C6 - Tutored academic writing as motivation and a formative assessment for learning

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Abstract

It has become customary to introduce students to scientific writing through submitting manuscripts from Master’s projects to workshops and conferences. Some plausible reasons for teachers to encourage writing are for disseminating project outcome, for populating ones publication list, and not least for balancing research and teaching, which otherwise is problematic [2]. When students can partake in studies, we accommodate research-based teaching [4]. Furthermore, the nature of a submission–and–review process aligns with principles of formative assessment [1], which impact student motivation and learning [5].

In this paper we report first-hand accounts of facilitating learning through academic writing with focus on student benefits. In particular, we look at possible effects of authoring scientific papers on the student’s motivation, learning, work outcome, and post-study career opportunities. The cases are gathered from several years of supervisory experience from the authors and their affiliated research groups where many of our students publish papers. We will also look at issues of supervising in general [e.g., 6] and writing in particular [e.g., 3].

Generally, we experience that publishing students get more engaged in their projects and show greater independence. They also express affinity towards scientific thinking and appreciate their own contribution. Finally, we see that these students are successful after studies, either in academia or in industry.

References:

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