

University of Aveiro

Writing and the ICT: in-school and out of school writing practices in compulsory education in Portugal

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Summary

- o **Context**
- o **Goals**
- o **Methodology**
- o **Outcomes**
- o **Preliminary conclusions**

The Didactics of Writing has been emphasizing the need for more insightful knowledge on the *relationship* that students (re)create *with writing* (Barré-De Miniac, 2008; Cardoso, 2009), as well as on the influence that teaching practices and *the Information and Communication Technologies* (ICT) have upon this verbal skill.

Goals

To know the writing practices from Compulsory Education, students - written either by free initiative or by teacher request – at a national level;

To identify, nationally, which ICT are most frequently used in writing production – when students write freely and by request of the teacher of Portuguese Language;

To understand the role and the way of using ICT within out of school and in-school textual production;

To compare the relationship students develop with writing, within school context and out of school, with or without ICT's mediation;

To contribute to the production of relevant knowledge to the design of more innovative teaching writing practices, not neglecting the relationship with writing and ICT.

Methodology

Survey

To accomplish the mentioned goals, an online questionnaire was carried out.

It was an unprecedented national survey within the context of the research team “PROTEXTOS: the teaching of text production” and of an ongoing PhD project.

Universe of Study

Students from the 4th, 6th and 9th grades, enrolled in the 2011/2012 academic year, in public schools, in Portugal.

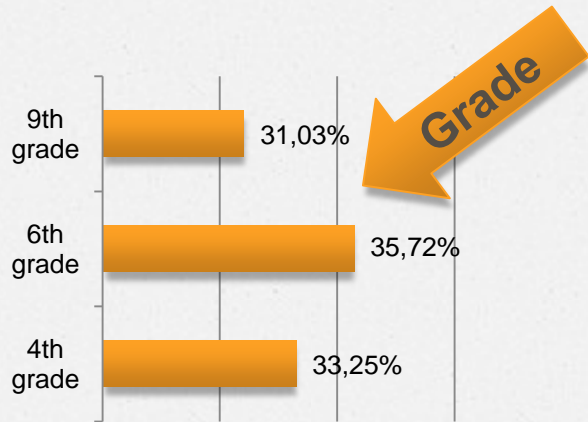
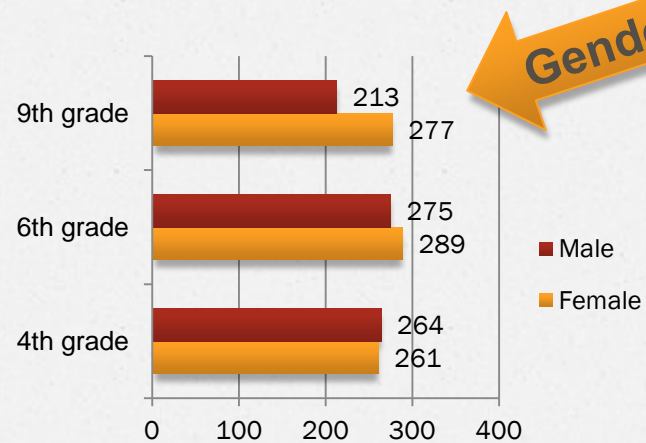
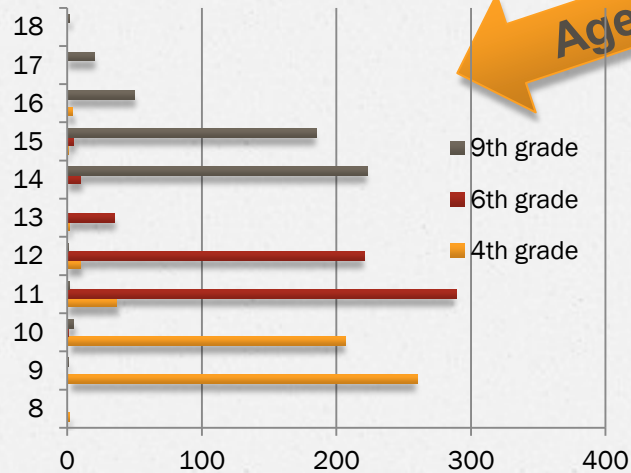
Sample

Nationwide sample of the population: random probability sample.

Data Collected

1588 students, from the three cycles of the Portuguese Compulsory Education.

Characterization of the sample



The sample is characterized by 1588 students, with 525 4th graders, 564 6th graders, 490 9th graders and 9 who did not answer this question.

Of the total students, 831 (52%) were female and 757 (48%) were male.

Their ages were between 9,10 years for the 4th grade, 11, 12 for the 6th grade, and 14,15 for the 9th grade.

Preliminary outcomes

School Contexts
Extracurricular Contexts

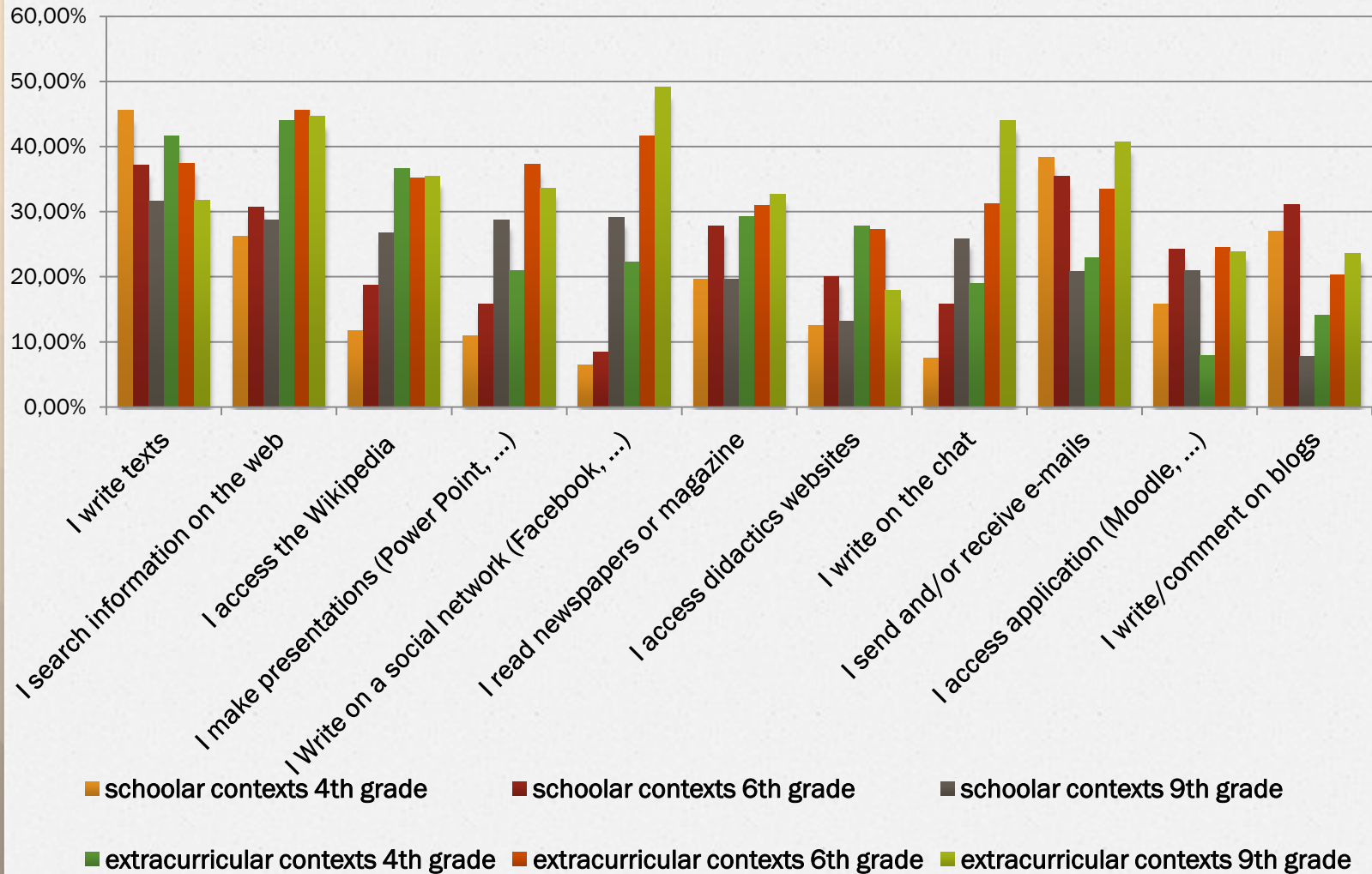
4th
grade

6th
grade

9th
grade

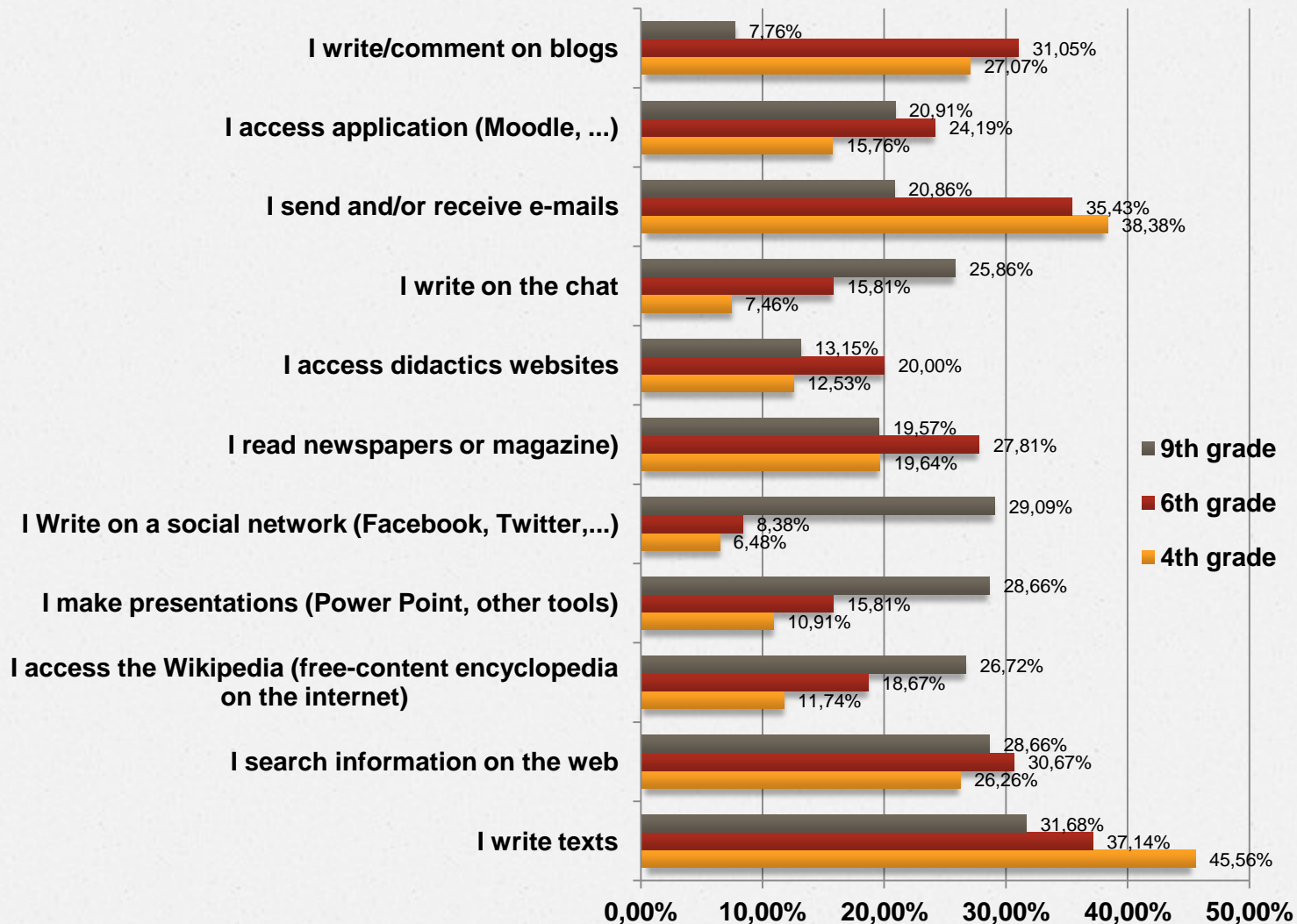
Reading and Writing using the Computer

