

The BPS Psychology of
Education Section Annual
Conference 2007
November 9th-11th 2007

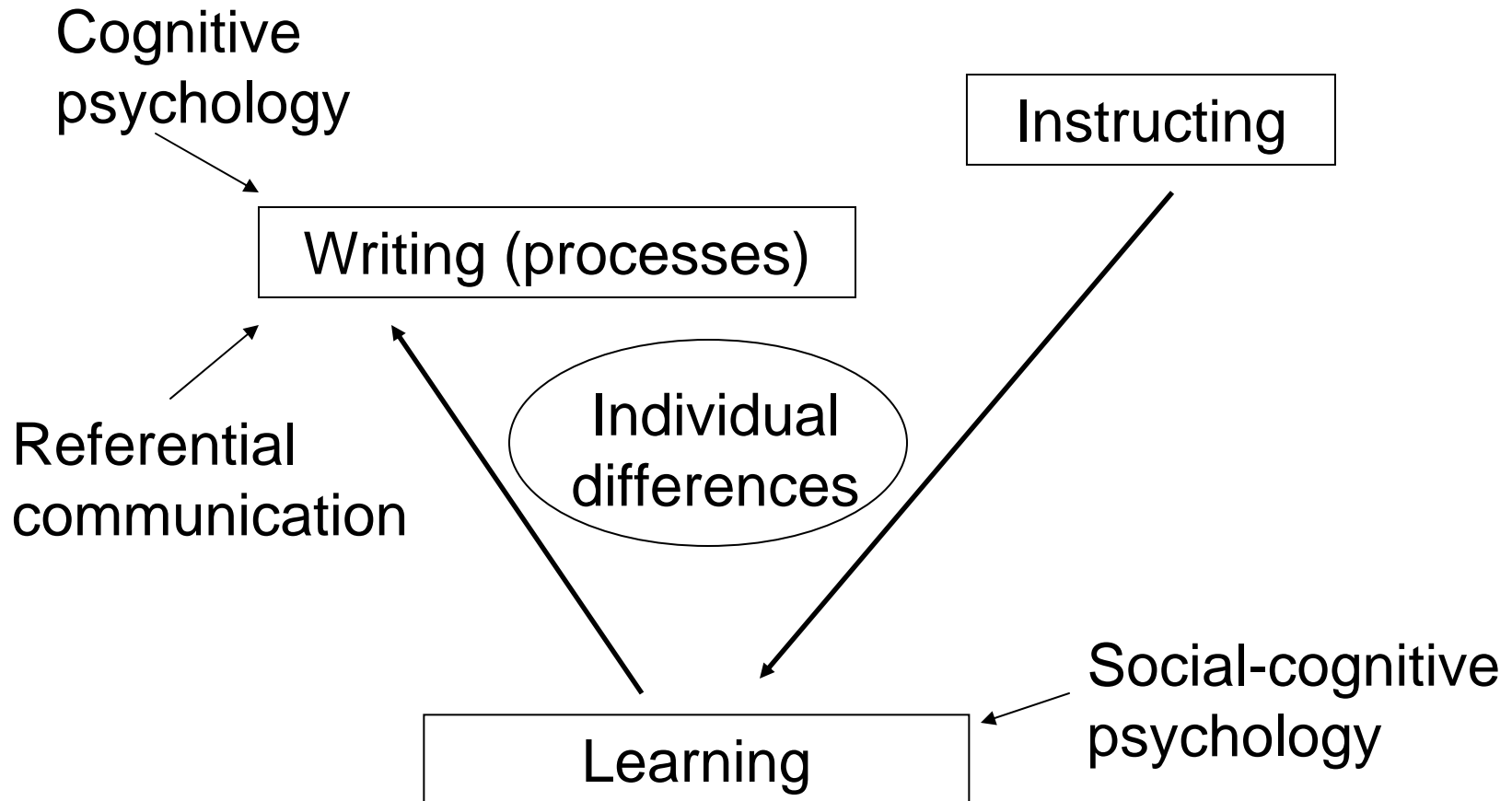
Staffordshire, UK

Writing processes and the teaching of writing in 60 minutes

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Domains & disciplines



Innovative practice

The Yummy Yummy story that tells
itself....

Innovative practice

Getting what they owe you

The Yummy Yummy candy bar case

Introducing the case

Introducing the case



The case

Imagine....

On the wrappers of the Yummy Yummy candy bars, which you occasionally eat, you have seen that you can get two free cinema tickets.

The wrapper reads:

Text wrapper

SAVE FOR TWO FREE CINEMA TICKETS!!!

This is what you must do:

On each Yummy Yummy candy bar wrapper there is 1 point. Collect 10 points and send these in a sufficiently stamped envelope to: Yummy Yummy Candy Bars Points Offer, PO Box 3333, 1273 KB Etten-Leur, the Netherlands.

Also include €0.39 in stamps to cover postage. Clearly write your name, address and postal code, and the free (FREE!) cinema tickets will be sent to your home as soon as possible. This offer is open until April 15 2003.

Communicative situation

It is April 7 2003. You have collected a total of 8 points, but you cannot find any more bars with points. The bars in the shops have no points on the wrappers, but it is still not April 15. Thus, you cannot get your 10 points together. Nevertheless, you wish to receive the two cinema tickets.

Therefore, you send your 8 points along with two complete wrappers without points.

Writing assignment

Write a letter to enclose with the points and wrappers.

Explain why you are unable to send ten points. Convince Yummy Yummy Candy Bars that you want to receive the two cinema tickets and that there was nothing you could do to get ten points. Make sure that they send you the cinema tickets! Then address the envelope.

At work!



Omar (12): First version of the letter

Dear employees of Yummy Yummy Candy Bars

I participated in the Yummy Yummy Candy Bars offer to win two cinema tickets. After some time I had already saved eight points. After some time I could find no more Yummy Yummy candy bars with offer points. I went to every sweetshop where Yummy Yummy candy bars are sold, but I have found absolutely nothing!

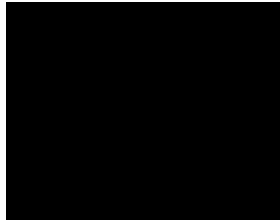
Therefore, I give you two wrappers with no points on them to prove that I have eaten ten bars. I hope that you can help me by still giving me the cinema tickets. I hope that you understand my problem.

Yours faithfully, Omar

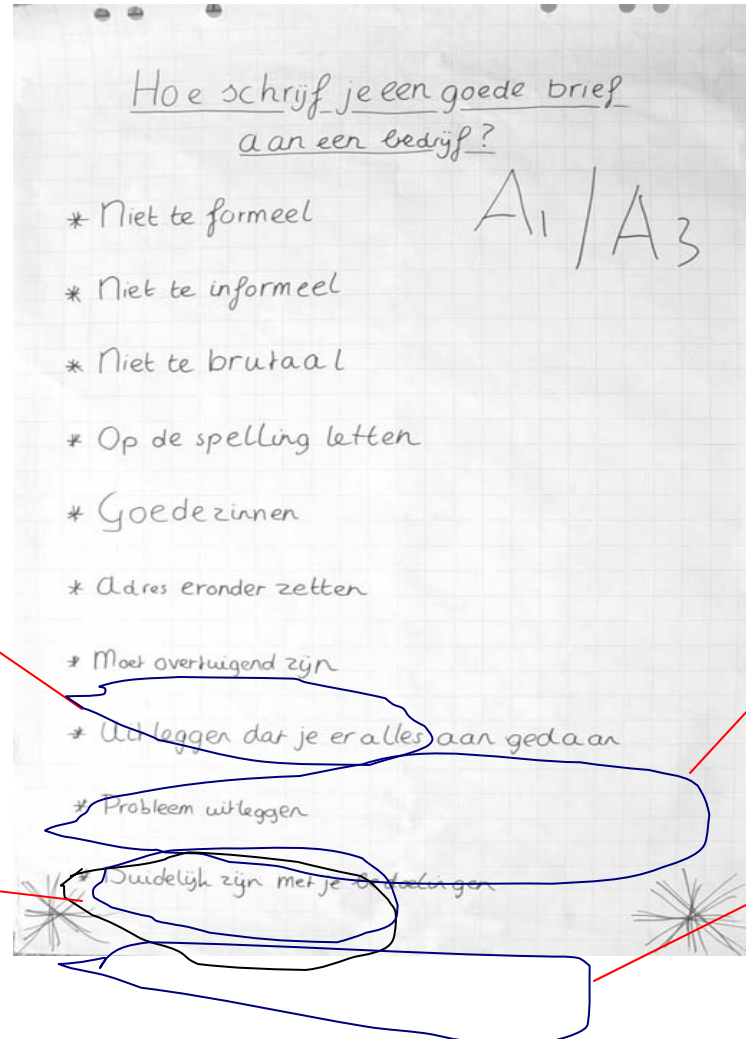
Lesson 2

- Board of Yummy Yummy Candy Bars. Has to select two out of 19 letters to send cinema tickets.
- Research team observes the meeting. Has to collect the arguments and criteria for selecting letters.

