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

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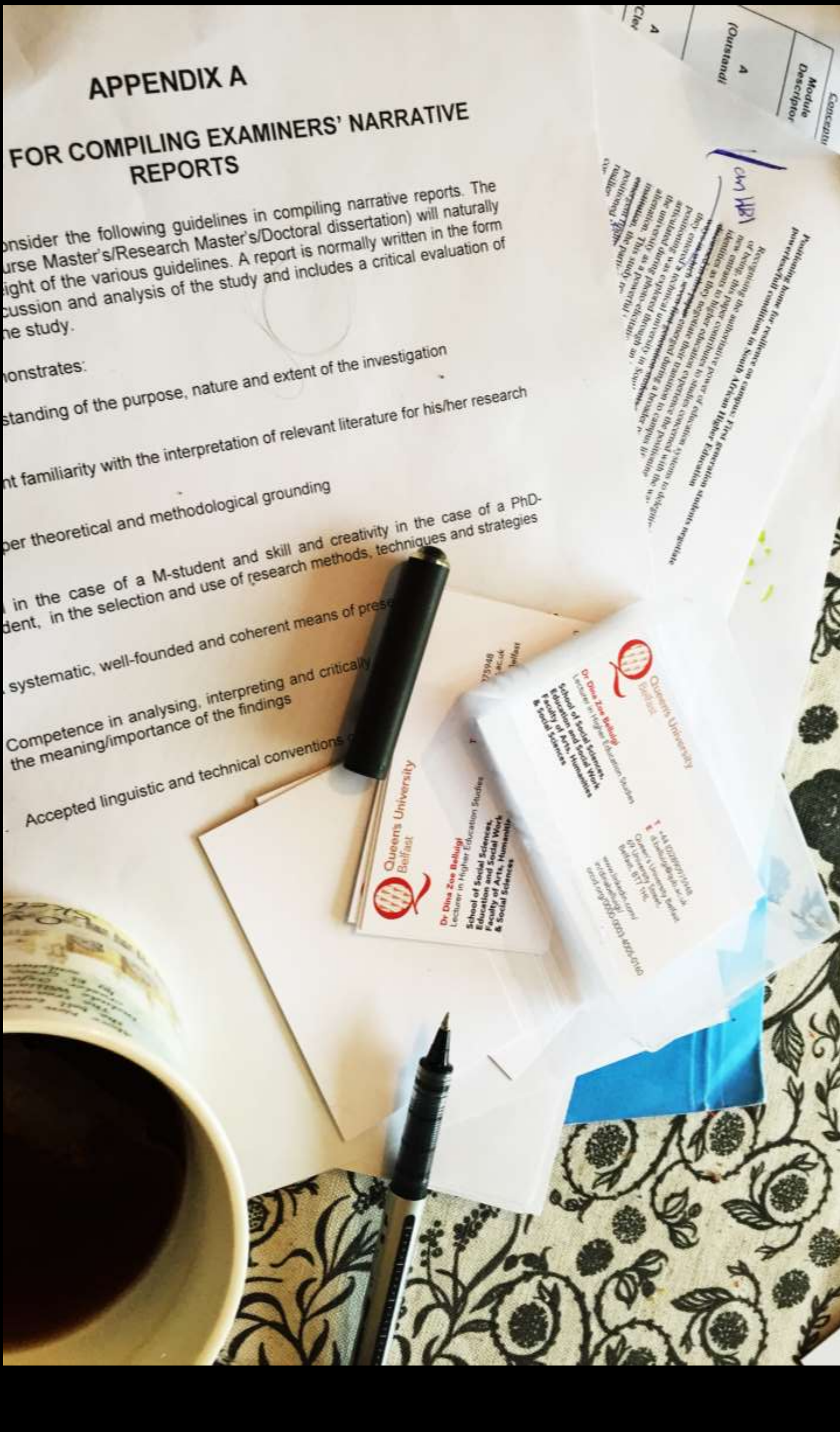
# Questions of authorship:

## 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

onsider the following guidelines in compiling narrative reports. The urse Master's/Research Master's/Doctoral dissertation) will naturally ight of the various guidelines. A report is normally written in the form cussion and analysis of the study and includes a critical evaluation of he study.

honstrates:

