Why can't they use sources properly?

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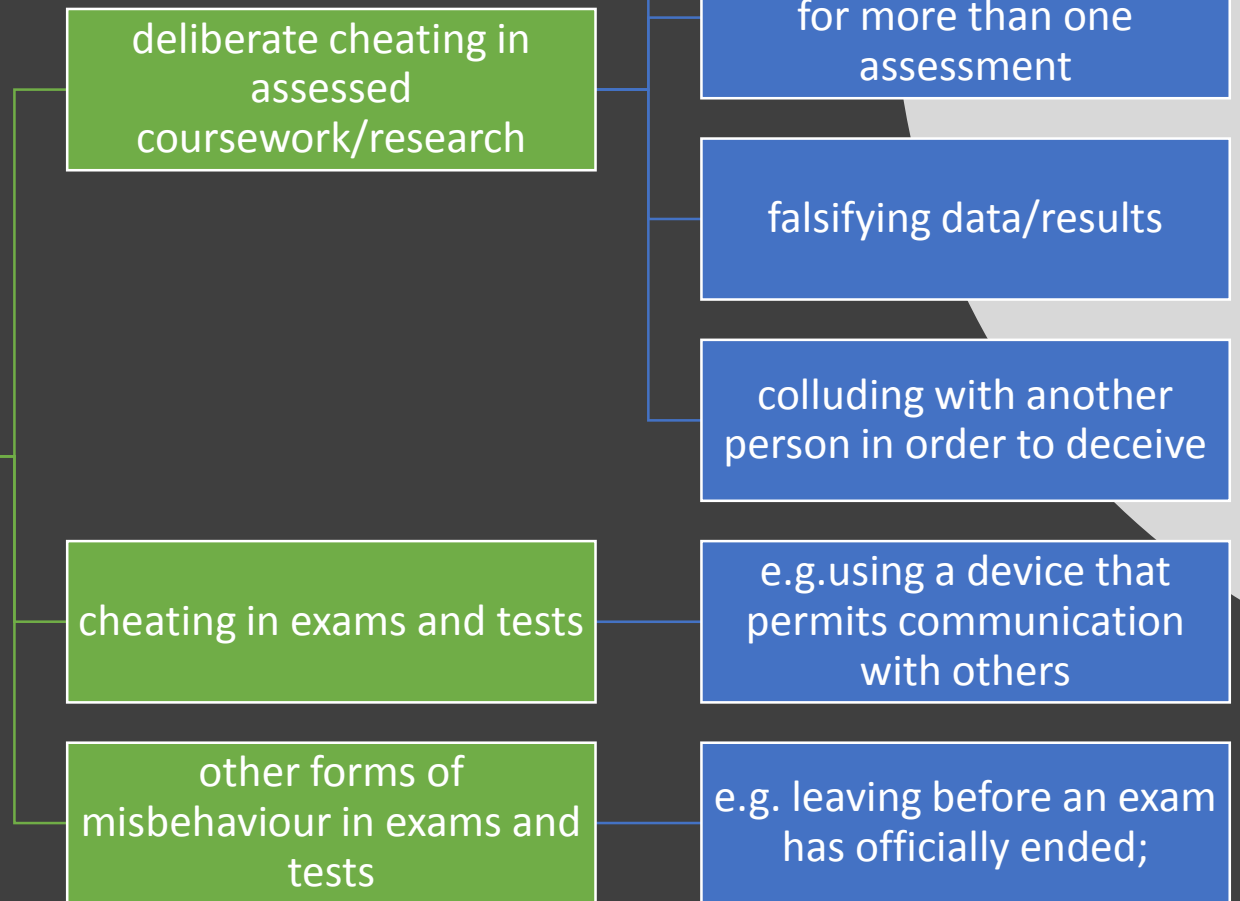
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Overview

- Bourdieu's theory of habitus

- Bakhtin's theory of dialogism

- How can these theories help with understanding why students find it challenging to use sources properly?

- What can we do?