Yummy Yummy board meeting



Poster research group



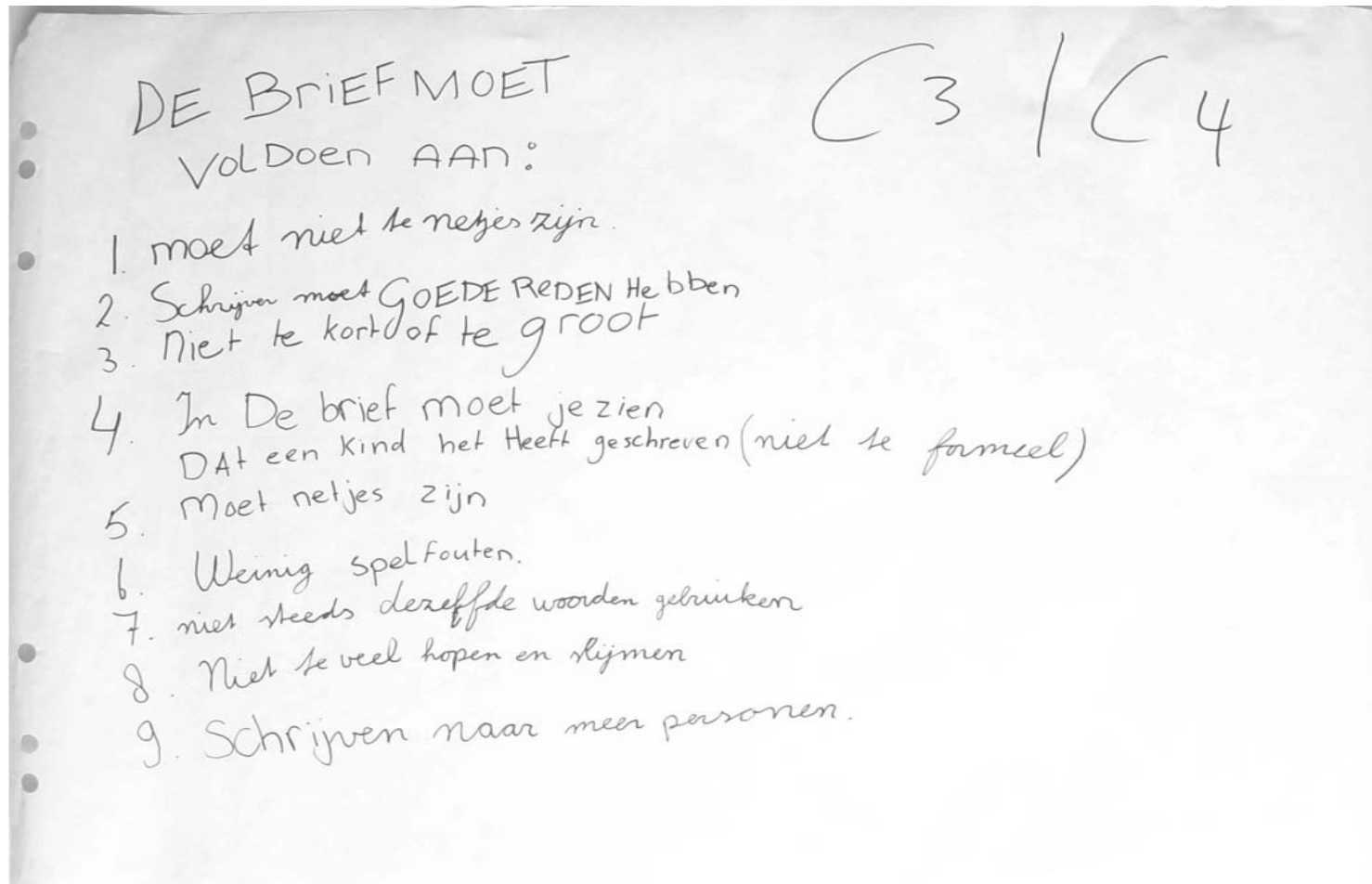
Must be convincing

Explain the problem

Explain that you did everything you could

Be clear what you want from them

Poster Research Team 1



Research group presents findings



Board presents winning letters



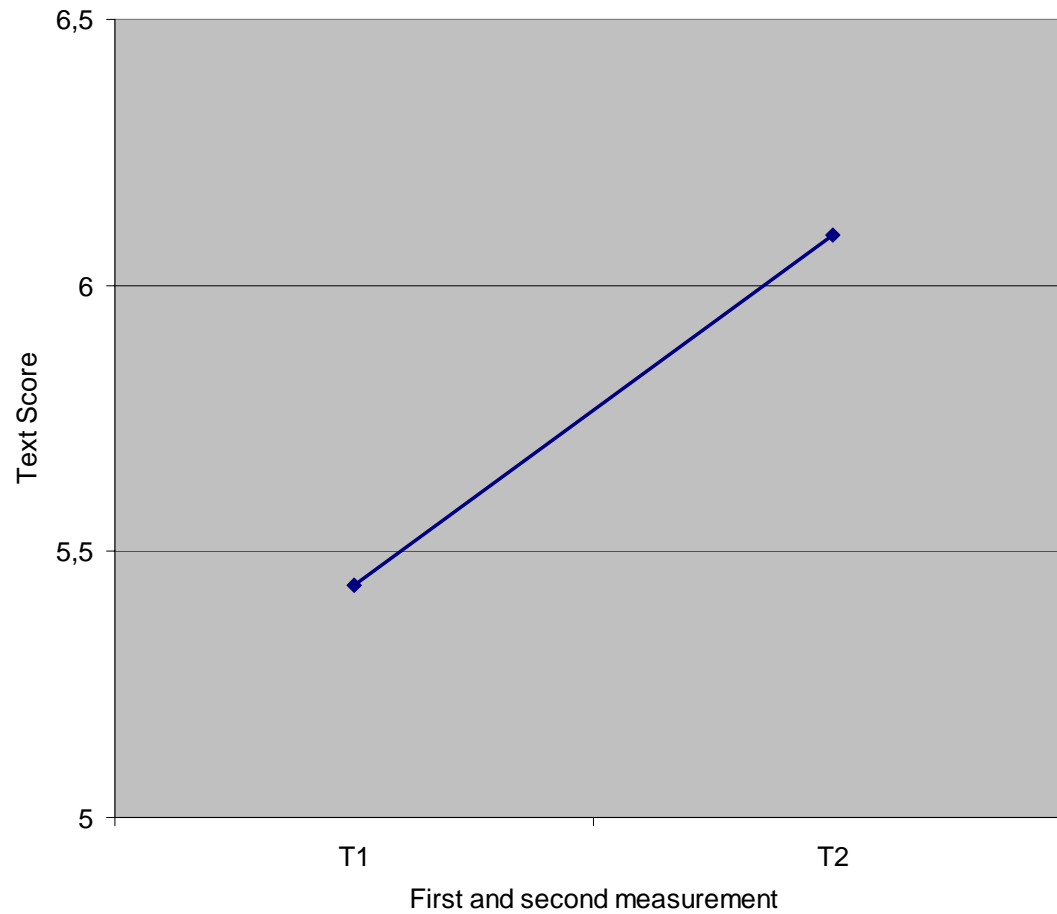
Omar's revised letter

Dear employees of Yummy Yummy Candy Bars,

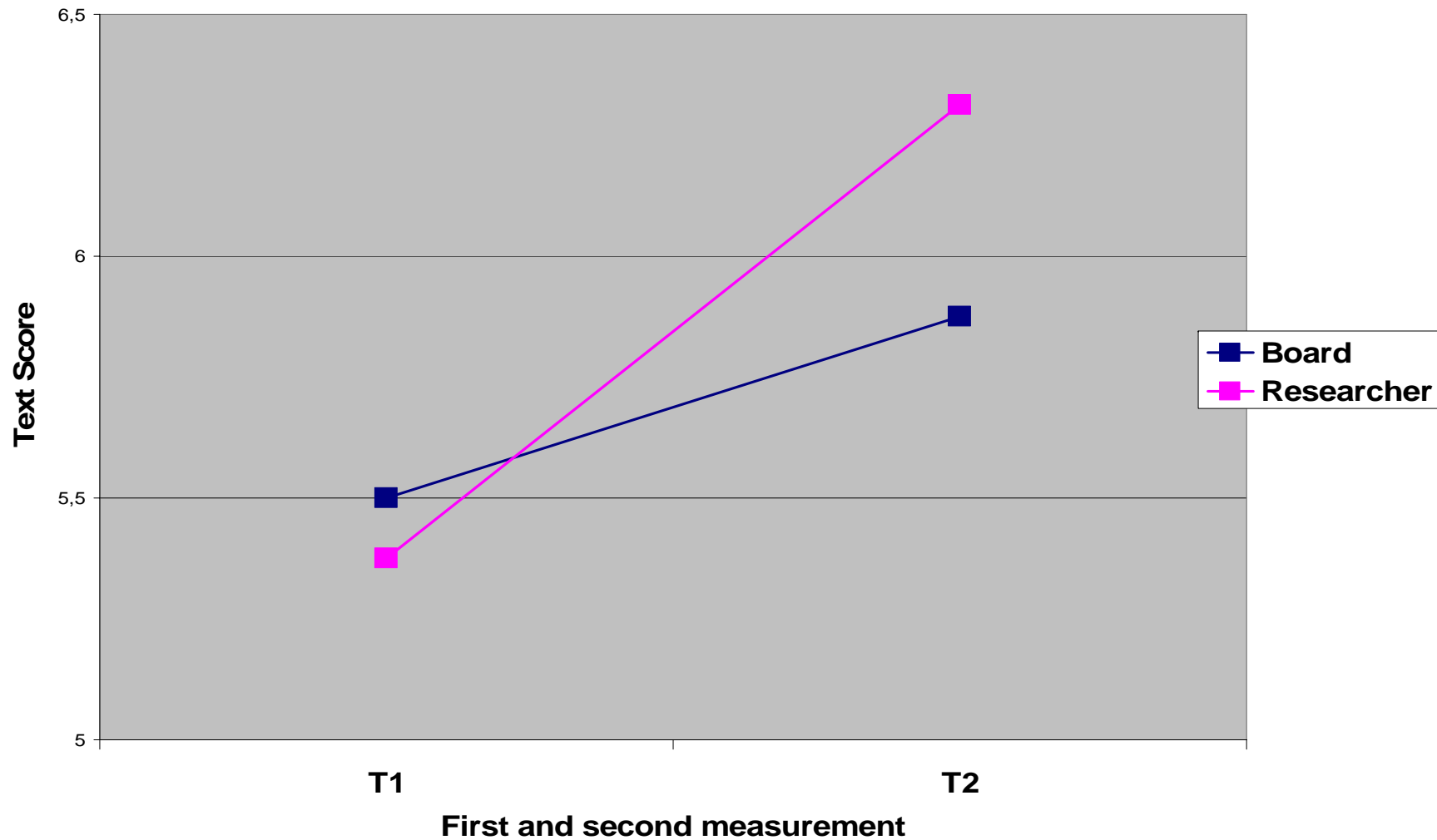
Concerning the Yummy Yummy Candy Bars offer, I read that you can win two cinema tickets if you collect ten points. For this reason I participated and after a while I had obtained 8 points! Joyfully I went to a sweetshop where they sell Yummy Yummy candy bars, but I have not been able to find a single bar with a point on it! Therefore, I then thought that the offer was already over, but of course that is not possible, because the offer is open until April 15! Then I went to another shop but it was the same there, and when I had gone along to a lot shops I thought of buying two wrappers without points and writing you a letter to explain that I have done everything possible to collect ten points. In this letter you will also find the two wrappers without points and the wrappers with points to prove to you that I have bought ten bars. I hope that you understand my problem and that you can help me with my problem. Is it possible that you can still send me two cinema tickets?

