

Volume 28
NUMBER

6

Facilitating Students' Collaborative Writing

BRUCE W. SPECK

ASHE-ERIC Higher Education Report

Facilitating Students Collaborative Writing Vol 28 No 6 Ashe Higher Education Report

**Rebecca S. Anderson, Michael M.
Grant, Bruce W. Speck**



Facilitating Students Collaborative Writing Vol 28 No 6 Ashe Higher Education Report:

Effective Grading Barbara E. Walvoord, Virginia Johnson Anderson, 2011-01-13 The second edition of *Effective Grading* the book that has become a classic in the field provides a proven hands on guide for evaluating student work and offers an in depth examination of the link between teaching and grading Authors Barbara E Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that when integrated with course objectives provides rich information about student learning as well as being a tool for learning itself The authors show how the grading process can be used for broader assessment objectives such as curriculum and institutional assessment This thoroughly revised and updated edition includes a wealth of new material including Expanded integration of the use of technology and online teaching A sample syllabus with goals outcomes and criteria for student work New developments in assessment for grant funded projects Additional information on grading group work portfolios and service learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education using classroom work for program assessments and using assessment data systematically to close the loop Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities including community colleges When the first edition of *Effective Grading* came out it quickly became the go to book on evaluating student learning This second edition especially with its extension into evaluating the learning goals of departments and general education programs will make it even more valuable for everyone working to improve teaching and learning in higher education L Dee Fink author *Creating Significant Learning Experiences* Informed by encounters with hundreds of faculty in their workshops these two accomplished teachers assessors and faculty developers have created another essential text Current faculty as well as graduate students who aspire to teach in college will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students classroom work in demonstrating departmental and institutional effectiveness Trudy W Banta author *Designing Effective Assessment*

Problem-Based Learning in the Information Age Dave S. Knowlton, David Sharp, 2003-10-30 This issue provides information about theories and practices associated with Problem based learning PBL Partially because of changes in the Information Age that are transforming the nature of knowledge and the types of problems that people face professors are adopting PBL in order to facilitate a broader and more up to date role of what it means to learn Professors will encounter however their own set of problems when designing and implementing a problem based curriculum Not unlike PBL assignments to their students the issues and obstacles professors will encounter require practical solutions The authors of this issue have practical experience in the design and implementation of PBL Based on their experiences they offer insightful commentaries and useful guidelines about various aspects of PBL These guidelines include ideas for designing useful problems that can serve as the basis of PBL activities creating environments conducive to problem solving facilitating

students problem solving activities and assessing students efforts in problem solving This is the 95th issue of the quarterly journal *New Directions for Teaching and Learning* *Bibliographic Guide to Education*, 2002 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library

Facilitating Students' Collaborative Writing: Issues and Recommendations Bruce W. Speck, 2002-05-07 Collaboration is interwoven in the writing process in both obvious and subtle ways from a writer using the language that he or she inherited to referring to the works of other writers both explicitly and implicitly to writing together with a colleague In this book the author explains that collaborative writing can be a useful pedagogical tool professors can use to help students actively learn about the subject matter and about themselves Rights and Wrongs in the College Classroom Jordy Rocheleau, Bruce W. Speck, 2007-01-25 The ethics of the teaching profession have been given little systematic analysis than those of other professions While the ethics of medicine business and journalism receive more instruction and attention and are widely analyzed and debated there is a shortage of literature and examination of the ethics of higher education particularly in the classroom What is considered fair evaluation How does one respond to an offensive student When may faculty date a former student Written for faculty throughout higher education this book puts forth a set of principles for college teaching and concludes with practical analyses of the ethical dilemmas facing professors in the classroom today Topic by topic this book covers Academic ethics sources principles and responses to objections Teaching advocacy and indoctrination Conflicts of interest The ethics of classroom grading Offensive speech and behavior Faculty student relationships Rights and Wrongs in the College Classroom develops an ethic that integrates concerns for student rights social goals and academic freedom and helps faculty to understand what values are at stake and how to make better decisions when confronted with moral dilemmas There is a need for both institutional and faculty support of such a code of ethics whose cultivation and observance has intrinsic rewards for faculty as individuals and professionals Technology to Teach Literacy Rebecca S. Anderson, Michael M. Grant, Bruce W. Speck, 2008 Technology to Teach Literacy A Resource for K 8 Teachers second edition is designed to provide teachers with an array of computer tools to promote reading writing and critical thinking in their classrooms This text can be used not only in a preservice course but also by seasoned teachers who recognize the need to continue their education by becoming adept at using computers in their classrooms In short this book covers the major concerns K 8 teachers face as they integrate computer technology into their classrooms and provides numerous suggestions for applying the ideas described in the text in real classrooms The discussion of literacy topics and pedagogy is grounded in research literature best practice for teaching and current successful technology integration strategies Publisher description

