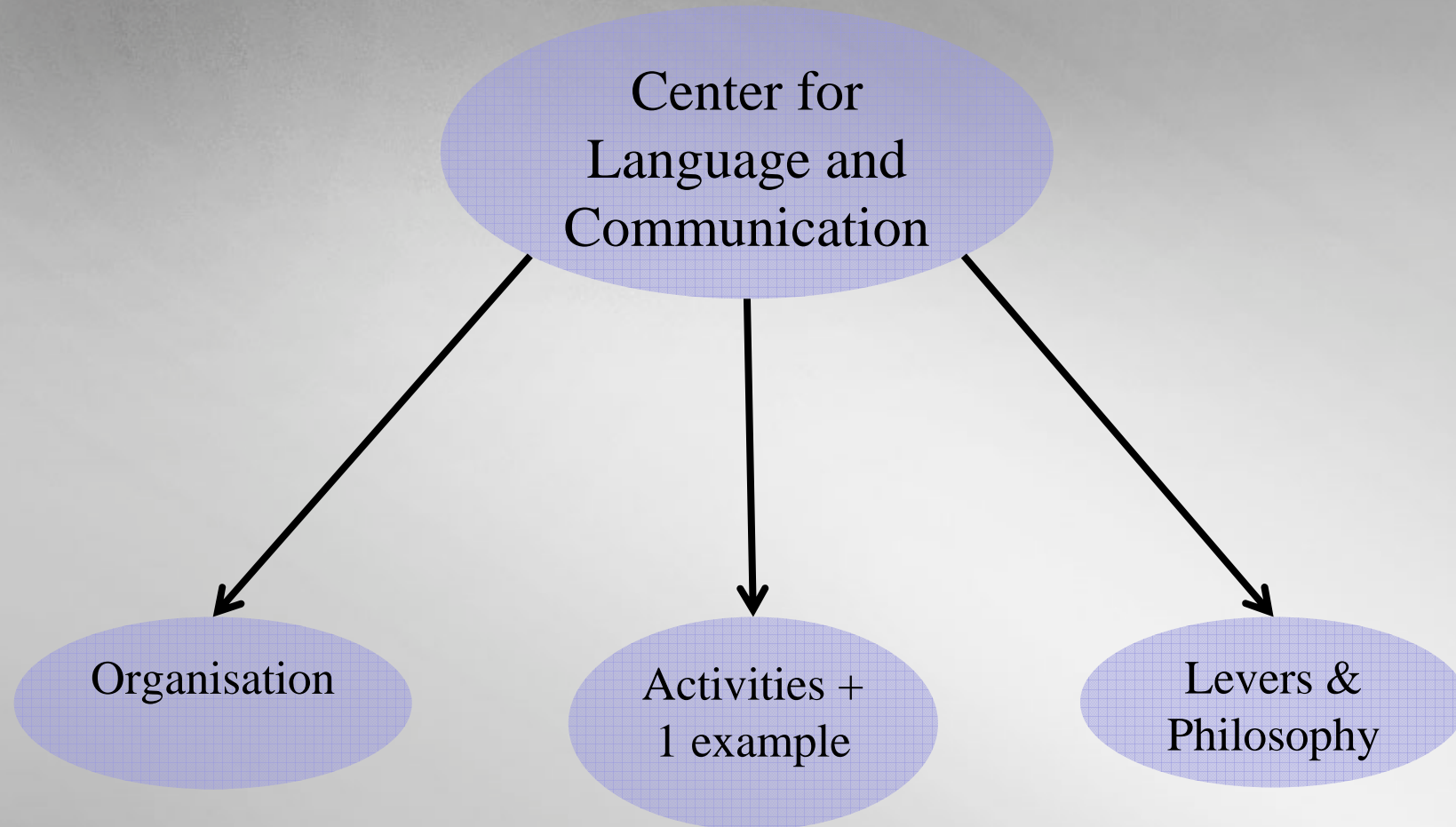


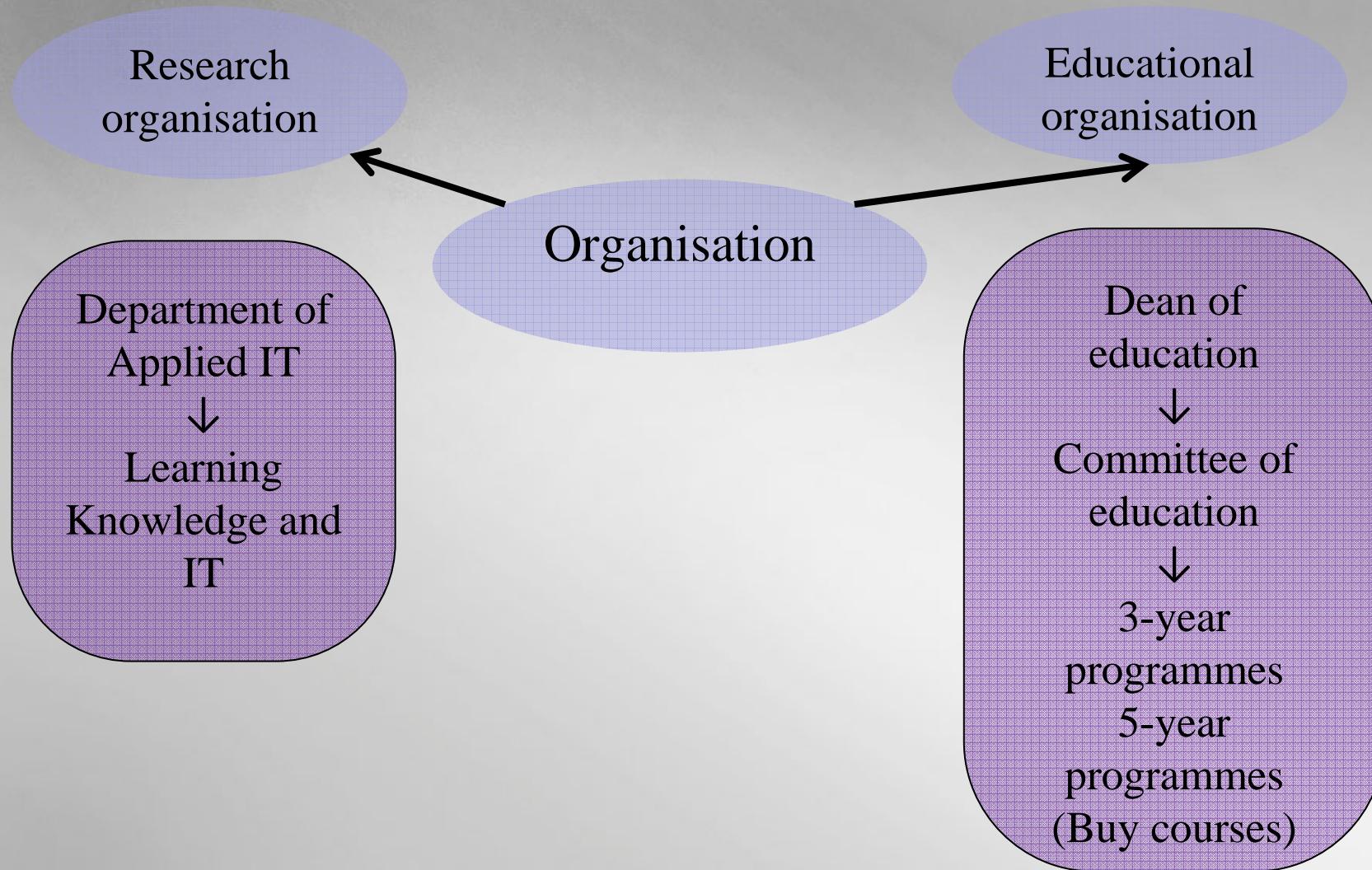