Yours faithfully, Omar

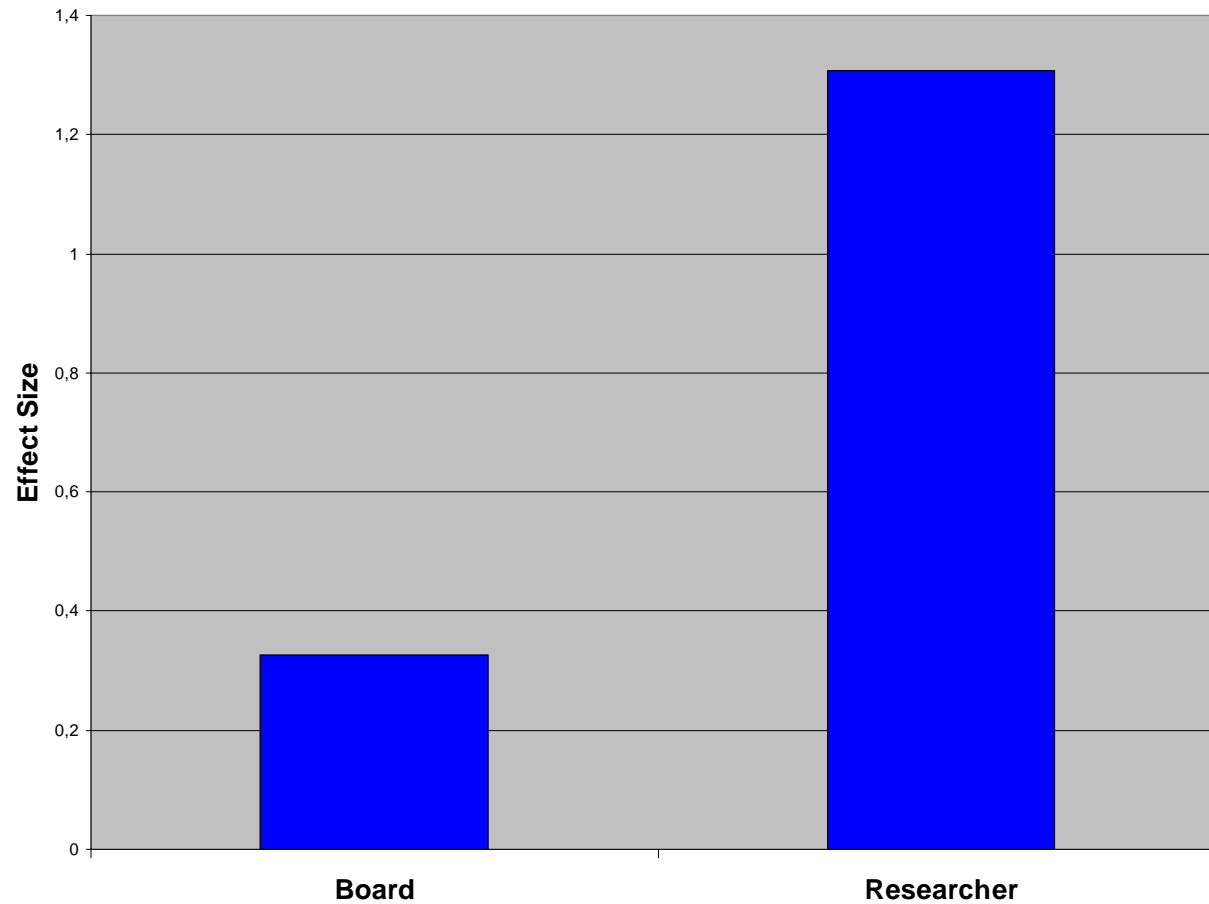
Effect of lessons



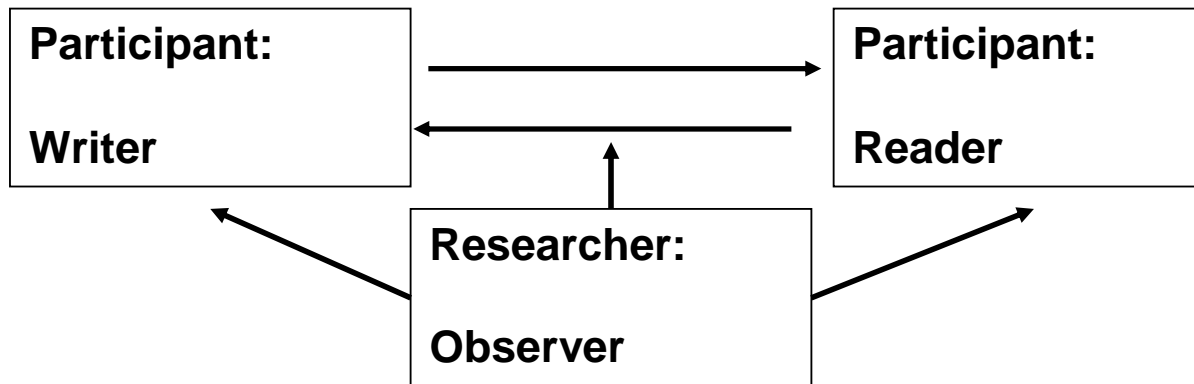
Effect of conditions



Role effects: Effect sizes



Simple participation model

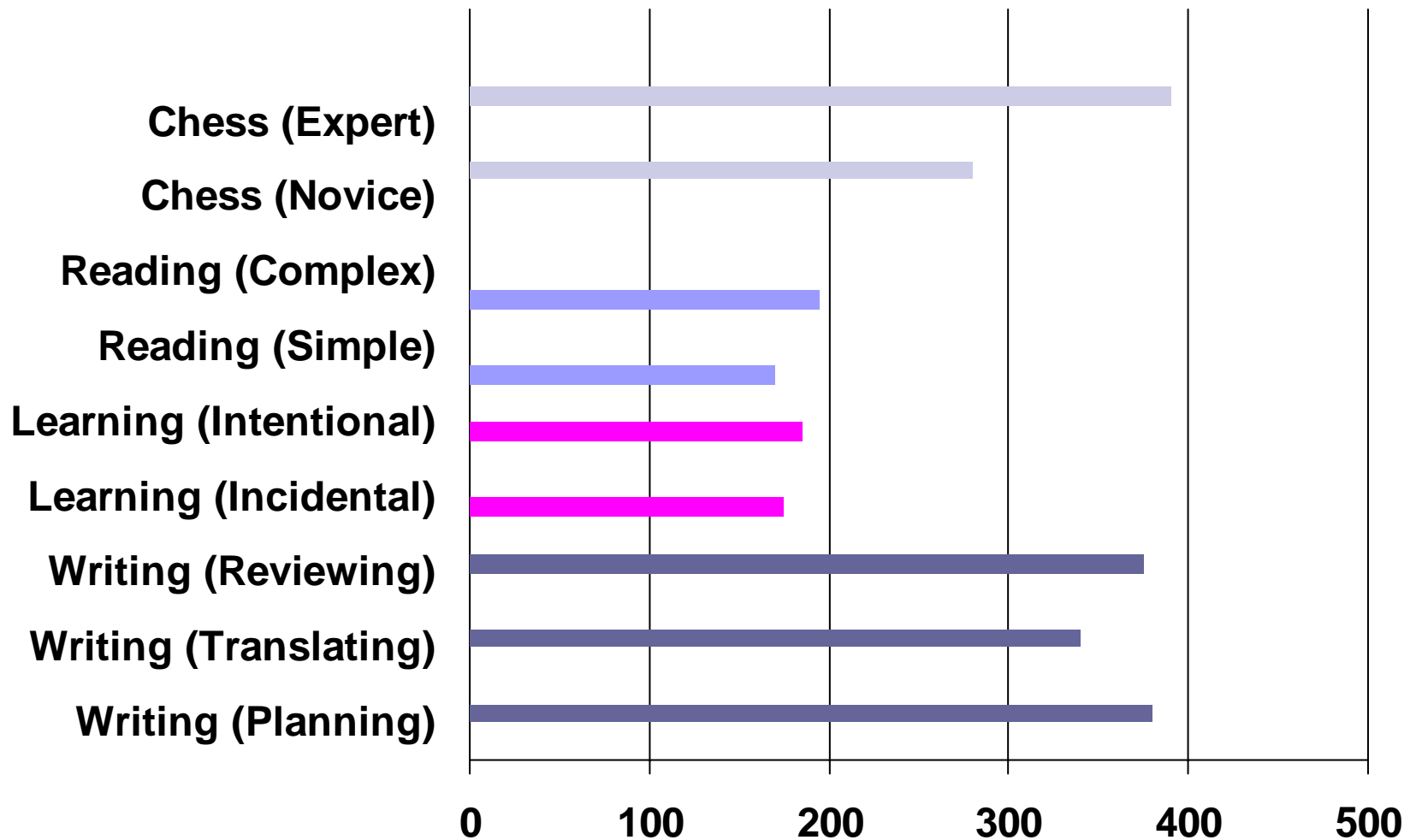


- Communicative role/pairs:
 - Writer has access to reader's process.
- Research teams: observation/analyse:
 - Learners study the writing, reading or writing-reading process.

Psychology and writing

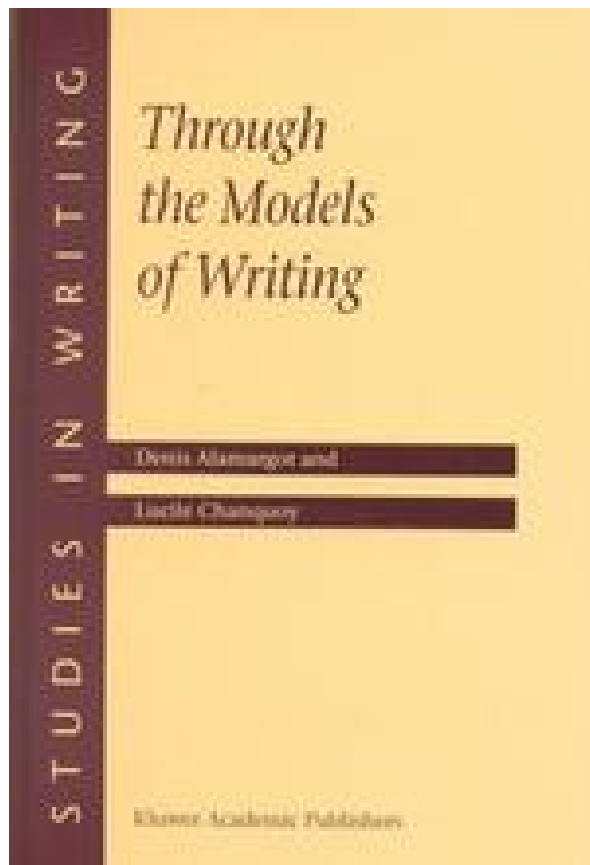
Cognitive psychology and writing
processes

Cognitive effort (Ms)

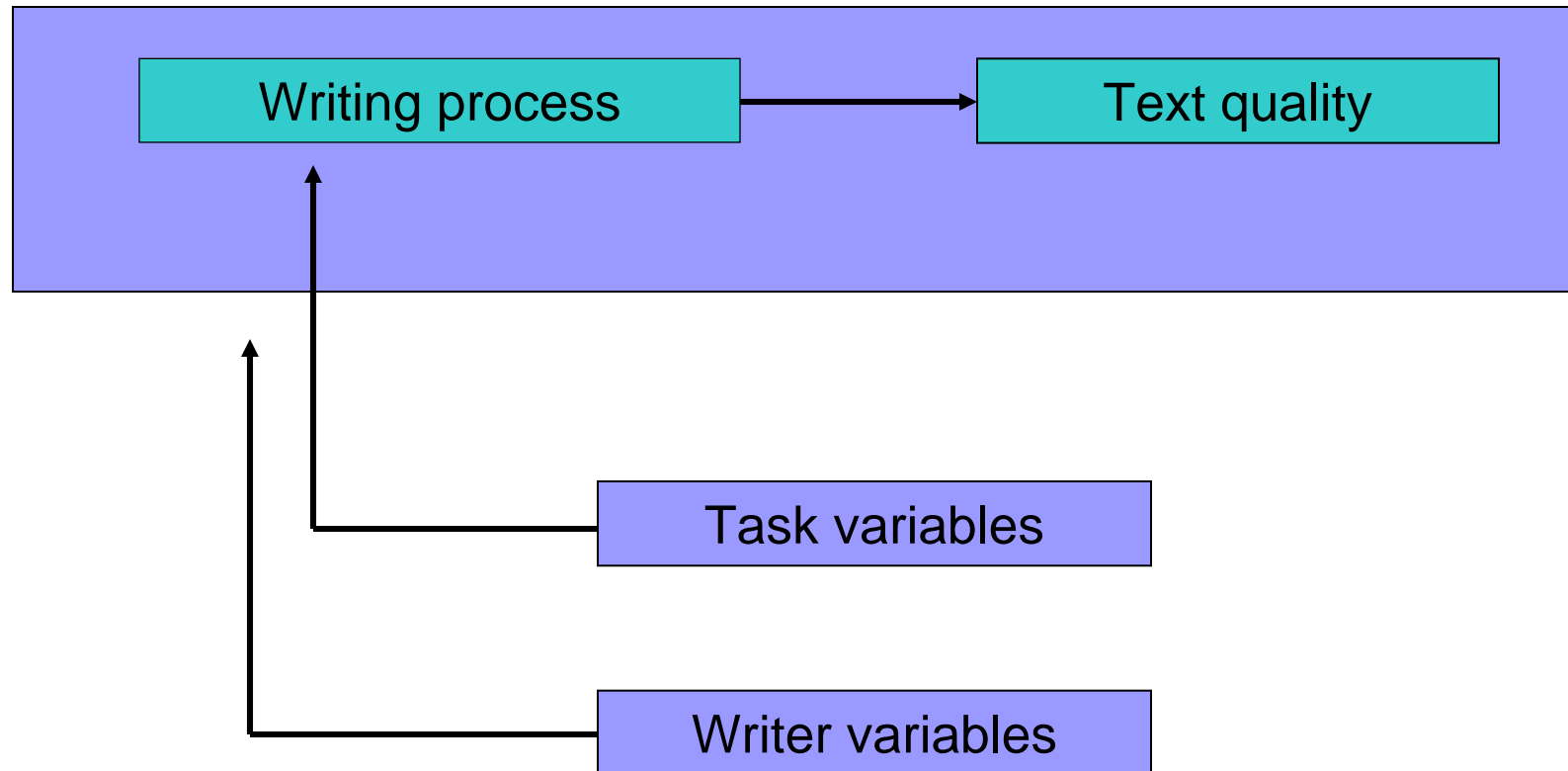


Through the models of writing

Alamargot & Chanquoy (2001)



What did we learn from writing process research?



