



Tanner Health System School of Nursing



Evaluating Writing Self –Efficacy of
Nursing Students in an online graduate
level writing intensive course

Presenters

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- We do not have any conflict of interest or sponsorship or commercial support
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Objectives

- The learners will be able to outline strategies for teaching and learning scholarly writing skills.
- The learners will be able to explain the importance of writing self efficacy to the student's ability to develop scholarly writing skills.



Introduction : A Common Problem

- Masters degree employees need critical skills such as oral and written communication for job success (Wendler et al., 2012).
- Many students who enter graduate school are unable to express themselves well in writing (Milman et al, 2015).



Academic Writing

- Academic writing is defined as a form of writing, which is precise, semi-formal, impersonal, objective and based on analysis (Pajares,2003).
- It is an important skill and takes time to develop.
- Many of our graduate students had little experience writing for scholarly papers.



The concerns of our faculty

- There were common issues and concerns with the graduate students' writing abilities.
- There were opportunities to assist online learners.
- There was no writing support available to our 100% online graduate students



The Solution

- A one credit writing course was added to the first semester for MSN and EdD students.



Implementing the Course

- The Plans of Study were changed
- 41 MSN students and 8 EdD students were enrolled in the first course offered Fall, 2015.
- It is a required core course .
- How could we measure the success of the course?



Literature Review

- Self-Efficacy is an individual's confidence in his /her ability to successfully perform a particular task (Bandura, 1997).
- Self-Efficacy has proven to be the most consistent and reliable predictor of students' task performance (Bandura, 1997).
- Writing self-efficacy is the learner's self-commitment to complete the writing task and is a contributor to success (Hetthong, 2013).



Literature Review

- A significant positive relationship between students' self-efficacy beliefs and their writing performance was found in several studies (Chen & Lin, 2009, Erkan&Saban, 2011, Hetthong, 2013, Woodrow, 2011).
- A writer's self-efficacy beliefs interact with the writer's intrinsic self-motivation to achieve their writing outcomes (Zimmerman &Bandura, 1994).



Literature Review

- The lack of confidence to carry out a writing assignment can inhibit the students' academic progress (Klassen, 2002; Pajares, 2003).
- Graduate online students have unique needs that may not be met by the traditional on-campus support offered at many universities (Haydarov, Moxley & Anderson 2012-2013).



Purpose of study

- Determine the beliefs of students who are enrolled in a 100% asynchronous graduate program by measuring the writing self-efficacy of these students at the start and the completion of the one credit course.



Research Questions

- Does the students' perception of their writing self-efficacy increase after participation in one credit writing course?
- What are the possible reasons for the changes in the self-efficacy scores after students participate in a one credit writing course?
- Do the assignments in the writing course meet course and program learning outcomes?



Method

- A mixed method, comparative pretest, post-test research design was be used for this study.
- Approval was obtained to use the Post-Secondary Writing Self-Efficacy (PSWSES) Instrument (Schmidt & Alexander, 2012).
- Faculty and IRB approval was obtained.



Participants

- Nursing Students enrolled in their first course in a 100% online asynchronous graduate level program were invited to voluntarily participate
 - Two of eight doctoral students participated
 - 28 of 41 MSN students participated
 - All faculty who taught the course meet with us for a post course review



Examples of Assignments

- Use of the MEAL Plan (Main idea, Evidence, Analysis, and Link back to the larger claim)
- Use of APA formatting resources: Owl Perdue and APA Manual
- Use of Turn it in: Plagiarism and Paraphrasing
- Use of Grammarly
- Drafting a paper that is an assignment in another class
- Developing evidence tables
- Grammar testing



Data Collection

- The postsecondary writing self-efficacy instrument (PSWSES) (Schmidt & Alexander, 2012) was administered in the second week of course and in the last week of the course. All responses were confidential and anonymous.
- Completion of the student evaluation of effectiveness of instruction survey.
- After the semester ended, faculty participated in an open ended qualitative review of the course facilitated by us.



Overall Self- Efficacy Scores

- 20 questions with a Likert scale with five choices

(Highest possible score is 100)

- N = 21
- Pre Test Mean 70.59
- Post Test Mean 80.12
- Increase 9.529 points



Results

	Pretest			Posttest			
Scale	M	SD		M	SD	t	p
Local and global writing process knowledge	3.59	.42		4.04	.48	-4.15	< .01
Physical reaction	2.94	.80		3.56	.88	-3.76	< .01
Time and effort	3.80	.61		4.20	.53	-3.16	< .01
Overall writing self-efficacy	3.54	.47		4.01	.46	-4.65	< .01

Course Evaluation - Students

End of Course Evaluation	N =28 68% response	N=5 63 % response
Discipline Centered Questions	MSN Mean= 4.5/5.0	EdD mean=3.5/5.0
Student Centered Questions	MSN Mean= 4.6/5.0	EdD mean=4.2/5.0
Faculty Centered Questions	MSN Mean =4.6/5.0	EdD mean=4.0/5.0



Course Evaluation- Students

- Themes from comments
 - Improved self confidence
 - Less physical symptoms before completing writing assignments
 - Caring demonstrated by the faculty
 - Course was valued



Course Evaluation- Students

- End of Course Evaluation Comments
- *“I feel I have more confidence in writing my papers”*
- *“The knowledge from this course is the foundation for my writing in school and my career”*
- *“The writing resources and writing assignments were very helpful”*
- *“I did not enjoy the APA book. This book should be eliminated”*



Course Evaluations: Faculty

- Assignments
- Need for content revision
- Successes
- Potential for Growth



Course Evaluations: Faculty

- *“The main point of the course was to introduce students to the process for scholarly writing and to give them some structure for what scholarly writing meant”*
- “Starting with simple APA formatting, citations, the paragraph structure, just those basic...how to set up your paper”
- *“We did run into difficulty trying to meet the deadlines.”*



Lessons Learned

- Students suggested that the course should be taken one semester before graduate program starts.
- Have students complete a writing assignment to determine if the student needs to participate in course
- Ensure the course meets program outcomes.



ANY
QUESTIONS
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