

2012

Supporting Lecturers in Writing and Publishing Educational Research

Roisin Donnelly

Technological University Dublin, roisin.donnelly@tudublin.ie

Martina Crehan

Martina.Crehan@tudublin.ie

Follow this and additional works at: <https://arrow.tudublin.ie/ltooth>



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

Recommended Citation

Donnelly, R., & Crehan, M. (2012). Supporting Lecturers in Writing and Publishing Educational Research. *CELT Conference*, NUI Galway, 6-7 June.

This Other is brought to you for free and open access by the Learning Teaching & Assessment at ARROW@TU Dublin. It has been accepted for inclusion in Other resources by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie, vera.kilshaw@tudublin.ie.

Supporting lecturers in writing & publishing educational research

Dr Roisin Donnelly, Dublin Institute of Technology

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^o

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



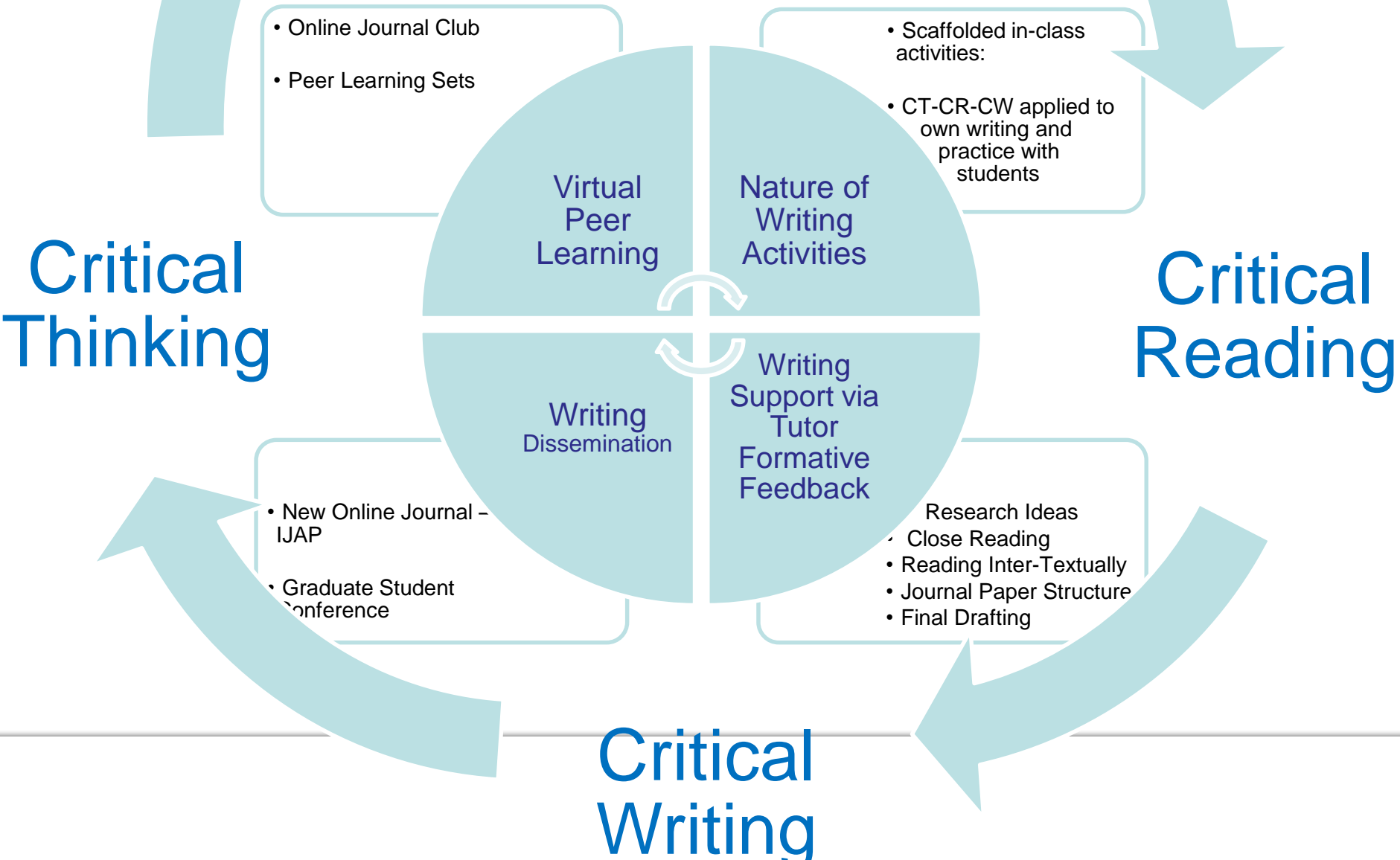


Towards a solution...