Writing process: Constitutive components

Reading input /

Documentation

Goal setting

Generating Ideas

Structuring Ideas

Text Production

Monitoring/

Self instruction

Rereading Text

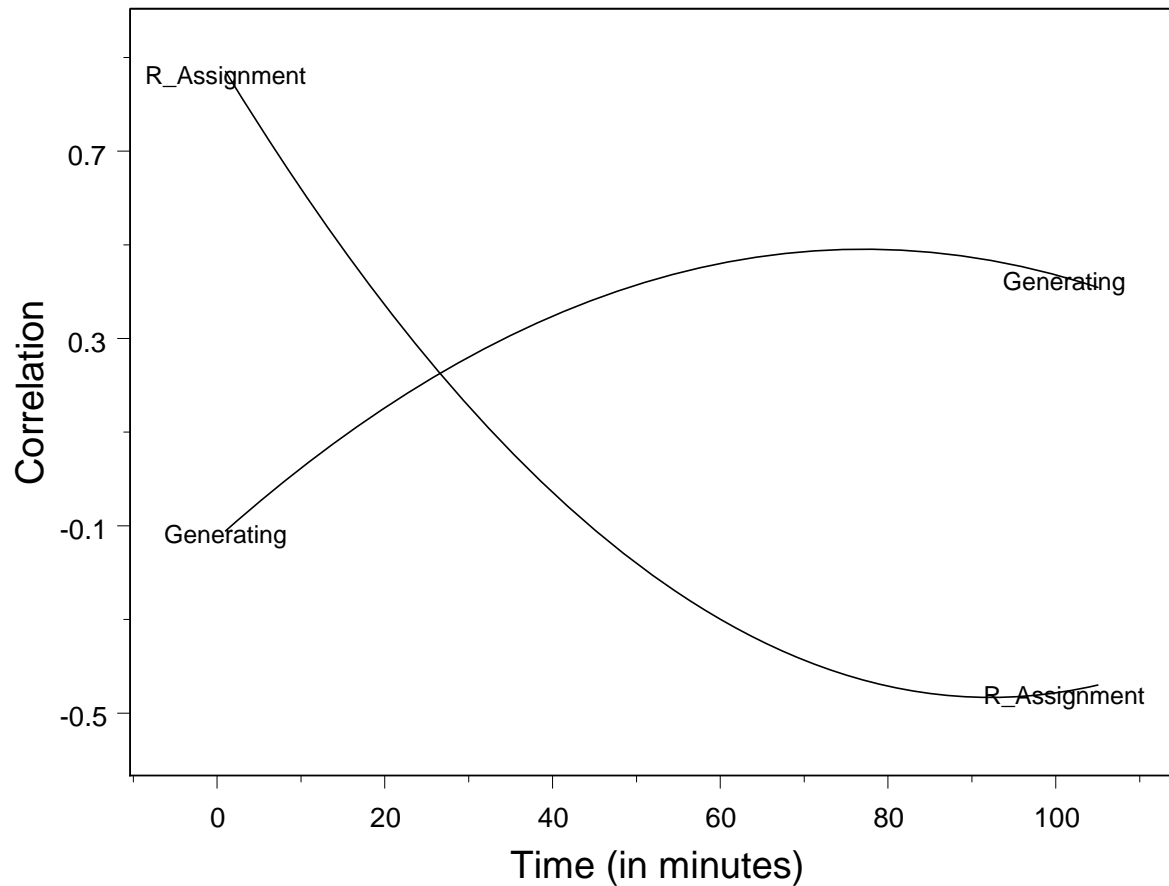
Evaluating Text

Revising Text

Effect of time

	First part	Middle part	Last part
Reading documentation	+	--	
Self instructions			+
Goal setting	--	+	+
Generating ideas		+	
Structuring ideas	--	+	
Text production			+
Rereading text			+
Evaluating text	+	--	
Revising text	--	--	

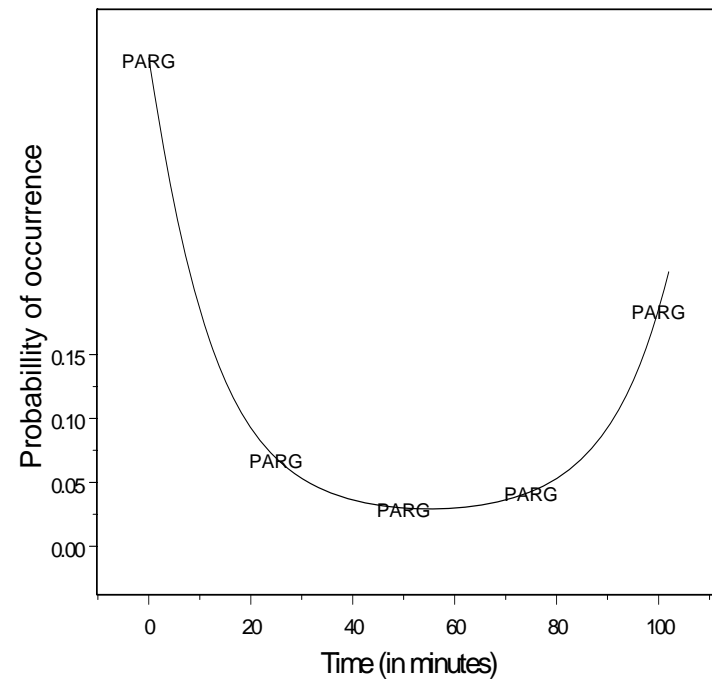
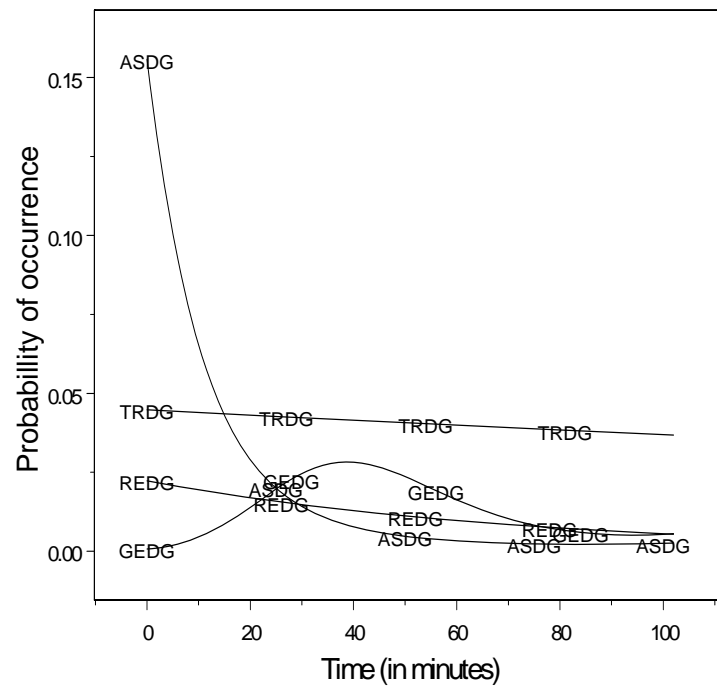
Distribution of activities and text quality



