

SECTION 3

- TUTOR: Hello, Sandy. How have you been getting on with your dissertation?
- SANDY: Fine, and I've been working hard on the various action points we agreed on our last tutorial.
- TUTOR: Do you want to talk me through what you've done?
- SANDY: Yeah, sure. Well, we agreed on three main targets for me to aim for. The first one was to find out about suitable data analysis software.
- TUTOR: Yes.
- SANDY: And what I decided to do was to look through catalogues specialising in IT. Q21
- TUTOR: That's a good idea. What did you come up with?
- SANDY: I found the names of two promising ones.
- TUTOR: Right.
- SANDY: But I also thought it'd be worthwhile talking to a lecturer.
- TUTOR: Oh right. Who did you see?
- SANDY: Jane Prince. Do you know her? She's in the Computer Centre. Q22
- TUTOR: Yes, of course, she's the new Head.
- SANDY: Yes. Well, she was very helpful.

- TUTOR: Oh, that's good. Did she suggest anything in particular?
- SANDY: Yeah. She recommended software called Vivat and said I should book up for a couple of practice sessions using Vivat.
- TUTOR: Great. I'm sure you'll find them useful.
- SANDY: And, of course, the second target was to draw up a survey checklist which I . . . Q23
- TUTOR: Yes, you emailed me it last week.
- SANDY: Have you had a chance to look . . . ?
- TUTOR: Of course, um I think it's good. Very much on the right lines. I'd say your first two sections are spot on. I wouldn't suggest that you change anything there, but in section three you really do need to have questions on teaching experience. Q24
- SANDY: Yeah. I was thinking that section looked a bit short.
- TUTOR: Right.
- SANDY: And my third target was, do further reading on discipline.
- TUTOR: Oh yes. I mentioned a couple of writers, didn't I?
- SANDY: Yes, well I got hold of the Banerjee and I thought that was excellent. But I'm afraid I didn't manage to get hold of the essays about classroom management – you know, the ones by Simon Ericsson. The bookshop said it was out of print and the library doesn't have a copy. Q25
- TUTOR: Oh right, and I'm afraid I've lent my copy to another student. What I suggest you do is try the library again – this time apply for it through the service called special loans. Have you done that before? You're entitled to six books a year.
- SANDY: Yes. No problem. That's what I'll do.
- TUTOR: So, lots of useful work done.
- TUTOR: So, let's look at some new targets. We'll start by having a chat about your Chapter One. I very much enjoyed reading it. Your written style is very clear and you've included lots of interesting descriptions of education in your target area. I've just got a couple of suggestions for some additional work.
- SANDY: Of course. Could I just ask – what do you think I should call it?
- TUTOR: Well, I'd go for something like Context Review. What do you think? Q26
- SANDY: Well, short and to the point.
- TUTOR: Exactly. Now, as regards specific areas to work on, I'd be quite interested to have a few more statistics about the schools in the different zones. Q27
- SANDY: Oh, that wouldn't be a problem. I can get them from the Internet.
- TUTOR: Great, and although you did make a reference to quite a few different writers, I think you should aim to cite more works written later than 2000. Q28
- SANDY: OK. That's more difficult, but I can try. When do you want that done by?
- TUTOR: Oh, it's not urgent. Um I should aim for the end of term. But in the meantime, I think you should also be thinking about Chapter Two. Q29

A DY: Should I be drafting it already?
TUTOR: No, but I think you should note down its main sections.
SANDY: Yes. You know, I always find that the hardest part.
TUTOR: I always find it helpful to put some ideas on index cards.
SANDY: Yeah.
TUTOR: Um . . . and then you can sort them, and even lay them out on the floor. It's a real help.
SANDY: Well, I'll certainly try it! When would the deadline be for that?
TUTOR: My advice would be to get it done before you embark upon the research. You can always change it later if you need to. Q30
SANDY: OK. I'll get going on that then.

Well now, once the problem of projection had been solved, the next challenge for the inventors was to make the films longer and more interesting. A continuing problem at the time was that the films had a tendency to break when they were being played – a problem Q36
which was caused by the tension between the two wheels, or 'reels' as they are called, which