School contexts/Extracurricular Contexts



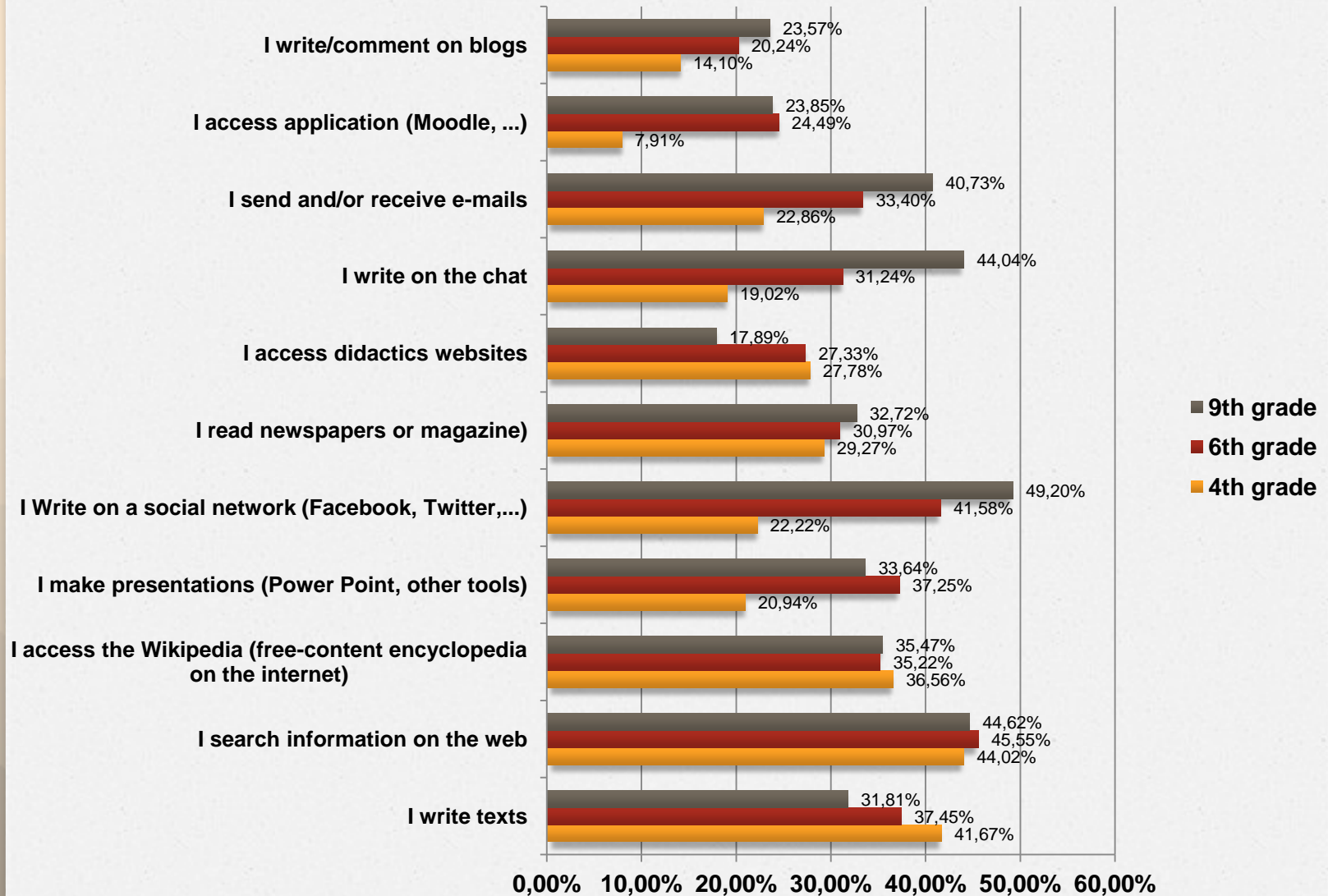
Reading and Writing using the Computer

School Contexts



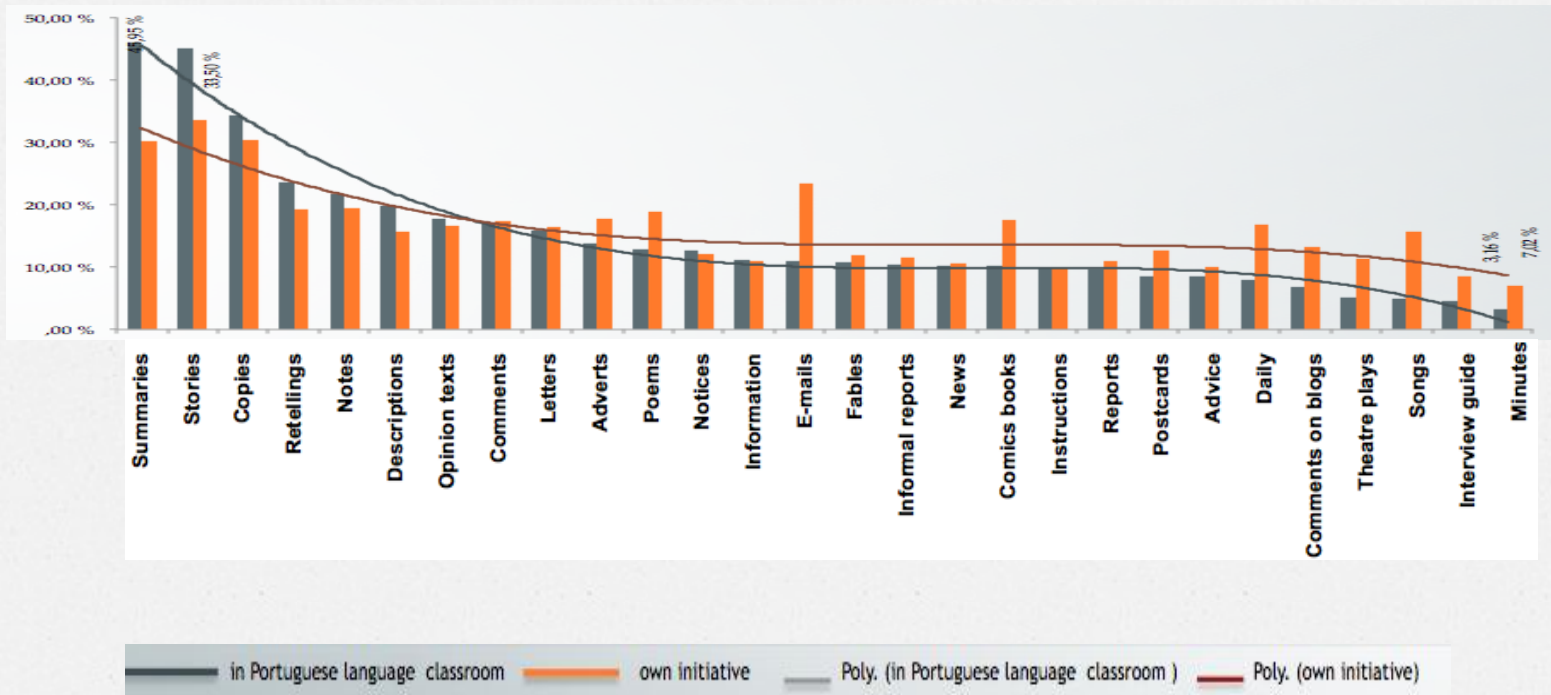
Reading and Writing using the Computer