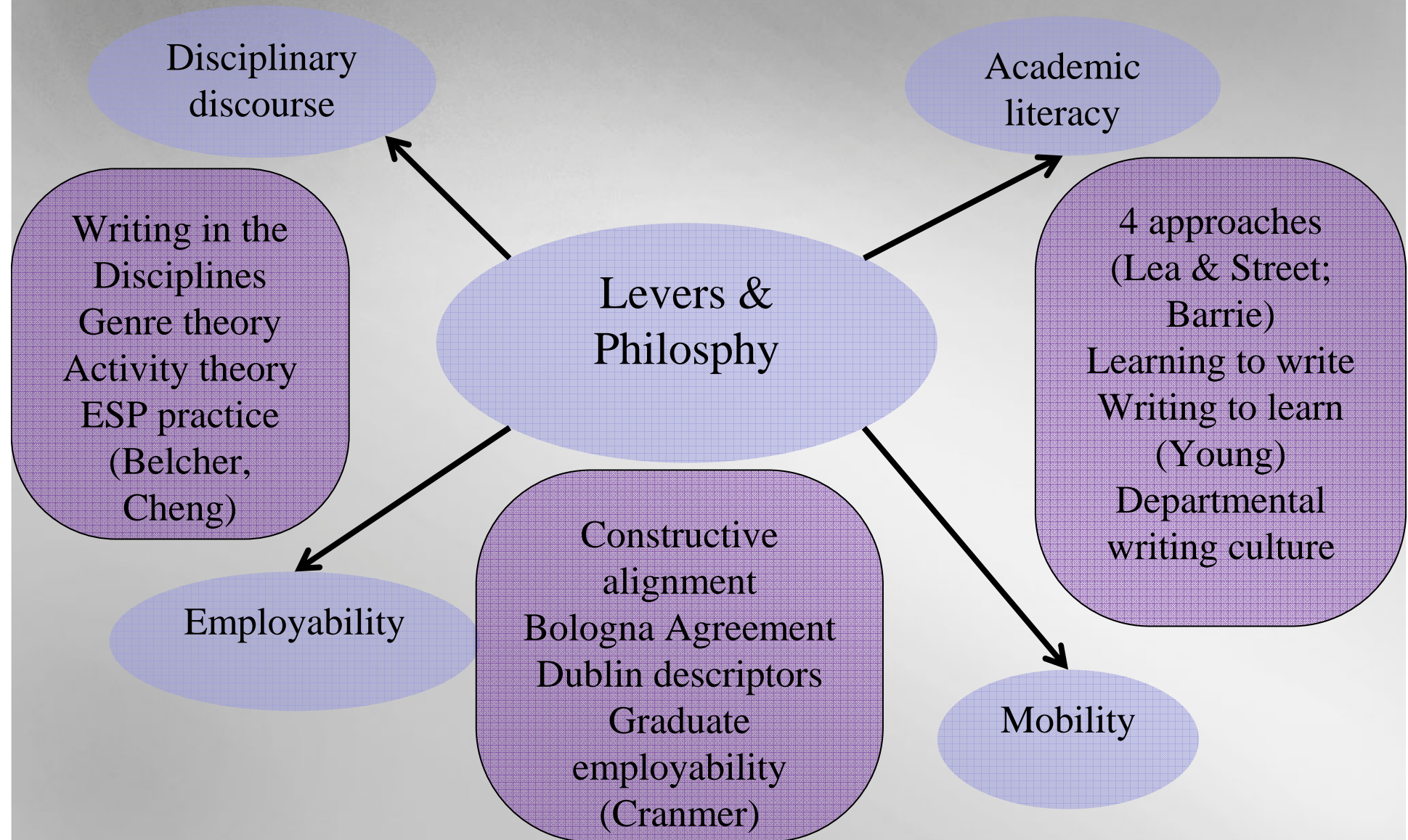
Writing in engineering at Chalmers University of Technology

