ABSTRACT:
Research indicates regular and meaningful feedback is critical in developing better writers. ITEC 3290/Technical Writing is designed to help students develop the writing skills they will need in their respective workplaces. The writing intensive course relies on regular feedback of weekly writing assignments to help students improve as writers.

This semester, feedback is being provided in one section of the course utilizing Tegrity; students receive an audio/video of the instructor grading their assignments, while also seeing their paper being “marked.” The combination allows the student to see the specific areas of the paper that are problematic, and hear the instructor reinforcing the ideas discussed in class. The intent is to provide more complete feedback to students in an effort to improve their writing.

THE COURSE:
ITEC 3290/Technical Writing is a required WI course for all students in the College of Technology and Computer Science. The course is designed to prepare students in the skills and techniques necessary to prepare effective, efficient written material for the workplace. Upon successful completion of the course the student will:

• Understand the differences between technical writing and lyrical writing.
• Be acquainted with important ethical and legal issues pertaining to technical writing.
• Be able to analyze and write for a particular audience.
• Have basic editing skills.
• Be able to include charts, tables, and graphs appropriately into the text.
• Understand the important considerations for using persuasive technical writing.
• Recognize the importance of completeness and attention to detail in technical writing.
• Be adept at drafting business letters, memos, and descriptive documents.
• Understand the basic techniques of technical report preparation.
• Be aware of proven techniques for making effective oral presentations.
• Know how to prepare an effective resume and how to critique resumes of others.
• Underst and the basic techniques of technical report preparation.
• Be aware of proven techniques for making effective oral presentations.

For the course, students write 13 documents, each of which is graded individually. At the end of the semester, students create a portfolio of their revised work for the final project in the class. Detailed feedback on each assignment is provided weekly by the instructor. In the past, the instructor used the “track changes” function of Word to provide detailed feedback that students would then use to revise their work for the final portfolio.

Utilizing Tegrity to Provide More Complete Feedback to Student Writers
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Overview & Possible Outcomes:

OVERVIEW:
This semester, two face to face sections of ITEC 3290 are receiving feedback in the usual way. One face to face section is receiving feedback using Tegrity. The instructor creates an audio/video recording of each assignment that gives students both auditory and visual feedback on their work. Once complete, the instructor shifts ownership of the recording to the student. The student then retains a copy of the recording within the Tegrity tool and can use it to revise future work. At the end of the semester, the student has a recording for each assignment that has been submitted.

Students in both the Tegrity and standard sections of the course will be asked to provide feedback (via a survey) regarding their experience. The results from the standard and Tegrity sections will then be compared to guide future work and research.

RESEARCH QUESTIONS:
From a student perspective, how does the Tegrity feedback compare to standard written feedback?

Which type of feedback do students prefer? Why?

How do students use the Tegrity feedback to revise their work?

For the instructor, what value (if any) does Tegrity feedback add to the teaching of writing?

Would Tegrity feedback be valuable in distance learning sections of the course to build community and rapport?