Deconstructing a writing course through independent, personalised learning

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University of Luxembourg
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The course

Research article writing

Credit-bearing → tasks & attendance

PhD students → limited sessions

Multidisciplinary groups → personalisation

10 weeks, 10 participants

Learning outcomes

insight into your **writing process**

understanding the **publication process**

creating more **coherent, concise** and **reader-friendly** texts
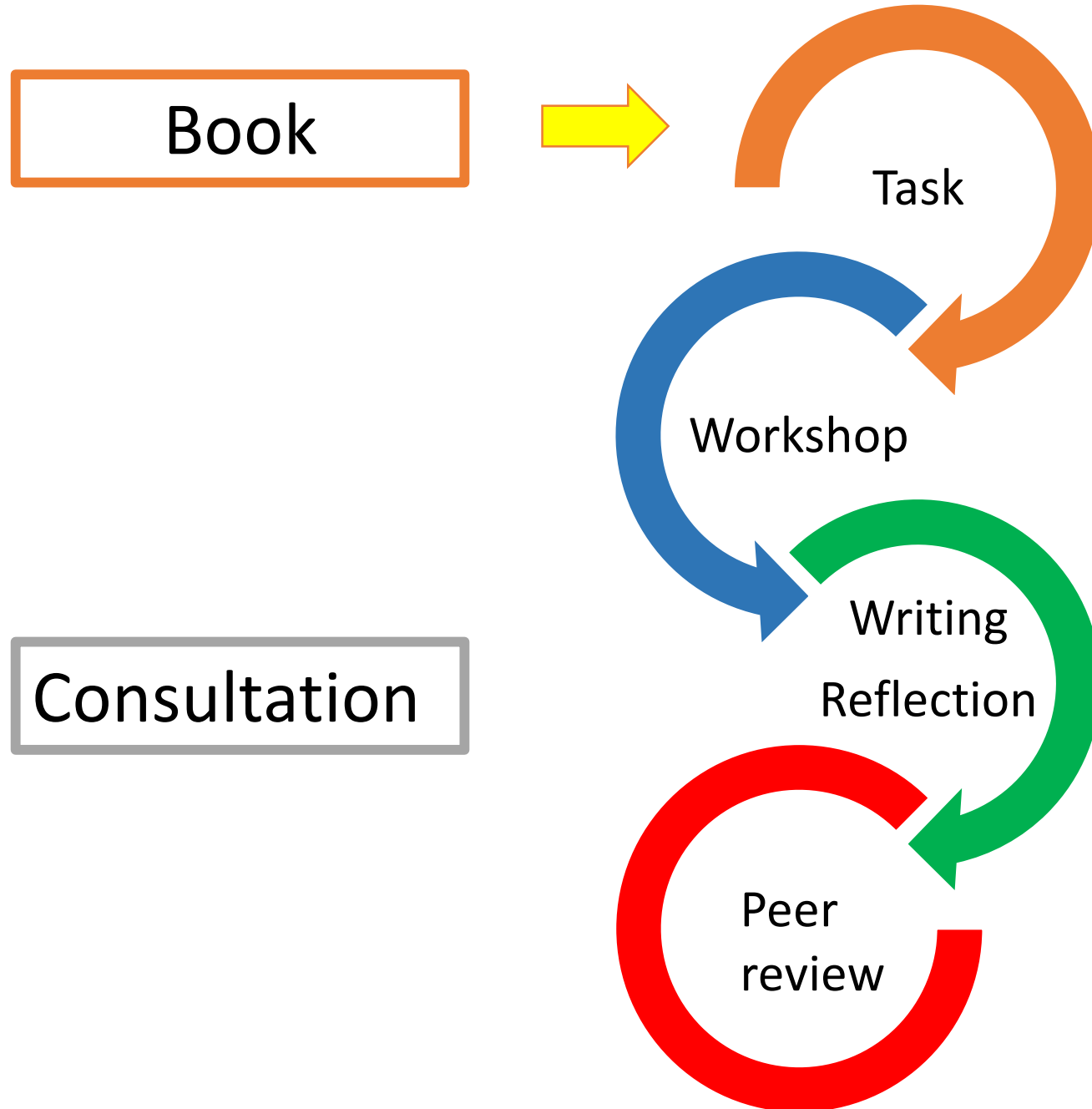
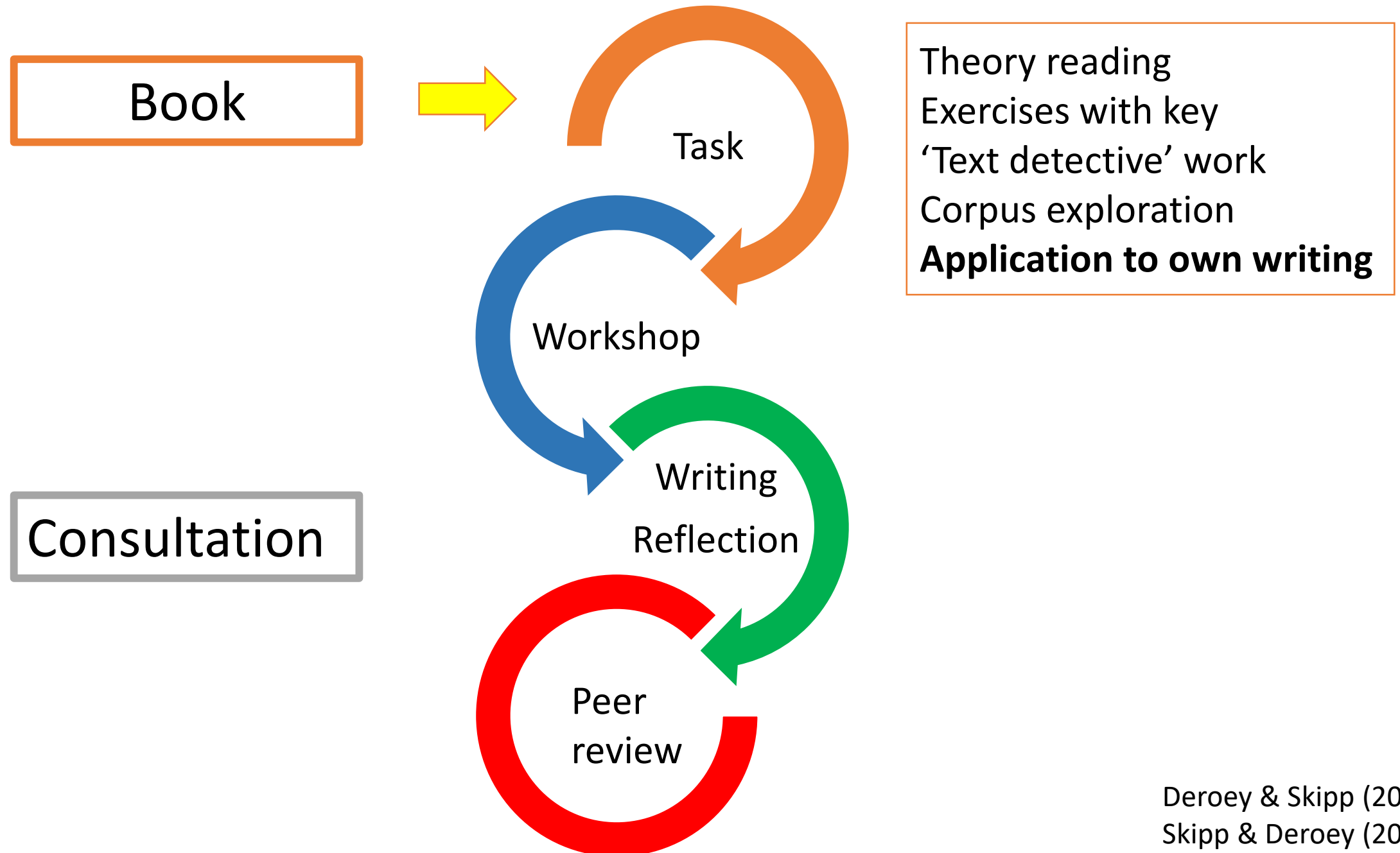understanding structure and variation in **article sections**

