

A Writing Assistance Project for Distance Students Final Report

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to the Research and Information Committee, Canadian Association of University
Continuing Education

July 1999

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Acknowledgements

The research project team acknowledges the contributions of the following organizations and individuals, without which this research project could not have been realized.

The Centre for Academic Writing provided support for the project from the beginning, including assisting with the development of the research proposal. The Centre covered such in-kind costs as time and supplies for Writing Program Counselors and Writing Assistants.

The Canadian Association for University Continuing Education (CAUCE), Research and Information Committee, contributed funds towards the research activities including preparation and printing of materials, evaluation, and line and bridge charges incurred in the delivery of the workshops.

Denis Mayer, Director of Student Affairs, approved of the project's approach and authorized in-kind support for project management, instructional design and overhead.

Ruby Gervais, Program Manager, Distance Education, Centre for Continuing Education, brought her experience in academic advising and distance education program delivery to the project's methodology, and authorized clerical assistance from her staff.

Kristin Jakola and Tanya Dixon, student assistants, were involved in the winter and spring session deliveries respectively, contacting students, setting up workshop schedules and compiling data.

Jane Brindley's research for the Centre for Continuing Education into the characteristics and expectations of first-time distance learners at Laurentian University sparked the notion of a new support program in writing assistance.

Background and Research Context

In 1995, the Centre for Continuing Education at Laurentian University established a research component in its priority activities. A major study on characteristics, expectations and levels of satisfaction of first-time distance learners carried out between 1995 and 1998 indicated that 55% of students surveyed were concerned about their ability to read and write at the university level, and 39 % were concerned about meeting Laurentian's writing competency requirement. Another major study on the effective use of learning technologies indicated that appropriate training of faculty and students in the selected technology is critical to enhancing the teaching/learning environment. Both studies confirm the importance of interaction between distance learners and their instructors, supported by learner-centred services. The *Writing Assistance Project for Distance Students* was designed to build on these results by offering training and enhanced communication with the university for distance students.

Laurentian University has a writing competency requirement that all undergraduate students, including those studying at a distance, must meet. With 14 complete degree programs and 250 courses available by distance education, and approximately 5,000 students enrolled annually, there are many reasons to enhance student services. To meet the writing requirement, distance students must take a *WAC - Writing Across the Curriculum* course. As more faculty members are integrating email and other forms of computer conferencing into their distance courses, we are finding that competence in writing is becoming even more important to the students' success.

The Centre for Academic Writing provides writing workshops to on campus students that are designed to implement the objectives of the *WAC* program: to support the principle of writing to learn; to recognize and foster discipline- specific instruction in writing and communication; and to help students develop competency in academic writing. Distance students have never had ready access to these workshops. The research project was conceived to address this major disadvantage affecting distance learners and contributing to their sense of isolation in their studies.

Research Objectives

In general the research project aimed to deliver writing assistance at a distance using a combination of audio conference, fax, telephone and email, and to test the feasibility of teaching writing skills at a distance. The specific objectives identified in the funding proposal to CAUCE were

- to offer distance students at Laurentian University the opportunity to interact with trained writing centre staff as they develop their writing assignments for their *WAC* courses
- to offer audio-conferenced workshops on writing-related topics to distance students
- to adapt an on campus workshop format to an audio-conferencing format
- to judge the applicability and feasibility of offering writing assistance by distance
- to support distance education faculty as they monitor student writing
- to train students and writing centre staff, including program counselors and writing assistants, in the techniques of audio conferencing.

Other objectives related to the project's inspiration, or that developed out of its implementation included

- to establish a partnership between two university departments having complimentary mandates with respect to supporting distance students (the Centres for Continuing Education and Academic Writing)
- to extend on a pilot basis a new service to distance students designed to assist them in their studies
- to enhance retention efforts at Laurentian University by supporting students' expressed needs for assistance
- to move towards offering similar services to distance students studying in French
- to encourage faculty developing and supervising distance courses to include a *WAC* component
- to support the establishment of a writing development program to be offered in English and French by the Centre for Advanced Learning, Laurentian I.N.C.

Methodology

Time Lines

The original time line proposed was impossible to follow, for reasons unrelated to the research itself. The Centre for Academic Writing at Laurentian University was restructured between spring 1998 and winter 1999, which had serious implications on the workload of writing program counselors and writing assistants originally assigned to the project. The Centre for Continuing Education was reorganized as well during this time frame, which resulted in delays selecting *WAC* courses appropriate for the study and identifying faculty supportive of the concept. In the first attempt to deliver writing workshops at a distance, there were not enough student participants to evaluate the success of the effort. The steps identified in the proposal were followed, as indicated below, but the actual dates of delivery of audio-conferenced workshops were quite different from what was proposed.

