UNIVERSITY STUDENTS' PERCEPTIONS OF TRANSFER OF ACADEMIC WRITING SKILLS ACROSS TIME

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Abstract: *This study investigates university students' perceptions towards an English for advanced academic writing purposes (AAW) course taught in a private university in the United Arab Emirates. It probes into the relevance of the skills taught to the students' academic disciplines. Data was gathered through a short survey administered to students who successfully completed the course. The transferability of skills was measured in light of some of the learning objectives of the AAW stated in its syllabus. Findings indicated positive students' attitudes towards the AAW course. They also revealed that some learning outcomes did transfer to students' writing tasks in their major courses. However, transfer of these skills was more noticeable in some university disciplines (e.g. English) more than others (e.g. Business Administration). Detailed explanations of reasons and contexts for skill transfer are presented. This research concludes with some pedagogical recommendations and suggestions for course improvement and further research.*

Key Words: Leaning transfer; academic writing; students' perceptions; latent learning.

1. Introduction

Teachers and university professors need to conduct "reflection-in-action" and/or "reflection-on action" (Schön, 1984) or both to probe into their teaching effectiveness and examine whether the course learning outcomes have materialized or not. One tool to carry out the latter is through asking stakeholders their opinions of course contents and how they perceive their relevance to their academic study. Such feedback will, for reflective practitioners, enable them to ponder on their teaching practices and know what went well and what did not go well (Davis, Ponnamperuma & Ker, 2009; Gunn, 2010; Scheja, 2006; Yassaei, 2011). The outcomes of these reflections may result in practitioners either modifying their teaching methods or modifying and changing course contents or both. Students can also benefit from being reflective learners. This research explores students' reflection-on-action and perceptions of the relevance of a required advanced academic writing (AAW) course offered to all undergraduate students at one of the North American universities located in the United Arab Emirates.

The increase in English for Academic Purposes (EAP) offerings is not just limited to the West as growing numbers of renowned higher educational institutes in the East

also adopt English as the medium of instruction due to its present-day status as the global language. The institution where this study is conducted is an example of a prominent, co-educational, multicultural institute in the Middle East that offers a number of EAP courses. Three of these courses are: Advanced Academic Writing, Writing for Business and English for Engineering. These courses fall under the umbrella term English for specific purposes (ESP). Basturkmen (2010) classifies EAP as a branch of ESP courses and divides it further into two subcategories: English for general academic purposes (EGAP) and English for specific academic purposes (ESAP). The Advanced Academic Writing (AAW) course can be classified as an ESAP course because it serves a specific academic purpose. Basturkmen further classifies ESP courses on a scale of wide-angled to narrow-angled continuum. As per the catalogue entry, the AAW teaches students how to write research papers which would make it closer to the narrow-angled end of the continuum.

It is based on common core needs; that is, it is designed to satisfy the different academic writing needs of students from different disciplines (James, 2010: 184; Hyland, 2006: 9). However, such needs are, in most cases, based on the perceptions of course designers of what students need for their academic studies, which may not be a true reflection of the students' real needs.

1.1. Review of Previous Literature

Research has indicated that knowing students' needs is crucial and helpful in developing the right program to cater for their needs. Chen (2006) stresses that "the consideration of 'common core' and 'specific' needs in course design for program participants from multi-disciplinary backgrounds can greatly enhance their English language competence" (para.1). A study conducted by Mazdayasna and Tahririan (2008) investigates the academic needs of a group of Iranian students from the students' perspective. This study indicates that students were aware of their academic writing needs and were interested to take the writing course to improve their writing skills and their performance in their specific disciplines. However, the researchers found that the students' needs were not the same as those focused on by the program developers. Therefore, the researchers report that the course did not help to achieve the expected learning outcomes because of the lack of students' needs analyses, as well as the lack of communication between students and stakeholders. Nevertheless, there could have been other variables, which had not been accounted for, that might have contributed to the undesirable results of the writing course. Ferris (2001) argues that the professors' perceptions of students' needs do not necessarily match students' perceptions of their own needs. This implies that a careful needs analysis of all stakeholders should be in place.