adapting to **disciplinary conventions**

using basic **corpus search** techniques

becoming a more **autonomous** and **reflective** writer

Flipped classroom

Book

Consultation

Task

Workshop

Writing
Reflection

Peer
review

Deroey & Skipp (2023)
Skipp & Deroey (2023)

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Theory reading
Exercises with key
'Text detective' work
Corpus exploration
Application to own writing

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Example: 'Independent learning' task
Chapter: crafting clear sentences

Examine your long sentence from the exercise in section 4.1 (or a longer sentence from your writing).
Based on your learning from this chapter, revise this sentence to reduce complexity and length.
Explain your changes. Paste the original version here, along with the 'clearer' version and your explanation of the changes.
Original version:

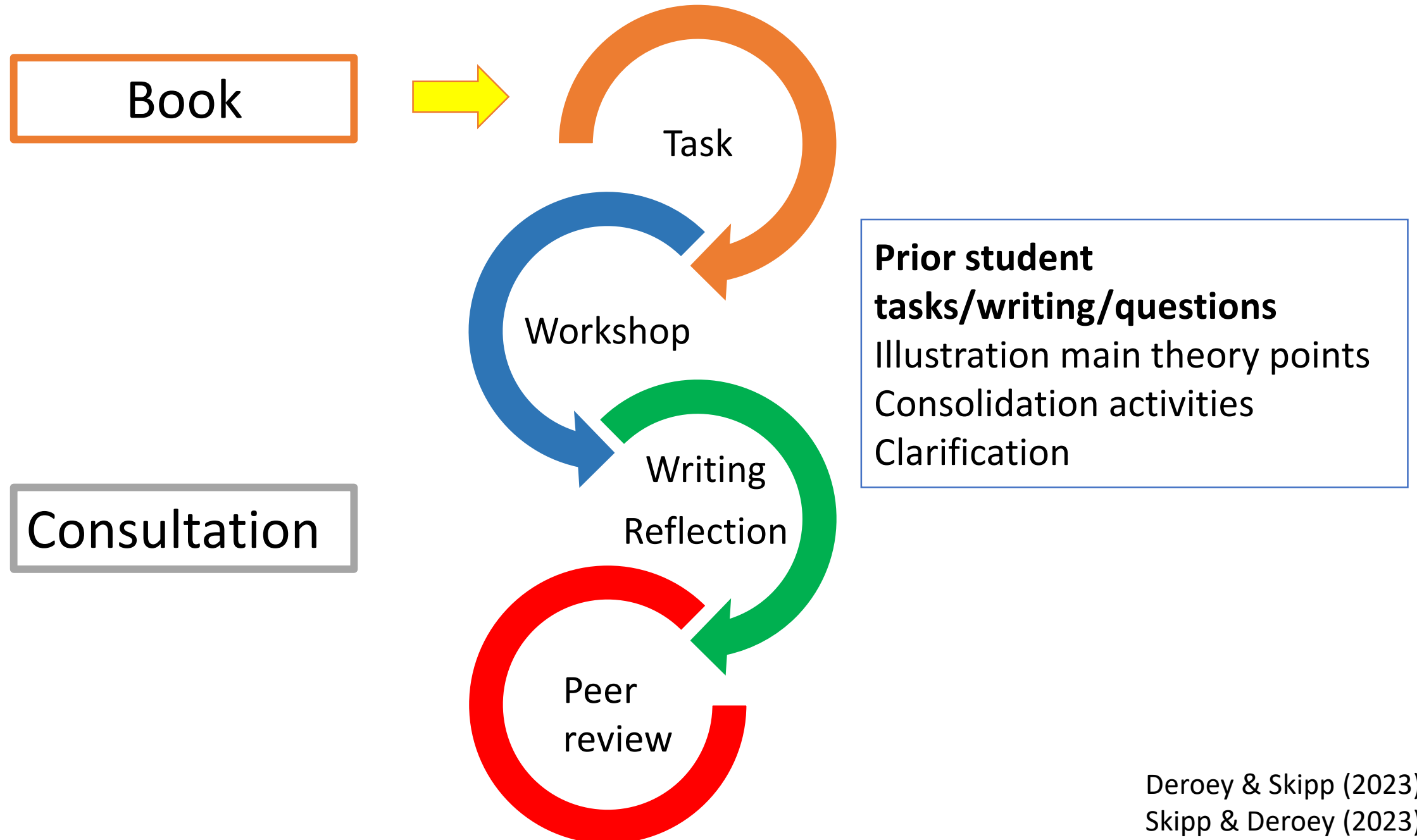Revised version:

