

“I can’t say it any better”: Critical Reading as a Threshold Concept in helping postgraduate Arab Students become Critical and Original Writers

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In the last decade, the trend in many universities has been to set up learner support or academic support units as it was perceived that students entering higher education were not actually equipped with the necessary academic literacy and study skills required to cope with higher education. With the onset of the world wide web and students’ dependence on online resources, plagiarism has become the buzz factor among academic circles and the onus again has fallen on study skills units to take preventative measures.

Initially, universities were content to give students an academic guide or handbook that contained tips on academic writing and some explanation on university policy about plagiarism detection and prevention. Later, it was found that giving students explicit documentation alone was not sufficient. Students either did not read the policies or failed to understand the practical implications of the policies. As a result, most universities have formed special support units which deliver workshops and classes on various academic literacy skills (McGowan 2005). This measure was taken by universities not only to educate and prepare students for higher education but also to protect themselves. When a student is failed due to reasons pertaining to plagiarism or poor writing skills, the student can rightfully argue that he was not taught how to write or given sustained, formative feedback on how to improve his writing or relevant academic skills. This triggered institutions to develop curriculum in teaching of academic writing (Johnson & Clerehan 2005). By offering academic support classes, universities can then compel students to take responsibility and use the support available. In universities which boast large groups of international students, it has been a worthwhile exercise to make these classes as part of a non-credit, mandatory pre-degree module.

The scramble to teach academic writing

In light of the above issue, what many universities or institutions of higher education have done is offer mainly generic academic writing classes that have focused on teaching writing through the use of genres such as descriptions, arguments, giving solutions and report writing. Genre-analysis was seen as the effective tool for reducing inadvertent plagiarism and as a platform for “using reading to inform writing” (McGowan 2005, p. 52). While this focus on genre may be helpful and useful for undergraduate students to a certain extent, it has been found not as equally beneficial for postgraduate level. This paper will explore how genre-focused academic reading

and writing classes have not been completely successful in enabling graduate students to cope with writing at graduate level. Many students' work is still in the form of heavily descriptive summaries or their attempts to be critical may actually be copied critical chunks from texts. This study will particularly focus on the Masters students at the British University in Dubai (BUiD). The British University in Dubai is a young research-based institution in Dubai, the United Arab Emirates, that currently offers Masters programmes across subjects and a taught doctorate in Education.

It is generally assumed that students who enroll for Masters or doctoral programmes have the required language and literacy skills required to produce research-oriented, intuitive and comprehensive work at graduate level; however, it has also been found that graduate students too need support in those aspects. This is due to a plethora of factors. Some graduate students may have pursued their bachelor's degree in a completely examination-oriented context and not actually had the opportunity to write an assignment. If the same students also experienced a similar school system, then they do not know any different. In such cases, expecting students to produce a 5000-word research paper can sometimes result in the student, the programme and the tutors going into a downward spiral. Students may have the language proficiency and academic know-how to produce such a paper; looking at samples or following the structure of journal articles may also eventually contribute to them producing an acceptable piece of work. Nevertheless, what has been found at BUiD is that many students lack the critical writing skills that can contribute to a paper being analytical. Faculties across programmes felt that while students' work demonstrated evidence of a wide range of readings, significant research undertaken and analysis of data, it lacked critical analysis in linking the findings to existing literature in the area of study. Because majority of BUiD students are of Arab origin, many faculties felt that Arab students do not know how to or are incapable of demonstrating critical thought in academic contexts.

Thus, this study explores the content of academic support classes delivered to postgraduate students at BUiD between January and December 2011, and shows how teaching language-focused academic literacy skills were insufficient to develop students' critical writing skills and demonstrates how development of pedagogy based on teaching critical reading skills as a threshold concept can help students enhance analytical and critical writing skills.

