**A little about me:**

* Writing and Rhetoric instructor for nine years – f2f, hybrid, fully on-line
* Interdisciplinary experience – PhD in International Relations (2013)
* Writing Across the Curriculum Consultant for three years

**Defining write-to-learn assignments** – small (typically 100-250 words), low-stakes, writing assignments that differ from traditional writing-to-communicate assignments.

**The benefits of assigning write-to-learn assignments in on-line classes**

Improves student retention through:

* Maintaining engagement throughout the course
* Increasing social interaction
* Enhancing intrinsic motivation
* Improving student’s meta-cognition
* Helping students develop and use more effective strategies for success

Improves faculty experience through:

* Greater student retention
* Increased student satisfaction
* Enhanced ability to identify and resolve problems with the course or with individual students
* Better student attainment of learning goals

**A little about you** – our discussion will be tailored to fit the knowledge and objectives of participants:

* Do you assign any write-to-learn assignments in your classes?
* How many? How often? What are your objectives?
* What do you like or dislike about this type of assignment?
* Which of the following best describes what you want to get from this presentation?
	+ I would like to learn more generally about assigning write-to-learn assignments in on-line classes.
	+ I would like to learn strategies for making my write-to-learn assignments more effective.
	+ I would like to learn about different types of write to learn assignments that I can use to accomplish specific goals in my on-line classes
	+ I would like to improve student satisfaction, retention, and/or the quality of student work in my on-line classes, and I’m hoping to learn some new strategies for accomplishing these goals.

**Group discussion –** based on participant objectives, we will discuss several strategies for achieving these objectives through adding different types of write-to-learn assignments to on-line courses. Some possibilities:

* Frequent assignments
* Collaborative assignments
* Engaging assignments
* Communication assignments
* Meta-cognitive assignments
* Critical thinking assignments
* Dialectical thinking assignments
* Course feedback assignments
* Pre-writing assignments
* Drafting assignments
* Peer-feedback assignments

**Considering your objectives – individual will take a few moments to free-write answers to the following questions:**

* Which of these strategies might you apply to your on-line classes?
* How would you design a write-to-learn assignment to help you achieve your goals? What would the prompt look like? When in the course would you assign it? What LMS tool would you use?
* What would you hope to gain from adding this assignment to your course?
* What, if any, questions or concerns do you have about making this change?

Additional strategies for assigning effective write-to-learn assignments

* Be consistent
* Be transparent
* Keep the grading simple
* Write like a lawyer

Preventing problems

* Don’t create too much work for yourself
* Have a clear and manageable feedback policy
* Build in flexibility