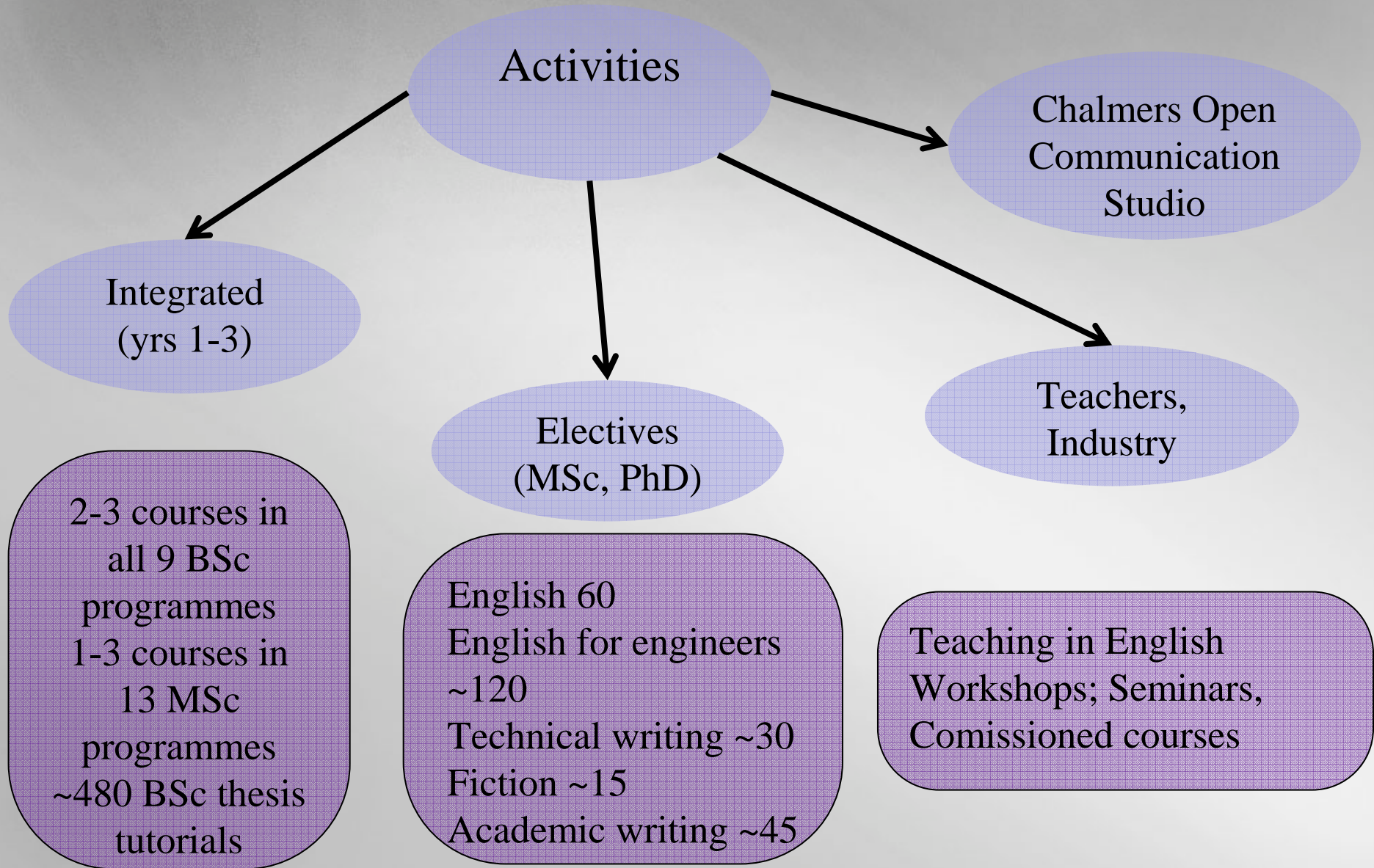
Integration, progression, peer assessment of
disciplinary writing to promote learning

