Reflections on the positioning, politics, and pedagogy of a language education/research writing subject for international HDR students

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Abstract
This presentation reflects on the positioning, politics, and pedagogy of a centrally delivered language education/research writing subject for international HDR students at the University of Wollongong.

Keywords
pedagogy, research, subject, writing, positioning, reflections, education/, international, language, hdr, politics, students

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Reflections on the positioning, politics, and pedagogy of a language education/research writing subject for international HDR students

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This presentation reflects on the positioning, politics, and pedagogy of a centrally delivered language education/research writing subject for international HDR students at the University of Wollongong, RESH900/901: Fundamentals for HDR Writing. The presentation will begin with a description of the context which gave rise to the subject, a collaboration between Academic Language and Learning (ALL) lecturers and the Research Student Centre. The subject’s current positioning in the four year PhD (Integrated) program, and its potential positioning in the proposed Graduate Research School, is then discussed. It is argued that this latter positioning creates new opportunities for examining the tensions between centrally-offered and disciplinary programs and practices and the role of ALL staff in both spaces. The pedagogical design of the subject is then described to demonstrate how (1.) this centrally-offered language education subject complements rather than duplicates disciplinary research writing subjects and practices, and (2.) the feedforward and feedback processes around assessment are intended to enable students to become more sophisticated language learners during their study. Student reflections and evaluation data are used to provide a student perspective. Practical issues will also be discussed.

Notes: