

REFLECTIONS OF UNDER GRADUATE STUDENTS TOWARDS TECHNOLOGY INTEGRATED ACADEMIC WRITING LEARNING PROGRAM

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Abstract

The research paper explores the reflections of Under Graduated students towards Technology Integrated Academic Writing program at Indukaka Ipcowala Institute of Management of Charotar University of Science & Technology, Gujarat, India. The study provides the responses of Management Graduate Students towards technology assisted teaching-learning program. The programme was specially designed to learn basics of Computer Assisted Academic Writing. The reflections of the students implies that technology assisted teaching-learning program on academic writing proved helpful to generate interest, gain confident, improve proficiency, research skills, and encourage self-directed learning in academic writing skills.

Key words: Technology, Computer Assisted Academic Writing, Academic Writing, Management Graduate Students

Introduction of Program:

The inspiration for this study stemmed from the institute's successful initiative of implementing several Bridge Course Programs to enhance soft skills of the Business Administration students at Charotar University of Science & Technology. Indukaka Ipcowala Institute of Management (I²IM) organizes Bridge Course Program every year for the students of BBA. In this Bridge Course Program students were taught English Language, Communication Skills, Presentation Skills, Academic Writing and Research Skills. Further, researcher reviewed and examined a number of studies carried out previously. Researchers own experience, observations and several

studies prove that computer assisted teaching learning is always proved beneficial to develop of English language proficiency of the students. Researchers conducted 30 hours *Computer Assisted Academic Writing, Research & Communication Skills* for the students of BBA Semester 5 during 2016-17.

The content of the program covered topics like Creative Writing and Drafting Letters/ E-mail for Organizational Communication, Acquiring English Language Proficiency Through Words Worth English Language Lab, Using Web 2.0 for Learning and Research, Research: Methodology and Tools etc... The target group of 26 BBA students was selected for the course and treatment was given to improve their academic writing skills in the Technology Integrated Bridge Course Program. After successfully completion of the Bridge Course 3, students were given Feedback Form to share their learning experiences. On the basis of the students' Feedback, data were analyzed and Report was created. Feedback Form was divided into two parts, one part was having close ended statements for which students were supposed to respond in terms of 1 to 5 scale (1 – Strongly Disagree, 2 – Disagree, 3 – Moderate, 4 – Agree and 5 Strongly Agree); second part was of open ended statements for which students were supposed to respond descriptively as per their experiences.

Reflections of the Students towards Program:

Analysis of Close Ended Statements

There were 14 Close Ended statements from which 10 statements were based on Content and 4 statements were based on Participant's Needs. At the end of the Close ended statement was related to students' overall experience. All these data were analyzed using frequency and percentage.

Table 1: The contents of the course were interesting

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	2	24
Percentage	0	0	0	7.69	92.31

Above mentioned table is about the students' responses for the Statement 1 which was based on Course Content. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 2 (7.69%) students who responded as Agree and 24 (92.31%) students who responded as Strongly Agree for the Statement 1.

Table 2: There was enough information covered

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	3	23
Percentage	0	0	0	11.54	88.46

Above mentioned table is about the students' responses for the Statement 2 which was based on information covered in the Bridge Course 3. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 3 (11.54%) students who responded as Agree and 23 (88.46%) students who responded as Strongly Agree for the Statement 2.

Table 3: All the Activities related to Academic Writing and Research were interesting and engaging

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	5	21
Percentage	0	0	0	19.23	80.77

Table 3 is about the students' responses for the Statement 3 which was based on activities used for Academic Writing and Research in Bridge Course 3. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 5 (19.23%) students who responded as Agree and 21 (80.77%) students who responded as Strongly Agree for the Statement 3.

Table 4: The Resume Building, Letter Writing, Blog Creating and Movie Review Writing Tasks were interesting and effective

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	5	21
Percentage	0	0	0	19.23	80.77

Table 4 is about the students' responses for the Statement 4 which was based on activities used for The Resume Building, Letter Writing, Blog Creating and Movie Review Writing Tasks in Bridge Course 3. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 5 (19.23%) students who responded as Agree and 21 (80.77%) students who responded as Strongly Agree for the Statement 4.

Table 5: Participating in this course was a pleasant learning experience

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	5	21
Percentage	0	0	0	19.23	80.77

Above mentioned table is about the students' responses for the Statement 5 which was based on students' participation in Bridge Course 3. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 5 (19.23%) students who responded as Agree and 21 (80.77%) students who responded as Strongly Agree for the Statement 5.

Table 6: The course will help in my overall development

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	5	21
Percentage	0	0	0	19.23	80.77

Above mentioned table is about the students' responses for the Statement 6 which was based on students' perception for their overall development in future. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 5 (19.23%) students who responded as Agree and 21 (80.77%) students who responded as Strongly Agree for the Statement 6.

