

Project name: Summary Writing in Teacher Education: Materials Development & Evaluation

Background: The ability to summarize sources is an important research literacy. We demonstrate understanding by representing the ideas and arguments of others accurately and fairly. At the same time, summary writing requires advanced reading and writing skills that are rarely taught in higher education. As a result, students struggle when faced with research writing assignments, such as the degree project essay. In this project--a collaboration between the English subject and Educational Sciences--we attempted to address this problem by developing summary writing workshops that could be integrated into disciplinary teaching. Our target group was students preparing to write their first degree project essay in *Grundlära programmet, inriktning mot arbete i grundskolans årskurs 4-6*.

Project implementation and outcomes: Project implementation consisted of three stages: (1) designing the workshops and developing materials, (2) trialing materials and workshop designs in a pilot, and (3) evaluating results and planning for developments.

Stage 1. Designing the workshops and developing materials: At the developmental stage, we made a number of decisions about the focus and design of our workshops.

- Decision 1: Reading assignments for summary writing activities should be relevant to course and program goals. We chose two articles reporting on studies of writing instruction in grades four to six, recommended to us by our colleagues in the Swedish subject.
- Decision 2: Workshops would create an active learning environment by combining lectures with alternating individual and collaborative reading and writing tasks. Students would moreover be encouraged to develop their summaries over all three workshops, thus drawing out the reading and writing process.
- Decision 3: To promote precision in sentence-level expression, length restrictions would be imposed on all writing tasks. Students would be permitted to expand their summaries somewhat with every workshop, but the pinnacle writing task would ask them to reduce their summaries to a single sentence.
- Decision 4: The subskills of summary writing would be introduced in stages. Workshop 1 would focus on identifying key ideas in the source text. Workshop 2 would cover in-text references and quotations. Workshop 3 would treat fair and accurate summary, assessed collaboratively through peer review.

The pedagogies employed were therefore (1) process pedagogy (writing and revising a text over multiple drafts); (2) collaborative writing pedagogy (collaborative writing tasks such as peer review); and writing-to-engage pedagogy (developing the subskills of academic writing and critical thinking through embedded learning activities and scaffolded assignments).

The following materials were developed:

- Lecture presentations. These are in English for the most part, although the examples in-text references were in Swedish and referred to the same (Swedish language) texts that the students were asked to summarize.
- Directions for students, explaining how to prepare for each workshop and how to conduct the individual and collaborative writing activities. Workshop instructions for

the final workshop also describe the purpose of peer review and workshop etiquette, giving detailed instructions for both reviewers and writers.

- Guidelines for teachers, explaining the design of the workshops and the underlying pedagogy of the writing and reading activities. These guidelines include recommendations for teachers wishing to integrate summary writing workshops in other courses in the program.

These materials were revised during the trialing and evaluation stages of the project, which are described below. They will be attached to the project report in an appendix.

Stage 2. Trialing materials and workshop designs: The pilot took place in February and March of 2020. Three inter-linked workshops were offered in *Utbildningsvetenskaplig kärna III* (UVK III) for students specializing in compulsory school teaching in grades four to six. Twenty-two students participated. Workshops 1 and 2 were well attended, but only five students attended workshop 3. This drop in student participation may be partly explained by the onset of the Corona virus in Sweden.

Stage 3. Evaluating results and planning further developments: The pilot was evaluated on an ongoing basis by project teachers during the pilot. Problems, solutions, and decisions were documented and discussed at follow-up meetings. We also conducted a student evaluation at the conclusion of the pilot and presented the project at UVK staff meetings, where we asked teachers for their perspectives.

The student evaluation was conducted in March at the conclusion of the pilot. Ten out of twenty-two students participated, including the five students who attended all three workshops. Responses indicate that students were highly satisfied with both the topic and the structure of the workshops. The five students who attended all three workshops indicated that the last one, focusing on peer review, was the most helpful. One student identified the strategy of focusing on summarizing one article over all three workshops as especially helpful. Recommendations for improvements included allowing more time for the peer-review workshop and translating all the lecture presentations into Swedish. These responses indicate that students appreciated the pedagogy employed in the workshops. They also found the overall objective--developing their summary writing skills--relevant to their program of studies.

At the meetings with the UVK teaching staff, we were asked to provide clearer explanations of the pedagogies employed. This feedback was implemented when workshop directions for teachers were revised.

We had originally proposed to plan further developments in collaboration with faculty working with *Åtgärdsplan för Grundlärarprogrammet*, especially those involved in *Forskningsbaserat lärande* and *Progression i skrivande*, which are subprojects of *Framtidens lärarutbildning*. Our aim was to propose course goals that would anchor summary writing skills in various course plans to support the writing and critical thinking progressions within this program. Unfortunately, we were unable to achieve this project aim due to illness (a project member who had a coordinating role was on sick leave for most the spring term) and a lack of opportunity for coordinated developmental work between committees. Instead, the UVK teachers involved in the summary writing project decided to develop additional workshops at various points of the UVK progression in all teacher education programs. They began this developmental work in the fall term of 2020, offering summary writing workshops in UVK I for both *Grundlärarprogrammet* and *Ämneslärarprogrammet* (described below).

