

Northumbria Research Link

Citation: Sloan, Diane, Porter, Elizabeth, Robins, Karen and McCourt, Karen (2011) Crossing the electronic divide - designing and implementing the electronic delivery of dissertation support. In: BMAF Annual Conference 2011: Graduates with Impact, 10-11 May 2011, Bournemouth, UK.

URL: <http://www.heacademy.ac.uk/BMAFconference/home>
<<http://www.heacademy.ac.uk/BMAFconference/home>>

This version was downloaded from Northumbria Research Link:
<https://nrl.northumbria.ac.uk/id/eprint/9347/>

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items can be reproduced, displayed or performed, and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided the authors, title and full bibliographic details are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: <http://nrl.northumbria.ac.uk/policies.html>

This document may differ from the final, published version of the research and has been made available online in accordance with publisher policies. To read and/or cite from the published version of the research, please visit the publisher's website (a subscription may be required.)



Northumbria
University
NEWCASTLE



UniversityLibrary

Crossing the electronic divide – designing and implementing the electronic delivery of dissertation support

The Dissertation Game

Presented by:

Diane Sloan, Northumbria University

Elizabeth Porter, Northumbria University

Karen McCourt, University of Hertfordshire

Karen Robins, University of Hertfordshire

Presentation structure

- Methodology & findings
- The solution –about the Dissertation Game
- Background to the online development
- Demonstration
- Moving forward



Methodology

- Dissertation tutors - 2
- Dissertation supervisors - 30
- Post graduate students - 50

- Focus groups
- Questionnaire – staff/students
- Interviews – dissertation tutors
- Observation – dissertation lectures

Methodology

- **Student**
 - Lack of understanding of:
 - **WHAT to do**
 - learning and assessment criteria
 - **HOW to do it**
 - appropriate English language functions e.g justifying choices; critically evaluating;
- **Staff**
 - Students often failed to:
 - Show understanding of approach to research
 - Link topic to literature
 - Discuss findings
 - Link findings to literature review
 - Link conclusions to literature

The solution: new T&L materials- a game

- To increase their understanding of the learning and assessment criteria
- Matching exercise:
- Assessment criteria
- To be provided with models of language functions to meet criteria
- Examples of language functions

Background to the online development



- Using the rapid e-learning development tool: Articulate.
- Question formats are quite different online to paper based version, but content is the same.
- Transcript written by Northumbria, audio by Hertfordshire.

Demonstration


The Dissertation Game



Moving forward

- Carry out staff and student testing.
- Refine and amend as appropriate, carry out second round of testing if necessary.
- Produce support documents and screencapture videos.
- Carry out workshops and train staff on the Game.

CURRENT

- 
- Promote to Business School staff and students in both Universities.
 - Consider support database to capture the student results (currently students print or email – optional).
 - Look at the wider perspective of use of the Game in other Faculties and other Universities.
 - Publication.

LONG TERM

References

- Allison, D., Cooley, L., Lewkowicz, J. & Nunan, D. (1998) Dissertation Writing in Action: The Development of a Dissertation Writing Student Program for ESL Graduate Research Students. *English for Academic Purposes*, 17 (2) pp.199-217
- Busato, V. F., Prins, F.J., Elshout, J. J., & Hamaker, C. (2000). Intellectual ability, learning style, personality, achievement motivation and academic success of psychology students in higher education. *Personality and Individual Differences*, 29, 1057-1068
- Duff, A. (2003). Quality of learning on an MBA programme: The impact of approaches to learning on academic performance. *Educational Psychology*, 23(2), 123-139.
- Paltridge, B. (2002) Thesis and dissertation writing: an examination of published advice and actual practice. *English for Academic Purposes*, 21, pp.125-143
- Hyland, K. (2002) Specificity Revisited: How far should we go now? *English for Specific Purposes*, 21, pp. 385-395.
- Porter, E & Sloan, D. (2008) The Dissertation Game Model. Red Guide 48, MARCET Staff Development Resource Centre, Northumbria University.
- Sloan, D & Porter, E. (2009) The management of English Language Support in Post Graduate Business Education: The CEM Model (Contextualisation, Embedding and Mapping), *International Journal of Management Education*, 7 (2), pp.51-58.
- Warwick, P. (2007) 'Well Meant but Misguided: a case study of an English for Academic Purposes Programme developed to support international learners.' *International Journal of Management Education*, 6, 2, pp.3-17.

Contact details

For more information on The Dissertation Game, please contact us:

Elizabeth Porter	<i>Northumbria University</i>	elizabeth.porter@northumbria.ac.uk
Diane Sloan	<i>Northumbria University</i>	diane.sloan@northumbria.ac.uk
Karen McCourt	<i>University of Hertfordshire</i>	K.McCourt@herts.ac.uk
Karen Robins	<i>University of Hertfordshire</i>	K.Robins@herts.ac.uk

Any Questions?