- So what pedagogic strategies can best assist in developing AAL?
 - socratic pedagogy



Exploratory Model of Critical Academic Writing: CT-CR-CW





The **CT-CR-CW** Process

- Dialogues - what is meant by critical thinking?
- Critical Reading
- Key Elements of Academic Writing
- Peer Critique

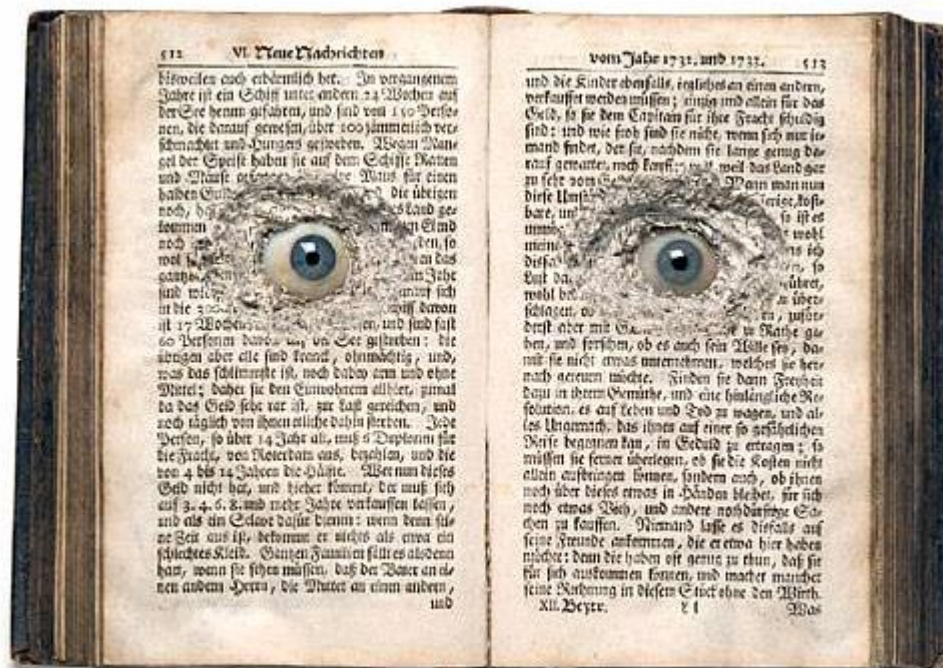


Dialogues: Becoming Critical





Dialogues: Close Reading





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?



Reading texts inter-textually

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.



Pick an article to review Your own article

What is the argument?		
What aspects of teaching/learning are spoken about in this article?		
From what position?		
Using what evidence?		
What claims are made?		
How adequate are they (blank spots and blind spots)?		



Dialogues: Writing a Journal Article

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

Online Journal Club

Course Tools

- Course Content
- Announcements
- Calendar
- Discussions
- Learning Modules
- Profile
- Search
- Web Links
- Who's Online

(H) = Hidden

Instructor Tools

- Manage Course
- Grade Book
- Grading Forms
- Group Manager
- Tracking
- Selective Release

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.

Online Journal Club

Final Learning from Articles (11 Messages)

Collation of groups' in-class discussions on 18/1/11

Group 2: Fighter Writers! (15 Messages)

Members: Eileen McPartland; Fiachra O'Cuinneagain; 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

Virtual Peer Learning Sets

Course Tools

- Course Content
- Announcements
- Calendar
- Discussions
- Learning Modules
- Profile
- Search
- Web Links
- Who's Online








(H) = Hidden

Instructor Tools

- Manage Course
- Grade Book
- Grading Forms
- Group Manager

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. If you have any queries, please contact the appropriate group tutor [Marian for MA and Roisin for MSc]

-  [Eileen McPartland & Ita Kennelly \[peer review space\]](#) (15 Messages)
-  [Alan Farrell & Martin Duff \[Peer Review Space\]](#) (12 Messages)
-  [Rachael Hession & Stephen Best \[Peer Review Space\]](#) (11 Messages)
-  [Rory O'Boyle, Mary Upton & Attracta O'Regan \[Peer Review Space\]](#) (12 Messages)
-  [Mark Glynn, Peter Weadack & Bruce Carolan \[Peer Review Space\]](#) (14 Messages)
-  [Kathleen Hughes & Fiachra O'Cuinneagain \[Peer Review Space\]](#) (9 Messages)
-  [Andrew Stuart & Fiacra McDonnell \[Peer Review Space\]](#) (14 Messages)



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

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

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

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