Further developments (reported by Sanela Bajramovic): Under höstterminen 2020 behandlades sammanfattningskrivande i Utbildningsvetenskaplig kärna I (UVK I) på

grundlärarprogrammet och ämneslärarprogrammet. Momentet placerades i den avslutande delkursen "Utbildningens historia, organisation och värden" och var knuten till ett specifikt seminarium. Inför seminariet fick studenterna i uppgift att tillsammans i sina studiegrupper skriva två sammanfattningar av resultaten i en vetenskaplig studie som ingick i kurslitteraturen, en längre sammanfattning med max 250 ord och en kortare bestående av en mening. Under själva seminariet fick studenterna arbeta i tvärgrupper, läsa varandras sammanfattningar och ge feedback på dessa. Vidare skrev varje tvärgrupp en ny längre sammanfattning. Seminariet avslutades med gemensam genomgång. För att diskutera utmaningar med läsning, förståelse och sammanfattning av vetenskapliga studier togs avstamp i en av de under seminariet skrivna sammanfattningarna. Momentet utvärderades av kurslaget och vårt gemensamma intryck är att studenterna upplevt uppgiften att sammanfatta en för deras kommande yrke högst relevant artikel som mycket meningsfull. Trots det faktum att det rör sig om förstaterminsstudenter lyckades de flesta, med gemensamma krafter, fånga de viktigaste resultaten i studien. Det finns givetvis stor utvecklingspotential rörande momentet sammanfattningsskrivande i UVK I. För att ge det mer uppmärksamhet skulle man kunna lägga in mindre uppgifter med fokus på sammanfattning i delkurs 1 och delkurs 2. En annan viktig komponent är tidig och tydlig vägledning av lärarna.

Ambitionerna med sammanfattningsskrivande överstiger momentets inkorporering i UVK I. För att utveckla studenters forskningslitteracitet är ambitionen att, med tydlig progressionstanke i undervisningen, inkludera övningar med fokus på sammanfattningsskrivande i samtliga UVK-kurser. I nuläget pågår kommunikation om detta med kursansvarig i UVK II (grundlärarprogrammet) som ges till hösten. Momentet behandlas redan i UVK II (ämneslärarprogrammet) och UVK III (förskollärarprogrammet och grundlärarprogrammet). Kommunikation med UVK IV är också inplanerad och kommer att ske i god tid innan nästa omgång av kursen (vt22).

Reflections on further developments: Here are some recommendations for creating a summary writing progression in other UVK courses:

1. Teach a different text type. The pilot focused on one type of scholarly text, the article that reports on an empirical study. Activities therefore asked students to summarize research problems, research questions, methods, and results. Additional workshops could focus on argumentative and/or theoretical texts and ask students to summarize their central arguments, theoretical perspectives, and conceptual frameworks.
2. Increase the complexity. The pilot focused on summaries of a single source. In courses linked to the degree project essay, workshops could focus on synthesizing source use in discussions of research in the field. Students could be asked to select four to five texts within a specific field for summary writing activities. A new lecture on sentence-level strategies for synthesizing source use would be required.
3. Teach summary writing for a different program goal. The pilot focused on summary skills for research writing. However, summary writing is also relevant for professional writing and can be taught in that context. For example, summary writing workshops could be developed for the UVK course in the final term of our teacher education programs, which focus on educational evaluation.

Expenditures: Project costs for the developmental project were as follows.

- Personal costs, including LKP: 164 335 kr
- Room bookings and literature: 4 000 kr

One project member was on sick leave during most of the spring term. Consequently, funds planned to cover her work time in the project (10 hours, 4 674 kr) were not used. Project funds were otherwise used as planned.

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Report on the Work Report for the Academic Development Center

Claire Hogarth

Report title: “Educational Design for Writing Development and Critical Thinking in Higher Education.”

Aim: This work report describes an educational development project conducted in 2018, which resulted in the development of a faculty development course for teachers wishing to incorporate writing and critical thinking activities into their teaching. The course introduces faculty to writing-to-engage pedagogy, developed in the context of the writing-across-the-disciplines (WAC) movement in higher education. The work report also describes a summary writing project, conducted in 2020 in collaboration with teacher educators from Educational Science. The summary writing project implements the key strategies of writing-to-engage pedagogy, such as length-restricted writing tasks that promote concision, process writing, collaborative writing and reading activities, and writing from templates to execute specific maneuvers on the sentence level. Course materials developed during the summary writing project (lectures presentations, directions to students, guidelines for teachers) are included as an appendix to the report, where they serve as an example of what writing-to-engage pedagogy can achieve in the context of higher education.

Outcomes: A discussion of the 2020 summary writing project and its appendix is near completion. However, the discussion of the 2018 project is still in progress. I expect to be able to submit the complete report to the Academic Development Center by the end of February.

Expenditures: Project costs for report writing were as follows:

- Personel costs, including LKP (42 hours work time): 31 082 kr
- Literature: 2 500 kr

Funding for some work time (approximately, 20 hours) is being used in early 2021 instead of 2020. Project funds were otherwise used as planned.