



EXPLORATORY WRITING

Engaging Ideas
Chapter 7



Considering our Goals

“Critical thinking is both the dispositions that make one receptive to **engage in higher-order thinking** (inquisitiveness, self-directedness, and open-mindedness) and the continual and mindful process of improving one’s higher-order thinking by **asking pertinent questions, gathering and analyzing relevant information, evaluating diverse and alternative points of view, and developing and articulating well-reasoned and supported conclusions**” (Judson College QEP, 2014, p. 20).



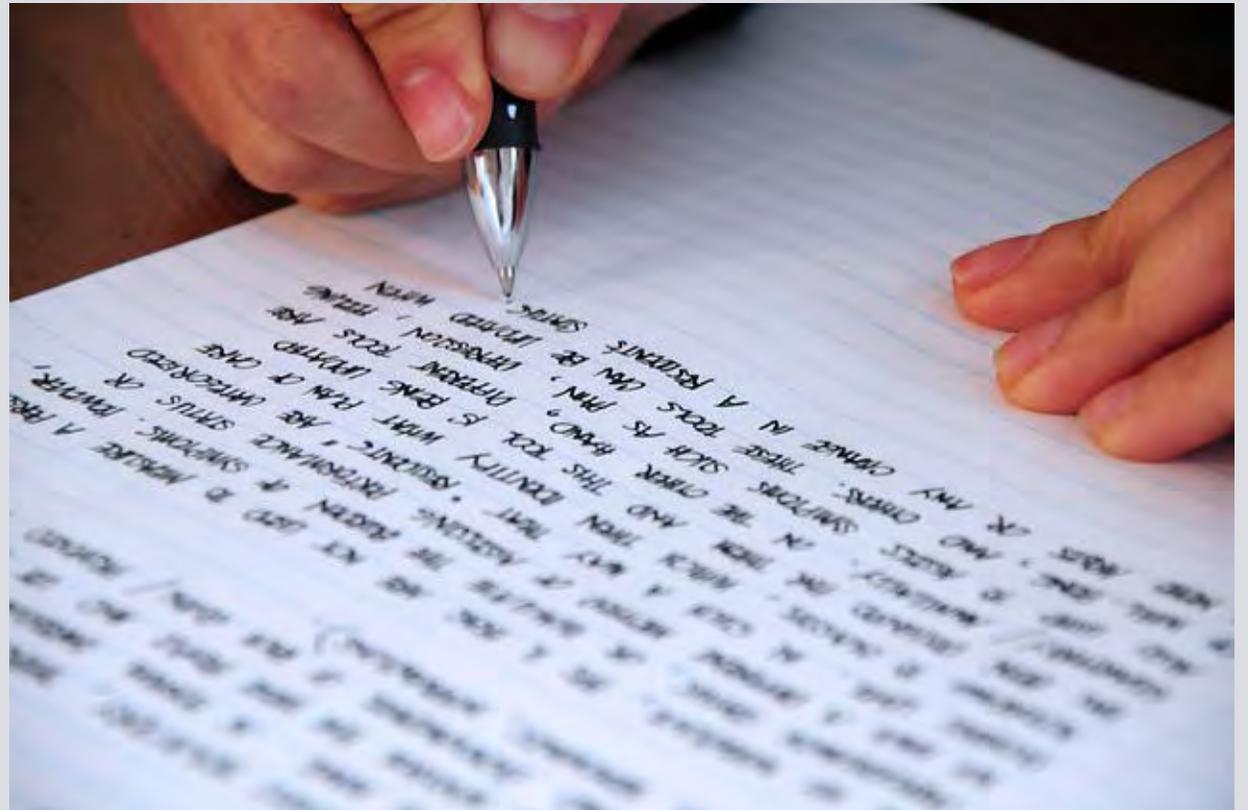
Explore

Quickwrite -
Write a
description of
the ways you
use writing in
your courses.



Exploratory Writing Defined and Described

- Unfinished
- Personal, behind-the-scenes writing
- Expressive writing
- Thinking-on-paper writing



Bean's Arguments for Exploratory Writing

- Supports higher-order critical thinking skills
- Impacts students' approach to course reading
- Leads to higher levels of class participation and student discussion
- Builds rapport between student and teacher
- Assesses problems on the spot



Assessment Then & Now

Former View

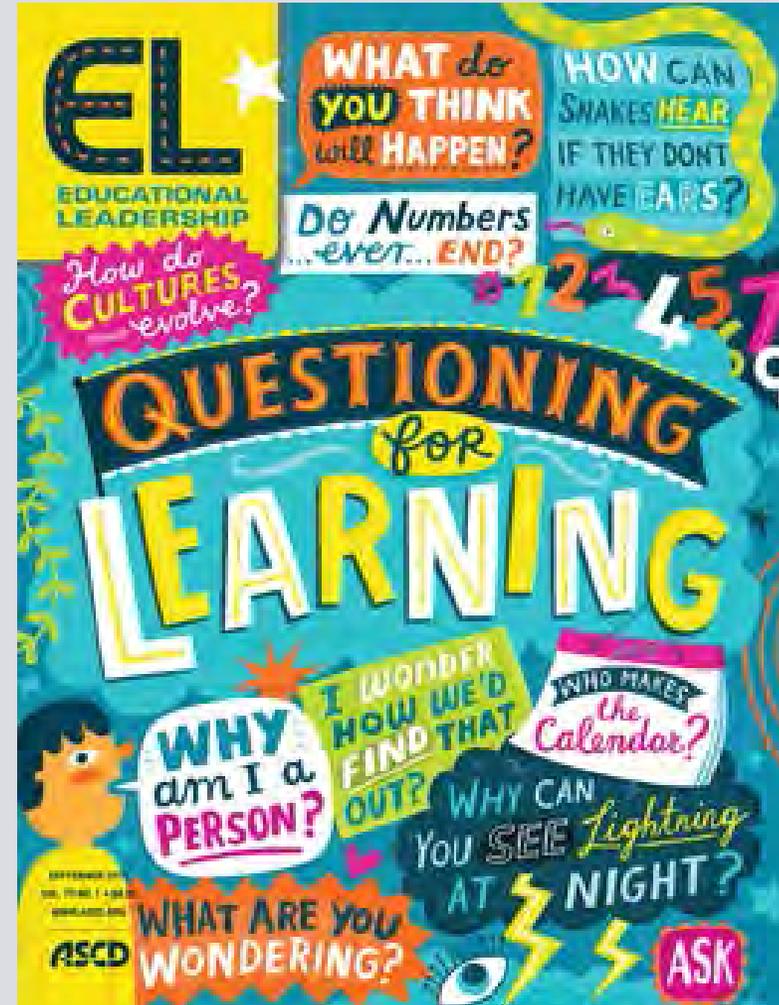


Current View

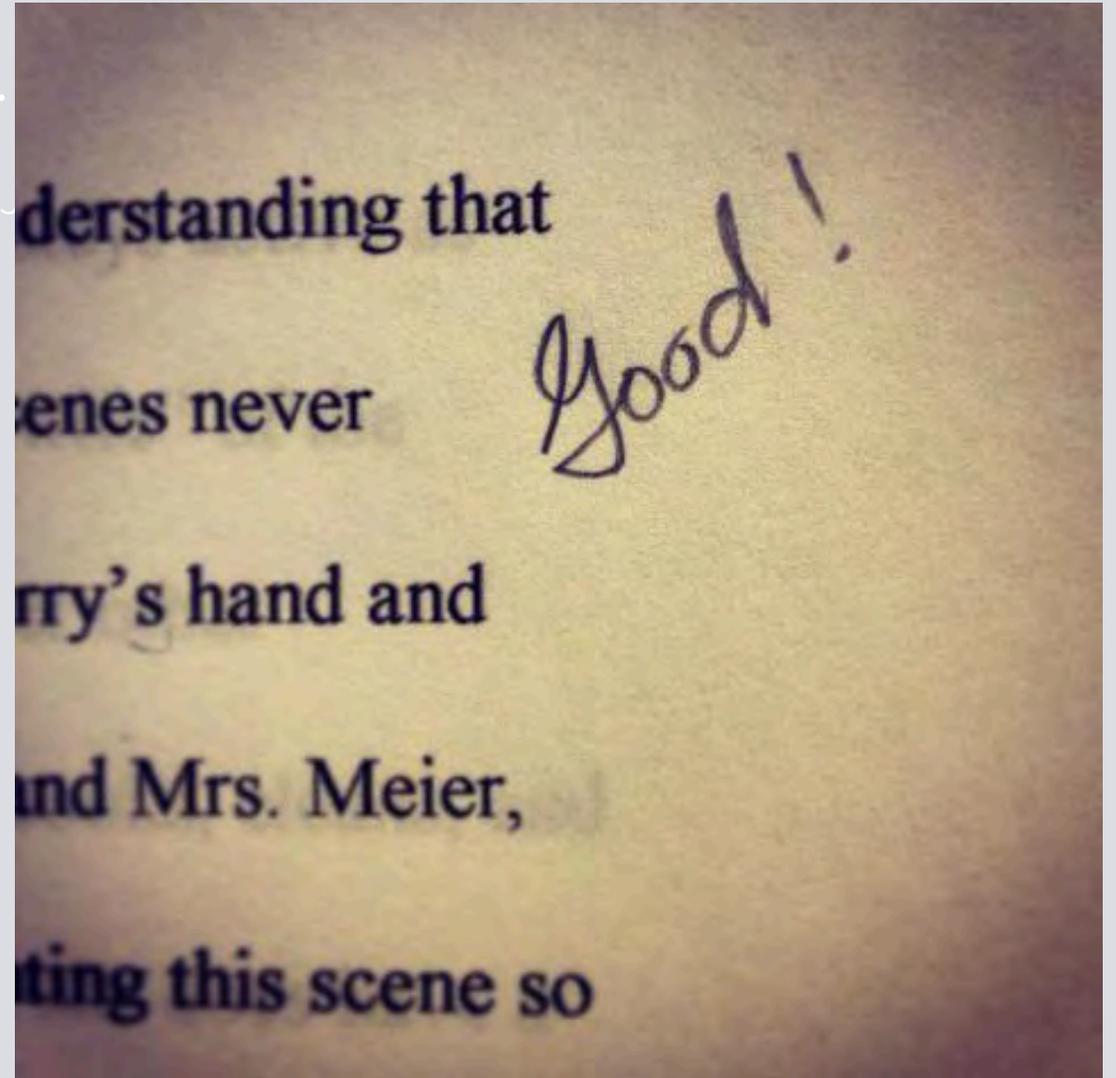
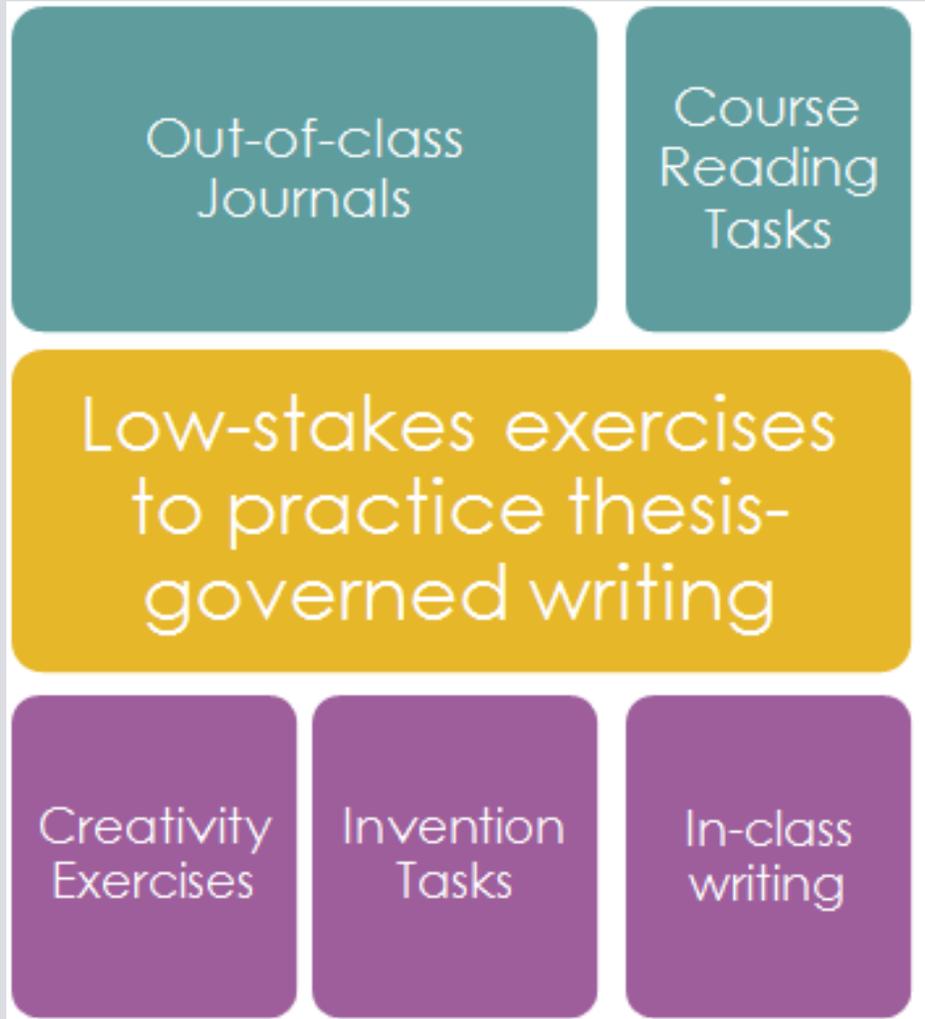