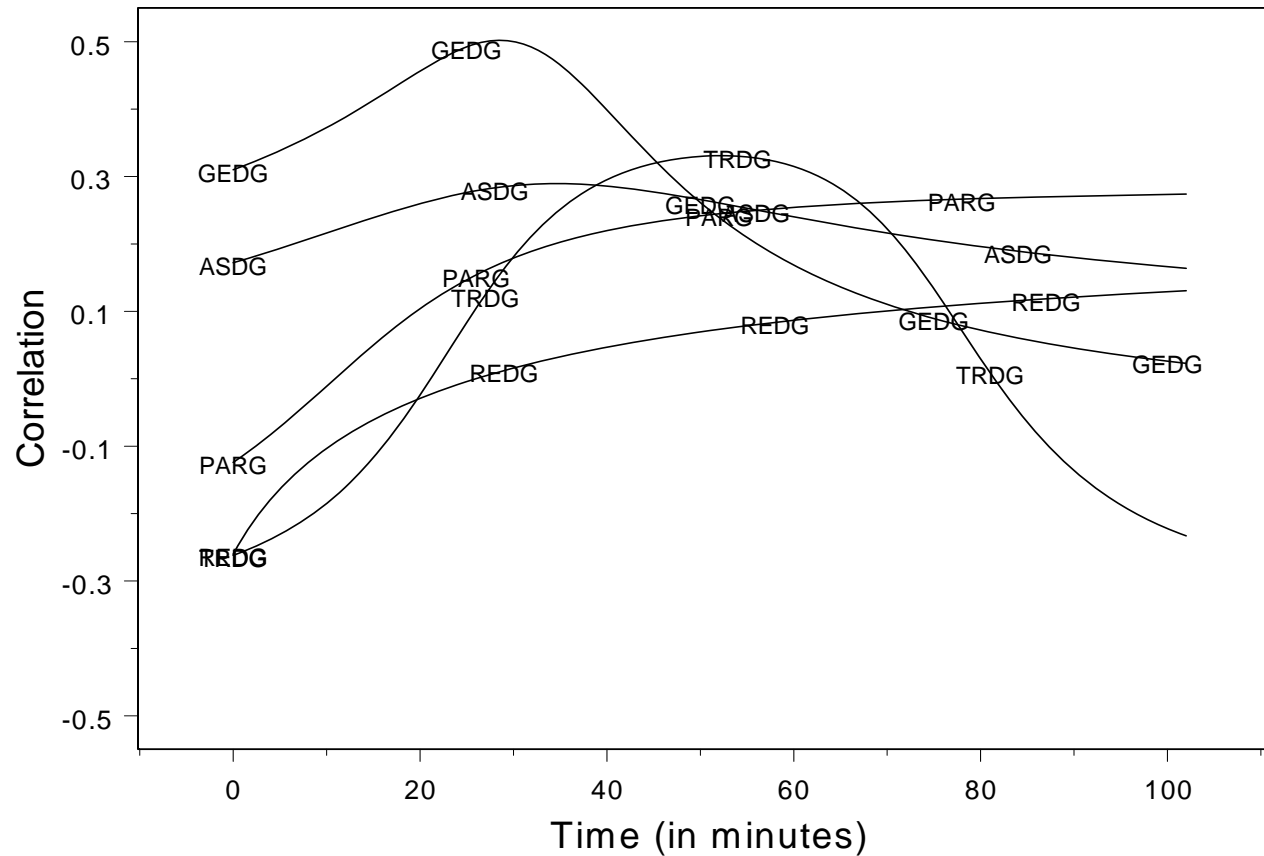
Recent issue

- Interaction between cognitive activities
- or
- Unit of analysis

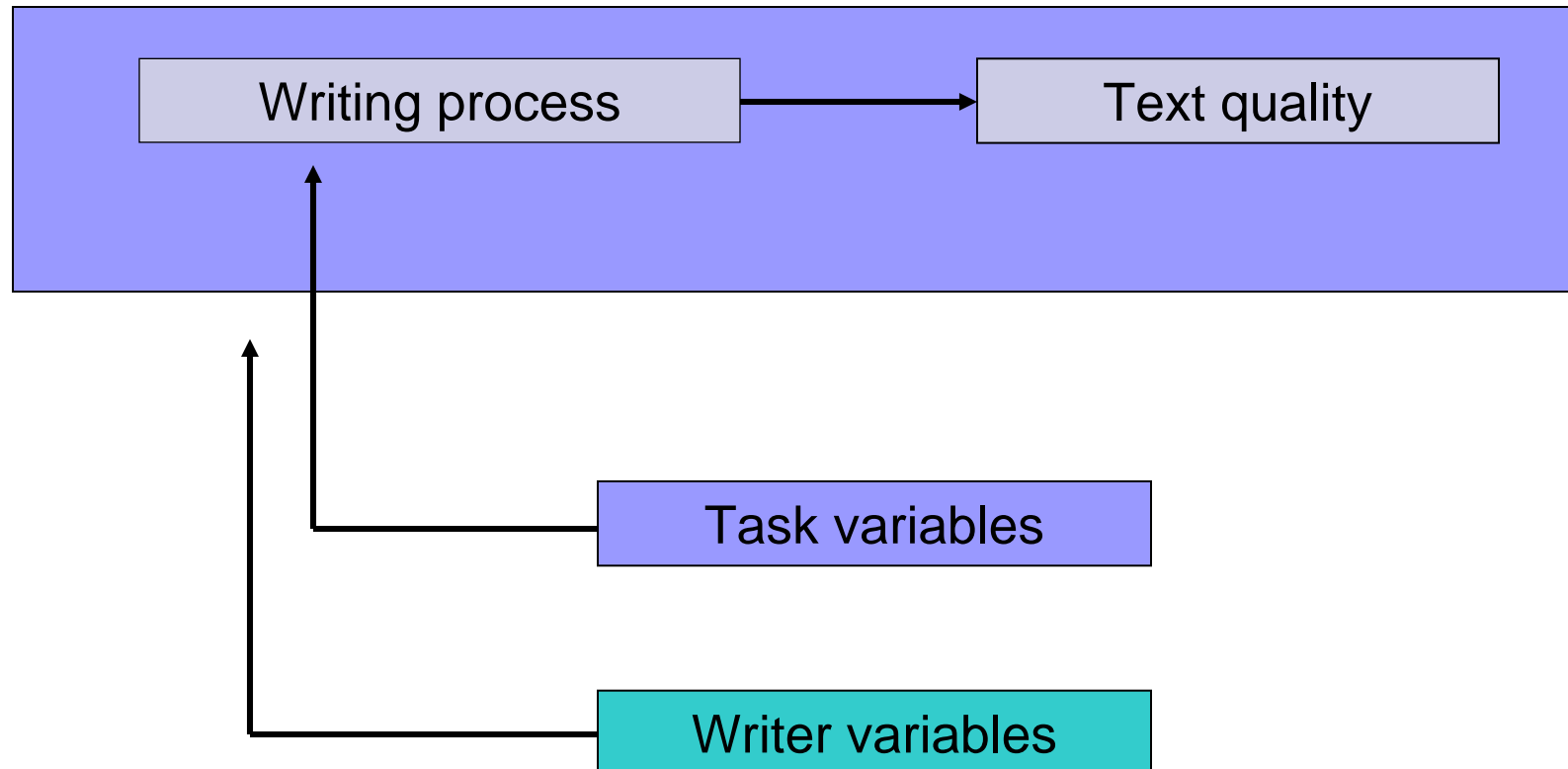
Distribution of pairs



Different effects of pairs



What did we learn from writing process research?



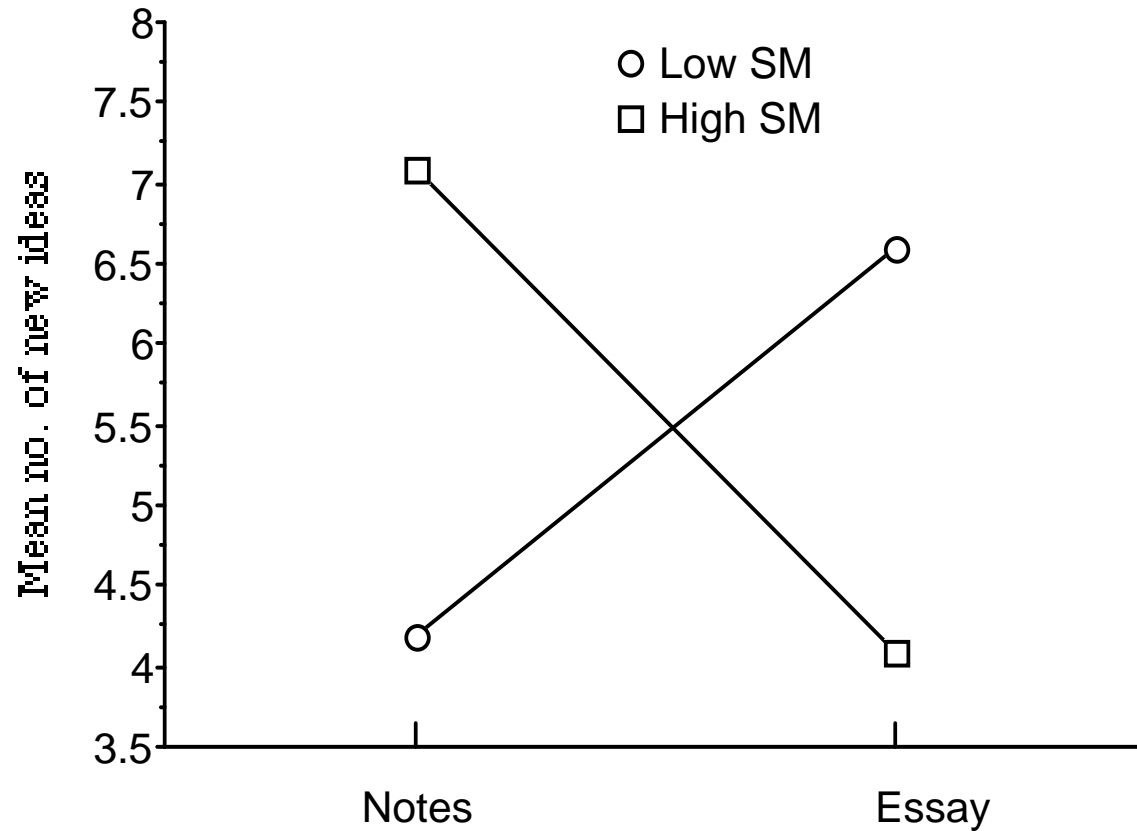
Writer variables

Ability (Van der Hoeven, 1997)

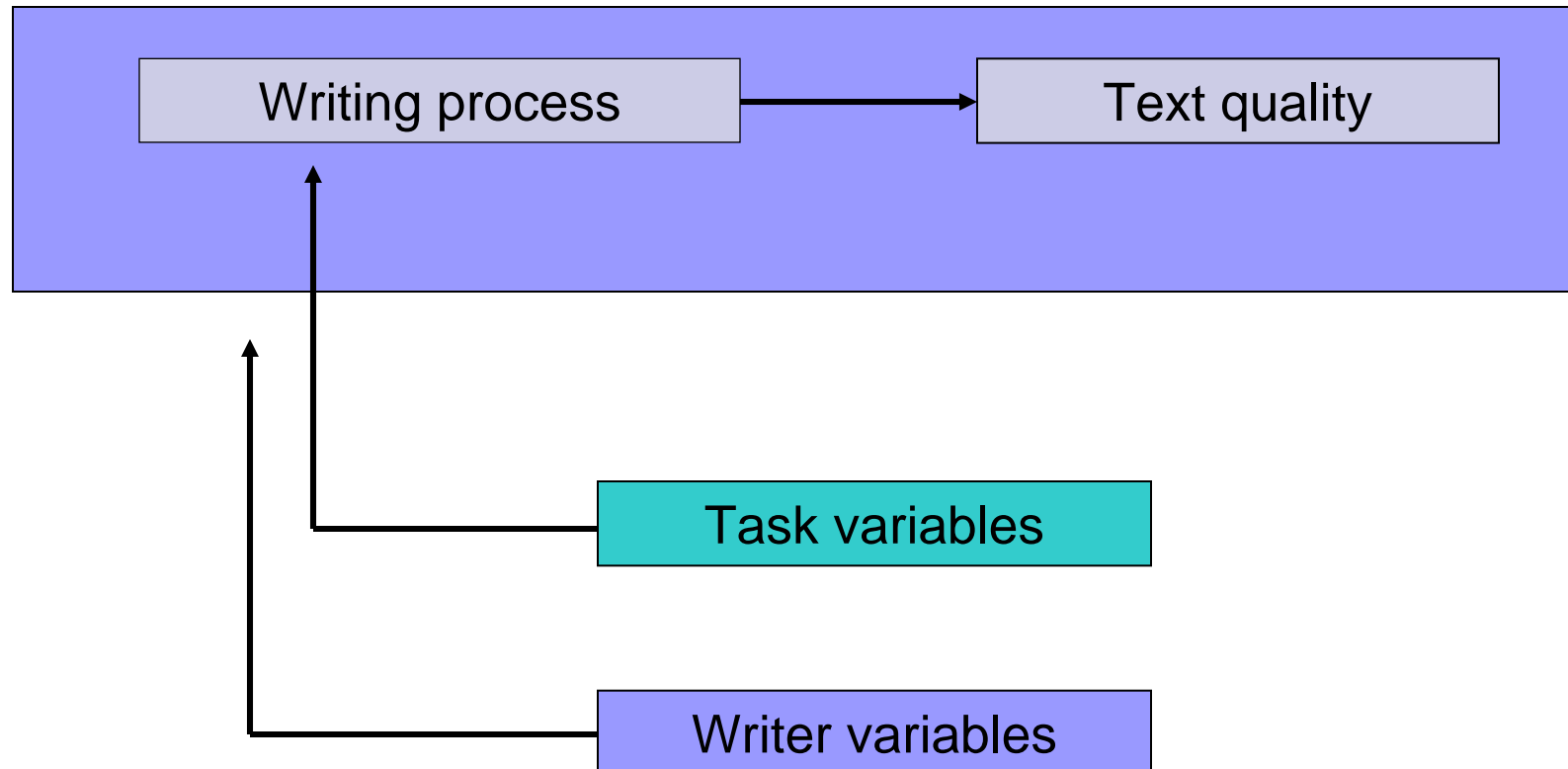
Revising ability affects:

- the number of corresponding cognitive activities
- the distribution of activities over the process
- the quality of the text (via processes)

Galbraith's studies (1996, 1999)



What did we learn from writing process research?