Academic Misconduct Framework

academic misconduct

- deliberate cheating in assessed coursework/research
  - plagiarism (fraudulent representation of work as one's own)
  - reproducing written pieces for more than one assessment
  - falsifying data/results
  - colluding with another person in order to deceive
- cheating in exams and tests
  - e.g. using a device that permits communication with others
- other forms of misbehaviour in exams and tests
  - e.g. leaving before an exam has officially ended;

'poor academic practice' warning aims to prevent this

Based on: UoR Examinations Office, 2016 (section 19.1)

Bourdieu

habitus

What does Bourdieu say?

Individual subconscious interaction with culture: e.g. family life; schooling; language; customs; behaviour; status; age.

'Social facts are things' (Bourdieu, 1989, p. 4)

Bourdieu

habitus

'I was pretty shocked when I saw the feedback because I had a very low score … I felt bad and I wasn't really happy. I felt really stupid. I basically was told I had a poor writing style and that my writing lacked critical thinking. Back home, back in Nigeria, … you don't try to do what they call critical thinking or logical thinking or balance your argument … For referencing I had very poor referencing style because we never adopted any style really back home'.

What other difficulties might there be with habitus?

Linguistic code

'The truth that has been already embodied and governed the student's embedded identity struggles to resist new, incoming voices, possible truths and potential identities that threaten to destabilise more comfortable ways of knowing and being' (Lillis, 2003, p. 198)

linguistic code

Words, of themselves, are abstractions or 'naked corpses' (Bakhtin, 1981, p. 292).

'[O]ne can say that any word exists for the speaker in three aspects: as a neutral word of a language, belonging to nobody; as another's word, which belongs to another person and is filled with echoes of the other's utterance, and finally, as my word, for, since I am dealing with it in a particular situation, with a particular speech plan, it is already imbued with my expression'. (Bakhtin, 1986, p. 88).

Write a critical review of this journal article

Jolly, S. (2000). 'Queering' Development: Exploring the Links between Same-Sex Sexualities, Gender, and Development. *Gender and Development, 8*(1), 78-88.

STUDENT TEXT

Jolly discussed What can do for queering? …
Another, the need to queer development instruction themselves."
The existence of same-sex partnerships among their own staff, extending the rights and benefits offered to heterosexual couples (for example, to health care) to same-sex partners of staff, and integrating queer awareness into staff training (for example, through diversity training)." (Jolly 2000, 87).[2]

ORIGINAL TEXT

If Gender and Development (GAD) workers do try to move the field onwards by taking on some of the insights offered by queer theory, they need to be fully aware of the need to queer development institutions themselves. This would include same-sex partnerships among their own staff, extending the rights and benefits offered to heterosexual couples (for example, health care) to same-sex partners of staff, and integrating queer awareness into staff training (for example, through diversity training). (Jolly, 2000, p. 87)

'Explain the problem of the human elephant conflict. What is the best solution to this problem?'

Source: King, 2015

ORIGINAL TEXT

Elephants have learned how to break fences to access farms at night – following their extraordinary sense of smell to track down juicy vegetables or harvested bags of maize. As elephants can eat up to 400kg of food in a day, farmers have started to fight back. They shout, light fires, explode firecrackers, release barking dogs, hurl stones and chilli bombs, bang drums, crash metal sheets together, and finally, if all else fails, use guns and spears as a final attempt to scare the elephants away.

STUDENT TEXT

In some research, the elephants often chew or destroy the crops, and sometimes even lead the farmers to a year of harvest into a bubble. In order to protect their livelihood, farmers usually use extreme way to kill elephants. Elephants have learnt how to break fences to access farms at night-following their extraordinary sense of smell to track down juicy vegetables or harvested bags of maize.

How might the university respond?

Figure 1: Extract from a UoR 'Student Handbook'

Although it may seem only a minor part of any essay or practical report it is important to make sure you are referencing things correctly right from the start. Correct referencing is a professional skill. Incorrect referencing looks amateurish, gives a bad impression to the marker and **WILL** lose you marks. References are there for a reason: they show the reader where the previous studies you discuss come from, and where they can be found. For any of your written work to qualify as a scientific report, the reader must be able to follow your research back to its source. Any piece of evidence **NOT** correctly referenced **MAY** be considered fraudulent. A correctly referenced professional piece of work will include enough detail for the reader to find and check the original references for himself or herself. This document tells you how to cite references in the text of your essay or report.

'Understanding is always dialogic to some degree.' (Bakhtin, 1986, p. 111)

What do students say?

