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Sustainable Writing Support: A Campus-wide Module to Support Bachelor Thesis Writing at a University of Technology

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Higher education is today characterised by increasing student groups and high pressure on teaching staff. In these circumstances, it may be difficult to provide appropriate scaffolding of activities that many students find challenging, for example, academic and discipline-specific writing. It may also be difficult to align such support with principles associated with effective learning. In this paper, we present the design of the bachelor thesis writing support for students at a university of technology. The support is delivered by a communication division and reaches approximately 900 students each year. The paper describes the principles guiding the design and use results from a student survey to illuminate the challenges and affordances of the approach. The survey results show that students appreciate the module and its focus on dialogic feedback, student engagement and student activity. Our results also show that one of the challenges for some students is to negotiate advice from multiple sources, primarily content supervisors and writing staff. Despite such challenges, the design is an example of a sustainable, large-scale writing module based on research on feedback and learning.

Keywords: dialogic feedback, generic skills, writing in the discipline (WID), thesis writing

1. Introduction

Writing plays a central role for teaching and learning in higher education, but in many university contexts, attention to writing is still limited to single, standalone courses or to single initiatives in the programmes. In addition, the writing initiatives are often generic rather than discipline specific, and changes in higher education have led to a decrease in pertinent student support in many settings, such as formative feedback (Boud & Molloy, 2012). The limitations stem from a range of factors, such as budget restrictions and the challenges of catering for a large student body. Here, we account for a writing module that is almost university-wide at the undergraduate level of the five-year engineering programmes at Chalmers University of Technology. The module is delivered by the Division for Language and Communication (DLC) and scaffolds the collaborative writing of the bachelor thesis in the third year. The design of the module combines generic aspects of the writing of a bachelor thesis with activities that cater to discussions of discipline-specific writing. It consists of a lecture series with five open lectures on academic writing and three tutorials. The tutorials are generally obligatory, but some programmes have special arrangements, so that, for instance, two out of three tutorials are obligatory.

The initiative is of interest for several reasons, but here we want to highlight that it:

- is sustainable as it has been running for more than ten years
- provides support for approximately 900 students in about 200 bachelor thesis groups every year
- attempts to contribute to the students' writing development as well as disciplinary learning
- relates to communication-intensive activities in previous years of the engineering programmes and hence is an integral part of a sequence of communication-intensive courses
- is grounded in writing and learning research.

The aim of the present paper is to describe and discuss the module and the principles that it is based on. The article primarily draws on the theoretical framing presented and the experience of the authors from working with the module for more than ten years.

In addition, the students' perceptions of the intervention are gathered from course surveys and serve as evaluative material that supports the discussion of the module.

1.1 The bachelor thesis project at Chalmers University of Technology

The bachelor thesis project is a course of 15 higher education credits (HECs) given in the final term of the third year on the five-year engineering programmes at Chalmers (including, for instance, biotechnology, civil engineering, and engineering physics). The aim of the course is for students to integrate, deepen and develop their knowledge within a particular field and to develop knowledge and experience of scientific approaches.

The course provides a structure for the students' thesis projects. About two months before the actual course starts, students select their thesis projects among projects advertised by the departments. Project descriptions specify requirements on educational background or content knowledge, and students can apply for any project that they are eligible to. Students rank the projects that they apply for and are ideally assigned the project that is at the top of their ranking. The projects are done collaboratively, typically in groups of 3–6 students, and are presented in a thesis report and an oral presentation. Because students may apply for any project that they are eligible to, project groups may consist of students from different programmes.

Each project is supervised by a disciplinary specialist, normally the person who has developed the project idea, but the projects are assessed by an independent examiner from the department. In addition to the project work, the course includes several activities that aim to support the students' work and processes, for example, input on scientific methods, information literacy and communication. Most of these activities are part of a generic skills package, and the writing activities described in the present study are part of this generic skills package delivery. The writing module is delivered by permanent DLC staff, who are all scholars of academic writing (also referred to as communication teachers below). All in all, between ten and twelve communication teachers from DLC are part of the communication team which facilitates the communication tutorials.

