

Professional development workshop to promote writing transfer between first-year composition and introductory engineering laboratory courses

Dr. Dave Kim, Washington State University, Vancouver

Dr. Dave Kim is an Associate Professor and Coordinator of Mechanical Engineering in the School of Engineering and Computer Science at Washington State University Vancouver. He has 15 years of experience in engineering materials and manufacturing. His research area includes materials processing, structural integrity improvement, and hybrid composite manufacturing. He has been very active in pedagogical research and undergraduate research projects, and his research interests include manufacturing laboratory pedagogy and writing pedagogy.

Dr. Wendy Michelle Olson, Washington State University, Vancouver

Mr. Kevin Michael Wandro, Washington State University - Vancouver

Mr. Kevin Wandro is an undergraduate student at Washington State University - Vancouver in the Mechanical Engineering Department. He has been involved with writing transfer on Dr. Kim's NSF team, interested in automated systems and robotics.

NarayanKripa Sundararajan, Washington State University, Pullman

NarayanKripa is a doctoral candidate in educational psychology at Washington State University, Pullman. Her research interests include program evaluation, quantitative and mixed methods, and instructional and multimedia research.

Dr. Olusola Adesope, Washington State University

Dr. Olusola O. Adesope is an Associate Professor of Educational Psychology at Washington State University, Pullman. His research is at the intersection of educational psychology, learning sciences, and instructional design and technology. His recent research focuses on the cognitive and pedagogical underpinnings of learning with computer-based multimedia resources; knowledge representation through interactive concept maps; meta-analysis of empirical research, and investigation of instructional principles and assessments in STEM.

Professional development workshop to promote writing transfer between first year composition and introductory engineering laboratory courses

Abstract

Engineering Programs and the Writing Assessment Center of Washington State University Vancouver conducted a 4 day summer professional development workshop for a group ($n=12$) of faculty and graduate teaching assistants, who instruct first-year composition and introductory engineering laboratory courses. This professional workshop was designed to provide professional development on rhetoric and writing transfer, to build community of practice among instructors from English and engineering to share a passion for engineering students' writing, and to complete the writing transfer module draft so the participants can use them in the academic year of 2016-2017. The workshop contents consisted of three parts, which include 1) rhetorical writing review and rubric development for students' first-year composition course research papers and engineering lab reports, 2) student writing assessment using the developed rubric both collaboratively and individually, and 3) the instructional materials development to implement writing for transfer into the participants' courses. The external evaluation team collected data at the beginning and end of the 4-day workshop as well as at the end of every day of the workshop in order to accurately assess the development on a day to day basis as well as the overall impact of the workshop. Through days one, two, and three the level of agreement steadily increased for both disciplinary groups (English and engineering) with participants reporting in the post survey that they strongly agreed or agreed that they had learned rhetorical elements and writing pedagogy.

1. Introduction

Effective written communication skills are very critical in engineering disciplines (Calvo and Ellis 2010, Manuel-Dupont 2013, Walker 1999, Yalvac et al 2007). This has been recognized by ABET through the student outcome (g) "an ability to communicate effectively" in one of their criteria (ABET 2017). Engineering instructors and teaching assistants are certainly professional writers in their fields; however they are often underserved when it comes to training in writing pedagogy. Due to this very reason, the NSF funded research project (DUE #1505066: Crossing the Threshold by Supporting Writing Transfer as Engaged Learning in Introductory Engineering Laboratories) develops the rhetorical based interventions to enhance engineering students' writing performances by improving their transfer of writing knowledge and experiences from introductory writing courses into engineering laboratory courses (Kim and Sekhar 2016, Olson and Kim 2016, Kim and Olson 2015, Olson and Kim 2015). In juxtaposition to a "modes" approach—an approach that emphasizes formulas and templates and assumes writing to be a static, mechanical skill—a rhetorical approach to writing instruction views writing as a dynamic and inventive process that occurs within a rhetorical context and emphasizes genre awareness, which are broadly used for general education writing curricular in US (Connors 1997, WPA 2017). The newly developed interventions or the modules are based on rhetorical writing, which focus on rhetorical situation (writer, audience, purpose, and context), rhetorical appeals (logos, pathos, ethos), and genre conventions (style and voice). The module for engineering lab writing, published at the project website (WSU Vancouver 2017), consists of the following contents: first-year composition course material overview, lab report rhetorical analysis, lab assignment

preparation guide, lab report assessment, and samples. The project aims to conduct professional development on writing pedagogy for instructors and teaching assistants from English as well as engineering. English instructors provide writing instructions to the freshmen engineering students via a required first-year composition course to establish writing knowledge as ‘the transfer source’, which affect the students’ learning and performance in a new situation or engineering lab courses as ‘the transfer target’(Robertson et al 2014, Perkins and Salomon 1992). Therefore, instructors and teaching assistants from both disciplines are required to collaborate to enhance their writing pedagogy for engineering students.

