Cultivating Capacity, Creating Change: Assessing the Future of Online Writing Instruction (OWI)

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https://tinyurl.com/CCCC2017

Our Goals:

- Distance education issues

- Supporting instructors

- Cultivating OWI Connections

Casey McArdle

Michigan State University

Michigan State University
2016 Summer Distance Education Assessment

Participants
- 284 students - (around 3,000 total)
- 38 faculty - (around 150 total)

Student results: Location

Location	Number
East Lansing	102
China	19
South Korea	6
Taiwan	2
England	1

Sample reply #1: "East Lansing for session 1, China for session 2"
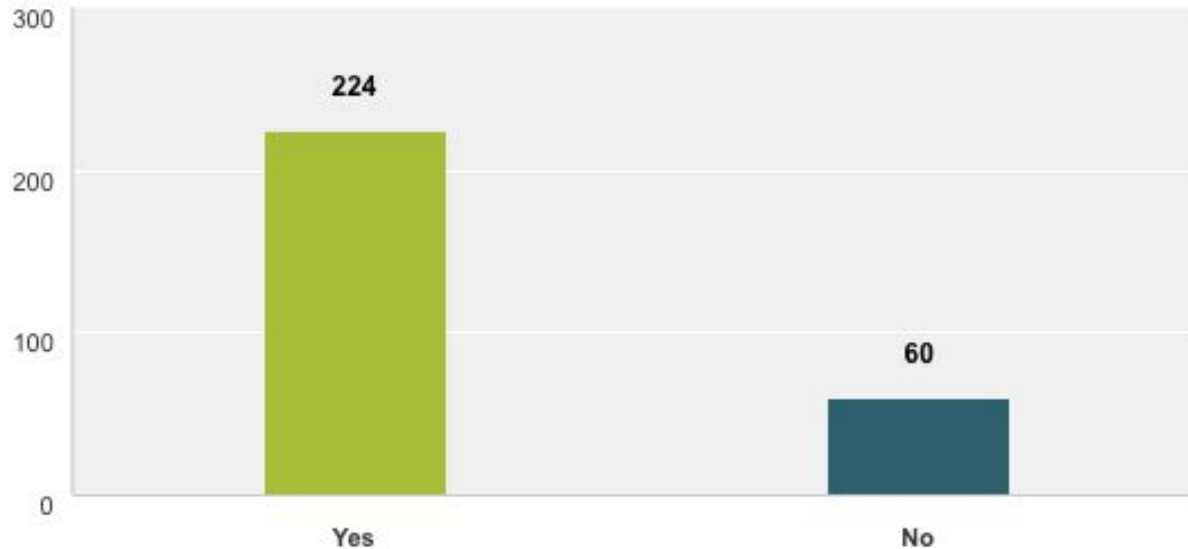
Sample reply #2: "Traveling through Thailand and China- Most time spent in Chengdu, China"

Student results:

Did the professor make videos that explained projects or assignments or what was happening each week?

Answered: 284   Skipped: 0

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Not Sure / Not Applicable
The time difference between where I was living while taking the class compared to where the class was hosted had a *negative impact on my grade.*	70	60	52	12	4	86
The time difference between where I was living while taking the class compared to where the class was hosted had a *positive impact on my grade.*	18	21	107	34	12	92
The time difference between where I was living while taking the class compared to where the class was hosted *had no impact on my grade.*	15	12	49	62	69	77
The videos made by my professor to explain assignments *were helpful.*	8	17	41	101	73	42
The videos made by my professor to explain assignments *were not helpful.*	70	105	40	15	10	43
The videos made by my professor to explain *each week were helpful*.	8	14	47	106	61	47
The videos made by my professor to explain *each week were not helpful.*	59	113	48	12	8	40
I was able to *access* all of the course content.	8	11	11	91	156	5

Faculty results: Location

Location	Number
East Lansing	23
Canada	2
South Korea	2
Chicao	1
India	1

Sample reply:

"East Lansing for most. I was in Europe on a study abroad for three weeks during Summer I."

	Strongly Disagree	Disagree	Neither Agree or DIsagree	Agree	Strongly Agree	Not Sure / Not Applicable
I planned the course knowing that many of the students would reside in multiple timezones.	0	1	3	12	20	2
I changed my pedagogy and content delivery systems so students were able to better access the course.	0	0	4	7	26	1
The time difference between where I was living while teaching the class compared to where the class was being taken by some students *had a negative impact on grades.*	14	14	3	0	0	7
The time difference between where I was living while teaching the class compared to where the class was being taken by some students *had a positive impact on grades.*	9	6	14	2	0	7
The time difference between where I was living while teaching the class compared to where the class was being taken by some students *had no impact on grades.*	0	1	4	12	17	4
The time difference between where I was living while teaching the class compared to where the class was being taken by some students *impacted my ability to contact and respond to students in a timely manner*.	15	14	4	2	0	3
It is important to test course materials to ensure they are accessible in countries that have restrictions on internet access.	0	2	4	13	12	7

Jenn Stewart

University of Tennessee at Chattanooga

WPA as OWI Advocate

WPAs should support, scaffold, and advocate for OWI in their programs.

