

International Students' Authorship

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A Learning & Teaching Institute Funded Project

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International Students' Authorship

1. Introduction

This report presents the findings of a University of Hertfordshire Learning and Teaching Institute funded project 'Fostering Pride in International Students' Authorship.' The project ran October 2008-January 2009. The aims of the project were to develop an understanding of authorship and originality in a cohort of international Business School students studying for the Graduate Certificate in Business at the University of Hertfordshire, through a series of ten workshops (see Appendix 1). Data would then be collected using qualitative and quantitative methods, to evaluate the success of the workshops.

2. Background

The idea for the project was to allow students to use *Turnitin* for formative assessment. In addition, i-Spy information skills tutorials were to be used to enhance the students' information skills. I-Spy is the University's information skills framework, and is populated with online tutorials covering all aspects of working with information. The project was an example of a working partnership between 'library' staff and academic staff described by Bundy (2003). In addition, the team was joined by an Academic Skills Tutor from the Business School's Academic Skills Unit, which represented a mix of areas of expertise.

3. Information literacy and plagiarism

The reason for the initiative was to address problems of plagiarism identified by Hall (n.d. in Keenan and Jemmeson, n.d.). Although studies such as that by Varga-Atkins and Ashcroft (2004) found little difference between the information skills of home and international students, there are concerns that there are higher incidences of plagiarism amongst international students, largely due to issues of language. Other issues could be cultural, as described by Zhang (2006) and Song (2004) who discuss the challenges faced by international business students at the University of Illinois in using virtual reference resources. As far back as 2002, it was noted by Johnson and Rader (2002) that students are increasingly using the internet for their information needs. It was felt that if students could be encouraged to use good quality sources of information and equipped with the skills to search good sources and evaluate them, the risk of plagiarising websites could be reduced.

In addition, we were interested in the work of Brick (n.d.) at Coventry University, who describes using *Turnitin* for formative feedback. Ledwith and Riskey (2008) found a decrease in plagiarism when anti-plagiarism software was used with peer reviewed assignments. We were also interested in the work of Davis (2007), who had worked with students on a Pre-Masters Diploma at Oxford Brookes University and recommended using *Turnitin* with first drafts prior to assessment. Davis (2007) recommends tutor guidance in the use of *Turnitin* and also stresses that this is not a single solution but should be used as part of an integrated approach.

The cultural issues surrounding plagiarism have been explored by Lake (2008), who suggests that in China to paraphrase could signal disrespect to the author, and by Pecorari (2008) who considers some of the linguistic issues that can put international students at a disadvantage.

4. i-Spy

The i-Spy information skills framework described by Bilson et al (2007) was initially introduced to the University of Hertfordshire in 2007, following consultation with staff and students and research by external consultants into the way people work with information. Whilst most frameworks until this point were linear, the i-Spy model is iterative, and populated with online tutorials in 'bite-sized' chunks, reflecting the fact that students do not work in a linear, sequential fashion. In this sense they can be described as reusable learning objects (Mardis and Ury, 2008). This project would be a vehicle for i-Spy tutorials to be used in an integrated way, to complement the use of *Turnitin* and the academic skills input in workshops.

5. Preparing for the workshops

A group area on StudyNet was set up to manage the project. This site allows uploading of files, and there is a fairly rudimentary project planner. Ethics approval was gained in October 2008, which allowed primary research data to be collected. It was decided that the project would have more impact if we worked with students on a core module, Business Strategy, taken by the whole cohort of thirty-four students. Kember et al (2008) emphasise the link between relevance and motivation. We also wished to follow the advice of Carroll and Appleton's (2001) 'Good Practice Guide' advocates that learning outcomes are key and should focus on analysis, evaluation and synthesis, and information gathering. The learning outcomes of the Business Strategy module focus on research and critical analysis (see Appendix 2). The Programme is divided into two two-module blocks, with the Business Strategy module and supporting language workshops held in the second block.

The students on the Programme (and this module) were predominantly from China with a smaller number from India and Nigeria, and one from Hong Kong. For the group assignment they were mixed into multi-national groups. A meeting was set up with the module leader, who explained that students would be asked to write group reports on Google's business strategy, as assessed work. It was agreed that students would be told that attendance to the workshops would be compulsory and that non-attendance could lead to them dropping a grade.

The timetable for the workshops comprised of five blocks of two hours, held over three weeks in November and December, 2008. We divided these into five sections as follows:

1. SEARCH
2. READ AND CONSIDER
3. WRITE AND REFERENCE
4. PRIDE IN AUTHORSHIP
5. REFINE WORK

6. Running the workshops

As workshop attendance was compulsory, it was monitored by keeping a register. Students were given individual invitations to attend the workshops, signed by the Acting Programme Tutor, (see Appendix 3). This was to sanction the workshops and show the students how important it was that they attended. Attendance was generally good, even if a small number of students arrived quite late. All thirty-four students registered on the module attended the workshops.

Each student was given a Business School folder with dividers for each workshop, and at each workshop students were given handouts to accompany the online work or presentations (see Appendix 4). A 'team teaching' approach was used, although this would probably not be necessary in future workshops, but as this was a pilot project, it was useful to share the sessions. All the materials were also available electronically in weekly folders on the students' module page on StudyNet, the University's Managed Learning Environment. After each workshop students were emailed a summary of the session. They were also encouraged to attend the next workshop. At the end of each workshop students were asked to complete a reflective blog which was saved in their PDP area on StudyNet. The students were also asked to paste their reflections into a document in their folder. Although this underpinning work was quite intensive, it lent cohesion to the workshops and aimed to make the students feel valued.

7. Content of the workshops

The first workshop **SEARCH** covered identifying sources of quality information. Students were introduced to the i-Spy tutorials and asked to work through two: **Identifying Sources** and **Systematic Searching**. **Identifying Sources** illustrates different types of information, books, journals, databases and websites. **Systematic Searching** gives tips on effective searching using keywords. The students were then directed to an online tutorial on the module site which guided them to quality sources of information to help them with the Google assignment. This was accompanied by a checklist listing good sources of information for the assignment.

The second workshop, **READ AND CONSIDER** covered evaluating sources. Students were asked to work through the i-Spy online tutorial **Evaluating and Verifying** which asks them to look at information considering Who, What, When and Why. This was followed by the i-Spy **Thinking Critically** tutorial which looks at analysing and questioning viewpoints. This was followed by a presentation on Academic Reading and students were given an 'ASU Guide to Academic Reading' which includes the SQR3 technique. The students were also given a handout on planning for written assignments.

The third workshop covered **WRITE AND REFERENCE**. The first task was to show the students the Avoiding Plagiarism website, to which the University had contributed. The students were then introduced to the i-Spy **CITING AND REFERENCING** tutorial, which links to an interactive quiz where students are asked to decide what constitutes plagiarism in a number of scenarios. Students looked at an online 'Harvard Referencing Guide' on the Business Information pages of StudyNet and were asked to bring the results of a referencing quiz to the next workshop. This was followed by a presentation introducing them to *Turnitin*, and a very successful interactive session using the Electronic Voting System, where students were asked to vote on what constituted plagiarism and collusion. A podcast on using Harvard Referencing was uploaded to their module site.

At the fourth workshop **PRIDE IN AUTHORSHIP**, the results of the Harvard Quiz were examined as a group. They then looked at ASU's **Report Writing** and **Academic Writing Style** guide and the i-Spy **Essay and Report Writing** tutorial. The groups then submitted their draft assignment to *Turnitin*, which was salutary, as the target for the similarity index was 10% and some group reports showed this as much higher. For homework, students were asked to use the *Turnitin* feedback to revise their draft reports.

The final workshop, **REFINE WORK** gave the students the opportunity of working in their groups to refine their group assignments and resubmit them to *Turnitin*. The students were advised on editing and proof reading and given an ASU Guide on drafting, editing and proof reading. One group was happy to have their *Turnitin* results projected onto the screen, as they had achieved a very pleasing

low Turnitin score, meaning that they had used their own words in the assignment. Each student received an attendance certificate at the end of the ten hours of workshops. Students were asked to email an overall reflective log, using the reflections from each of the individual workshops.

8. Impact Assessment

The impact of the project was assessed in a number of ways. Feedback was obtained from students using the students' own reflective blogs, an online evaluation form and a focus group. Feedback from staff was obtained through interviews with the English tutor supporting the module, the module leader and the external examiner; the latter two also provided written reports.

8.1 Feedback from students

Fourteen reflective blogs were received, which provided a rich source of evaluative data. The prompt questions asked after each workshop were:

1. What did you learn today?
2. What do you still need to work on?
3. How can you use what you learned today in your studies?

We also asked for a final evaluative blog, with the questions:

1. What did you learn from the workshops?
2. What do you still need to work on?
3. How can you use what you learned in the workshops in your studies?

The standard of English in the reflective blogs was not very good in the case of the Chinese students, and there is one case where two students have used identical incorrect phrases. However, as a way of reinforcing what was covered in the workshops they are useful. Although some of the blogs suggested the need for practice and the difficulties students face regarding language, the reflections were very positive about the usefulness of the workshops and the students seemed to have really understood their purpose. A categorised set of quotations can be found in Appendix 5.

