

A Dictionary of Research Concepts and Issues**Dan Remenyi**

Academic Conferences and Publishing International Ltd, 2014

Review by Peter Norrington

The book consists of a clear, three-page preface, and '600+ essential concepts and issues required for successful academic research'. That, at least, shows just how many terms (631, here) a new student, at any university level, may be expected to grasp, and often quite quickly. Indeed, a quick-dip guide looks like a good idea.

Described with a clear warning that the definitions provide a starting point for understanding what the terms mean, this is a 'ready-reckoner approach', not an academic encyclopaedic approach.

There's an undeclared bias towards sociology/management, so to the extent it is of use to some, other research areas may not find this quite as essential.

The links provided aren't enough to give a balanced view (the choice of references is sometimes odd, and dated), for lecturers to use without thought, or students without guidance.

If an electronic document, this might be easy to search for related terms; on paper, it needs more indication of cross-referenced terms. Why are the alphabetical entries numbered? Why is a quarter of the book blank space?

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Some of it makes an interesting quick read, perhaps as a checklist. The problems are various: inaccuracy, incompleteness (even for a ready-reckoner), missing counterparts, peculiar entries, touches of bias, the mixing of research terms with student progress terms.

How to use it: Give it to your students as a discussion challenge?

Writing in Social Spaces: A social processes approach to academic writing**Rowena Murray**

Routledge, 2015

Review by Mary Malcolm

At the heart of *Writing in Social Spaces* is the author's commitment to the idea that the academic task of writing can usefully be practised as a social rather than an individual activity. For the individual, relinquishing the isolation of the prevalent academic model of writing - one that is individual, hidden, even secretive - has the potential to improve both the quality of an academic's writing and its consistent and productive practice. And through successful engagement in writing, tensions in contemporary academic identity - between the competing demands of the various activities required of the individual academic, and within an institutional focus on research outputs that fails to identify and attribute value to writing as central to that productivity - can be resolved.

To achieve this, Murray recommends engaging academics at various career stages in the task of supported and orchestrated engagement with the task of writing, if possible alongside the more formal development of rhetorical skills that is a feature of US higher education. Writing retreats and writing groups should be peer-led, and with leadership committed both to the