In the literature on academic writing courses, researchers have investigated students' perceptions of academic writing. Ismail (2011), in a study conducted on Arab students' perceptions of a university level ESL general writing course and an academic writing course, reveals that students have shown positive attitudes towards the academic writing course more than the ESL writing course. He concludes that although some students reported that they had good writing skills and did not need more writing courses, they, "still needed to pay tremendous attention to this particular skill" (Ismail, 2011: 80). However, the author did not give the bases on which this conclusion was founded. Moreover, his study did not

specify the nature, type and level of the academic writing course and its learning outcomes. Furthermore, although this course is designed for all university students from all disciplines, the study only surveyed the perceptions of students from the College of Humanities, Languages and Social Sciences and the College of Education, without giving any justification for the exclusion of students from other colleges.

Another factor that may affect students' perceptions of academic writing courses is the difference in conventions from one discourse community to another. Research has shown that academic writing is controlled by shared communicative purposes and conventions stipulated by members of the relevant discourse community (Geisler, 1994; Butler, Trosclair, Zhou and Wei, 2014; Swales, 1990; Zhu, 2004). Research (Bruce, 2011; Chandrasoma, 2010; Swales, 1990; Conrad, 1996; Zhu, 2004) has also shown that different genres have different features and vary from one discipline to another, sometimes within the same discipline, in addition to the different features that academic writing in different disciplines may exhibit. Research (Braine, 1995, 1989; Carson, 2001; West & Byrd, 1982; Zhu, 2004) also examined different tasks students practice. Research findings show that different disciplines require different types of tasks that serve the communicative purpose of the various specific disciplines. In a study carried out by Herrington (1985) on two chemical engineering courses, students reported that the writing tasks they were asked to do in these courses differ from other general academic writing tasks and they even vary from one discipline specific course to another. Students reported that they were using different lines of reasoning and different types of evidence depending on the purpose of writing and their roles (Herrington, 1985).

For skills transfer to take place across disciplines, clear, guided input should be given to students. Students should analyze and closely look at samples of written work expected from them in different contexts and have to be made aware of where they can or are required to use skills taught. It is necessary that students see samples of written texts in different context and disciplines (Cheg, 2006; To & Carless, 2016). This strategy allows them to identify the differences in the language, style and support used. A study conducted by To and Carless (2016) that used exemplars to allow students to analyze samples of former students' and peers' work found that this strategy proved effective in helping students understand what is expected from them, analyze what affects the strength or weakness of the writing task and most importantly improve their own papers. Student participants in the study reported that analyzing samples of other students' writing made them understand what their teacher expects from them in the assignment and realize how accuracy and grammar are important in having a clear, good-quality paper. It also enabled them to realize that a good-quality piece of writing is not just an error-free text, but is also well-organized and adequately supported (To & Carless, 2016, pp. 754-755).

In sum, for students to produce a good-quality writing task and meet the expectations of the genre conventions, they do not just need lecturing, but also require input in the form of analyses of written samples in different contexts in order to ensure occurrence of learning transfer and application of the skills taught and learned in different contexts. They also require supervision and guidance from the instructor. Teacher's guidance and feedback are not only important in drawing students' attention to different aspects of the writing task, but allow for skills transfer to take place. In their study, To and Carless (2016) highlight that students

reported benefiting from their teacher's interaction and guidance during the analysis activity. They were able to ask questions and get instant answers on queries they had about the samples analyzed. They also reported that teachers' questions that trigger and incentivize their critical thinking helped them realize different aspects of the writing genre. Students also reported that, with their teacher's guidance, they were able to identify their weaknesses which led to improving their writing. This indicates the effectiveness of the instructors' guidance and feedback in facilitating and ensuring the transfer of skills. It also points out that this could be another factor affecting students' perceptions of learning transfer.

Other research focused on the transfer of learning from academic writing courses to discipline-specific courses (e.g., Bergmann & Zepernick, 2007) in order to check and confirm the effectiveness of these courses. The importance of learning transfer is stressed in the field of ESL (James, 2010, 2009; Johns, 1993). James (2010: 197) argues that learning transfer "is a fundamental issue in L2 education, particularly in contexts like EAP writing instruction where students have immediate, concrete needs." Transfer is described by Perkins and Salomon (1994) as "when learning in one context or with one set of materials impacts on performance in another context or with another set of materials" (p. 6452).

