

FROM ANXIOUS TO AWESOME

ROBYN WESTCOTT & CAROL FLOYD

MACQUARIE UNIVERSITY LIBRARY, LEARNING SKILLS UNIT



PURPOSE

The purpose: 1



Project responds to the collision of:

A WICKED
PROBLEM

AND

A BELIEF

The purpose: 2



Writing is foundational to the project of “transformative learning”.

(L&T Strategic Framework p. 9)

The purpose: 3



Our response to *wicked problem + strong belief*:

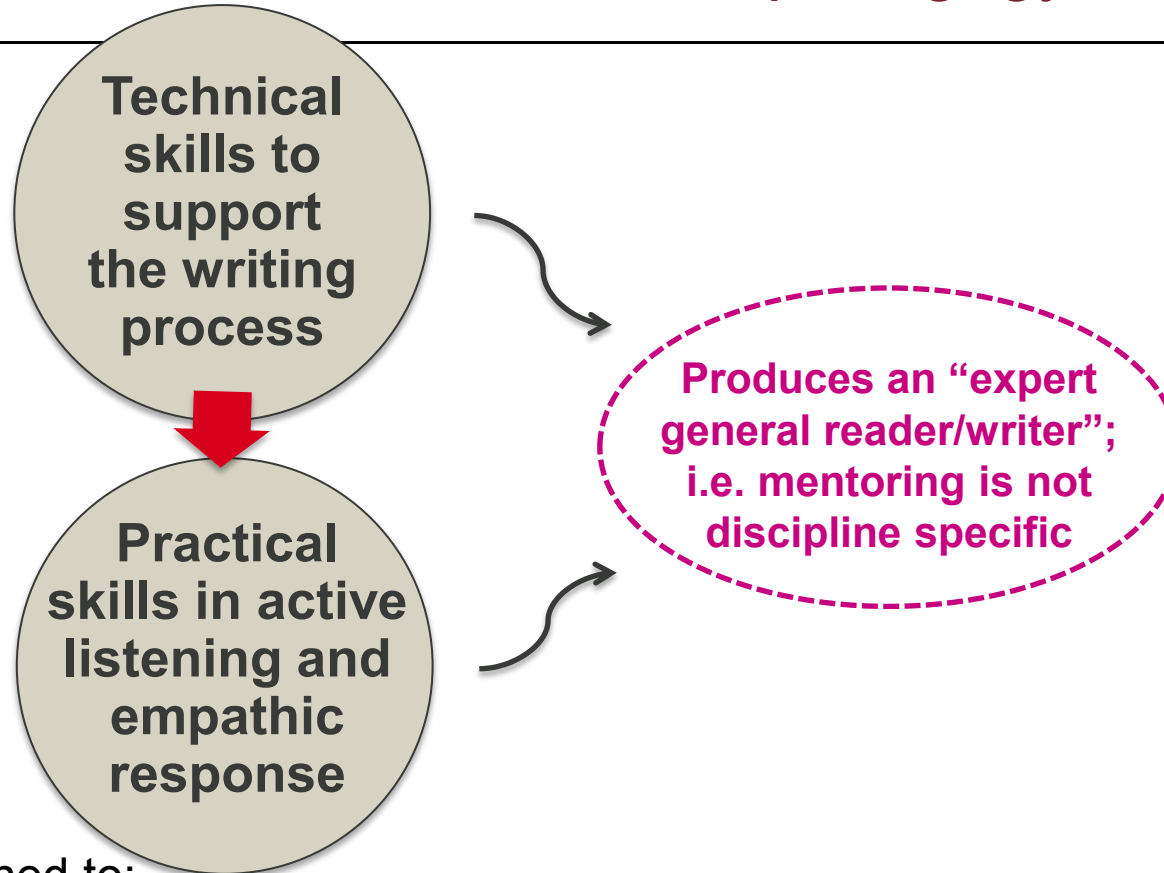
- Extend the availability of **context-specific** writing support by recruiting and training qualified students as peer writing instructors.
- Design a multimodal peer-writing program that:
 - is **personalised**
 - available at **point of need**.
- Create a **sustainable**, theoretically informed framework for training peer-writing instructors.
- **Recruit, train and inspire** qualified students to be peer writing leaders/communication ambassadors.