Using the Bristol University online survey, a questionnaire was set up students to provide feedback on the workshops in December, 2008. The questionnaire consisted of nineteen multiple choice questions to gauge how far students had understood the content of the workshops, with two open questions on perceptions of i-Spy and the workshops generally. Students were emailed with a link to the questionnaire. However, the response rate was disappointing with only thirteen out of thirty-four students completing the survey, despite a £50 Amazon prize draw incentive. This may be attributed to the students being busy completing assignments and having a Christmas/New Year holiday. However, the results were generally very positive (see Appendix 6).

This was followed by a one hour focus group in January, after Chinese New Year and before the students embarked on their Masters' Programmes. Six students of different nationalities were chosen from those who agreed to give their time. Students were paid £25 Amazon vouchers to participate. However, only three students attended the focus group, all from China, so this was not a very representative sample. It was felt that the timing of the focus group clashed with their holiday. However, it was necessary to collect data at this time, before the students moved onto Masters

Programmes, when it would be difficult to get them together again and it was also felt that it was good timing as recollection of the workshops were fresh in their minds. The results of the focus group are in Appendix 7. The feedback shows that students thought they would have benefitted from having the workshops earlier in their Programme. They would also have liked to see more examples of what constitutes good work. The students recognised the differences between studying in China and the UK, with the emphasis on writing essays: 'The UK is more creative and deeper' and plagiarising is not tolerated.

8.2 Feedback from the teaching staff and the external examiner

Staff interviews were conducted in December and January. Interview questions are available in Appendix 8. The English tutor provided four hours of English for every two hours of business content was quite pleased with the outcome of the students' group assignments and confirmed that they showed evidence of good structure, good use of a variety of sources, and good referencing but were let down by language problems. The transcript of the interview is in Appendix 9.

The module leader was more positive and stated that although there were language issues, and that this was a small sample, he felt confident that the workshops had helped improve the students' assignments. The transcript is in Appendix 10 and his views are borne out by his report in Appendix 12: "The 'Fostering Pride' workshops have perceptively increased the skills of most of the cohort in a number of areas."

The external examiner was very positive about the impact of the workshops: "there is evidence to suggest that Fostering Pride has made a difference". The interview transcript is in Appendix 11. His report states that the students' work shows "clear evidence of research and learning" (see Appendix 13). Following the exam board, he recommended that similar workshops should be available to all Masters' students.

9. Reflections on the project

The project was quite labour intensive in terms of time spent planning and running the workshops. Great effort was made to ensure that the students valued the workshop through regular reinforcement and encouragement.

It is possible that having an online tutorial guiding students to relevant sources of information for the assignment would result in the good use of a wide range of sources, rather than the i-Spy tutorials on 'Identifying Sources' and 'Systematic Searching'.

One of the anticipated risks of the project was regarding how the students would use *Turnitin*. One group did attempt to use the software to submit work other than the Business Strategy assignment. However, it could be perceived that they saw the value of using the tool for formative feedback and wanted to use the opportunity to obtain feedback on other assignments they were undertaking.

One possible outcome of using *Turnitin* might mean that the students' English is worse because they have to paraphrase more. But this is good practice for them and will help further in the long term by giving them the opportunity to use their own words.

10. Summary of results

The qualitative data from the questionnaire, reflective blogs and focus groups showed that the workshops were very well received by the students. The questionnaire results were extremely positive, with nearly all scores showing over 90% agree or strongly agree with statements confirming that they had acquired skills in the areas covered by the project.

Examples of comments from students include:

- *There is more to Internet searching than just Google*
- *It seems that I found gold when I practice to use the dictionaries*
- *it is necessary to combine thinking critically that means not just taking everything you see, hear or read at face value*
- *paraphrase the references and put into our assessment is much more better than Quotation directly*
- *This gave us a good basis to know how to fine-tune our work and left us feeling proud that we were on the right track with our assignment.*
- *Very helpful, step-by-step tutorials to keep one on the right path. I think this session is useful for not only business strategy assessment, but also for master modules.*

Students and the external examiner felt that the workshops were very useful but should have been held earlier in the semester. They felt that all Masters' students would benefit from similar input, possibly in the Research Methods module. The external examiner reported evidence of wider reading in the assignments. The students would have liked to see examples of good pieces of work and perhaps this could be introduced in the future.

Regarding the use of Turnitin, this was successful and the students wanted to use it more. The module leader reported no evidence of plagiarism in the students' work and noticed that they had used fewer quotations, so they had paraphrased more.

The area that scored least highly in the questionnaire was that of critical thinking, which is known to be difficult for all students. However, the module leader thought that that this was slightly better than with previous cohorts. The English tutor pointed out that he would have liked the students to challenge him more, but this is probably a cultural issue; and more work should be done in this area.

The evidence has shown that the work undertaken by the students has helped them for the particular module, and for their future studies.

11. Conclusion

The workshops demonstrated that intensive underpinning work looking at finding and using good quality information, academic reading and writing, critical thinking and the formative use of *Turnitin* can all help the standard and quality of international students' work and help them take pride in their own authorship.

12. Recommendations

1. Hold the workshops earlier in the Programme
2. Continue to embed the skills materials into assessed work
3. Continue to make engagement with the materials mandatory
4. Undertake further work on critical thinking and challenging the lecturer
5. Obtain consent from this cohort to provide anonymised examples of good work for future cohorts
6. Encourage academic staff to use *Turnitin* for formative feedback
7. Run the workshops by blended learning for increased flexibility and in order to 'scale up' to benefit more cohorts. This can be done through online exercises, as with the i-Spy tutorials and quizzes.
8. Since the workshops finished a new i-Spy tutorial, Academic Reading, has been launched. This could be used to complement the ASU materials.
9. Consider using the 'Recognising bias' i-Spy tutorial for more advanced work on critical thinking.
- 10 If the materials are to be rolled out to all Masters Programmes, they could be linked to the Research Methods module with a small percentage of marks allocated for successful completion.

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Appendix 1: Funding bid

Bid for Small Scale Innovation awards for individuals or teams

Host Department: Marketing and Enterprise Department

Project Title: Fostering pride in international students' authorship through a sequence of workshops which include students' use of i-Spy information skills tutorials and plagiarism detection software.

Project Lead : Helen Singer

Other Members of Project Team: Siegrid Beck, Karen Robins, relevant Programme Tutor

Overview of the Project:

Plagiarism is an issue that higher education institutions (HEI) now have to deal with. According to the OIA, International students are more likely to be caught for an Academic Conduct offence. The reason for this is that it is more obvious if they have copied from other sources due to the differences in writing styles within a piece of work. They also struggle with the concept of plagiarism due to different cultural backgrounds and/or language difficulties.

The aim of this project is to educate international students with regard to information literacy and plagiarism in Higher Education and develop their pride in authorship of their written work. This involves raising UH students' understanding and awareness of what plagiarism is and its seriousness, and empowering them by giving them tools to create an original (non-plagiarised) piece of academic writing.

Prevailing Priority that it addresses: Assessment and Feedback

Project Objectives

- To raise international students' awareness of what plagiarism is and its seriousness
- To develop in students an understanding of academic integrity, authorship and authenticity
- To improve current practice of international students in the Business School
- To investigate research work carried out by other higher education institutions, for example, work by Mary Davis at Oxford Brookes, John Lake at SOAS, Sonya Saunders at Royal Holloway College, as well as, research by Sou Wan, Cheah and Bretag in Malaysia and Leung et al at Southampton University
- To encourage the use of quality information that is critically evaluated and referenced correctly through the use of i-Spy information skills tutorials
- To improve the academic writing skills of international students
- To evaluate the risk of students' use of technology to avoid being detected
- To promote these methods to staff and establish a mechanism for the dissemination of best practice
- To inform educational policy to develop academic skills in international students across the Business School and University

Benefits and Deliverables

The project will be carried out with international students studying a module in Financial Management on the Pre-Masters course in the Business School. It will be applied to students' assignments on the module which are a) a critical review of an academic journal article of 1500 words and b) the application of the concept(s) from the article to a business case (500 words).

The project aims to deliver a sequence of re-usable blended learning workshops with links to the Academic Skills Unit and Learning and Information Services materials, including i-Spy, and to provide ongoing support for students who have participated in the workshops.

The project team wants to achieve this through a series of ten specifically designed workshops incorporating the use of i-Spy information skills tutorials which can help students retrieve and use quality information.

The workshops will deal with:

- Finding quality information
- Critical thinking
- Academic reading techniques
- Academic writing techniques
- Use of language tools to create an original piece of academic writing
- What plagiarism is and why it must be avoided in the academic community
- Instruction and practice in referencing techniques
- Instruction and support in using 'Turnitin'.

The University's i-Spy information skills tutorials incorporate specified learning outcomes mapped to national and international information literacy standards and support different skills levels. The tutorials are designed to be delivered through blended learning. Examples of the skills these tutorials address are critical evaluation, identification of authoritative and trustworthy sources, search and navigation, handling large quantities of potential sources, citing and referencing, essay and report writing, with further tutorials being developed with academic staff.

In addition to workshops, incorporating i-Spy tutorials, the main technological tool will be the educational (in contrast to 'punishing') use of the plagiarism detection software 'Turnitin' by the students themselves.

The success of the project will be measured on /evaluated against students' success in the coursework and the results from questionnaires completed by students and staff at the end of the module. Their work can also be compared to that of previous cohorts. This project could lead to further research by monitoring the same students as they progress to their Masters Programme (academic writing and use of 'Turnitin').

