



Small TLEF Project – Final Report

*To be completed for Small Projects upon completion of the project.
Please limit this report to a maximum of 2 pages.*

Project Title:

Writing Across the Curriculum in UBC Science

Report Submission Date:

2016/05/03)

Principal Investigator:

Jackie Stewart

Project Initiation Date:

(2015/05/01)

Report Submitted By:

Jackie Stewart

Project Completion Date:

ongoing

Summary of Work Accomplished

Describe if and how the project has significantly contributed to the enhancement of teaching and learning, as well as if and how the project outcomes constitute sustainable benefits to students.

Our Writing Across the Curriculum program coordinator, Shannon Obradovich, started working with us at the beginning of June 2015. We held a program launch “party” at the end of June to introduce people to introduce people to our program and ask interested parties for their guidance. Since then, our team has made progress toward the activities in each of the four themes identified in our proposal:

- Writing assignment and assessment design.
- Giving effective feedback on writing assignments.
- Strategies for student success.
- Teaching succinct and accurate science writing.

Our progress toward specific goals from our proposal is described in the table below:

Goal	Stage
A modular, customizable workshop (2-4 hours) including activities and handouts.	Four workshops completed and offered 1-2 times. We have presented additional workshops to the wider audiences of the Faculty of Graduate and Postdoctoral Studies writing week and another at the CTLT Spring Institute.
The same themes in a flexible, modified “webinar” form.	We are currently planning for this.
Webinars will be archived and accessible to those who could not attend or wish to review.	Will archive webinars after they have been offered.
Written resources.	Complete and on website. We have added a section to our webpage for WAC content (www.scrwl.ubc.ca/wac). One of the strengths of our program is the emphasis on evidence. For each theme, we have compiled a list of relevant literature for workshop participants.



In addition to the workshops, Shannon has offered one-on-one faculty consultations. She organizes and hosts a monthly “lunch and learn” for our community to discuss specific topics. Past topics include: how to motivate students to get help with their writing, using writing in large classes, designing effective student peer review, and reducing jargon in science writing. She liaises with departments in the Faculty of Science to inform faculty and graduate students about the WAC program.

One challenge we faced is to determine the best way to communicate with those who would like our support without overloading uninterested people with email. We started an announcement listserv to publicize workshops and lunch and learn meetings. We have 81 people registered to the listserv. We also send messages out to departments occasionally.

Evaluation of Project Outcomes

Describe the outcome-based criteria used to evaluate the project’s success or performance.

From September to April, our Work Learn graduate student (Pam Garcia) conducted evaluation of the program components. Pam created, distributed, and analyzed responses from workshop surveys. Most of the feedback has been positive, and we have used the constructive feedback to make adjustments to workshop content.

We have disseminated our work at the Annual Science Education Open House poster session (April 11, 2016) and we will present a poster at the TLEF showcase on May 5, 2016.