



Exploring the Institution as Publisher

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Professor Keith Smyth, University of the Highlands and Islands

First Thoughts

What are the BIG HURDLES and
BIG OPPORTUNITIES in publishing
'in-house'?

Collaboration

Authors
Editors
Technical people
Marketing people
Library people
Evaluators



Academics
Students
Managers
Distributors

JISC asked University teams

To bid for funding to trial Institution as Publisher

New e-textbook developments must:

Support a **range** of activities and interactions carried out by teachers or learners

Be based on principles of:

- Re-usability
- Accessibility
- Interoperability
- Durability



Be available to users **whenever and wherever** - “bring your own device”

Enable effective **use through VLEs** – or similar environments

... and **mobile devices**

JISC asked University teams

- **Costs**
- **Business Models**
- **Licensing**
- **Production Methods**
- **Dissemination**
- **Distribution**
- **Discovery**
- **Marketing**
- **Usage**
- **Uptake**
- **Wide Adoption**

JISC's programme goals

They aim to help provide:

- A more affordable education for students
- Better value for money than commercial alternatives
- An improved, more sustainable information environment for all

The overall objective of the programme is to assess whether the textbooks created assist in the aims of providing:

a more affordable
higher education
for students



better value for money
than commercial
alternatives

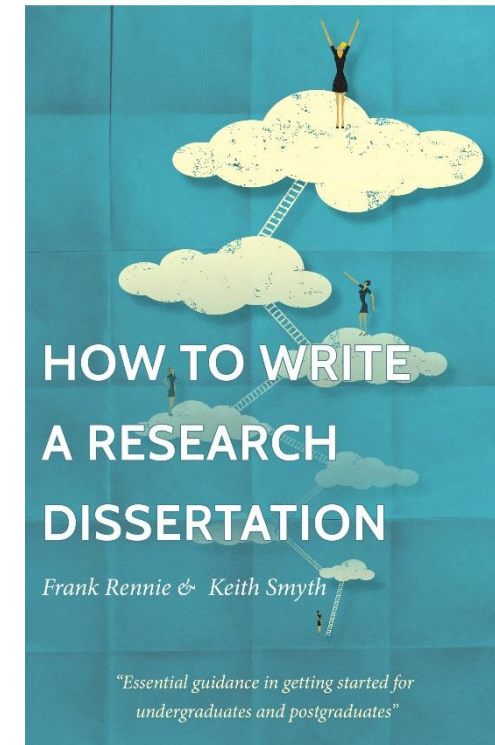


an improved, more
sustainable information
environment for all



What the project hoped to achieve

- A. To write and publish two eTextbooks
 - How to Write a Research Dissertation
 - Research Methods
- B. To develop a companion website for each
- C. To identify a sustainable model for publishing
- D. To provide sector-wide knowledge
- E. To experiment



What may be different about an Institution as Publisher University?

Content Acquisition/Creation:

Local sourcing of content
'Re-use' of local content
Collaborative opportunities

Pedagogic Quality/Relevance:

Relevance to curriculum
Edited, peer-reviewed, iterative

Collected Learning:

Repository/Collection/Storage
Edited, peer-reviewed, iterative

Personal Goals for the Partners

We went into the project thinking about...

Seeking opportunities for sustaining an **Open Education** model

Exploring a 'minimum-fuss' **Distribution Model**

Doing everything with **Currently Available** resources

Approaching things with a **Project Management** mindset

Continually Evaluating what we do and why we do it

Looking at what we did

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prime

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fireTVstick | With Alexa £39.99

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Gift

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Department ▾

Crooked's Amazon

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Gift Cards & Top Up

Sell

Help

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Your Account ▾

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Prime ▾

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Look inside ↴

HOW TO WRITE
A RESEARCH
DISSERTATION

Frank Rennie & Keith Smyth

"Essential guidance in getting started for
undergraduates and postgraduates"

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ANY DEVICE

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Edition
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Look inside ↴

UNDERTAKING
YOUR RESEARCH
PROJECT

Keith Smyth, Frank Rennie, Gareth Davies, Matt Sillars, Amy Woolvin, & 3 more

"Essential guidance for
undergraduates and postgraduates"