Dissemination activities

The dissemination of findings will be presented at the University Learning and Teaching conference. A staff development workshop will be run within the Business School. A report of the findings will be put on Business School learning and teaching wiki site. Submission of a report/case study will be provided to LTI/BMAF subject centre. It is also planned to present the results at a conference that addresses improving assessment and feedback for international students.

Outline project plan (including key actions and dates)

	<u>Timescale:</u>
- Apply for ethics approval & conduct assessment review	Sept 08
- Training of all project staff on 'Turnitin'	Sept 08
- Research 'best' practice	Oct 08
- Prepare material for 10 workshops	Oct/Nov 08
- Deliver workshops	Nov 08
- Develop and administer staff questionnaire	Nov 08
- Compile material for workshop	Nov 08
- Implement workshops with module	Nov/Dec 08
- Run student focus groups	Jan 08
- Analysis of data	Feb 09
- Staff development workshop / Submission of report to ILT	As appropriate
- Evaluation	As appropriate

Resources and Costs:

Resources have been costed to allow for visiting lecturers to replace a proportion of team members' teaching.

Staff time (3 staff)	60 hours * £39	£2,340
Questionnaire / Focus group costs / Prizes		£212
Learning pack costs		£100
Administrative support (£12/hr for 3 days)		£288
Total		£3,000

We hope the panel will find our application of interest and look forward to hearing the outcome.

Helen Singer (h.j.singer@herts.ac.uk), Learning and Information Services

Siegrid Beck (s.beck@herts.ac.uk) Department of Marketing and Enterprise

Karen Robins (k.robins@herts.ac.uk) Department of Marketing and Enterprise

Appendix 2: Module learning outcomes

Intended learning outcomes of the module

Successful students will typically be able to demonstrate **knowledge and understanding** of:

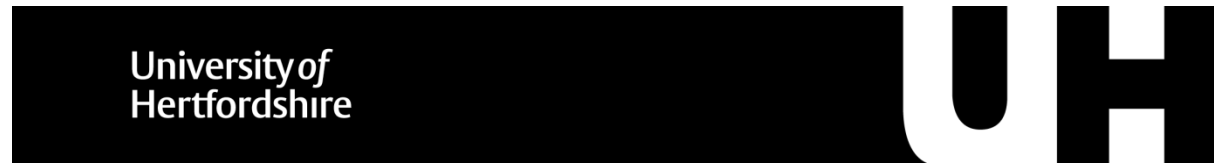
a range of analytical techniques and concepts

- (a) the distinctions between differing change contexts
- (b) the appropriate use of both quantitative and qualitative data

Using **skills and attributes** developed through their work on this module, successful students will typically be able to:

- (c) research and analyse a complex range of strategic problems
- (d) compare and contrast a range of organisational environments
- (e) critically evaluate strategic decision-making and planning
- (f) critically evaluate strategic concepts and theory
- (g) identify and evaluate a range of options

Appendix 3: Letter to students



27 October 2008

Dear student

I am pleased to let you know about 5 additional skills workshops to support your Business Strategy module and assignment, starting Thursday 13th November. The programme is below.

The workshops will help you with your Business Strategy assignment and in all your academic work.

They will support you with the following skills: finding good information, evaluating it, writing using your own views and referencing the views of others. You will also have the opportunity to use the Turnitin software which will give you formative feedback on how much of your written work is your own – the title of the workshops is 'Fostering pride in international students' authorship' because the aim is for you to feel proud of your own work.

At the first workshop you will receive a folder for all the relevant materials, including an attendance sheet. Attendance is compulsory (non-attendance means you will be penalised, i.e. you will lose a grade in your coursework for not attending).

The team running the workshops and I look forward to working with you, helping you foster pride in your work, as well as supporting you to get better grades in your assignment.

A handwritten signature in black ink, appearing to read 'Ruth Herman'.

Ruth Herman

Acting Programme Tutor Graduate Certificate in Business

Workshop date	Time	Place: 1 st floor de Havilland LRC	Content
1 Thursday 13 th November	11am - 1pm	L173	SEARCH
2 Monday 17 th November	2pm - 4pm	L173	READ AND CONSIDER
3 Monday 24 th November	2pm- 4pm	L118	WRITE AND REFERENCE
4 Thursday 27 th November	11am -1pm	L118	PRIDE IN AUTHORSHIP
5 Monday 1 st December	2pm - 4pm	L118	REFINE WORK

Appendix 4: Student Folders' Coversheet for Workshops

University of
Hertfordshire



Fostering Pride Workshops

Welcome to the 'Fostering Pride' workshops.

This is your handbook for the workshops –
We hope you enjoy the workshops and find them useful.

Karen Robins
Mary McCauley
Helen Singer

Deputy Associate Dean Learning and Teaching
Academic Skills Advisor
Faculty Information Consultant Business / International

Workshop date	Time	Place: 1 st floor de Havilland LRC	Content	Attendance
1 Thursday 13 th November	11am - 1pm	L173	SEARCH	
2 Monday 17 th November	2pm - 4pm	L173	READ AND CONSIDER	
3 Monday 24 th November	2pm- 4pm	L118	WRITE AND REFERENCE	
4 Thursday 27 th November	11am-1pm	L118	PRIDE IN AUTHORSHIP	
5 Monday 1 st December	2pm - 4pm	L118	REFINE WORK	



Workshop 1: Thursday 13th November 11-1pm L173

SEARCH

- Introduction to task
- [i-Spy identifying sources](#) plus evaluation form
- [i-Spy systematic searching](#) plus evaluation form
- [Finding materials for your Google assignment](#) plus evaluation form
- Homework task : Complete the reflective log as below:

Reflective log

from **Your Portal** click **MAPS, MAPS Blog, New entry**

Type 'Fostering pride' in the Subject line.

In the **Comments** section answer these questions:

1. What did you learn today?
2. What do you still need to work on?
3. How can you use what you learned today in your studies?

Click **Save** and **Copy** and **Paste** your entry here:

Identifying Sources

From www.studynet.herts.ac.uk/go/ispy Site Map




The screenshot shows the 'i spy' website interface. At the top, there is a navigation bar with the following links: Main Menu, Introduction, Connecting with Information, Interacting with Information, Making use of Information, Help, and Site Map. The main content area is titled 'Identifying sources' and contains the following text: 'Here are some types of information. Click on each of the pictures below to find out more:'. Below this text is a central diagram with a blue box labeled 'How do I find?' in the center. Four red arrows point outwards from this box to four different icons: a magnifying glass over a document (labeled 'Dictionaries, encyclopaedias, newspaper articles'), a stack of books (labeled 'Books for my topic'), a globe with a red arrow (labeled 'Useful websites'), and a folder (labeled 'Journal articles and data for my subject'). At the bottom of the page, there is a text box that says 'When you have explored each section please use the next button, to continue the tutorial.' and three navigation buttons: a left arrow, a list icon, and a right arrow.



Systematic Searching

From www.studynet.herts.ac.uk/go/ispy Site Map



Main Menu Introduction Connecting with Information Interacting with Information Making use of Information Help Site Map

Step by Step Summary

Click on the diagram to see an explanation of each step or follow the link to the next page

```
graph TD; A[Identify Database] --- B[Key Concepts]; A --- C[Keywords]; A --- D[Combining Keywords]; C --- E[Truncation or Wildcard]; C --- F[Simple or Advanced]; C --- G[Limiting the Search];
```



Finding materials for your assignment

Business Strategy module

Teaching resources

- MODULE**
- 3BUS0336 (A 08/9)**
- Business Strategy (P...**
- Module Homepage
- Module News
- Module Information
- (see 'student view')
- Teaching Resources
- (see 'student view')
- Learning and Informa...
- Lectures week 1
- Lectures week 2
- Lectures week 3
- Lectures week 3
- Lectures week 4
- Lectures week 5
- Tagged Content
- Class Discussion
- Podcast

[Back](#) [Print](#) [Edit](#)

3BUS0336 > [Teaching Resources](#) > [Learning and Information Services](#) > Google strategy assignment: introduction

[Go to page](#) | [Next Page >](#)

Google strategy assignment: introduction

As well as all the i-Spy tutorials and other work you will be doing for your business strategy assignment, this tutorial will help you find some relevant information.

At the end of the session you will be able to use relevant websites and databases to find out about Google's strategy.

This is an online tutorial, with live links to databases. Click **Next Page** at the end of each page.

This tutorial has been produced by Faculty Information Consultant Business School and International Strategy

Helen Singer 01707 285560 h.j.singer@herts.ac.uk

Google strategy assignment: checklist

- Definitions from dictionaries
- Financial data from Osiris
- Company profiles from Marketline
- Journal articles
- Newspaper articles
- Google itself (*but think about this source of information*)
- Commentary from the BBC, Gartner
- Financial websites eg Fortune 500
- Theories from your textbooks



Workshop 2 Monday 17th November 2-4pm L173

READ AND CONSIDER

- [i-Spy evaluating and verifying](#) plus evaluation form
- [i-Spy thinking critically](#) plus evaluation form
- [Academic reading](#)
- [Planning for written assignments](#)
- Homework task : Complete the reflective log as below:

Reflective log follow this link or from **Your Portal** click **MAPS, MAPS Blog, New entry**

Type 'Fostering Pride' in the **Subject line**.


