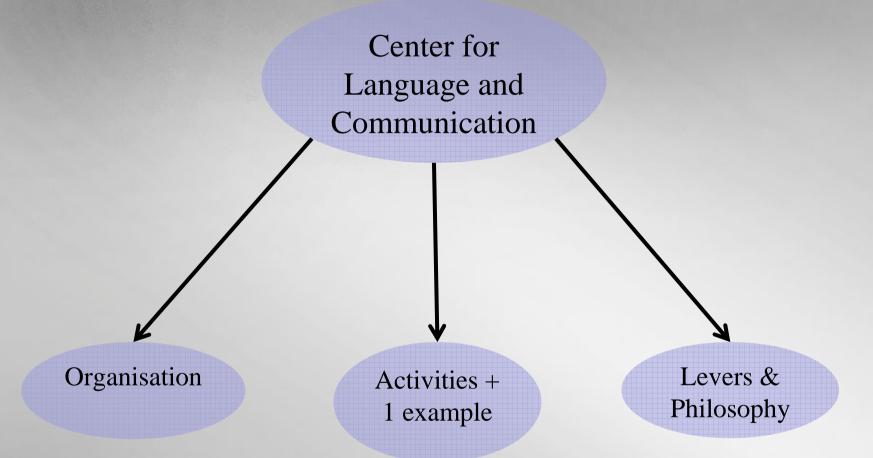
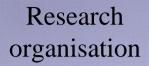
Writing in engineering at Chalmers University of Technology

Integration, progression, peer assessment of disciplinary writing to promote learning

Magnus Gustafssson, 'Academic Writing from bachelor to PhD', Bergen, October 7, 2010







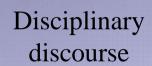
Organisation

Educational organisation

Department of Applied IT Learning Knowledge and IT

Dean of education Committee of education 3-year programmes 5-year programmes (Buy courses)





Writing in the Disciplines Genre theory Activity theory ESP practice (Belcher, Cheng)

Employability

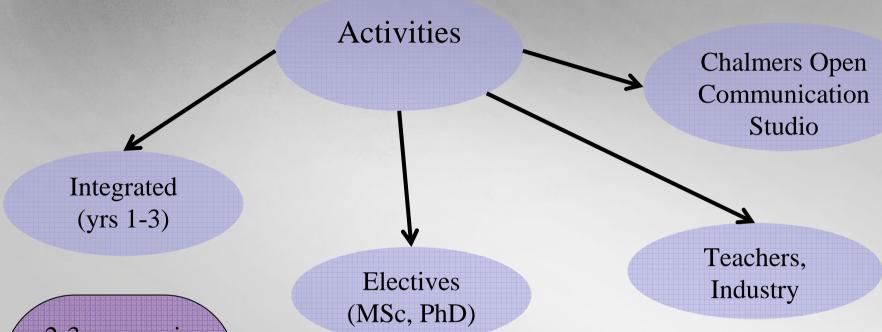
Levers & Philosphy

Constructive alignment Bologna Agreement **Dublin descriptors** Graduate employability (Cranmer)

Academic literacy

> 4 approaches (Lea & Street; Barrie) Learning to write Writing to learn (Young) Departmental writing culture

Mobility



2-3 courses in all 9 BSc programmes 1-3 courses in 13 MSc programmes ~480 BSc thesis tutorials

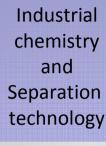
English 60 English for engineers ~120 Technical writing ~30 Fiction ~15 Academic writing ~45

Teaching in English Workshops; Seminars, Comissioned courses

Technical communication for chemistry

- 6 ECTS credits over the 3 years
 - 1,5 Swedish with Industrial chemistry yr 1
 - 3,0 English proficiency (writing) partly with Separation technology 1, yr 2
 - 1,5 Technical communication with Separation technology 2, yr 3

Our assignment alignment



Deep / surface learning
Engaging with and
sharing knowledge
WTL/LTW
Peer assessment

Technical communication

Seminar 2
Seminar 1 Reading exchange

Project report

Awareness of situation, genre, terminology, structure, style, and audience

Language proficiency

Commentar y Summary

Presentation

Swedish / English Style, grammar (written, oral)

Integrating content and language

Improving student learning

Writing assignment alignment

A timeline of sorts

Commentary Seminar 1 Exchange Seminar 2 Project yr 3

- The informative-cum-argumentative seminar 2 text relies on the previous development of language proficiency and academic writing functions employed in for example the commentary, the first seminar text and the exchange
- The third year project (FSP011) relies heavily on the previous set of assignments

Studying:

(b)logs,

journals

notes,

wikis

e-mail

The clown of writing!