The four-day professional development summer workshop under the project aimed to:

- i) provide professional development on rhetoric and writing transfer;
- ii) conduct the rubric development process, including deep reading, establishing, norming, and rating while allowing participants a chance to update material for their own courses; and
- iii) build community of practice among instructors from English and engineering to share a passion for engineering students' writing.

The workshop was held at Washington State University Vancouver (WSU-V) campus in Vancouver, WA on June 20 to 23, 2016. Including facilitators, there were 12 participants in the workshop coming from engineering or English disciplines at WSU-V and Clark College (CC). There were five professors and two teaching assistants from two engineering disciplines (mechanical engineering and electrical engineering) who instruct sophomore/ junior engineering undergraduate laboratory courses as well as four professors from English who instruct first-year composition (English 101: Introductory Writing at WSU-V and English 101: English Composition I at CC).

This paper aims to introduce the purpose and contents of the professional development workshop, share the results of the workshop in terms of enhancing participants’ writing knowledge and pedagogical strategies, developing their pedagogical materials, and building the community of practice. In addition, we will share the best practices of the workshop through conveying survey results as the primary mode of feedback from participants.

2. Workshop Objectives and Program

The workshop’s objectives are the following:

- i) To facilitate participants’ learning of rhetoric writing and writing pedagogy
- ii) To conduct the rubric development process, including deep reading, establishing, norming, and rating while allowing participants a chance to update material for their own courses
- iii) To build a community of practice on writing transfer.

The consultant of the project, Dr. Bill Condon, and the project leadership group (the paper authors) designed the workshop program as the following:

Day 1: Welcome and introduction; Deep reading sessions for rubric development.

Day 2: Draft rubric; Collaborative rating sessions

Day 3: Individual rating sessions; Introduction to pedagogy development

Day 4: Building pedagogical materials; Wrap-up

The details of each Day activities are the following:

Day 1 began with introducing the fundamental knowledge of rhetorical writing and writing pedagogy, which is designed to address the workshop objective (i). More specific, the participants are introduced to the rhetorical situation (writer, audience, purpose, and context), rhetorical appeals (logical as logos, ethical as ethos, emotional as pathos), and the definition of genre.

Days 1 and 2 were designed to the rubric development process, addressing workshop objective (ii), which began with deep reading sessions. In these deep reading sessions, small groups of 3-4 participants from both engineering and English worked together to describe the strengths in student writing samples from FYC and engineering lab courses. Deep reading also served as a point of discussion within these small groups, to create a rated list in order to determine which aspects of student writing are the most important. At the end of Day 1, the small groups were brought back together and a master list was generated as a summary of what the groups collectively felt were aspects of strong student writing. Rubric development results will be presented in the following section.

Day 2 began with the presentation of a draft rubric based on the master list that was created in the discussion at the end of the previous day. The rubric was finalized by the project consultant (Dr. Condon) and discussed by the participants in order to train everyone on effective use of the rubric. This training involved a series of norming sessions, which involved groups of two raters to work together to evaluate students' FYC assignments and engineering lab reports by using the developed rubric. After having multiple norming sessions, raters had used a rubric that addressed specific rhetorical and genre-specific features at both the macro-level (i.e., purpose and development) and the micro-level (i.e., citation, format, and grammar). During the Day 2 wrap-up session, rubric scores and other valuable feedback were gathered from the rater groups. The master rubric, shown in the Appendix, was revised according to the norming data.

Day 3 still addresses workshop objective (ii), with discipline-specific group discussions on pedagogy development following the presentation given by Education faculty member, Dr. David Slavit, who is an expert in math education, student learning process, and teacher development. Participants used the group discussions to update assignments and specifically assignment rubrics, in response to the normed rubric that had been created over the earlier days of the workshop.

Discipline-specific group discussions progressed into Day 4, addressing workshop objective (iii), as participants continued to adapt workshop material for their own courses. Both discipline-specific groups were brought together to share insights and results with the entire workshop.