Rau & Sebrechts (1996)

	Outline planning	Silent planning
Prewriting: conceptual planning	59%	13%
Online revisions		More content revision
Online pauses		More pausing
Text Quality	No condition effect	

From writing process studies to teaching

- Large differences in processes and effectiveness
- Many paths lead to a good text
- Awareness is important
- Launch relevant activities at the appropriate moment
- Quality of activities plays positive role
- Building of task schemes

Psychology and writing

Referential communication studies

Hollaway & McCutchen (2004)

1. Describe three tangrams

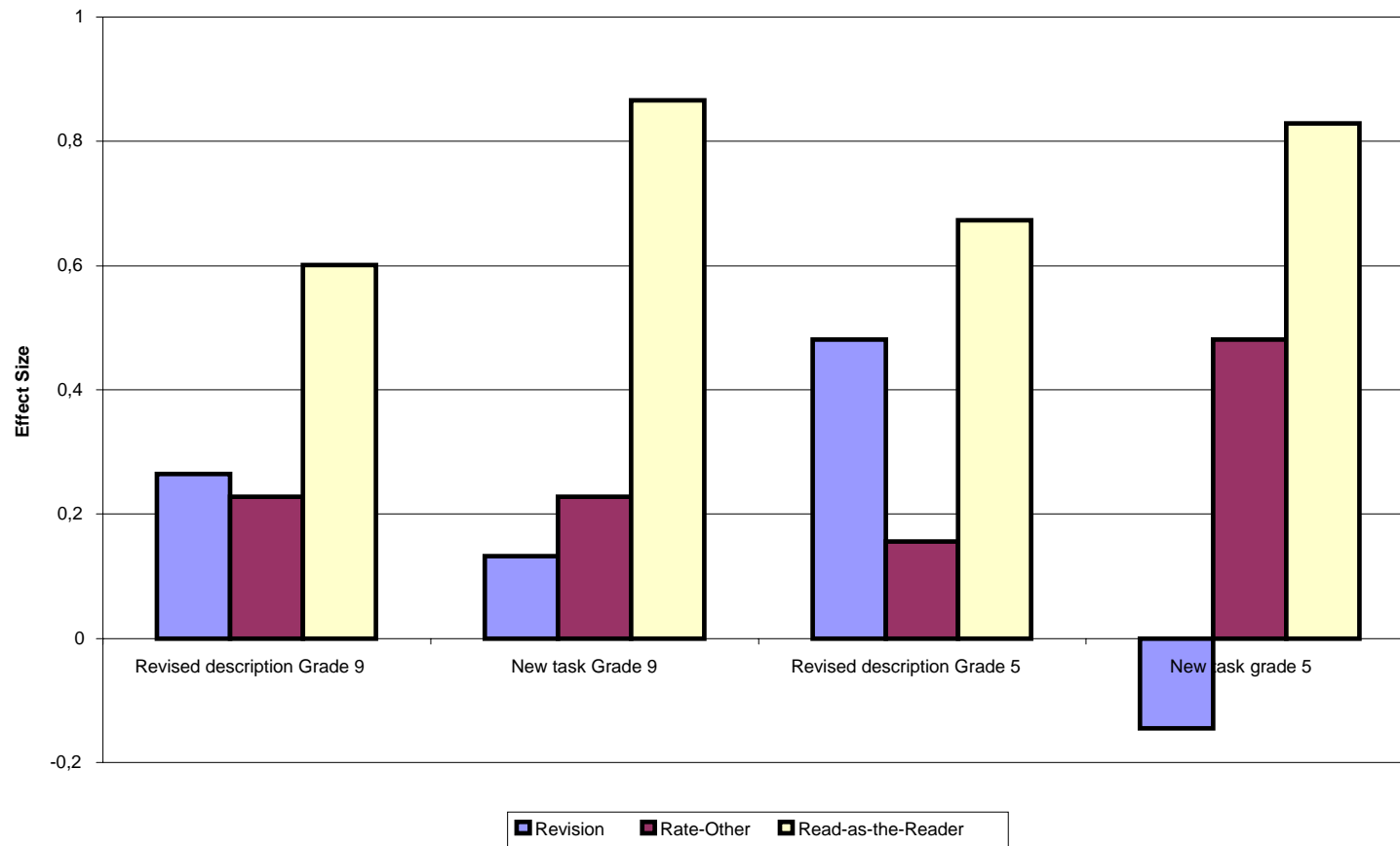
2A. Revision

2B. Rating (3) &
revision

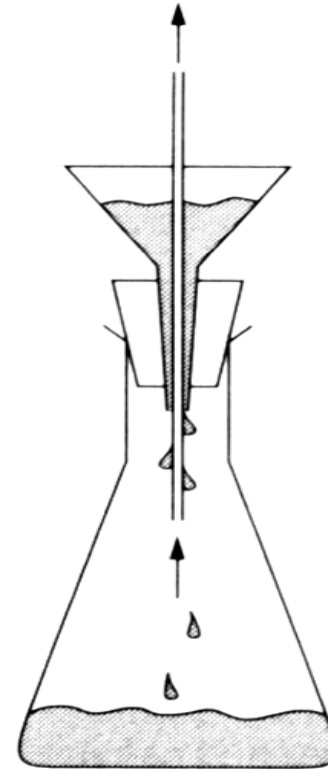
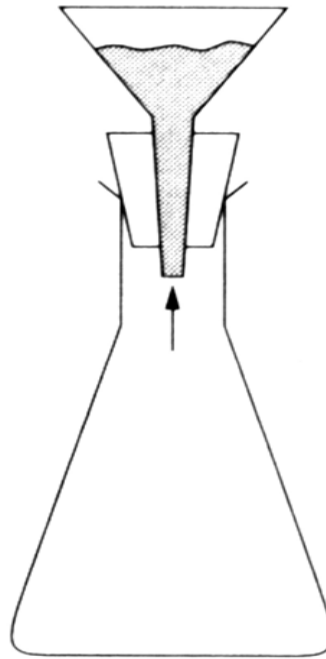
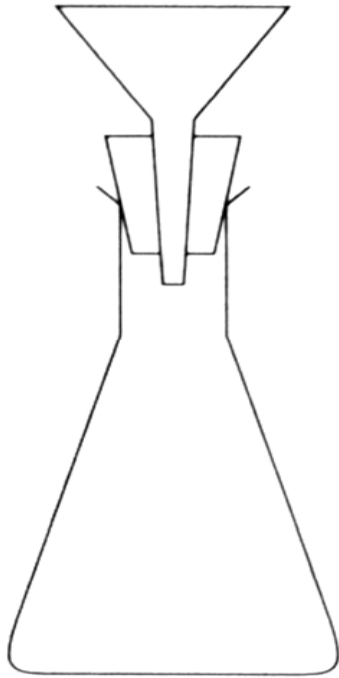
2C. Reading-as-the-
reader & revision

3. Describe three new tangrams

Holliway & McCutchen (2004)



Physics experiment



Physics experiment: Student manual

You know that when something has air in it, for instance a bottle and that thing is closed, no air can go out. For instance, you take a bottle, cork in it, funnel in it, and you put water in the funnel, no water comes into the bottle, because the bottle is closed, no air can go out.

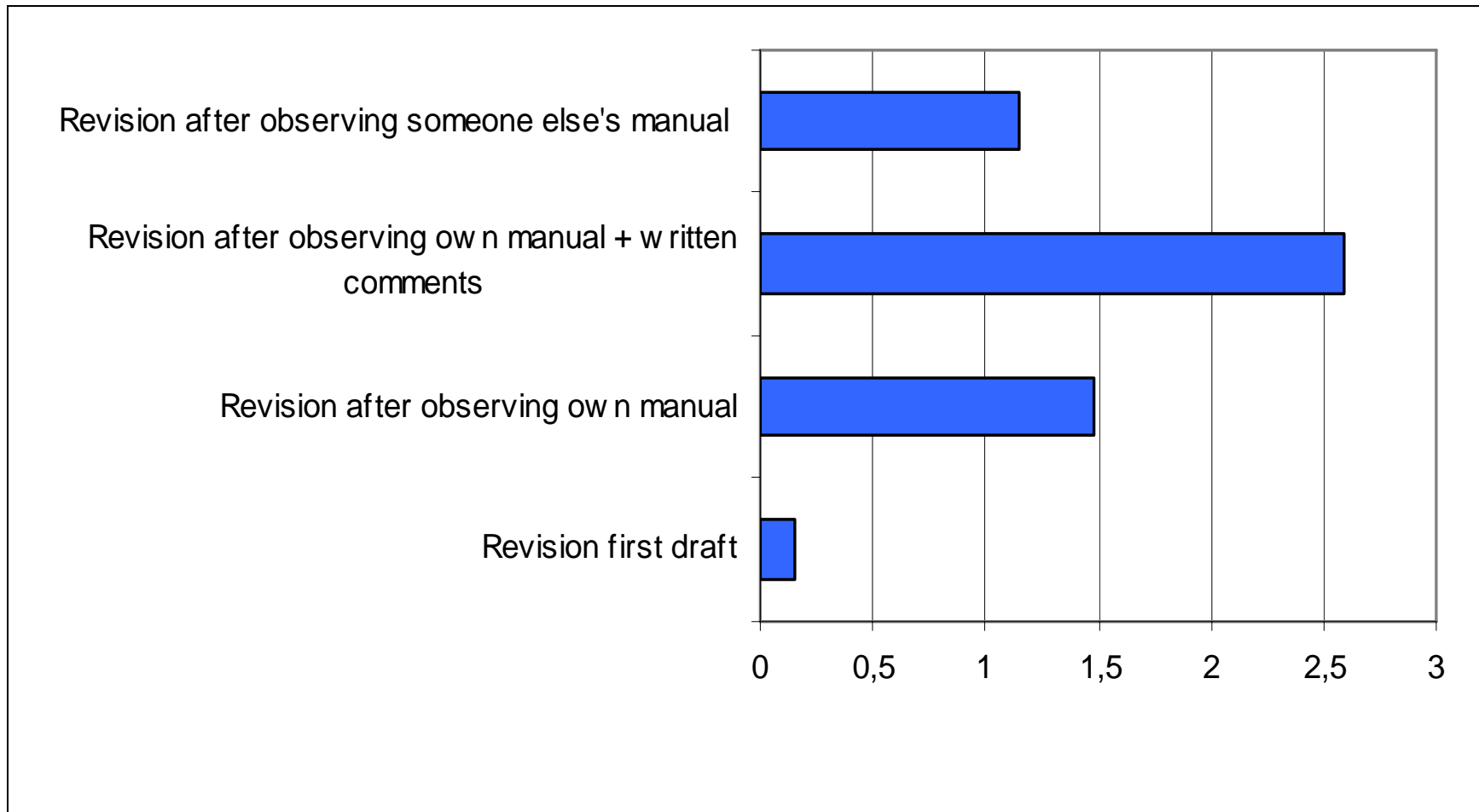
As soon as you put a straw in the funnel, the air can go out from the bottle via the straw and then the water can enter the bottle.