The aim of this study is to demonstrate how teaching critical reading skills as a threshold concept can lead to development of critical writing skills. This study was conducted on the hypothesis that teaching 'traditional' genre- and language-based writing skills can inhibit students' critical writing skill and that teaching students to take a different approach to their readings will actually help them think critically and translate those critical thoughts into their writing. The objectives embedded within this aim are:

- Development of pedagogy that begins with a basis of critical reading as a threshold concept

- To demonstrate that such a pedagogy will contribute to students developing writing skills that are critical and analytical
- To show that Arab students are capable of critical thought but may need some support in expressing critical thought in academic writing contexts

The study specifically focused on Masters of Education students as this is the largest cohort in the university and the Education students engage with academic support most frequently. The study began in September 2010 and will present data collected until December 2011 although it is expected that this project will continue into the future.

Literature Review: From writing to reading

Critical thinking has been a hotly debated concept for a long time within the realm of education. In any global education context that is involved in educational reform, the concept of critical thinking usually becomes a pertinent issue. Education systems worldwide are constantly concerned that they are churning out students who cannot think critically. A similar concern has been increasingly expressed among faculties across programmes at the British University in Dubai. At postgraduate levels, demonstration of criticality in writing is seen as evidence of a student's ability to think critically.

This section will initially discuss the importance of teaching academic literacy and study skills explicitly to postgraduate students and then show how focusing on teaching writing or genre writing may actually be insufficient in students' development of critical writing skills while sustaining originality. Through exploration of literature, teaching critical reading skills while embedding critical thinking skills as a threshold concept to develop students' critical writing skills and 'original' ideas will be presented.

The Genre-Analysis Bandwagon

As universities began to realise the importance of transparency in dealing with plagiarism issues, many institutions clambered to develop student handbooks that contained vast amounts of information on the rules, regulations and penalties associated with plagiarism. However, it soon became evident that just giving information to students is insufficient (McGowan 2005). Research into use of 'negative language' and students' low confidence led to the realization that some active learning and teaching needed to take place for students to be able to grasp and apply original ideas. Many English for academic purposes (EAP) teachers have lauded the concept of using reading as a basis for informing writing. Unfortunately, this concept has given way to focusing on genres and developing genre writing. While this may have been useful for undergraduate students in writing an essay (Umair 2011), it has become problematic for non-native speakers of English at postgraduate level who are expected to produce research papers that actually demand an array of genres to be used simultaneously.

At postgraduate level, students have to produce research-based assignments that most often also require critical reviews of literature and demonstration of original thought in discussions. In accordance with this, Johnson and Clerehan (2005) claim that ‘criticality’ and ‘originality’ began to be seen as desired features of assignments. Thus, it is not enough just to regurgitate others’ opinions but to form own opinions based on “research and reasoning” (p. 43). They further argue that this can be problematic for students as while sometimes they can present ‘original’ ideas, these may be deemed unreliable as they did not build these ideas based on others’ theories, and the students will also be confused in differentiating their own opinions from others. Chanock (2002, p. 3) substantiates this further by her rebuke against dishing out plagiarism advice as students “may be experts on their own opinion but they are novices in the context within which it is being sought.” This is when students because of reluctance to challenge what they read may end up regurgitating what they have read. They can perhaps see that the author is already being critical but are unable to impose their own layer of criticism as they have limited themselves within their status as students and the author’s status as expert. Chanock also strongly feels that academics are ruled by the convention that students should always be critical. This can be daunting even for a postgraduate who is considered as a near-native speaker because it does not only demand linguistic competence but expression of critical opinion within the contained boundaries of academic rhetoric.

Badley (2009) gives fresh insight to how particular terms used by higher education institutions can actually create those boundaries that suppress students’ critical writing abilities. Some institutions use the term ‘writing-up’ in their study guides, assignment guidelines and handbooks. Badley contends that the very notion ‘writing-up’ can render writing an assignment as an uncreative process as it seems to suggest that the writing process is passive. For Badley, good academic writing is a “problematic and tentative exercise in critical reflective thinking” (p. 209), and the best way to engage in this exercise is to “deconstruct and reconstruct” texts (p.212). The implications on approaches to reading using these features will be discussed later.

