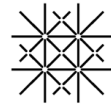




University of
Zurich^{UZH}

ETH zürich



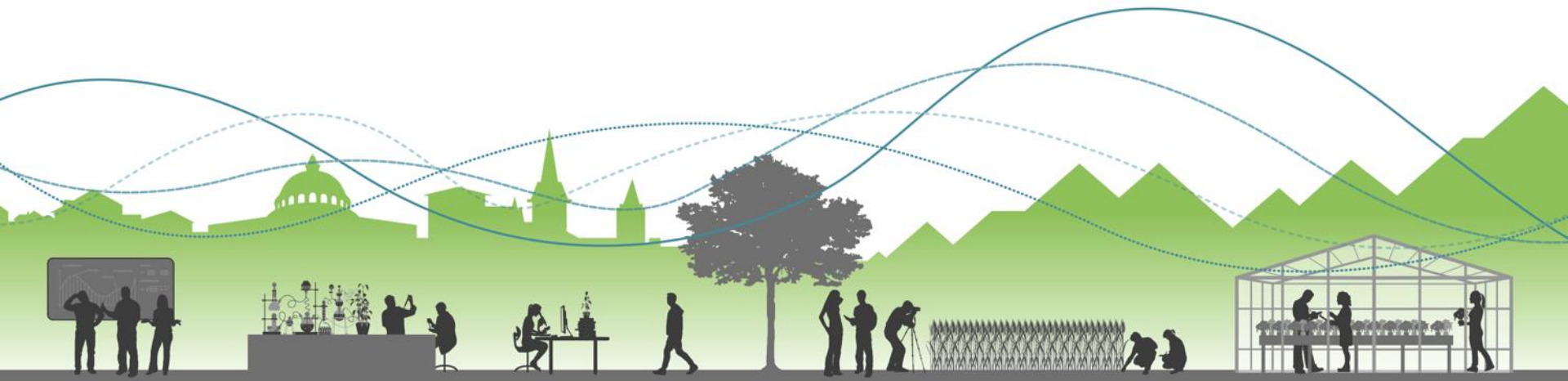
University
of Basel



Zurich-Basel Plant Science Center

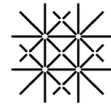
Moodle course for scientific writing

Dr. Melanie Paschke, Zurich-Basel Plant Science Center, ETH Zurich



Melanie Paschke

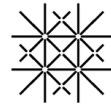
- PhD in Ecology and Environmental Sciences
- Director of the Zurich-Basel Plant Science Center, Education and Strategic Fundraising
 - Development of curricula for graduate and post-graduate training
 - Educator in PhD, Bachelor and Master's courses
 - Mentoring of PhD students



Scientific Writing Platforms

Why?

- Lecturers and students complain: (a) students cannot write when starting Bachelor's or Master's thesis (b) lecturer don't have experience (and time) to teach scientific writing in their classes (c) teaching writing is not done systematically but singular
- Students have to build their scientific writing competencies systematically



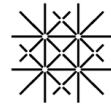
PSC Education: Scientific Writing

Moodle online-based platforms:

**One entry point for lecturers and students –
procedural and normative knowledge, building set**

- WiSch (2009): „Wissenschaftliches Schreiben“ for Bachelor’s level
- SkriPs (2008 - 2009): „Scientific Writing Practice“ for Master’s and PhD level

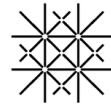




Components of Teaching

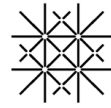
Scientific Writing is:

- based on norms: rules, codes of practice, guidelines
- a process: procedural knowledge and techniques
- a practice (or part of profession): models and examples
- Practicing: exercises



Components of Learning Platform

Components	WiSch: Bachelor (Example)	SkriPs: Master (Example)
Norms: Self-Study Tutorials incl. learning activities	Paraphrasieren üben, Plagiate vermeiden	Establish you own voice
Procedural knowledge and practicing: Writing Lab: 4-phases in writing process: <ul style="list-style-type: none"> techniques, tasks feedback from peers or lecturers 	<p>Stages: (1) Research and refine topci (2) Develop structure (3) Write a first draft (4) Revise</p> <p>Techniques: Develop structure by paragraphing</p> <p>Online-tools to supervise procedures: individual use by lecturer</p>	
Practice: Examples Guidelines for specific text types, including sample texts	Bench mark: Student's genres: Forschungsartikel, Literaturbericht, Laborjournal, Ergebnisbericht, Positionspapier	Bench mark: peer-reviewed genres Research Article, Review Article, Executive Summary, Expert Opinion Report



Teaching models

The platforms can be used for **Writing across the curriculum / Writing in the discipline**

Ingenieur Tools IV: 151
0091-10L

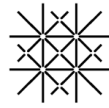
Personalized version
of platform as part of
class

Open version:
Tasks integrated into
class for practicing

Agrarwissenschaften:
Einführung in die
Praxis
751-0201-00L

Link to
platform:
self-study material

→
Degree of involvement of lecturer in teaching scientific writing



Experiences

- Good to very good feedbacks
- Works best as blended-learning.
- Scalable from 10 to 100 participants in one class
- In 3 half days, we can guide PhD student through the complete process from idea generation to drafting and reviewing
- Give time for practicing: SkriPS helps you to guide your students more effectively, not to reduce your engagement and obligation to teach them writing.

Thank you

SkriPS: <https://moodle-app2.let.ethz.ch/course/view.php?id=134>

WiSch: <https://moodle-app2.let.ethz.ch/course/view.php?id=132>

Information:

<http://www.plantsciences.uzh.ch/teaching/masters/writingplatforms.html>

Paschke, M., McNamara, P., Frischknecht, P, Buchmann, N. (2011). Wissenschaftliches Schreiben in den Pflanzenwissenschaften. Zeitschrift Schreiben.