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-dent, in the selection and use of research methods, techniques and strategies

systematic, well-founded and coherent means of pres

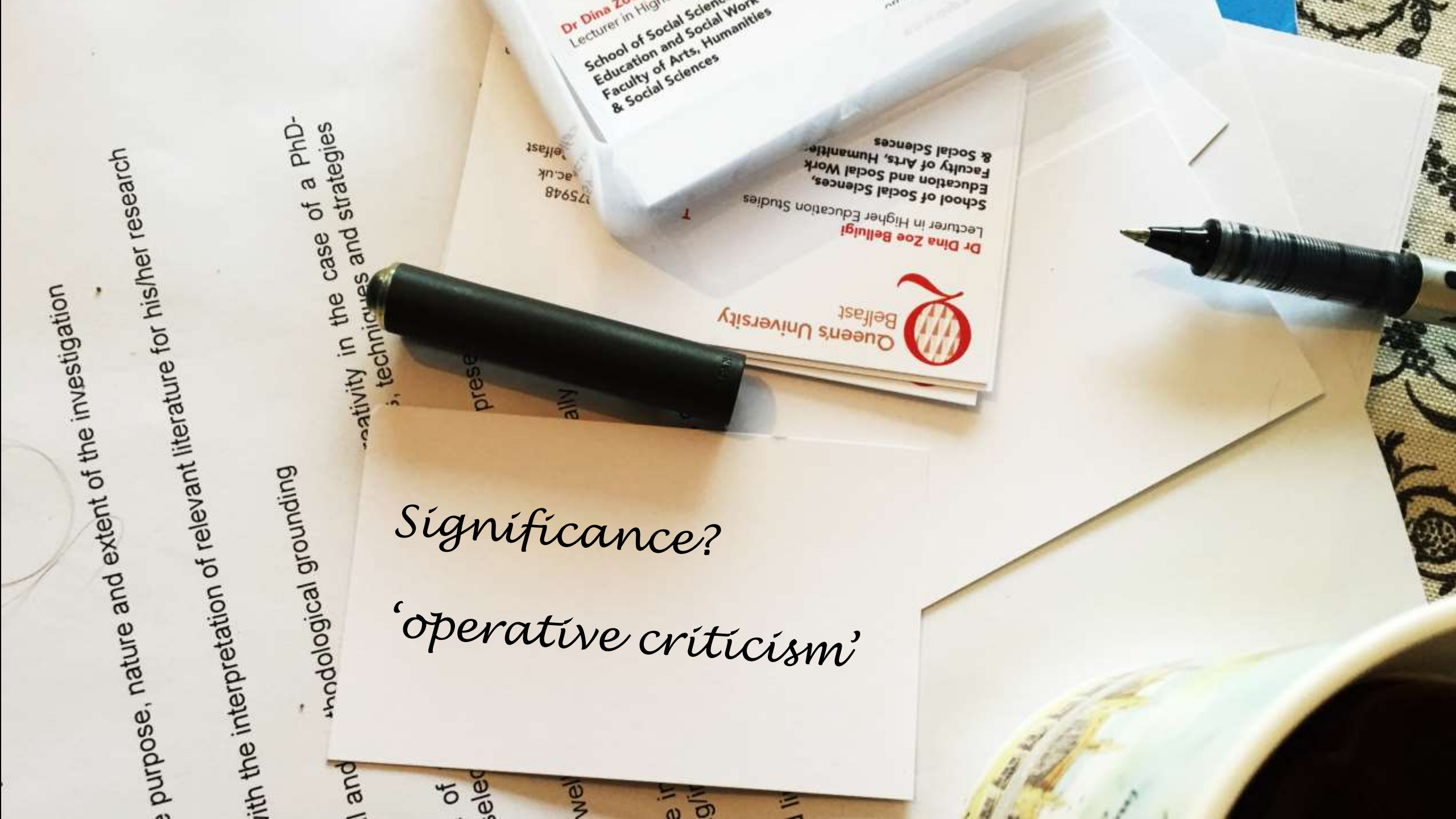
Competence in analysing, interpreting and critically the meaning/importance of the findings

