Texts and expectations: Students-as-researchers

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Students-as-researchers
How does the notion of ‘students-as-researchers’ relate to the embedding of communication into the curriculum?
Qualitative research design

Studies the culture (values, beliefs, behaviors, language) of a distinct group within society

The distinct group of people have usually been together over an extended period of time, having similar beliefs, attitudes, behaviors, language

Ethnographic research originates from anthropology/sociology
The Chief of Taruko Savage.
› Literacy as a social practice in its social environments

› Need to examine literacy events (visible activities) and literacy practices (hidden, underlying conceptions of what events mean)

(e.g. Barton & Hamilton, 1998; Street, 1984, 1995; Lillis & Scott, 2007)

Systemic Functional linguistics

Eggin, S. (1994, p 34)
21 students from:
- Education
- Pharmacy
- Business
- Sociology
- Psychology
Learning outcomes

› **Investigate** literacy expectations and requirements needed to successfully produce texts within their own discipline.

› **Produce texts** that demonstrate awareness of literacy expectations and requirements in their discipline.

› **Use strategies** that assist in reading and writing more effectively at university.

› **Reflect** on the expectations and requirements surrounding reading and writing in their discipline, on texts themselves, and on themselves as readers and writers.
Program 2016

- Week 1  What is academic literacy?
- Week 2  Students-as-researchers 1
- Week 3  Academic reading 1
- Week 4  Academic reading 2
- Week 5  Using literature effectively
- Week 6  Differences in writing across disciplines
- Week 7  Coherence in writing
- Week 8  Writing in an academic style
- Week 9  Critical thinking 1
- Week 10  Critical thinking 2
- Week 11  Evaluating and revising texts
- Week 12  Students-as-researchers 2
MASUS Diagnostic writing task

On-line journal entries

Academic reading

Academic writing
Positive feedback

› “collaborative, comfortable environment”

› “I have become more aware of what I am reading and writing”.

› “provided a lot of help for other assignments”

› “Learning how to read assignment instructions”

› “the organization of sentences and paragraphs have greatly assisted my structure, cohesion and clarity of essays”
“MASUS test was not utilized. We basically just did it, and never talked about it in-depth.

“reading weren’t talked about, stopped doing reading, want more relevant readings”

“could have looked at different text types besides essays and reports”

“with the assignments, the questions were a bit unclear”