



# 2016 CCCC Annual Convention

April 6-9, 2016 • Houston, Texas

*Writing Strategies for Action*

## My Convention Schedule

## Session Details

### [Taking Action with Student Retention and Success: An OWI 'Student Matters' Workshop](#)

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**Session Code:** MW.07

**Area Cluster:** 12-Writing Pedagogies and Processes

**Type of Session:** Workshop Morning

**Level:** All

**Abstract:** Student guest respondents and a survey ground participant learning & activities about student needs for OWI.

**Description:** The CCCC Committee for Effective Practices in Online Writing Instruction (OWI) has undertaken a three-year plan for sharing principles and practices of OWI with CCCC attendees. In the past two years, we have facilitated workshops on institutional concerns (2014) and faculty roles (2015) as they are addressed in A Statement of Principles and Example Effective Practices for Online Writing Instruction, an official CCCC position statement. For the 2016 meeting of the CCCC, we propose a half-day workshop that considers student perceptions of their online writing courses (OWCs). Students remain the least-studied of constituents in OWI. Although teachers advocate for students, we often do so without clear understanding of their needs and desires; this problem is true in all environments—ranging from more traditional settings where computers mediate some of the work, hybrid ones where courses have clear onsite and online components (and are administratively designated as existing

in both environments), and in fully online ones where all of the meetings are geographically distributed. Indeed, as traditional settings become more technologically hybrid in nature, we must rely less on suppositions about student experiences and should actively develop much needed research into their perceptions.

This half-day workshop will be grounded in online writing student survey data, an action research process that questions students about their experiences in various online courses. The survey queries students regarding course design, instruction, multimedia and technology, instructor presence, student presence, and student satisfaction. Questions are connected to three of the fifteen OWI Principles and concern student retention and success: OWI Principle 10: “Students should be prepared by the institution and their teachers for the unique technological and pedagogical components of OWI”; OWI Principle 11: “Online writing teachers and their institutions should develop personalized and interpersonal online communities to foster student success”; and OWI Principle 13: “OWI students should be provided support components through online/digital media as a primary resource; they should have access to onsite support components as a secondary set of resources.”

Using live and pre-recorded video of student respondents, as well as in-person guest students, the facilitators will engage students with workshop participants, contextualizing the interactions with the survey data. Teacher participants will participate with students in roundtable settings and will take action by completing brief handouts regarding practical applications of OWI Principles 10, 11, and 13, such as the specific components that students need to be technologically and pedagogically prepared for an OWC. These takeaway documents will be designed so that participants can consider their unique institutional settings. We expect that the student-teacher interaction will enable participants to form access-based, pedagogically sound, and intellectually stimulating responses to stated student needs and preferences.

The format of the workshop includes an introduction to the OWI Principles under consideration, explanation of the survey-based research, video and live discussions with students, and ample time at round tables to complete handouts that guide participants to action plans relative to online writing student retention and success at their individual institutions.

Provided workshop space should be adequate for participants to meet at multiple round tables with no more than 8 per table.

Schedule:

Session 1, Introduction (20 minutes): Speakers 1, 2, and 3 will discuss the three OWI Principles (10, 11, and 13) most connected to learning about student experiences and then using student feedback to shape online writing courses.

They will provide the context for the student survey and its results. This session will end with student facilitators and teacher participants briefly introducing themselves.

Session 2, Preparing for an OWC (50 minutes): Led by Speaker 1, student facilitators will offer three considerations they believe to be most important to be ready to take an OWC. They will be encouraged to provide brief context or narrative of personal experience to illustrate why such preparation should occur. At a roundtable discussion guided by workshop facilitators, teacher participants will discuss preparation with student facilitators and complete a worksheet that considers action-oriented ways to provide such preparation or orientation to the OWC.

Session 3, Developing a Working “Community” for OWCs (50 minutes): Speaker 2 will discuss some of the nuances of “community” as connectedness in the OWC setting. Student facilitators will provide experiences of whether and how such online communities have worked for them, using both social networks and school settings as their context. At a roundtable discussion guided by workshop facilitators, teacher participants will discuss the notion of an online community with student facilitators and complete a worksheet that enables them to (1) examine how they have attempted community development in the past and (2) plan actionable steps for developing connectedness in future OWCs.

Session 4, Providing Necessary Support Components for OWCs (50 minutes): In this final session, Speaker 3 will outline several types of support structures for online writing students with a specific focus on online writing labs (OWLs). Student facilitators will describe how they have (and have not) used such resources and why. At a roundtable discussion guided by workshop facilitators, teacher participants will discuss with student facilitators what they have envisioned as necessary support and complete a worksheet that outlines action steps for improving one key supportive measure for online writing students at their institutions.

Closing (10 minutes): In a brief wrap-up session, all participants will have an opportunity to offer one actionable idea about student needs in an OWC.

### **Presenter(s)**

- Chair: [Beth Hewett](#) Defend & Publish -
- Speaker: [Heidi Harris](#) University of Arkansas at Little Rock - *Preparing for an OWC*
- Speaker: [Beth Hewett](#) Defend & Publish - *Providing Necessary Support Components for OWCs*

- Speaker: [Wendy McCloud](#) - *A Student's Perspective*
- Speaker: [Jason Snart](#) College of DuPage, Glen Ellyn, IL - *Developing a Working 'Community' for OWCs*

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