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







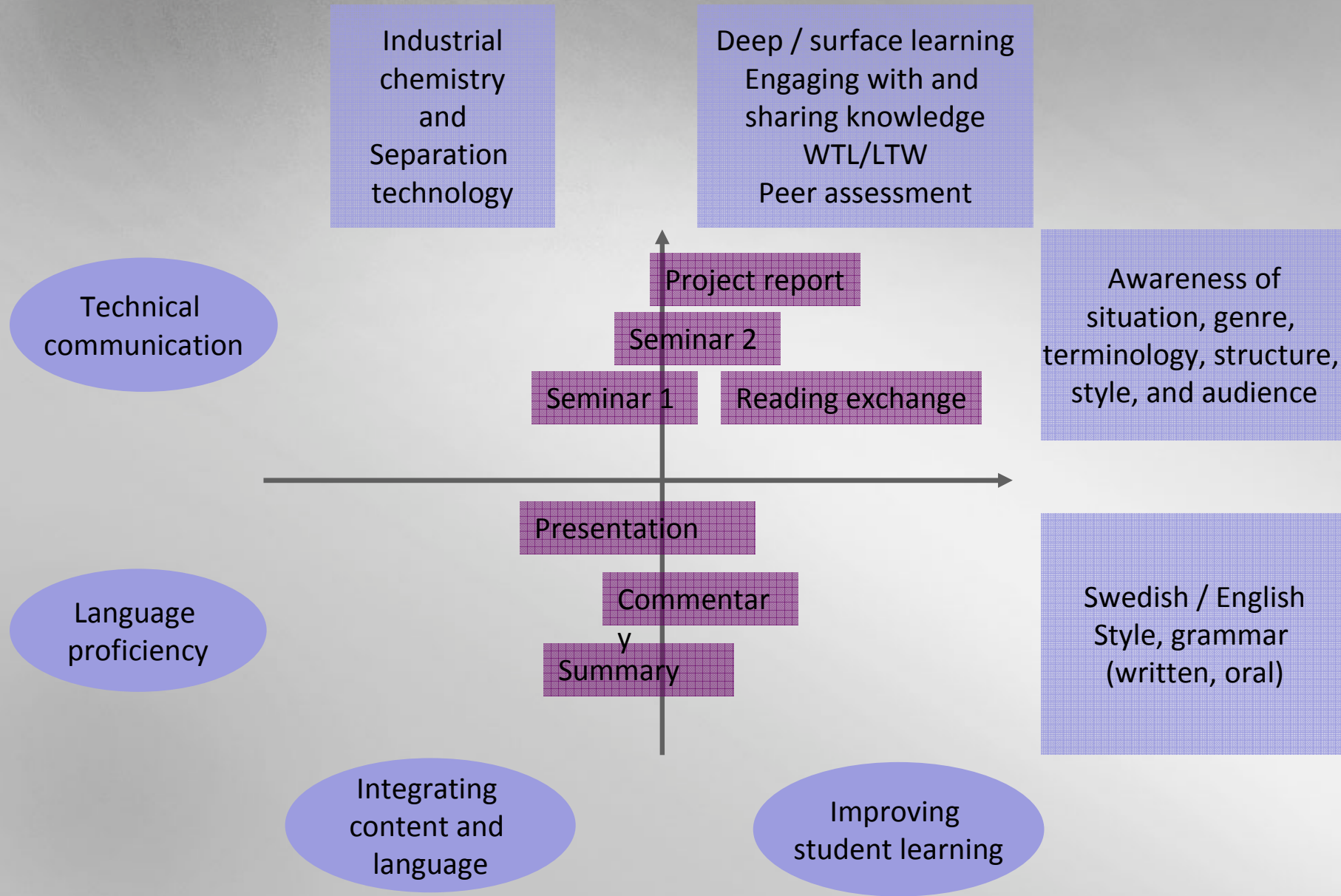


Technical communication for chemistry

- 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



Writing assignment alignment

- A timeline of sorts



- 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

The clown of writing!