Explanation of changes:

Examine your long sentence from the exercise in section 4.1 (or a longer sentence from your writing).
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Original version:

Revised version:

Explanation of changes:

What question(s) do you still have about crafting clear sentences?

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**Prior student
tasks/writing/questions**
Illustration main theory points
Consolidation activities
Clarification

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Consider bringing the meaningful Subject forward: reduce/reposition long 'introductory' elements.

By replacing the purely syntactical privacy policy by the general notions of permitted and forbidden knowledge characterised by relational models, we can reason about privacy policies.   Student sentence

→We can reason about […] by replacing […]

→ We replace […] by […]. This enables us to reason about […]

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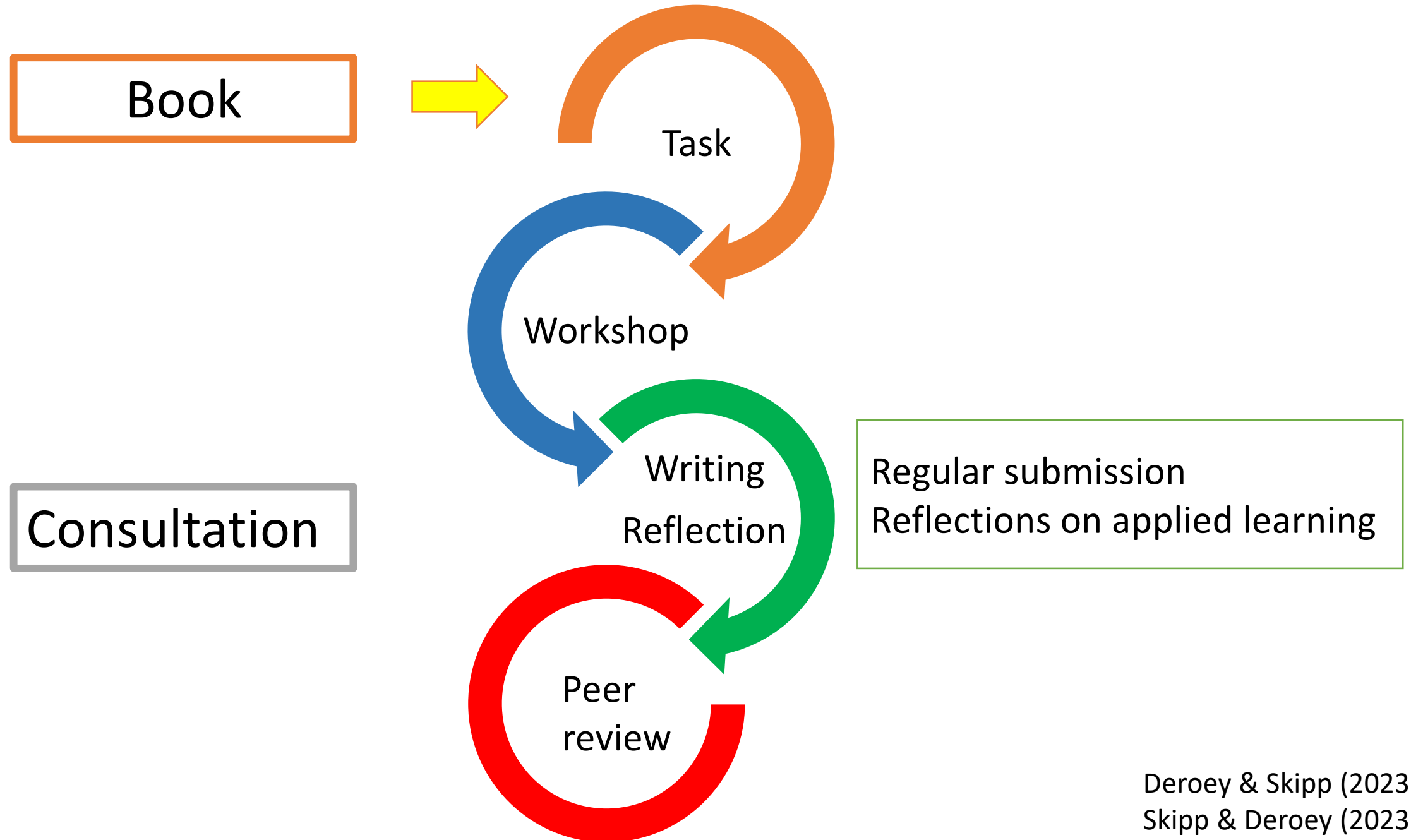
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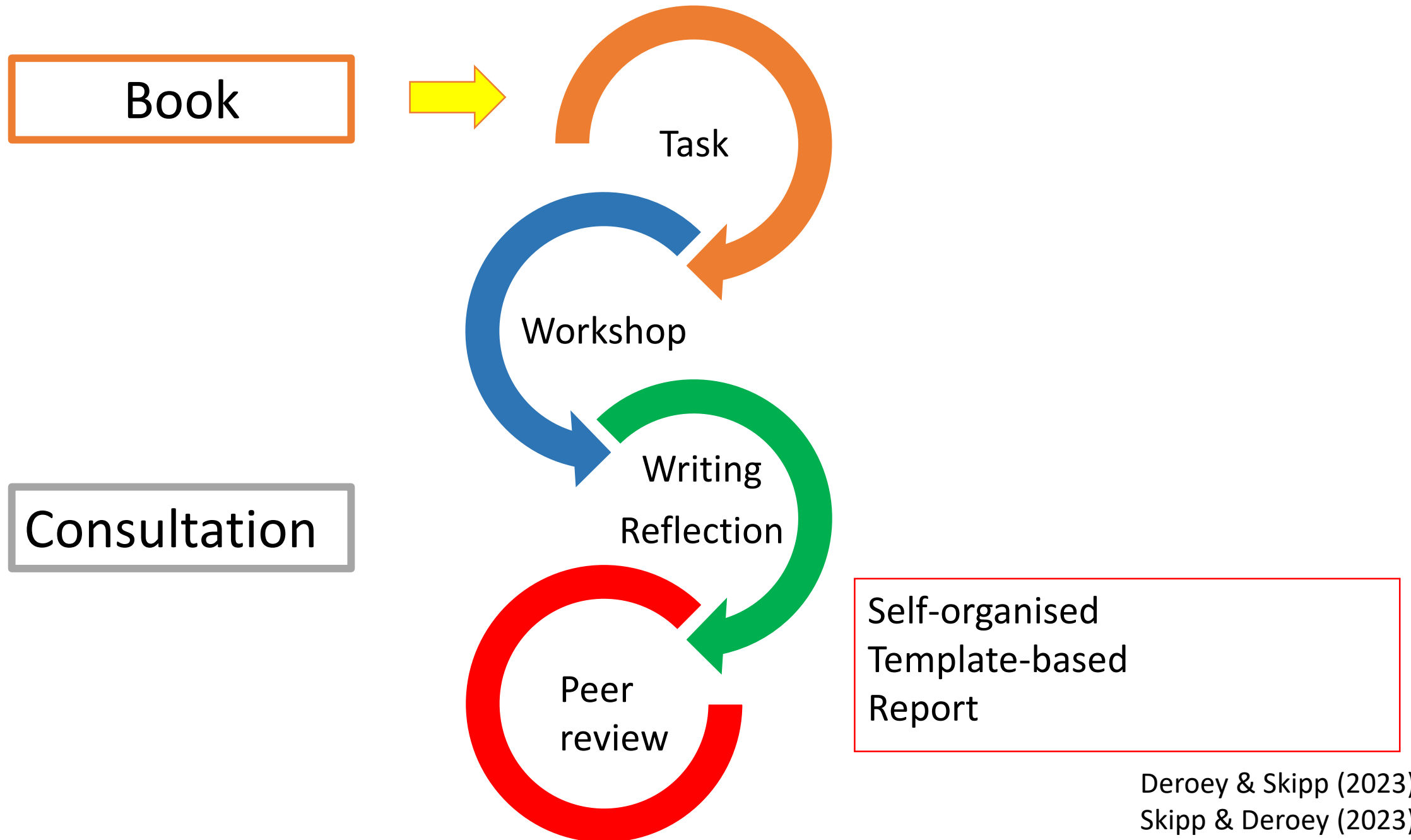
Student sentence