A number of other studies have shed more light on perceptions towards English for General Academic Purposes (EAGP) writing courses and possible transfer from these courses. Research has reported generic positive attitudes towards these courses and has also proved skills transfer from EGAP to other courses. For example, Allen's (2008) study reveals that there was a great deal of transfer from an EGAP writing course to students' other courses. In her study, data was gathered from questionnaires filled in by students who reported that after taking the writing course, their grades were improved in other courses that had writing activities and even in courses that involved short answer writing questions. Another study by Nelms and Dively (2007), that collected data from a focused group with instructors from students' academic disciplines, indicates that those instructors noticed that some students applied some of the targeted learning outcomes of the writing courses in the writing activities of their major courses. Such studies indicate a possibility of the transfer of some of the skills taught in the writing courses.

Contrary to the above mentioned studies that showed skills transferability from writing courses to other courses that involve writing activities, other studies have reported virtually no transfer from EGAP writing courses to students' discipline courses. Wardle (2007), who collected data through interviews with students who took an EGAP writing course, concludes that students reported that they rarely practiced tasks or activities in the writing course similar to those used in their major courses. Bergmann and Zepernick (2007), who collected data from focused groups with students from different academic majors that have completed EGAP writing courses, reveal that those students reported practicing different skills in their major courses than those learned in the writing courses. Therefore, the researchers conclude that there was no transfer from the writing courses to students' discipline courses. Along the same lines, after surveying students' perceptions towards tasks practiced in a writing course, Wardle (2009) reports students saying that the purpose of these tasks had nothing to do with tasks practiced in their major courses. As a result, Wardle concludes that there was no transfer.

Although these students indicate that there is rare or no transfer from EGAP writing courses across disciplines, they are reports-based studies that depend on opinions

and there might be transfer but participants might not be aware of it. This is noted by Perkins and Salomon (1994) who point out that as participants are sometimes aware of the transfer occurrence, i.e., have high-road transfer, they might also not be aware of it; i.e., low-road transfer.

This current study may fill a gap by indicating when AAW course contents are perceived to be of optimal relevance to students. The authors of this study are aware that "significant transfer requires time to incubate; it tends not to occur instantaneously" (Haskell, 2001: 46), and this condition was taken into consideration when distributing the survey.

1.2. Description of the AAW Course

The AAW course is offered by the English Department in the university where this study is conducted. It is part of the general education requirement for all of the undergraduate students. Students must take the course in order to advance in their studies; therefore, the proposed sequence of study of all majors in the undergraduate catalogue suggests that students take this course in the early stage of their undergraduate program (Sophomore I). The course syllabus enumerates the learning outcomes according to which students must be able to effectively summarize, paraphrase, and quote written information using APA documentation style. In addition, the course teaches how to critically evaluate published work, design a research proposal, distinguish between personal opinion and external research, evaluate secondary sources, write a literature review, use primary and/or secondary research to write an argumentative research paper, and defend the argumentative position of the paper in an oral presentation. A common course textbook (*A sequence for academic writing*, Behrens & Rosen, 2010) is used in teaching the course contents, and is supplemented by a complementary handbook (*The Longman handbook for writers and readers*, Anson & Schwegler, 2010). The research portfolio carries the heaviest weight (40%) in the grade distribution, which is in line with the primary purpose of teaching students how to produce a research paper as per the catalogue description of the course. The assessment tools include summary and paraphrasing exercises, synthesis essay, annotated bibliography, critique, research proposal, drafts of the research paper, and in-class presentation.

The impetus for this study was the authors' hearing undergraduate students from the different schools, like Engineering and Business, say that the AAW course, which is required from all undergraduates in this institution, is not important and that some students do not take it seriously. Considering the significance of such a course in conducting research in the students' disciplines, the writers of this paper were particularly surprised by the students' negative perceptions toward a writing course that is perceived as important by the university faculty. Therefore, in line with research on teaching and learning effectiveness, and in an attempt to reflect-on-action to assess the usefulness of the course contents and to better serve learners' needs, this study explores the students' reflections on and perceptions of the relevance of the course contents over a period of three different intervals: during the semester in which the course is studied, one semester after the course was taken, and one year after finishing the course. In other words, it examines students' perceptions of course relevance and whether these perceptions change over time.

