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Embedded Writing Practice

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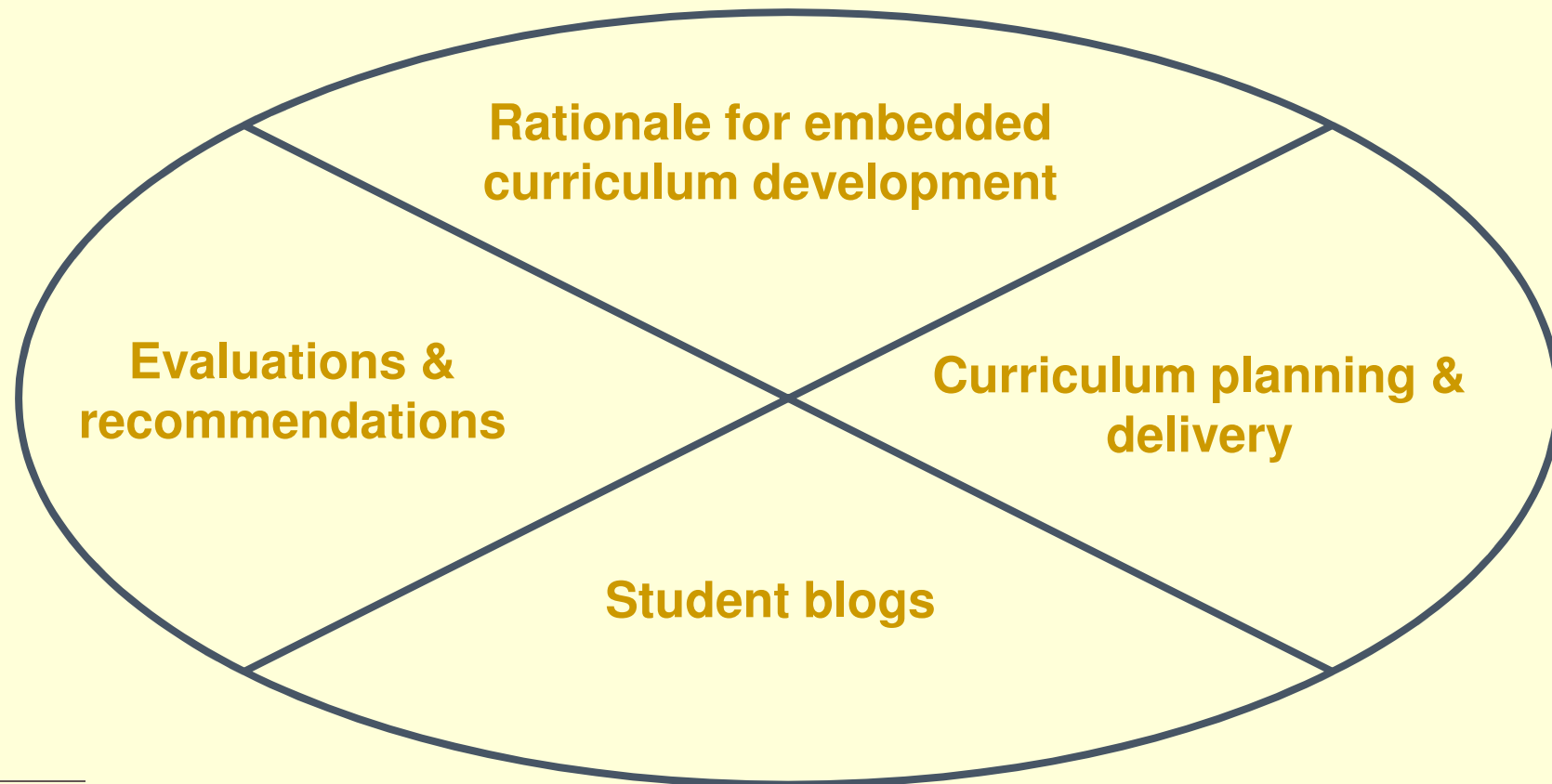
Embedded Writing Practice

