

# One University's Experience of Embedding the Writing Process Throughout A Teacher Education Program

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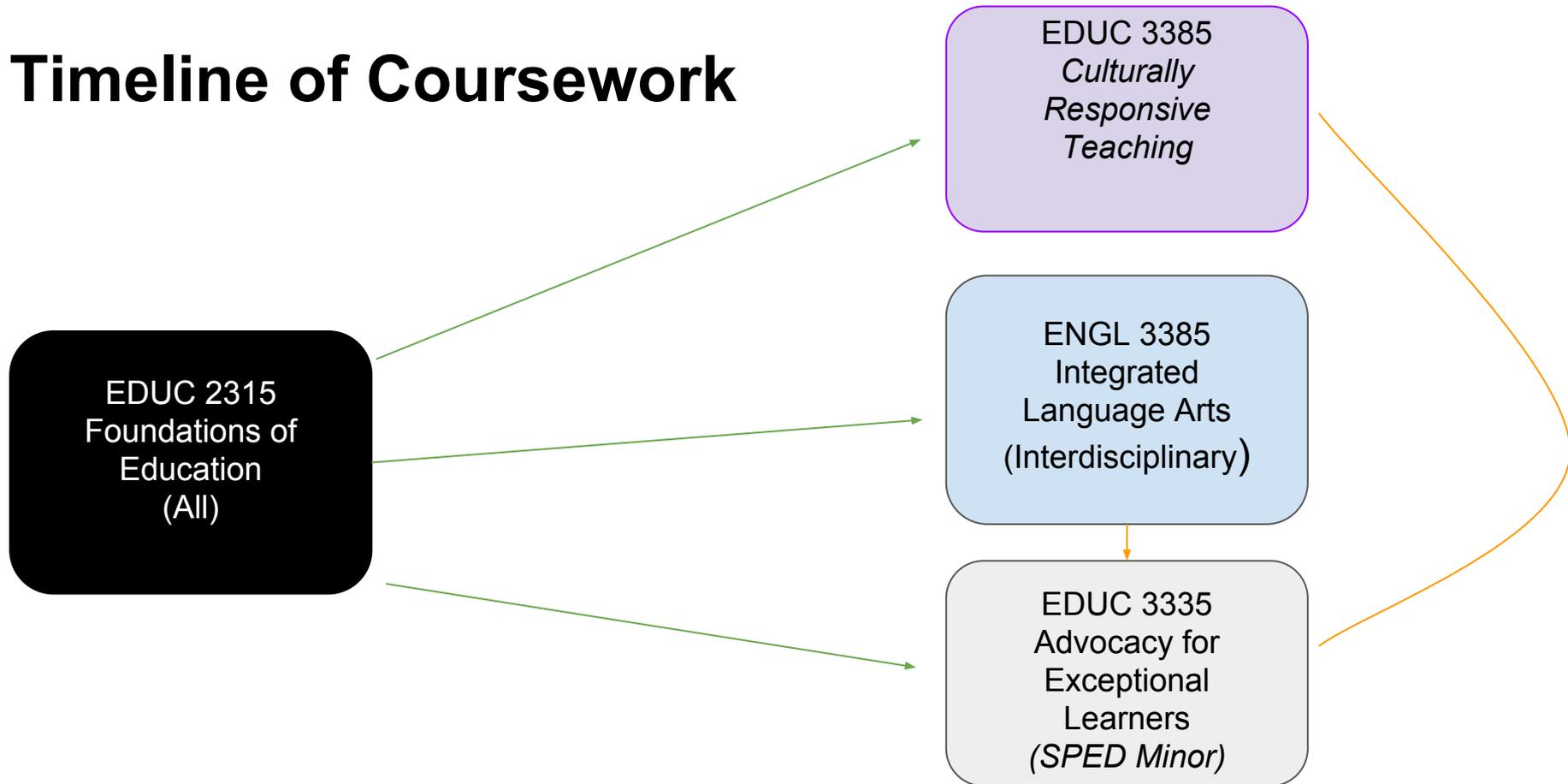


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# Purpose

This study aims to identify practices that encourage preservice teachers to reflect upon their writing processes, with the aim of increasing both the quality of PST writing and self-efficacy as writers.

# Timeline of Coursework



# EDUC 2305: Foundations of Education

## Philosophy of Education Prompt:

*Teachers make hundreds of choices a day—and good teachers make these in a purposeful way. They are guided by core values—what I will call “big ideas.” In your philosophy of education you will describe your core values about education and explain how they can guide your decision-making as teachers*

**Activity 1:** Discuss three essential elements of the paper

**Activity 2:** Written prewriting (4 “warm-up” paragraphs)

**Activity 3:** Drafting

**Activity 4:** Peer response

**Activity 5:** Create plan for revision

# ENGL 3385: Integrated Language Arts

## Prompt:

*Using the lesson plan we covered in class, write an essay in which you answer the following three questions. In what ways does the lesson support ELLs? In what ways is it unnecessarily difficult for ELLs? In what specific ways could it be changed to meet the needs of ELLs?*

**Activity 1 (Prewriting):** Simulate a 2nd grade class working through the lesson plan followed by a discussion about pros and cons for ELLs.

