

Responses



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Responses to Posts New knowledge can be gained from social interaction with others. (Chua, 2001). My new knowledge gained would help me generate my own findings on the subject matter and it is at this point that the originality of the proposed idea is actually revealed. At this phase of work, I would be able to make conclusions which give further credence to existing claims or introduce new claims which disprove existing ones. – Lola

One strongly agrees that the new knowledge gained is immense and diverse as one collects information and analyzes the data in writing dissertations. Regardless of the academic level for which dissertations are required to be pursued, each unique writing experience gives the researcher ample opportunities to determine the rationale for the study through identification of the research questions and to discern the most appropriate methods to address the aim of the research. As disclosed, when findings have been appropriately deducted from the data collected and analyzed, the researcher would use cognitive skills to interpret the findings and provide implications for current and future research. As revealed in the published guide prepared by Owens (2010), “ the discussion and conclusion sections are your opportunity connect your work with broader issues” (p. 52). The findings therefore link the theories to practical applications as validated by the research.

These types of knowledge are different. The significance of information is mainly dependent on the ability that it has in having an impact on behavior, decision as well as the outcome. Information is insignificant if after having received it, “ things remain unchanged” (WebFinance, Inc., 2012). The dissertation will reveal the relationship that exists among the existing information, newly gathered data and new knowledge obtained by the

author. The author will use all the knowledge which has been attained from the modules, knowledge obtained from research, observation and experiences in exploring and expanding on the information which she will present through the dissertation. – Flora

The relevance of discerning the appropriate quality of information was highlighted and deemed to be crucial in writing dissertations. Aside from noting that information sources from modules, research, observation and experiences, one was led to contend that the information gathering strategies proposed by Bruce (1992) should follow structured procedures that include: identifying the problem; identifying the search areas; planning the search activities; adapting the search methods to available and accessible tools; carrying out the search; and conducting frequent reviews. The knowledge gained from the post and from the strategies revealed in writing dissertations include focusing on effective techniques for gathering and searching useful information and being able to address unexpected results that could possibly be met.

In conclusion, writing a dissertation requires various practical and intellectual skills and applying a combination of all the types of knowledge through the dissertation process can ensure the quality of the dissertation outcome. The knowledge gained from literature and management modules should give us the theoretical base for the dissertation and knowledge gained through experiences can reveal how the theoretical and academic information relate to the real world. Finally, interpreting and analyzing the data from the research will assist in either creation of new knowledge or an extension to an existing knowledge. – Marketa

The summarized assertions contained the abstract in terms of the different
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types of knowledge to be gained from dissertation writing: touching on theories from the modules, the experiences gained through the process, the wealth of information sourced from a review of related literature, and the ability to integrate theories to practical applications from the data collected, analyzed, interpreted and synthesized. As stressed by Owens (2010) for instance, regarding writing and learning from the literature review, “ the goal of a literature review is not just to summarize past research; it is to identify two or three theoretical arguments or empirical bodies of work in which you situate your research question. You need to connect your research question to a larger body of research, both theoretically and empirically” (p. 42). As such, the wealth of knowledge gained through diverse stages in writing one’s dissertation is immense and varied. Depending on the objectives identified on one’s research, the methodologies used, and the cognitive abilities that link these concepts to the results of the information gathered, the researcher’s study could prove to be a relevant contribution to further increasing the knowledge of practitioners in future research works.

Reference List

Bruce, C. 1992. " Developing students library research skills." infouser. pdf, [Online]. Available at: <http://www.lboro.ac.uk/service/ltd/campus/infouser.pdf> (Accessed May 8, 2012).

Owens, Ann. 2010. " A Guide to Writing a Senior Thesis in Sociology." Harvard College, [Online]. Available at: http://www.wjh.harvard.edu/soc/pdfs/Guide_to_Thesis.pdf (Accessed May 8, 2012).