3. Workshop Assessment Process

The external evaluator, Dr. Olusola Adesope of WSU's Learning and Performance Research Center (LPRC), designed and conducted the assessment of the workshop through the surveys. The external evaluation team collected data at the beginning (pre-survey) and end (post-survey)

of the 4-day workshop as well as at the end of every day (Day 1, Day 2, Day 3 surveys) of the workshop in order to accurately assess the development on a day to day basis as well as the overall impact of the workshop. Additionally, the surveys included questions on factors supporting professional development such as interpersonal relationships, infrastructure, and teaching beliefs. Survey questions are in Appendix.

4. Workshop Results

4.1 Professional development on rhetoric writing and writing pedagogy

During the workshop, it was discovered that the participating faculty and teaching assistants from engineering heavily rely on a “modes” approach which emphasizes formulas and templates, and in doing so, assumes writing to be a static, mechanical skill. Based on the data collected from pre/post surveys of the participating engineering faculty and teaching assistants, we noticed that they had little to no experience in teaching the discipline-specific genres.

Figures 1 show the mode of each survey question from pre-survey to post-survey regarding professional development on rhetorical writing elements and strategies of writing pedagogy. As shown in Figures 1, the patterns of both questions are identical; engineering steadily improve, while English initially scored very high in pre-survey but merged their modes with engineering folks. This might be because English folks assumed they knew well before coming to the workshop, but they learned they did not know much about writing in engineering and how to teach engineering students. Through days one, two, and three the level of agreement steadily increased for both disciplinary groups with participants (4 in each discipline) reporting in the post survey that they strongly agreed or agreed that they had learned rhetorical elements and writing pedagogy. In both cases, shown through Figures 1 (a) and (b), participants reported that they felt their level of understanding improved over the course of the workshop. Similarly, most of the four participants from English (irrespective of role) strongly agreed to feeling confident about using rhetoric writing strategies, adopting writing pedagogy, developing their own rubrics, updating their courses and of being an active member of a learning community on writing transfer after this workshop.

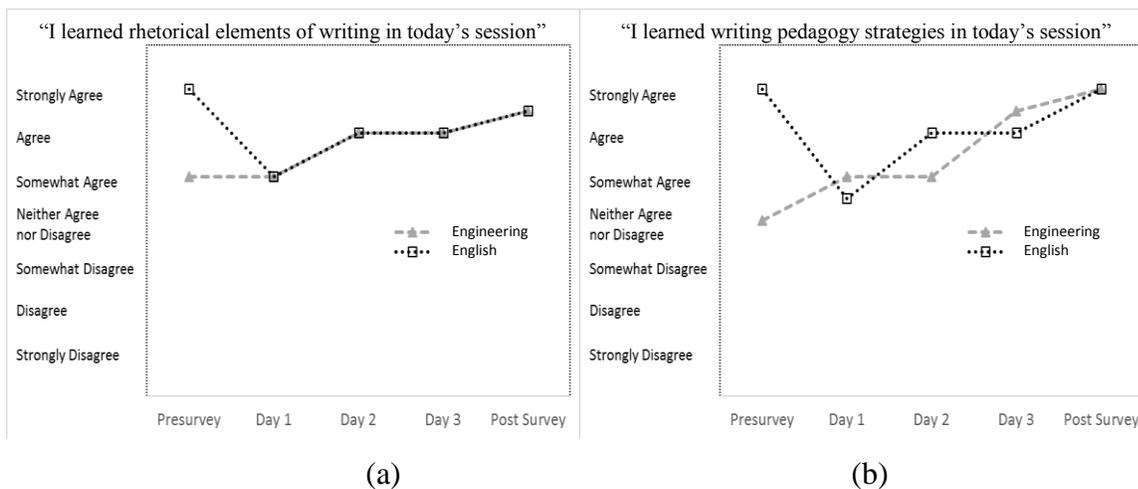
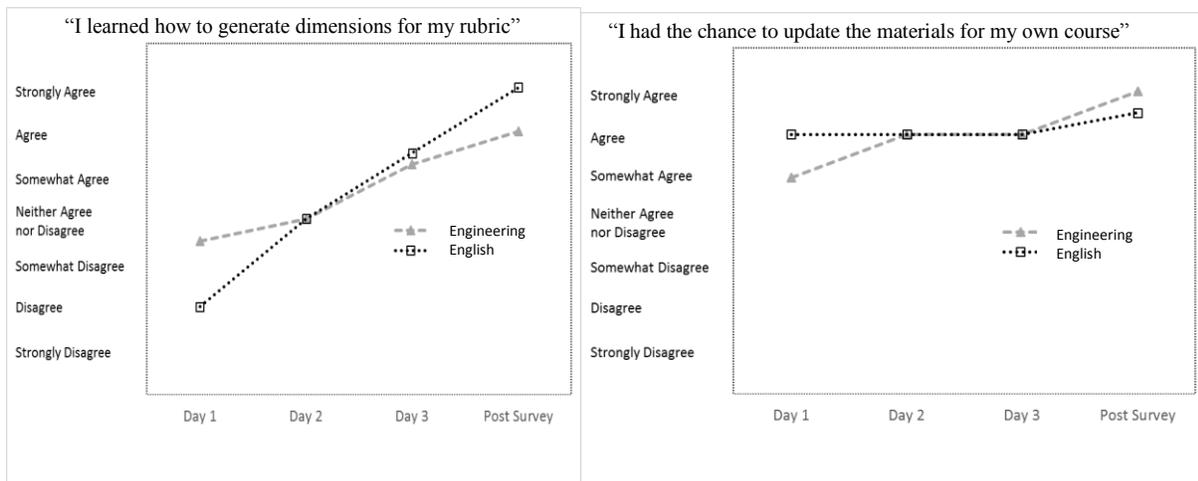