Accepted linguistic and technical conventions

# Context / Positionality

(UK/EU) / NI > ‘international’ < NI/ UK

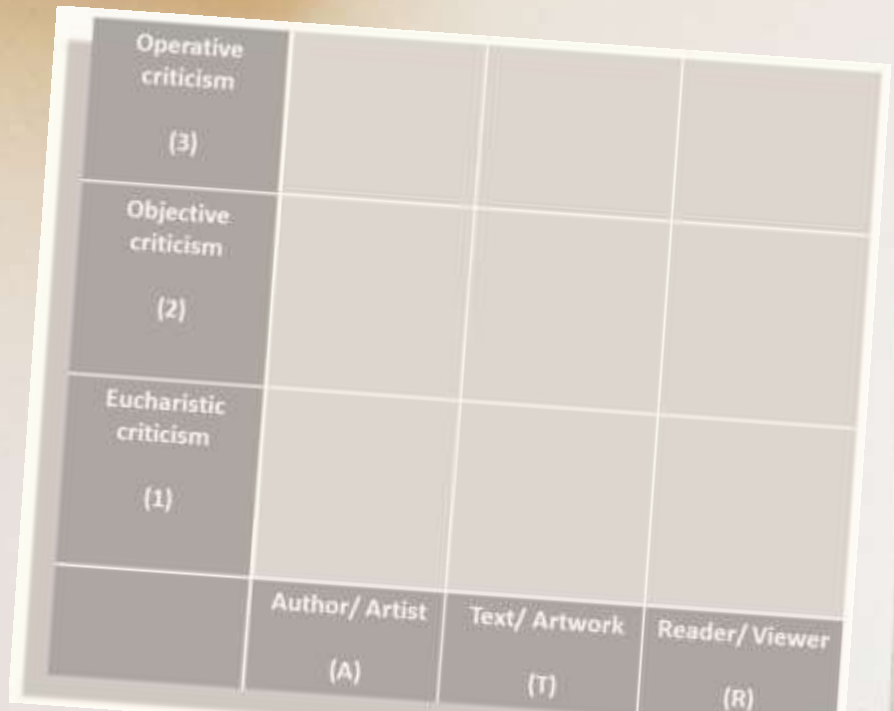
Coordinator's intentionality & positioning