Table 7: The practice of writing tasks improved my proficiency of writing skills using MS Word

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	3	23
Percentage	0	0	0	11.54	88.46

Table number 7 is about the students' responses for the Statement 8 which was based on students' improvement in Writing Skills with the use of MS Office Word in Bridge Course 3. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 3 (11.54%) students who responded as Agree and 23 (88.46%) students who responded as Strongly Agree for the Statement 7.

Table 8: The Practice of English Language Proficiency helped me improving my language skills

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	4	22
Percentage	0	0	0	15.38	84.62

Table number 8 is about the students' responses for the Statement 8 which was based on students' improvement of Language Skills with the help of English Language Proficiency in Bridge Course 3. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 4 (15.54%) students who responded as Agree and 22 (84.62%) students who responded as Strongly Agree for the Statement 8.

Table 9: Writing Research Proposal and understanding referencing and citations helped me to improve my Research Skills

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	2	24
Percentage	0	0	0	7.69	92.31

Above mentioned table is about the students' responses for the Statement 9 which was based on Writing Research Proposal and understanding referencing and citations to improve Research Skills. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 2 (7.69%) students who responded as Agree and 24 (92.31%) students who responded as Strongly Agree for the Statement 9.

Table 10: The teaching/learning methods were appropriate for the learners

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	8	18
Percentage	0	0	0	30.77	69.23

Table number 10 is about the students' responses for the Statement 10 which was based on students' responses for the used teaching/learning methods. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 8 (30.77%) students who responded as Agree and 18 (69.23%) students who responded as Strongly Agree for the Statement 10.

Table 11: This program met my needs and expectations

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	1	4	21
Percentage	0	0	3.85	15.38	80.77

Table number 11 is about the students' responses for the Statement 11 which was based on students' fulfilling the need and expectation through Bridge Course 3. There was not a single student who responded as Strongly Disagree and Disagree. There was only 1 (3.85%) student who responded for Moderate. There were 4 (15.38%) students who responded as Agree and 21 (80.77%) students who responded as Strongly Agree for the Statement 11.

Table 12: I understood the importance of Computer Assisted Academic Writing, Research and Communication Skills

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	1	6	19
Percentage	0	0	3.85	23.08	73.08

Above mentioned table is about the students' responses for the Statement 12 which was based on students' understanding the importance of Computer Assisted Academic Writing, Research and Communication Skills Bridge Course 3. There was not a single student who responded as Strongly Disagree and Disagree. There was only 1 (3.85%) student who responded for Moderate. There were 6 (23.08%) students who responded as Agree and 19 (73.08%) students who responded as Strongly Agree for the Statement 12.

Table 13: I know what is expected from me for my professional career

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	2	24
Percentage	0	0	0	7.69	92.31

Above mentioned table is about the students' responses for the Statement 13 which was based on students' knowing of expected outcome from their professional career. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 2 (7.69%) students who responded as Agree and 24 (92.31%) students who responded as Strongly Agree for the Statement 13.

Table 14: The learning and experience from the programme/workshop/ courses will be useful to me in future

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	2	24
Percentage	0	0	0	7.69	92.31

Above mentioned table is about the students' responses for the Statement 14 which was based on students' experiences and learning using in future. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 2 (7.69%) students who responded as Agree and 24 (92.31%) students who responded as Strongly Agree for the Statement 14.

At the end of these close ended statements, students were asked to give their overall feedback for the conducted Bridge Course 3.

Table 15: Overall Feedback

	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
26 Students	0	0	0	2	24
Percentage	0	0	0	7.69	92.31

Above mentioned table is about the students' responses for the Statement 15 which was based on students' overall experience from the Bridge Course 3. There was not a single student who responded as Strongly Disagree, Disagree and Moderate. There were 2 (7.69%) students who responded as Agree and 24 (92.31%) students who responded as Strongly Agree for the Statement 15.

Analysis of Open Ended Statements

In the Open Ended Statements students were informed to give their responses in terms of Before implementation of Bridge Course 3 and What they learned After Completion of the Bridge Course. For this feedback most of the students mentioned that they were not having Blog now learnt about creating bong and posting content. Further Students learn APA style for the referencing and Drafting Research Proposal in the M S Office Word. Further students mentioned about the Language Proficiency Test which was implemented to know the language Proficiency of the students.

Conclusion:

Above mentioned refelctions of the Students proves that they liked the Computer Assisted

Academic Writing, Research & Communication Skills which was supported with the use of Technology like computers, Audio and Video facilities, Internet and Practical tasks. Students mentioned that it was a practical way for learning for them. They mentioned that it enriched their knowledge and wanted to be the part of this kind of course in future also. The feedbacks on the present study establish the fact that kind of program as a pedagogical strategy improves the writing skill of learners at the Graduate Level. The suitable choice of teaching technique by the teacher can make the teaching and learning process run well. The students will enjoy their class if the learning process is not boring. If the teaching-learning process is innovative and interesting, the students will be able to understand the content properly. If the students understand the content properly, the objective of teaching will be achieved.

References:

No resources have been used for the given paper.