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Undertaking Your Research Project: Essential Guidance for Undergraduates and Postgraduates Kindle Edition
by Keith Smyth (Author), Frank Rennie (Author), Gareth Davies (Author), Matt Sillars (Author), Amy Woolvin (Author), & 3 more
★★★★★ ▾ 4 customer reviews

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£2.68

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Paperback
£5.99 ✓prime

3 Used from £3.84
8 New from £2.64

For students undertaking a research project this book offers a useful roadmap for the important issues you will have to consider. It is not intended to be a comprehensive volume on research methods, but rather a short, practical guide with tips and suggested activities relating to key aspects of the research process. Different chapters will appeal to different research objectives and styles. A range of topics is covered including working with quantitative or qualitative data, visual analysis and understanding the

▶ Read more

Length: 135 pages ▾
Page Flip: Enabled ▾

Word Wise: Enabled ▾

Enhanced Typesetting: Enabled ▾

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HOW TO WRITE A RESEARCH DISSERTATION

Frank Rennie & Keith Smyth

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You are here: Home

Welcome to 'How to write a research dissertation'

Ebook companion website

If you are about to embark on a research dissertation and in need of some guidance then this free companion website, accompanying the eTextbook on 'How to prepare a research dissertation' is for you. This easy-to-engage-with book is not intended to be an exhaustive treatise on dissertation-writing, but rather a short, practical guide with tips and suggested activities relating to key stages of the process. A range of topics is covered, from first steps in understanding research through to writing the final report. The ebook is available on Amazon (see link above).

This website has been created as a companion to the eTextbook and takes forward the themes of each chapter by providing additional reading and sources of information as well as an opportunity to join a discussion with fellow readers. There are video and audio clips from the authors and other experts as well as links to further digital tools and resources.



SHOP FOR OUR BOOKS ON AMAZON

Chapter Index

- Chapter 1 – What is research and why do it?
- Chapter 2 – Planning research
- Chapter 3 – Ethics in research
- Chapter 4 – Evaluation of research
- Chapter 5 – Information in research
- Chapter 6 – Methods of research
- Chapter 7 – Collecting information
- Chapter 8 – The pilot project

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OUR RESEARCH PROJECT

Gareth Davies, Matt Sillars and Amy Woolvin



You are here: Home

Welcome to 'Our research project'

Ebook companion website

If you are about to embark on a research project and in need of some guidance then this free companion website, accompanying the eTextbook on 'How to prepare a research project' is recommended for you. This useful book is not intended to be an exhaustive treatise on research-writing, but rather a short, practical guide with tips and suggested activities relating to key stages of the process. A range of topics is covered, from your first steps in planning your research through to writing the final report. The ebook is available on Amazon (see link above).

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- Chapter 1 – Getting started with your research project
- Chapter 2 – Introduction to research
- Chapter 3 – Laying the foundations for your project
- Chapter 4 – Ethical considerations
- Chapter 5 – Quantitative research methods
- Chapter 6 – Qualitative research methods
- Chapter 7 – Mixed methods research
- Chapter 8 – Data analysis
- Chapter 9 – Understanding the relevance of your research



etextbook institutional publishing service

Looking at what we did

You are here: [Home](#) > Chapter 2 – Planning research

Planning research

Chapter 2

This chapter of the book highlights the need to effectively plan your research. You will be encouraged to think about what you want to achieve at the end of the research process and how you would like to do this. Having a clear idea of how to document the research process is essential and needs to be determined at an early stage. Planning your project effectively and allocating time to identified tasks is central to the research process. It is important to consider these goals and deadlines and this companion website will provide you with examples of the experiences of different researchers and their approaches to effectively planning research.



Video transcript

Chapter 2 resources



You are here: [Home](#) > Chapter 4 – Ethical considerations

SHOP FOR OUR B

Ethical considerations

Chapter 4

Objectives

The main objective of this chapter is to outline the purpose of research ethics, and how ethical considerations can and should influence how you plan and conduct your research.

Key Points

When the subject of ethical behaviour with respect to research is raised, there are only two certainties. The first is that there are ethical considerations embedded in all research projects. The ethical issues may be very different, and some areas of research require higher levels of ethical assurances than others, but the requirement to observe appropriate ethical behaviour is incumbent on all researchers. It is worth noting here that ethical behaviour is socially constructed, and is not absolute, so it will vary with time and context; e.g. when working with children or vulnerable adults.

