



Resistances and transgressions in college writing



Dr. Nellie Zambrana & Dr. Rose M. Santiago
University of Puerto Rico, Rio Piedras Campus



Research Team Transdisciplinary Views
IRB - FIP1- CIPSH#1810-016
gtd.escritura@upr.edu

Objectives

Cohort study and mixed design

Objective 1

Compare and analyze the performance of the 2015 cohort students in the UPRRP institutional writing test in Spanish, in two times (2015-2019).

Objective 2

Identify executive function related to strengths or challenges in the act of writing. Find areas of opportunity to improve student performance.

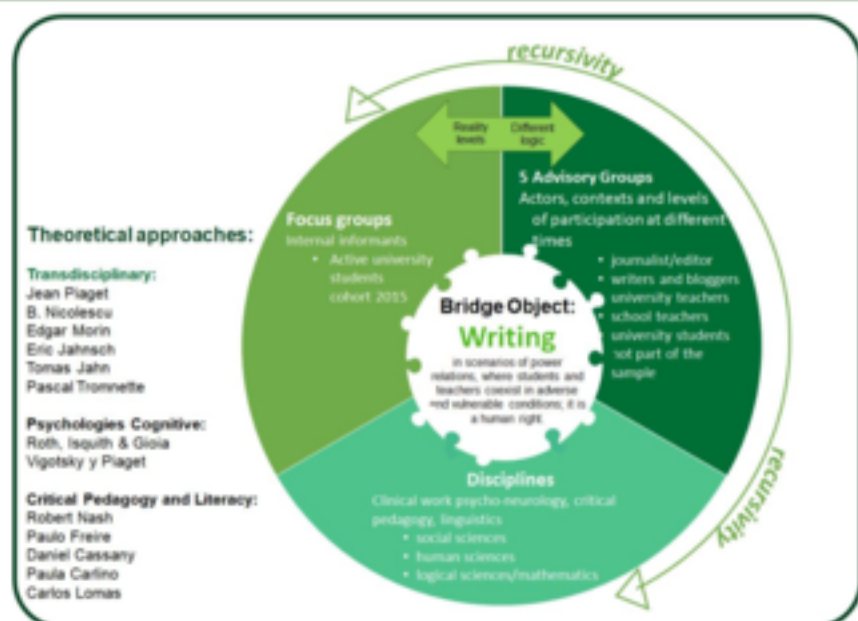
Objective 3

Knowing resistances and transgressions that emerge within writing process in students, teachers and sectors outside the university (consulting groups and focus groups).

Hypothesis:

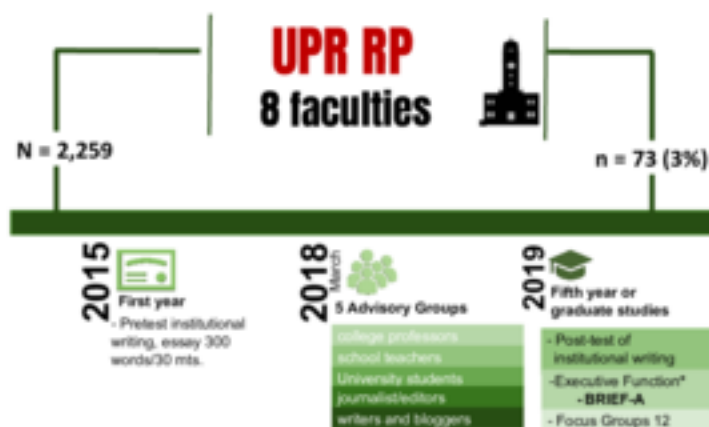
- We will see **diverse** profiles in mental [executive] functions.
- There will be changes in students' writing in the post-test.
- The executive function mediates the writing.
- The evolution in the writing processes are complex, not linear.
- There are common themes in students' discourses about writing.

Transdisciplinary Views:



Transdisciplinary Research (ITD) broadens the levels of participation and authorship, and allows multi methodological inclusion
(Thompson, Owen, Lindsay, Leonard & Cronin, 2017)

Methodology: Study with cohort sample, mixed design



* Executive function was measured through BRIEF-A administration by analyzing the Behavioral Regulation Index (BRI) (inhibit distractions, change-transitions, emotional control, self-monitoring) and the Metacognitive Index (MI) (Start tasks, short-term memory, organization planning, task monitoring and organization of materials). There is a Global Executive Composite (GEC)

Research team: Nellie Zambrana, Rose Marie Santiago, Ana Victoria Rodriguez, Chamarly Fuentes, Wilanda I. Ramos, Ana Marchena, Taira M. Rivera, Fredy A. Orpeza, Alvaro Garcia, Amaris Gonzalez, Julian Gonzalez, Crystal Febrer Maria de los Angeles Robles y Samille Perez.
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Preliminary findings:

2 or more scales T>65

■ YES ■ NO



Correlation analysis (Pearson)

The correlations show that the less difficulty with executive function, the better the execution in writing criteria is. Mental functions with higher coefficients were: short-term memory, planning and organization, initiating tasks and organization of materials. The Metacognition and Regulatory Behavior subscales and the Global Scale also showed high and moderate coefficients.