For the purposes of this study, the concept of relevance is used to measure

students' perceptions of the usefulness of course contents. This concept is based on Keller's (1983) and Frymier and Muddiman's (2009) definition of relevance as a student's perception of whether course contents satisfy personal needs, personal goals, and/or career goals. Keller's (1983) relevance is comprised of four constructs: Attention, Relevance, Confidence and Satisfaction (ARCS). Attention refers to teacher's ability to get students interested in the course. Relevance is the learner's satisfaction with the course, motivation is achieved when the course meets the learner's needs, and confidence refers to the student's expectation of getting a higher grade in the course. According to the ARCS model, relevance is achieved when instructors succeed in making students perceive course contents as targeting some requisite or required needs or goals. That is, relevance of the course contents is examined from the users' perspective; "User relevance" (Nolin, 2009).

1.3. Need for the Study

As the AAW course under assessment is a requirement for all university students from all disciplines in this institution, it is important to examine the students' perceptions regarding the relevancy of this course, to be able to know students' needs and cater to them. To be able to meet and serve the academic needs of learners from different disciplines, their proficiency levels, needs and expectations should be known and taken into consideration.

The study was conducted to gauge student perspectives on whether their perception of learners' acquired skills were those that they need for their academic study. When students perceive course content as relevant, this makes them "become motivated to think about the material and may retain the information for longer periods" (Muddiman & Frymier 2009: 132). Along the same lines, Keller and Suzuki (2004) and El-Sakran (2012) argue that relevance is effective when course materials relate to students' intrinsic goals and needs.

2. The Study

To explore the students' reflection-on-action and perceptions of the relevance of their advanced academic writing (AAW) course, and to examine whether the learners' acquired skills were those that they need for their academic studies, this paper aims to answer the following research questions:

1. How useful (i.e. relevant) is the AAW course to students from different academic disciplines?
2. When do students start to realize (if they do) the usefulness of the course?
3. Does this perception of usefulness (i.e. relevance) change over time?

2.1. Participants

To answer these questions, a survey (see Appendix A) was distributed to 131 undergraduate students (80 males and 51 females) from different levels (12 Sophomore, 89 Juniors, 30 Seniors) and different disciplines: engineering (82 participants), architecture (2 participants), business (29 participants), mass communication (9 participants), English (4 participants), international studies (4 participants), environmental sciences (1 participant).

These students have successfully completed the AAW course (54 students finished it during the semester in which the data were collected, 22 finished it one semester

before, 31 finished it two semesters before, 19 finished it more than three semesters before, and 5 did not specify).

2.2. Data Collection and Analysis

A short survey (see Appendix A) was randomly distributed and anonymously filled by the students and returned to the researchers. The data obtained was analyzed using statistical software called Minitab. The one variable proportion test and two variables proportion test were performed, where the p-value was obtained. If the p-value is less than 5% the results are considered statistically significant.

3. Results

All the respondents, regardless of their discipline, level of study and gender, perceive the course as relevant to their academic needs. No significant differences are found between genders (see Appendix B), except that the proportion of female students achieving A and A- grades is significantly higher (p-value 0.038) than the proportion of males obtaining the same grades.

As for the relation between college and questions 2, 3, 4, and 5, the number of students from some colleges is small; thus, the comparison between colleges would not produce any valid test results.

