



WRITING DE- CENTRED: ASSESSING GROUP WRITING TUTORIALS

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WRITING ACROSS THE CURRICULUM



Writing Initiatives
University of Alberta

Writing Across the Curriculum

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Free tutoring is available for groups of students in your classes to help them as they draft their essays, papers, reports or other written assignments. [Click here for more details.](#)

Click [here](#) to subscribe to the WAC newsletter.

Would you like to improve the writing of your students? Improve their learning of your lecture material? Are you looking for new ways to engage your students in your course materials? If this interests you, contact [Roger Graves](#): or 492.2169

What can we do for individual instructors:

- meet to talk about ways to incorporate informal (short, impromptu) writing assignments into any class, small or large
- review via email any assignment you give students that has a writing component to help make it clearer for students and to help develop grading rubrics to improve the speed and accuracy of grading
- visit your class to help students get started on your writing assignments

What can we do for departments:

- hold workshops on creating good writing assignments
- host discussions of how to improve the writing of students in your programs
- conduct reviews of writing assignments in your departments courses to identify exactly what your students are being asked to write—and to ensure that they have access to resources on how to write (online and on-campus)

Group tutoring schedule ([click here](#))



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Roger Graves

Academic Honesty





GROUP WRITING TUTORIALS

1. Assess how well the group tutorials work.
2. Create an instrument (online questionnaire) whereby students could determine whether they would benefit from it.

Placement information:

Student

Clinical Instructor

Placement

Clinical Facility

Dates

Student Evaluation of the Clinical Placement

The purpose of this survey is:

1. To provide constructive feedback to the clinical instructor/facility/agency on the student's experience.
2. To provide feedback to the Academic Coordinator of Clinical Education (ACCE) on the clinical experience

Instructions for use:

- Please bring the completed form to your final evaluation unless otherwise instructed by the site coordinator.
- The form may be discussed with your CI or left with site coordinator.
- Comments are extremely valuable and are strongly encouraged. Please append additional comments if required.
- Space for evaluation ratings are indicated at the end of each line. Please check the appropriate rating box accordi

SA = strongly agree
A = agree
N = neutral
D = disagree
SD = strongly disagree
NA = not applicable

Please note that the site may keep a copy of this form for quality assurance.



GROUP WRITING TUTORIALS

1. Working with instructors to improve assignments.
2. Giving a class lecture focused on the writing assignment.
3. Offering optional student group writing tutorials to students in that class.

MECH ENG 200: Writing the Technical Paper and Abstract

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WAC Tutorials

Today ◀ ▶ March 2012 ▼ Print

Sun	Mon	Tue	Wed	Thu
26	27 13:00 NURS 40	28	29 NURS 303 pa	1 Mar 15:00 NURS 40
4	5 13:00 NURS 40	6	7	8 15:00 NURS 40



DOES IT WORK?

- ▶ Compare the grades of students who attended tutorials against those who did not attend the tutorials for the assignment, for overall course grade, and for overall GPA
- ▶ Using the surveys, develop a tool for predicting which students will benefit from them



HOW WILL WE KNOW?



- ▶ Isolate the impact of the workshop on:
 - ▶ Assignment Mark
 - ▶ Course Mark
- ▶ Taking the pre-existing factors into consideration



SURVEY

Group Writing Tutorial Initial Class Survey

Background about you

1. What is your main program of study (major):

Major: _____

Undergraduate/graduate (circle one)

Year in program: 1 2 3 4 4+

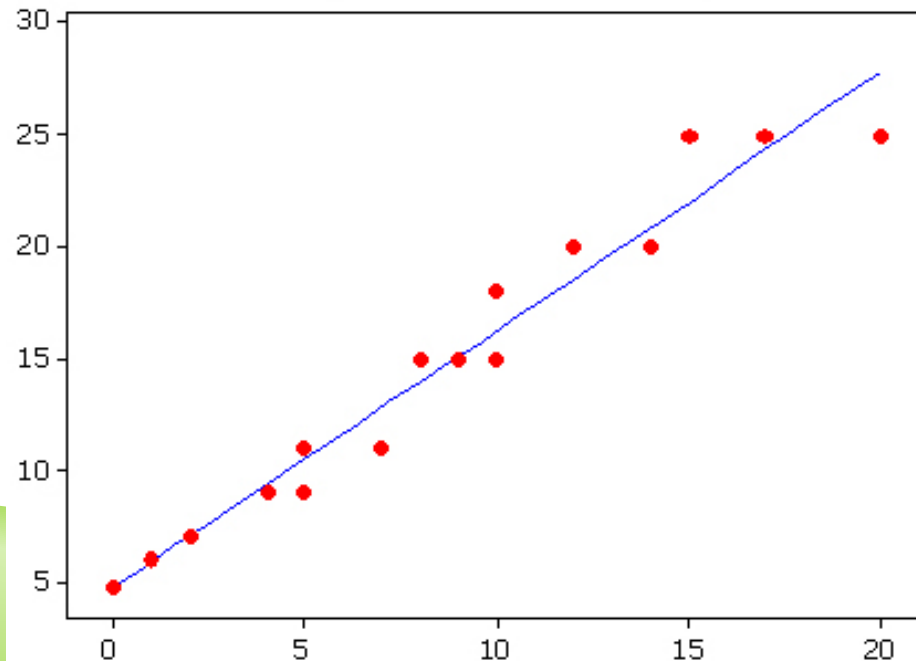
Age: _____

~ .



PREDICTIVE MODELING

- ▶ Determine which factors of those collected have the most significant impact on student's marks
 - ▶ Look at average value for these factors for students who attended vs those who did not attend the workshop to determine which factors have an association on the outcomes of interest





SURVEY DEVELOPMENT AND QUALITY OF RESULTS

- ▶ How we capture the information in the survey will directly impact how well our model works and what factors turn out to be significant in the model

- ▶ The accuracy of the model will depend on:
 - ▶ Concepts that impact:
 - ▶ Writing ability
 - ▶ Course Performance
 - ▶ Tutorial Attendance
 - ▶ Constructing questions that accurately address these concepts



SURVEY DEVELOPMENT

That's where you come in:

- ▶ Take a look at the draft survey form
- ▶ What questions do you think might impact student performance?
- ▶ What possible factors are we missing?
- ▶ Do you have suggestions for re-phrasing the questions?