

**שאלתה מעורבות המורה בתהליך הכתיבה**

Teachers involvement students writing, thesis, seminar, process

1.

**Into collaborative research and co-authorship: experiences and reflections.**

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Reflective Practice; Feb2013, Vol. 14 Issue 1, p31-42, 12p

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Authors

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College teachers

Academic dissertations

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Research

Peer relations

Research personnel

Interviewing

Reflection (Philosophy)

Social sciences

Narratives

Abstract:

There are different types of collaborative relationships in academic settings: some between supervisors and students and others with peers or colleagues. There is also collaboration involving genuine participation and others with only minimal involvement. In this paper, we explore some common queries and doubts in the academic collaboration by documenting our experience of collaboration in one research project. We reflect on how we were being questioned about the co-authorship, what we gained throughout our collaboration over the years and the obstacles we need to tackle in the process. We share our puzzles on sensitive issues as authorship and ethical practices, with an intention to invite further reflections and discussions by other collaborative researchers and to deepen our understanding of the experiences and implications in collaborative research relationships among peer researchers.

2.

### **Elementary Teachers' Views on the Creative Writing Process: An Evaluation.**

Authors:

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Source:

Educational Sciences: Theory & Practice. Oct2014, Vol. 14 Issue 5, p1499-1504. 6p.

Document Type:

Article

Subject Terms:

\*ELEMENTARY school teachers

\*CREATIVE writing -- Study & teaching

\*FIFTH grade (Education(

\*SOCIOECONOMIC factors  
\*QUESTIONNAIRES  
\*CLASSROOM environment  
Author-Supplied Keywords:  
Classroom Teacher  
Creative Writing  
Creative Writing Process  
Teachers' Views  
The Role of the Teacher

Abstract:

The goal of this study is to discover and evaluate both the areas of personal interest and the views of 4th and 5th grade classroom teachers regarding the creative writing process. In this study, one of the qualitative study methods, state study, and related to this, single state design which refers to the whole has been chosen. Research was carried out in 18 primary schools in Izmir, Turkey whose students belong to the middle class socioeconomically. The study was carried out with the involvement of 69 teachers who were interviewed throughout the study. A total of five questions were asked and personal questionnaires were given to them soliciting their opinions about the creative writing process. At the end of the study, a content analysis was applied to the data, related codes were put together, and certain themes were obtained. After having obtained the themes, they were discussed leading to the finding that, in general, teachers cannot be considered to have no interest in creative writing process. While most teachers expressed that creative writing is "the completion of an unfinished story," they also stated that creative writing has many advantages and almost no drawbacks.

3.

### **Building a scholar in writing (BSW): A model for developing students' critical writing skills**

Bailey, Annette; Zanchetta, MargarethView Profile; Velasco, Divine; Pon, GordonView Profile; Hassan, Aafreen. Nurse Education in Practice15.6 (Nov 2015): 524-529.

Abstract:

Several authors have highlighted the importance of writing in developing reflective thinking skills, transforming knowledge, communicating expressions, and filling knowledge gaps. However, difficulties with higher order processing and critical analysis affect students' ability to write critical and thoughtful essays. The Building a Scholar in Writing (BSW) model is a 6-step process of increasing intricacies in critical writing development. Development of critical writing is proposed to occur in a processed manner that transitions from presenting simple ideas (just bones) in writing, to connecting ideas (connecting bones), to formulating a thesis and connecting key components (constructing a skeleton), to supporting ideas with evidence (adding muscle), to building creativity and originality (adding essential organs), and finally, developing strong, integrated, critical arguments (adding brain). This process symbolically represents the building of a scholar. The idea of building a scholar equates to progressively giving life and meaning to a piece of writing with unique scholarly characteristics. This progression involves a transformation in awareness, thinking, and understanding, as well as advancement in students' level of critical appraisal skills.

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### **Raising Writers: The Teacher's Role**

Rickards, Debbie; Hawes, Shirl

Educational Leadership, v62 n2 p68 Oct 2004

Effective writing teachers act as models, coaches, assessors, planners and consultants when they establish common objectives and activities, build social bonds, and support students as they grow in their abilities. Managing five roles is very challenging for the writing teachers, but with patience and perseverance, they can help students to become active and effective writers.

5.

### **Teachers as readers of students' writing.**

Authors:

Sperling, Melanie

Source:

Yearbook (National Society for the Study of Education); 1998, Vol. 97th Issue 2, p131-152, 22p

Physical Description:

Bibliography

Document Type:

Article

Subjects:

English language -- Composition & exercises -- Evaluation

English teachers

Teachers' workload

Abstract:

Part of a National Society for the Study of Education yearbook on the connection between reading and writing in literacy education. For teachers, reading and responding to students' writing is a complex and nuanced communicative process. Instruction that aims to increase students' understanding of and involvement with their teacher-readers, to heighten the teacher's role in the classroom community as a reader among readers, and to center attention on the underlying motivations

and beliefs of the network of readers that form the classroom community plays an important role in the process. In order to accomplish these aims, there is a need for instructional tasks that enable student readers to explore different opinions on writers' strategies and ideas. These tasks should enable students to thoroughly explore the social and cultural contexts of communication between writers and readers. The writer discusses evolving guises of the teacher as reader and research on the teacher as reader and responder.

5.