The Critical thinking Mantra

Many western-educated academics pride themselves as critical thinkers and thus tend to easily dismiss students’ inability to express critical thought as students not being capable of critical thought. While globally curriculum is constantly challenged and evolving, what has remained constant is the stress on producing a generation that is able to think well and critically. The notion that a western model of education allows more opportunities for developing critical thinking has been widely accepted. This is contrasted with education systems in developing countries that are usually criticized for adapting rote-learning and memorization techniques which are seen to debilitate a child’s thinking abilities. Within this context, the Emirates Centre for Strategies Studies and Research (ECCSR 2004, p. 1) reports that Arab educational systems have also been under scrutiny and critics have described them as “obsolete, consistently failing generations of Arab students and squandering [students’] creativity and productive capabilities.” However, the only evidence to support this comes from rankings of Arab countries in the Trends

in Mathematical and Science Study (TIMSS). The connection between low rankings in Mathematics and Science and poor critical thinking is not properly clarified. Bolitho (2012) believes that the concept of critical thinking tends to bubble to the surface as a cross-curricular objective every few years but it is an objective that is “everybody’s aim but is nobody’s business.” He asserts that even the elementary learner is capable of critical thought; it is the lack of linguistic tools that inhibits expression of critical thought.

Al-Hazmi (2006) describes the EFL (English as a Foreign Language) writing in the Arab regions as “abstracted, depersonalized and product-oriented” (p. 36). His recommendation is that writing should be taught as a process to promote self-reflection and critical thinking. The results of his study which were based on student perceptions of learning to write amidst an altered pedagogy presented an interesting angle. In the questionnaire responses, many students responded that they enjoyed the classes more because of the interesting discussions on writing. While it is quite evident that Arab students are able to ‘talk’ critically when reflecting on their own or others’ writing, the same analytical behavior appears to diminish in the actual finished product of writing.

The same issue was found within the context of this present study too. All academics at BUiD claimed that in group discussions, students were highly critical, argumentative and even passionate but when it came to writing, these features were hardly detected. Al Yahya (2011) claims that Arab students do not differ much from students in the US in their ability to think critically, make choices or question assumptions in talks and discussions but this ability sometimes does not surface in their writing. Daniel (2003, p.1) laments how the rich educational tradition of the Arab world in the past has slowly eroded over time: “The great weaknesses of the Arab world are the lack of freedom, the lack of knowledge.....compare this to the intellectual effervescence of this region a thousand years ago, an effervescence which drove the development of knowledge in a wide range of practical and more theoretical areas”. Thus, it is evident that Arab students have a tradition of enquiry and critical thought in education but some underlying factors appear to inhibit their ability to write critically.

Critical Reading as a Threshold Concept

Academic reading and critical reading are ‘taken-for-granted’ skills that most institutions assume students already possess. Even if these skills are offered as part of a package in academic support classes, they may feature at the beginning of the course, amounting to about two or four hours of total teaching time. Subsequently, most courses tend to quickly move on to writing skills. Within the area of genre writing especially, writing can be divided into various categories and offered as separate classes. This tends to give the impression to students that reading is not an important part let alone integral to their development as an academic writer. By mainly focusing on writing skills, a postgraduate student may learn the accurate grammatical tools such as discourse markers, academic phrasing and referencing but more importantly, they will also inadvertently

learn that their reading merely feeds into their writing. Thus, the entire concept of reading critically is shelved as students only focus on the finished product of writing.

The approach of absorbing and understanding content of readings could be exacerbated by students' previous educational backgrounds. Some Arab universities still have examination-oriented systems where students attend lectures, study and sit for examinations to graduate. Many students are not required to write an assignment at undergraduate level. In primary and secondary schools too, students have been taught to copy chunks of text into their copy books without any apparent learning objective. A 1995 study that investigated the quality of schooling in the Arab region showed that students were trained to "memorise and retain answers to 'fairly fixed questions' with 'little or no meaningful context'" (Whitaker 2009, p. 1). A World Bank report done thirteen years later reinforced that little has changed in terms of educational reform and that students are mainly still 'passive knowledge recipients'. If this is true then it is possible that Arab students have habitually received knowledge through readings and this passive approach to reading is something that they are likely bring to postgraduate education as well.