**Activity 2 (Research and drafting):** Find an article that supports thesis, and write a rough draft.

**Activity 3 (Peer Review + revising & editing):** In-class peer review (including reading paper out loud)

**Activity 4 (Reflection):** Complete reflection wrapper before submitting final paper for grading

# EDUC 3335: Advocacy for Exceptional Learners

## Prompt:

*Discuss at least two connections you made between the Catholic Social Teaching Principles and the field of special education. Illustrate your connections with your field experiences.*

**Activity 1 (Prewriting):** Essay Mapping

**Activity 2 (Paragraphs):** Highlight the main idea in each paragraph. Do the remaining sentences in the paragraph support the main idea?

**Activity 3 (Organization/Structure):** Read your partner's paper and highlight statements that guide the reader.

**Activity 4 (Clarity):** Read and summarize your partner's paper.

Papers were graded after students visited the writing center for additional support.

# EDUC 3385: Culturally Responsive Teaching

*Prompt: Consider what you have learned in the first half/across the year. Select one of your metamoment responses in Flipgrid and turn that into a reflective essay drawing on the course readings, center discussions, and your own experience.*

**Activity 1 (Prewriting)** : Students do weekly reflections on class in Flipgrid.

**Activity 2 (Envisioning)** : One week prior to midterm/final, students are given this prompt.

**Activity 3 (Revision)** : In pairs, students discuss their selections of Flipgrid responses and how they will change them into essays.

**Activity 4 (Publication)** : Completing the essay.

**Activity 5 (Revision)**: Taking feedback from midterm essay and applying it to the final exam essay.

# Methodology

## Data Sources:

- Course assignments
- Reflective Wrappers  
(Ambrose et al., 2010)
- Self - Efficacy  
Survey

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Grand Total
Total # of participants	53	133	39	21	246
Total # of wrappers	171	107	85	36	399
Total # of assignments	172	101	82	10	365
Total # of classes	6	3	5	2	16

# Methodology - Data Analysis

## Reflective wrappers:

Thematic analysis

Descriptive analysis

## Self - Efficacy Survey:

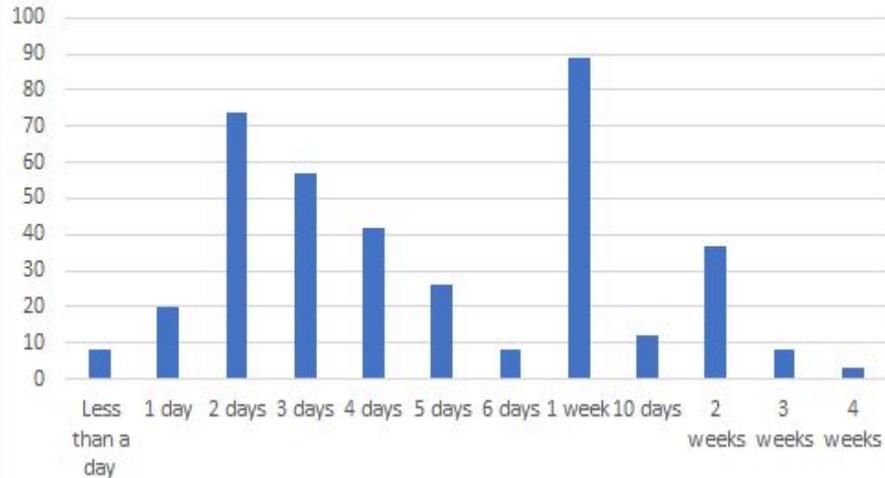
Independent samples t-test

Paired samples t-test

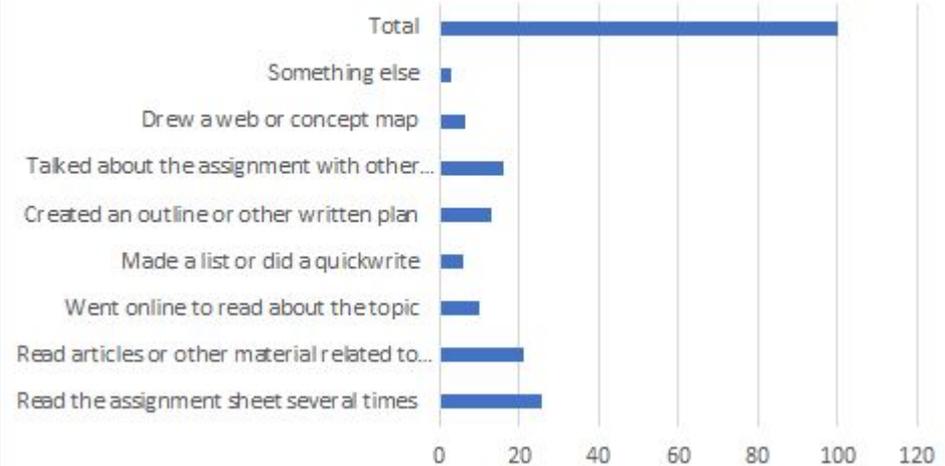
# Findings

## Reflective Wrapper Analysis

How long before the deadline did you start writing?

