



PRACTICES THAT FOSTER EFFECTIVE LEARNING

LEARNER IMPACTS

- Motivation
- Self-regulation
- Achievement

DESCRIPTION

Writing to learn encompasses an instructional method for evoking self-regulated learning, critical thinking, and, depending on the implementation, collaborative learning. Writing to learn essentially involves a well-constructed writing task that prompts learners to execute higher order thinking skills to synthesize multiple factual or conceptual elements of a domain. When learners extend cognitive effort to think critically during a writing to learn task, they externalize ideas and may make new inferences while rereading or revising their response. In addition to well-constructed writing prompts, a writing to learn activity may also include a rubric for self- or peer-evaluation of a written response.

Design recommendations focus on the appropriate tools and task time. For example, if the task involves peer review, then a rubric can ensure a critical review of writing. If the task is collaborative (with multiple authors) then adequate tools for collaboration need to be used, such as a wiki page. Additionally, learners must be given appropriate time to collect thoughts and review/revise responses before submission.

Writing to learn as a learning principle was first discussed by Emig (1997) and Britton et al. (1975). Varieties and examples of writing to learn activities can be found in Comer, Clark, & Canelas (2014).

CAPABILITIES

- Assessment: Essay
- Cognitive Tools: Asynchronous social learning: document based
- Cognitive Tools: Planning/outlining

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Collaborative writing space and toolset for peer reviews
- Simple Technology: Short answer or journaling activities
- Content Support: Well-constructed prompts that provide topic(s) to write about as well as critical thinking guidance



Pearson

Writing to Learn

SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<p> Strong emphasis across all of the planning, translating, and reviewing phases of the writing process</p> <p> Strong emphasis on effective communication through written works</p>	<p> Some emphasis across all of the planning, translating, and reviewing phases of the writing process</p> <p> Some emphasis on effective communication through written works</p>	<p> Poor emphasis across all of the planning, translating, and reviewing phases of the writing process</p> <p> Poor emphasis on effective communication through written works</p>	<p> Does NOT qualify as a worked example</p>	= _____
Model	<p> Strong use of planning to support recall, organized outlining, and communication goals</p> <p> Strong use of translating to apply appropriate grammar, tone, style, etc. to support communication goals</p> <p> Strong use of reviewing to detect errors, correct errors, and revise written works</p>	<p> Some use of planning to support recall, organized outlining, and communication goals</p> <p> Some use of translating to apply appropriate grammar, tone, style, etc. to support communication goals</p> <p> Some use of reviewing to detect errors, correct errors, and revise written works</p>	<p> Poor use of planning to support recall, organized outlining, and communication goals</p> <p> Poor use of translating to apply appropriate grammar, tone, style, etc. to support communication goals</p> <p> Poor use of reviewing to detect errors, correct errors, and revise written works</p>	<p> Does NOT address design from a cognitive load theory perspective</p>	= _____
Design	<p> Strong use of evidence-based strategies to support high-quality writing and domain-specific knowledge modelling</p> <p> Strong use of technology to facilitate the writing and peer review processes</p> <p> Strong use of scaffolds, prompts, and other guidance techniques to support strategy development as individual differences dictate</p>	<p> Some use of evidence-based strategies to support high-quality writing and domain-specific knowledge modelling</p> <p> Some use of technology to facilitate the writing and peer review processes</p> <p> Some use of scaffolds, prompts, and other guidance techniques to support strategy development as individual differences dictate</p>	<p> Poor use of evidence-based strategies to support high-quality writing and domain-specific knowledge modelling</p> <p> Poor use of technology to facilitate the writing and peer review processes</p> <p> Poor use of scaffolds, prompts, and other guidance techniques to support strategy development as individual differences dictate</p>	<p> Does NOT use design effectively</p>	= _____
Assessment	<p> Strong application of peer review as part of the assessment process</p> <p> Strong application of self-assessment</p> <p> Strong use of feedback to support formative development over time</p>	<p> Some application of peer review as part of the assessment process</p> <p> Some application of self-assessment</p> <p> Some use of feedback to support formative development over time</p>	<p> Poor application of peer review as part of the assessment process</p> <p> Poor application of self-assessment</p> <p> Poor use of feedback to support formative development over time</p>	<p> Does NOT assess effectively or not an assessment-based activity</p>	= _____