

The Society for Research into Higher Education

Student Writing in Higher Education

New Contexts

edited by
Mary R. Lea and
Barry Stierer

Student Writing In Higher Education New Contexts

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Student Writing In Higher Education New Contexts:

Student Writing in Higher Education Mary Rosalind Lea, Barry Stierer, 2000 This is the first book to examine student writing in the context of major changes taking place in today's higher education For example students now come to higher education from an increasingly wide range of cultural and linguistic backgrounds to study in a number of diverse learning environments Their courses often no longer reflect traditional academic subject boundaries with their attendant values and norms there is also an increasing recognition of the importance of lifelong learning and the necessity for universities to adapt their provision to make it possible for learners to enter and return to higher education at different points in their lives

Student Writing and Genre Fiona English, 2011-06-16 **Academics Engaging with Student Writing** Jackie Tuck, 2017-07-14 Student writing has long been viewed as a problem in higher education in the UK Moreover the sector has consistently performed poorly in the National Student Survey with regard to assessment and feedback *Academics Engaging with Student Writing* tackles these major issues from a new and unique angle exploring the real life experiences of academic teachers from different institutions as they set support read respond to and assess assignments undertaken by undergraduate students Incorporating evidence from post 1992 universities Oxbridge members of the Russell Group and others this book examines working practices around student writing within the context of an increasingly market oriented mass higher education system Presenting a wealth of relevant examples from disciplines as diverse as History and Sports Science Tuck makes extensive use of interviews observations texts and audio recordings in order to explore the perspectives of academic teachers who work with student writers and their texts This book will be of interest to researchers academics and postgraduate students in the fields of academic literacies higher education language and literacy language in higher education English for academic purposes and assessment Furthermore academic teachers with experience of this crucial aspect of academic labour will welcome Tuck's pioneering work as an indispensable tool for making sense of their own engagement with student writers *Teaching Academic Writing in European Higher Education* Lennart Björk, Gerd Bräuer, L. Rienecker, Peter Stray Jørgensen, 2005-12-30 DAVID R RUSSELL English Department of Iowa State University U S A I was fortunate to attend as a visitor from the U S the first European Association for the Teaching of Academic Writing EATAW conference in 2001 at Groningen I was struck by the similarities in the challenges higher education faces on both sides of the Atlantic in terms of developing students academic writing and students learning through writing It is indeed an international problem But I was equally struck by the profound differences in responding to these challenges among institutions disciplines and even within disciplines The essays in this extraordinary volume address a growing demand for help with academic writing on the part of students and academic staff alike And they do so in ways that bring fresh approaches not only to Europeans who have only recently begun to study academic writing but also to researchers and academic staff in the U S where we have a century old tradition of attention to the problem but are much in need of these fresh approaches

Academic writing has become a problem in higher education all around the world because higher education sits smack between two contradictory pressures. On one end, far more students and far more diverse students come streaming into higher education bringing in a far greater diversity of linguistic resources often interpreted as standards are falling as Frank Haacke Tente point out *Academic Writing in Context* Martin Hewings, 2006-08-15 Explores a number of themes of interest to those engaged in researching and teaching academic genres. This book is of interest to students on Master's programmes in Teaching English as a Second Language and Applied Linguistics and to scholars researching issues of academic literacy *Cross Cultural Perspectives On Educational Research* Robinson-Pant, Anna, 2005-11-01 Winner of the BMW Group LIFE Award for Contribution to Intercultural Learning 2007. The research student population of higher educational institutions continues to expand to include people from an ever widening range of cultural and educational backgrounds. However, many research methods courses are still directed at the traditional student population. This book examines aspects of postgraduate research from a cross cultural perspective analysing the dilemmas faced by international students when defining a research question, choosing research methods, collecting data, deciding which language to use and writing their theses. Through an exploration of how international students re-examine their beliefs and research practices during their study in the UK, this book challenges the assumptions of all those engaged in educational research, addressing key questions such as: How do our teaching and learning experiences shape our approach to educational research? How do we judge good educational research? What does it mean to be critical? The book uses the real life experiences of international students to illuminate the kinds of challenges they may face. It supports both students and their supervisors, showing students how to approach cultural differences and supervisors how to deal sensitively with the problems encountered by overseas students in their research. *Effective Writing for Social Work* Lucy Rai, 2014-09-17 Based on original research, this book offers students an insight into the nature and challenges of writing in social work practice, enabling them to improve their writing skills. It explores the ways in which both students and qualified social workers can be more effective in their writing through an awareness of the purpose, context and audience. It makes explicit the connections and differences between learning to write in university and communicating through writing in practice and explores the impact that new technologies have on academic and professional writing. Drawing on both research and examples from practice, *Effective writing for social work* is a valuable tool for students, educators, practitioners and managers to critically examine ways in which writing could better support best practice in social work. *Helping Doctoral Students Write* Barbara Kamler, Pat Thomson, 2014-03-21 *Helping Doctoral Students Write* offers a proven approach to effective doctoral writing. By treating research as writing and writing as research, the authors offer pedagogical strategies for doctoral supervisors that will assist the production of well argued and lively dissertations. It is clear that many doctoral candidates find research writing complicated and difficult, but the advice they receive often glosses over the complexities of writing and/or locates the problem in the writer. Kamler and