STEPS	PROPOSED TIME LINE	ACTUAL TIME LINE
1 adapt workshop format designed by the Writing Assistance Program Counselor in the Centre for Academic Writing to an audio-conferencing format with the help of instructional designers in the Centre for Continuing Education	May-Aug 98	Oct-Nov 98
2 send out invitations to distance students to participate in the pilot project	Sept 98	Jan 99
3 set up linkages and audio-conferencing sessions	Oct 98	Jan 99
4 conduct the first audio-conferencing session	mid-Oct 98	23 Feb 99
5 for a four week period after the session, provide individual assistance to students by fax or e-mail	mid-Oct to mid-Nov 98	2 weeks only
6 conduct a follow-up audio-conferencing session	mid-Nov 98	9 Mar 99
7 prepare a student attitude and appreciation survey form	Sept-Oct 98	Jan 99
8 get approval for survey questionnaire from university Ethics Committee	Oct 98	Feb 99
9 survey students who participated in the project to determine its success	late Nov 98	late Mar 99
10 analyze survey questionnaires	Jan 99	Apr 99
11 repeat steps 2, 3, 4, 5, 6, 9, 10 in Spring Session		Apr-June 99
12 select appropriate WAC courses offered in Spring'99		late Apr 99
13 invite faculty to participate by encouraging their students to respond positively to our invitation		late Apr 99
14 invite students to participate		early May 99
15 set up linkages and audio conferencing sites		late May 99
16 conduct first audio-conferencing session		26 May 99
17 provide individual assistance to students over 3 weeks		late May to mid-June 99
18 conduct follow up audio-conferencing session		16 June 99
19 survey students		late June 99
20 analyze survey questionnaires		June-July 99
21 prepare report	Feb 99	July 99

22 submit report	Mar 99	3 Aug 99
23 present findings at CAUCE Conference	June 99	June 2000

Synopsis of Interim and Final Reports

The Interim Report prepared and submitted to the CAUCE Research and Information Committee in May 1999 (Appendix A) explains how and why the researchers-facilitators decided to offer two writing workshops by audio conference because of poor participation in the Winter Session. The Final Report details the execution, results, and recommendations of the second phase of the research project. It also provides the background and context for the research approach.

Workshop Delivery

Audio conferences were held on Wednesday, May 26th, and Wednesday, June 10th, 1999. Eleven students from a variety of disciplines related to the arts and humanities participated. The preliminary work in advance of each workshop was performed by staff from Laurentian's Centre for Academic Writing and the Centre for Continuing Education. A third-year student was hired to be the contact person for the participants and connected with them on different occasions via telephone and mail-outs. Her impression was that many more than eleven students would have liked to participate. However, work, family, and other commitments made participation impossible for many students.

As previously indicated in the Interim Report, the sessions were facilitated by two trained writing counselors from Laurentian's Centre for Academic Writing. Because of the different disciplinary backgrounds of the students, both sessions were broad in focus — the first explored writing strategies, including thesis statement development, organization, drafting, introductions, and conclusions. The second audio conference covered research approaches including summary, paraphrase, direct quotation, and documentation as well as advice on a number of common writing errors. The informal feedback relative to the first workshop was positive. After the second audio conference, feedback was solicited in a formal fashion. The student who had been the participants' principal contact throughout the entire process telephoned each participant and asked him or her to share thoughts and opinions on the experience. In all cases, students were presented with the same questions and their responses were carefully recorded. Students' comments are found in Appendix B, while a tabulated version of these same comments as they suggest trends and patterns is found in Appendix C.

Findings

While the appendices provide the complete picture, it is helpful to summarize the participants' comments here. Five points emerged on a repeated basis; they are as follows.

- The majority of participants found the method of audio conferencing both convenient and efficient.
- All participants found the facilitators of the workshop easy to understand and helpful.
- Writing-related concerns among participants were essentially the same: creating a sound thesis statement, paragraphing, and essay-writing in general.
- The majority of participants agreed that writing workshops via the audio conference method would be helpful to those students who study at a distance.
- All participants believe that what they have learned through the workshops will benefit them in their future academic writing.

Conclusions/Recommendations

The list of recommendations that derives from the writing-related audio conference experience is broken down into two parts: ideas from the participants and ideas from the two facilitators.