Redesigning Pedagogy

The methodology for this study takes a different approach. Based on anecdotal evidence in the form of informal feedback received from academics across programmes who claimed that students' academic writing lacked critical and analytical thought, a series of measures were taken to re-design pedagogy and evaluate the impact of the change on students' development critical thinking skills and critical writing abilities. While these changes were made to all workshops and would have impacted students across programmes, the impact was closely investigated only with the Master of Education students. This is because firstly, Education students form the largest largest cohort at the university. Currently, out of about a hundred and fifty students who regularly attend learner support classes, Education students comprise 90% of all attendees with Project Management students coming a close second. In addition, Education students are the ones who request for individual appointments at the Writing Centre more than any other student from any other programme. Out of an average of twelve appointments in a week, at least 8 appointments are requested by Education students. Education students too are the only group who make repeated appointments. As students are encouraged to bring samples of their work, it is the Education students' samples that are easily accessible for evaluation. Thus, improved writing and originality can be best detected through the work of M.Ed students.

The main reason why Education students are engaging actively with the Academic Success Unit is mainly because many of these students are teachers themselves and are very keen to grasp every learning opportunity available at the university. In addition, the faculty members of education also promote the services provided by the unit and vigorously encourage students to attend workshops and use the Writing Centre.

When the Academic Success Unit was first established in August 2010, the main aim was to enhance learner support so that students could evolve into independent and effective learners,

researchers and writers. During September to December 2010, oral feedback was obtained from seven academics – three from Education and two each from Business and Engineering faculties. All seven academics complained that while many students have language fluency and proficiency, they are not good academic writers as they lack criticality. It was noted during individual appointments that students were descriptive and that their literature reviews especially were well-written summaries but did not critically link with the students' research. Critical writing was equated with critical thinking and the decision was made to offer critical thinking workshops in the semester of January to June 2011. This critical thinking workshop mainly included activities, exercises and games that were designed to develop students' critical thinking. Reading was part of the content but only as an exercise to identify main line of reasoning and bias.

Again in June 2011, when students booked appointments and brought in some draft assignments for review, it was apparent that little had changed in terms of students' writing abilities. While some improvement was evident in using academic phrasing that indicated a line of argument, the actual argument frequently fell short. When academics were approached, they too agreed that there was little progress. While the students who already possessed strong language skills had managed to enhance their critical input to an extent, on average five out of seven samples shared at the Writing Centre appeared to resemble various pieces of genre writing on the same topic cobbled together with no sustained argument. In light of this, it became blatantly clear that isolated activities on critical thinking were not fulfilling the outcome of helping students write critically. This has been proven in some other studies too. In their comprehensive review of ways of teaching critical thinking, Pithers and Soden (2000) expound a return to older theories that that there should be no isolated subject called 'Critical Thinking' and that it should be embedded within all subject areas.

In revisiting some of my own personal-professional reflections on my teaching and mentoring, I realised there was a pattern emerging. Refrains like "I can't say it better" and "how can we criticize experts" came from many students. These remarks were made by at least one student in every workshop. It was upon examining these thoughts which reflected how students view their readings that led to the review and development of new pedagogy towards development of critical writing skills.

Reading has always been touted as a sound platform for developing writing skills. In exploring literature on teaching of English for Academic Purposes (EAP), a similar pattern that emerged was the recommendation that academic reading texts are used as core resources in teaching academic writing. However, by focusing mainly on genre, students have resorted to imitating and sometimes blatant copying of structures and content, which in turn have resulted in plagiarism or lack of critical thought. Some students had been previously taught and acculturated to revere readings and not challenge published academic works. To restore the importance of reading and reading approaches, it was decided that we need to return to teaching critical reading explicitly. This meant that not just offering one-off workshop on academic reading, but that critical reading