Studying:
(b)logs,
journals
notes,
wikis
e-mail

Reporting:
exams
reports
essays
posters
articles

Learning through writing – alignment to promote learning

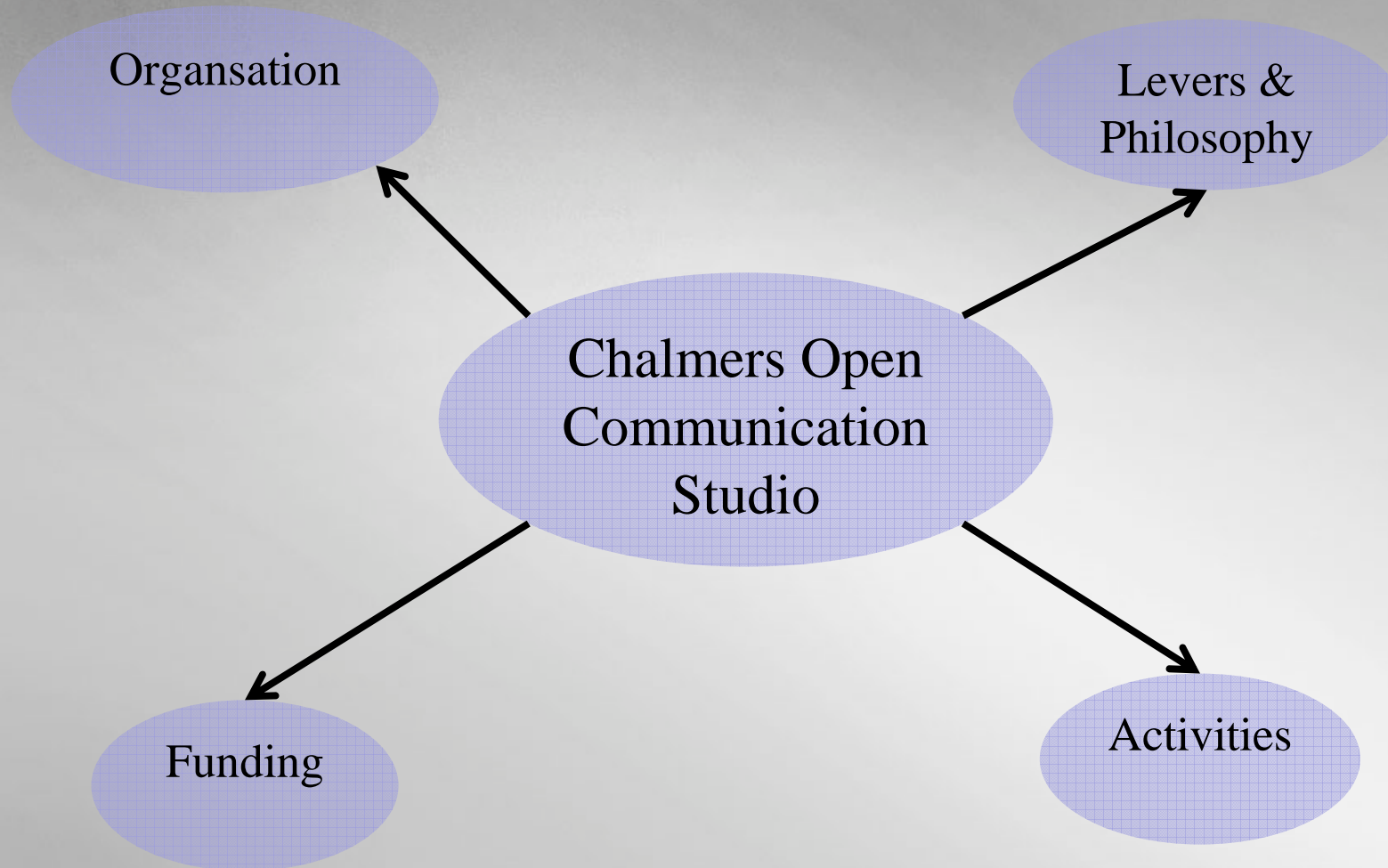


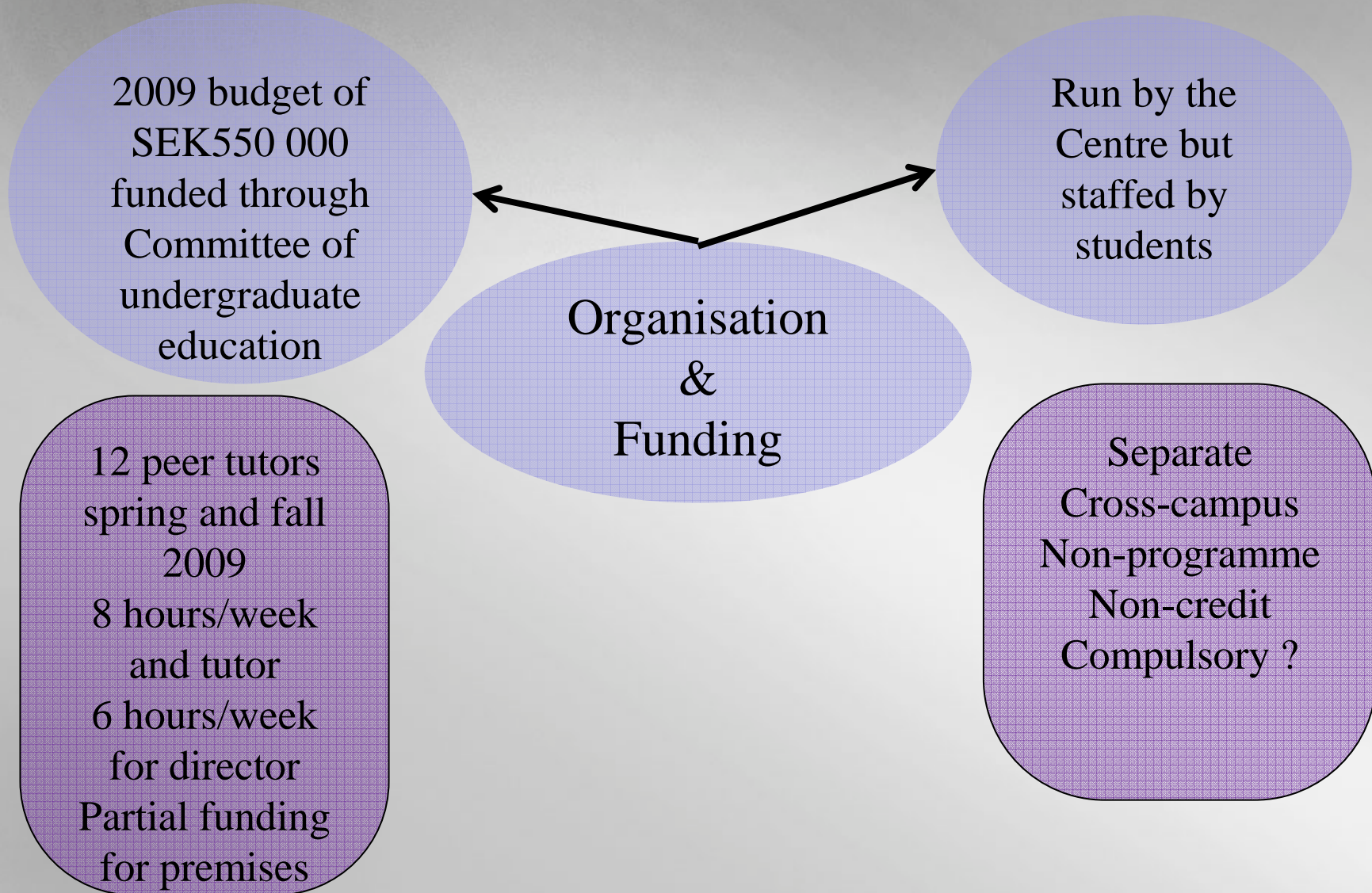
**And...
on that happy note
I shall shut up!**