For question (#4) “In general, was ENG204 useful in helping you write better research papers for your major courses?”, the proportion test shows that the proportion of Senior students who agreed or strongly agreed that the course was useful is significantly higher than the proportion of Juniors (p-value 0.047), see Figure 1 below:

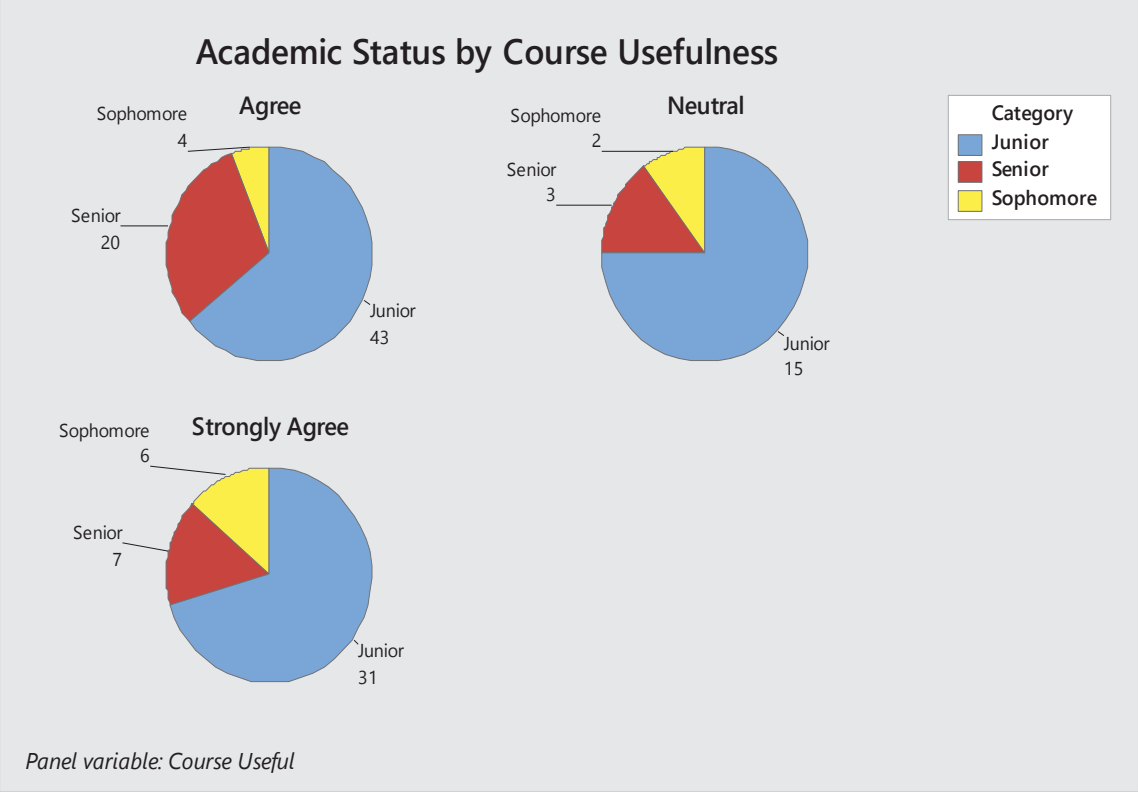

Figure 1: Relation between academic status (sophomore, etc.) and question 4

Figure 1 above shows that students of higher academic status have better understandings of course relevance. In trying to find out when students start to realize the optimal relevance of the AAW course, the year/semester when the course was taken, as seen in Table 1 below, was considered.

Table 1: Year in which students completed AAW course.

Year	2012	2013	2014	2015	2016	All
Number of students	3	5	49	59	15	131

As seen from Table 1, the years 2012, 2013 and 2016 had relatively small numbers of participants, and thus a comparison can only be done between 2014 and 2015. Results from the proportion test shows that there is a significant difference in the proportions of students who strongly agreed that the AAW course was useful (see Appendix B). The proportion of students in the year 2014, who strongly agree that the course was useful, is significantly higher than the proportion of students in 2015 (p-value 0.042). *This shows that the students who took the course two years ago agree that the course is useful since they have had a chance to see its usefulness in their academic careers more so than the students who just took it a semester or a year ago.*

The results for question 3: "While taking ENG204, I learned new strategies for writing an academic research paper", show that an absolute majority (76.15% with a p-value of 0.037) of students have learned new strategies. Contrary to this, 7.63% of students believe that they did not learn any strategies, while 16.79% were not sure if they did or did not. Investigating further the relation between those students who stated that they have learned new strategies (99 students 76.15%) and their academic writing background before taking the AAW course, we find that about 10 % claimed to have excellent writing skills before taking the course, about 80% indicated to have good writing skills, while the other labeled themselves as having either poor or no writing skills (see Appendix B). From 103 students, labeling themselves to have good writings skills before the course, about 77% of them have gained new skill/strategies (see table 2 below).

