

The Scales We Examined

NSSE Best Practices for Using Writing to Learn

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|---|---|
| Encourage
Interactive
Writing
Activities | <i>For how many writing assignments have you:</i> <ul style="list-style-type: none">• Brainstormed to develop your ideas before you started drafting your assignment• Talked with your instructor to develop your ideas before you started drafting your assignment• Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment• Received feedback from your instructor about a draft before turning in your final assignment• Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment• Visited a campus-based writing or tutoring center to get help with your writing assignment before turning it |
| Assign
Meaning-
Constructing
Writing Tasks | <i>In how many of your writing assignments did you:</i> <ul style="list-style-type: none">• Summarize something you read, such as articles, books, or online publications• Analyze or evaluate something you read, researched, or observed• Describe your methods or findings related to data you collected in lab or field work, a survey project, etc.• Argue a position using evidence and reasoning• Write in the style and format of a specific field (engineering, history, psychology, etc.)• Explain in writing the meaning of numerical or statistical data• Include drawings, tables, photos, screen shots, or other visual content into your written assignment• Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.) |
| Explain Writing
Expectations
Clearly | <i>In how many of your writing assignments has your instructor:</i> <ul style="list-style-type: none">• Provided clear instructions describing what he or she wanted you TO DO• Explained in advance what he or she wanted you TO LEARN• Explained in advance the criteria he or she would use to grade your assignment |

FSSE Best Practices for Using Writing to Learn

- Same three scales use the same items as above. Tenses were changed where needed and items reflected the position of the faculty member as the person giving the assignment.
- Each faculty member was asked to indicate, for a self-selected course, how many writing assignments they did or asked students to do what was indicated in the items. The response scale was the same as the student items.

**Presentation (PowerPoint) available for download at:
nsse.iub.edu/html/research.cfm**

**How Writing Contributes to Learning and How Institutions Can Increase That Contribution:
Lessons from NSSE & FSSE**

When prompted, please write:

Activity 1: Two things you know to be true about the relationship writing has with learning.

Activity 2: One conclusion from Bob's presentation of our findings that would be particularly worthwhile to share with faculty at your institution.

Activity 3: One action you could take when you get back to campus to increase the extent to which faculty at your institution use writing to enhance learning.