

In a maximum of 50 words, please describe your session (for inclusion in the conference program).

We will encourage conversation about the 2013 statement of effective online writing instruction (OWI) practices published by the 4Cs Committee for Effective Practices in OWI. We will explore how this position statement supports pedagogical risk-taking and how the principles it expresses can be an important part of faculty assessment.

In a maximum of 200 words, please provide an abstract of your proposed session.

We aim to have attendees take away an understanding of how to frame innovative teaching in terms of the effective principles outlined in the 2013 4Cs Committee for Effective Practices in OWI position statement and how to introduce those principles into instructor evaluation conversations.

In attempts to bolster “success” in online writing courses, many institutions embrace efforts that actually flatten what might otherwise be vibrant and diverse curricula. Creativity is not only undervalued: it is anathema to institutional imperatives. Further, when faculty evaluation is reduced to a review of student persistence, innovation can get lost in the data.

As online writing instructors, however, we know that often the most meaningful learning experiences--engaging students' imagination and creativity--arise when we take risks.

So when the artful faculty member is assessed by a supervisor in terms of what might sustain or improve student persistence, where can she turn to show that her creativity is, in fact, grounded in effective practice in the discipline?

The OWI Position Statement document provides an ideal foundation to support pedagogical risk-taking. Participants will be encouraged to reflect on how the principles can be used to support innovative work and become part of the instructor evaluation conversation.