*Significance?*

*'operative criticism'*

# Significance

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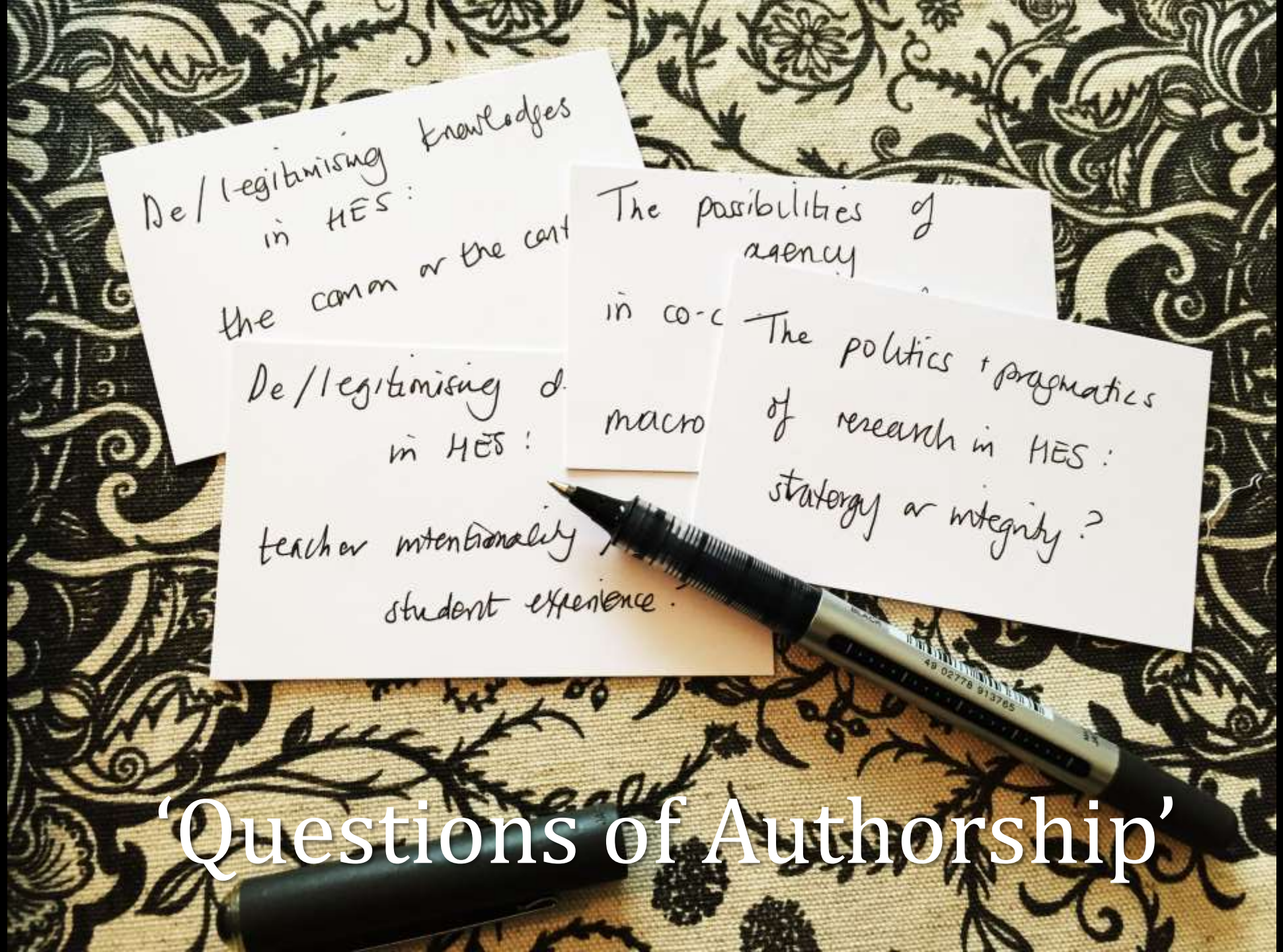
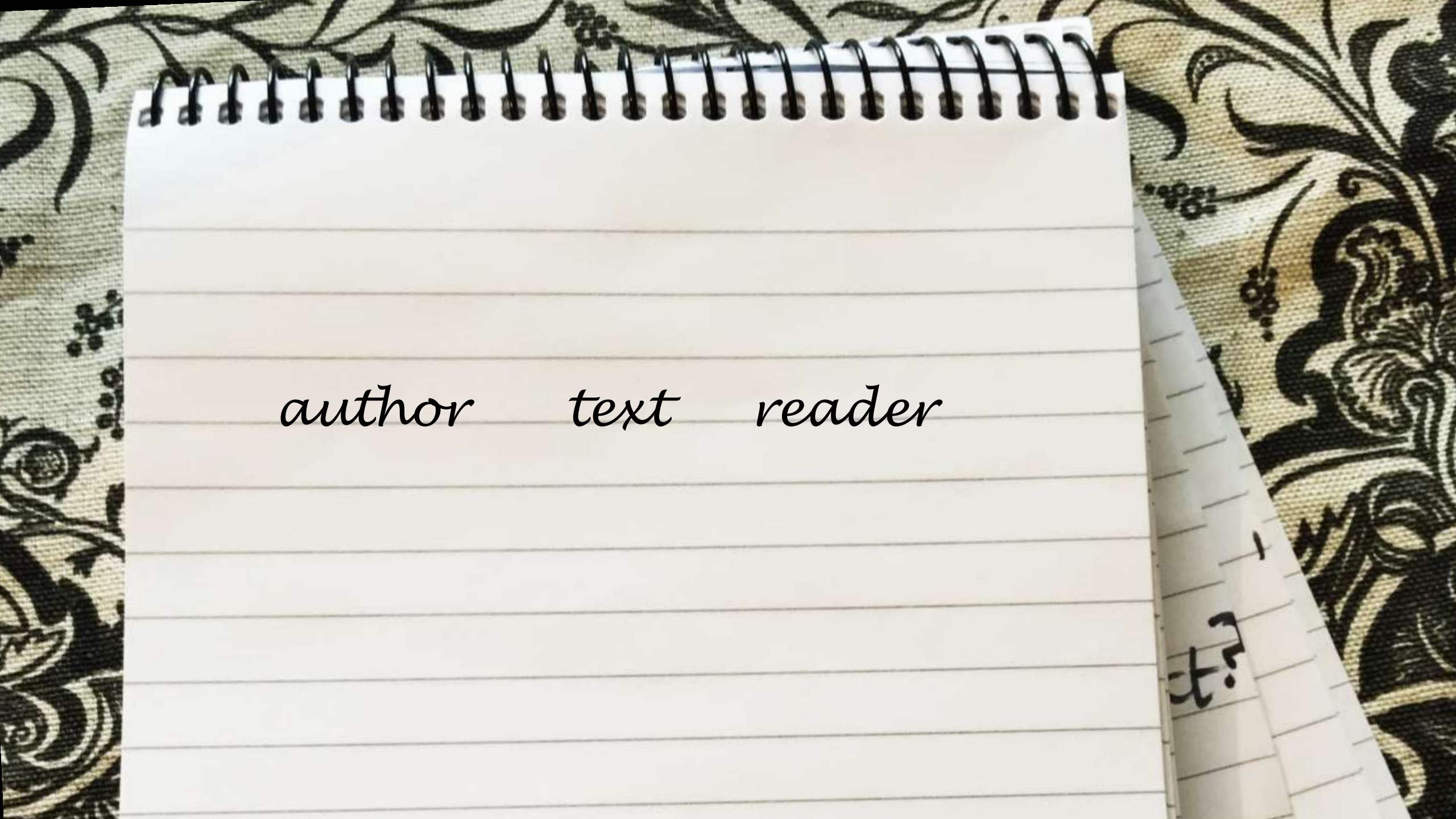