The second certainty is that the onus is upon the researcher(s) to demonstrate that their conduct is within the law and will not cause harm to anyone as a result of any actions pertaining to the research. The cardinal principle to be applied is to ensure respect for human dignity.

Chapter 4 resources

Click on the section to expand it

Video

Useful web links

Chapter 4 discussion forum

Private

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Chapter Index

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- Chapter 2 – Planning research
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- Chapter 5 – Information in research
- Chapter 6 – Methods of research
- Chapter 7 – Collecting information
- Chapter 8 – The pilot project
- Chapter 9 – Analysis of the data
- Chapter 10 – Structuring research
- Chapter 11 – Organising research
- Chapter 12 – Statistics in research
- Chapter 13 – Graphics in research
- Chapter 14 – The research report
- Chapter 15 – The structure of the dissertation

Resources filtered by Media Type

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- Chapter 6 – Qualitative research methods
- Chapter 7 – Mixed methods research
- Chapter 8 – Data analysis
- Chapter 9 – Understanding the relevance of your research
- Chapter 10 – Writing up your research

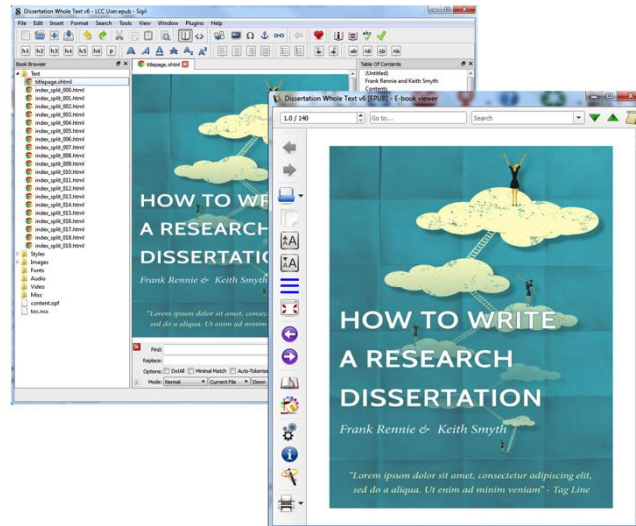
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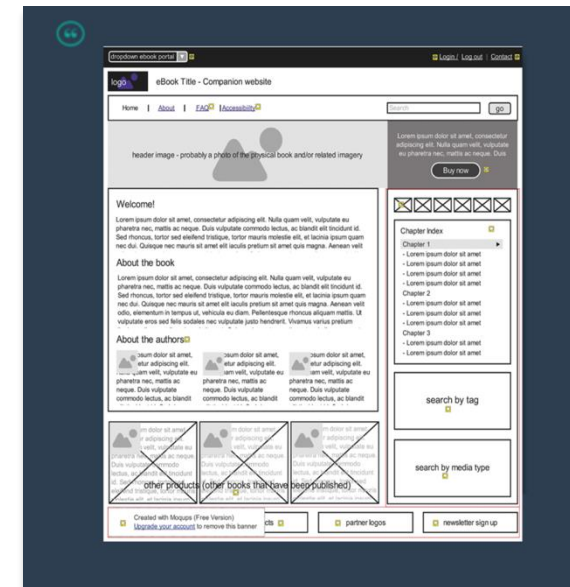
Looking at why and how we did it