Gill Byrne & Halina Harvey

University of Huddersfield

Business School

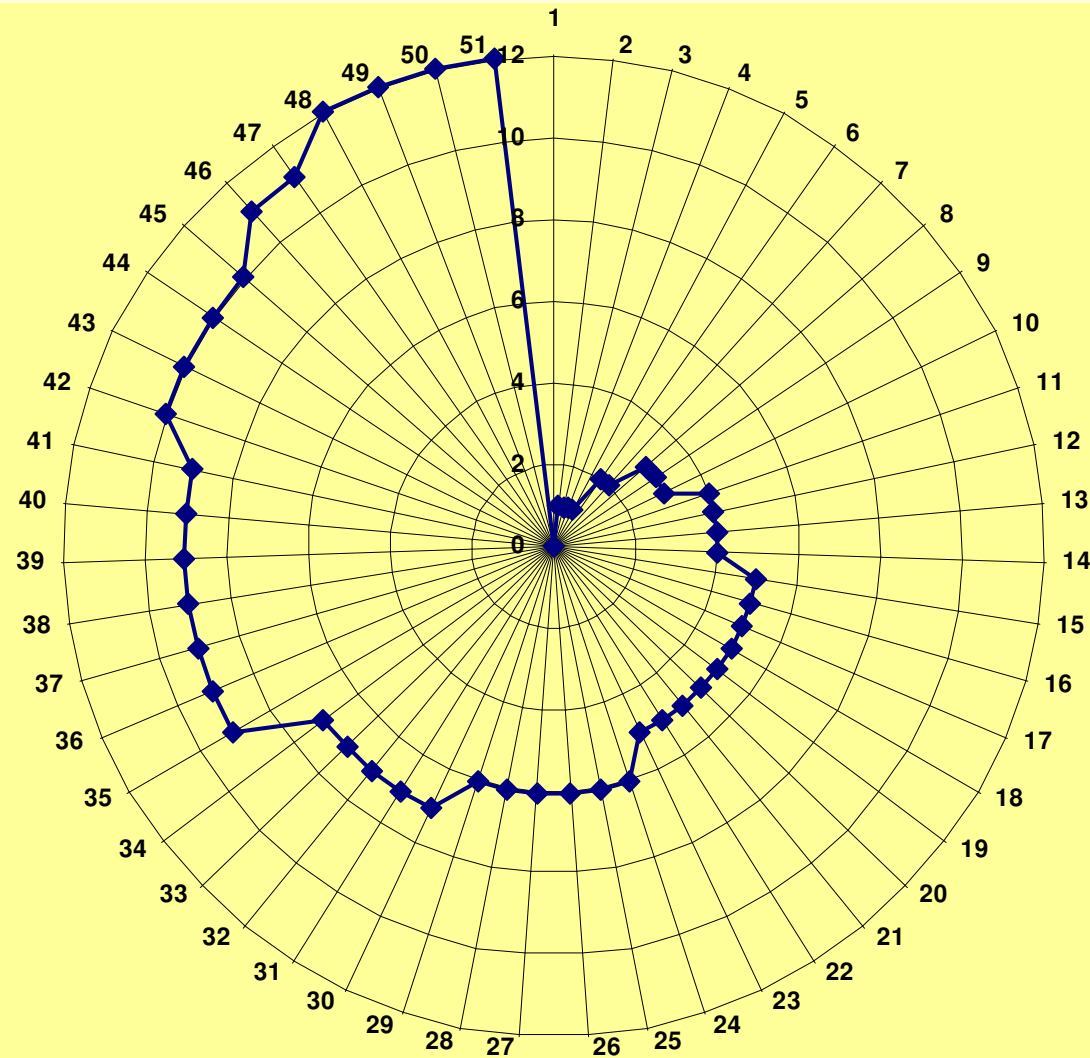
Embedded Writing Practice



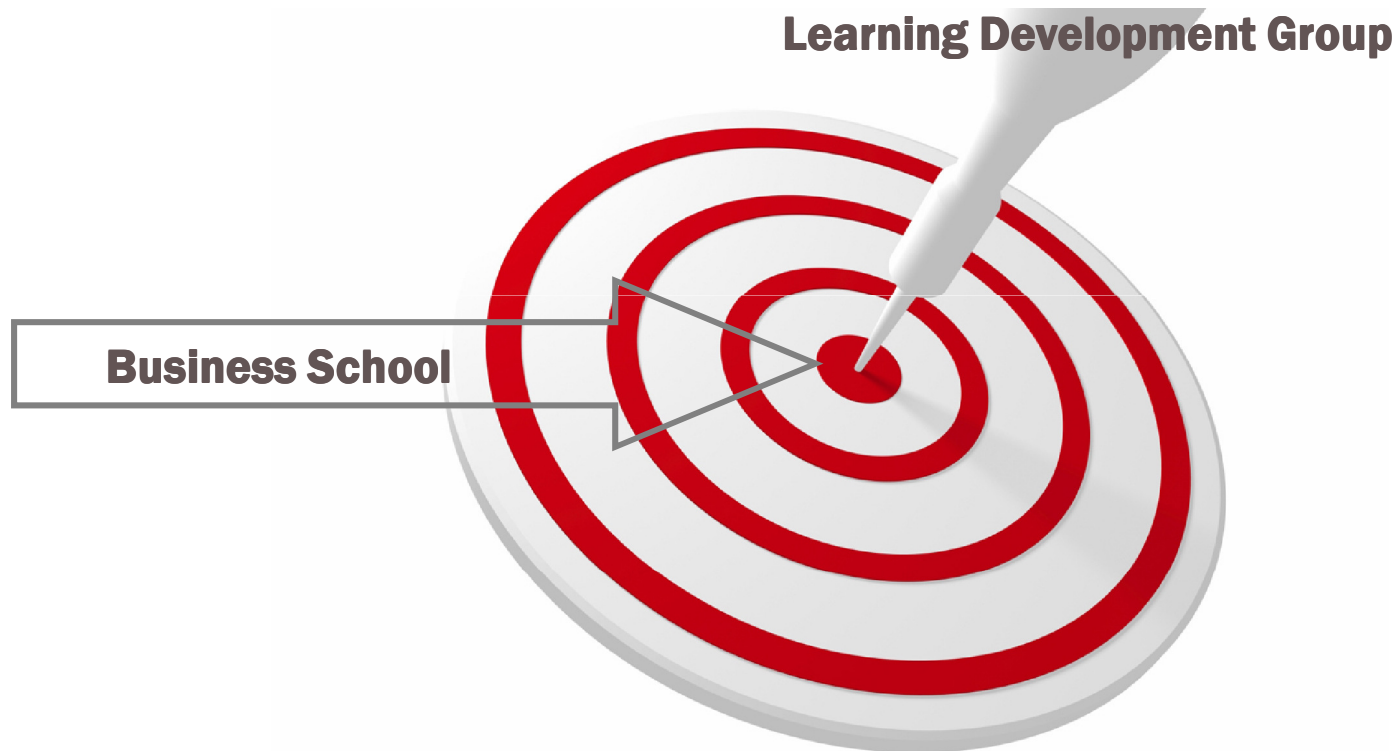


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Education before studying in the UK



Embedded Writing Practice



Embedded provision + Integrated with assessment + Technology
= Solution

Bolt-on not integrated + Skills not recognised as part of curriculum
Low student engagement + Limited writing practise
= Tutor criticisms: lack of critical reading and writing

Course	Embedded Skills Curriculum
MSc Marketing Professional Development	Shared module teaching
MBA Research Methods	Shared module teaching
MSc E-Business 2 core modules	Assessment targeted skills sessions
LLM Dissertation Module	Assessment targeted skills sessions
MSc Accounting Research Methods & SIS	Assessment targeted skills sessions
MSc IBM Research Methods & SIS	Assessment targeted skills sessions
EDRM	Assessment targeted skills sessions