1.2 Writing support within the bachelor thesis project

We here refer to the writing support delivered as part of the bachelor thesis course as a module, but strictly speaking it is not a separate module but rather several process-oriented activities that aim to support the students' thesis work. The module is delivered to 12 of the 15 architecture and engineering programmes at Chalmers and is financed by the programmes, which pay a fixed sum to DLC for each student who takes the module. The module consists of a lecture series of five open and optional lectures and three tutorials. Each lecture is given twice, and the lectures are spread out over the term to align with students' writing and research processes. The themes of the lectures are 1) writing strategies, writing processes and writing-to-learn, 2) results and structure, 3) cohesive writing: language and style, 4) academic and scientific argumentation and 5) oral presentations and critiques. The lectures give students an overview of these topics and discuss areas of major importance for bachelor thesis communication.

The lectures are an essential part of the communication module, but the tutorials are at the centre of the design, both in terms of effort and resources. The first tutorial lasts for one hour and involves two project groups in a peer response setup. The groups exchange early drafts of their project reports, prepare comments on these drafts before the session and give feedback on the drafts in the session. The session is facilitated by a teacher from DLC. The teacher also reads the drafts, but the main role of the teacher is to lead the session, rather than to provide detailed feedback.

The second tutorial is a regular teacher-student feedback session. A couple of days before the session, the students submit a draft of their thesis, which the communication teacher then reads. The students are also asked to provide questions that may guide the reading and the discussion. The draft and the questions are then discussed in a 45-minute-long tutorial. The tutorial is offered five to two weeks before the deadline of the thesis, and students hence tend to be motivated to use the feedback that they receive in this session.

Actively engaging the students in the teacher-student feedback exchange is central to the approach, as previous research has indicated that passive reception of feedback is less effective (Price et al., 2010). Asking students to take an active role in the feedback session facilitates their reflection on and evaluation of their own work, particularly as they have practiced such evaluation during the

first tutorial. The student engagement also opens for discussions of discipline-specific challenges that students have to address. The disciplinary conventions tend to differ quite substantially between the different engineering disciplines, and the second tutorial, therefore, becomes an important step in developing the students' understanding of genre and disciplinary writing.

The third tutorial is a shorter teacher-student tutorial (30 minutes) that has primarily been developed to support students' oral presentations and critique of another groups' thesis. The critique involves a written evaluation of another groups' thesis and the preparation of questions in connection with an oral presentation of this thesis. Students may choose to discuss their texts in these tutorials, but the communication teachers do not read any texts in advance.

The bachelor thesis writing module described is one part of programme-specific communication designs that involve communication-intensive courses during the first three years of the programmes.[1] These courses are ordered by the programme managers and delivered by DLC. In the great majority of cases, the communication focus is delivered within an engineering course, and the design is what is often referred to as integrated communication design (Gustafsson, 2011), but a few programmes also include stand-alone communication courses. The aim of the programme designs is to integrate communication to support the learning of disciplinary content, but also to give students opportunities to use and experience different genres relevant for their discipline. In addition, the interventions aim to prepare the students for their bachelor thesis projects. The preparation may involve, for instance, discussions of the organisation of academic papers, such as discipline-specific adaptations of the IMRaD structure, or the implementation of writing-related activities, such as peer response to develop the students' abilities to negotiate and understand disciplinary content and its communication. Often, the communicative tasks and assignments are done collaboratively in teams.

2. Theoretical framing

Theoretically, the process-oriented communication module developed is rooted in a social constructivist view on learning. This orientation influences the conceptualisation of generic skills and

[1] All programmes except one have at least one, often two, communication-intensive modules preceding the bachelor thesis module.

one of the central components of the design: feedback. First, a social constructivist perspective entails that the components often referred to as generics skills or generic attributes (e.g. communication, problem solving and critical thinking) are seen as situated in specific communities (Prior, 2006) and hence are discipline-specific rather than generic. The skills or attributes are shaped in disciplinary communities and "generic attributes are interwoven with the culture and content of the discipline, and shaped by the practices of a particular TLR [teaching and learning regimes], and so the forms that generic skills and attributes take are structured accordingly" (Jones, 2009, p. 94). Second, a social constructivist perspective on feedback highlights student activity and dialogue and stands in contrast to a transmission understanding of feedback (Nicol et al., 2014; O'Donovan et al., 2016).