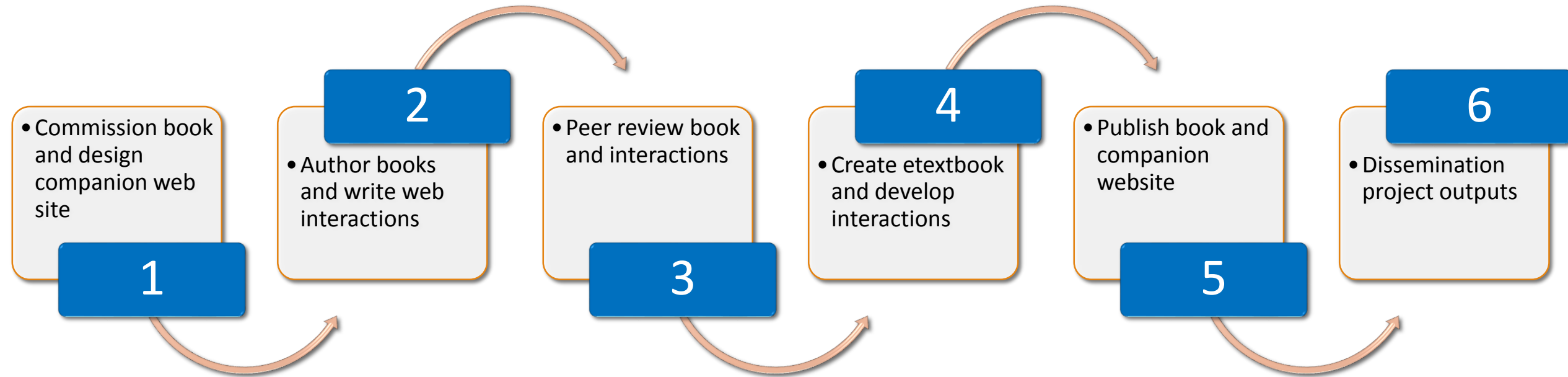
“By using freely available tools to produce and format the first ebook, we have managed to develop a model and process accessible by all.”

Scott Connor
editor

- ✓ **WP1** – Project Management – coordination of project activity
- ✓ **WP2** – Evaluation – research and production of project reports
- ✓ **WP3 and WP4** – eTextbook One production and distribution
- ✓ **WP5 and WP6** – eTextbook Two production and distribution
- ✓ **WP7** – Companion material and website development



The Process



Looking at who wrote it

Chapter Index

- Chapter 1 – What is research and why do it?
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- Chapter 9 – Analysis of the data
- Chapter 10 – Structuring research
- Chapter 11 – Organising research results
- Chapter 12 – Statistics in research
- Chapter 13 – Graphics in research
- Chapter 14 – The research report
- Chapter 15 – The structure of the dissertation



As an author for electronic resources, I feel much more in control of what happens to my writing. I know that I'll be at the centre of producing the book, that we can add and update quickly, even after publication, and that what I've written has the potential to be seen by millions, globally.

