Rebooting a Technical Writing Course: Control Instructional Design, Alt Information Literacy, and Delete Non-Collaboration

Kelly Diamond
West Virginia University, kdiamond@wvu.edu

Gregg Thumm
West Virginia University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Part of the Curriculum and Instruction Commons, Information Literacy Commons, and the Rhetoric and Composition Commons

Recommended Citation
Diamond, Kelly and Thumm, Gregg, "Rebooting a Technical Writing Course: Control Instructional Design, Alt Information Literacy, and Delete Non-Collaboration" (2015). Georgia International Conference on Information Literacy. 57.
https://digitalcommons.georgiasouthern.edu/gaintlit/2015/2015/57
REBOOTING A TECHNICAL WRITING COURSE:
CONTROL INSTRUCTIONAL DESIGN,
ALT INFORMATION LITERACY,
AND DELETE NON-COLLABORATION
Introduction
West Virginia University

**Land Grant Institution**
- 13 colleges and schools
- 191 bachelor’s, master’s, doctoral, and professional degree programs

**Fall 2014**
- Total Enrollment = 32,348
- Undergraduate = 22,563
- Graduate & Professional = 6,612

Students come from 113 nations, every US state (and D.C.), and all 55 West Virginia counties
English 305: Technical Writing

- Writing in scientific and technical fields.
- Introduces students to typical genres, workplace practices, document design, and conventions of writing for experts and non-experts.

--- WVU Course Catalog

http://contextdriven.blogspot.com/2012/12/who-needs-technical-writers-anyway.html
Traditional Class Structure

- Assignments
  - Unsolicited Recommendation
    - Focus on tone
  - Information Page
    - Focus on graphics, concision

- Mechanism Description

- Instructions

- Proposal
  - Link back to unsolicited proposal
Challenges with Course

- Aligning assignments with text
  - Department-assigned text
  - Assignments too ambitious for limits of text: online class
  - Proposal

- Little student collaboration
  - “Assembly line” feel
  - Reluctance to use Library resources
    - Problem with distance students
Information Literacy Course Enhancement Program (ILCEP)

- Grant from WVU Libraries and Provost’s office

- Faculty apply to work with a subject-specialist librarian
  - Improve information literacy instruction in class
PROJECT OBJECTIVES

✓ Redesign course structure to engage students in online environment

✓ Create new, workplace authentic, assignments

✓ Create reusable digital learning objects

✓ Incorporate assignment-driven research requirements
Collaboration

- Worked together over summer
  - Greg: Beta tested ideas

- New assignments and assessments
  - Greg and Kelly

- Better course design
  - Kelly

- Winter Break
  - Course Evaluation and revise

- New version for Spring
Backwards Design

<https://www.flickr.com/photos/pinkmoose/532853944/>
What is Backwards Design?

1. Identify desired results (Outcomes)
2. Determine acceptable evidence (Assessment)
3. Plan learning experiences and instruction (Programming)

https://sites.google.com/a/syd.catholic.edu.au/professional-learning-modules/home/module-5/5-1
### Backwards Design:
#### Goals for the Students and Goals for the Course

<table>
<thead>
<tr>
<th>STUDENT GOALS</th>
<th>COURSE GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how assignments worked together and had practical application</td>
<td>Create new, workplace authentic, assignments</td>
</tr>
<tr>
<td>Collaborate effectively with classmates</td>
<td>Incorporate assignment-driven research requirements</td>
</tr>
<tr>
<td>Become more information literate</td>
<td>Redesign course structure to engage students in online environment</td>
</tr>
<tr>
<td>‣ Use the library</td>
<td>‣ Create reusable digital learning objects</td>
</tr>
<tr>
<td>‣ Integrate sources into writing projects</td>
<td></td>
</tr>
<tr>
<td>‣ Improved sources</td>
<td></td>
</tr>
</tbody>
</table>
Backwards Design: Assessment

<http://assessment.uconn.edu/why/>
Assessments (Grant)

- Knowledge Practices
  - Pre and Post Test (for grant)

- Use pre and post-test to measure:
  - Students’ recognition of Library resources and their purposes
  - Ability to choose best search strategies
  - Ability to choose the most relevant source from a list of sources
  - Understanding of how peer review works and why it’s important
  - Understanding of what a vendor is
  - How to pick the best database for a subject
Assessments (Qualitative)

- Dispositions
  - Citation Analysis

- Students will be able to:
  - Use databases and other electronic sources to find information (application)
  - Choose relevant sources (evaluation)
  - Prepare a written document (synthesis)
  - Create presentation (synthesis)
Backwards Design: Create new, workplace-oriented, and research-based assignments

- Assignments
  - Ethics of Technical Writing* [research]
  - Instructions
  - Infographic*
  - Research Scenario* [research]
    - Final Report
    - Presentation