Assessment **FOR** Instruction

- Bridge between today's lesson and tomorrow's lesson
- Informative assessment isn't about after
 - Carol Ann Tomlinson, Differentiated Instruction Guru
- Gives opportunities for students to gain direction in ways to improve
 - Grant Wiggins, Understanding by Design Guru
- Central ingredient in helping students learn
 - Thomas R. Guskey, Assessment Guru



Bean's Categories of Exploratory Writing



Managing the Grading

Check or Plus/Minus

- Meets expectations
- Strongly engages topic

Five-Point Scale

- 5 – Strongly engaged
- 4 - Meets expectations
- 3 – Too short
- 1-2 – Too short and too superficial

Course Grade

- 10-15 % of grade
- Too much weight inflates grade
- Too little weight removes extrinsic motivation to complete the tasks



Women's Ways of Knowing



Stage 1 -
Silence

Stage 2 -
Received
Knowledge

Stage 3 -
Subjective
Knowledge

Stages 4 & 5
- Procedural
Knowledge

Stage 6 -
Constructed
Knowledge

Source: Belenky, M. F., Clinchy, B. M., & Goldberger, N. R. (1997). *Women's ways of knowing, 2nd ed.* New York, NY: Basic Books.

Students' Views



"I feel like I can complete my thought. No one interrupts me, and there is no pressure. I can feel more confident in what I write rather than what I say."

"It makes me very reflective...It makes me really 'own' my answer by writing it down."

"By writing down my answer I can think through the question and give a more appropriate response. I am also able to look back at what I have written to confirm its validity."

Exploratory Writing: Creativity Exercise

The important thing about
exploratory writing is_____.

It_____.

It_____.

And it_____.

But the important thing
about exploratory writing is
(repeat your first line).