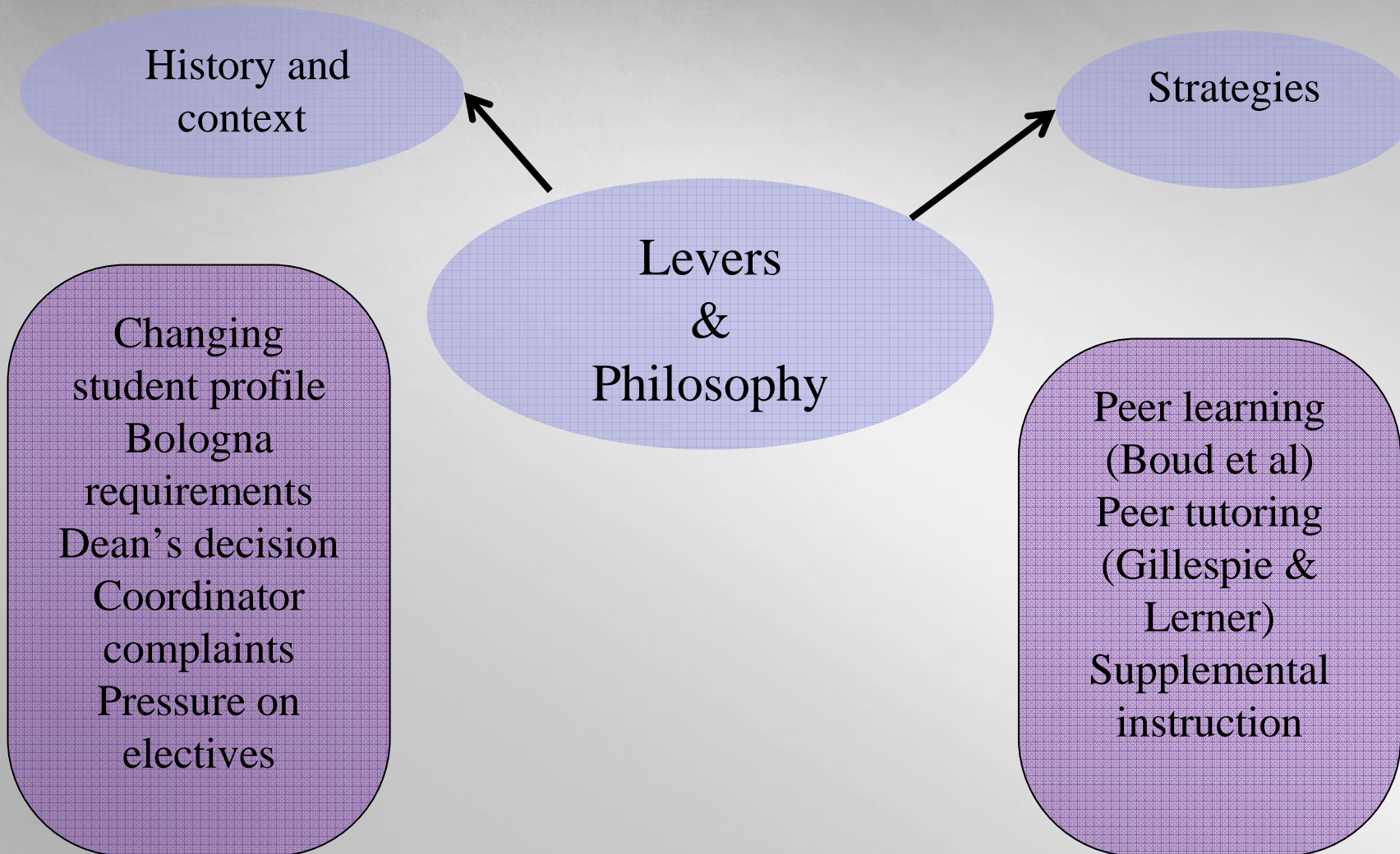
Any immediate questions we need to address before the joint discussion?

References

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History and context

Strategies

Levers & Philosophy

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

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

Fall 2008 Peer
tutor seminar

Fall 2008 –
spring 2009

Activities
2008/2009

12 peer students
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 Peer
tutor seminar

Fall 2008 –
spring 2009

2008/2009
What did we
learn?

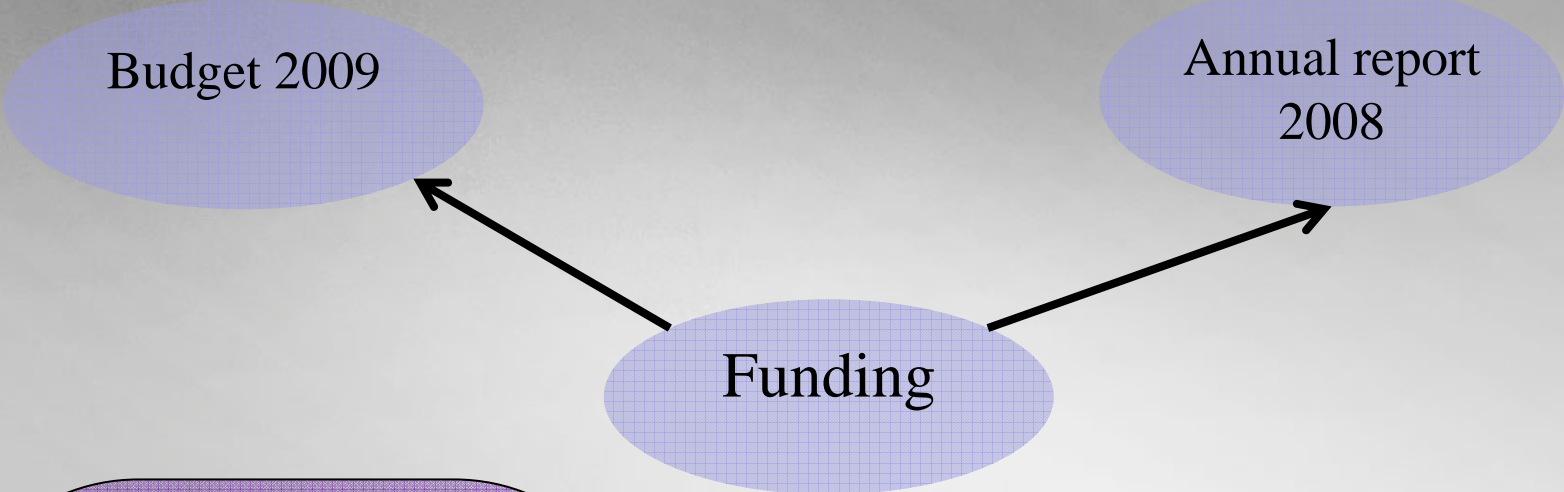
Two schools of
tutor training
More proficiency
work

2010
Where are
we?

Difficulty of getting
the word out and
students in...
Tutor profiles –
more or less
autonomous
Student /
Organisation
expectations
Tutor versatility !