Figure 1. Mode scores of each survey on (a) rhetoric writing element knowledge and (b) strategies of writing pedagogy

4.2 Rubric development and course adaptation

Deep reading process in Days 1 and 2 enable the participants to determine which aspects of student writing are the most important. They identified the following as the most important features on the student work: rhetorical knowledge, organization, evidence, critical thinking, knowledge of convention, and writing process. The rubric scores were divided into three; mastering, developing, and emerging with high and low of each division, resulting in 6 scores. The developed master rubrics are in the Appendix.

Both engineering and English groups strongly agreed or agreed that they had the chance to update the writing instructional materials for their courses during this workshop. This feeling was reflected in Figure 2(a) which shows the response to the statement “I had the chance to update the writing instructional materials for my courses during today’s sessions”.



(a) Generating rubric dimensions

(b) Updating materials for own course

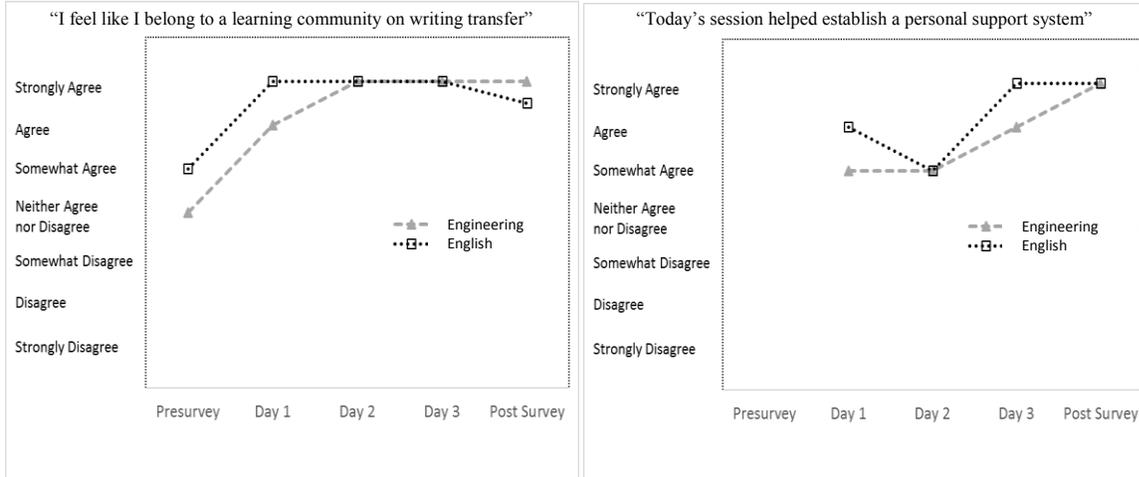
Figure 2. Rubric development and course adaption

Most participants in engineering (irrespective of role) of the four who responded agreed or strongly agreed to feeling confident about using rhetoric writing strategies, adopting writing pedagogy, developing their own rubrics, updating their courses and of being an active member of a learning community on writing transfer after this workshop.

Although the focus for each day of the workshop was specific, participants from both engineering and English consistently informed that they strongly agreed or agreed that they learned to develop their rubric as a whole, to deep read, to generate the dimensions, to norm, and to adapt their rubric on all days. The only exceptions were on day one which focused on deep reading as a single aspect of rubric development, and even then participants reported that they had better learned how to generate rubric dimensions as shown in Figure 2(b), responding to the statement “I learned how to generate the dimensions in my rubric in today’s sessions”.