Resources in Education, 1997 *Journal of Developmental Education*, 1994 *Facilitating Students' Collaborative Writing: Issues and Recommendations* Bruce W. Speck, 2002-05-07 Collaboration is interwoven in the writing process in both obvious and subtle ways from a writer using the language that he or she inherited to referring to the works of other writers

both explicitly and implicitly to writing together with a colleague In this book the author explains that collaborative writing can be a useful pedagogical tool professors can use to help students actively learn about the subject matter and about themselves *Resources in Education* ,1997 Subject Guide to Children's Books in Print 1997 Bowker Editorial Staff,R R Bowker Publishing,1996-09 **Books in Print** ,1977 *The Publishers' Trade List Annual* ,1985 **Ed466 716 - Facilitating Students' Collaborative Writing** Bruce W. Speck,2013-09 This monograph summarizes the research and provides practical advice on how to structure collaborative writing for students in the higher education classroom The monograph begins with compelling pedagogical support for collaborative writing projects based on the research that has emerged in cognitive and learning theory over the last 30 years Helpful advice is provided related to the range of collaborative writing opportunities that can be offered ways to form groups and approaches to integrate technology A final topic is grading which is particularly difficult for collaborative writing projects The monograph provides the support a faculty member familiar with collaborative learning theory needs to alter his or her classroom habits Contains 306 references

Collaborative Learning Techniques Elizabeth F. Barkley,K. Patricia Cross,Claire H. Major,2012-04-16 Engaging students in active learning is a predominant theme in today s classrooms To promote active learning teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching *Collaborative Learning Techniques* is a scholarly and well written handbook that guides teachers through all aspects of group work providing solid information on what to do how to do it and why it is important to student learning Synthesizing the relevant research and good practice literature the authors present detailed procedures for thirty collaborative learning techniques CoLTs and offer practical suggestions on a wide range of topics including how to form groups assign roles build team spirit solve problems and evaluate and grade student participation *Collaborative Learning and Writing* Kathleen M. Hunzer,2014-01-10 Although most writing instructors know the benefits of collaborative learning and writing in college writing classes many remain unsure how to implement collaborative techniques successfully in the classroom This collection provides a diversity of voices that address the how tos of collaborative learning and writing by addressing key concerns about the process Fresh essays consider the importance of collaborative work and peer review the best ways to select groups in classes integration of collaborative learning techniques into electronic environments whether group learning and writing are appropriate for all writing classes and ways special populations can benefit from collaborative activities Despite its challenges collaborative learning can prove remarkably effective and this study provides the advice to make it work smoothly and successfully

Critical Collaborative Communities ,2019-08-05 Writing comprises a significant proportion of academic staff members roles While academics have been acculturated to the notion of publish or perish they often struggle to find the time to accomplish writing papers and tend to work alone The result can be a sense of significant stress and isolation around the writing process Writing partnerships groups and retreats help mitigate these challenges and provide significant positive

writing experiences for their members Critical Collaborative Communities describes diverse examples of partnerships from writing regularly with one or two colleagues to larger groups that meet for a single day regular writing meetings or a retreat over several days While these approaches bring mutual support for members each is not without its respective challenges Each chapter outlines an approach to writing partnerships and interrogates its strengths and limitations as well as proposes recommendations for others hoping to implement the practice Authors in this volume describe how they have built significant trusting relationships that have helped avoid isolation and have led to their self authorship as academic writers **Doing**

Language Together Julia Margaret Lockheart, 2016

Academics Engaging with Student Writing Jackie

Tuck, 2017-07-14 Student writing has long been viewed as a problem in higher education in the UK Moreover the sector has consistently performed poorly in the National Student Survey with regard to assessment and feedback Academics Engaging with Student Writing tackles these major issues from a new and unique angle exploring the real life experiences of academic teachers from different institutions as they set support read respond to and assess assignments undertaken by undergraduate students Incorporating evidence from post 1992 universities Oxbridge members of the Russell Group and others this book examines working practices around student writing within the context of an increasingly market oriented mass higher education system Presenting a wealth of relevant examples from disciplines as diverse as History and Sports Science Tuck makes extensive use of interviews observations texts and audio recordings in order to explore the perspectives of academic teachers who work with student writers and their texts This book will be of interest to researchers academics and postgraduate students in the fields of academic literacies higher education language and literacy language in higher education English for academic purposes and assessment Furthermore academic teachers with experience of this crucial aspect of academic labour will welcome Tuck's pioneering work as an indispensable tool for making sense of their own engagement with student writers

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