PROJECT

The project: 1

Proposal to stakeholders: basic pedagogy



“[The mentor] is not trying to take over the writing process. [They] are trying to help the writer see what kinds of questions she should be asking of her own paper.”
(Gillespie & Lerner, p 37)

Mentors are trained to:

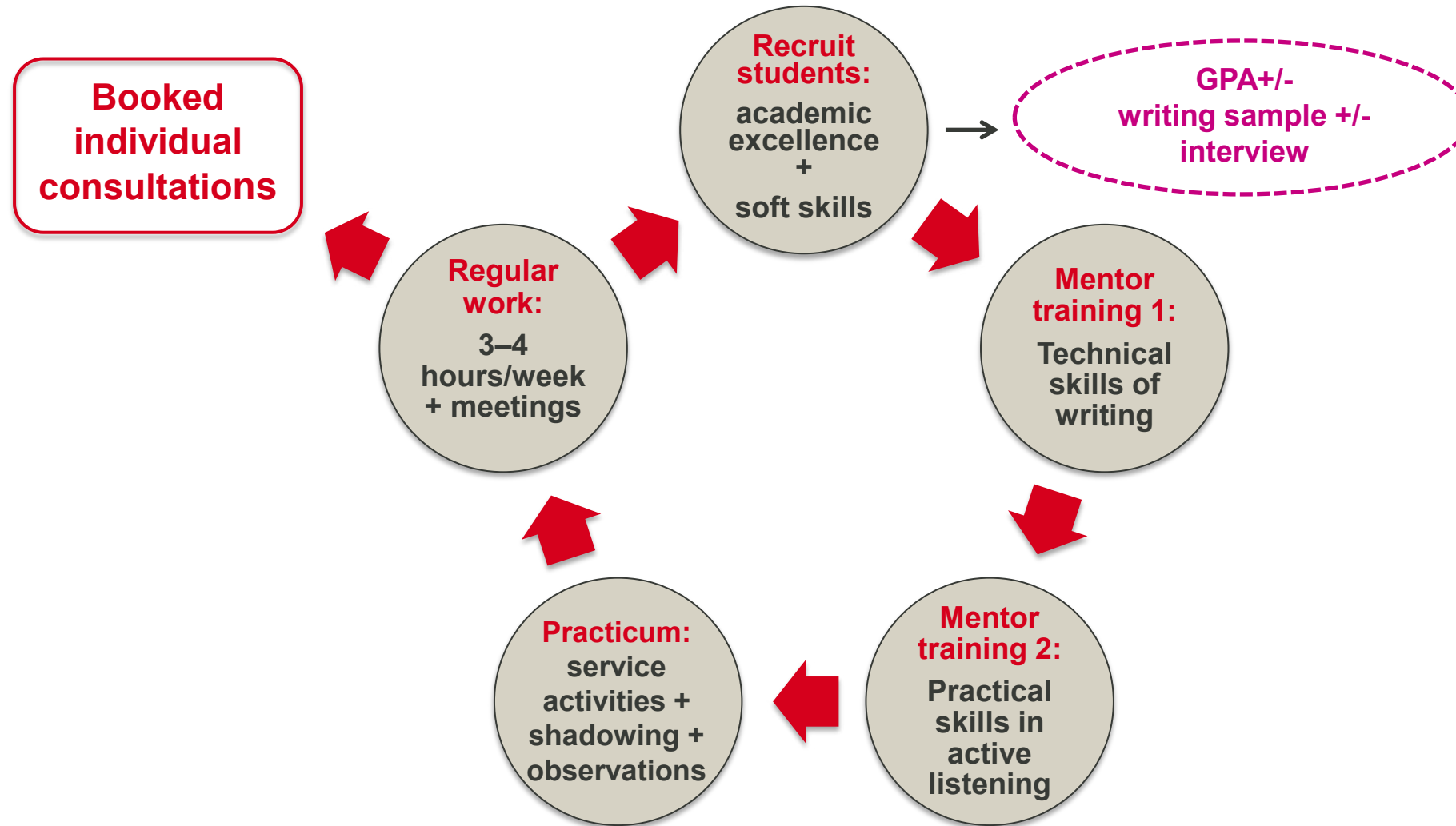
- focus on higher-order concerns in the writing process (planning; structure; argument; evidence; how effectively claims are supported, etc.)
- act as “critical friends”; they provide guidance by asking questions and modeling reflective practice
- provide advice and suggestions on overall structure and approach. Mentors do not copy edit.