Do it!

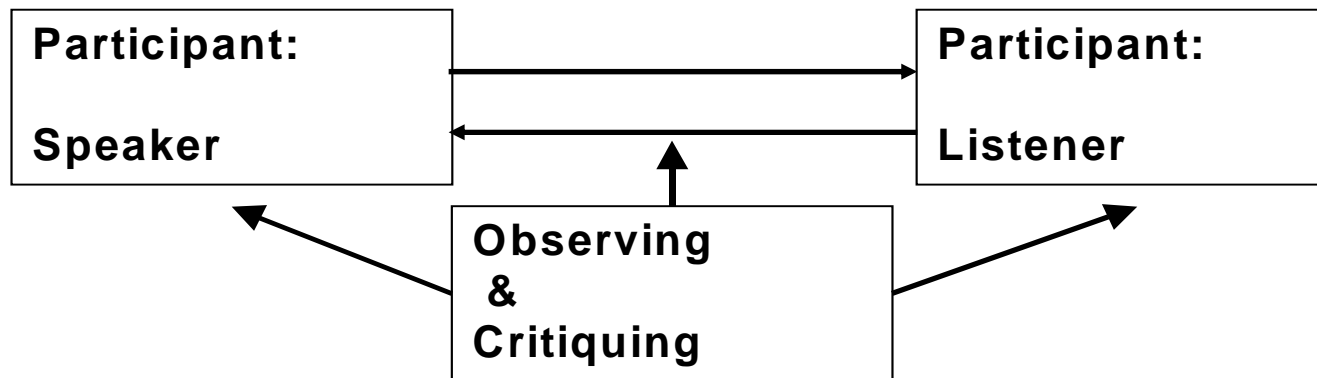
The manual reader...



Effect sizes text quality



Sonnenschein & Winterhurst model



Psychology and writing

Learning to write

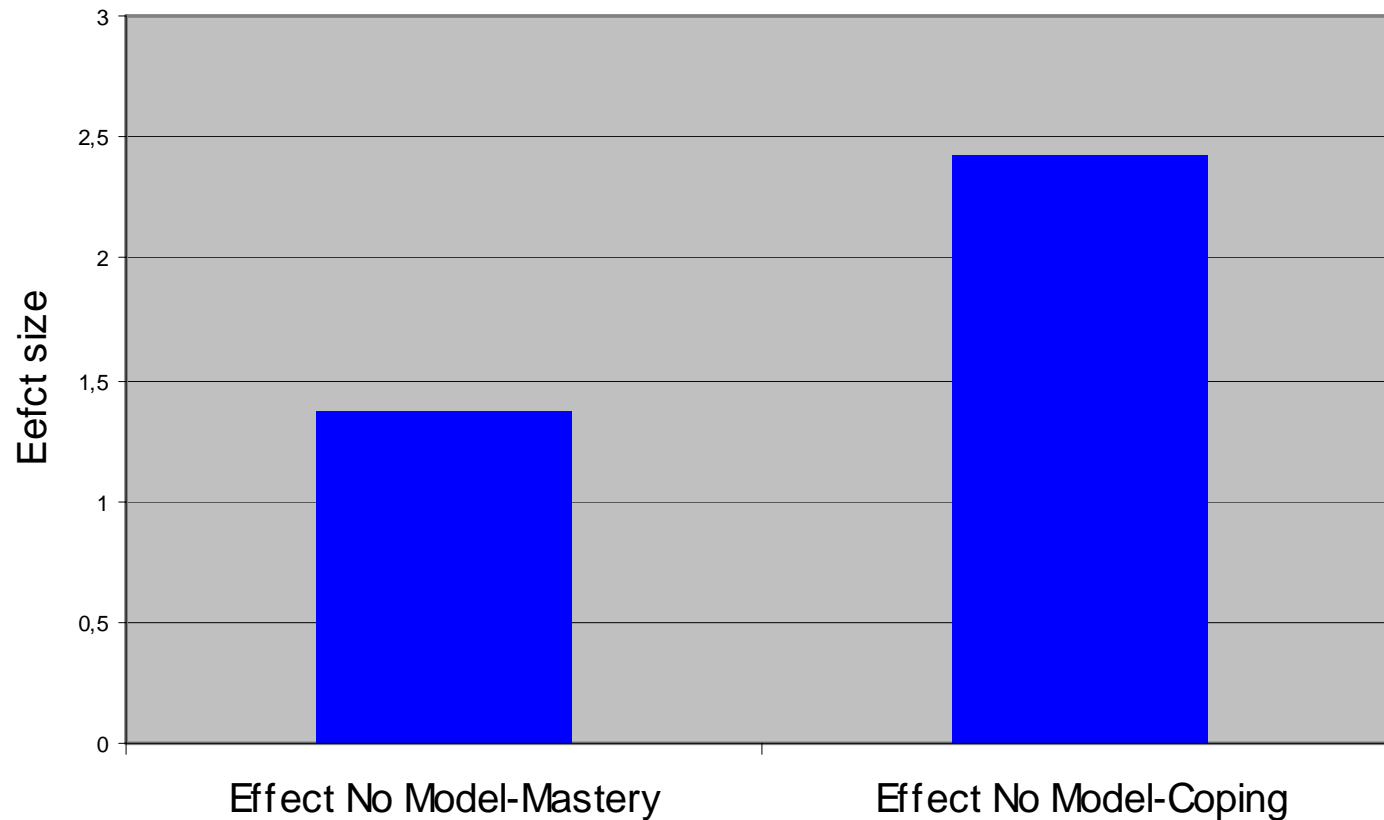
Bandura, Zimmerman & Schunk

- Observation
- Emulation
- Self-control
- Self-regulation

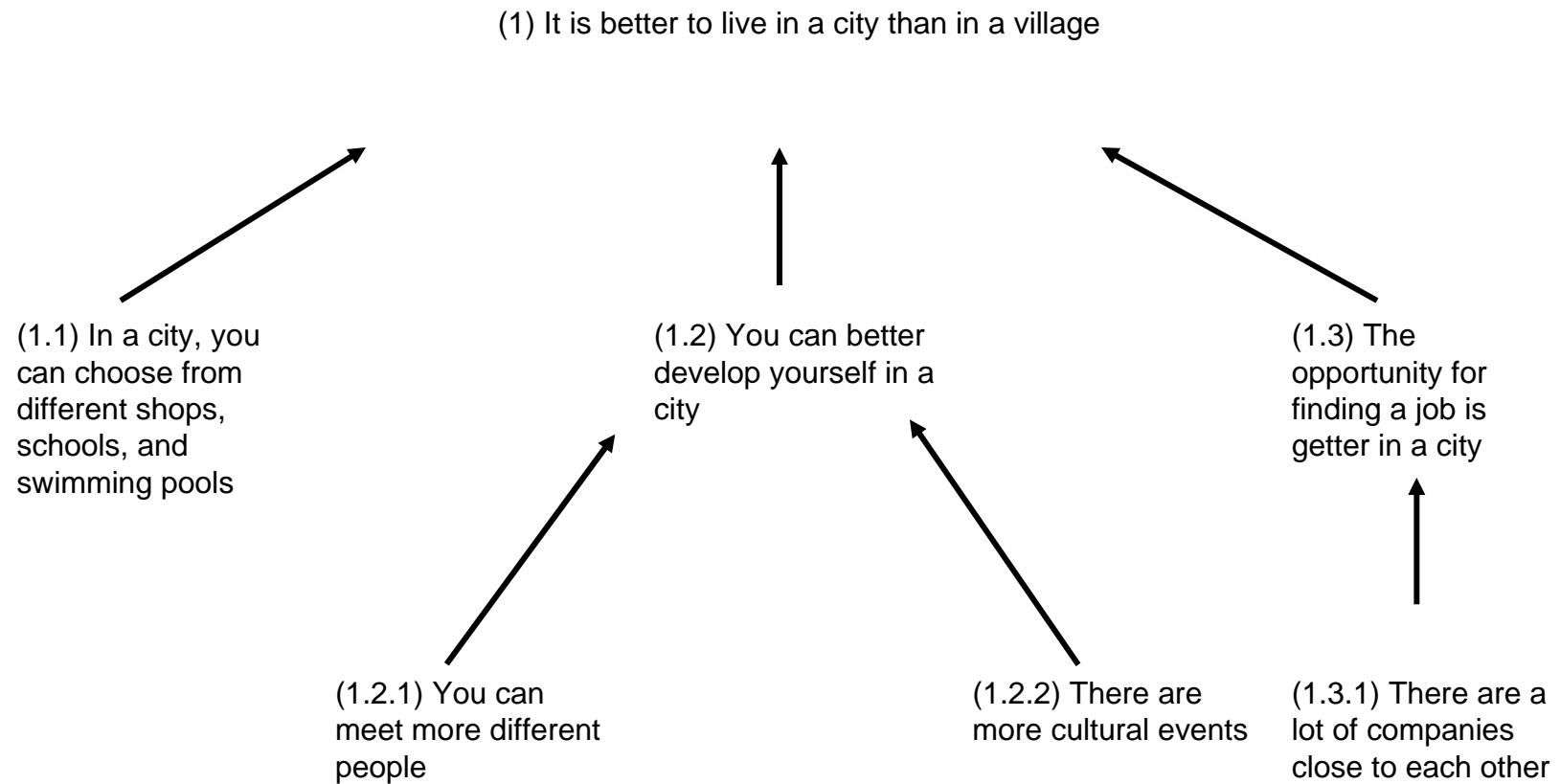
Design Zimmerman & Kitsantas (2004)

<i>Observation</i>	No model		Mastery		Coping	
<i>Practising Feedback</i>	No	Yes	No	Yes	No	Yes