Improving the Online Environment

Teaching Online

“You have 736 new messages!”

https://librarytechtopics.wordpress.com/2014/09/
Improve Online Environment

- **Course Structure**
  - Weekly modules
  - Current module at top of page (auto-release)
  - Consistent structure and organization to each module (to-do list, etc. list them all)
  - Resource help at end of module

- **Resources**
  - Embedded links to databases / websites / course LibGuide
  - Contact info for instructor and librarian.
  - Chat widget for librarian
Create reusable digital learning objects

- Searching ABI/Inform for Trade Journals
  (Captivate Video)
- What’s the Deal with Peer-Reviewed Journals?
  (PowToon Video)
- What’s the Deal with Trade Journals?
  (PowToon Video)
- What’s the Deal with Annotated Bibliographies?
  (PowToon Video)
- English 305: Technical Writing [Online]
- Research Guide
Results
Summative Course Assessment

- Pre / Post tests
  - Knowledge Practices vs. Dispositions

- Citation analysis
  - Students were not given explicit instructions regarding types of sources to use for their annotated bibliographies or final reports.
  - The majority of the sources used were from trade journals or peer-reviewed journals, both highlighted by the PowToon Videos.
Sources: Annotated Bibliography (Fall 2014)
# Fall 2014: Final Report

## Sources: Final Report (Fall 2014)

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade Journals</td>
<td>20</td>
</tr>
<tr>
<td>Peer-Reviewed Journals</td>
<td>15</td>
</tr>
<tr>
<td>General Website</td>
<td>9</td>
</tr>
<tr>
<td>Newspaper: Database</td>
<td>9</td>
</tr>
<tr>
<td>Government Source</td>
<td>8</td>
</tr>
<tr>
<td>News Website</td>
<td>6</td>
</tr>
<tr>
<td>Book / eBook</td>
<td>4</td>
</tr>
<tr>
<td>Magazine Website</td>
<td>3</td>
</tr>
<tr>
<td>Reference Source</td>
<td>2</td>
</tr>
<tr>
<td>Magazine: Database</td>
<td>1</td>
</tr>
<tr>
<td>Blog</td>
<td>1</td>
</tr>
</tbody>
</table>
Spring 2015: Annotated Bibliography

Sources: Annotated Bibliography (Spring 2015)
Spring 2015: Final Report

Sources: Final Report (Spring 2015)

- Trade Journals: 14
- Peer-Reviewed Journals: 14
- Magazine: Database: 6
- General Website: 5
- Magazine Website: 2
- News Website: 2
- Government Source: 2
- Newspaper: Database: 1
- Blog: 0
- Conference Proceedings: 0
- Book / eBook: 0
- Reference Source: 0
Student Survey Results

Which instructional videos did you find useful?

- What’s the Deal with Trade Journals? 67%
- What’s the Deal with Annotated Bibliographies? 55%
- Database Demonstration: How to Search ABI / Inform 45%
- Embedded Links within Weekly Modules (to usa.gov, for example) 36%
- English 305 Technical Writing Research Guide 36%
- What’s the Deal with Peer-Reviewed Journals 27%
Student Survey Results

Which instructional videos did you find least useful?

- What’s the Deal with Peer-Reviewed Journals 45%
- What’s the Deal with Annotated Bibliographies? 18%
- Embedded Links within Weekly Modules (to usa.gov, for example) 1%
- What’s the Deal with Trade Journals? 1%
- Database Demonstration: How to Search ABI / Inform 1%
- English 305 Technical Writing Research Guide 1%
These links simply made the work a bit less tedious and did a good job of supplementing other readings assigned.

Annotated Bibliographies is the only item that has not been fully covered in any previous classes that I have taken, therefore; the information pertaining Annotated Bibliographies were the most helpful to me.

I now understand how to search for trade and peer review journals which is why I think this resource was most helpful. Also, the infographic links were tremendously helpful.

I didn't know what a trade journal was or how to find them, so the database demonstration told me exactly where to find them.

I thought the websites were helpful because it gave me visual examples that I could keep referring back too.

Used the link to the APA basics sheet as a reference for my annotated bib, Very helpful for quick structure reference.
Please comment on the librarian’s helpfulness

- I never asked for help directly but she seemed ready to help if I ever had a question.

- I only emailed her once to ask a question, but she responded in a timely manner and was helpful.

- Mrs. Diamond seemed to involved with the class once the research portion came around. She seemed helpful and sent out multiple emails telling students to contact whenever they needed help or if they ever had questions.
Collaboration Tips

- Allow time for many brainstorming sessions
- Incorporate trial runs / testing if possible
- Trust and respect each other’s experience, abilities, and talents
- Establish mutual goals and designing assignments that satisfy both participant’s objectives
- Create pre-test and post-test
- Create discipline-specific assessment of learning standards