Extracurricular Contexts



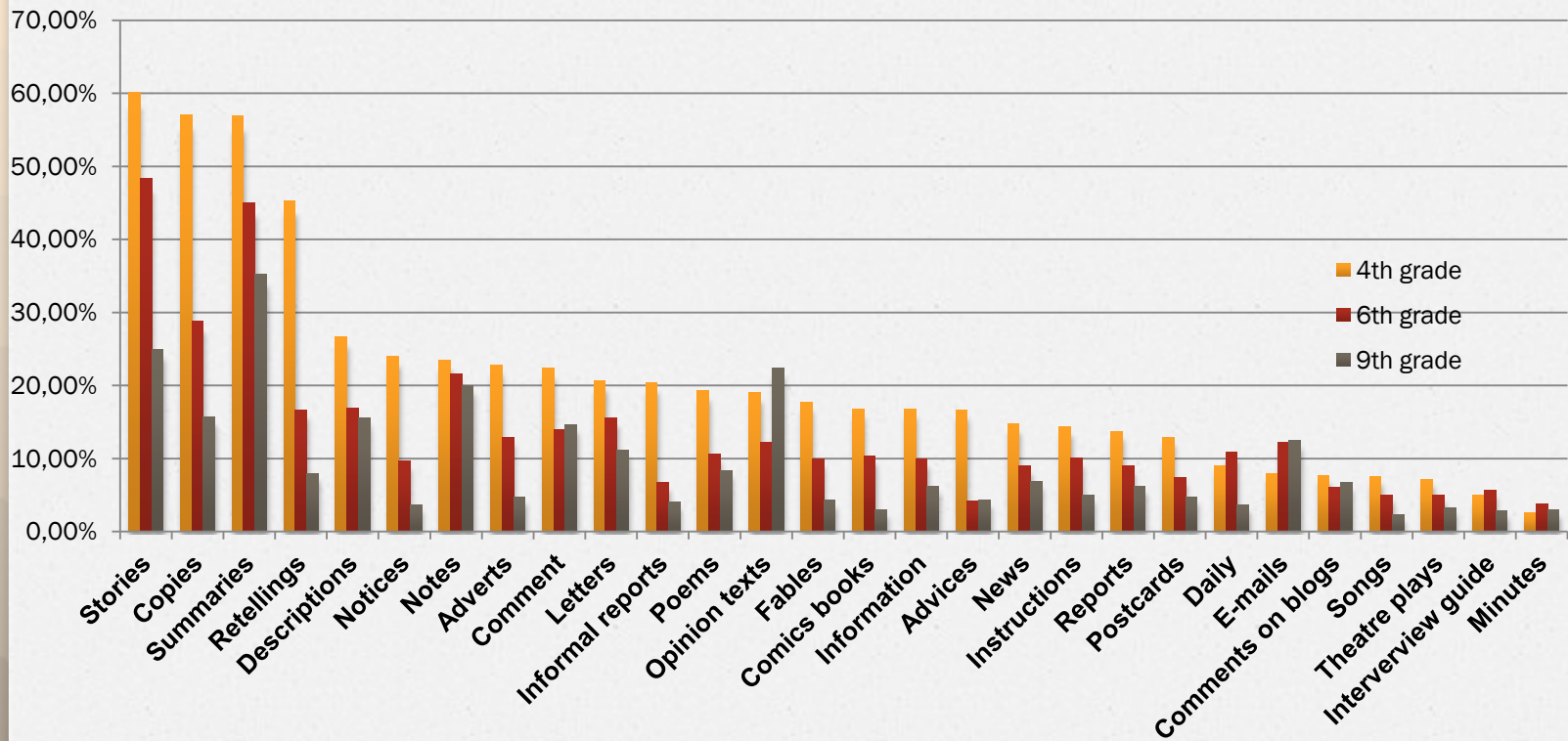
Types of Texts

School contexts/Extracurricular Contexts



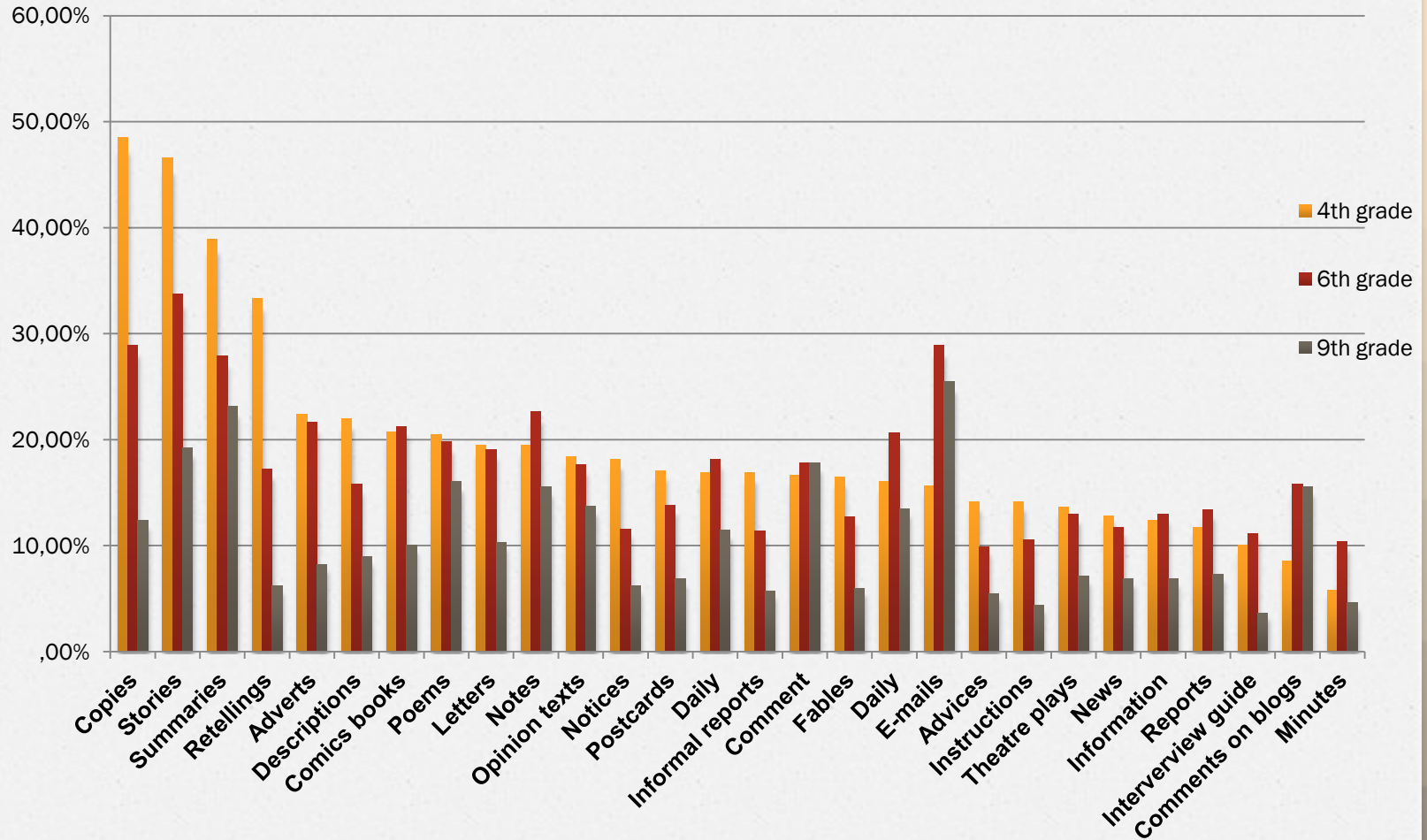
Types of Texts

School Contexts



Types of Texts

Extracurricular Contexts



Types of Texts

The most frequent texts

School Contexts

Stories (60,12%)
Copies (57,11%)
Summaries (56,86%)

Stories (48,38%)
Summaries (44,95%)
Copies (28,76%)

Summaries (35,27%)
Stories (24,89%)
Opinion texts (22,41%)

Extracurricular Contexts

Copies (48,50%)
Stories (46,58%)
Summaries (38,89%)

Stories (33,74%)
Copies (28,95%)
E-mails (28,95%)

E-mails (25,46%)
Summaries (23,11%)
Stories (19,22%)