Given that the communication module is offered to students from many programmes, one of the challenges is to maintain a discipline-specific focus in the tutorials and the lectures, and this challenge relates to the design and the delivery of the module. Firstly, the communication module administratively belongs to a generic skills package of the bachelor thesis course. The general outline, therefore, signals genericness rather than specialisation. The generic skills content varies slightly between the programmes but typically involves group dynamics, information literacy and research methodology. Secondly, the basic design of the communication module is the same for all students and particularly the lectures are adjusted to a broad bachelor thesis audience. Thirdly, the disciplinary and programme-related expertise varies between the teachers at DLC. Teachers tend to be more strongly connected to some programmes in the first two years; consequently, they have more experience of the genres and assignments used by the students on these programmes. In the bachelor thesis tutorials, they may meet students from programmes that they are less familiar with, and it may then be more difficult to refer to the discipline-specific characteristics of that discipline. On the other hand, the students often book teachers whom they have met in the first two years; thus the disciplinary programme connection tends to be of advantage as comparisons can be made with previous assignments and the students' previous experiences of communication in the discipline. In addition, all teachers work on several different programmes and are aware of disciplinary differences.

The focus on feedback in the module follows from research showing that effective feedback generates deep learning (Ens et al., 2011; Nicol et al., 2014), often because of feedback generating student engagement and student activity. It has hence been important to involve the students in the preparation for the tutorials and to arrive at an outcome that the students can use to improve their work after the tutorial. From an organisational perspective, Boud and Molloy (2013) argue that feedback ultimately needs to become an integral part of the curriculum. As pointed out above, feedback activities (both peer and teacher feedback) are part of many of the communication modules in the first two years, and the bachelor communication module is, therefore, an additional step in the curriculum design.

The first tutorial is based on peer feedback, and there are several reasons for using peer feedback as a central communication activity. Firstly, the use of peer response aligns with studies showing that peer response is a practice that should be learnt over time rather than in an isolated module (Boud & Molloy, 2013). In the communication designs developed by DLC and the different engineering programmes, the students are generally introduced to peer response in the first year of study and have experienced and been guided through several peer response activities as they reach the bachelor thesis project, and it is thus an activity that is considered highly important in the communication designs delivered. Secondly, several studies have pointed out that giving feedback may be just as important as receiving feedback (Cho & Cho, 2011; Nicol et al., 2014). The peer feedback does not only become a session in which the students receive comments; it also gives them the chance to reflect on their own drafts in relation to another group's draft. We have ample experience from our own context of students expressing the value of giving feedback. Thirdly, several researchers maintain that being able to deliver effective feedback is a critical academic and professional skill (Cowan, 2010; Sadler, 2010). In the activities of the communication module, perhaps particularly in the peer response activity, the students practice the negotiation of text in their disciplines and practice the evaluation of both their own and other students' work.

Research on feedback has gradually come to emphasise the dialogic element of feedback (Carless, 2016). This emphasis has become an important contrast to feedback which is simply handed over to students and which may not involve expectations for actions and revisions. Without dialogue or negotiation, students lose opportunities to discuss and understand the standards and to self-assess

their work against these standards (Sadler, 1989). An understanding of feedback that emphasises dialogue also highlights the students' agency and, in effect, two other components of effective feedback: student engagement and student action.