**Embedded practice across
post-graduate courses**

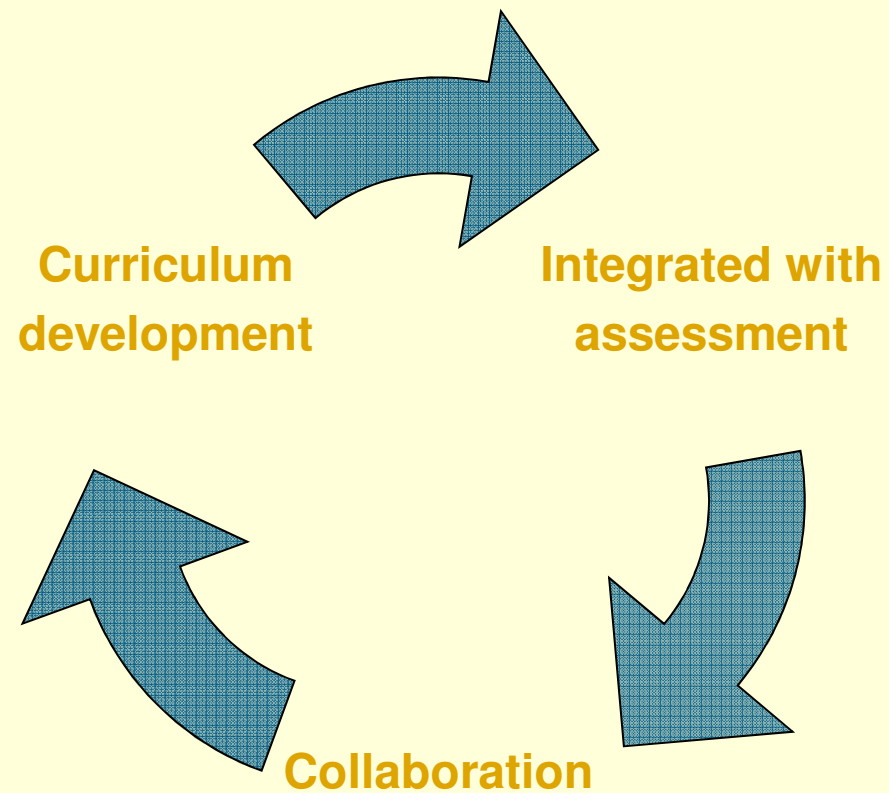


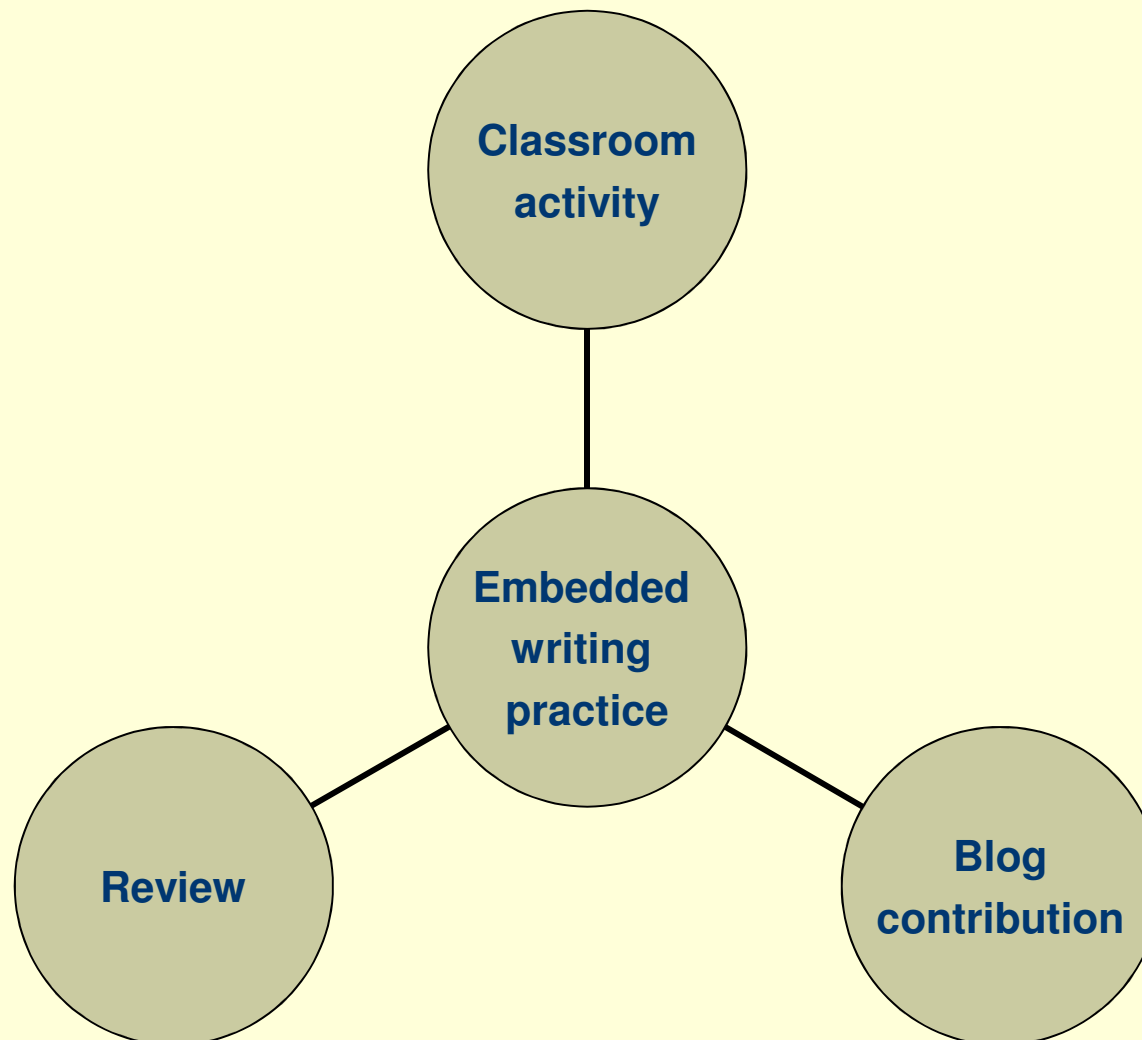
MSc Marketing Suite

Module: Professional Practice

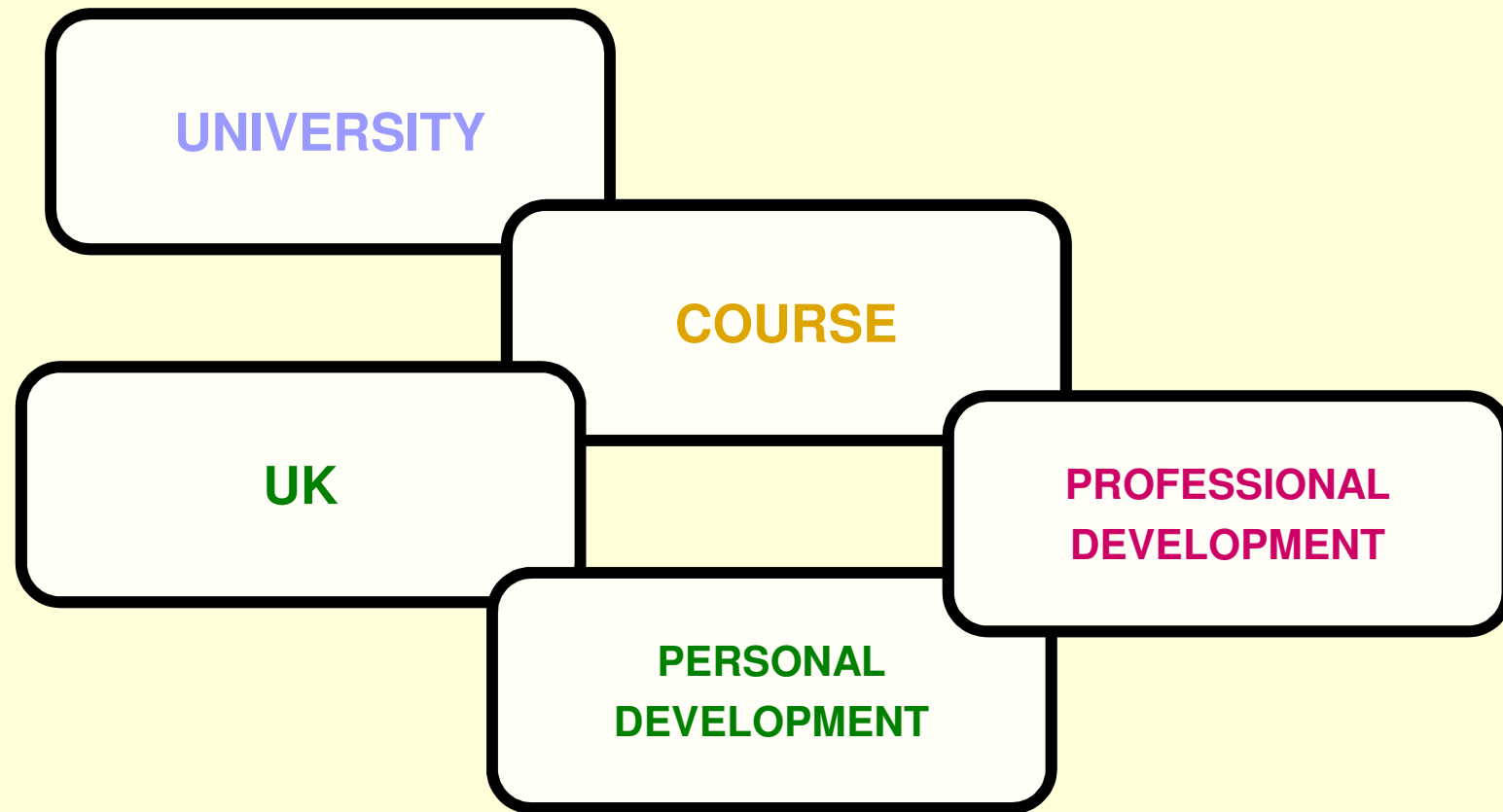
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Partnerships





Key words to stimulate reflective writing





‘When I think about the university and education, there are numerous things that cross my mind, but the very first are: education, personal and professional development, studying, **improving skills** and the least but not the last one is the **writing of assignments**. Though these things can be compared as well they can not be compared, but they all have exerted huge influence on me. I feel inclined to believe, they have now become part and parcel of my life. Without doubts I can say that this influence is **positive**.