In the **Comments** section answer these questions:

1. What did you learn today?
2. What do you still need to work on?
3. How can you use what you learned today in your studies?

Click **Save** and **Copy** and **Paste** your entry here:

Evaluating and Verifying

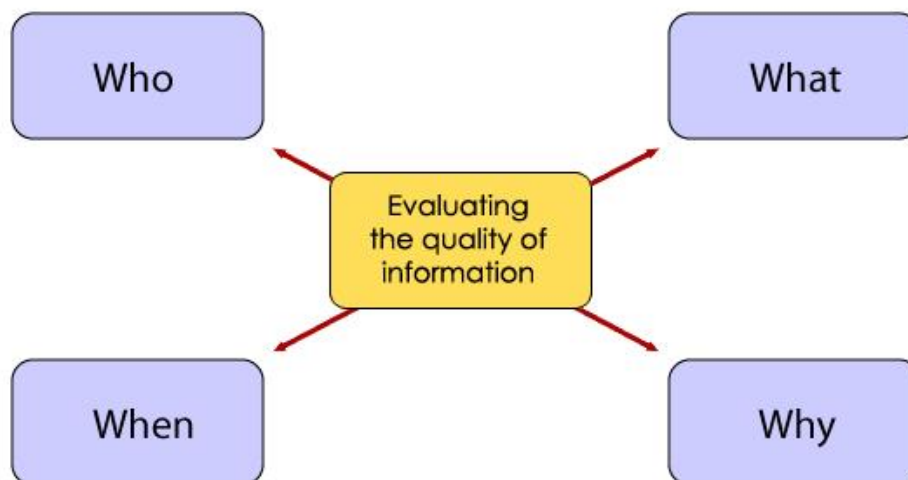
From www.studynet.herts.ac.uk/go/ispy Site Map



Main Menu Introduction Connecting with Information Interacting with Information Making use of Information Help Site Map

Tutorial

Use the options below to discover how to identify good quality, reliable information.



When you have explored each section, use the 'next' button to review your Learning Outcomes.



Thinking critically

From www.studynet.herts.ac.uk/go/ispy Site Map

i spy

[Main Menu](#) [Introduction](#) [Connecting with Information](#) [Interacting with Information](#) [Making use of Information](#) [Help](#) [Site Map](#)

What is thinking critically?

Thinking critically means not just taking everything you see, hear or read at face value. Before accepting it, you need to question, analyse and evaluate what has been said or written. You are thinking **actively**.

Here are some of the activities involved in thinking critically.

```

graph TD
    TC((Thinking critically)) --- E(Evaluating)
    TC --- RTP(Relating theory to practice)
    TC --- A(Analysing)
    TC --- MCS(Making a claim and supporting it)
    TC --- UAE(Using appropriate evidence)
    TC --- CC(Comparing and contrasting)
    TC --- AQ(Asking questions)
    TC --- MLBI(Making links between ideas)
    TC --- C(Categorising)
    
```

This tutorial will help you to develop some of these skills.

Workshop 3 Monday 24th November 2-4pm L118

WRITE AND REFERENCE

- Authorship
- [Avoiding plagiarism](#)
- [i-Spy citing and referencing](#) plus evaluation form
- [Harvard referencing](#) plus Harvard Referencing quiz
- Turnitin training
- Homework task : Bring results of Harvard Referencing Quiz next week
- Homework task : Prepare draft report on Google's strategy
- Homework task : Complete the reflective log as below:

Reflective log follow this link or from **Your Portal** click **MAPS, MAPS Blog, New entry**

Type 'Fostering Pride' in the **Subject line**.

In the **Comments** section answer these questions:

4. What did you learn today?
5. What do you still need to work on?
6. How can you use what you learned today in your studies?

Click **Save** and **Copy** and **Paste** your entry here:

Avoiding plagiarism

From the LIS Business Information pages, under Harvard Referencing
(follow the links Learning Resources, Business)

Plagiarism

Orientation > Start

- 1. Orientation**
 - i. Start
 - ii. Course Overview
 - iii. Course Objectives
- 2. Course files**
 - i. The Students' Perspective
 - ii. Professors' Perspective
 - iii. Benefits of Referencing
 - iv. What is Plagiarism?
 - v. Plagiarism - Key terms
 - vi. Types of Plagiarism
 - vii. In the News
 - viii. What should be acknowledged?
 - ix. Referencing Systems
 - x. Citations and References
 - xi. Examples of Paraphrasing
 - xii. Quiz on References
 - xiii. Developing Confidence
 - xiv. Avoiding Plagiarism
 - xv. Frequently-asked Questions
- 3. Application**
 - i. ScenarioBasedExercise
 - ii. Course Quiz
- 4. Closing**
 - i. Resources
 - ii. Author Profiles

Plagiarism EPIGEUM

Welcome to
Plagiarism and how to avoid it

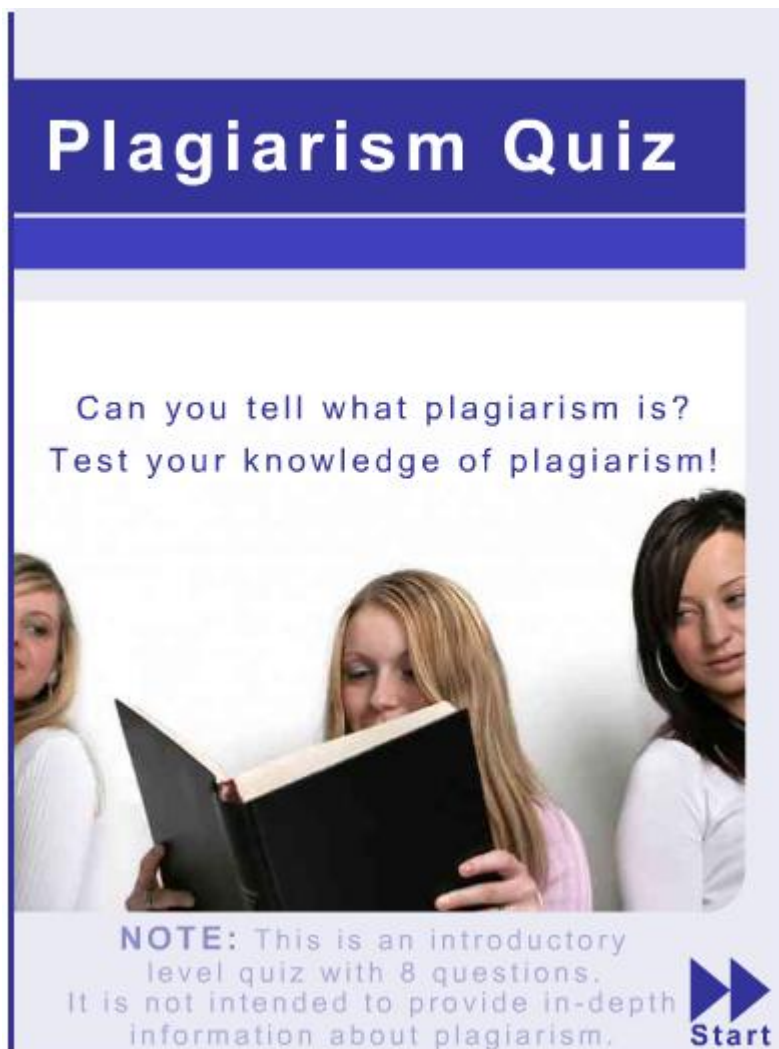
This course is about plagiarism; it deals with key issues related to plagiarism and ways in which to avoid plagiarism. To benefit from this course:

- You need to have JavaScript enabled in your browser.
- You need to have Flash Player 7 installed on your machine.

For more information, click the Help icon on the top bar of the individual sections. To navigate through the course, use the Table of Contents on the left.

Citing and Referencing

From www.studynet.herts.ac.uk/go/ispy Site Map

A promotional banner for a plagiarism quiz. It features a blue header with the text 'Plagiarism Quiz' in white. Below the header, there is a white box containing the text 'Can you tell what plagiarism is? Test your knowledge of plagiarism!'. The background of the banner shows three young women in white lab coats looking at a book. At the bottom, there is a 'NOTE' section and a 'Start' button with a blue arrow icon.

Plagiarism Quiz

Can you tell what plagiarism is?
Test your knowledge of plagiarism!

NOTE: This is an introductory level quiz with 8 questions. It is not intended to provide in-depth information about plagiarism.

Start



Harvard Referencing

From the LIS Business Information pages, under Harvard Referencing (follow the links Learning Resources, Business)

Harvard Referencing: a guide with examples

Before you start the **Harvard Guide**, you might want to look at [Avoiding plagiarism](#), a web-based course to help students understand how to avoid plagiarism, including how to reference their sources correctly. The course includes a video, interactive quizzes, useful links and resources

The Business School's Academic Skills Unit (ASU) have produced a comprehensive [Harvard Referencing Guide](#) which includes examples of how to reference any type of information.

