

STUDENT ATTITUDES AND PERCEPTIONS OF A WRITING TASK AND EFFECTS ON TASK PERFORMANCE

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Students bring their attitudes and perceptions into every learning situation. These can reflect confidence or anxiety about their previous skills, how the instructor has affected that confidence or anxiety, levels of interest in a required task, and their broader student goals, to name a few. How do those attitudes and perceptions affect how well they demonstrate the thinking, learning, and reading skills prompted in an academic writing assignment? In this project, questionnaires measured student attitudes and perceptions of a research argument essay, while considering student attendance and frequency of seeking additional help. Those essays were then evaluated for quality and analyzed alongside individual questionnaire responses, for the purpose of developing useful interventions during the writing process. Such interventions could bridge equity gaps in instruction that affect student learning, through increased knowledge by students and instructors of how their processes might be affecting their results.