strategies are integrated, taught and reinforced explicitly in all writing workshops. To be able to write critically, students should change the way they read. This can be deemed as a threshold concept as it represents a “transformed way of understanding, or interpreting or viewing something, without which the learner cannot progress” (Meyer & Land 2003). While work on threshold concepts has largely been within higher education, much of it has been in the area of business, economic and technology. The idea of threshold concept at teaching critical writing to postgraduate students remains uncharted. Carey’s (1991, 2000) work further aligns threshold concepts to cognitive change and ‘transformative learning’. Within this area, Entwistle, McCune and Hounsell (2002) recommend review of teaching methodologies and Cousin (2006) asserts that a change in learner identity is unavoidable. It became evident that an inclusive pedagogy that considered learner’s background and attitudes to text needed to be key features of learner support as these elements were proving to be troublesome and inhibiting expression of critical thought in writing. According to Atherton (2011), threshold concept is not just about core or central idea of a subject. It could very well be something that is obvious and has been inadvertently neglected but when resurrected could radically change the way students think about a subject.

The following summer months of 2011 were devoted to reviewing content of all workshops and redesigning pedagogy. Assignments across programmes were examined for similar features and requirements and then a new set of writing workshops was developed. It was decided that academic reading would continue to be offered, but as a mandatory workshop for all students like the referencing workshops. Extra thirty minutes were added to the mandatory referencing workshop. In this extra time, focus would be on reading and developing critical approaches to reading. In addition, for each writing workshop, thirty to sixty minutes would be allocated for reading activities. The critical thinking workshop was removed and critical thinking skills linked to reading, writing and listening were embedded into all writing workshops. For many of the workshops too, students would be requested to bring assignment outlines and at least two relevant readings. This would allow students to immediately practice and apply skills learnt within their own context.

In each workshop, students were set particular reading tasks that would then determine reading as the threshold activity. The tasks would include identifying particular linguistic devices, probing citations within the text itself, categorizing ideas/theories, finding evidence and evaluating conclusions. Based on these tasks, students would then ascertain how they were going to use that reading within their own work in terms of determining the quality of evidence, deciding on the stance of the writer(s), whether it required further evidence to support or refute it and academic phrasing that could be used to refer to the reading. In all the above tasks, students were consistently encouraged and taught to pose questions about and to their readings. For example students may be asked to pose questions at the end of every two paragraphs read. As they read, they may be able to answer some of the questions. Later, they can identify the questions that remain unanswered and use some of those remaining questions as a basis for

critique. By doing a familiar task using language they already know, students will be led to engage in metacognitive thinking. At initial stages, some modeling questioning strategies can also be given as they “provide students with a window into the thinking an expert uses when questioning” (Wilson & Smetana 2011, p. 88).

In exploring the meaning of critical thinking, many definitions tend to include the elements of ‘active’ and ‘disciplined’. In teaching critical reading skills as a threshold concept, the emphasis is on showing students how to actively engage with the text by questioning and debating through disciplined and controlled processes.

Figure 1 below illustrates the process of how critical reading as a threshold concept flows into development of writing using some aspects of a problem-based learning model :