The project: 2

Proposal to stakeholders: delivery

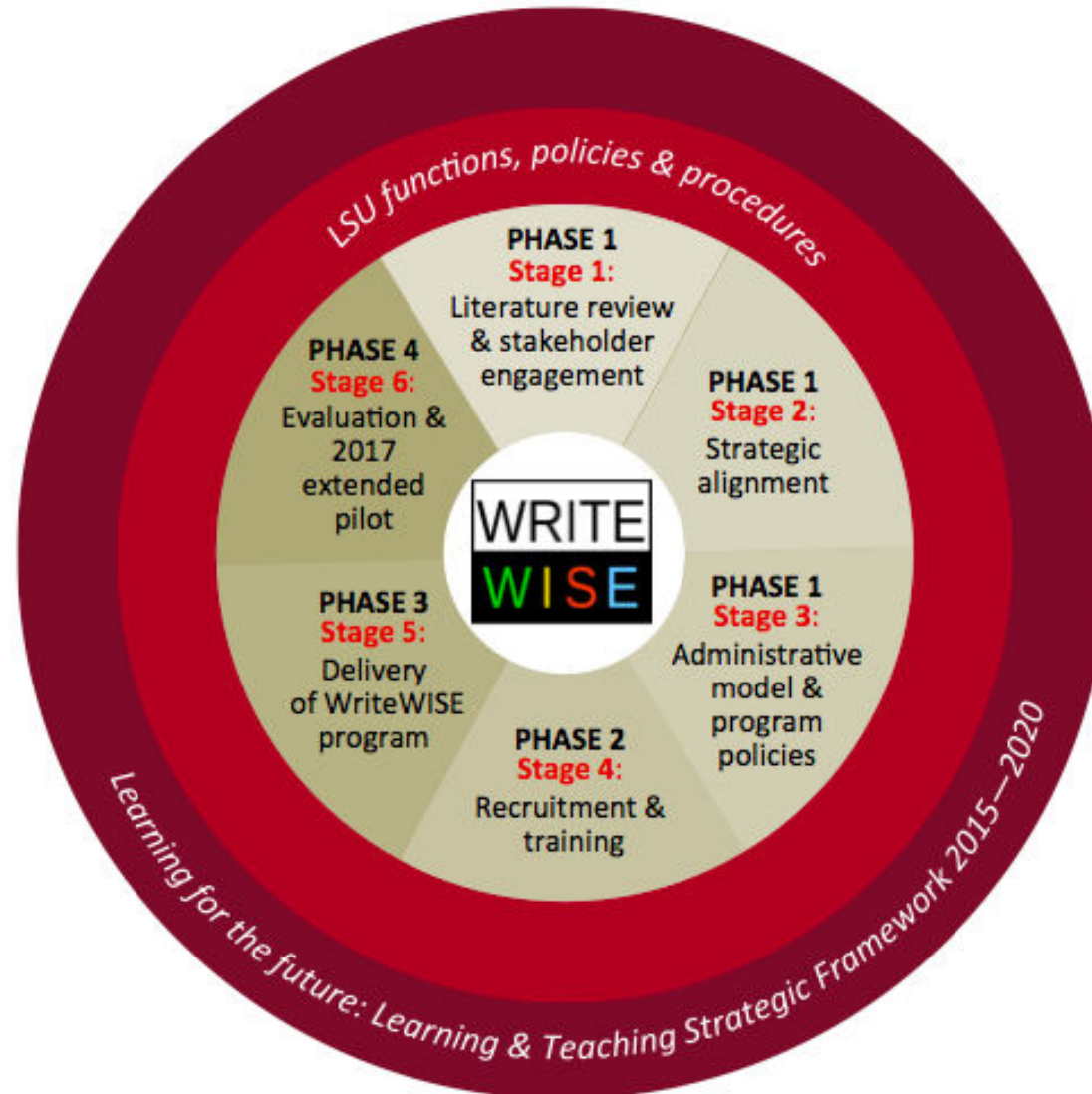


WriteWISE pilot program: inspired by the North American “Writing Centre” tradition



The project: 3

Project plan for pilot delivery



The project: 4

Design fundamentals of the pilot program



WriteWISE pilot:

- targeted students in their first session of study
- contributed to “whole-of-institution” transition support initiatives
- delivered via specific 100-level partner units:
 - units with large enrolments
 - units that draw students from across faculties (“people”; “planet” units)
 - units with heavily weighted writing assignments
- initially offered as booked 30-minute f2f consultations only

The project: 5

Growth over 3 sessions



Session 2, 2016

Pilot

- Funded by grant
- 3 x 100-level partner units