Harvard Referencing: a guide with examples

1. Introduction

- [1.1 Referencing](#)
- [1.2 Using Quotations](#)
- [1.3 Referencing Books](#)
- [1.4 Referencing Journal Articles](#)
- [1.5 Referencing Electronic Information Sources](#)

2. Harvard Referencing Quiz



Workshop 4 Thursday 27th November 11-1pm L118

PRIDE IN AUTHORSHIP

- [Report Writing](#)
- [Academic Writing](#)
- [i-Spy Report Writing](#) plus evaluation form
- Review your report draft
- Submit report draft to Turnitin
- Homework task : Use Turnitin feedback to edit your draft
- Homework task : Complete the reflective log as below:

Reflective log follow this link or from **Your Portal** click **MAPS, MAPS Blog, New entry**

Type 'Fostering Pride' in the **Subject line**.

In the **Comments** section answer these questions:

7. What did you learn today?
8. What do you still need to work on?
9. How can you use what you learned today in your studies?

Click **Save** and **Copy** and **Paste** your entry here:

Essay and Report Writing

From www.studynet.herts.ac.uk/go/ispy Site Map



The screenshot shows the 'i spy' website interface. At the top left is the 'i spy' logo. A navigation bar contains the following links: Main Menu, Introduction, Connecting with Information, Interacting with Information, Making use of Information, Help, and Site Map. The main heading is 'Your report structure'. Below this, a paragraph states: 'Your report may have all of these parts, or, if it's a fairly short one, only some of them. Click on each heading for more information and to see examples:'. A central diagram titled 'Structure of a Report' lists the following components in a vertical stack, each in a light blue rounded rectangle: Title Page, Table of Contents, Abstract, Introduction, Body of the report, Recommendations or Discussion, Conclusion, References, and Appendices.

i spy

Main Menu Introduction Connecting with Information Interacting with Information Making use of Information Help Site Map

Your report structure

Your report may have all of these parts, or, if it's a fairly short one, only some of them. Click on each heading for more information and to see examples:

Structure of a Report

- Title Page
- Table of Contents
- Abstract
- Introduction
- Body of the report
- Recommendations or Discussion
- Conclusion
- References
- Appendices



Workshop 5 Monday 1st December 2-4pm L118

REFINE WORK

- [Drafting, editing and proof reading](#)
- Discussion of first drafts, resubmission
- End of workshop seasonal celebration
- Presentation of certificates
- Complete the reflective log as below:
- Homework task : Complete the overall reflective log

Reflective log follow this link or from **Your Portal** click **MAPS, MAPS Blog, New entry**

Type 'Fostering Pride' in the **Subject line**.

In the **Comments** section answer these questions:

10. What did you learn today?
11. What do you still need to work on?
12. How can you use what you learned today in your studies?

Click **Save** and **Copy** and **Paste** your entry here:

University of
Hertfordshire



Overall reflection on the 5 workshops

Overall reflection on the 5 workshops From **Your Portal** click **MAPS, MAPS Blog, New entry**

Type 'Fostering Pride Overall reflection' in the **Subject line**.

In the **Comments** section answer these questions:

1. What did you learn from the workshops?
2. What do you still need to work on?
3. How can you use what you learned in the workshops in your studies?

Click **Save** and **Copy** and **Paste** your entry here:

Please also hand this in with your Strategy report and email to h.j.singer@herts.ac.uk by Wednesday 3rd December.

Appendix 5: Extracts from Students' Reflective Blog

The following are examples of statements around the different themes of the workshops:

Identifying sources

It was helped us to get the reliable and quality of informations, i need to identify sources to see whether they meet requests of the question and make sure they are carried out by reliable people or organisations.

there is more to Internet searching than just Google, I also can find high quality academic web resources in Intute.

Eventually I understood, academic research is not a simple task, it contains how to identify sources, which means to find appropriate places to search for the information

Searching

it's very important to distinguish the keywords for each concept and combine keywords together also can help me to get a good result from hundreds results.

before we use the tool to search the topic, it must ensure find the advanced keywords in order to limit the search.

I will try to use all i have learned to find more sources. it is good for my further studies.

This session was really helpful to save the time for research materials, before the session, I always took a long time to look for the materials, and always got some useless information because of the unstructure research.

What I learned is useful for me to get much more good sources to support my study.

But, there are so many good ways for searching information that it is hard to try all of them

Then, the session taught us how to type some key works or thesaurus to find related information;

such look for book in LRC, due to we always can not remember all the book name or authors exactly

I can search the information about Google strategic plan and others. And I found that those ways are better than Google.co.uk.

I practiced how use the keyword, key concepts, and combining keywords to find resource

Checklist of sources for assignment

And I think the checklist for Google strategy assignment is useful. It makes me clearer to classify what kind of the learning sources can find out the information what I need.

When I clicked the live links to databases, there were many web sites in which I can use key words to find more relevant information

I found a lot of information for my assessment than before and it is also very easy to find. I think this workshop is definitely useful and helpful.

When i was writing about Google's report i found the link appears in the first lecture notes is quite useful, it led me to find out many useful information.

It seems that I found gold when I practice to use the dictionaries. I am very glad to use them during I read the business article or news, because as an international student, it is necessary to learned professional word of business via using the dictionaries.

Furthermore, I got some good tools to finding the material for google (the topic of business assessment); for example, oxfordreference, OSIRIS, Marketline, Business Source Complete and so on.

However, there are still exit something which I need to work on, that is how to select the useful material for assessment, as we know, when we type some key words to find material, there are a lot of results come out, and it always take me a long tome to select.

Anyway, the introduction of search is help me to know how to use and got the related information, log on the studynet, and click learning resources, and go to business, then, I can see a option group

for searching tools, click anyone which I need and type the words. it's not difficult and a necessary knowledge for my study. I will keep going on and rational use these tools to assist my study. However, it seems that it is not easy to find some useful sources, because I lack of practice

Evaluating and verifying

Evaluating and verifying tell us how to use the options to identify good quality and reliable information, including who, what, why, when..

Firstly, in i-Spy evaluating and verifying, I can use 4W, which are Who, What, When and Why, to help me to chose relevant sources when I reading.

Critical thinking

I found I am weak on the critical thinking. In many of my essays, I also have primary and secondary sources and analysing arguments. But some of them were not so valuable to support my opinions. Thus, next time, I should use the methods that have been told in today's workshop to evaluate my findings on primary and secondary sources and analysing arguments.

I knew how to select information to support my ideas, and how to identify which part is the primary or secondary sources When we found the resource, it is necessary to combine thinking critically that means not just taking everything you see, hear or read at face value. Before we read it, we need to question, analyse and evaluate what has been said or written

Regarding how to evaluat the quality of information,we can thinking about four parts, such us who, What, When, And why, thinking critically, and we can get more depth evaluating and verifying. Now, we are well understanding how to sereach information from website, books, journals,and so on, and what kind of technique shall we use, and how to judgement if that resource is relevant or not.

On the second hand, i also learned some effective reading skills to evaluate the qualitative information, which I never used before.

The next part is "Thinking critically", it explains what is thinking critically and how to distinguish primary and secondary sources

We also learnt to think critically when reading through articles and academic writing, not to take everything as is. By asking questions, analysing, relating theory to practise and looking for evidence to support claims.

Plagiarism

Avoiding quotes and paraphrasing instead, while referencing, should keep plagiarism at bay.

In order to use it in my studies, i remind myself just do all by myself, sources just help me to get more information, but I have to understand in my way.

I know plagiarism is a serious problem, so I need to be careful and I can use these methods to avoid it Then, we did the quiz on Plagiarism from the i-Spy Citing and Referencing tutorial. Additionally, we learned to opened accounts with Turnitin to check plagiarism for Google assignment.

It is not allowed to use an author's work which is paraphrased or presented without a reference, copy other students' work, submit work which has already been submitted previously in another course, and submit others' work as your own. There will be a serious problem if there was a plagiarism.

Secondly, we realise that paraphrase the references and put into our assessment is much more better than Quotation directly

used the voting system to choose correct answer in these selections which are about plagiarism and referencing. And I did the Plagiarism Quiz Referencing

I know plagiarism is a serious problem, so I need to be careful and I can use these methods to avoid it

Quotations are the method of avoiding plagiarism. It should be exactly as it occurs in the original text, should be enclosed in quotation marks, should note the page number, should be used sparingly, support but not usually present the main ideas, and should be from an authoritative source in the field.

Referencing

*I should practice more to know how to write references because I always write references in wrong order. One more thing is how to summarize resources and avoiding plagiarism
I also can use Harvard Referencing to learn more for referencing and bibliography because the references for articles, newspapers, journals and websites are different.*

Planning

In addition, I believe I will benefit a lot from the methods for planning assignment in the further study.

I learned how to evaluate and verify sources, skills of academic writing and how to use all these skills to plan for an assignment.

I will make notes, manage time and organize the information I will use

And I plan my assignment better than before.

That means in every essay or report it's very important to get a quick draft of ideas and write them down. Then check whether the structures and styles are suitable to academic ones. After finishing all the contents we move to the final step that is proof reading

Report writing

I had an idea about what is the different between essay and report

I will use the report structure to write my assignment

About the structure, it has following the order: introduction, main body, and conclusion.

Academic reading

About academic reading skills, the teachers hand out many materials and skills. We need always to do search and locate information, make notes, record reference, manage time and organize. Survey, Question, Read, Recite and Review were required during reading a source

I have learned using the Academic reading techniques including SQ3R Survey Question Read Recite Review

Refine work

Actually, I do not like refine the essay or my assignment. In my opinion, it is waste my precious time.

However, after finish all of courses, I understand that refine my work is very important for me. It can make my work more perfect than before.