Participants' Conclusions/Recommendations

- The method of workshop delivery by audio conference is accessible to distance students; this allows them access to writing assistance.
- The content of the workshops was very informative and proved to be beneficial to all those who took part. (Those who had received assignment grades before the final survey was done reported an increase in their marks since participating in the workshop).
- When asked for suggestions, the majority of the participants responded by recommending that Laurentian University implement more writing-related audio conference workshops.
- The participants also suggested more in-depth studies of grammar and general essay writing information.
- The participants felt generally that print-based materials on writing topics, such as discipline-specific essay writing, should be distributed with distance course packages, and we received more than one request from individual participants to send this information out immediately.

Facilitators' Conclusions/Recommendations

The facilitators found this project a very challenging but interesting experience. Meeting a varied group of students from a range of disciplines demanded that we have the ability to "think on our feet," and be prepared to answer any and all questions to do with academic writing. While we began each audio conference workshop with a carefully-constructed agenda, we also felt that paying attention to the individual questions that arose during the two-hour sessions was important to the participants. The students seemed grateful that we were prepared to do so, and we were still able to cover the important aspects of what we had planned. Overall, the project has heightened our belief that distance students do require assistance in their academic writing — even a cursory reading of our participants' answers to the final survey questions attests to the fact that they do indeed feel alienated and somewhat at a loss when preparing their writing assignments. With these concerns in mind, we offer the following recommendations.

- that the Centre for Continuing Education continue to ensure that distance students are made aware of the help available from the Centre for Academic Writing through telephone, fax, email, etc.
- that a package of materials helpful in general academic writing be designed for and sent to distance education students with their distance course packages
- that a form querying distance students on their interest in writing-related audio conferences (both general and discipline-specific) be designed and sent to students with their distance course packages
- that the Centre for Continuing Education consider the offering of both general and discipline-specific writing assistance through audio conferences, on a regular basis, throughout the academic year

- that the Centre for Continuing Education consider making one such audio conference mandatory per course/half-course, particularly for those students who have difficulty accessing writing assistance through other means
- that, if discipline-specific writing assistance is offered through audio conferences, professor(s) from the relevant discipline(s) be invited to participate
- that a "bank" of audio conference materials be developed and held in readiness for general or discipline-specific workshops
- that the Centre for Continuing Education develop an overall awareness of the writing problems experienced by distance students and actively seek suggestions for the amelioration of these problems.

Discussion and Summary

The second delivery of the writing assistance workshops is regarded by both facilitators and student participants as a success. Overall, it appears to have lessened students' feelings of anxiety and alienation about the writing process when it occurs at a distance and in an academic situation. Likewise, facilitators felt that they connected effectively with participants and that they were more aware of the writing needs of students working at a distance than previously. The experience will have a positive impact on all the writing program counselors and writing assistants in the Centre for Academic Writing with respect to their understanding and sympathy for the specific barriers facing distance students. As some of these individuals are also teaching faculty, the university as a whole will benefit from greater awareness of the needs of distance students. Indeed we hope the positive reaction will influence the writing counselors in the Centre de rédaction universitaire, where writing assistance is available in French, to develop and deliver audio-conferenced versions of their writing workshops as well.

The significant challenge of the workshop experience for the facilitators related to the number of students who participated and the hours of preparation time it took to prepare, organize, and offer the workshops to such a limited group. Students from a total of ten classes were contacted; however, participants numbered only eleven. The cost effectiveness of the learning experience must, therefore, be considered. At the same time, with more extensive and regular promotion in, for instance, flyers sent out to distance students in their learning packages and in the university calendars, it is conceivable that future workshop series would be received with more enthusiasm and need not be as time consuming nor as costly to the institution to mount as this one.

The research team concludes that the six original research objectives were met. A workshop format and materials have been developed for ongoing delivery by audio conference to Laurentian distance students. It appears that the students involved in the pilot project appreciated the initiative, profited academically from their learning experience, and recommend continued efforts to support distance student writing needs. Audio conferencing can be an effective means of communicating with distance students in geographically dispersed locations. We believe that this pilot project also indicates that sharing experiences in a synchronous environment can lead to enhanced learning.