Student engagement has become a central focus of discussions of feedback because previous research has shown that lack of student engagement is one of the key reasons why feedback may not work (Price et al., 2011). Therefore, making students engage with the feedback become essential in the feedback design. Price et al. (2011, p. 894) divide feedback into four stages: collection, immediate attention, cognitive engagement and action. The cognitive engagement stage is critical as this is the stage that determines the students' commitment to the feedback they have received and the value it may have for their learning. The cognitive engagement is likely affected by trust and trustworthiness (Price et al., 2011; Boud & Molloy, 2013) as both cognitive judgement and action tend to be influenced by the extent to which students find the feedback trustworthy. According to the students in Price et al.'s study (2013), the best way to support cognitive engagement is through dialogues with staff. O'Donovan et al. (2016, p. 943) indirectly acknowledge the connection between trust and engagement when using the term "relational feedback" to discuss the importance of connecting with the students through dialogue and to contrast this type of feedback with more anonymous feedback approaches.

Student engagement tends to be regarded as a lever for student action. The centrality given to student action in relation to feedback is indicated by the fact that some researchers go so far as to say that feedback has not occurred until it has generated an effect (Boud & Molloy, 2013). We essentially agree with this position, at least from a text perspective, but we still want to acknowledge and emphasise that a student's decision not to change a particular passage may be just as active (but not as discernible) as decisions to make changes. The focus on student activity is important and aligns well with a social constructivist understanding of feedback as it sees knowledge as being shaped by participants in context (Rust et al., Price 2005; O'Donovan et al., 2016). In the bachelor thesis module, student engagement is acknowledged by designing the process to make it possible for students to revise their theses based on feedback, but also by asking them to submit questions before the tutorial or bring these questions to the tutorial. These questions may then guide the tutorial and be complemented by teacher-initiated feedback.

Following the ideas of student engagement and student activity, the tutorials are set up as opportunities to discuss the texts and writing, instead of mainly focusing on providing teacher feedback in terms of comments and markup in the texts. The didactic framework for the tutorials is, therefore, based on a dialogic approach where students act as *agents* rather than *recipients* of feedback comments. In the first (peer response) tutorial, the reciprocal negotiating and learning are highlighted in the dialogue between the students. In the following tutorials, the student-teacher dialogues are designed to reinforce the students' engagement in the feedback process and their sense of agency in writing.

3. Method

The bachelor thesis project is a large project, and, at Chalmers, it involves several activities. All these activities are evaluated in a large course evaluation questionnaire, consisting of approximately 50 questions. To get a sense of the students' evaluations and perceptions of the writing module, the four questions of the survey that generate comments about the module were selected for the analysis. The surveys from three years (2017–2019) were used. Because the bachelor thesis project involves a large group of students, it is possible to get input from many students. At the same time, the response rate varies quite considerably and is also quite low. The response rates of the three years employed were 45.5% (n=435), 36.6% (n=337) and 23.4% (n=248). It is unclear why the response rates vary in this manner, but response rates between 30 and 50% on the online course surveys employed at Chalmers are quite common. All in all, the response rates mean that is possible to gather a sizeable number of responses, but it must also be remembered that results may not be fully representative.

The results of the survey were coded manually by two of the authors to account for students' perceptions of the module. The coding used was a simple open coding procedure following Miles et al. (2014). Essentially, the coding resulted in a basic division of comments into positive and critical comments. Because the categorisation was quite straightforward, it was possible to reach consensus about the coding through two iterations of the coding made individually by two of the authors. The most significant decision made in the iterative process was to exclude comments

about the overall administration of the bachelor thesis course. These comments could not be directly connected with the writing module.

