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Questions of authorship in a Higher Education Studies programme connecting international contexts

Belluigi, D. Z. (2017). Questions of authorship in a Higher Education Studies programme connecting international contexts. Paper presented at SRHE Annual Research Conference, Newport, United Kingdom.

Document Version:

Publisher's PDF, also known as Version of record

Queen's University Belfast - Research Portal:

[Link to publication record in Queen's University Belfast Research Portal](#)

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Questions of authorship:

A higher education studies course
connecting international contexts

Dr Dina Zoe Belluigi

[Queen's University Belfast](#)

A paper presented at the Society for Research into Higher Education (SRHE) conference,
'Higher Education rising to the challenge: Balancing expectations of students, society and stakeholders',
6-8 December 2017, Celtic Manor, Wales.

APPENDIX A

FOR COMPILING EXAMINERS' NARRATIVE REPORTS

Consider the following guidelines in compiling narrative reports. The course Master's/Research Master's/Doctoral dissertation) will naturally highlight of the various guidelines. A report is normally written in the form of discussion and analysis of the study and includes a critical evaluation of the study.

monstrates:

standing of the purpose, nature and extent of the investigation

nt familiarity with the interpretation of relevant literature for his/her research

per theoretical and methodological grounding

in the case of a M-student and skill and creativity in the case of a PhD-student, in the selection and use of research methods, techniques and strategies

systematic, well-founded and coherent means of presentation

Competence in analysing, interpreting and critically

the meaning/importance of the findings

Accepted linguistic and technical conventions

Positioning home for resilience on campus: First generation students negotiate powerless conditions in South African Higher Education

Recognising the authoritative power of education systems to delegitimise of being, this paper contributes to studies concerned with the way new entrants to higher education experience the positioning of identities as they negotiate their transition to campus life. *discussed in the paper emerged during a broader research project they entered a technical university in South Africa. The positioning was explored through an articulated during photo-elicitation. This study re-articulation, the part-emergent typology positioned. The results*



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Context / Positionality

(UK/EU) / NI > 'international' < NI/ UK

Coordinator's intentionality & positioning

APPENDIX A

FOR COMPILING EXAMINERS' NARRATIVE
REPORT

Consider the following
course Master's/Research
highlight of the various guid
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monstrates:

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Accepted linguisticistic e

the purpose, nature and extent of the investigation

with the interpretation of relevant literature for his/her research
creativity in the case of a PhD-
techniques and strategies



Methodological grounding
Significance?
'operative criticism'

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Significance

Operative criticism (3)			
Objective criticism (2)			
Eucharistic criticism (1)			
	Author/ Artist (A)	Text/ Artwork (T)	Reader/ Viewer (R)

De/legitimising knowledges
in HES:

the common or the cent

De/legitimising d.
in HES:

teacher intentionality
student experience.

The possibilities of
agency

in co-c

macro

The politics + pragmatics
of research in HES:
strategy or integrity?

‘Questions of Authorship’

author text reader

authorship

authority

De/legitimising knowledges
in HES - the canon or the
context?

De/legitimising development
in HES:

teacher intentionality /
student experience?

The possibilities of
agency
in co-construction of
curricula —
macro or micro-level?

The politics + pragmatics
of research in HES:
strategy or integrity?

*The significance of such
framing?*





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Thank you.

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