

**CHIU, T. AND RODRIGUEZ-FALCON, O., 2018.
RAISING ATTAINMENT WITH DIVERSE STUDENTS: AN
INCLUSIVE APPROACH TO THE TEACHING OF
ACADEMIC LITERACY. *JOURNAL OF ACADEMIC
WRITING*, 8(2), PP.36-47.**

**FALCÓN, O.R. AND CHIU, Y.L.T., 2020. 'DO WE WRITE
AS WELL AS WE SPEAK?' REFLECTIONS ON A
DIALOGIC APPROACH TO EMPOWER ACADEMIC
VOICE AND IDENTITY IN HIGHER
EDUCATION. *STUDENT EMPOWERMENT IN HIGHER
EDUCATION. REFLECTING ON TEACHING PRACTICE AND
LEARNER ENGAGEMENT*, 1, P.167**

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Aim: to investigate the impact of an approach based on the explicit embedding of academic literacy instruction within the subject curriculum

Research questions:

1. what are students' perceptions and experiences of the embedded academic writing provision within the subject curriculum?
2. to what extent has the embedded writing provision contributed to students' attainment and academic literacy development?

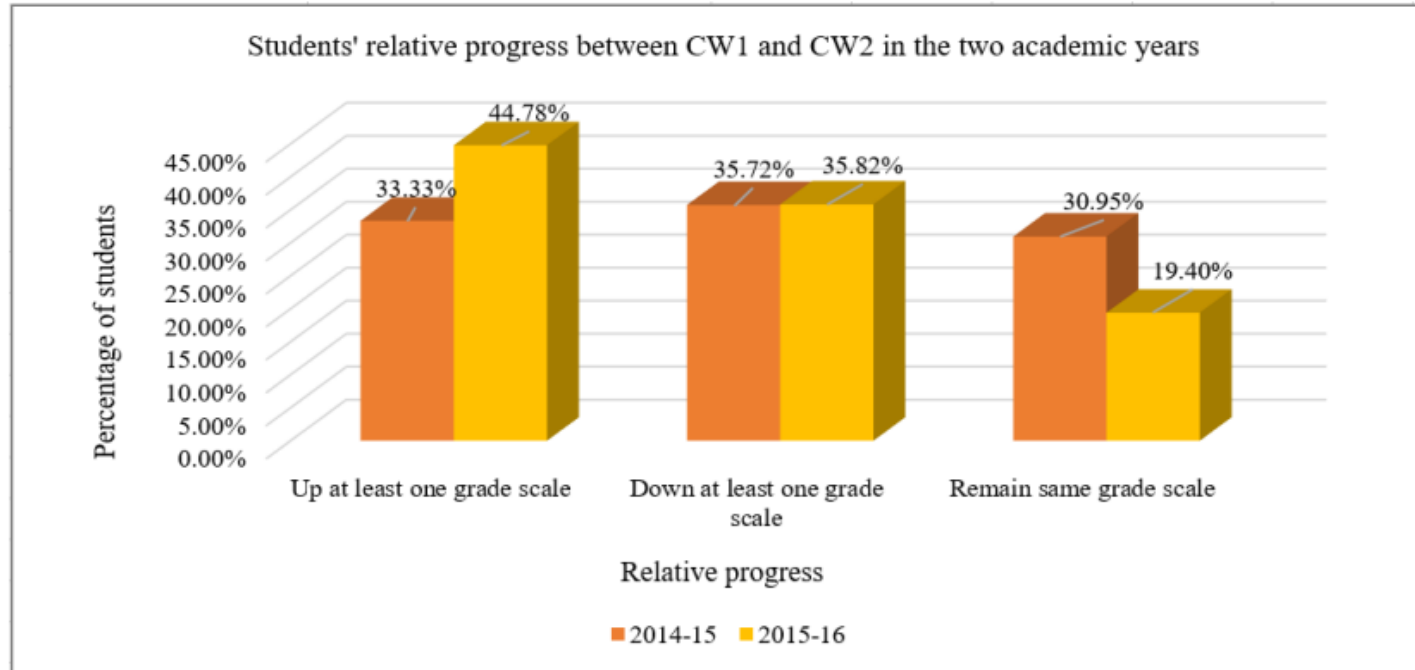
Methodological approach: mixed methods approach (quantitative and qualitative) with triangulation of data

Methods:

- Analysis of relative progress in levels of attainment
- **Thematic analysis of focus group discussions**
- Analysis of attendance and VLE engagement data

Quantitative vs Qualitative in triangulation of data:

Table 3. Students' relative progress between CW1 (research proposal) and CW2 (research report) across academic years



(Chiu and Rodriguez-Falcon, 2018, p.44)

“Initially, I knew what I wanted to write, but I didn’t know how to structure it, but with the writing sessions, there was a sample given to observe and explore, so it was easy to see how to structure the assignment and what to include in each section”, Focus Group I

(Chiu and Rodriguez-falcon, 2018, p.43)

When the data is telling us something is working, can we always know why? Is it important that we do?