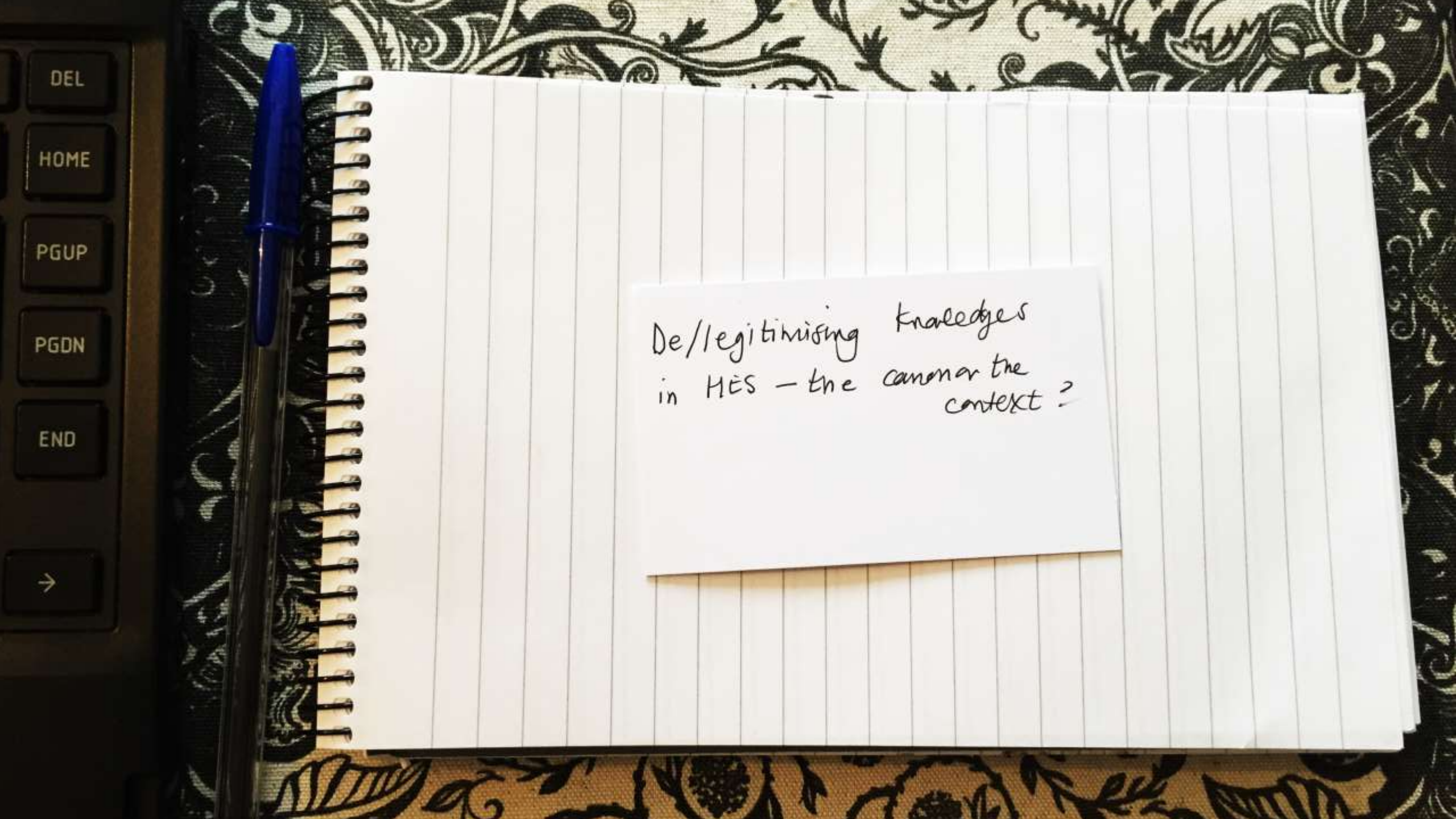



# ‘Questions of Authorship’


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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