**Using Quotes within Your Assignments**

**Direct Quote**

In order to write with confidence about your topic, you will need to read what members of the academic community have already said about it. Blaxter et al (2007 p.123) defines a literature review as, “a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a given field”. This will incorporate, most importantly current research, classic texts that address underpinning theories and retrospective texts, to gain a historical perspective.

**Bibiography Entry**

Blaxter, L. Hughes, C. and Tight, M. (2007) *How to Research*, UK: OUP.

**In-direct Quote**

By clarifying your purpose in writing your dissertation and the expectations of the reader, you must think about your topic. Choosing a topic is the first major part of the research process and a good starting point is choosing a topic that enables you to make the most of your knowledge and skills. Bell (2005) however points out that although it may seem straightforward to choose a topic you are familiar with, it is important to do the groundwork before making any firm decisions. Sharp et al (2002 p. 89), highlights the importance of self-development when choosing a topic, “a project that is allied with the students’ careers aims is better than one that has no obvious relevance”. Your topic will not only have benefits to the organisation, but also for you to develop and move upward within the organisation.

**Bibliography Entries**

Bell, J. (2005) *Doing your Research Project*, UK: OUP.

Sharp, J. Peters, J. and Howard, K. (2002) *The Management of a Student Research Project*, USA: OUP Gower Pub.

**In-direct Quote within a Quote**

Action research is an approach to human enquiry. Morton-Cooper (2000), as cited in McIntosh (2010) suggests that action research is a way of approaching the study of human beings from a philosophical construct and not a ‘method’ of research. Although Mcintosh (2010) himself argues that whilst you can systematically plan and carry out a action research study and a reflective study can aid thinking, neither can be effective unless those who are involved in the process are comfortable with the outcomes. One guiding principle of action research is that it is democratic. It closes the gap between researcher and the participants, giving all a sense of involvement and collaboration, negating positions of power.

**Bibliography Entry**

McIntosh, P. (2010) *Action Research and Reflective Practice*, UK: Routledge.

**Large Quote**

According to Elliott (1991p.50),

“what makes teaching an educational practice is not simply the quality of its educational outcomes, but the manifestation within the practice itself of certain qualities which constitute it as an educational process capable of fostering educational outcomes in terms of student learning”.

Improving practice therefore involves considering both the outcomes and processes. This is central characteristic of reflective practice, where teaching, curriculum planning, innovation and evaluation all contribute to the process of any educational action research. The methods and techniques used in action research are dependent on the type of inquiry.

**Bibliography Entry**

Elliott, J. (1991) *Action Research for Educational Change*, UK: OUP.