Because of some institutional over-reliance on programs such as Quality Matters, it is our responsibility to shield OWI instructors from pedagogical overreach or didacticism.

Supporting OWI in Your Program

Do the legwork for your instructors so they can focus on their pedagogy. Help them develop their work with

* OWI literature
* Appropriate professional development opportunities
* Position Statements

Scaffolding OWI in Your Program

Plan out OWI implementation

* Create small cohorts of instructors
  * Foster OWI buy-in among faculty
* Provide workshops *and* one-on-one mentoring
  * Workshops to discuss concepts and one-on-one mentoring for UX work
* Start workshopping and training a full semester (or more) prior to OWI
  * The more time to think/plan, the better

Advocating OWI in Your Program

∗ Identify your stakeholders (department head, center for learning and teaching, provost, president, chancellor) and use your rhetorical prowess

∗ Argue for pedagogical flexibility (resist rigid templates or pre-made courses)

Jessie Borgman

Texas Tech University

www.owicommunity.org

Cultivate OWI Connections

How do you network?

- o Conferences
  - o Present
  - o Attend sessions
- o Co-authored collaborations
- o Established connections
- o Mentorships
- o Social Media groups

Get Started Publishing

How do you get started publishing your ideas? Or continue if you're already published?

- o Submit content to The OWI Community website
- o OLOR (https://www.glosole.org/olor.html)
- o Join Listservs: WPA, ATTW, TYCA, etc.
- o TenGrrl's (Traci Gardner's) shared CFP calendar: http://www.tengrrl.com/cfp/

Let's Discuss!

Click on "Resources" and then on "Get Published" to see a list of journals and links to them.

www.owicommunity.org

Recent CFP:

The October 2017 issue of *Intercom* magazine is "Document Design After Paper." The theme focuses on the perils of designing information when it's fed from a variety of sources (e.g., content management systems) and viewed on a variety of devices. Possible topics include:

- Designing templates for CMSes
- Designing information for multiple devices
- Ethical implications of responsive design
- Using web fonts
- Getting stakeholder buy-in on layout and design
- Working with marketing to develop information that's attractive and useful

But, the theme could also include teaching students to operate in the post-paper world.

Articles are due August 1. Email intercom@stc.org.

New Journal

Academic Labor: Research and Artistry

http://csal.colostate.edu/academic-labor-research-artistry/

Breakout Group Discussions:

- Jenn - WPA and related program issues

- Jessie - career/networking/publishing

- Casey - nuts and bolts of online teaching

Jenn - WPA and related program issues

Our table spent a good amount of time talking about how WPAs can manage their workload while still taking on OWI development/assessment/improvement. We also discussed the logistics of how to scaffold OWI training for faculty (lots of opportunities to talk/work/reflect over a large amount of time) and how to generate buy-in for OWI among a potentially resistant faculty (start with one small cohort and let their word of mouth do its work). As we shared our stories, it became clear that institutional context, as always, is a key factor for a WPA when considering any of this work.

Jessie - career, networking, publishing

Our table discussed the basics of publishing/getting started publishing one's writing. People introduces themselves and shared their research interests as well as ideas they had for publishing their writing. We discussed the basics getting published, but also how challenging it can be to get started. We also discussed:

What is a CFP?
> Discussion: call for proposals, call for papers, a call for ideas to be published

Where do you find CFPs?
> Discussion: listservs (WPA, ATTW, etc.), colleagues in the field, interdepartmental calls, magazines, journal sites

What are some of the researchable areas in OWI? What research is needed?
> Discussion: available publishing venues; list of journals on OWI Community site.

We also discussed connecting with OWI scholars and forming relationships

How do you make connections?
    Discussion: mentors, friends of friends, going to presentations and introducing
    yourself, using business cards

How do you keep connections?
    Discussion: ask others to publish with you, make a point to see people at
    conferences, schedule virtual meetings, or ask for mentorship meetings

What can you do to get involved?
    Discussion: Join OWI Community, join OWI Standing Group, join GSOLE

Off Topic: the challenges of being an online contingent faculty member, Eli Review,
isolation, the OWI Annotated Bibliography

Casey - nuts and bolts of online teaching

Topics Discussed
- Working with video screen capture to make videos of assignments and weekly discussions more personal.
- Using video conferencing software like Skype and Zoom to host group discussions that can be facilitated and monitored by the instructor.
- Making all course materials accessible per ADA guidelines and for students using low bandwidth for desktop and mobile devices.
- Eli Review as a way to foster excellent peer review as opposed to discussion boards that are unable to give immediate feedback to the instructor and student. In a short 6½ summer online writing course, the analytics provided by Eli gives instructors a more efficient way of planning out days and working with students on what their current problems are with their writing.
- Timely response of interacting with students via email. How to have online office hours using chat, video conferencing, or WeChat.

Let's Keep the Conversations Going!

- Link