There are some cautions we would propose with respect to audio-conferenced workshops, however. The question of access must be evaluated in advance of the decision to deliver training in audio-conferenced formats. In Northeastern Ontario, for example, party lines and rotary dialing systems in some locations make audio conferencing difficult or impossible. Access to the technology is not the only consideration. Synchronous communication, by its very nature, eliminates certain students who are often struggling to balance their studies with busy home and working lives. It will be important to Laurentian University to further test the potential of delivering writing assistance at a distance by exploring how asynchronous technologies such as computer conferencing and email, and other interactive learning materials such as CD-ROMs, video and web pages can enhance writing skills, whether generic or discipline-specific. We are currently preparing program proposals in this area for the

international delivery of writing skills training. Without the Writing Assistance research project to encourage our efforts in this area, we would not have contemplated such a program.

Several secondary objectives have also been achieved through the implementation of the various phases of the research. The stage is set for ongoing collaboration between the Centres for Continuing Education and Academic Writing, and we anticipate further support for writing assistance in both English and French, once funds are identified. The proposed non-credit Writing Development Program will be offered in both languages as well. By sharing our findings on campus during the Fall 1999 Session and at Teaching and Learning seminars, we hope to encourage greater participation in WAC courses by distance faculty. As the writing competency requirement is refined in years to come, the concerns of distance students will be integrated into decisions about new strategies for enhancing writing skills,

We expect that successful distance students will likely continue in their studies and we are encouraged by having contributed to university retention efforts in a small but personally satisfying way. The sense of alienation felt by so many distance students is a distinct disadvantage to them, and as our results show that there are ways to reduce these feelings, we hope that closer communication links with distance students will be supported. As Laurentian's distance programs are delivered over greater and greater distances, we know that students outside the original catchment area will expect the same levels of attention and service as those closer to campus.

Appendix A

Interim Report Writing Research Project

Submitted to CAUCE Research and Information Committee — May 28, 1999

Background

Over the past two years, Laurentian University has confirmed through anecdotal comments and course evaluation questionnaires that students working at a distance experience specific challenges in their academic writing. For example, students often comment on the sense of isolation and general lack of assistance they experience when preparing their papers at a distance. At Laurentian, this situation is compounded by the fact that the university has a writing requirement that students must meet in order to graduate.

Responding to this need, Laurentian's Centre for Continuing Education and The Centre for Academic Writing sought funding through CAUCE to do a pilot project and provide a series of two writing-related workshops delivered by teleconference to students working at a distance from campus. The purpose of this project was to determine the effectiveness of writing assistance offered via teleconference for distance students.

Process

The project was first implemented in the winter months of January and February 1999. Students who lived more than 50 km from campus while taking the six-credit course entitled HIST 2216, History of Women and the Family in the Pre-Industrial Era, were contacted by telephone and invited to participate. Standard research protocol was followed and the writing counsellors anticipated a group of approximately 10 to 12 participants. Because of a variety of factors (work conflicts, family responsibilities, and so forth), only two students participated. Although the informal comments of these students regarding the experience were positive, the decision was made to re-offer the teleconference series in Spring session.

This time, students from ten different six-credit courses were contacted and invited to participate. Criteria for participation included the following

1. Students must live 50 km from the Laurentian campus while they are taking their Spring courses.
2. Students must be taking one of the following six-credit courses in Spring session: ENGL 1005 ENGL 1551, ANTR 2095, CLAS 2005, CLAS 2095, GER 2005, RLST 1105, RLST 2205, GERO 3005, RLST 2115.
3. Students must know that participation is entirely voluntary and can in no way negatively affect their grades.

A student researcher worked diligently with two writing counsellors from the Centre for Academic Writing in contacting students who met above the criteria and in organizing other facets of the teleconference process.

Early Results

To date, this second run of the project has been very successful. Eleven (11) students from the designated courses within the arts and humanities participated in the first teleconference held Wednesday, May 26, from 6:30 p.m. to 8:30 p.m. All of these students also plan to participate in the second conference scheduled for Wednesday, June 16.

The general consensus among the group, as reported by the writing counsellors who facilitated the sessions, was that these students were genuinely appreciative of this opportunity and that they learned from and enjoyed the session. The focus of the first session, recognizing the multidisciplinary nature of the group, was academic writing in general. Topics included argumentation, thesis statement and position, planning, drafting, introductions, and conclusions. The agenda for the next teleconference (research, academic integrity, documentation strategies, use of direct quotations, summary, paraphrase) was established and ideas on how to achieve further writing assistance at a distance (email, phone, fax) were shared. The group presented a cross-section of questions and interacted enthusiastically with both the facilitators and the other participants.