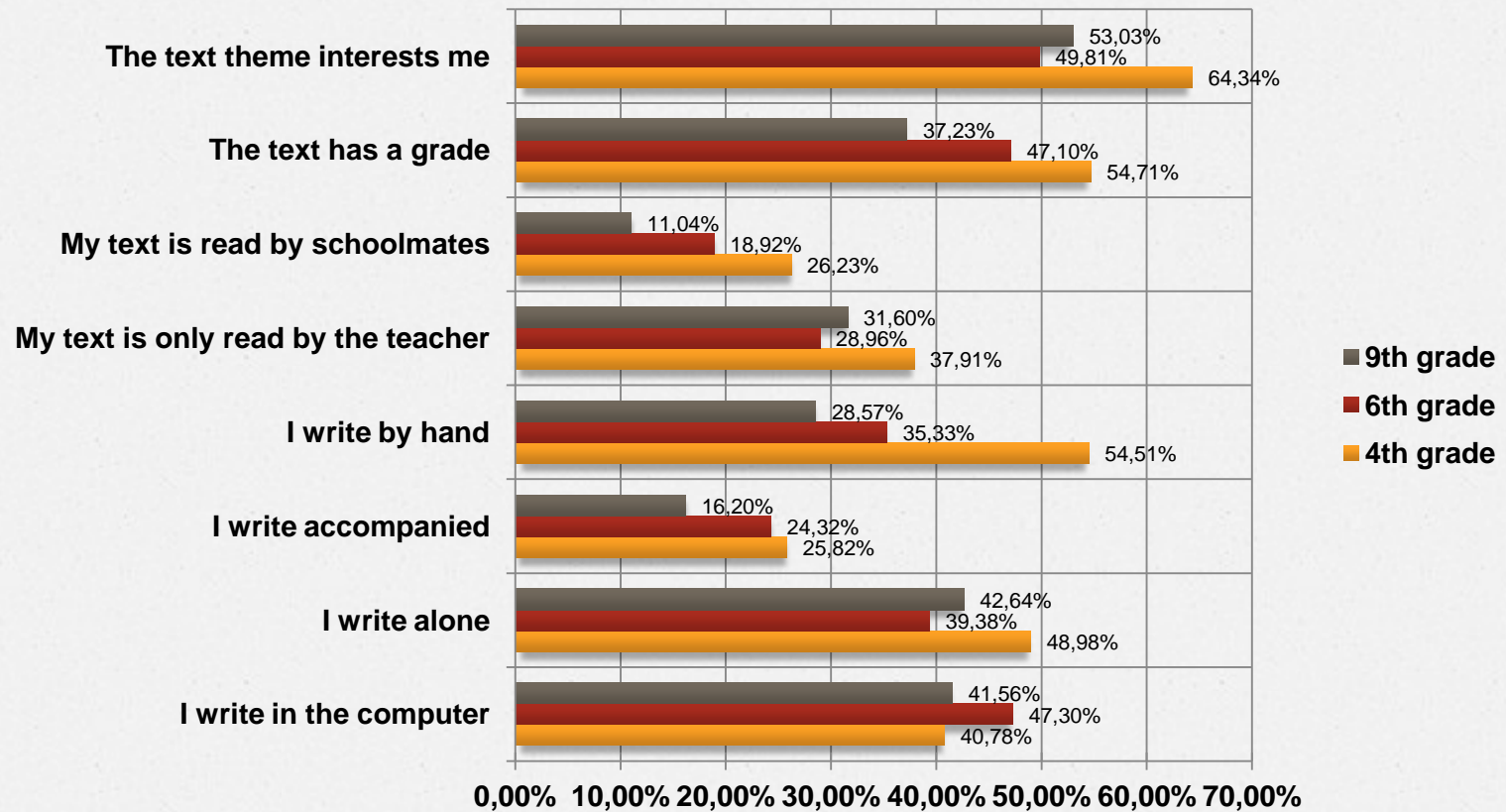
4th
grades

6th
grades

9th
grades

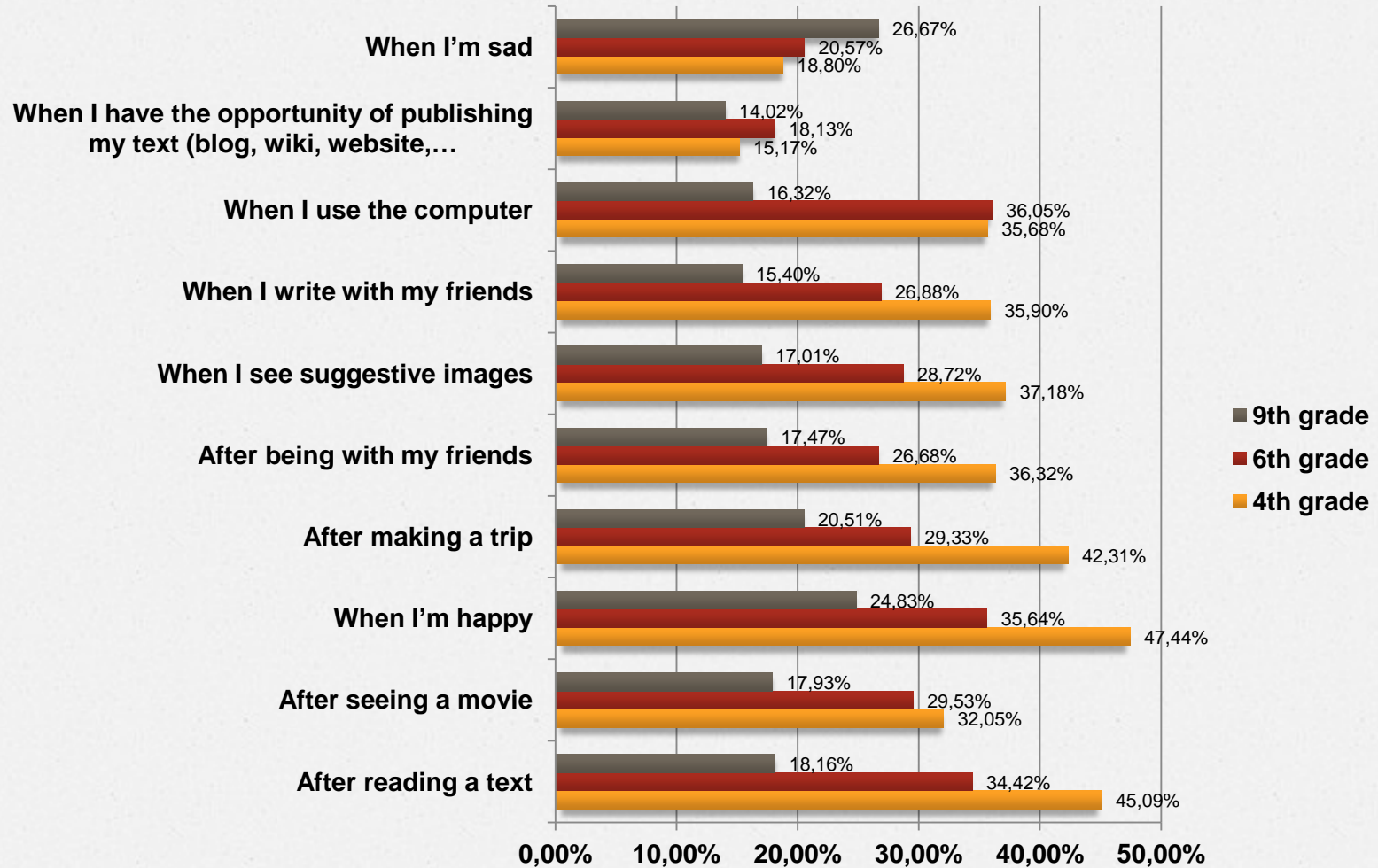
Motivation for Writing

School Contexts



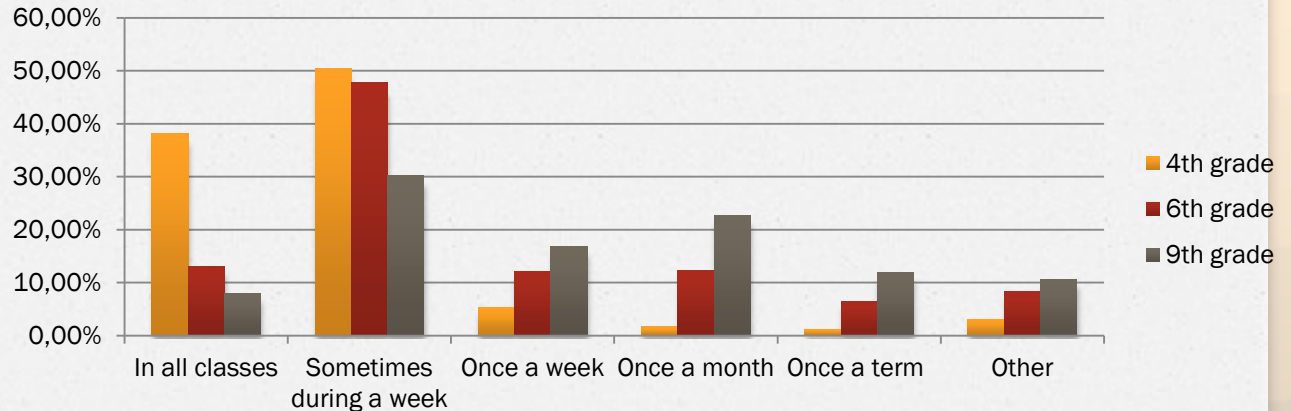
Motivation for Writing

Extracurricular Contexts

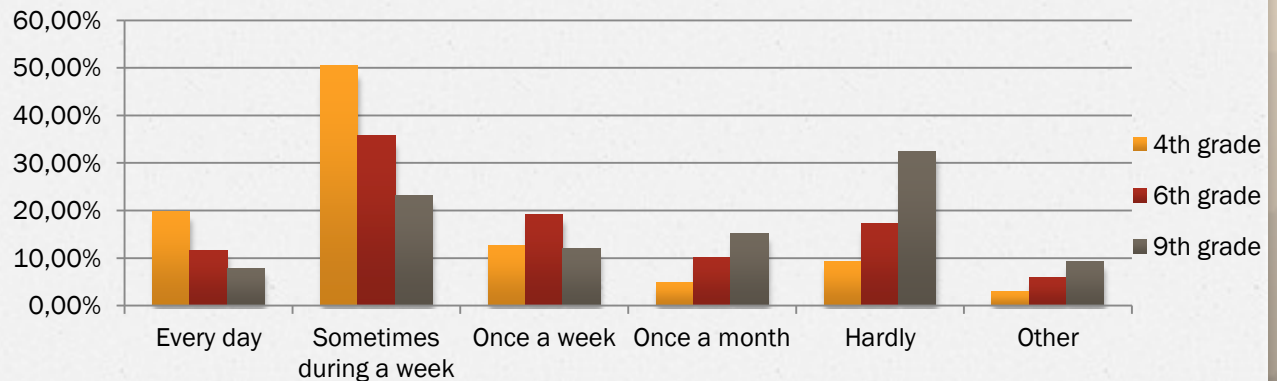


Frequency of Writing

School Contexts



Extracurricular Contexts



Preliminary conclusions

- The reading and writing activities by using a computer did not reveal an “euphoric use”.
- Considering there are more free reading and writing activities done with computer, we may ask whether, in school, we are underestimating the potential of the computer.
- On the other hand, we can reflect on the school’s reading and writing specificities and the way these processes are guided by teachers.
- Moreover, the wide access to information that characterizes the out of school context suggests a rethinking of curricular reading and writing activities and to help the students to manage and master contents.
- Texts related to learning aims have significant frequency, in both contexts. Therefore, it seems that the teachers are of a huge influence towards their pupils.

- In extracurricular context, we noted the increasing use of pieces of writing related to communication purposes, creation and reflection.
- Concerning motivation and purposes, writing seems to be a solitary activity for students and they seem to be aware of its importance in evaluation.
- Besides this, personal reasons and their feelings seem to influence their willingness to write in both contexts.
- The frequency of writing decreases from the 4th to the 9th grade – both in school and out of school.
- The students write more often, a few times a week, on its own initiative or when requested by the teacher.

Thank you for your attention!