Thinking about all mentioned above the very first things that cross my mind are the **writing skills, the communication skills, critically thinking, creativity, academic assignments**. The previous week I learnt the importance of them not only for the university but for my future progress, for my personal and professional development.

I realize that week after week I am expanding my knowledge. **Without the knowledge and these skills I will not be able to achieve my goals**. The whole essence of the study is to think, to be productive, to **be critical**, to be ready to solve different problems I will face. So far I find it difficult to write in a formal way and to **think critically**.’

Evaluations

‘Blog useful to capture initial thoughts.’

‘Academic writing and reading guidance has improved my writing ability.’

‘It helps me to build my skills.’

‘It helps me in my assignments.’

‘...the sessions make a contribution to my clarity of understanding of what is required.’

Conclusion and recommendations

‘...teaching writing is both far more effective and perceived as far more relevant by students when conducted within a subject-specific environment...’

Young, T. and Avery, S. (2006) Teaching Writing within a Discipline: the Speak-Write Project. In: Ganobcsik-Williams, L. ed. *Teaching Academic Writing in UK Higher Education Theories Practices and Models* Basingstoke: Palgrave Macmillan. pp 85-95

Conclusions and recommendations

Relationship building

**Integrated & supported
technology**

Tangible curriculum offer

Subject tutor partnerships

Management structures

USEFUL ADAPTABLE RELEVANT FLEXIBLE
TIMELY LINKED TO ASSESSMENT