Creating Communities of Collaboration: Writers, Learners, Institutions

GETTING CONNECTED THROUGH A BENCHMARKING SURVEY

Dilek Tokay
Sabanci University - Istanbul, Turkey
Coordinator, CIAD Writing Center
Phone: +90 216 483 9134
Facsimile: +90 216 483 9480
SU Web: http://myweb.sabanciuniv.edu/dilekt/
EWCA: http://www.ewca.sabanciuniv.edu
SUWC: http://www.sabanciuniv.edu/writingcenter
AGENDA for Brainstorming

WHO are we, WHERE and WHAT are we doing? How and WHY?

WHAT was our AIM in asking about Benchmarks? Where are we in the current education paradigm? Thinking Critically and globally

HOW did we go about the SURVEY?

WHAT did we learn?

WHAT’s worth SHARING?
Sabanci University [http://www.sabanciuniv.edu/eng/]
[ founded in 1996 started education in 1999; now has 3339 students]

Center for Individual and Academic Development
1 Director + 6 Components/ Coordinators

Academic Support Program
Academic Success Monitoring and Counseling Program
Course Evaluation
Disability Support Services
Individual Counseling
Writing Center
5 Programs
WHO are we, WHERE and WHAT are we doing? How and WHY?

Focus in Writing Center Foundations Stage & Growth

- Needs Analysis/ thresholds
- Considering conferences with the Deans & faculty/ questionnaires
- Human / physical/ educational resources
- Institutional support - Administrative & faculty - wise
- Program design & activities - curriculum & syllabus
- Implementation – Workshops; Study Groups ; One-to-one Tutoring
- Evaluation & Measurement – Rubrics/ benchmarking/
  Teaching - learning outcomes

Outreach
- Institutional
- Local
- International
SUWC PROGRAMS

- FOUNDATIONS DEVELOPMENT YEAR [prep]
- UNDERGRADUATE
- GRADUATE
- CAREER & ACADEMIC ADVISING
- CREATIVE WRITING  [In Turkish]
What was our AIM?

Talking about Writing Centers!
What answers do we get when we ask:
WHO are we, WHERE and WHAT are we doing? 
How and WHY?
Where are we in the current education paradigm?

Thinking Critically?

Economic/ cultural/ academic approaches in education
Multiple intelligences / multiple age groups / abilities
Divergent thinking versus creativity
Standardization, an obstacle
Participation in life externally or internally
Learning through the offered education versus learning through the media – Internet/ tablets/ iphones
Learning to learn = curiosity/ passion / dedication
Aim of the Small-scale Benchmarking Survey:

SUWC activities, and their quantitative and qualitative values, compared with International & Local Writing Centers:
[2 international and 2 local HE Writing Centers for each of its 5 programs]

Evaluation Tools:

I. Quantitative Measurement:
   Attendance numbers/ statistics from the CIAD CRM Related to _____

   A. Workshops
   B. Study Groups
   C. Tutorials
   D. Contests
   E. Special Projects
II. Qualitative Measurement through:
interviews/ group discussions/ peer-tutor consultation/ contact with faculty

Background Information
A. Characteristics of Learning Outcomes:

- Reflective of behavior changes in learners
- Expressive of the product of their learning
- Descriptive of their gains within/during a phase/ through a process.
- Clear and observable
- Measurable/ assessable
B. Evaluation Norms for Proficiency re Higher Education

[Turkish Higher Education Norms]*

1. Knowledge - More applied than theoretical
2. Skills Development - More instrumental than conceptual
3. Competence
   - Independent Work
   - Responsibility
   - Decision making
   - Motivation for learning; expanding & enriching ability to learn
   - Communicative competence/ Use of transfer skills
   - Area-specific competence for growth & academic ethics
C. Connotation of Learning Outcomes Related to Learners:

[Bologna & Lisbon Norms/ Turkish HE Norms]

- Knowledge
  - General/ interdisciplinary
  - Specific/ field-based
- Role in continuous learning - receptor/ interpreter; serial / holistic learner
- Initiative
- Planning strategies
- Teamwork
- Analysis and judgment
- Critical thinking
- Quality orientation
- Innovation/ imagination/ creativity
- Communication/ interaction/ rapport
- Integrity
- Professional impact
- Customer/ client / peer/ subordinate/ partner/ audience focus?
D. **Observation of Learning Outcomes in Learners as Encoder & Decoders**: Learners’ Recognition, Reception, and Production Levels at International HE Undergraduate Threshold?

- High awareness/ readiness to grasp
- Broad brainstorming/ mind mapping
- Justifiable listing/ outlining
- Precise identification
- Correct analysis
- Detailed comprehension
- Mastering skills for transfer
- Usage within context
- Description with accuracy
- Composition without repetition but with unity & coherence
- Causation with support
- Reasoning/ argument with evidence
- Judgment/ Evaluation
- Extension
E. Markers: Indicators if the learners can do the following with information/ data presented
[Turkish Higher Education Norms] *

Competence to _______
- Recognize/ distinguish/ predict/ estimate
- Identify/ locate/ analyze/ classify
- Dissect/ calculate/ inspect/ test
- Restate orally and in writing
- Describe orally and in writing
- Explain orally and in writing
- Relate orally and in writing
- Answer questions with variety of alternatives
- Report / summarize orally and in writing
- Debate/ discuss orally and in writing
- Question orally and in writing
- Appraise/ evaluate/ Judge
- Compare orally and in writing
- Criticize orally and in writing
- Interpret & extend orally and in writing
- Revise/ modify/ reassemble
F. Markers: Indicators to depict learners’ skill/knowledge to compose original work

Competence to _____
- Plan/ organize
- Follow guidelines/instructions [if given]
- Propose
- Design
- Formulate
- Arrange
- Assemble
- Construct/ set up
- Create
- Develop
- Modify/ edit
How can Center for Individual and Academic Development [CIAD] be compared to any other International or Local Center?

Stanford’s Teaching and Learning Center http://ctl.stanford.edu/ ? Cornell’s Center For Teaching Excellence ?

The current education paradigm:
Is there something amiss with the education system?
Have the spatial geniuses often been disadvantaged in the literary domain?
Where do Writing Centers stay in the radical shift from standardized schools to personalized learning — creating conditions where youngsters’ natural talents can flourish.

Sir Ken Robinson: Bring on the learning revolution!

Richard St. John: "Success is a continuous journey"
http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html
HOW did we go about it?

SEARCH & CONTACT

1. EWCA Questionnaire April 1, 2010 RESULT EWCA Website
2. Learning Outcomes for Benchmarking
3. Bloom' Taxonomy Learning Outcomes
4. Glossary Analysis Assessment
5. SUWC Survey 2012 Benchmarks- CHART for DATA
6. Assignment of 2 TAs for the Web Search
7. Collection of data
8. Evaluation of data
9. Ending up nowhere
10. Contacting Individuals
WHAT did we learn?

- Writing center aims were similar.
- There were differences and similarities in practice.
- Target groups were similar only in some universities.
- Student numbers had big differences.
- In line with numbers strategies changed.
- Frequency in activities changed.
- Focus was more on tutoring whereas in ours it was both on: WORKSHOPS,
  STUDY GROUPS,
  ONE-TO-ONE.
More is for your DISCUSSIONS!
Thank you for the Brainstorming!