

<sup>2</sup> The overall aim of the research was to

investigate the use and perception of the value of exemplars by a teacher and her students, with a view to furthering students' academic writing skills and understanding of course content.

The study was completed to fulfil two purposes:

1. Masters in Professional Studies-Education

2. Investigation into my own practice

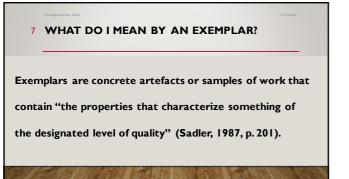
4 CONTEXT FOR INQUIRY

Qualitative methodology Interpretive framework Case study interpretive intent (Merriam, 2009) instrumental outcome (Stake, 1995).

5 MY AIM WASTO

"empower individuals to share their stories, hear the voices, and minimize the power relationships that often exists between research and the participants in a study (Cresswell, 2007, p. 40). METHOD

- Case study
- 43 students' perception through 4 surveys
- 8 semi- structured interviews
- Teacher planning journal
- Researcher reflective journal

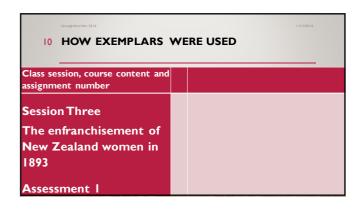


## 8 LITERATURE REVIEW Majority of studies from 1999 to the time of my research, 2014, were small- scale module based studies

9 LITERATURE REVIEW- CONT'D

There was little qualitative data about student perceptions of the impact of exemplars on their learning or their level of engagement; to date {2014} only one study by Newlyn and Spencer (2009).

Hendry, Bromberger and Armstrong suggested "The link between students' feelings and motivation for learning, and exemplars and feedback is a neglected area in the higher education literature", (2009, p. 9)



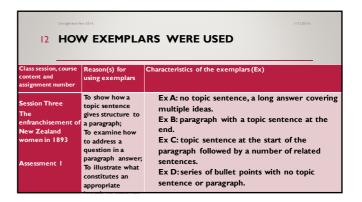
Class session, course content and assignment number

Session Three
The enfranchisement of New Zealand women in 1893

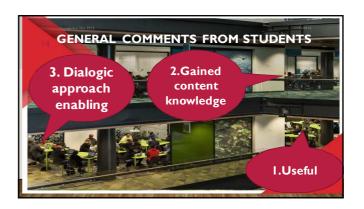
Assessment 1

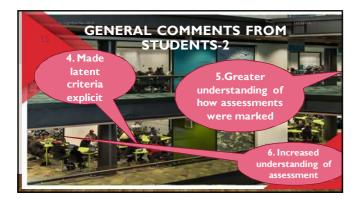
Assessment 1

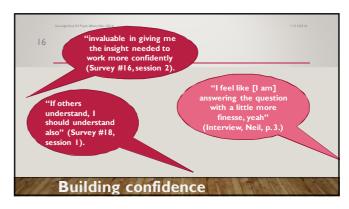
To show how a topic sentence gives structure to a paragraph;
To examine how to address a question in a paragraph answer;
To illustrate what constitutes an appropriate length or amount of content;
To demonstrate the notion of the structure of a paragraph.

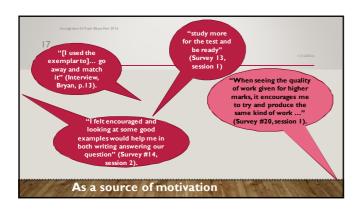


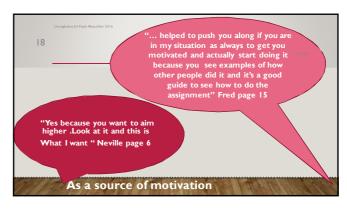
"It's difficult when you are speaking a different language and .... your perception of what is expected is different so when it is marked or when it gets read over by the lecturer who is an academic and .....it's like you are in parallel universe" (Interview ,Karen, p.3).













Exemplars are by their very nature time bound and thus need to be updated regularly (Handley & Williams, 2011; Sadler, 1987).

21 ISSUE 2

Questions have also been raised around how many exemplars are enough (Newlyn, 2013).

Students may see them as little more than models to be replicated which may also encourage plagiarism (Handley & Williams, 2011; Norton, 2004).

"To be honest [I] think that towards the end of your exemplars I only began to understand what you were trying to do but now that I do I certainly would have done it differently and used it to my advantage but I think at the time I didn't really understand to speak for myself. I fully I didn't do that" (Interview, Karen, p. 20).

24 LEARNING FROM MY EXPERIENCE

1. Embed exemplar use.
2. Similar task and content area.
3. Dialogic approach.
4. Strong trust in classroom environment.
5. Take your time.

