Freewriting

Introduction: Informal, exploratory writing, when assigned regularly, can lead students to develop insightful, critical, and creative thinking. Experience tells us that without this prompted activity, students might not otherwise give themselves enough time and space to reflect on class content, or to forge connections that will allow them to remember and use ideas from assigned readings, lectures, and other projects. These brief writing activities also allow instructors to get a general sense of students' grasp of course concepts and materials, and can, in turn, inform future lecture notes, class plans, and pacing.

Goals:

1) To give students the opportunity to identify their own ideas, feelings, impressions and memories through narrative writing.
2) The ease of writing to express one's own ideas can only come from practice.
3) The Free Writes are a safe, non-judgmental way to access one's understandings and concerns.

Preparation:

Faculty members pick 5-10 core points of the lecture.

These core points also relate the content of present class and the content covered in previous classes or courses.

The freewriting samples collected from students are used to evaluate the content grasped by the students as well as the pace of content delivery.

Methods / Procedure:

1) Faculty members summarize the class content at the end of lecture in form of 10-point note.
2) These ten-point note summary is the topics of 10-min free writing session before the start of the next class.
3) The students are allowed to one of the following as part of freewriting activity:
4) Draw min maps of the core topic.
5) Write summary essay relating core points.
6) Write essay describing the importance of given scheme of other prevalent solutions.
7) The teacher can collect paper or notebooks for later reading although no explicit correction or grading is carried out on the papers.

Significance of results:

1) Freewriting can help students overcome the sense of block.
2) As such, freewriting offers a student-centred activity that can benefit writing class students significantly by helping ease their expectations of themselves and their writing while at the same time increasing their sense of motivation to write in English.
3) It builds confidence, drives inspiration, promotes process and not outcome, develops muscle memory and good writing habits,

Presentation:

1) The faculty members share the freewriting essay and mind maps with the name of author or "Anonymous author" depending on authors consent.
2) The collection of the freewriting essays become the part of student work portfolio.
3) The topic and selected responses are shared with other students and faculty members for inspiration and reference.

Reflective critique:

1) The level and content of the freewriting essays reflect the content grasped by the students in the class.
2) It also allows the faculty members to reflect on the topics which have not been understood by class in general and needs more explanation.
3) Similarly, the students get a practice of writing without input from books and faculty members which is similar to their mid-term and final subjective exams, but without the pressure of evaluation.
4) The students can use these activities to improve their style and content presentation methodology.