I can use the website teacher gave me to check the percentage of copy in my essay, and rewrite them in order to get a high mark

I still need to make good use of the feedbacks from the Turnitin. If the similar percentages are high, I have to think more about what I have written.

We know that all the tutor's request us to present some point use our own words, and they always check our essay on Turnitin, if the result indicated that more than 10% is can match with some materials, it will give the bad impression at first, and you may can not get good marks on it.

the Turnitin website, this website also helped me to check the percentage of direct quotation that written in my essay and noted that masters level student should make the percentage below than 10%.

And I found that the Turnitin was very useful to help reducing the percentage of similarity. I used the Turnitin feedback to edit our draft to reduce the similarity to 4%.

If I want to get high grade I have to keep the data under 10%

Luckily, when I submit the part which I wrote for our group report, and it's said that 0% match. Seems like that I am succeed on paraphrasing.

. today, I saw the result which was not good. it meaned we still needed to change a bit more about the words.

After discuss with my group member and with the help from Mary, we edited the draft as a real first vision of academic report of Google.

Pride in authorship

Lastly, my group members and I decided to submit a draft of our report onto Turnitin, to gauge how much our work resembled other people's work. This gave us a good basis to know how to fine-tune our work and left us feeling proud that we were on the right track with our assignment.

Report writing

a clear introduction and conclusion in the structure

Through the workshop, I found my skills of writing an academic report have improved

i-Spy

i-spy is a very useful tool, if i had this resource during my undergraduate days, i would have had a better result.

I found the I-spy is very interesting and useful.

The diagrams, which are interesting, are easy to understand.

ASU

the ASU have provided some of report guide and academic writing style guide are useful for our coursework and future use

The Academic Skill Unit has provided many useful information about reading and studying skills in the last lecture

I found that there is also a very helpful guide called 'Planning for Written Assignments' for this workshop.

Overall impressions

To celebrate the end of the workshops, we were given Certificates of Attendance and this made my attending the workshops even more of an achievement for me.

Hence I need more and more practice, practice and practice.

Usefulness for future study

What I have learned today is very useful not only in the Google assignment but also in my future studies

I believe that we will write more good assignments by this course.

This module was a fantastic module, you may not realise how useful when you are in the lecture, but once you start writing the assignment, I found that really easy to achieved the entire task that the assignment's question requires when i follow the knowledge that I learned from this module.

Lecturers in the class are great, they have made this module to be understood easily and a relatively relaxed learning environment has been created to us. I believe those skills I learned from the module will not only help with the Google report, as well as many assignment that I will have to face in the further studies.

I have come away thinking that I have learnt something that can be used for all my future modules not just the Business Strategy module.

I think this session is useful for not only business strategy assessment, but also for master modules. we have use this knowledge during whole study in Uni.




In conclusion, I have a clear train of thought about how to write a professional essay or report. That is what I have really learned from this lecture. And it is useful for my further study.



The irony of it is that when it was first announced that this workshop was mandatory, I was not so happy because I felt I knew all about writing essays/reports, referencing properly and searching successfully. But this has proved most helpful.




We all very happy and I'd really appreciate it that every tutor helped me a lot. The skills I've got from these 5 workshops will do lots of benefits to me. Thank you so much!!

Appendix 6: Online survey responses from students



Section 2: Workshop 1: SEARCH





1. I know how to identify different types of information e.g. a book, journal, database or website			
Strongly agree:		61.5%	8
Agree:		30.8%	4
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		7.7%	1

2. I know how to use search techniques, for example keywords, to find information for my assignment			
Strongly agree:		61.5%	8
Agree:		38.5%	5
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0




3. I know how to find quality information using sources of business information available to me, e.g. Marketline Gartner, Business Source Complete, Osiris			
Strongly agree:		61.5%	8
Agree:		30.8%	4
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		7.7%	1

Section 3: Workshop 2: READ AND CONSIDER




4. I know how to evaluate the quality of information, using Who? What? When? Why?			
Strongly agree:		23.1%	3
Agree:		76.9%	10
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0



5. I know how to think critically when analysing arguments			
Strongly agree:		30.8%	4
Agree:		46.2%	6
Neither agree nor disagree:		15.4%	2
Disagree:		0.0%	0
Strongly disagree:		7.7%	1




6. I know how to use some academic reading techniques to read texts efficiently			
---	--	--	--




Strongly agree:		15.4%	2
Agree:		69.2%	9
Neither agree nor disagree:		15.4%	2
Disagree:		0.0%	0
Strongly disagree:		0.0%	0



Section 4: Workshop 3: WRITE AND REFERENCE



7. I understand what plagiarism is			
Strongly agree:		69.2%	9
Agree:		23.1%	3
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		7.7%	1

8. I understand the importance of paraphrasing			
Strongly agree:		84.6%	11
Agree:		15.4%	2
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0




9. I understand that I must reference all the sources used in my assignment			
Strongly agree:		61.5%	8
Agree:		30.8%	4
Neither agree nor disagree:		7.7%	1
Disagree:		0.0%	0
Strongly disagree:		0.0%	0



10. I understand the difference between collaboration and collusion			
Strongly agree:		38.5%	5
Agree:		53.8%	7
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		7.7%	1



11. I understand how to use Harvard Referencing			
Strongly agree:		46.2%	6
Agree:		53.8%	7
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0

12. I know how to use Turnitin to check that my assignment is owned by me (I am the author) and is referenced properly			
Strongly agree:		69.2%	9
Agree:		30.8%	4
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0





Section 5: Workshop 4: PRIDE IN AUTHORSHIP



13. I understand how to use the academic writing style used in the Business School			
Strongly agree:		46.2%	6
Agree:		46.2%	6
Neither agree nor disagree:		7.7%	1
Disagree:		0.0%	0
Strongly disagree:		0.0%	0

14. I know how to structure a report			
Strongly agree:		53.8%	7
Agree:		46.2%	6
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0



15. I understand the difference between an essay and a report			
Strongly agree:		69.2%	9
Agree:		30.8%	4
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0



Section 6: Workshop 5: REFINE WORK

16. I know how to edit my work so that I am confident that I have improved my draft			
16.a. using quality sources of information			
Strongly agree:		61.5%	8
Agree:		38.5%	5
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0
16.b. using my own words			
Strongly agree:		69.2%	9
Agree:		30.8%	4
Neither agree nor disagree:		0.0%	0



Disagree:		0.0%	0
Strongly disagree:		0.0%	0
16.c. with correctly referenced sources			
Strongly agree:		76.9%	10
Agree:		23.1%	3
Neither agree nor disagree:		0.0%	0
Disagree:		0.0%	0
Strongly disagree:		0.0%	0

Section 7: Overall:

17. Were the workshops helpful for the Business Strategy assignment?			
Yes:		92.3%	12
No:		0.0%	0
Not sure:		7.7%	1

18. Do you consider that what you learnt in the workshops will help you when you start your Masters' Programme?			
Yes:		92.3%	12
No:		0.0%	0
Maybe:		7.7%	1

19. The workshops asked you to use 6 i-Spy tutorials. What did you like/dislike about the i-Spy tutorials?			
<div style="border: 1px solid black; padding: 2px; display: inline-block;">View All Responses</div>			
<p>They were well tailored to our assignment. convenient good I like all the i-Spy tutorials, because it is very useful to help me to write my assignments. I like it because it is structured in a detailed and clear way. I like it. The guidance is very specific. Everyone can operate it easily. i like the information they provide us which is helps me making my assignment It is very good My personal opinion is that the content of workshop is too mas, too much, if the content can be more structure is much more helpful for us. the system is clear and easy understanding this helped to search sources This is good experience for me to have more understanding to write an essay and search the information. yes,i like it. it is useful</p>			

20. We asked you to keep a reflective blog for each workshop. Did you find the weekly reflection a useful way of thinking about what you had learnt in preparation for your assignment?			
Yes:		69.2%	9
No:		0.0%	0
Not sure:		30.8%	4

21. Overall, what did you like/dislike about the workshops?			
<div style="border: 1px solid black; padding: 2px; display: inline-block;">View All Responses</div>			
<p>- There are too many responses to display on this page and so all the responses to this question are available on a separate page.</p>			
21. Overall, what did you like/dislike about the workshops?			

Honest speaking, it's help for my our future uni study,and I know strongly that maybe we don't have the opportunity to learn this again in our master study.I like it and enjoy it.
 I like the teachers' explanation of each workshop, that're easy to understand.
 i like the way teachers taught us and the help they provide in understanding the basics of masters and making the assignments of business schools
 i liked work shops tooooooooooooooooooooooo much amazing and very help ful.....specially fostering pride tutors
 I think it is very useful for us,especially for new students.According to workshops study, we understood many skills on writing academic essay:how to think critically,how to search usefull resource,how to use these references correctly.
 it spend my a lot of time. but it is useful.
 It was good
 quite good and helpful
 The way that workshops operated was very casual,which made much fun in the class.
 useful research skills
 Very helpful, step-by-step tutorials to keep one on the right path.
 very much
 Yes, it is very useful

Section 8: About you

22. Gender

Male:		61.5%	8
Female:		38.5%	5

23. Nationality

[View All Responses](#) - There are too many responses to display on this page and so all the responses to this question are available on a separate page.