Table 2: Learning new Strategies versus Writing Skills

	Excellent	Good	None	Poor	All
Yes	10	79	1	9	99
No	2	8	0	0	10
Not Sure	2	16	0	4	22
All	14	103	1	13	131

Exploring further those students who received grades B- and lower, the proportion of those not learning new strategies, or not sure if they learned any, is significantly higher (p-value 0.009) than the ones with grades B and above (see Table 3). This may confirm fair grade distribution and fair grading by course instructors.

Table 3: Learning new Strategies versus Grades

	Grade B and above	Grade B- and below	All
Yes	70	29	99
No	6	4	10
Not Sure	12	10	22
All	88	43	131

The researchers were concerned with the students that did not learn new strategies in the course or who were not sure if they learned any new strategies. To see if the course was of any use to these students, we cross tabulated the question "In general, was ENG204 useful in helping you write better research papers for your major courses?" with "While taking ENG204, I learned new strategies for writing an academic research paper." Results (see Appendix B) clearly demonstrated that none of the students 'strongly disagreed' or 'disagreed' that in general the course was useful in helping them write research papers. Indeed, analysis of statistical significance exhibits that (p-value 0.043) more than 31% of the students who stated that they did not learn new strategies or they were not sure if they learned any, agreed that the course was useful. This may be explained in light of James' (2012) argument that learning may entail developing new knowledge or strengthening existing knowledge.

4. Discussion

Based on the above results, and as a consequence of reflection-on-students' personal learning experiences, it can be said that students need to be made aware that some of the course contents they study will be relevant to them in future courses that they will be taking. That is, such courses present the initially required basis and context for other courses, as it is the case for many courses with pre-requisites. Sperber and Wilson's (1986) explain that "It is extremely unlikely that" relevance "stays constant across all circumstances and individuals" (p.131).

Several students, especially first year and even second year students, do not fully grasp what writing or composition courses are about and/or entail, and what their importance in their academic careers is. Jones (2011) shows that first year undergraduate students differ in their perceptions from their instructors and colleagues as to what academic writing, the writing process, and/or the value of writing in their disciplines is. Jones notes that though these students acknowledged the importance of writing in their academic development, not many have writing outside these composition courses.

And even when learning may have occurred, the students may not realize it until later in their academic careers when they will be gaining something, a reward, a grade, for demonstrating the information learned, at a cognitive/ subconscious level. This brings us to the discussion of latent or hidden learning (see Tolman, 1948; Gray, 2002; Gazzaniga & Heatherton, 2003; Coon, 2004 to name a few) which explains that this type of learning only becomes obvious when there is an incentive for it. According to Coon (2004, p.228), this is 'cognitive learning' that "remains hidden until reinforcement is provided."

This study recommends that students be told that relevance of course contents should be measured with reference to, or in light of, not just immediate but near future academic needs/gains. Therefore, we should not rush making judgments on the relevance of the course items being presented upon course completion as some course items may, temporarily, not show any relevance to students; especially those who only consider immediate relevance. The findings suggest that optimal relevance, i.e. usefulness, is a gradual process that may take time to materialize.

This lag in the process of understanding full relevance of course items can be interpreted in light of students' personal conception of learning. Research (e.g., EL-Sakran & Mesanovic, 2012; Scheja, 2006) has indicated that students' understanding is predicated on their own personal interpretation of the concepts of teaching and learning, that is, students' conceptions of "what it means to study and learn" (Scheja, 2006m p. 441). No doubt that if students' understanding of the concepts of teaching and learning are not congruent with instructors' concepts, this will cause students to disengage and see the teaching as irrelevant. This is something that calls for immediate action on the part of instructors; they need to negotiate and share with students the relevancy, connection and usefulness of the material, skills and concepts being taught to avoid any possible mismatch in understanding and undesirable outcomes.