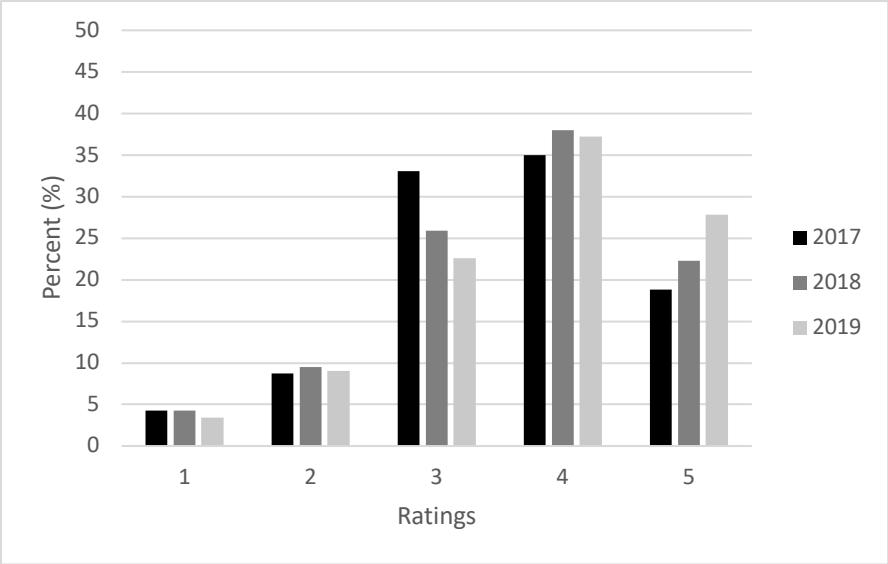
4. Results and discussion

In this section, we present results from the four survey questions collected from the questionnaire used to evaluate the bachelor thesis project. We use these results in combination with our experiences from the module to reflect on its affordances and challenges.

The first question concerns the tutorials. Figure 1 shows the students' ratings of the usefulness of the tutorials.

Figure 1.

Students' rating of the usefulness of the DLC bachelor thesis tutorials



Note: The usefulness is rated on a scale from 1–5 (1=to a very low degree, 5=to a very high degree). Results are shown in percentages. The number of students responding each year were: 2017=414; 2018=304; 2019=234). It is worth noting that the students who responded to the questionnaire did not respond to all questions.

As can be seen, the great majority of students rate the value of the tutorials in the range 3–5 (86.9%, 86.2% and 87.6% respectively) during all three years, and more than 50% of the respondents rate

the tutorials as either 4 or 5. Even if response rates differ, the overall impression of the tutorials is that they are appreciated by the students.

In connection with the question discussed in Figure 1, students could also comment on their experience of the generic and transferrable skills during the bachelor thesis project. This second question thus elicited comments on all generic and transferrable skills modules. Over the three years investigated, 253 free text answers were made about the generic and transferrable skills. 82 of these answers (32.4%) were comments about the writing module. 57 of these comments (69.5%) were positive comments, 10 of the answers contained a combination of positive and critical comments (12.2%) and 15 comments (18.3%) were negative or critical.

The positive comments acknowledge the value of the DLC tutorials, as exemplified by the following comments (the comments have been translated from Swedish to English):

> Extremely educating conversations with language and communication (2019)
> The DLC tutorials were really useful (2019)
> I thought that the tutorials with DLC were really good (2018)
> DLC gave us very good feedback on the drafts of the report and the oral presentation. They always had input, no matter how much or how little they had to comment on (2018)
> DLC staff gave extremely useful support. They had good input on language and structure of the report, which the supervisor could not provide (2017)
> The support from language and communication turned out to be invaluable (2017).

As can be seen, the students appreciate the dialogic approach and the delivery of feedback on aspects that subject supervisors may not have been able to give feedback on. For these students, the tutorials became supportive dialogues that were useful in their thesis work. The answers do not reveal why discussions become fruitful, but we may speculate that a couple of important factors are the DLC teachers' experience of discussing and unpacking texts in several disciplines and their experience from discipline-specific communication in courses preceding the bachelor thesis project. It is also likely that previous encounters with the DLC teachers have built an element of trust among students.

The positive evaluation of the tutorials is further supported by two questions with free-text answers towards the end of the survey. The first one concerns what students feel should be kept in the bachelor thesis course. Here, 22.4% of the answers explicitly mention DLC activities as activities that should be kept (74 out of 330 comments and the distribution is very similar over the three years). The percentages are not extraordinarily high, but, given that students could comment on any aspect of the bachelor thesis course, the figure is noteworthy as the module is only a relatively small intervention in the projects.[2] The second question concerns what should be changed in the bachelor thesis course, and here only very few students mention the DLC activities. In total, 17 out of 452 comments over the three years concern the DLC module, and several of these express the need for more involvement from the division, which clearly indicates that the activities are appreciated.