Reporting:

exams

reports

essays

posters

articles

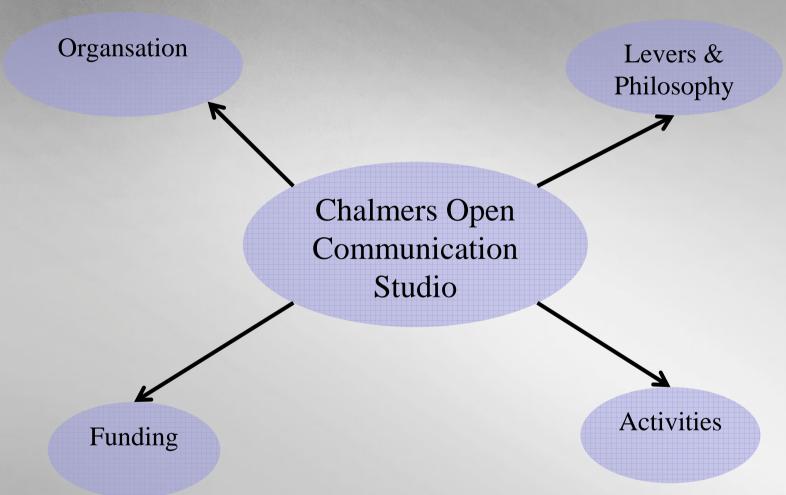
Learning through writing – alignment to promote learning

And... on that happy note I shall shut up!

Any immediate questions we need to address before the joint discussion?

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2009 budget of SEK550 000 funded through Committee of undergraduate education

12 peer tutors
spring and fall
2009
8 hours/week
and tutor
6 hours/week
for director
Partial funding
for premises



Organisation & Funding

Run by the Centre but staffed by students

Separate
Cross-campus
Non-programme
Non-credit
Compulsory?

History and context

Changing
student profile
Bologna
requirements
Dean's decision
Coordinator
complaints
Pressure on
electives

Levers & Philosophy

Peer learning
(Boud et al)
Peer tutoring
(Gillespie &
Lerner)
Supplemental
instruction

Strategies

Fall 2008 Peer tutor seminar

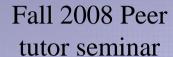
7

Fall 2008 – spring 2009

Activities 2008/2009

in seminar
Understanding
tutoring
Mock tutorials
Technical
communication
Projects

180 sessions
Peer tutor projects
(wiki, faq,
student cultures,
Programme
surveys annotated
links, flyers etc)



Fall 2008 – spring 2009

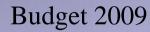
Two schools of tutor training More proficiency work 2008/2009 What did we learn?

2010 Where are we? Difficulty of getting the word out and students in...

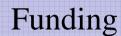
Tutor profiles — more or less autonomous
Student / Organisation expectations
Tutor versatility!

DUMP!

Language and Communication



Annual report 2008



Course budget - 80%

Commissioned - 8%

Faculty funding - 7%

Grants - 5%

Full overhead = -30%

4100	Students (12000)
105	Credits (ects)
11	Staff
10	papers/posters
3	Phd students
2	chapters
2	Internal reports

Lea & Street 1998 (UK)