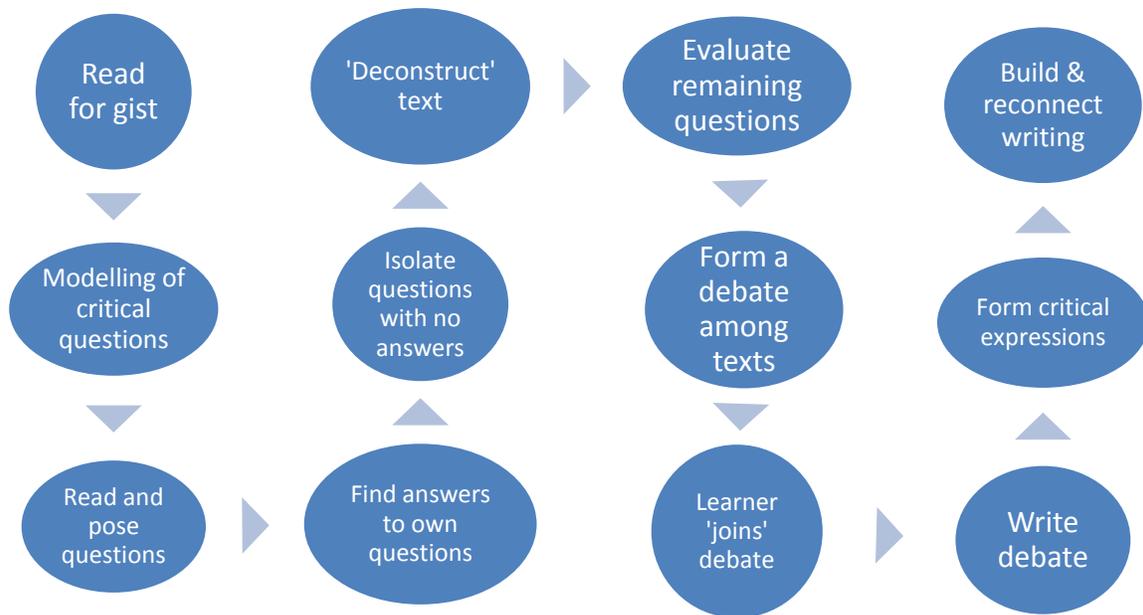


Figure 1: Explicit reading strategies towards writing critically

Findings

As attendance records are maintained for all workshops, it was relatively easy to identify the number of M.Ed students attending each workshop. Thus, when students then visited the Writing Centre, it was also easy to evaluate students’ writing on the basis of the workshops they had attended, and to assess how critical reading as a threshold concept had influenced or impacted students’ writing products. On an average week, about twelve students would normally attend a workshop and out of that, usually about 10 of those attendees would be M.Ed students. At the Writing Centre, about twelve appointments are offered in an average week and at least 8 of the bookings would be by M.Ed students. Analysis of improvement in critical writing was done on ten M.Ed students’ samples of writing. They had all enrolled in the university in January 2011

and by April 2011, had been identified as students with academic issues including plagiarism, lacking criticality in writing and superficial presentation of evidence. Out of these ten students, three had obtained a D in at least one assignment and had to re-take the assignment. The selected assignments from each semester were from core modules that were delivered, taught and marked by the same tutor using the same M.Ed grading criteria. Thus, it can be safely assumed that marking standards were maintained. Both assignment tasks too were similar as they required students to write a critique and were marked using the same M-level marking criteria. This meant that assignments were comparable in terms of language, structure, format and argumentation. The only factor that could affect comparison in grading is that not all the assignments were second marked or marked by the same second marker.

The table below shows the marked improvement in grades that students obtained at the end of modules in Semester 1 (academic year 2011-2012) compared to Semester 2 (academic year 2010-2011):

Table 1: Module results & Turnitin similarity index of ‘Problem’ M.Ed Students

M.Ed Students	Module Grade (Semester 2 (January to April: 2010-2011))	Turnitin similarity index (April 2011)	Module Grade (Semester 1 September to December 2011-2012)	Turnitin Similarity Index (December 2011)
Student 1	B	15%	A	5%
Student 2	D	32%	C	21%
Student 3	D	26%	C	22%
Student 4	C	24%	B	25%
Student 5	C	8%	B	9%
Student 6	B	12%	B	9%
Student 7	C	28%	C	12%
Student 8	C	32%	A	5%
Student 9	B	16%	A	9%

Student 10	D	26%	D	28%
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In terms of these results, the grades are viewed as evidence of improvement in critical writing and the turnitin percentage is seen as evidence of originality.