Zimmerman & Kitsantas: Effect of type of model



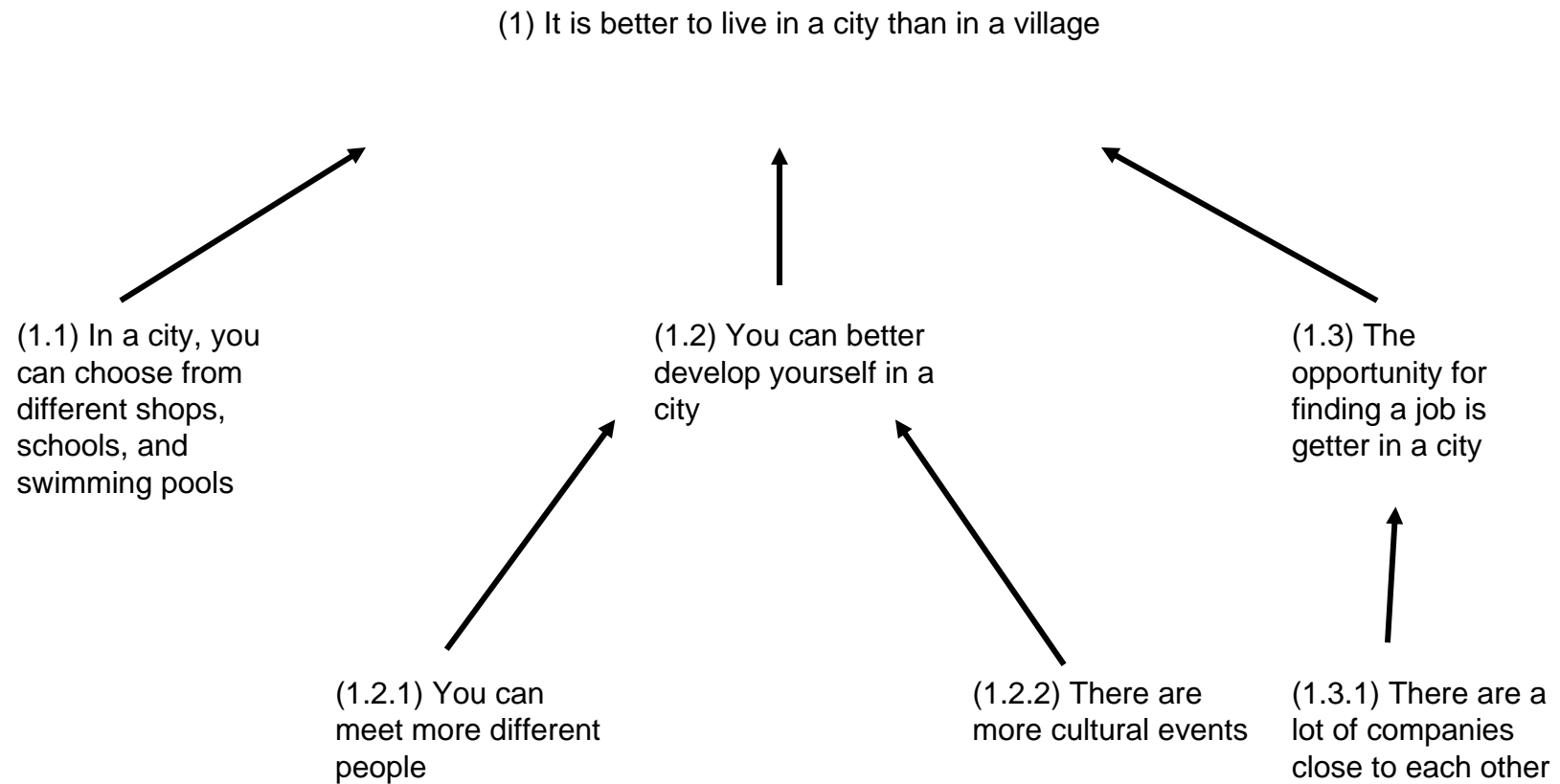
Argumentation structure



Observation task (1)

In a little while, you are going to watch on CD-ROM videotape recordings. You will see two peers writing a short argumentative text based on an argumentation structure. The models had to make sure that the reader will understand the standpoint and arguments in their text. Next page you will find the argumentation structure the models received.

Argumentation structure



Observation task (2)

Watch the models on CD-ROM and answer the following questions:

1. Which student performed better?
2. Explain briefly what this student did well.

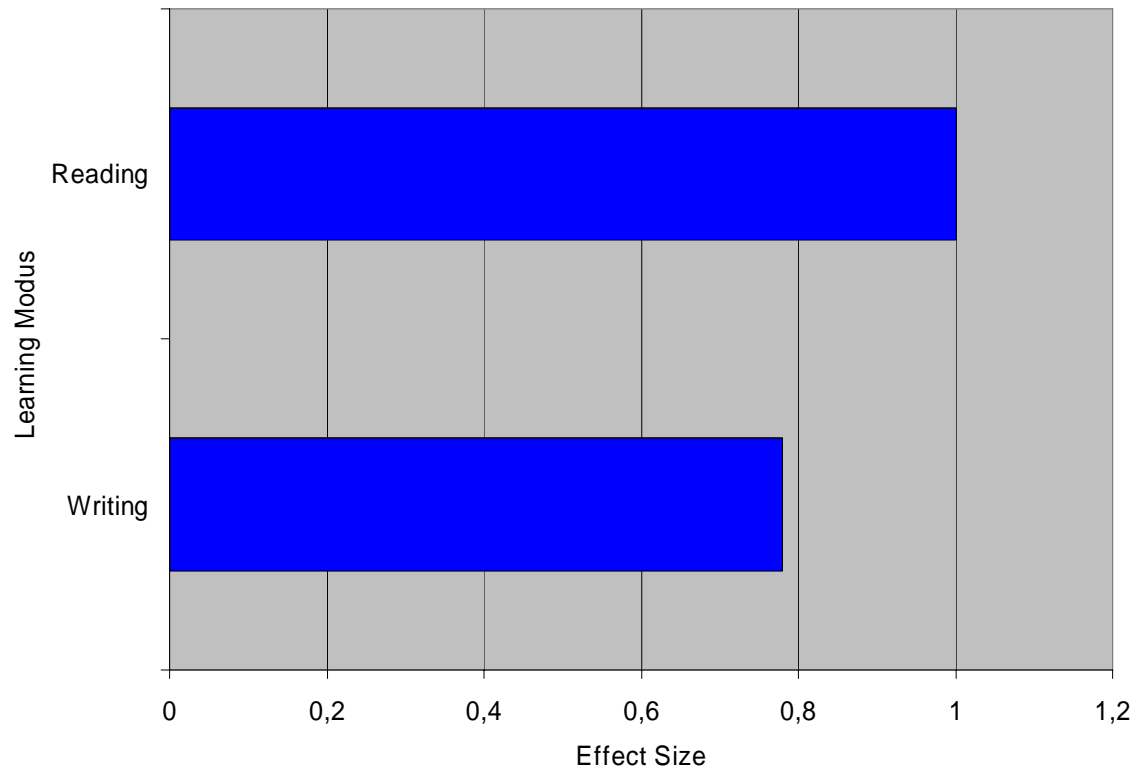
Make your notes here, when you observe the students:

.....
.....
.....

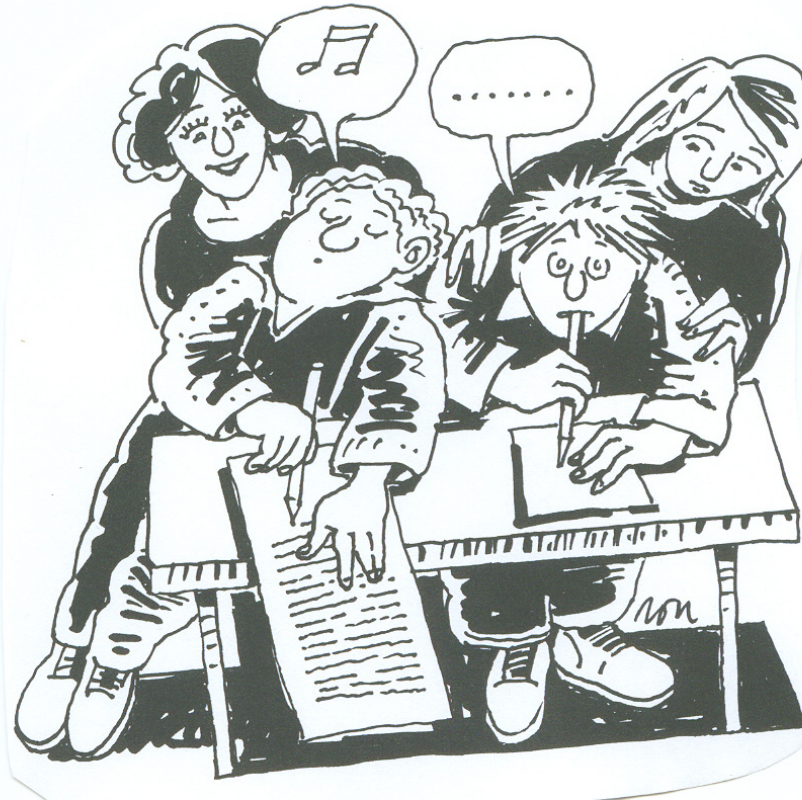
Observing....



Learning effect of observation compared to practicing



Observing weak versus strong models



Braaksma (2002) results: Sequence effects

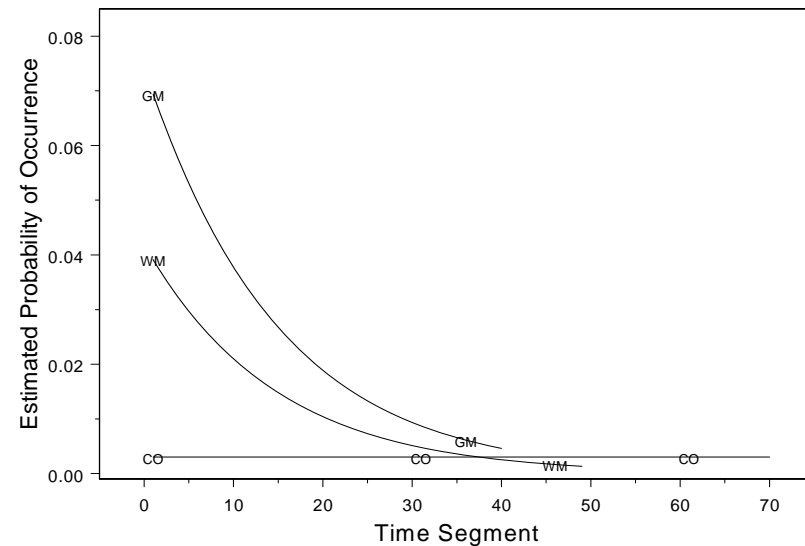
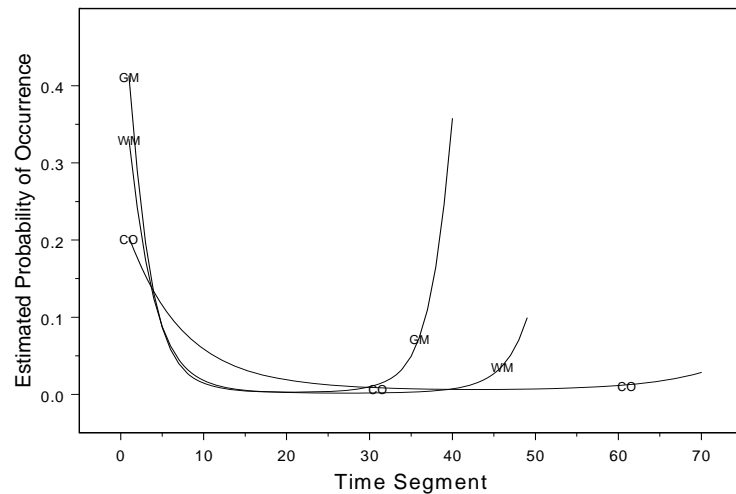
■ Weak writers

- New task:
 - Start with observation focus on weak model
- After familiarization:
 - Observation (focus on weak model), or practicing

■ Good writers

- New task
 - Start with observation (focus good model), or practicing
- After familiarization
 - Observation (focus on good model)

Goal Orientation & Analysis



GM: Good model

WM: Weak model

CO: Practicing condition

Processes observation condition compared with performing condition

	Time: Start	Middle	End
Goal Orientation	+		+
Planning	+	+	+
Analysis	+	+	
Formulating	—	—	—
Transcribing	—	+	
Re-reading		+	+

Time to sum up

- Writing processes:
 - Complex
 - Various activities can fulfil different functions
 - Take individual differences into account
- Teaching writing:
 - Create observation tasks:
 - Observation of intended readers
 - Observation of learners
 - Be aware of interaction between learner characteristics and learning task