Thomson provide a highly effective framework for scholarly work that is located in personal institutional and cultural contexts The pedagogical approach developed in the book is based on the notion of writing as a social practice This approach allows supervisors to think of doctoral writers as novices who need to learn new ways with words as they enter the discursive practices of scholarly communities This involves learning sophisticated writing practices with specific sets of conventions and textual characteristics The authors offer supervisors practical advice on helping with commonly encountered writing tasks such as the proposal the journal abstract the literature review and constructing the dissertation argument The first edition of this book has helped many academics and thousands of research students produce better written material Now fully updated the second edition includes Examples from a broader range of academic disciplines A new chapter on writing from the thesis for peer reviewed journals More advice on reading and note taking performance and conferences Further information on developing a personal academic writing style and Advice on the use of social media blogs tweets and wikis to create trans disciplinary and trans national networks and conversations Their discussion of the complexities of forming a scholarly identity is illustrated throughout by stories and writings of actual doctoral students In conclusion they present a persuasive and proven argument that universities must move away from simply auditing supervision to supporting the development of scholarly research communities Any supervisor keen to help their students develop as academics will find the ideas and practical solutions presented in this book fascinating and insightful reading

Working with Academic Literacies Theresa Lillis, Kathy Harrington, 2015-11-04 The editors and contributors to this collection explore what it means to adopt an academic literacies approach in policy and pedagogy Transformative practice is illustrated through case studies and critical commentaries from teacher researchers working in a range of higher education contexts from undergraduate to postgraduate levels across disciplines and spanning geopolitical regions including Australia Brazil Canada Catalu a Finland France Ireland Portugal South Africa the United Kingdom and the United States

Higher Education - Reflections From the Field - Volume 3 , 2023-11-02 COVID wrought havoc on the world s economic systems Higher education did not escape the ravages brought on by the pandemic as institutions of higher education around the world faced major upheavals in their educational delivery systems Some institutions were prepared for the required transition to online learning Most were not Whether prepared or not educators rose to the challenge The innovativeness of educators met the challenges as digital learning replaced the face to face environment In fact some of the distance models proved so engaging that many students no longer desire a return to the face to face model As with all transitions some things were lost while others were gained This book examines practice in the field as institutions struggled to face the worst global pandemic in the last century The book is organized into four sections on Changing Education Education in the Pandemic Sustaining University Education and Embracing the Future in a Global World It presents various perspectives from educators around the world to illustrate the struggles and triumphs of those facing new challenges and implementing new ideas to empower the educational process

These discussions shed light on the impact of the pandemic and the future of higher education post COVID Higher education has been forever changed and higher education as it once was may never return While many questions arise the achievements in meeting and overcoming the pandemic illustrate the creativity and innovativeness of educators around the world who inspired future generations of learners to reach new heights of accomplishment even in the face of the pandemic

The Paradox of Skills Linda Anne Barkas,2011-11-13 The objectives underpinning the policies to expand and widen participation have impacted on university provision to help students improve their general literacy and academic writing skills This book examines how and why Students Skills Centres SSCs gained such a hold in the sector despite the contentious nature of the research evidence that challenges the notion of the applicability of generic writing skills It is argued in the book that on a small scale SSCs illustrate the paradoxes and ironies that have developed in higher education Teaching

Academic Writing in UK Higher Education Lisa Ganobcsik-Williams,2017-09-16 Academic Writing is emerging as a distinct subject for teaching and research in higher education in the UK and elsewhere Teaching Academic Writing in UK Higher Education introduces this growing field and provides a resource for university teachers researchers and administrators interested in developing students writing **Learning Architectures in Higher Education** Jonathan

Tummons,2018-03-22 Learning Architectures in Higher Education restores criticality and rigour to the study of communities of practice as a means of understanding learning acknowledging that this is one of the most influential and widely used theories of learning to emerge during the last 30 years but one that has been misapplied and diluted Jonathan Tummons explores communities of practice theory looking at how its focus on learning as apprenticeship can be understood providing the reader with a conceptual framework for making sense of learning as a social practice as distinct from an individual psychological process Tummons looks at how communities of practice theory needs to be reconfigured to take account of the insights provided by other theoretical models and then applies his critically and theoretically reworked perspective to two distinct higher education contexts providing critical and powerful tools for examining learning and teaching practices

Academic Practice Saranne Weller,2015-10-31 Lecturers if you would like to order an e Inspection copy go here to order Taking a broad contemporary view of higher education this book explores key topics that all academics will need to engage with in order to survive and flourish in today s increasingly complex higher education environment Key topics include connecting research and teaching in practice promoting critical approaches to the curriculum teaching for employability and understanding graduate identity responding to the internationalisation agenda engaging with the demands of the digital university enacting interdisciplinary approaches to teaching and scholarship enabling inclusive approaches to student engagement and student voice Policy and practice debates informing these different areas are explored alongside practical guidance on how to implement and integrate key priorities into the different dimensions of their professional practice This is essential reading for higher education faculty undertaking professional development courses such as the PG Certificate in