The critical comments made in connection with the four questions are much fewer, but the ones that are expressed concern two main themes: 1) DLC teachers and supervisors giving different advice about the thesis and 2) the lectures being less effective. The comments about the (perceived or real) differences between supervisor and DLC teacher advice pinpoint one of the challenges of the current communication module. Supervisors are invited to the tutorials, but they seldomly accompany their groups to these tutorials. Consequently, different perspectives and different options may be presented without being thoroughly discussed and negotiated, and the disciplinary support that could be granted by supervisors is missing in many of the tutorials.

The differences between supervisor and DLC teacher advice may be of different types. Firstly, these differences may be real and may be rooted in what different actors consider to be important in the bachelor thesis work. Secondly, supervisors and DLC teachers may have different perceptions of what a thesis entails and requires, for instance, in terms of theoretical background or method description. Some projects are very practical and typically involve the development or refinement of a product, for instance, the development of a computer game or the improvement of a car part. Such projects tend to become very hands-on, and the reports may not contain a

[2] As pointed out above, the bachelor thesis course involves other activities as well, such as information literacy, methodology and group dynamics. In response to the question discussed here, the students could also comment on, for example, the general design of the course and the project, their supervisors and external stakeholders involved in the project.

theoretical frame or a clear description of the methodology. In such cases, some supervisors may feel that it is enough to write a technical report, but these reports may then contrast with the criteria for the bachelor thesis. Thirdly, students may perceive that the supervisors and DLC teachers give different advice, but in reality, the advice may not be so different. However, because students do not meet supervisors and DLC staff at the same time, these perceived differences are not clarified.

Irrespective of the type of differences, the critical account aligns with Price et al.'s (2011, p. 891) argument that the stage of cognitive engagement is particularly difficult to support. In this stage, students must interpret the feedback to be able to use it. Most students seem to be able to engage with the feedback, but some find the process frustrating. It is important to acknowledge that it may be difficult to act on feedback that is perceived as conflicting, and, in some cases, it is possible that the design with only one tutorial of each type is not enough, but given the resources available, this is what can be provided. The student comments also seem to underscore the importance of clarifying to students what to expect from particular sessions and that they are expected to actively engage with feedback (Price et al., 2011, p. 893).

The perceived differences between supervisors' and DLC teachers' advice accentuates the issue of generic attributes being discipline-specific rather than generic. As pointed out in the previous paragraph, there may be several reasons why students regard advice as conflicting, and our data give us examples where discipline-specific expectations and a generic module may clash. Most students receive ample advice about their theses during the tutorials, and in many cases the advice takes discipline-specific characteristics into consideration as the DLC teachers have considerable experience of supporting discipline-specific writing process and of bachelor thesis tutorials. However, in some cases, it may not be possible to give specific advice, and it may then be necessary to refer to the supervisors for specific advice or to give advice on a more generic level. We see that some students find this process frustrating, and this example illustrates a fragile link of the integrated design, when content and communication staff do not meet with the students to negotiate the written product.

The challenge of managing generic and discipline-specific perspectives is also shown in connection with the five lectures given in the module. The lectures are open to all students who take the

bachelor thesis course. They are not compulsory but rather a resource for students. Because lectures may be attended by students from quite divergent disciplines, the content must be generic in the sense that examples cannot be collected from all engineering disciplines to illustrate all points. Instead, students must translate the examples and (general) descriptions given in the lectures to writing in their own disciplines. This translation may be challenging, and if students feel that the examples do not connect directly with their discipline or develop their understanding of writing a bachelor thesis, there is a risk that the lectures are not considered to be useful enough. In many cases, the translation is likely supported in the tutorials as these involve specific drafts and allow for the negotiation of different options, but what this type of relationship really looks like cannot be established with the data used in the present study.