'Before I came here I don't know how to write my writing because the Chinese teacher just tell me you look the good essay then to reference how they structure their essay. Then you just to model, you just look this'.
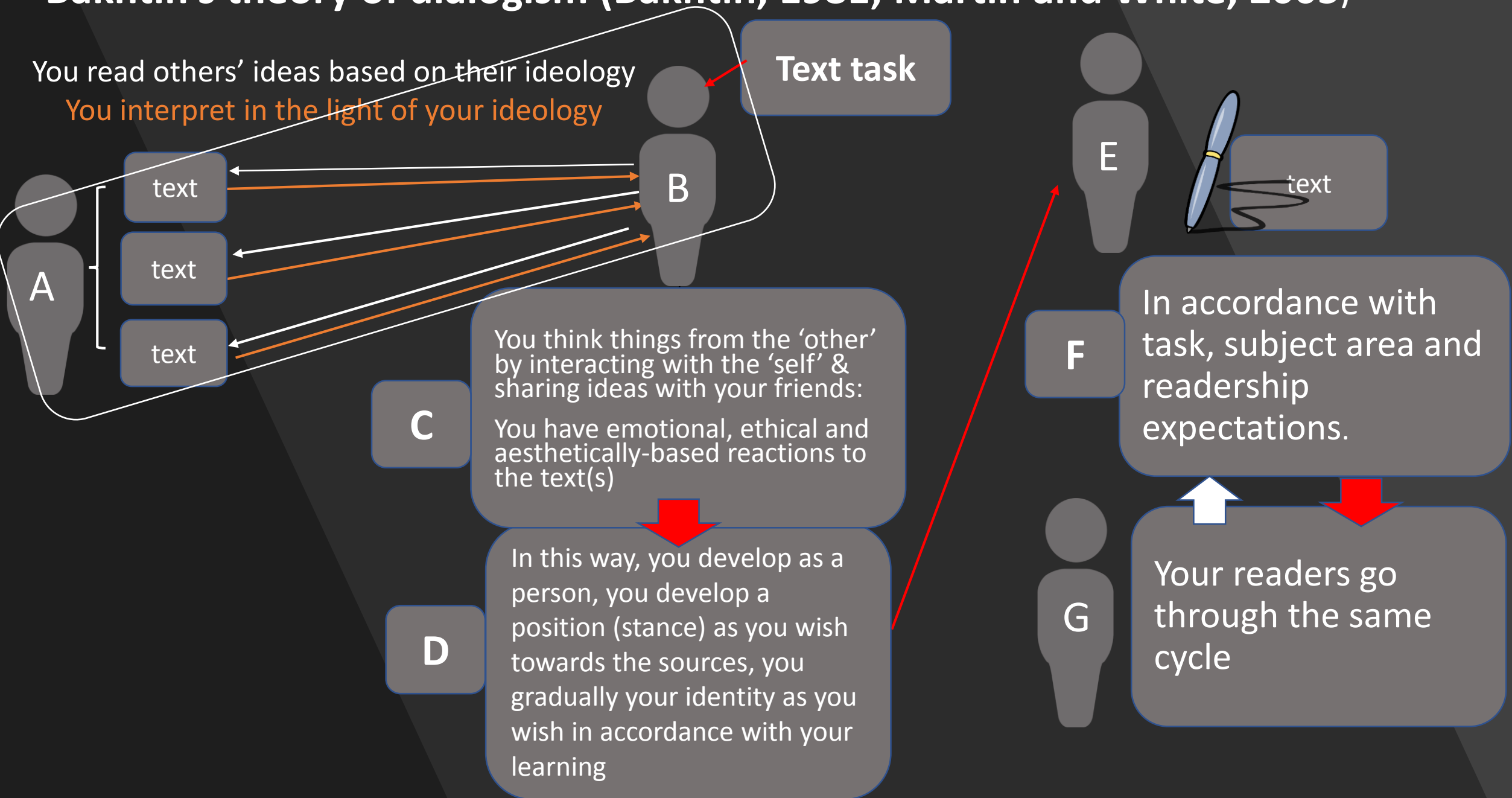
Taking this forward –
what can we do?

