

Embedding academic-professional collaborations that build student confidence for essay writing: Student perceptions and quality outcomes. A practice report

Juliey Beckman and Gerry Rayner

Monash University

Abstract

Although the ability for effective written communication is an essential graduate attribute, there is misalignment of student perceptions of expected writing styles and levels between secondary and tertiary education. This problem may be compounded by an apparent dearth of hands-on writing and related learning modalities for the vast majority of transiting students. This may be due to a range of interacting factors, including the increased numbers and concomitant diversity of students entering higher education, a reluctance among academics to hand over teaching to professional staff, and a lack of opportunities to establish collaborations between academics and co-curricular professions, namely library and learning skills professionals. This paper reports on the development, implementation and outcomes of a collaboration among these groups on an essay writing intervention for commencing students in a very large enrolment first year science subject.

The full Nuts & Bolts appears in Volume 2, Issue 2 of 'The International Journal of the First Year in Higher Education'

<https://www.fyhe.com.au/journal/index.php/intjfyhe/article/viewFile/87/96>