What Happens Next

While the writing counsellors are confident of the students' resolve to participate in the second session, they have decided that it is a good strategy to make another round of telephone calls just before the next session to remind participants of the teleconference. The writing counsellors also hope to receive questions and ideas over the next several weeks so that they can tailor the second teleconference accurately to the specific writing-related concerns and needs of the participants.

After the second teleconference, participants will be contacted again by telephone to share their impressions of the experience. The focus of this telephone consultation — which will be conducted by the student researcher who has been the primary contact for the participants throughout the process — is to determine how the teleconferences affected their experience of academic writing in general (for example, did they feel less alienated about the writing process than they might have otherwise?) and how the writing assistance delivered via teleconference may have affected the various writing projects students were developing in their courses during the period of the two teleconferences. The student researcher will speak from a prepared set of questions and record responses carefully. At that time, a final report will be prepared and submitted regarding the impact that writing assistance offered via teleconference can have on the academic writing experiences of students working at a distance.

Appendix B

Student Responses to Survey

Notes: Although 11 students participated in the pilot project, only eight responded to the survey. One student did not answer question 9. In question 11, the “??” represents an incomplete thought in one student's comments.

1. Overall, did you find the content of the workshops helpful?

7 YES

- No comments

1 NO

- Only 10% of the workshop was useful

2. Were the writing issues addressed of special concern to you? If so, what information or topic was most helpful to you?

7 YES

- The thesis statement, essay writing, writing techniques
- The thesis statement and punctuation
- The Thesis statement
- Writing style, positions, and supporting essay
- The thesis statement, essay structure, and everything in general
- Especially the thesis statement and essay structure
- The thesis statement material

1 NO

- I was aware of all the issues addressed, so it wasn't very helpful

3. If you were to participate in another writing workshop, what other writing-related topics or issues would you like to see addressed?

- Don't know
- None, I am satisfied
- They covered everything, but maybe more grammar
- More in depth information on paragraphs
- A topic sheet for participants to follow might be good
- Hints on what makes an essay better
- Writing grammar
- More in-depth about essay writing and for more specific courses (discipline-specific)

4. Did you like the method of teleconference for a writing workshop?

8 YES

- I think that it should be all the time, monthly even
- But hard on the neck
- Excellent

0 NO

5. Would you participate in a teleconference workshop again? Why?

6 YES

- It was helpful
- Wonderful idea, very helpful
- I found it to be very helpful. The professors were very relaxed and informative
- Very beneficial
- Very helpful

2 NO

- I didn't like the way it was handled. 75% of the time was spent on other participants asking about themselves. Life stories were being told. It sounded like a gab session
- No, if the same topics were covered. I already know.

6. Did you find it hard to follow or understand the facilitators of the workshop? If so, explain why.

0 YES

8 NO

- They were excellent
- Very clear
- It was very well organized
- They were good

7. Do you feel isolated from Laurentian University's writing resources and academic supports, such as the Centre for Academic Writing, the Library, and so forth?

3 YES

- It's kind of far
- I have no access to computers

5 NO

- But I do feel isolated in my course

8. Do you believe that the workshops benefited you as a distance student? If so, how?

7 YES

- Just by giving little pointers on editing. I liked the focus on detail
- Because it brings you closer together. There is less isolation and you can get input from other students
- Learning about the thesis statement was very helpful. They also gave excellent examples
- Less isolation
- The information was good. At least what was given
- I am more comfortable now about asking questions

1 NO

- I already knew the material

9. Do you think that what you have learned in the writing workshops helped you in your writing for the course you are presently taking?

7 YES

0 NO

10. Did you note any significant improvement in a grade on an assignment or test that you might attribute in part to your participation in the workshops?

4 YES

- I received a 75% on my assignment

4 NO

- Not as of yet
- It's too soon to tell
- Not yet. It's too early to tell
- However, it was a good refresher on the topics

11. What other ways can you think of whereby Laurentian University could help you in the area of academic writing?

- More teleconferences, workshops -- they are good and efficient
- Put in point form the workshop outline
- Send with course packages materials that can help with writing skills
- More teleconference workshops
- Perhaps have Envision teleconferences for individual classes
- Mandatory writing workshops
- No
- Teleconferencing, but more course orientated. Perhaps even once a week. Also have individual professors involved. I feel isolated within the ?? itself
- Offer workshops via teleconference
- Manual/Pamphlets about writing

Appendix C

Table of Findings

The majority of participants found the method of teleconferencing both convenient and efficient.

The method of teleconference is more accessible to distance students, which in turn allows distance students more access to writing assistance.