4.3 Building a community of practice

Figure 3(a) shows the response to the statement “I feel like I belong to a learning community on writing transfer after today’s session”.



(a) Belong to a learning community

(b) Established a personal support system

Figure 3. Building a community of practice

Most English participants (irrespective of role) somewhat agreed that they felt like they belonged to a learning community on writing transfer prior to the workshop while there was a wider range of responses from engineering participants with more number of participants disagreeing at varying levels (from somewhat disagree to strongly disagree). At the end of day one of the workshop, participants in engineering agreed and those from English strongly agreed that they feel they belonged to a learning community on writing transfer. From day 2 onwards to the end of the workshop, both disciplines strongly agreed to the feeling of belongingness to a learning community on writing transfer.

Both disciplinary groups reported, by the end of the workshop, that they strongly agreed with the statement that they had established a personal support system. Intermediate surveys, during the workshop, showed a steady improvement of developing this system. These trends are summarized in Figure 3(b), responding to the statement “Today’s session helped establish a personal support system at my institution”.

4.4 Overall Impression and Comments by the Participants

Through all three days of the workshop and again in the post survey, both disciplinary groups reported that they strongly agreed or agreed that the workshop sessions allowed discussion on differences in personal philosophies and ways of teaching. Both groups also reported that they strongly agreed or agreed to the feeling that the workshop had sufficient number of knowledgeable faculty for productive professional development, that the workshop was mentored and modeled in a helpful manner, and that the workshop enabled participants to apply what they had learned. The specific comments are the following:

“We learned how to read student writing in a deeper way and how to use that rhetorical reading of student writing to inform our assessment materials--developing/refining our rubrics, in particular. I think the production of individually adapted rubrics from our normed rubric has the potential to positively cue our students for transfer as they move in and out of our classes.”

“I thought that the workshop was very effective in developing a professional development community among participants.”

“Having someone from industry would make a lot more sense.”

“Good pacing. I never felt like we dwelled on one thing too long, nor did I feel like we were racing from one topic/activity to the next.”

“The experts are very helpful, with specific, which is great.”

5. Conclusion

From the workshop, we learned that the participating engineering instructors and teaching assistants heavily rely on a “modes” approach which emphasizes formulas and templates, and in doing so, assumes writing to be a static, mechanical skill. This creates a noticeable conflict with first-year composition course where students learn rhetorical writing instead of mode writing. Through days one, two, and three the level of agreement steadily increased for both disciplinary groups (English and engineering) with participants reporting in the post survey that they strongly agreed or agreed that they had learned rhetorical elements and writing pedagogy. In addition, they had learned how to develop their own rubrics, and that they felt like they belonged to a learning community on writing transfer as a result of the workshop. Both English and engineering instructors and teaching assistants also strongly agreed or agreed that they received pilot writing instructional materials and had the chance to update the writing instructional materials for their courses during this workshop. This workshop provided a valuable reference to its participants who now have pilot material in the form of a shared and normed rubric. In addition to the rubric, participants are now better able to identify various aspects of rhetorical writing that add strength to student writing. Finally, participants also feel that they are part of a community of practice which will serve as a professional support community as participants continue to develop and adapt what they have learned into their own courses.

Acknowledgement

The authors greatly appreciate the support of NSF (DUE #1505066).

References

ABET, Criteria for Accrediting Engineering Programs 2016-2017, <http://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2016-2017/> Accessed in Jan 11, 2017.

Calvo, R.A., and Ellis, R.A. (2010). Students’ Conceptions of Tutor and Automated Feedback in Professional Writing, *Journal of Engineering Education*, 99:427-438.

Connors, R. (1997). *Composition-rhetoric: Backgrounds, theory, and pedagogy*. University of Pittsburgh Press.

Council of Writing Program Administrators (WPA), WPA Outcomes Statement for First-Year Composition, Council of Writing Program Administrators, <http://wpacouncil.org/positions/outcomes.html>, Accessed in Jan 11, 2017.

Kim, D., and Olson, W.M. (2015). Improving student lab report writing performances in materials and

Kim, D., and Sekhar, P. (2016). A preliminary study on supporting writing transfer in an introductory engineering laboratory course, Proceedings of 2016 ASEE Annual Conference and Exhibition, New Orleans, Louisiana (Paper ID #15065).