- 2 from FoA
- 1 from FBE
- Mentors are volunteers

Session 1, 2017

Extended pilot in FOA

- Funded by faculty
- 5 x 100-level partner units
- All from FoA
- Mentors re-titled “leaders”
- Employed at HEW 3.1

Session 2, 2017

Extended pilot in FoA & FoHS

- Funded by faculties
- 12 x 100-level partner units
- 9 from FoA; 3 from FoHS
- Drop-in desk introduced to increase access to service

RESULTS

Our results

Survey findings and reports

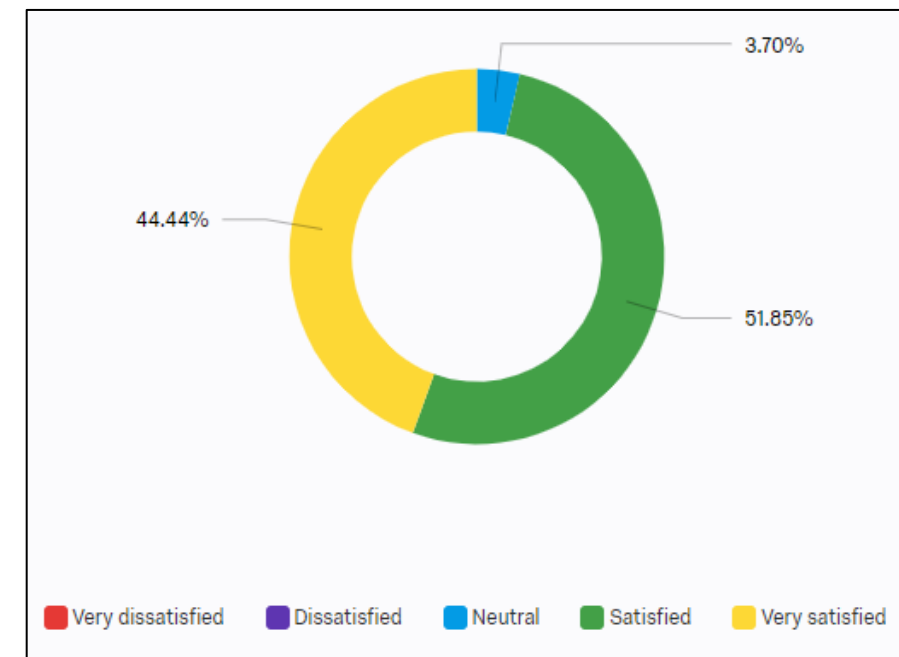


SURVEY FINDINGS	Total no of bookings	Completed consultations	Cancellations	No shows	Satisfied or very satisfied
S2 2016 (PILOT)	152	90 (59%)	25 (16%)	22 (14%)	96% (mean 4.3, SD.64)
S1 2017	183	111 (60.5%)	58 (32%)	11 (6%)	92% (mean 4.6, SD .27)
S2 2017	191	110 (59%)	46 (25%)	27 (15%)	96.3% (mean 4.4, SD .56)