The majority of participants agreed that writing workshops via the teleconference method would be helpful to those students who study at a distance.

All participants found the facilitators of the workshops easy to understand and helpful.

Writing related concerns among participants were relatively the same- creating a sound thesis statement, paragraphing, and essay writing in general.

All participants believed that what they have learned through the workshops will benefit them in their future academic writing.

8 out of 10 surveyed participants agreed that the workshops were very informative and beneficial.

Those who had received assignment grades before the survey was completed reported an increase in their marks since participating In the workshops.

All except three participants recommended that Laurentian University should host more writing-related teleconference workshops.

There was also a general consensus that paper materials on writing topics, such as discipline-specific essay writing, should be distributed with Envision course packages; we received more than one request from individual participants to send such packages out immediately.

Appendix D

Letter Requesting Student Participation

TO: Envision students enrolled in selected courses

FROM: Cindy Ives-Bigeau and Ruby Gervais, Centre for Continuing Education

RE: Teleconference Workshops with Focus on Writing

DATE: May 1, 1999

Welcome to a new and exciting offering of Envision courses at Laurentian. We are happy to have you aboard.

New this term is an opportunity to participate in two writing-related workshops presented via teleconference *if you are enrolled in this course and if you live 50 km or more from the Laurentian campus while you are taking the course*. Approved by your professor and prepared and presented by two writing experts from the Centre for Academic Writing at Laurentian — Lorraine Carter and Leda Culliford — these workshops focus on academic writing as it occurs in the Arts and the Humanities. We are certain that your participation in these workshops — should you decide to participate — will be helpful both in your course work and in your pursuit of Laurentian's writing competency requirement if the requirement is something still outstanding for you. Even if you are an effective writer, these workshops will be useful refreshers for you.

Based on what you have to gain, when you receive a call from the Centre for Continuing Education asking you to participate, carefully consider signing up. You have nothing to lose. Also, in order that you can schedule properly for the teleconferences mark from 6:30 to 8:30 p.m. on Wednesday, May 26 and Wednesday, June 16 on your calendar today.

While we hope you sense our enthusiasm, we also want you to know that you are under no obligation to participate and that your decision to participate will in no way affect your standing in the course. Your standing in the course depends strictly on the method of evaluation set out by your professor.

We look forward to working with you. Learning through writing is an exciting process.

Appendix E

Letter Requesting Professor Participation

Dear Professor

The Centre for Academic Writing, the Centre for Continuing Education, and Laurentian I.N.C. are collaborating this spring on a research project involving distance students who live more than 50 km from Sudbury. As the project will focus on the Arts and Humanities areas, your course is one of those we have selected for possible participation. It is our understanding that you have agreed that your students may be invited to participate.

Your role in the project is simply to encourage the students in your course to be receptive to the idea of participation, possibly by emailing your students or by mentioning the project whenever you are in touch with them. Two teleconferences will take place, one on Wednesday, May 26 and the other on June 16. These conferences will focus on academic writing and should be extremely valuable to students who participate in them, as they will receive many useful tips on writing at the university level. Students who perhaps need to achieve their writing competency for graduation purposes might also find the teleconferences useful.

While we believe that your students have nothing to lose through participation in the teleconferences, we want you and your students to know that their participation is entirely voluntary and that participation is in no way connected to your method of evaluation.

Please contact Cindy Ives-Bigeau (ext. 3933) or Ruby Gervais (ext. 4819) if you would like further information. Your help with this project will be very much appreciated.

Appendix F

Pro Forma Consent Form

Study Title: The Impact of Teleconference Writing Assistance on Envision Students' Marks and Attitudes Toward Writing

Investigators: Lorraine Carter and Leda Culliford

We are Counsellors at the Centre for Academic Writing at Laurentian University who wish to study the impact of teleconference writing assistance on Envision students' marks and attitudes toward writing at the university level. The study is intended to provide us with information that will allow us to determine the provision of appropriate writing supports for distance education students. The study will involve your participation in a teleconference on Wednesday, May 26, and Wednesday, June 16, 1999; each teleconference will last for two hours. At a later date, you will be asked to participate in a follow-up telephone survey.

Your participation in this study is strictly voluntary. You have the right to withdraw at any time. Such a withdrawal will not affect your grade negatively in any way.

Please call us at 675-1151 (ext. 4116) if you have any concerns about the study or your participation in it.

Your identity will not be revealed at any time, either during the study or when it is published.

I agree to participate in this study and I have received a copy of this consent form.

Student's signature

Date