23. Nationality
 China
 China
 chinese
 chinese
 Chinese
 Chinese
 Chinese
 Hong Kong
 indian
 indian
 Indian
 Nigerian
 PRC

24. Student number (if you want to be included in the £50 Amazon prize draw)

[View All Responses](#) - There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Appendix 7: Results of student focus group

NOTES FROM FOCUS GROUP FOR BUSINESS SCHOOL

The students found the workshop quite helpful. It helped them understand the different study format in the UK. It was helpful to focus on the assignment and would have been more helpful before they had to do the first two assignments.

In particular they found it helpful with regard to how to find resources, generally and for assignments. It helped them become more effective at their studying, not just for their exams and assessments. They are now quicker at evaluation and how to decide which information is useful.

When they arrived, ASU provided initial courses on methods which was helpful, a general introduction. The workshop now couldn't have been too early as they needed assignments to focus on but could practice before choosing their courses. They had some sessions on essay writing. In China they can write their own ideas, not using theories or referencing. Supporting sentences is different here. They have creative ideas but can find it hard to find the theory to support them.

Sitting together in class can help as they can talk their native language, but if they sit together then they all have the same ideas. Mixing with others brings more ideas. Other people are very patient with their language skills. The speed of lectures and pronunciation is important. Staff are helpful and patient with regard to practicing on computers, although the timing of classes is not always good (eg 12-2 over lunch).

Most useful about the workshop was information on searching on the databases and internet, such as EBSCO. How to select what is useful and what is not. How to use college data and information more fully.

Least useful about the workshop was the website Turnitin as they can't use it again and want to. Can they use it for anything?

Improvements that could be made are the timing. They had already written 2 essays before the workshop. They think they would have got better marks earlier as they didn't understand. If you put workshops at the beginning of courses before they hand in assignments.

With regard to feedback, they don't get any personal oral feedback on essays. General feedback only. Feedback on copying and grammar. They don't know how to improve, they are just told what's wrong, not what 'right' looks like. They need more communication with tutors. A class on feedback looking at mistakes and good points would be useful. Looking at common problems. They get examples of bad work rather than good work.

Plagiarism is not an issue in China. Don't attribute sources in China. They combine ideas and put a bibliography at the end only.

The UK is more creative and deeper. In China you have a test and get marks. Smaller chunks of knowledge being tested. UK want a case to support the ideas. China use exams. UK use essays.

Difficulties in the UK are around living. It's not exciting here. They go to London but have more social life in China. UK is expensive but highest level of education. Coming here is a long term career choice and investment. Not much is going on to meet local students. Overseas students are arranged into one class. Want to communicate more with local students. Activities are needed to bridge local and international students/UK students don't want to be with you. This wouldn't be the case in China.

If they were going to give advice to new Chinese students coming over it would be ask what you want to ask to the lecturer – they need pushing on this. Mix more with local students. Also a meeting with the embassy education department would be useful regarding the rules and laws etc as its different here and not natural to them.

Appendix 8: Interview Questions for staff

The 'Fostering Pride' workshops covered:

1. SEARCH

identify different types of information e.g. a book, journal, database or website

use search techniques, for example keywords, to find information for my assignment

find quality information using sources of business information available to me, e.g. Marketline Gartner, Business Source Complete, Osiris

2. READ AND CONSIDER

evaluate the quality of information, using Who? What? When? Why?

think critically when analysing arguments

use some academic reading techniques to read texts efficiently

3. WRITE AND REFERENCE

understand what plagiarism is

importance of paraphrasing

understand that I must reference all the sources used in my assignment

understand the difference between collaboration and collusion

understand how to use Harvard Referencing

know how to use Turnitin to check that my assignment is owned by me (I am the author) and is referenced properly

4. PRIDE IN AUTHORSHIP

understand how to use the academic writing style used in the Business School

know how to structure a report

understand the difference between an essay and a report

5. REFINE WORK

know how to edit my work so that I am confident that I have improved my draft

- using quality sources of information
- using my own words
- with correctly referenced sources

From your experience of working with the students on the Business Strategy assignment, and compared to the previous cohort, what evidence could you see of our intervention in terms of:

1. The quality and range of sources used eg Marketline, Gartner, Business Source Complete, Osiris
2. The critical analysis employed
3. The structure of the report
4. The style of academic writing
5. The proportion of unreferenced sources
6. The proportion of referenced sources
7. The proportion of paraphrased sources
8. The quality of Harvard Referencing

How would you rate the quality of the assignments compared to the previous cohort?

Are there skills we could have covered that would have helped the quality of the assignments?

Any other observations?

Appendix 9: Transcript from interview with English tutor

Sources

"Gartner is a familiar name." ... And then the FT, I think I supplied two of those...Here we've got Datamonitor. Quite a lot of Google and BBC there. I would have said this was evidence of a fair amount of research really."

"Let's look at a good one ...plenty from the BBC, Business Week Online, Chinabites, Marketline. Gartner again.... So I would say generally that bit of it has come across."

Critical thinking

"I would say generally no. It's the thing they don't pick up at all really. I think it's something they are frightened to do." Cites example in textbook which is purportedly about technology but is actually about innovation. And I said when you read you have to read critically. Ultimately by the time you get to the end of the Masters degree you should be in a position to read textbooks and you know say whether this guy is doing a good job or talking nonsense. So this was a good example. It totally flummoxed the lot of them, deeply perplexed.

(question on use of Google's own site.) Well of course they are going to show themselves in a positive light they'd be crazy not to. There are very few in the class that are able to think critically and they tend to have been through the British system. So I think generally on the module leader's reports he says that, there is not enough critical analysis really. Most of them haven't got the language to express that anyway.

Structure of the report.

That should have been pretty well perfect, I give them a training report. Everyone of them got a copy and so really there was no excuse for not structuring it correctly. And most of them did it reasonably well. But they still made mistakes. They don't know what an abstract is some of them, and they put the abstract in the wrong place. I checked this with your handout. I'm very aware of this, I checked that with the latest ASU handout so we are singing from the same hymnsheet. So that should have been good and generally I think that was alright, and we've got the reflections in and the group log and the appendices, I think that was generally ok.

Style of academic writing

The whole problem is that most of those students in terms of English I wouldn't put them above low/intermediate really and that is nowhere near enough...most of them don't have the vocabulary. Most of them it's pretty poor really. Even with the extra - with People Management within 4-5 weeks they have to produce an academic essay. And most of them have no idea what that entails. So that is the main priority. There is a product and process orientated approach. So I guess what we do is a mixture of the two, which is what most universities do. I mean you can't just say write this and bring this to me and we will discuss it. You've got to have..these are some of the words you use for connecting things (product oriented.) And again I use a model; we have a training essay which we basically deconstruct and we practise writing introductions and conclusions. The problem is with it all that telling is not teaching, it's all the practice and you have to engage with them. I think the business content lecturers have the easier time in fact. They come in, they deliver, they go out, and

it's all there on their slides and it's great. We're coming up behind. I've more or less become a business tutor. They ask me business stuff all the time as well as all the other stuff.

I have to say over time we do move towards what is required. But you don't just go and tell them and that's it. And that's not going to happen overnight. Everyone just have to keep chipping away. It's all about repetition again and again. And hopefully at the end of the masters they are where we want them to be.

Referencing

There are still mistakes here in the reference section, they are not following the convention there, still using the Christian name and that is fairly consistent, bit disappointing given the amount of input they had on that.

I would say generally they've got the idea about it now, the majority. (explained about Turnitin) Generally I think it's ok the penny's dropped. It's not bad, at least they understand they have to reference, it's pretty well in alphabetical order, but minor mistakes.

There was one essay which I thought was dreadful and I marked it quite severely. A lot of it was quite well written and I think this just taken from somewhere. That was the worst one and there were a couple of others where I said there could have been more referencing...They weren't all that bad though. I would say generally they have got the idea now, the majority have. Generally the referencing was ok in the majority of cases.

Paraphrasing

The problem with that is the majority of them have an insufficient vocabulary. They know what they've got to do and they come up all these weird words. They use their Chinese dictionaries and the style then becomes totally inappropriate. But I think well at least they've got the idea. They know what they have to do even if it looks a bit weird. Better than lifting whole chunks. So it's a start on the road.

Any other observations

When I saw this advertised I was very glad you were doing it. Especially on this course. Because in the past I have got computer rooms - I get them on the computers and I can help them find sources. But this time I had no computer rooms whatsoever to use. Sometimes we came down here and I helped a few people. And that is a problem for them and nearly always when I do go and help them with referencing, again their problem is they can't read – they can't read all the stuff down the side(?), they don't understand it and I end up doing it for them. I can sit there and find it for them. They will sit and read it and print it out (explained about sources and our input in the project).

Other skills to cover

I think all the time about this course how to make it better. We don't seem to have a forum to thrash it out or when there is a meeting I am out of the country. We are the English department and I think we should really focus on language and vocabulary and get down to discourse analysis, deconstructing a good academic or well written text. I think that is what we need to be doing all the time and maybe leaving the skills side to you. But again the odd lecture with a couple of hours

hands on doesn't really do the job. Most of them don't understand what is going on, they don't understand what people are saying and they just switch off. We've had a lot like that on this course. I don't know why but there is a high percentage of people whose English just isn't up to it.