SURVEY FINDINGS	Confidence BEFORE	Confidence AFTER	Increase in confidence	Paired t-test
S2 2016 (PILOT)	4.92 (1.48)	7.52 (1.31)	2.57 (1.37)	t(87)=18.05, p < .001
S1 2017	4.73 (1.85)	7.25 (1.49)	2.55 (1.55)	t(99)=16.42, p < .001
S2 2017	4.86 (2.07)	7.42 (1.64)	2.49	t(89)=12.40, p < .00001

NEW SERVICE S2 2017	Info Desk Consults
S2 2017	200+

Satisfaction levels S2 2017



WriteWISE – what students said (S2 2017)

The positives



MACQUARIE
University

She was amazingly helpful and gave such good points in regards to the structuring of my essay and the rubric.

My WriteWISE leader was informative and comprehensive in her guidance for my essay writing. Thank you! I found this session invaluable.

The leader was super nice and helpful in breaking down the essay. She had some excellent points about what markers are looking for and how to improve my writing from a D to a HD. She answered all my questions and was super lovely.

Awesome mentor!

I am SO happy I did this! There was a lot I did not know. The leader was exceptionally good at helping me. I would very highly recommend this service.

Tutes and classes are not enough to answer your questions - thanks to students who are helping out

Fantastic very informative

Thank you for this opportunity. I will be back to learn more and further develop my academic writing skills.

It's a big help for me, to have someone I can ask about these assignments. thank you !

Very very helpful :)

Very helpful

My session was very informative. Thank you very much

A great service. Very helpful to receive assistance in a neutral environment rather than asking tutor. Many thanks :-)

WriteWISE – what students said (S2 2017)



The negatives

Can the WriteWISE session take longer, like 1 hour?

