asking such questions as:

- What is the argument?
- What aspect of x is spoken about in this article?
- From what position?
- Using what evidence?
- What claims are made?
- How adequate are they (blank spots and blind spots)?
Responding to Texts

• Do you agree or disagree with the information?
• Is it significant information?
• Does it relate to other things you have read? If so, how does it relate?
• Does it offer more detail?
• Does it offer new insights?
• Can you identify a gap into which your work will fit?

Approach your reading as an activity that demands and commands your attention.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer 1</th>
<th>Answer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the argument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What aspects of teaching/learning are spoken about in this article?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From what position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using what evidence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What claims are made?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How adequate are they (blank spots and blind spots)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We all write – but the experience of writing a research paper is different and in writing a journal article, there are specific writing demands that will challenge all of us:

- Expected level of quality
- Understanding the conventions of the discipline
- Due date means that we must think out a schedule – getting reading material, taking notes and thinking and rethinking about your topic, doing research.
- Writing itself takes time because you have to read, research, think, compose, revise
Key Elements (Adapted from Crème & Lea, 2003)

- Developing an argument
- Linking theory and practice
- Drawing a conclusion
- Analysing
- Being Critical
- Developing a central idea
- Processing Information
- Incorporating Facts
- Correct Terminology

- Logical Order
- Use of evidence to support an argument
- Use of primary texts
- Use of quotation
- Drawing on personal experience
- Expressing own opinions
- Using personal interpretation
Please feel free to add your queries in here and the module tutors will aim to respond within one working day.

- **Technical or Administrative Queries**: 3 Messages

If you have any questions about using Webcourses on this module, or any issues requiring clarification on the module itself, please post it here.

- **Final Learning from Articles**: 11 Messages

Collation of groups’ in-class discussions on 16/1/11

- **Group 2: Fighter Writers**: 15 Messages

Members: Eileen McPartland; Fiachra O’Cinneagain; Attracta O’Regan; Mary Upton

- **Group 3: Please choose a name for your group**: 2 Messages

Members: Stephen Best; Martin Duff; Liz Farrell; Rachael Hession

- **Group 4: The Creators**: 13 Messages

Members: Alan Farrell; Kathleen Hughes; Ita Kennelly; Fiachra McDonnell; Rory O’Boyle

- **Group 1: The Deconstruction Bunch**: 12 Messages

Members: Mark Glynn; Bruce Carolan; Peter Weadack; Andrew Stuart

**Crucial connections…**
Virtual Peer Learning Sets

Use this online space to upload your latest draft work on your journal paper for your agreed peer to provide valuable feedback before your final submission. Please contact the appropriate group tutor [Marian for MA and Rosin for MSc]

<table>
<thead>
<tr>
<th>Peer Learning Sets</th>
<th>(Messages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen McPartland &amp; Ita Kennelly</td>
<td>15</td>
</tr>
<tr>
<td>Alan Farrell &amp; Martin Duff</td>
<td>12</td>
</tr>
<tr>
<td>Rachael Hession &amp; Stephen Best</td>
<td>11</td>
</tr>
<tr>
<td>Rory O'Boyle, Mary Upton &amp; Attracta O'Regan</td>
<td>12</td>
</tr>
<tr>
<td>Mark Glynn, Peter Weadack &amp; Bruce Carolan</td>
<td>14</td>
</tr>
<tr>
<td>Kathleen Hughes &amp; Fiachra O'Cuinneagain</td>
<td>9</td>
</tr>
<tr>
<td>Andrew Stuart &amp; Fiacra McDonnell</td>
<td>14</td>
</tr>
</tbody>
</table>
Academic Staff evaluate the module

This module involved me in a constant questioning process - I relished the challenge; it gave me the confidence to pursue publishing my own work.

I enjoyed having such ownership over my work.

It is lonely at times writing for publication whether in my own discipline or more broadly in education, so it was a positive thing to see how someone else feels about my writing.

I will be getting my students to read more, research more critically, note take, write, review their writing, edit, review again, read their work aloud and to a listener.
Academic Staff evaluate the module

I intend to teach my own students to appreciate diversity of backgrounds through peer review and to reconsider their assumptions of good writing.

I discovered the use of mind maps to help concentrate my thoughts for the planning stages of my paper and intend to pass this onto my students.

One of the most important things I will be sharing with my students is self-belief and having an awareness of their ability to follow arguments to a logical conclusion.

Perhaps the key thing to communicate to my students now is the need to inform the discipline through reflective engagement and academic writing.