Bakhtin's theory of Dialogism

academic writing amounts to taking
part in a conversation

Bakhtin's theory of dialogism (Bakhtin, 1981; Martin and White, 2005)

You read others' ideas based on their ideology
You interpret in the light of your ideology

Text task

A

text

text

text

B

E

text

C

F

You think things from the 'other' by interacting with the 'self' & sharing ideas with your friends:

You have emotional, ethical and aesthetically-based reactions to the text(s)

In accordance with task, subject area and readership expectations.

D

In this way, you develop as a person, you develop a position (stance) as you wish towards the sources, you gradually your identity as you wish in accordance with your learning

G

Your readers go through the same cycle

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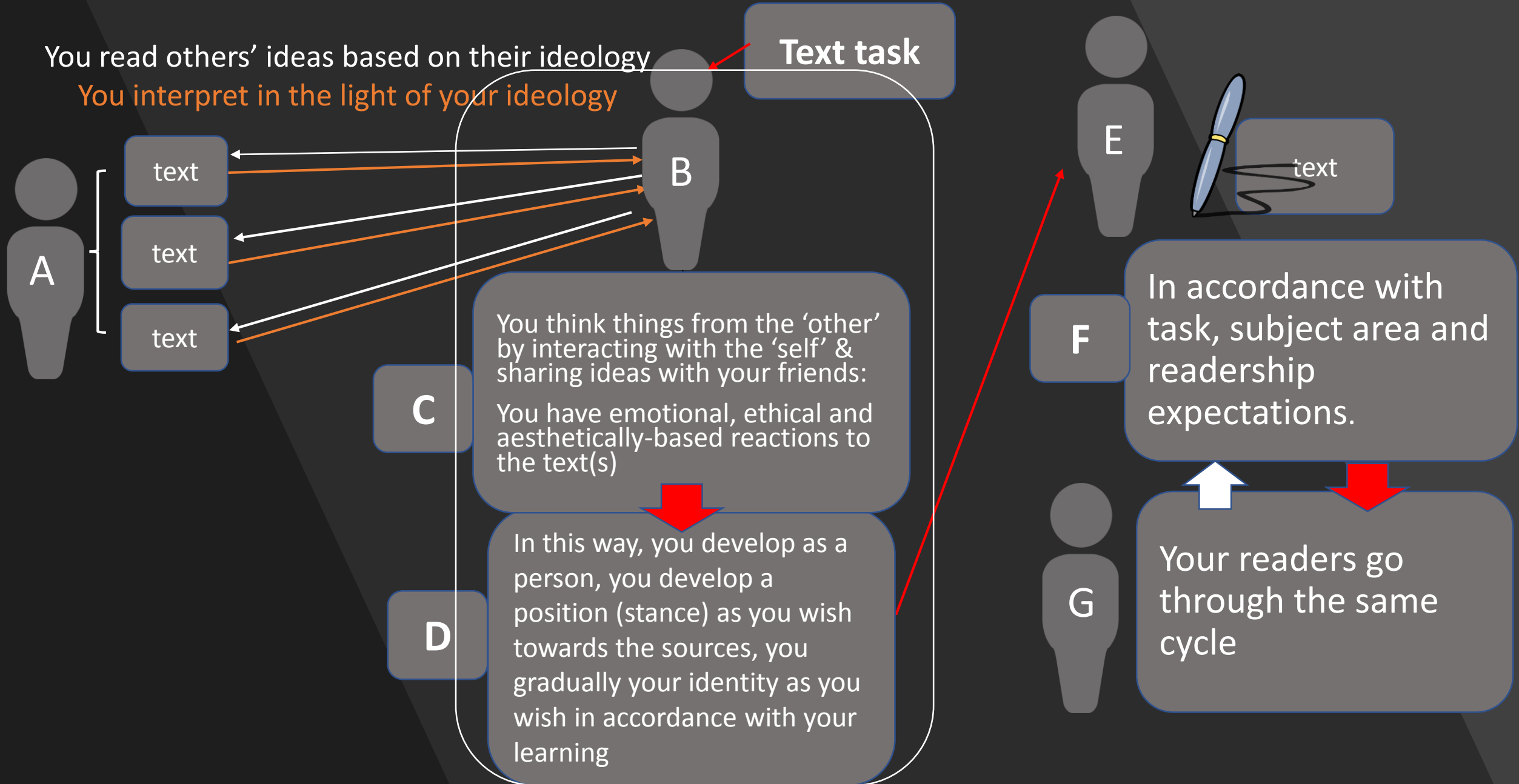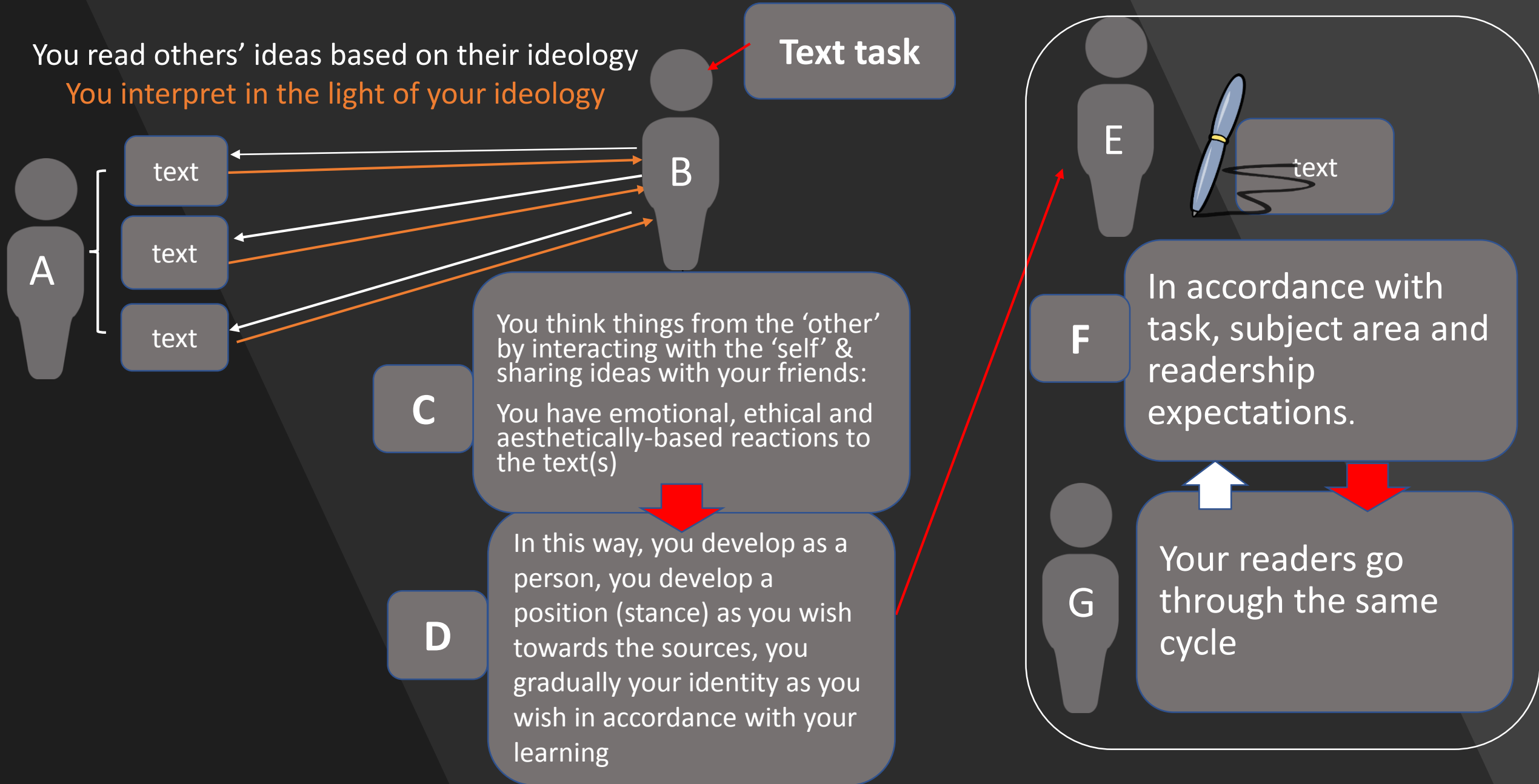Your readers go through the same cycle

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Taking this forward .... what can we do?

?

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