When students see the relevance of the course content, this will motivate them to learn. We suggest that all instructors teaching such a course (or any course) need to introduce the course during the first week and go through the course contents to show how they are relevant to what they will be doing, in other classes and in the work place. This will lead to students getting involved in what they do.

Ideally, research on transfer of learning should take the form of longitudinal studies that focus on the same group of students as they move to different courses. Although this study does not represent pure longitudinal research, by targeting several time intervals after the AAW was successfully completed, it has demonstrated that the relevance of a course may take some time until specific academic contexts trigger and activate subconscious knowledge gained from previously taken courses. The findings from this study show that optimal relevance (i.e., usefulness) is a gradual concept that may take some time to materialize and yield optimal relevance.

The students' high perceptions of the positive impact that the course contents have had on their academic endeavors should not blind us to the fact that the results of this study are based on students' reported perceptions of course relevance. Therefore, future researchers may decide to follow up students who successfully completed AAW courses and verify whether they utilize the skills gained from such courses in major courses through the analysis of students writing samples. Others may study the relationship between students' perceptions of academic writing and their perception of self-writing competence.

5. Limitations of the study

Although this study has demonstrated that the relevance of a course may take some time until specific academic contexts trigger and activate subconscious knowledge gained from previously taken courses, a pure longitudinal study may shed more light on the results reported here. Such a study could follow students

from the minute they register for the course and move to different courses. Then these students can be tracked in their other courses to see if what they have learned was transferred or not, and if so which skills were transferred and why and by when. The study could be replicated with a larger sample of students with equal representation of academic disciplines and levels.

6. Conclusion

Coming to grips with understanding the full course contents' relevance requires enough time to reflect on one's own learning experiences until one encounters a situation where and when the outcomes of such learning will be fully realized, materialized and optimal relevance is achieved (Gunn, 2010; Davis, Ponnamperuma & Ker, 2009; Scheja, 2006; Dewey, 1938). Therefore, relevance of course contents should be viewed as an ongoing process, which may call for student induction sessions at the onset of the course to talk about course practical applications. Students may also be asked at the end of each learning unit to relate the objectives of learning with the outcomes and how much of their learning was made use of.

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APPENDIX A: STUDENT SURVEY

The purpose of this survey is to gain insight into students' perceptions regarding the course Advanced Academic Writing (ENG 204). Your feedback will be completely anonymous and will only be used for research purposes. The survey will only take 5-7 minutes to complete.

Thank you for your cooperation.

Demographics:

Gender: Male __ Female__
Name of College: _____ Name of Department_____
Year currently in: 1, 2, 3, 4, 5, other_____
Status: Freshman, Sophomore, Junior, Senior _____

1. When did you take ENG 204? Semester_____ Year_____
2. Before taking the advanced academic writing course, you considered yourself to:

◯ Not have any academic writing skills ◯ Have poor academic writing skills
◯ Have good Academic writing skills ◯ Have excellent academic writing skills

3. While taking ENG204, I learned new strategies for writing an academic research paper.

◯ Yes ◯ I am not sure ◯ No

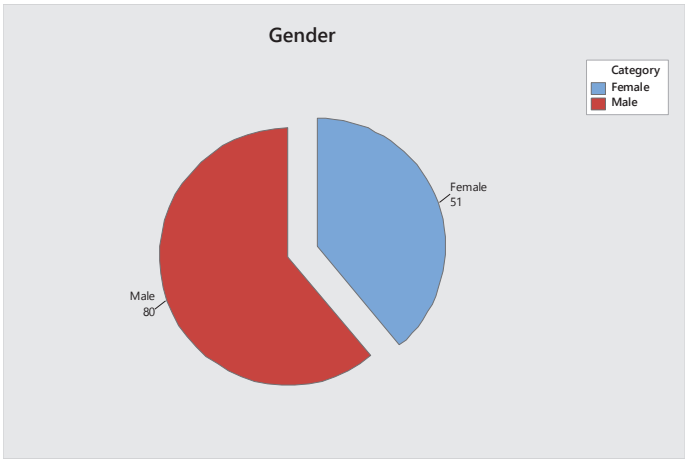
4. In general, was ENG204 useful in helping you write better research papers for your major courses?