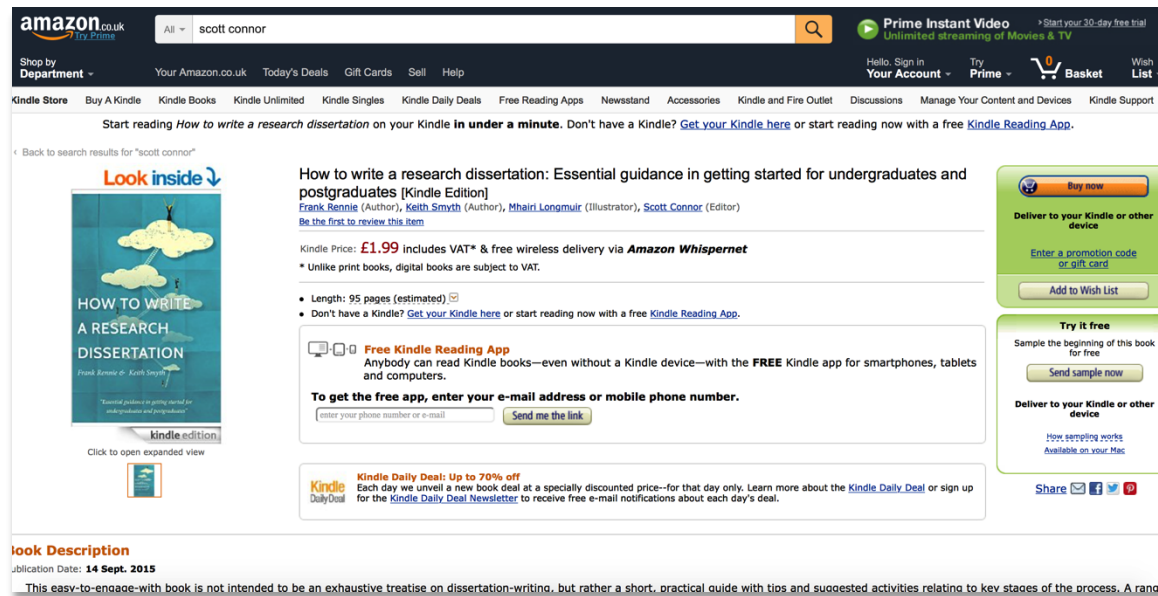
Frank Rennie
author

A key element of success in the planning of a research project is the adoption of an appropriate methodology for solving each part of the puzzle. The choice of the general research topic, and even the specific areas of investigation can be considered as working titles which can be refined with time and increasing knowledge, but the adoption of an inappropriate methodological approach will usually lead to the collection of data which will not contribute significantly to solving the problem which you have set.

Perhaps the most common complaint that students voice is that they "haven't got enough time" to complete their research dissertation. While they may feel this to be the case, they are almost always wrong. Student research projects are normally clearly defined by the institution to fit with standard formats; for instance, 6-9 months for an Honours undergraduate study; 3-9 months for a taught Masters; 1-2 years for a Masters by research; and 3-4 years for a doctorate by research (these time-frames may be extended for part-time study). This means that, from the outset, the student is made aware of the time limitations and must prepare to deliver the dissertation within that time frame. This will need careful planning, and monitoring to ensure that the plan works as it is intended (or that ongoing adjustments can be made to react to changing circumstances). When a plan is faulty, or where poor monitoring and re-adjustment fails to compensate for problems or delays, this is when students complain that they are "running out of time".

The moral is clear. From the early days of your research dissertation activities, you need to develop a clear time-table to guide your work. Perhaps you can identify the key dates – project start, data collection, submission date – and build your other activities around these deadlines. As with most other aspects of a dissertation, there is no fixed blueprint for how you allocate your workload, and this will vary between subject areas, academic level, prior knowledge of the topic, and other aspects such as seasonal factors or the availability of key informants. As a very rough guide, you might think about three roughly equal phases, corresponding to 1) background, introduction and literature review; 2) data collection and analysis; 3) writing, conclusions and 'finishing off' your dissertation. Of course, most research projects will require you to engage in multiple tasks at any one time, so you will need to overlap these phases – read, write, read some more, gather some data, write some more, and so on, until the patchwork mosaic of your work is completed and it reads like a smoothly-flowing piece of literature.

Looking at how it became distributed



“A step-by-step guide for college and university students explaining how to start from scratch and pull together a thesis/dissertation on a research project for their degree submission. The book covers ethics, planning, structure and data analysis with the rationale for each chapter explained and examples given. The book is linked to a free companion website offering additional resources, discussions and support.”

eTextbook One Amazon description

“Amazon KDP will make it easy for us to handle the various customisation options that go into publishing an electronic text, like DRM and price. Distribution is global and automated, and preparing our eTextbook for KDP release is relatively simple.”

Frank Rennie
author

Status:

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Submitted on September 15, 2015

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Looking at who reads it

The Unknown Reader

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2 star	<input type="checkbox"/>
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Write a customer review



If we ask the right questions, and articulate what we learn in a way that's useful to HE and FE providers, the project will have been a success.

Errol Rivera
project researcher

Average Customer Review: ★★★★★ ☒ ([1 customer review](#))

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Looking at who reads it



e-Tips
Preliminary Instructor Engagement Survey

Name of University: _____

Name of Instructor: _____

Contact Information: _____

Name of Module: _____

Module Number: _____

Number of Students: _____

1. What published resources do you currently use for research skills such as collecting and analysing quantitative data?
Paper Resources: _____
Digital Resources: _____
2. What published resources do you currently use for dissertation writing
Paper Resources: _____
Digital Resources: _____
3. Of the above listed resources, please indicate which are available from your university's library and which are available for purchase by your students
4. How do you perceive your resources to be generally received by your students?
5. Are there any typical student responses to any particular resource, if so what are they?
6. Would you find it useful if Research Skills and Dissertation Writing resources were available on Amazon.co.uk in eBook form for use on Kindle (or a Kindle app)? Do you think your students would find it useful?