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Aim: To evaluate the effectiveness of a teaching intervention using the scaffolding of classroom dialogue to develop authorial identity in writing

Research questions:

- Do the spoken-to-written activities directly help students develop their arguments in their final essay?
- How did the students perceive the activity?

Methodological approach: action research (investigating and acting at the same time). Qualitative analysis and comparative method

Methods:

- Analysis of students' (recorded) dialogue during teaching activity
- **Analysis of students' final written assignments and comparison with (recorded) dialogue**
- Thematic analysis of focus group discussions

Comparing dialogue to text:

Figure 5 Extract from in-class group discussion transcript

Student 1:	Why is the rest of Africa struggling?
Student 3:	Yeah.
Student 1:	There's ...
Student 3:	Lacking development.
Student 1:	There's a long history of corruption in most African nations and whilst there are some policies put in place to try and avoid a lack of transparency there's still ... <i>most citizens don't know what money is going where</i> . Where the money's actually going they don't know, but they're getting so much for these resources.
Student 2:	You're assuming, even if you deal with corruption, the curse of resources will not only exist, but that may not be the case. Because if you look at, let's say, Nigeria. There's obviously corruption, they have economic growth, but that doesn't necessarily translate into economic development. Because they're trading with a private ... what's the word. With a commodity basically. So, oil and I guess the terms of trade are against them, because that's the only thing they have. They need to diversify. So in theory you can move away from being dependent on one resource, but it requires more than just not being corrupt.
Student 1:	It's the investment of their money into the economy.
Student 3:	Into people as well.

Figure 6 Extracts from Student 1's final written submission showing the incorporation of the group discussion (in bold)

...

(Paragraph from the main body of the essay)
Corruption is thought to be another key cause of the resource curse. Inflow of foreign capital should create significant growth, therefore there are speculations as to where and how this money is spent. Resource rents are often wasted on corruption, inefficiency of governments and rebel groups, who use these rents to finance war and personal interests. Corrupt governments use resource rents for income which is an incentive for them to remain in power, whereas rebels see this as motivation to overthrow governments. (Pendergast, Clarke and Van Kooten, 2011) Countries that attract large resource revenues are less dependent on taxes and therefore the governments have fewer ties to citizens and their demands in terms of national budget. Similarly, *citizens do not know whether revenues are being well spent due to a lack of transparency*. It is challenging for governments to spend fluctuating profits and therefore they often make errors in expenditure in booms and have to make drastic cuts during droughts, rather than investing in job creating manufacturing industries. This is often due to the priorities of the rent-seeking elites and can lead to a debt crisis as revenues decline; **as seen in Nigeria in the 1980s. (No Author, 2015) Unsurprisingly, Nigeria is considered a very corrupt country and has a negative score on the World Bank's control of corruption index (Lawson-Remer and Greenstein, 2012).**

...

(Paragraph from the main body of the essay)
Transparency alone, however, is not sufficient and it is evident that these sanctions are not effectively implemented by external agents in order to see substantial changes in the growth of these resource rich countries. Nigeria, for example, has joined the EITI, yet the country is still widely viewed as corrupt by its people, according to World Bank indicators: "Taking the step from transparency to actual accountability requires a civil society with the skills and training for effective monitoring." (Lawson-Remer and Greenstein, 2012).

(Falcón and Chiu, 2020, pp. 188-90)

WHICH METHODOLOGICAL APPROACH? WHAT METHODS?

Surveys/polls?

Triangulation?

Quantitative analysis?

Mixed methods?

Interviews?

Focus groups?

Others?

Qualitative analysis?

POSSIBLE GROUP ACTIVITY?

Thinking of your particular context, what is the type of educational research you think it'd be important to do?

Think of ...

- Its overall aim:
- The research questions:

Which methodological decisions will you need to take to address those questions?

THANKS!