Academic Practice PGCAP the PG Certificate in Teaching and Learning in Higher Education PGCTLHE PGHE and related courses and also for early career academics wishing to deepen their understanding of contemporary higher education

The Future of Literacy Studies M. Baynham, M. Prinsloo, 2015-12-29 This book brings together authors actively involved in shaping the field of literacy studies presenting a robust approach to the theoretical and empirical work which is currently pushing the boundaries of literacy research and also pointing to future directions for literacy research **Voices,**

Identities, Negotiations, and Conflicts: Writing Academic English Across Cultures Le-Ha Phan, Bradley Baurain, 2011-01-27 Provides insights into the process of knowledge construction in EFL ESL writing from classrooms to research sites from the dilemmas and risks NNEST student writers experience in the pursuit of true agency to the confusions and conflicts academics experience in their own writing practices **International Student Adaptation to Academic**

Writing in Higher Education Ly Thi Tran, 2014-07-08 Academic writing is a key practice in higher education and central to international students academic success in the country of education International Student Adaptation to Academic Writing in Higher Education addresses the prominent forms of adaptation emerging from international students journey to mediate between disciplinary practices cultural norms and personal desires in meaning making It introduces new concepts that present different patterns of international student adaptation including surface adaptation committed adaptation reverse adaptation and hybrid adaptation Drawing on these concepts of adaptation this book provides readers with new and deeper insights into the complex nature of international students adjustment to host institutions It works through many unresolved issues related to cross border students intellectual cultural linguistic and personal negotiations This book presents a trans disciplinary framework for conceptualising international students and lecturers practices within the institutional structure This framework has been developed by drawing on a modified version of Lillis heuristic of talk around text and positioning theory The framework enables an exploration of not only the reasons underpinning international students specific ways of meaning making but also their potential choices in constructing knowledge A distinctive contribution of the book is the development of a dialogical pedagogic model for mutual adaptation between international students and academics rather than the onus being on exclusive adaptation from the students Existing research on international education indicates the significance of reciprocal adaptation between international students and academics Yet very little has been done to conceptualise what mutual adaptation means and what is involved in this process The dialogical model introduced in this book offers concrete steps towards developing reciprocal adaptation of international students and academics within the overarching institutional realities of the university It can be used as a tool to enhance the education of international students in this increasingly internationalised environment This book is a significant contribution to the field of international education It takes a critical stance on contemporary views of globally mobile students The insights into international students voices hidden intentions and their potential choices in meaning making presented in this book will attract dialogues about

the critical issues related to inclusive practices internationalised curriculum and institutional responses to the diverse needs of international students *Researching Language Teacher Cognition and Practice* Roger Barnard, Anne Burns, 2012-09-03 This book presents a wide range of methodological perspectives on researching what teachers think and do in language teaching It contains chapters by the editors and a leading teacher cognition researcher that highlight key themes as well as eight case studies by new researchers recounting their experience of designing and using data collection tools Handbook of Research on Developing Students' Scholarly Dispositions in Higher Education Zimmerman, Aaron Samuel, 2021-06-25 Scholarly dispositions represent the practices and habits of mind that support consistent success in teaching learning and knowledge creation To be successful in their undergraduate and graduate education students must develop academic skills that transcend content knowledge such as receiving and responding to critical feedback and learning how to collaborate master academic writing and be mindful of ethical research practices Much is still unknown about how to teach dispositions such as how to design a curriculum to best cultivate habits of mind and this book attempts to address this gap while providing practical methods and strategies that can help higher education practitioners to cultivate and assess the scholarly dispositions of their students effectively The Handbook of Research on Developing Students Scholarly Dispositions in Higher Education provides insight on dispositions that students must learn in higher education and how higher education faculty can help students to develop these dispositions as well as evidence based methods that help develop scholarly dispositions for undergraduate and graduate education This book provides a plethora of information on scholarly dispositions and related elements including teaching time management collaboration and research ethics It is an ideal reference source for teachers academicians administrators researchers and students aspiring to become researchers and scholars themselves A *Philosophical Approach to Perceptions of Academic Writing Practices in Higher Education* Amanda French, 2022-05-12 This book takes a philosophical approach to the question what is academic writing and specifically explores the question of how academic writing and writing development can be better understood and developed by lecturers in higher education It examines how a number of interconnected and interdisciplinary political linguistic discursive ontological and epistemological frameworks can be used to inform a post qualitative approach for research into higher education academic writing practices employing a Bourdusian Deluzean inspired approach Using lecturers own perceptions and experiences of academic writing and treating them as part of a professional academic writing in higher education habitus the book illustrates and analyses a number of ideas and concepts through a broadly post qualitative paradigm It also offers a number of innovative academic writing and writing development practices Offering an in depth discussion into how lecturers might better negotiate academic writing practices and use their own academic writing experiences to develop students writing this book will be highly relevant to academics scholars and post graduate students working in higher education

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