The Known Reader

Research Practice Texts: A Student Engagement Survey

Module Name: _____ Module Number: _____

1. What materials did you acquire or use for this dissertation module?

Please list the top five titles you used and type "x" the appropriate boxes	Format			Acquisition			Source				
	E-book	Physical book	PDF	Purchased	borrowed	got for free	Library	Shop	online retailer	lecturer/student	File sharing
a.											
b.											
c.											
d.											
e.											

2. What did you pay for each book you purchased?
a. _____ b. _____ c. _____ d. _____ e. _____

3. Please fill in the following blank and circle the bold choices that most apply to you

The title of the electronic resource I use most is titled _____ .by _____
Title, (and edition if applicable) Author or editor



Looking at how effective it is

Bell, J.
Saunders, M., Lewis, P., Thornhill,
Matthews, B.
McNeill, P
Cohen, L.
Bell, J.
Matthews, B.
Blaxter, L., Hughes, C., Tight, M.
Blaxter, L., Hughes, C., Tight, M.
Hand, D.J.
Gratton, C.
Rogerson, P.A.
Muyrray, R
Denscombe, M.
Cohen, L., Manion, L., Morrison
Talbot, C.J.
Coghlan, D.
Gomez, B.
Levin, P.
Maykut, P.
Aveyard, H.
Potter, S.
Kershaw, B.

Doing Your Research Project
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Research Methods - a practical guide for social sciences
Research Methods
Research Methods in Education
Doing Your Research Project
Research Methods for Business Students
How To Research
How To Research
Statistics : A Very Short Introduction
Research methods for sport studies
Statistical Methods for Geography
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Pearson Education 2009
Pearson Education 2010
Taylor & Francis 2005
Taylor and Francis 2013
Open University Press 2005
Pearson Education 2007
Open University Press 2006
McGraw-Hill Education 2010
Oxford University Press 2008
Routledge Ltd 2004
SAGE Publications 2001
Open University Press 2006
McGraw-Hill Education 2012
Routledge 2007
McGraw-Hill Education 2007
SAGE Publications 2005
Wiley 2010
Open University Press 2005
Taylor and Francis 1994
Open University Press 2007
SAGE Publications 2011
Edinburgh University Press 2007



Choose categories (up to two):

Filter: All Fiction Nonfiction

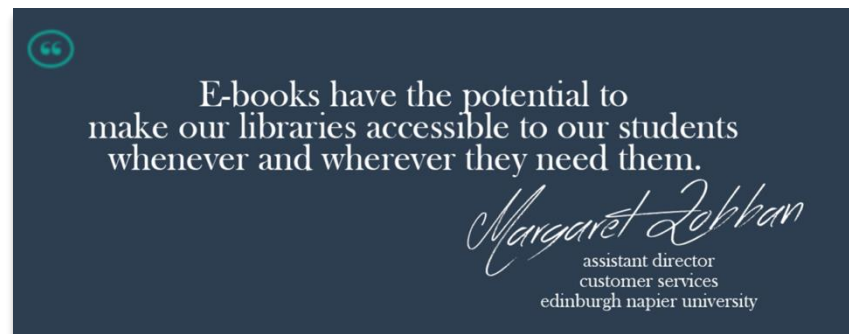
EDUCATION

- ☐ General
- ☒ Administration
- ☐ Adult & Continuing Education
- ☐ Aims & Objectives
- ☐ Arts in Education
- ☐ Behavioral Management
- ☐ Bilingual Education
- ☐ Classroom Management
- ☐ Collaborative & Team Teaching

Selected categories:

Choose a category

Save Cancel



Lessons Learned from Known Readers

Guidance is **becoming cheaper** to buy, cheaper to create (**sticking point**: dedicated resources)

Readers happy to **buy things themselves** (**sticking point**: library services)

Readers are used to **buying reading material from Amazon** (**sticking point**: control)

Readers prefer 'no frills', but **expect it to be good** (**sticking point**: embedding)

Understanding Unknown Readers

Sort by: Filter by:

★★★★★ **Clear guide to what you need to know.**

By [Meatball](#) on 10 October 2015

Verified Purchase

Clear guide to what you need to know.

Written by academics who obviously have a great deal of experience and know how to put it across.

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★★★★☆ **Very readable**

By [Fiona Buckmaster](#) on 11 November 2015

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An incredibly readable guide to conducting and writing a research project, tells you what you need to know and doesn't waffle on.