Too quick

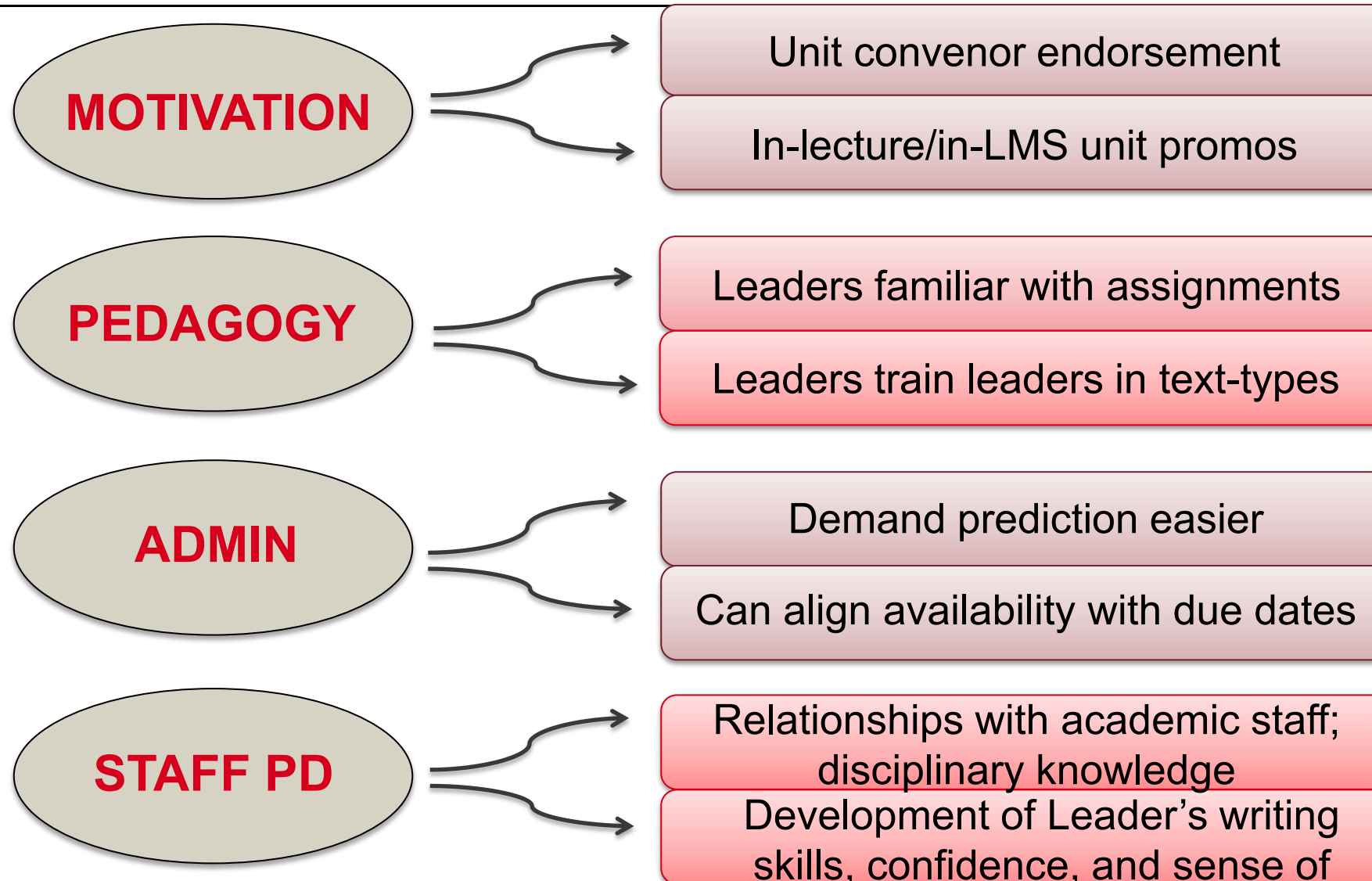
Longer session preferred

If there could be more communication between the tutor and the service or a tutor that had specific knowledge of the course that would be great. However, in terms of improving my writing it was fantastic.