7

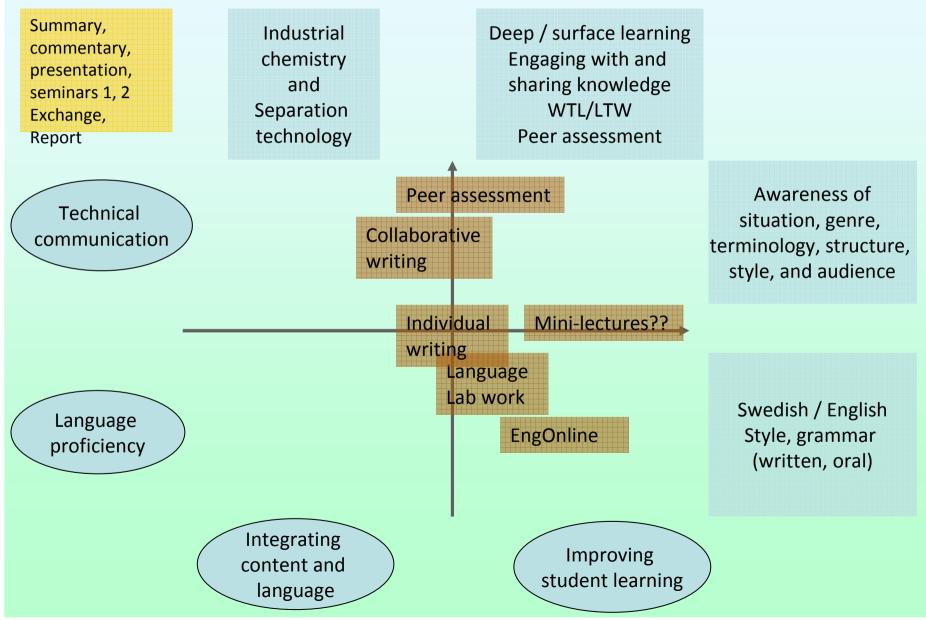
Barrie 2006 (Aus)

Study skills
Academic
socialisation
Academic
literacy

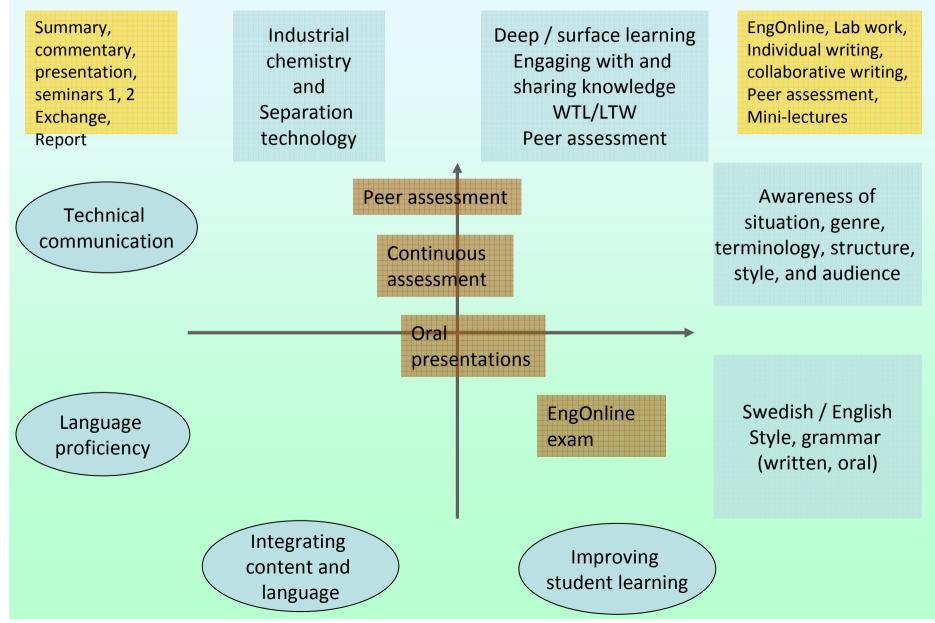
4 approaches conceptualising academic literacy

Conceptions:
Precursor
Complement
Translation
Enabling

Do activities meet outcomes?



Does assessment meet outcomes?



Welcome to Chalmers Open Communication Studio (CHOCS)!



What is Chalmers Open Communication Studio (CHOCS)?

The Studio is a **resource** for individual **students** or **groups** of students who want...

- to work on assignments in different courses.
- to improve their writing and oral presentation skills.
- a place to focus on language and communication.

CHOCS can give you the opportunity to become better writers and communicators within your field.

A typical 45 min session can help you to...

- sort your ideas and get started on a written assignment.
- revise a commented text.
- solve problems with
 - language
 - grammar
 - other related issues

Also, this is a great opportunity to get feedback from someone outside your field.

We can help you with...

- Lab reports
- Technical writing
- Written assignments
- Bachelor's theses
- Master's theses
- Oral presentations
- Poster presentations