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★★★★★ **Five Stars**

By [Jake Alexander Murray](#) on 10 December 2015

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They are a wonderful life saver for those who are in university! Would recommend!

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★★★★★ **Five Stars**

By [Mr. D. Maclean](#) on 30 January 2016

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Excellent resource for researchers.

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★★★★★ **Five Stars**

By [Tunbosun](#) on 2 March 2016

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Good book

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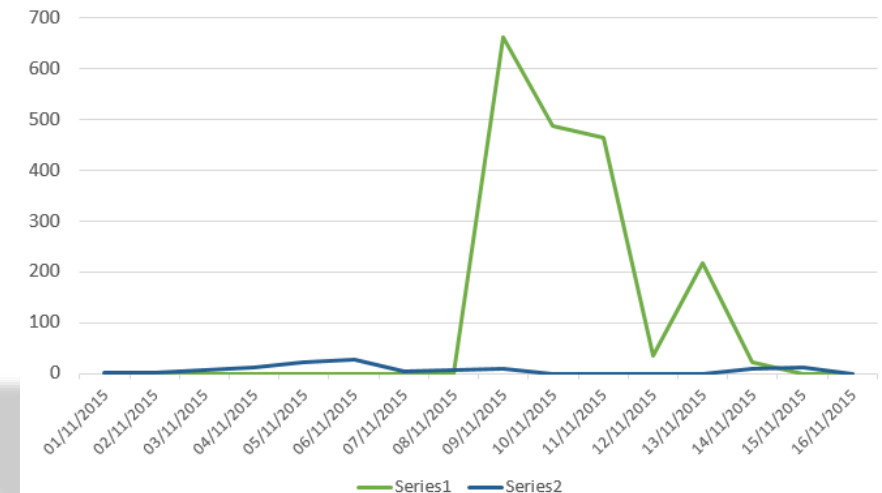
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How to Write a Research Dissertation



Reacting to Unknown Readers

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This easy-to-engage-with book is a short, practical guide with tips and suggested activities relating to the key stages of the dissertation-writing process. A range of topics is covered, from first steps in understanding research through to writing the final report.

The book is accompanied by a website that takes forward the themes of each chapter by providing additional reading and sources of information as well as an opportunity to join a discussion with fellow readers. There are video and audio clips from the authors and other experts as well as links to further digital tools and resources.

Companion website - <http://www.etextbooks.ac.uk/dissertations/>

3335 characters left

Book contributors: [\(What's this?\)](#)

Frank Rennie (Author), Keith Smyth (Author), Scott Connor (Editor), Mhairi Longmuir (Illustrator), eTIPS eTextbook Institutional Publishing Services (Editor)

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BookBub



Looking at what happens now



The lessons from this project will help shape future activity in ebook publishing, ultimately, to the benefit all of our stakeholders, in particular, our students by providing an affordable alternative to traditional textbooks..

Jacky Macmillan
project manager

- Promotion
- Dissemination
- Presentation/Publication
- Growth and Development

- Evaluation
- Comparative Texts
- Interviews with UHI and Edinburgh Napier
- Interviews with Authors/Production Team



If we ask the right questions, and articulate what we learn in a way that's useful to HE and FE providers, the project will have been a success.

Errol Rivera
project researcher

A sustainable model – books 3, 4, 5 and beyond...

Ideas for the future

Professional development

An alternative to academic publishing for academic staff:

which provides a springboard for early career academics

has significant value as a professional development opportunity

supports engagement with local and wider HE community

Digital learning resources

An alternative way to provide students with learning content:

with potential to widen access to programmes

with potential to enhance student experience

with potential to improve quality of learning and teaching

Global Enhancement opportunity

Publication of significant pieces of work to a global market place:

aiming to develop commercial income

to enhance organisational and individual reputation globally

to offset production costs for other use cases

Student Dissertations

An opportunity to publish 'the best' students' work:

to enhance organisational and individual reputation globally

to incentivise student achievement

to contribute to enhancement themes

Thoughts...

What are the BIG HURDLES and
BIG OPPORTUNITIES in publishing
'in-house'?

Thoughts...

How effective is Amazon as a distributor for 'in-house' publications?

Questions...