Overall, the findings in the course evaluation and student comments correspond well to our own experiences of the DLC activities. Based on the students' engagement in conversations about text, genre and writing, it is clear that a major affordance with the design of the tutorials is the dialogic meaning-making and explorative approach to the discussions about text. In most of the tutorials, we see that students take an active role and are willing to talk about their texts, ask questions and negotiate their understanding of genre expectations, textuality and content.

Another noteworthy observation is how accommodating and open most student groups are for the peer feedback they get from other groups, and how they engage with a positive view, both when giving and receiving feedback. Even when groups come from very different disciplines and have trouble understanding aspects of the content of each other's texts, we observe that students are engaged in meaning-making dialogues and that they often explicitly express an appreciation for the usefulness of the conversations and the feedback they receive from each other.

5. Conclusion

In this study, we account for a bachelor thesis writing module developed for students at a university of technology. The module sits within a bachelor thesis course context and involves several activities connected with the thesis work. The module is also part of a programme-specific design of communication-intensive activities in each engineering programme, extending from year one to year three. At the centre of the module is the provision of feedback, and with the current design,

students receive feedback from multiple sources (peers, supervisors and communication teachers). The design of the module thus agrees with research which emphasises that it is valuable to receive feedback from multiple people with different perspectives (Boud & Molloy, 2013, p. 710). The design of the module is very much shaped by the context in which it has been developed. The main model for integrating communication at undergraduate level is an integrated approach in which DLC staff collaborate with engineering staff in engineering courses. The level of collaboration varies between courses and programmes, but the model is characterised by students meeting both engineering and communication staff in these integrated courses. In addition, this approach influences the bachelor thesis work as the students meet both the engineering and communication staff. The difference to some of the earlier courses is that the collaboration between engineering and communication staff is looser, mainly because of the great number of the projects carried out.

The results of our study show that, overall, the intervention is highly appreciated by the students and offers useful scaffolding of the students' writing processes, particularly via the three tutorials provided in different stages of the thesis work. This appreciation is visible both in the overall rating of the module and in free-text answers to some of the questions in the course evaluation. Our study hence exemplifies the design of a successful communication module that caters for approximately 900 students each spring term.

The value and appreciation of the tutorials align with research on feedback which highlights the connection between effective feedback and dialogue (Boud & Molloy, 2013; Carless, 2016; Börjeson & Carlsson, 2020). It is likely that the dialogues around the students' texts become particularly important in our design of the module as the tutorials lead to the discussion and negotiation of discipline-specific genre characteristics. The tutorials make it possible to show certain conventions but also to contrast conventions in one discipline with conventions in another discipline. One of the affordances of bringing in tutorials run by communication experts is that they have more experience of negotiating text and of communication in different disciplines. Previous studies have shown that one of the challenges for disciplinary experts when teaching communication is to unpack their knowledge of communication in the discipline (Eriksson & Nordrum, 2018; Geisler, 1994; Gimenez & Thomas, 2015; Jacobs, 2007, 2010).

At the same time as the discipline-specific perspective and distribution of feedback to multiple receivers is one of the affordances of the design, it is also one of the challenges. We see some students expressing frustration about supervisors and communication staff giving conflicting advice. Even if the module seems to work well for the great majority of students, one of the potentially fragile links of the design is if the module is or is perceived as not taking disciplinary writing into account at an appropriate level. Such experiences may negatively influence both trust and student engagement.

The communication module is sustainable in the sense that it has been running for a long period of time and that students generally appreciate the activities. Still, more research could be done on this module and similar initiatives. It would, for instance, be interesting to study how students deal with the feedback received from their supervisors and the DLC teachers, and why many students seem to handle feedback from multiple sources well, while others become frustrated by the same type of feedback. The module also lends itself to observational studies of peer and teacher-student tutorials and to text analyses in collaborative writing contexts. Finally, from a programme perspective, it is important that students develop agency and become independent writers and proficient users of feedback. Therefore, it would be interesting to investigate to what extent the bachelor thesis module contributes to the development of such agency.

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