

REPORT

Tackling Students' (Mis)Conceptions about Writing: A Case Study

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Effective teaching happens when students understand what is to be learned. Often, however, what students learn is not what is being taught. This may be due to their (mis)conceptions not being detected and corrected. In a large class, the task of tackling students' misunderstanding would be even more difficult. This report proposes that having oral presentations as a substitute for the first draft of an essay and also reflective questions which are answered in journals would help to tackle students' (mis)conceptions about writing directly by giving immediate and collaborative feedback. With a clearer mental model about writing, students will then be able to develop and organize their essays better.