Evaluating Writing Self-Efficacy of Nursing Students in an online graduate level writing intensive course
Presenters

Dr. Mary Bishop, DNP, NEA BC, CNL,CNE
Associate Professor
Scholarship of Teaching and Learning Scholar
University of West Georgia

Dr. Lisa B. Robinson, DNP, CCRN, CNE, NP-C
Assistant Professor
Scholarship of Teaching and Learning Scholar
University of West Georgia

- We do not have any conflict of interest or sponsorship or commercial support
- Handouts of this presentation can be accessed through the Virginia Henderson Global Nursing e-Repository
Objectives

- The learners will be able to outline strategies for teaching and learning scholarly writing skills.

- The learners will be able to explain the importance of writing self efficacy to the student’s ability to develop scholarly writing skills.
Introduction: A Common Problem

- Masters degree employees need critical skills such as oral and written communication for job success (Wendler et al., 2012).

- Many students who enter graduate school are unable to express themselves well in writing (Milman et al., 2015).
Academic Writing

• Academic writing is defined as a form of writing, which is precise, semi-formal, impersonal, objective and based on analysis (Pajares, 2003).

• It is an important skill and takes time to develop.

• Many of our graduate students had little experience writing for scholarly papers.
The concerns of our faculty

• There were common issues and concerns with the graduate students’ writing abilities.

• There were opportunities to assist online learners.

• There was no writing support available to our 100% online graduate students
The Solution

- A one credit writing course was added to the first semester for MSN and EdD students.
Implementing the Course

- The Plans of Study were changed

- 41 MSN students and 8 EdD students were enrolled in the first course offered Fall, 2015.

- It is a required core course.

- How could we measure the success of the course?
Literature Review

• Self-Efficacy is an individual’s confidence in his /her ability to successfully perform a particular task (Bandura, 1997).

• Self-Efficacy has proven to the most consistent and reliable predictor of students’ task performance (Bandura, 1997).

• Writing self-efficacy is the learner’s self-commitment to complete the writing task and is a contributor to success (Hetthong, 2013).
A significant positive relationship between students’ self-efficacy beliefs and their writing performance was found in several studies (Chen & Lin, 2009, Erkan & Saban, 2011, Hetthong, 2013, Woodrow, 2011).

A writer’s self-efficacy beliefs interact with the writer’s intrinsic self-motivation to achieve their writing outcomes (Zimmerman & Bandura, 1994).
The lack of confidence to carry out a writing assignment can inhibit the students’ academic progress (Klassen, 2002; Pajares, 2003).

Graduate online students have unique needs that may not be met by the traditional on-campus support offered at many universities (Haydarov, Moxley & Anderson 2012-2013).
Purpose of study

• Determine the beliefs of students who are enrolled in a 100% asynchronous graduate program by measuring the writing self-efficacy of these students at the start and the completion of the one credit course.
Research Questions

- Does the students’ perception of their writing self-efficacy increase after participation in one credit writing course?
- What are the possible reasons for the changes in the self-efficacy scores after students participate in a one credit writing course?
- Do the assignments in the writing course meet course and program learning outcomes?
Method

• A mixed method, comparative pretest, post-test research design was be used for this study.

• Approval was obtained to use the Post-Secondary Writing Self-Efficacy (PSWSES) Instrument (Schmidt & Alexander, 2012).

• Faculty and IRB approval was obtained.
Participants

• Nursing Students enrolled in their first course in a 100% online asynchronous graduate level program were invited to voluntarily participate
  • Two of eight doctoral students participated
  • 28 of 41 MSN students participated
  • All faculty who taught the course meet with us for a post course review
Examples of Assignments

- Use of the MEAL Plan (Main idea, Evidence, Analysis, and Link back to the larger claim)
- Use of APA formatting resources: Owl Perdue and APA Manual
- Use of Turn it in: Plagiarism and Paraphrasing
- Use of Grammarly
- Drafting a paper that is an assignment in another class
- Developing evidence tables
- Grammar testing
Data Collection

• The postsecondary writing self-efficacy instrument (PSWSES) (Schmidt & Alexander, 2012) was administered in the second week of course and in the last week of the course. All responses were confidential and anonymous.

• Completion of the student evaluation of effectiveness of instruction survey.

• After the semester ended, faculty participated in an open ended qualitative review of the course facilitated by us.
Overall Self-Efficacy Scores

- 20 questions with a Likert scale with five choices
  (Highest possible score is 100)
  - N = 21
  - Pre Test Mean 70.59
  - Post Test Mean 80.12
  - Increase 9.529 points
## Results

<table>
<thead>
<tr>
<th>Scale</th>
<th>Pretest</th>
<th>Posttest</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Local and global writing process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge</td>
<td>3.59</td>
<td>.42</td>
<td>4.04</td>
<td>.48</td>
</tr>
<tr>
<td>Physical reaction</td>
<td>2.94</td>
<td>.80</td>
<td>3.56</td>
<td>.88</td>
</tr>
<tr>
<td>Time and effort</td>
<td>3.80</td>
<td>.61</td>
<td>4.20</td>
<td>.53</td>
</tr>
<tr>
<td>Overall writing self-efficacy</td>
<td>3.54</td>
<td>.47</td>
<td>4.01</td>
<td>.46</td>
</tr>
</tbody>
</table>
## Course Evaluation - Students

<table>
<thead>
<tr>
<th>End of Course Evaluation</th>
<th>N =28  68% response</th>
<th>N=5   63 % response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Centered Questions</td>
<td>MSN Mean= 4.5/5.0</td>
<td>EdD mean=3.5/5.0</td>
</tr>
<tr>
<td>Student Centered Questions</td>
<td>MSN Mean= 4.6/5.0</td>
<td>EdD mean=4.2/5.0</td>
</tr>
<tr>
<td>Faculty Centered Questions</td>
<td>MSN Mean= 4.6/5.0</td>
<td>EdD mean=4.0/5.0</td>
</tr>
</tbody>
</table>
Course Evaluation - Students

• Themes from comments
  • Improved self confidence
  • Less physical symptoms before completing writing assignments
  • Caring demonstrated by the faculty
  • Course was valued
Course Evaluation - Students

• End of Course Evaluation Comments

• “I feel I have more confidence in writing my papers”

• “The knowledge from this course is the foundation for my writing in school and my career”

• “The writing resources and writing assignments were very helpful’

• “I did not enjoy the APA book. This book should be eliminated”
Course Evaluations: Faculty

- Assignments
- Need for content revision
- Successes
- Potential for Growth
Course Evaluations: Faculty

• “The main point of the course was to introduce students to the process for scholarly writing and to give them some structure for what scholarly writing meant”

• “Starting with simple APA formatting, citations, the paragraph structure, just those basic…how to set up your paper”

• “We did run into difficulty trying to meet the deadlines.”
Lessons Learned

- Students suggested that the course should be taken one semester before graduate program starts.
- Have students complete a writing assignment to determine if the student needs to participate in course.
- Ensure the course meets program outcomes.
Any Questions?
Contact Information

• MBishop@westga.edu
• or
• Lisar@westga.edu
References


References