Manuel-Dupont, S. Writing-Across-the-Curriculum in an Engineering Program, *Journal of Engineering Education*, Volume 85, Issue 1, Version of Record online: 2 JAN 2013.

2015 ASEE Annual Conference and Exhibition, June 14 - 17, 2015, Seattle, WA.

Olson, W., and Kim, D. (2016). Connecting the Curriculum: Designing WID Programs for the 21st Century. Panel: Beyond Transfer: Difference, Inclusion, and WAC/WID in the 21st Century. International

Olson, W.M., and Kim, D. (2015). Taking Chances: An Interdisciplinary Study on Far Transfer Practices of Engineering Students, Conference on College Composition and Communication: Tampa, FL, March 2015.

Perkins, D. N., and Salomon, G. (1992). Transfer of learning. *International Encyclopedia of Education*, 2nd Ed. Oxford, UK: Pergamon Press.

Robertson, L., Taczak, K. and Yancey, K.B. (2014). *Writing Across Contexts: Transfer, Composition, and Sites of Writing*, Utah State University Press; 1st edition.

Walker, K. (1999). Using genre theory to teach students engineering lab report writing: a collaborative approach, *IEEE Transaction on Professional Communication*, 42:12-19.

Washington State University Vancouver (WSU Vancouver), Writing Transfer in Engineering, <https://labs.wsu.edu/writing-transfer-engineering>, Accessed in Jan 11, 2017.

Writing across the Curriculum Conference: Ann Arbor, MI, June 2016.

Yalvac, B., Smith, H. D., Troy, J. B., and Hirsch, P. (2007). Promoting Advanced Writing Skills in an Upper-Level Engineering Class, *Journal of Engineering Education*, 96: 117-128.

4. Please indicate the extent to which you agree with each of the following statements:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I deep read in order to develop my rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generate the dimensions in my rubric in an appropriate manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I norm my rubric for my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to set my rating scale for my rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to adapt my rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please share your thoughts about writing transfer.

6. Have you incorporated rhetorical writing strategies into your instructional materials for writing assignments?

- Yes
- No

Answer If Have you taught using strategies encouraging on rhetoric writing transfer in engineering? Yes Is Selected

6a. What worked well when you incorporated rhetorical writing strategies into your instructional materials for writing assignments?

Answer If Have you taught using strategies encouraging on rhetoric writing transfer in engineering? Yes Is Selected

6b. What were some challenges you faced when you incorporated rhetorical writing strategies into your instructional materials for writing assignments?

Answer If Have you taught using strategies encouraging on rhetoric writing transfer in engineering? Yes Is Selected

6c. How, if at all, did you overcome the challenges you faced when you incorporated rhetorical writing strategies into your instructional materials for writing assignments?

7. Please indicate the extent to which you agree with each of the following statements:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am confident in my role as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence in teaching is very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in workshops as a source of professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in continuous professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How many years have you been teaching?

9. What is your current position?

5. Please indicate the extent to which you agree with each of the following statements:

	Strongly agree	Agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Disagree	Strongly disagree
I learned how to deep read in order to develop my rubric in today's sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to generate the dimensions in my rubric in today's sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to norm my rubric in today's sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to set my rating scale in today's sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to adapt my rubric in today's sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How useful was today's workshop for you?

- Extremely useful
- Very useful
- Moderately useful
- Slightly useful
- Not at all useful

7. What do you think worked well in today's sessions?

8. Please list any questions from today's sessions that were not addressed.

9. Consider today's sessions and please share what you think needs improvement.

5. Please indicate the extent to which you agree with each of the following statements:

	Strongly agree	Agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Disagree	Strongly disagree
I learned how to deep read in order to develop my rubric in this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to establish the key points to develop my rubric in this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to norm my rubric in this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to set my rating scale in this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to adapt my rubric in this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How useful was this workshop for you?

- Extremely useful
- Very useful
- Moderately useful
- Slightly useful
- Not at all useful

7. Please indicate the extent to which you agree with each of the following statements:

	Strongly agree	Agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Disagree	Strongly disagree
I feel confident about using rhetoric writing strategies after this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in adopting writing pedagogy after this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident of developing my own rubrics after this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident of updating my courses after this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident of being an active memeber of a learning community on writing transfer after this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please share your thoughts on today's sessions specifically. What worked well? What didn't?

9. What do you think worked well in this 4-day workshop?

10. Consider this 4-day workshop and please share what you think needs improvement.

11. Is there anything else you would like to share with us, about the Writing Transfer project?