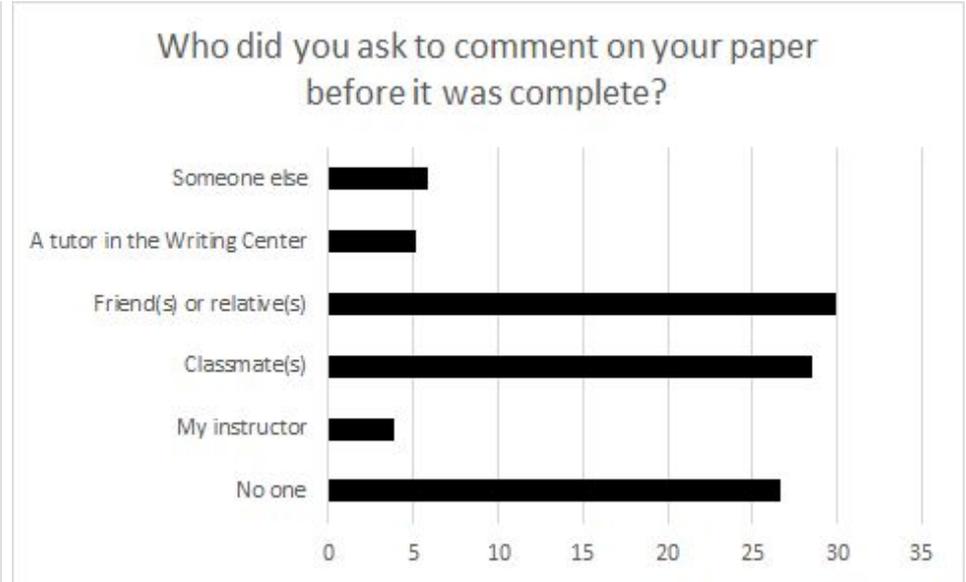
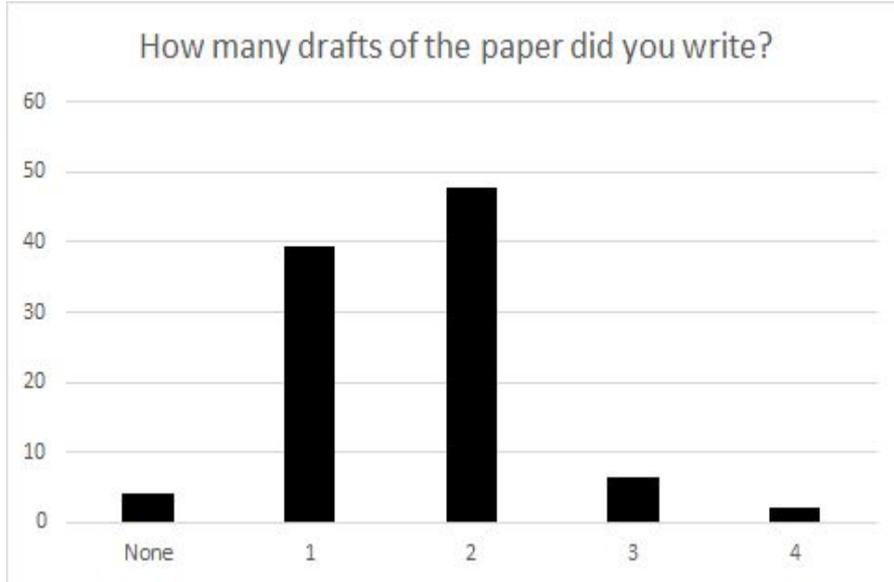


What did you do to prepare to write?



# Findings

## Reflective Wrapper Analysis



# Findings

## Thematic Analysis

<b>Process (421)</b>
Got feedback but not from experts.
Despite often starting early, they still need more time.
Some evidence of structured planning.
<b>Personal (239)</b>
Sense of ownership
Sense of personal strengths & weaknesses
Recognition of / desire for personal voice
<b>Content (159)</b>
Making links to the bigger picture
Enjoying the ideas - the content counts
Applying research literature to the classroom

# Findings

<b>Paired Comparisons (n=20)</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>t-value</b>	<b>p-value</b>
Course focused pre-survey	3.12	0.44	1.76	0.094
Course focused post-survey	0.27	0.41		
Self focused pre-survey	3.49	0.48	-1.51	0.15
Self focused post-survey	3.3	0.52		

# Findings

<b>Independent Comparisons (n=20)</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>t-value</b>	<b>p-value</b>
Course focused pre-survey	29	3.78	0.43	3.34*	0.002
Course focused post-survey	14	3.30	0.45		
Self focused pre-survey	29	3.51	0.49	0.71	0.48
Self focused post-survey	14	3.40	0.47		

# Conclusion & Discussion

- Assignment designs encouraged using the writing process.
- Multiple revisions may have helped them to be aware of their growth as writers.