The results revealed that students generally did improve and that students who had failed managed to pass in Semester 2. Only one of the failing students failed again and also still had issues with originality. Two other students' grades remained the same but the turnitin index decreased. Admittedly, other factors could have contributed to students getting higher grades such as looking at peer's assignments or engaging in independent learning involving writing tasks to improve their own writing but during individual appointments, most of these students admitted that they had only briefly engaged in self-learning through recommended online resources. No research in the form of formal questionnaires or interviews was done to gauge student perceptions on how change in pedagogy had affected their learning and writing. This was deliberate because all the above ten students had scored a C or D in their initial skills audit but in the self-audit had all given themselves a rating of 'very good' for their academic writing. It was felt at this stage students had not developed a real sense of their writing and they needed to be 'socialised' into also critically reviewing their own writing before being asked to evaluate workshop content. All students across programmes also usually complete a survey at the end of each semester on the quality and support offered by the Academic Success Unit. While the responses were overwhelmingly positive, it was impossible to discern M.Ed students' responses from other students'. As students already have to complete a number of surveys for each of their modules, library and other university services, it was decided not to burden them with more questionnaires. However, during individual tutorials at the Writing Centre, seven out of the ten students made the following comments in reference to new content:

- *"I just read and regurgitated, I didn't think about what I read"*
- *"For me, it was important only to understand all vocabulary and general content of text, only now I know how to question what I read"*
- *"I always only saw the writers as experts, now I know I am expert too in different ways"*
- *"I had some opinions but I thought they were not 'academic' enough, that's why I only used opinions of others in my work.*
- *"I thought my opinion should only be to the point what I agree and disagree with. Only now I have learnt to support my agreements and disagreements with opinions of others and then re-evaluate those opinions.*
- *"I liked idea of pretending that the authors were in the room and we could engage in a debate with them. This helped me to form arguments using my own words.*
- *"I liked interacting with the text rather absorbing content like a sponge."*

Based on the improved achievement of the ten M.Ed students and by examining samples of their writing, it can be said that teaching critical reading strategies as a threshold concept and departing from genre analysis can help students alter their attitudes to reading, develop a more critical approach to texts and then translate these thoughts into their academic writing.

Rebuilding the concept of reading

As discussed earlier, papers that advocate explicit teaching of academic writing are aware of the importance of starting with reading and using texts as a base for students to develop writing skills. However, texts have been predominantly used to identify particular linguistic devices or genre-analysis. The genre approach is valid in terms of dynamism which can vary “across time, across disciplines and across instructors in the disciplines” (Khasawneh 2010, p. 9), however, it is restricted to helping students learn the conventions of a particular form relevant to limited situations. In bringing back reading as a threshold concept, texts also need to be ‘de-constructed’. Badley (2009) asserts that this does not mean finding deliberate fault with the text but builds on Derrida’s (1994) suggestion of examining texts deeply. By doing the latter, Badley reiterates that “deconstruction creates tension between a conservative fidelity to existing texts and the radical possibility of something new, some new insight or interpretation...” (p. 212). He strongly contends that only by collecting, analysing, evaluating and interpreting educational texts can students then ‘re-construct’ (write) by re-collecting, re-evaluating, re-interpreting and finally, synthesizing.

Although many teachers of academic writing may unconsciously realise this, it would be difficult to initiate curricular, pedagogical change especially in larger institutions where students expect to be taught writing in an academic writing class, not reading. By using the metaphor of ‘bootstrapping’, Carey (2004) explains that in returning to core concepts, innate beliefs have to be initially identified, followed by understanding how the target concept is different from the innate representation and then define the “learning mechanisms” (p.60) that would enable the core concept to be rebuilt. Thus, the practice of idealizing texts leading to weak writing and sometimes plagiarism, has become quite innate for many Arab learners. Arab learners have to be taught to resurrect some of their dormant reading skills, learn and assimilate new critical reading skills and learn how to “interrogate” (Johnson & Clerehan 2005) academic texts to avoid naive criticism. Then they need to socialize themselves into the academic context required and subsequently reconstruct their thoughts into writing. Ultimately, the successful implementation of critical reading skills as a threshold concept in enhancing critical writing and originality should awaken in students the realization that they do not need to ‘say it better’ than the text; rather they need to analyse what has been said and ‘say it differently’ with supporting evidence.

As in this context, curricular content was re-designed due to anecdotal evidence, students’ feedback during classes, and the researcher’s own reflective practice, the next step is to formally

position this study within a defined mixed methods research approach to map curricular and pedagogical change, gauge academics' and student perceptions, and align those with module grades and originality reports.

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