**Developing Successful Writing Teachers: Outcomes of Professional Development Exploring Teachers' Perceptions of Themselves as Writers and Writing Teachers and Their Students' Attitudes and Abilities to Write across the Curriculum**

Bifuh-Ambe, Elizabeth

English Teaching: Practice and Critique, v12 n3 p137-156 Dec 2013

Writing is a complex, recursive and difficult process that requires strategic decision-making across multiple domains (Graham, 2006; Pritchard & Honeycutt, 2006). Students are expected to use this process to communicate with a variety of audiences for a variety of purposes. Modelling and providing effective instruction is critical, especially in elementary grades, when students begin to experience difficulties in learning to write and use writing to learn content across the curriculum. Professional development can foster teachers' writing proficiency and in turn improve students' writing achievements. This mixed methods study examined elementary teachers' attitudes towards writing, perceptions of themselves as writing teachers, their students' attitudes towards writing and the extent to which these attitudes and perceptions improved after ten weeks of research-based professional

development. Pre- and post-workshop surveys were administered to teachers, classroom observations were conducted, and students' writing portfolios collected to examine the quality of writing over the course of one semester. Results indicate that a majority of participants had positive attitudes towards writing, felt competent teaching some domains of writing (for example, generating prompts), but not all (for example, revising and editing). Recommendations include more involvement of teachers in developing the content and design of PD workshops.

6.

### **Can Online Peer Review Assignments Replace Essays in Third Year University Courses? And if so, What are the Challenges?**

Authors:

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Source:

Proceedings of the International Conference on e-Learning; 2011, p362-372, 11p, 5 Color Photographs, 5 Diagrams

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Article

Subjects:

Peer review of academic writing

Blended learning

Web-based instruction

Internet in higher education

Teacher-student communication

Essays

Author Supplied Keywords:

blended learning

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## LMS

peer assessment

peer review

Abstract:

Essays are a traditional component of the course requirements in many post-secondary courses. However, the practical and pedagogical disadvantages of essays are significant. These include the increasing ease with which essays can be plagiarized, the lack of peer involvement in the traditional essay submission and feedback process, the usual lack of meaningful instructor-student intellectual discourse in the essay development and feedback process, and the inability to include hyperlinks and non-text media in essays submitted on paper. It is suggested that as instructors make the transition from traditional to blended/online instruction, they consider jettisoning the traditional essay requirement and replace it with some form of "assignment essay/peer review" system such as the one described. Contemporary Learning Management Systems facilitate peer review and peer assessment approaches in ways that were not available in traditional offline education. This paper describes and discusses an online assignment system utilizing peer commentaries that addresses many of the shortcomings of these traditional essay requirement. The system is modeled after peer commentary academic journals such as Behavioral and Brain Sciences and Current Anthropology. This system has successfully been used as a substitute for the traditional essay requirement in a number of third year psychology course sections platformed on both Moodle and Blackboard. The advantages, challenges and practicalities of instituting, managing and grading such peer-reviewed assignments are outlined, and the benefits of the system in terms of student engagement, intellectual modeling, and learning community enhancement are discussed. The peer reviewed assignment



system is discussed in the context of recent research indicating some advantages of blended learning approaches compared to traditional approaches. Criticisms of peer feedback approaches are examined, and instructors are encouraged to provide students with detailed instructions and criteria regarding the peer review process. It is hoped that the discussion will be particularly useful to instructors who are in the process of moving from traditional face-to-face course context to the blended/online education environment.

7.

**Developing successful writing teachers: Outcomes of professional development exploring teachers' perceptions of themselves as writers and writing teachers and their students' attitudes and abilities to write across the curriculum.**

Authors:

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Source:

English Teaching: Practice & Critique (University of Waikato);  
Dec2013, Vol. 12 Issue 3, p137-156, 20p, 2 Graphs

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Writing

Career development -- Research

Teachers -- Attitudes -- Research

Author Supplied Keywords:

professional development

teachers' attitudes toward writing

teachers' feelings of competency as writing teachers

writing across the curriculum

Abstract:

Writing is a complex, recursive and difficult process that requires strategic decision-making across multiple domains (Graham, 2006; Pritchard & Honeycutt, 2006). Students are expected to use this process to communicate with a variety of audiences for a variety of purposes. Modelling and providing effective instruction is critical, especially in elementary grades, when students begin to experience difficulties in learning to write and use writing to learn content across the curriculum. Professional development can foster teachers' writing proficiency and in turn improve students' writing achievements. This mixed methods study examined elementary teachers' attitudes towards writing, perceptions of themselves as writing teachers, their students' attitudes towards writing and the extent to which these attitudes and perceptions improved after ten weeks of research-based professional development. Pre- and post-workshop surveys were administered to teachers, classroom observations were conducted, and students' writing portfolios collected to examine the quality of writing over the course of one semester. Results indicate that a majority of participants had positive attitudes towards writing, felt competent teaching some domains of writing (for example, generating prompts), but not all (for example, revising and editing). Recommendations include more involvement of teachers in developing the content and design of PD workshops.

8.

**Friday Letters : Connecting Students, Teachers, and Families Through Writing.**

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Source:

Reading Teacher. Dec2011, Vol. 65 Issue 4, p275-280. 6p. 5 Black and White Photographs, 1 Chart.

Document Type:

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Subject Terms:

\*COMPOSITION (Language arts) -- Study & teaching (Elementary(

\*LETTER writing -- Study & teaching

\*FAMILY-school relationships

\*PARENT-child communication

\*TEACHING methods

\*AUDIENCE awareness

\*PARENT-teacher cooperation

Abstract:

An important part of student success in school is the involvement of families. However, the communication between students and families regarding school is often sparse at best and caregivers can feel left out as to what is happening. Friday letters improve communication between students and families and also provide a myriad of instructional opportunities. Students are taken through the optimal learning model of explicit writing instruction, shared writing experiences, and independent writing. Students write a letter to their parents each Friday detailing their behavioral and academic accomplishments. Feedback is provided to students based on individualized needs. Students are excited about this writing because it is meaningful to them and written to an authentic audience. Families

are excited because they receive weekly updates regarding their child's academic and social endeavors. Teachers are excited because their students are advancing their writing skills while improving communication between students, families, and teachers.