6 IELTS is generally regarded as being ok but we've had people with 5... The thing is you've got the pre-sessional where you can have 3 months just focussing on English and skills and you don't have to produce an academic essay. But here they have to produce an essay within the first 5 weeks and the lectures start on day one. I don't know really I find that every course ... one guy is elementary all the way up to native speaker. We've got all of those people.

Conclusion

I'm glad you did it really. I wanted to come along myself and I meant to but I was too busy. I think it was definitely worthwhile to help them access sources. I think you should do it again really. Some of them refer to it in their essays in the reflective part. It would be good to have the workshops in block A, People Management.

Appendix 10: Transcript from interview with module leader

A 20 minute informal interview with the module leader for Business Strategy took place in early January. The lecturer works very closely with the English Language Tutor. Previously, his module contained 8-20 students but this was a big cohort (34 students), which created two major issues:

1. A mixed group in terms of language comprehension. The English tutor felt a significant number did not follow the content of the Business lectures due to their language ability. The lecturer went at a slower pace and hoped he was clear.
2. Attendance was reasonable: several different people missed quite a lot of lectures, particularly 9am sessions.

He states that the students "don't challenge the lecturer enough (apart from a few)". They "do read the material but shouldn't just sit there". He feels he "shouldn't have to lecture" to them. He would prefer more interactive sessions with them. In the past he used lengthy "case studies", and students "just looked at it", so it was "not successful". Now he uses short articles, i.e. about Tesco, Woolworths, which contain current issues / problems, and students research more about the company and prepare for the next seminar.

Assignments: The English tutor set up the groups and ensured that each group contained a mix of nationalities. The lecturer found the assignments have "been very good on balance and I can see an improvement on all of them". There were one or two weak assignments. However there was a "small increase... better work / output".

Report structure & Academic Writing Style: The assignments were "clear, no problems...could understand the students' work all the way through." The "report structure was better" than what he had experienced with previous cohorts. There was "good reflection - very strong reflective pieces" also.

Use of sources: "We've always emphasised a range (of sources) ... there is an improvement there" "As a benchmark, I've just been marking scripts from Masters level and the referencing isn't so extensive from overseas students- they've had a look at a number of companies and their strategies and they've just gone to websites, i.e. Starbucks...(so this was) pretty good for the group (Pre-Masters) as I didn't get much of that – they used some University based sources, e.g. Mintel, and broader packages we've got". They use the Harrison textbook. They don't buy newspapers, i.e. the Financial Times (FT). They read them online which may "only provide a paragraph here and there." He noticed that "students never read the FT". He feels that it "could get worse (the use of a range sources) as students rely on "digital sound bites" This would therefore have a knock-on effect on critical analysis.

Reading skills: There were language difficulties but apart from one or two there were no problems. It was excellent.

Referencing: "referencing was good...no problems with that. One or two stuck too closely to the Google range but most didn't". When asked about the use of Harvard Referencing: "I thought they were comfortable with that. It was becoming more instinctive."

Paraphrasing: The lecturer noted that definitions were provided in the assignments, but said the English tutor "pushed this too". He also noted that standard theories were included in the students' work. He claimed there were "less quotes" than he would normally see, he didn't see 'cut and paste' or signs of highly derivative text. He had advised students not to have assertions or generalisations in their work and said their assignments did not contain "serious proportion unreferenced". So, he believes "the message (plagiarism) got across". He noted that one student did attempt to cheat/plagiarise in the in-class test.

Critical Analysis: "It's hard to gauge as there's such little time but there was a slight improvement". "Very few were able to look at it on different levels but they didn't do badly". "Google is a difficult and unusual company (to research) so it would be quite easy to be descriptive". "Students didn't look at the wider issues, i.e. ethical issues. Only one or two mentioned it". They assume information is "true and accurate" i.e. BBC broadcasts and Reuters provides the world view. He noted that some students have no experience of critical analysis and it is the "hardest" aspect of the work for them. Some "haven't an understanding of how business works" (as some have no background in the subject). They "don't always know what major companies do." "Most dump in models... Is that it?" (The lecturer implies that students are second guessing which business model(s) apply to their assignment.) "They don't go the extra mile". "Assignments lack discussion – if they could do a little more" (they would do better). The lecturer notes that it is a cultural issue with many students. "Chinese students are getting better". He observes that it is "generally hard to get students to go beyond the simple..." There is a lot they need to be aware of re bias in articles and meaningless terms, e.g. 'challenging times'. He believes students absorb more from their own cultures, e.g. spending habits and fashion in India / Nigeria / China.

On the whole, the lecturer believes it was a very successful programme and believes the students enjoyed the programme. Students did an in-class test after the report assignment and the lecturer claimed "The test was excellent, apart from one or two – a lot of the sources were used there and this was not always done in the past." The lecturer was pleased to see that students used the skills they had developed in the workshops for another assessment. On reflection, the lecturer feels that in the future he needs to create links in his module handbooks to LIS & ASU resources so "students reference more and follow the Harvard System" in all his modules (both UG & PG).

Appendix 11: Transcript from interview with the external examiner

Found out about the project after he had seen the assignments, welcome the opportunity of fostering pride workshops

Clear evidence of research and learning – big positive about the module

Research test was wide ranging and well done, unusual on the course as it is time limited, students are allowed to take five pages of notes. Fostering pride appears to have made a difference. Looking at outcomes of it all, he would expect on a programme like this that he would expect between 50 and 55% and this is the case. Business Strategy comes out with an average of 55% and is as you would expect.

He thinks on reading this there is evidence to suggest that fostering pride has made a difference and fits in well with the assignment; other modules are maybe not so well fitted.

It is an unusual course because it overtly says that it is about the curriculum and language needs. That in itself means that although the grasp of theory maybe good but the language skills may pull down the overall mark. The overall task is to bring up the English.

Mainly dominated by Chinese students who can't write English but they work very hard. Fostering pride might be better for them in the first semester of their masters programme.

Business School have recognised the positive virtues of this and encouraged students to participate. Module leader believes it did them good. There is evidence in the work produced by students.

The external examiner felt that fostering pride should be embedded in every subject.

Clearly the problem of plagiarism is not so extant this year and can tell by the way it was written. Other modules showed pride in authorship and we should feel proud that the students had taken this on.

Compared to previous cohorts (four in total), the semester C cohort is normally stronger than the Semester A group (our survey). The course has grown considerably over the 2 years.

Overall he felt we should concentrate on fostering pride on courses that are relevant to it. Should offer fostering pride to all postgraduate students

I can see from the assignments that Harvard referencing is well embedded. Looking at the assignments, the students have used www to find the information

I couldn't say that because of the fostering pride that the results have gone up but I can say that it is robust and it has helped with the assignments.

In the two hour time constrained test, there is a degree of critique in it. The questions lend themselves if asking critical questions. The style of academic writing is not brilliant but that's why they are on this course.

Anecdotal evidence – given the support from the module leader and given his belief that it had an effect, it should have been in block A rather than B.

Appendix 12: Report from the module leader

Business Strategy 3BUS0336 – Fostering Pride Workshops

There were thirty four active participants on the module. The programme has been run on three occasions and the combination of language support and an attempt to provide clear structured lectures and tutorials has contributed to clear improvements in a range of communication skills.

However, the Master programme increases the need for students to be able to produce comprehensive reports that deal with a range of complex problems.

The 'Fostering Pride' workshops have perceptively increased the skills of most of the cohort in a number of areas.

- There was evidence in assignment one that the search techniques included a greater range of supporting materials demonstrating growing familiarity with the range of sources within the library system. This cohort was required to research the strategic position and direction of Google Inc. Although a high-profile company, it is a complex business scenario to examine for students who have little familiarity with strategic concepts.
 - All the groups produced reports of a pass grade, with a few reaching 2.1 status.
- Report structures were clear and well presented.
- Harvard referencing was generally of a good standard.
- There was some evidence that evaluative techniques were enhanced to provide more critical thinking and a range of options – essential for the Strategy module. Understanding of the basic business models was demonstrated with clear passes for the majority of the cohort.
- Assignment two was an in-class test of language, concepts and application of theory. All but one of the cohort passed and many of the scripts produced clear and credible answers.
- There was no evidence of plagiarism....

Appendix 13: Report from the external examiner

UNIVERSITY OF HERTFORDSHIRE

E3a

EXTERNAL EXAMINER COMMENTS SHEET

SEMESTER A 2008/2009

Module Title: BUSINESS STRATEGY (PREPARATORY) Module Code: 3BUS0336
(100% COURSEWORK)

Subject Area:

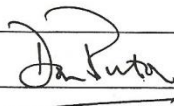
Comments:

2 Assgts : ~~Equally~~ 60 : 40 weighted
 One is a group assignment
 The other is an open-book test of
 research skills & knowledge of module
 terminology.
 I understand that UoH funded some
 fortnightly workshops to support the
 assignment. I am meeting with some of the
 facilitators to help feedback on outcomes.
 I welcome this opportunity.
 I saw the 5 Group Assgts - clearly
 the students had responded well to a
 wide-reaching tests. Clear evidence of
research & learning.
 The research test was very wide-ranging & well done
 I saw 7 papers - & the outcomes I guess
 were satisfactory to students & staff alike.

Please tick appropriate box below:

- The marks are satisfactory and may be presented to the board without change.
- I would like the internal examiners to take account of my comments above in re marking the scripts/coursework indicated.

Signature of External Examiner:



Date:

09/01/09