◯ Strongly agree ◯ Agree ◯ Neutral ◯ Disagree ◯ Strongly disagree

5. What grade did you get in the ENG204 course?

A	A-	B+	B	B-	C+	C	C-	D	F
◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

APPENDIX B



Test for Grades A and A- male vs female:

Test and CI for Two Proportions

Sample	X	N	Sample p
1	15	51	0.294118
2	11	79	0.139241

Difference = p (1) - p (2)
Estimate for difference: 0.154877
95% CI for difference: (0.00836470, 0.301390)
Test for difference = 0 (vs ≠ 0): Z = 2.07 P-Value = 0.038

Tabulated Statistics: Gender, Grade

Rows: Gender Columns: Grade

	1	2	3	4	5	6	7	8	10	Missing	All
Female	7	8	18	6	3	6	1	1	1	0	51
Male	4	7	21	17	11	7	5	5	2	1	79
All	11	15	39	23	14	13	6	6	3	*	130

Cell Contents: Count

Test for usefulness in the course with Academic status.

Tabulated Statistics: Status, Useful

Rows: Status Columns: Useful

	A	N	SA	All
Junior	43	15	31	89
Senior	20	3	7	30
Sophomore	1	5	6	12
All	64	23	44	131

Cell Contents: Count

Test and CI for Two Proportions

Sample	X	N	Sample p
1	74	89	0.831461
2	7	12	0.583333

Difference = p (1) - p (2)
Estimate for difference: 0.248127
95% lower bound for difference: 0.00510520
Test for difference = 0 (vs > 0): Z = 1.68 P-Value = 0.047

Test for year vs Useful

Tabulated Statistics: Year, Useful

Rows: Year Columns: Useful

	A	N	SA	All
2011	1	0	0	1
2012	1	1	0	2
2013	3	0	2	5
2014	22	6	21	49
2015	32	11	16	59
2016	1	1	3	5
Missing	4	4	2	*
All	60	19	42	121

Cell Contents: Count

Test and CI for Two Proportions

Sample	X	N	Sample p
1	21	49	0.428571
2	16	59	0.271186

Difference = p (1) - p (2)
Estimate for difference: 0.157385
95% lower bound for difference: 0.00710061
Test for difference = 0 (vs > 0): Z = 1.72 P-Value = 0.042

Test for proportion absolute majority learned new strategies

Tally for Discrete Variables: Strategies

Strategies	Count	Percent
No	10	7.63
Not Sure	22	16.79
Yes	99	75.57
N=	131	

Test and CI for One Proportion

Test of p = 0.68 vs p > 0.68

Sample	X	N	Sample p	Exact 95% Lower Bound	P-Value
1	99	131	0.755725	0.686121	0.037

Test

Tabulated Statistics: Strategies, Grade

Rows: Strategies Columns: Grade

	1	2	3	4	5	6	7	8	10	Missing	All
No	1	0	4	1	1	0	3	0	0	0	10
Not Sure	0	1	7	4	2	4	1	1	1	1	21
Yes	10	14	28	18	11	9	2	5	2	0	99
All	11	15	39	23	14	13	6	6	3	*	130

Cell Contents: Count

Test and CI for Two Proportions

Sample	X	N	Sample p
1	14	32	0.437500
2	18	88	0.204545

Difference = p (1) - p (2)
Estimate for difference: 0.232955
95% lower bound for difference: 0.0723022
Test for difference = 0 (vs > 0): Z = 2.39 P-Value = 0.009

Test results combined for those who did not learn new strategies or were not sure if they learned any, but agreed that the course was useful

Tabulated Statistics: Strategies, Useful

Rows: Strategies Columns: Useful

	A	N	SA	All
No	4	6	0	10
Not Sure	11	11	0	22
Yes	49	6	44	99
All	64	23	44	131

Cell Contents: Count

Test and CI for One Proportion

Test of p = 0.31 vs p > 0.31

Sample	X	N	Sample p	Exact 95% Lower Bound	P-Value
1	15	32	0.468750	0.315441	0.043