Variable combination	rp	95%CI	P
spell-check-MI_Ind_Metacong	-0.76	[-0.90, -0.45]	<.001
spell-check-GEC_Comp_GlobalEjec	-0.69	[-0.88, -0.33]	.001
spell-check-working-Memory	-0.63	[-.85, -0.23]	.005
theme&structure-Plan_Organiz	-0.61	[-0.84, -0.20]	.007
spell-check-initiate_tasks	-0.59	[-0.83, -0.16]	.011
spell-check-Plan_Organiz	-0.54	[-0.81, -0.10]	.020
theme&structure-GEC_Comp_GlobalEjec	-0.53	[-0.80, -0.08]	.025
morphosyn-struct-Org_material	-0.49	[-0.78, -0.03]	.038
theme&structureBRI_Reg_Cond	-0.47	[-0.77, -0.01]	.047
spell-check-Org_material	-0.47	[-0.77, -0.01]	.048

Categorization of topics in Focus Groups

- Writing functions
- Formal and informal education
- Orality
- Metacognitive processes
- Writing in school and university
- What promotes / prevents writing
- Assessment styles, rubrics
- Strategies to motivate writing
- Social networks
- Creative writing
- Peer mentoring, accompanying
- Style manuals
- Teacher training
- Training experiences (ITE, CDCL) at the UPR

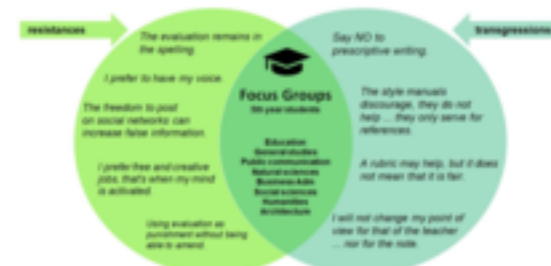
14 First preliminary analysis

5 Second preliminary analysis emerged categories

- Importance of reading
- Creative writing
- Write in English
- Socioeconomic situation
- University experience

The categories of topics that the informants expressed denoted satisfaction in their university education, a positive attitude towards writing and redacting, critical positions on writing "their own voice", criticism of the evaluation of form vs. content, among others.

Some resistances and transgressions in Focus Groups



Knowing the opinion of consultants from diverse labor fields broadened the understanding of writing processes in and outside the academy. With their input we develop questions for the focus groups, review and expand the hypotheses and research questions. The informants of the study were the students of the 2015 cohort who took the writing test and who participated in the focus groups, a total of 30. The transgressions and resistances of the consultants are very varied because they represent the diversity of their occupations and work contexts. The experience with the informants (focus groups) denotes criticism and nonconformity with the evaluation and prescriptive writing and a claim of their own authorship.

Post test 2019

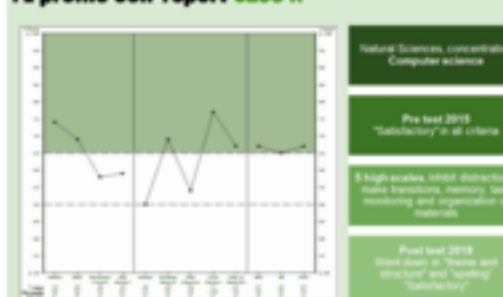
Criterion Value from 1 to 8 pts	Number of students who reached the goal (5 points or more) N = 73	Percentage of Students who reached the goal
Theme and structure	48	65.8%
Mastery of morphosyntactic structures	56	76.7%
Lexical domain	59	80.8%
Spell check	56	76.7%

In the post-writing test, 75% of the study sample achieved Satisfactory scores (5-6 on a scale of 1-8) in all the criteria. (This sentence is under Post test 2019). There were students who improved scores and level of execution (Excellent, Satisfactory, In Progress); others improved or lowered scores on some criteria, but did not change their level of execution and others lowered scores and level of execution. Also 61% of the sample did not lower its execution level; they stayed the same or improved.

Excellent-Satisfactory-In progress

	COMPARISON: LEVEL OF EXECUTION (PERCENTAGE)				
	Theme and Structure	Morphosyntactic Structures	Lexical Domain	Spell Check	Average Total
Went down	48%	45%	40%	52%	38%
Same	34%	36%	40%	34%	49%
Went up	18%	19%	21%	14%	12%
Total	100%	100%	100%	100%	100%

FE profile self-report Case A



FE profile self-report Case B



Preliminary conclusions:

- Shared responsibility among professors, students and the institution
- There is fluidity and diversity in the manifestation of executive function
- Recursivity helps to understand the complexity of writing
- Writing is a setting that fosters power relations
- Urges a meta-analysis of data (essays, profiles and discourses)
- Recognize and generate writing works across disciplines

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