

Potential Impacts of an Academic Writing and Publishing Module on Scholarship and Teaching: A Qualitative Study

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This paper reports on a qualitative study exploring the extent to which an accredited Academic Writing and Publishing module for faculty and graduate students helped them develop as scholars and how, over time, it affected their instructional beliefs and attitudes in working with their own undergraduate students. For the two module tutors, it was important to know how the participants applied what they learned from the module in their own teaching practice and to identify particularly effective aspects of the module that translated to this other context. Therefore, key themes explored in this paper are the impact of the module's critical thinking-reading-writing strategies on faculty writing practice and their subsequent transference to students across a range of disciplines.

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