→We can reason about […] by replacing […]

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Consider the following in identifying structural issues that might affect clarity in the sentences below: postponement of Subject and/or verb, interruption of a unit. [Student sentences]

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Regular submission
Reflections on applied learning

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Book

Task

Workshop

Writing
Reflection

Consultation

Peer
review

Self-organised
Template-based
Report

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Course feedback

Feedback

Student course evaluations – by transferable skills

10 classes over 5 semesters

92 responses

7 = strongly agree

The flipped classroom

liked that the **exercises were given before the lecture** so that we had an idea before going into the lectures

It helps a lot by giving **enough examples in the E-book** and practical exercises in the courses

I benefited the most from the **independent learning tasks** asking a student to **rework his/her initial text**.

I liked that the teacher makes **personal lectures from the students exercises**.

I really like the **combination of theoretical work and group-work**.

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Flipped approach means maximising class time

I also liked that actual **examples from students were used in our class time**.

I liked the **exchange** with students from **different doctoral schools**, which is not often the case. I really enjoyed the fact the topic "research article writing" was something that we could all work on together **without extensive knowledge of the other´s disciplines**.

Discussions with the other students about each other's text submissions

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Issues with the model

Students

Regularity of coursework

Instructors

Chasing missing work

Time taken to personalise lessons

The flipped classroom outcomes

Independent learning

Personalised

Class time for interaction -> student centred

How could we better manage independent, personalised learning?

References

Deroey, K. L. B., & Skipp, J. (2023). Designing and delivering an online research article writing course for doctoral students in Luxembourg during Covid-19. In B. Fenton-Smith, J. Gimenez, K. Mansfield, M. Percy, & M. Spinillo (Eds.), *International perspectives on teaching academic English in turbulent times* (pp. 81-94). Routledge. https://doi.org/10.4324/9781003283409-10

Skipp, J. & Deroey, K. L. B. (2023). Designing and managing an online, personalised research writing course for postgraduates. *Proceedings of the 2021 BALEAP Conference*. Garnet.

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