



Re-evaluating Focus, Forum and Frontiers within the Academic Writing Classroom

Danielle Watson

University of the West Indies, St Augustine

Study Overview

- o Contextualizing research
- o Purpose of research
- o Rationale informing study

Methodology – Question 1

Question	Data Collection Instrument	Rationale
In what areas can the existing course content and teaching strategies be improved to further meet the academic requirements of stakeholders?	Interviews	Input from all stakeholders is instrumental to the process of effecting change

Theoretical Underpinning – Constructive ideologies endorsing the inclusion of stakeholders as critical to knowledge formation processes (Svincki 1999, Gardener 2000 & Atherton ,2011).

Methodology – Question 2

Question	Data Collection Instrument	Rationale
What advancements have been made to the SoTL about Academic Writing?	Analysis of Secondary Data (Academic Writing, Academic Writing at the tertiary level, Teaching Academic Writing)	Course reform must be underpinned by existing relevant scholarship within and from supporting disciplines

Theoretical Underpinning – SoTL about Academic Writing at the Tertiary Level (Shulman 2000, Kreber 2002, Coffin et. al 2005)

Methodology – Question 3

Question	Data Collection Instrument	Rationale
How can pedagogical advances be incorporated to enhance the quality of teaching and learning at the tertiary level?	Interview, Secondary data analysis	Changes to courses should be informed by existing scholarship, feedback from stakeholders and reflection by teacher

Theoretical underpinning – Constructivist ideologies, Relevant SoTL

Study Populace/Research Technique

Participants

- o Students
- o Practitioners
- o Academic
- o Academic Related Staff

Technique

- o Structured individual interviews
- o E-mail correspondence
- o Interview Classifications – content, evaluation, teaching learning strategies, non-actionables

Current Course Structure

- o Offering
- o Content
- o Teaching/Learning Strategies
- o Evaluation

Findings – Course Content

Participant	Current Content	Content for Removal	Content for Inclusion
Students	<ul style="list-style-type: none"> • Unequal treatment of genres • Not enough examples • Poor literary selections 	<ul style="list-style-type: none"> • Samples in student manual of failing scripts 	<ul style="list-style-type: none"> • Current examples/samples • Samples selected by students
Practitioners	<ul style="list-style-type: none"> • Dated 	<ul style="list-style-type: none"> • No response 	<ul style="list-style-type: none"> • Caribbean specific samples
Academic	<ul style="list-style-type: none"> • Unequal treatment of genres • Dated content 	<ul style="list-style-type: none"> • Dated student samples 	<ul style="list-style-type: none"> • Schemata appropriate samples
Academic Related	<ul style="list-style-type: none"> • Appropriate content • Appropriate samples 	<ul style="list-style-type: none"> • No response 	<ul style="list-style-type: none"> • Updated samples

Findings – Course Evaluation

Participant	Current Course Evaluation	Content for Removal	Content for Inclusion
Students	<ul style="list-style-type: none"> • Too many/too much work for no GPA weighting 	<ul style="list-style-type: none"> • Group evaluation 	<ul style="list-style-type: none"> • Individual in-course evaluation
Practitioners	<ul style="list-style-type: none"> • No response 	<ul style="list-style-type: none"> • One group evaluation 	<ul style="list-style-type: none"> • More written in-course assignments • In course assessment of all genres
Academic	<ul style="list-style-type: none"> • Suitable for desired outcome • Dated • Group work only for course work not viewed as best/fair form of evaluation 	<ul style="list-style-type: none"> • Poetry evaluation assignment 	<ul style="list-style-type: none"> • Current forms of literature writing assessment strategies eg. profiling
Academic Related	<ul style="list-style-type: none"> • Suitable 	<ul style="list-style-type: none"> • Group assignments 	<ul style="list-style-type: none"> • Blended learning evaluation strategies

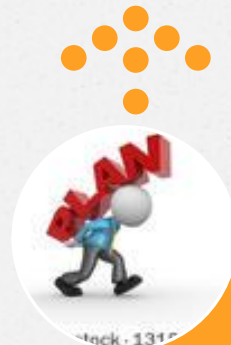
Findings – Teaching Learning Strategies

Participant	Current Teaching & Learning Strategies	Content for Removal	Content for Inclusion
Students	<ul style="list-style-type: none"> • Lectures too long • Lectures boring • Too much content In lectures • Not enough interaction in lectures • Lacks clarity 	<ul style="list-style-type: none"> • Two hour lectures 	<ul style="list-style-type: none"> • More lecture activities • More activity worksheets
Practitioners	<ul style="list-style-type: none"> • Too much content in lectures • Lacking interaction 	<ul style="list-style-type: none"> • Selected genre specific lectures • Lectures on literary devices 	<ul style="list-style-type: none"> • Live genre specific content
Academic	<ul style="list-style-type: none"> • Repetition of content covered in discipline specific compulsory course 	<ul style="list-style-type: none"> • No response 	<ul style="list-style-type: none"> • Documentation Instruction • Critical analysis samples
Academic Related	<ul style="list-style-type: none"> • Too much content 	<ul style="list-style-type: none"> • No response 	<ul style="list-style-type: none"> • Literary arguments

Discussion

- o Restructuring of teaching/learning strategies
- o A case for blended/alternative evaluation
- o Restructuring of course content

Conclusion



Course reform at the disciplinary level



Development of new courses



Review of other course offerings