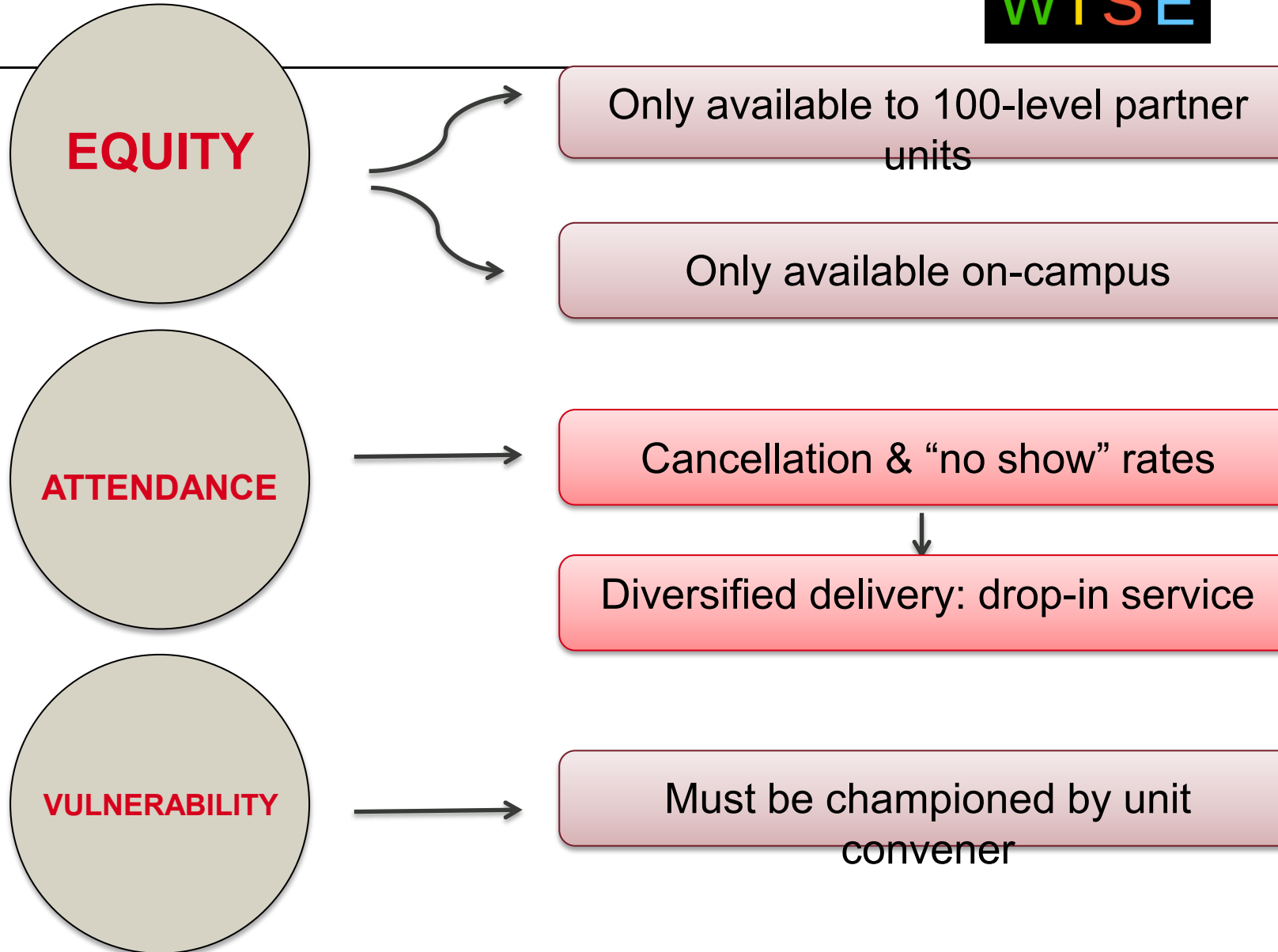
Sample essay for UNITXXX would be very helpful. Can't believe none is provided.

STRENGTHS & WEAKNESSES

Strengths of the model



Tensions & pitfalls

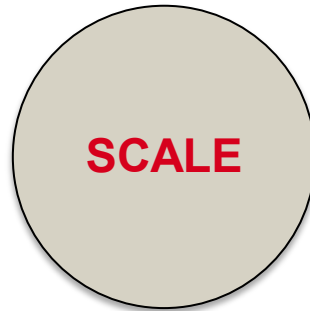


ISSUES FOR REFLECTION

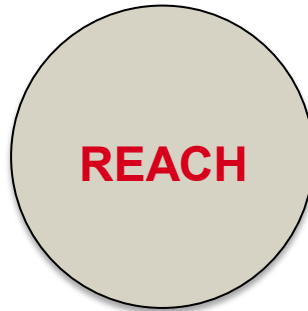
Issues to be considered

- Necessity of achieving faculty buy-in, then unit convenor buy-in.
- Funding precarity – must resubmit funding proposals every year at budget time.
- Requires an in-kind investment from your AALL unit – administration, training, management, reporting, firefighting.

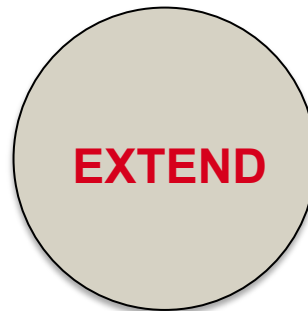
Opportunities



Deliver WriteWISE in all 100-level units in FoA with significant writing-based assignments in 100% of relevant discipline areas in both S1 and S2, 2020.



Use successes in FoA to extend program model to other faculties. Pilot program in FoHS in S2 2017.



Explore extending the WriteWISE model to develop additional peer-led learning support programs.



THANK YOU!

Helpful sources



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