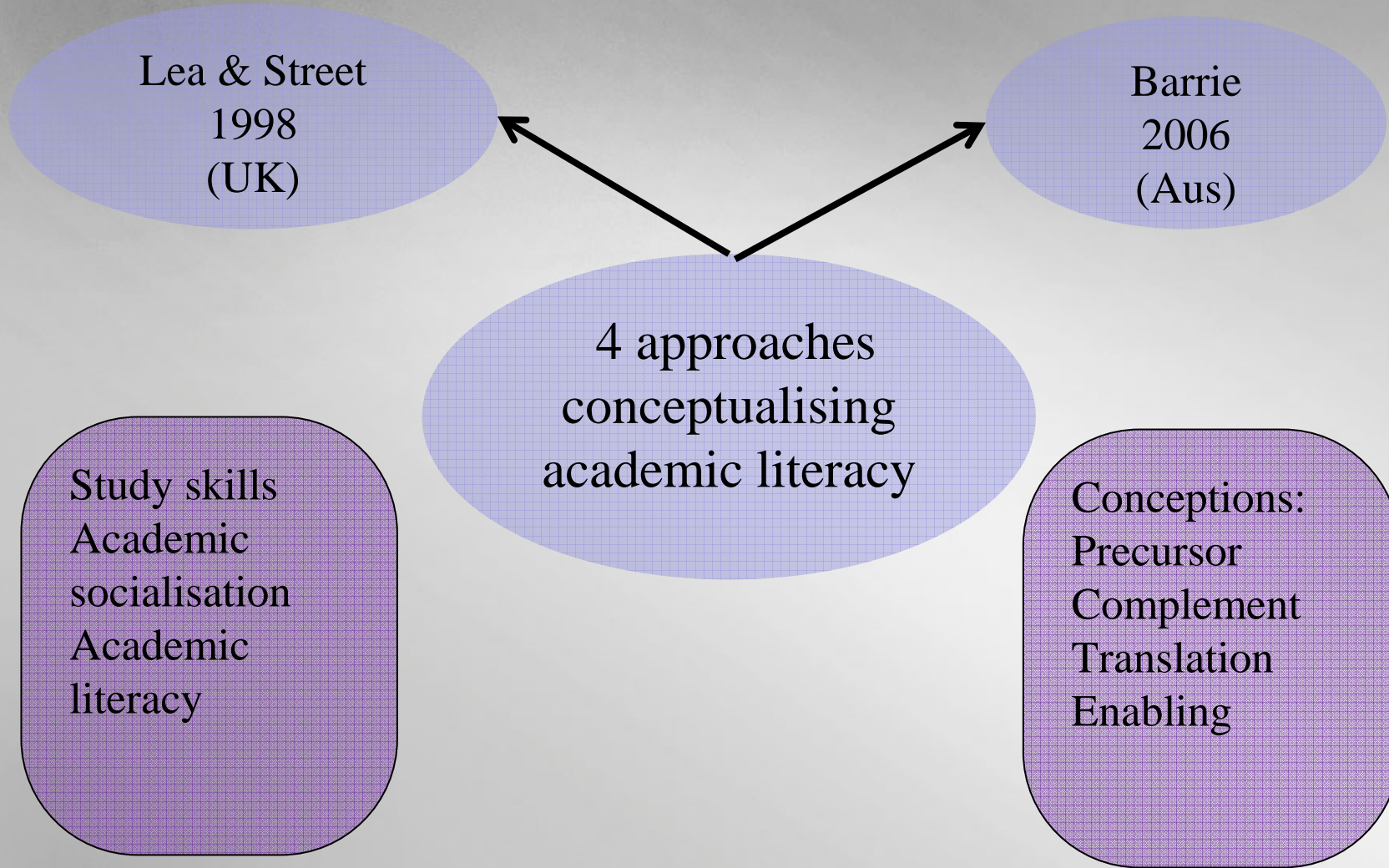
DUMP!



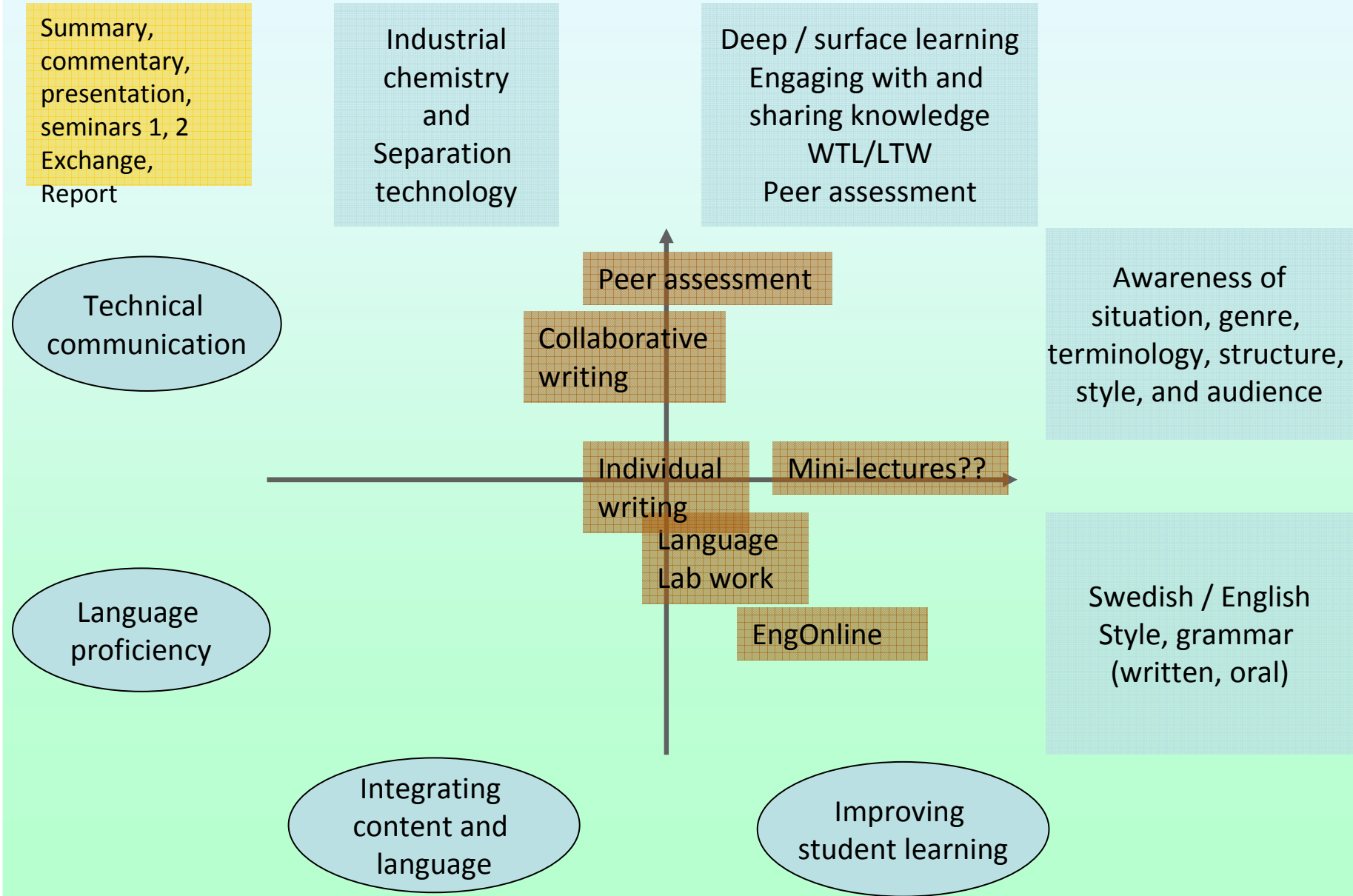
Course budget - 80%
Commissioned - 8%
Faculty funding - 7%
Grants - 5%

