# Teaching research writing with a flipped classroom approach

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# The course

# Course organisation

Research article writing

Credit-bearing

PhD students

Currently writing an article

Multidisciplinary, multilingual groups

10 weeks, 10 participants

# Course design rationale

Self-motivated & independent learners (Flowerdew, 2015)
→ self-regulated work

Time-poor (Casanave, 2010)
→ limited classes

Varied linguistic, writing, disciplinary needs (Hyland, 2002)

→personalised learning

Peers & disciplinary experts are important additional learning resources

(Cho & MacArthur, 2010; Zhu, 2004)

→peer review, expert interview

Ability to analyse and improve one's own writing promotes continuous learning
(Charles, 2018; Yasuda, 2011)

→ text and corpus analysis, application to text & peer review

# Learning outcomes

insight into your **writing process**

understanding the **publication process**

creating more **coherent, concise** and **reader-friendly** texts

understanding structure and variation in **article sections**
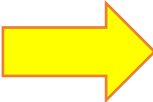
adapting to **disciplinary conventions**

using basic **corpus search** techniques

becoming a more **autonomous** and **reflective** writer

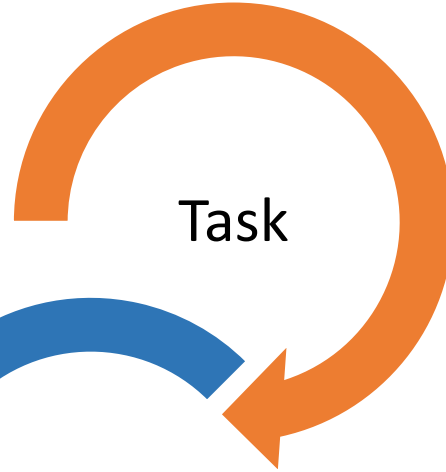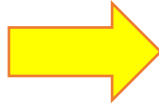# Flipped classroom

Book

Task

Workshop

Writing

Reflection

Peer review

Consultation

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Book

→ Task

Theory reading
Exercises with key
'Text detective' work
Corpus exploration
**Application to own writing**

Workshop

Consultation

Writing

Reflection

Peer review

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Examine your long sentence from the exercise in section 4.1 (or a longer sentence from your writing). Based on your learning from this chapter, revise this sentence to reduce complexity and length. Explain your changes. Paste the original version here, along with the 'clearer' version and your explanation of the changes.
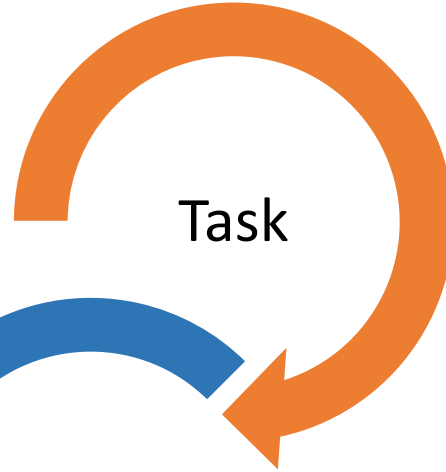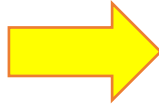
Original version:

Revised version:

Explanation of changes:

What question(s) do you still have about crafting clear sentences?

Book → Task

Workshop

Writing
Reflection

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Consultation

Prior student
tasks/writing/questions
Illustration main theory points
Consolidation activities
Clarification

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Consider bringing the meaningful Subject forward: reduce/reposition long 'introductory' elements.

By replacing the purely syntactical privacy policy by the general notions of permitted and forbidden knowledge characterised by relational models, we can reason about privacy policies.                    Student sentence
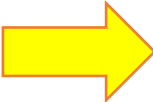
→We can reason about […] by replacing […]

→ We replace […] by […]. This enables us to reason about […]

Consider the following in identifying structural issues that might affect clarity in the sentences below: postponement of Subject and/or verb, interruption of a unit. [Student sentences]

Book

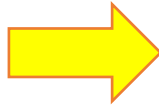Task

Workshop

Writing
Reflection

Peer
review

Consultation

Regular submission
Reflections on applied learning

Deroey & Skipp (2023)
Skipp & Deroey (2023)

Book

Task

Workshop
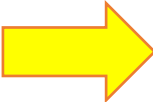
Writing

Reflection

Peer review

'[A]ddress[es] many of the **epistemiological, experiential and textual dimensions** of writing within research degrees.'

(Aitchinson & Lee, 2006: 266)

'Students receiving feedback from multiple peers **improve their writing quality more** than students receiving feedback from a single expert.'

(Cho & MacArthur, 2010: 328)

Deroey & Skipp (2023)
Skipp & Deroey (2023)

# Course feedback

# Feedback

Student course evaluations –
by transferable skills

10 classes over 5 semesters

92 responses

7 = strongly agree

# The flipped classroom

I really like the **combination of theoretical work and group-work**.

liked that the **exercises were given before the lecture** so that we had an idea before going into the lectures

It helps a lot by giving **enough examples in the E-book** and practical exercises in the courses

I benefited the most from the **independent learning tasks** asking a student to **rework his/her initial text**.

I liked that the teacher makes **personal lectures from the students exercises.**

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# Flipped approach means maximising class time

I also liked that actual **examples from students were used in our class time**.

I liked the **exchange** with students from **different doctoral schools**, which is not often the case. I really enjoyed the fact the topic "research article writing" was something that we could all work on together **without extensive knowledge of the other´s disciplines**.

**Discussions** with the other students about each other's text submissions

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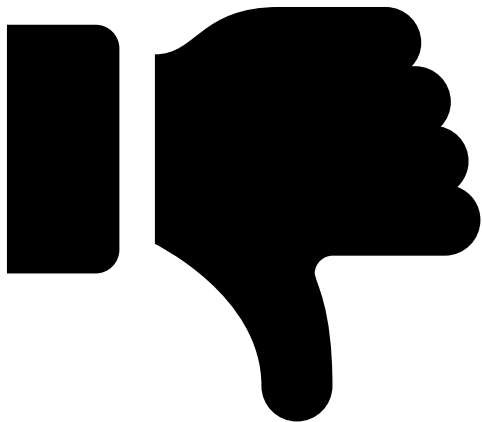# Issues with the model

**Students**

Regularity of coursework

**Instructors**

Chasing missing work

Time taken to personalise lessons

# The flipped classroom outcomes

Independent learning

Personalised

Class time for interaction -> student centred

# References: own publications

Deroey, K. L. B., & Skipp, J. (2023). Designing and delivering an online research article writing course for doctoral students in Luxembourg during Covid-19. In B. Fenton-Smith, J. Gimenez, K. Mansfield, M. Percy, & M. Spinillo (Eds.), *International perspectives on teaching academic English in turbulent times* (pp. 81-94). Routledge. https://doi.org/10.4324/9781003283409-10

Skipp, J. & Deroey, K. L. B. (2023). Designing and managing an online, personalised research writing course for postgraduates. *Proceedings of the 2021 BALEAP Conference*. Garnet.

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