Full overhead = -30%

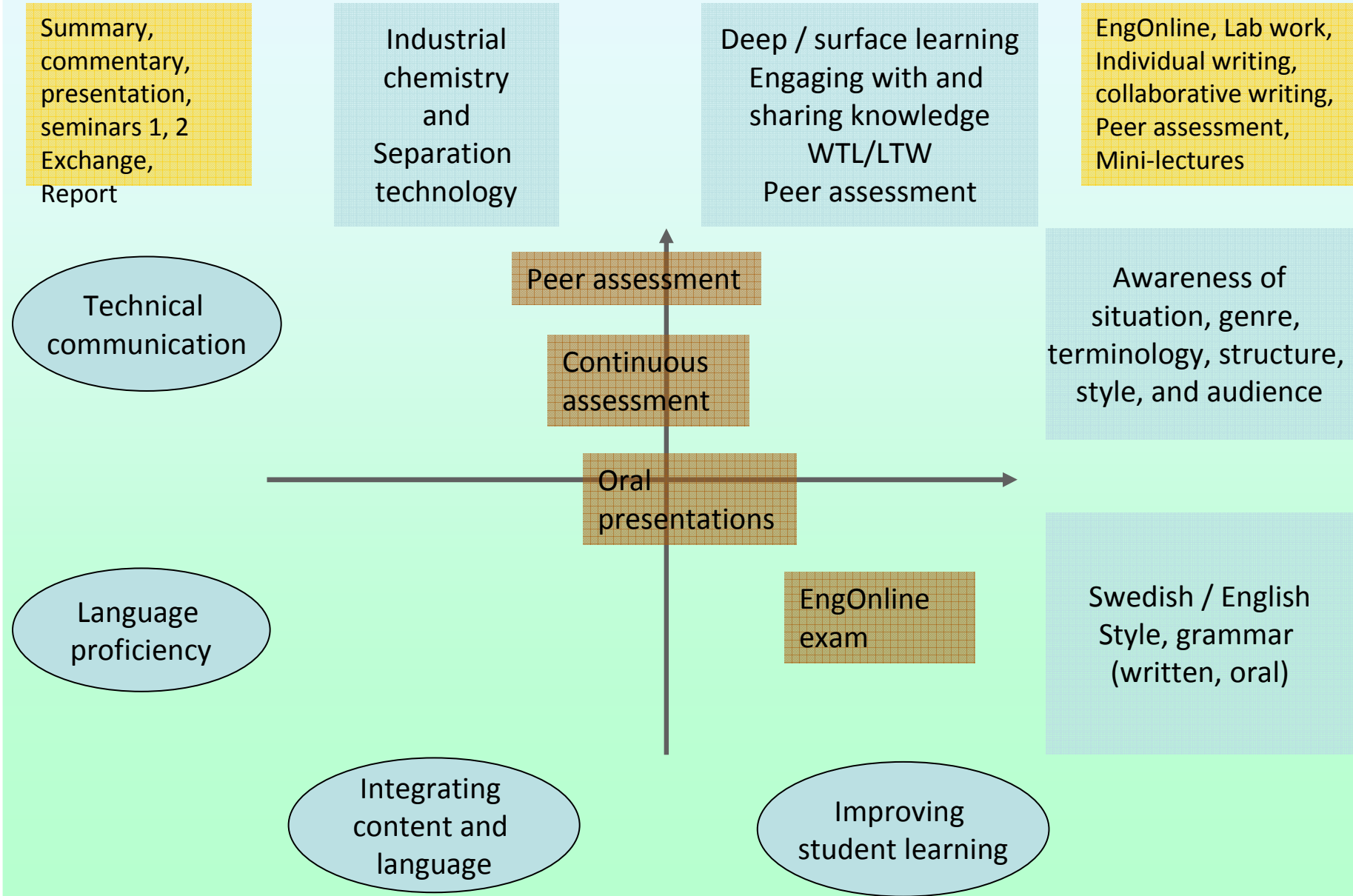
4100 Students (12000)
105 Credits (ects)
11 Staff
10 papers/posters
3 Phd students
2 chapters
2 Internal reports



Do activities meet outcomes?



Does assessment meet outcomes?



CHALMERS

CENTRE FOR LANGUAGE AND COMMUNICATION

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.

CHALMERS

CENTRE FOR LANGUAGE AND COMMUNICATION

We can help you with...

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

