Chat Transcript for Session Topic: Writing for scientists

Discussion of
Hamer "Laboratory Reports, Reflective Essays, and the Contributing Student Approach"
Taylor "Integrating feedforward on academic writing into an undergraduate science course"

Facilitated by
Colin Milligan
University of Strathclyde, Glasgow, United Kingdom

Moderated by
Carol Higgison
University of Bradford, Bradford, United Kingdom

Date/Time	Author	Comment
31/05/2007 08:00:20	**Carol Higgison** (Carol (Moderator))	Ok, well my clock says it is now 8am BST so I think we should get started
31/05/2007 08:00:27	**Carol Higgison** (Carol (Moderator))	Hello and welcome to the First Session on Day 3 of the REAP Conference. I'm delighted to welcome you to this chat session on Writing for Scientists. My name is Carol Higgison and I will be moderating this session.
31/05/2007 08:00:33	**Carol Higgison** (Carol (Moderator))	I'm very happy to be joined by our expert facilitator Dr Colin Milligan from Strathclyde University and by case study authors Dr John Hamer from the University of Aukland and Charlotte Taylor from the University of Sydney.
31/05/2007 08:00:48	**Carol Higgison** (Carol (Moderator))	Colin - if you are ready ?
31/05/2007 08:00:56	**Colin Milligan** (Colin Milligan)	Yes Carol
31/05/2007 08:00:58	**Carol Higgison** (Carol (Moderator))	Hello and welcome to the First Session on Day 3 of the REAP Conference. I'm delighted to welcome you to this chat session on Writing for Scientists. My name is Carol Higgison and I will be moderating this session.
31/05/2007 08:01:14	**Carol Higgison** (Carol (Moderator))	Carol (Moderator): Hello and welcome to the First Session on Day 3 of the REAP Conference. I'm delighted to welcome you to this chat session on Writing for Scientists. My name is Carol Higgison and I will be moderating this session.
31/05/2007 08:01:28	**David Nicol** (DavidNicol)	hello carol
31/05/2007 08:01:50	**Colin Milligan** (Colin Milligan)	Well, first of all, I'd like to say thanks to the authors for providing such interesting papers. I was really pleased to see such good evidence of inovation.
31/05/2007 08:02:15	**Carol Higgison** (Carol (Moderator))	I agree - really excellent work
31/05/2007 08:02:31	**Colin Milligan** (Colin Milligan)	Here we have two papers on improving learners writing skills - but different approaches
31/05/2007 08:02:40	**Colin Milligan** (Colin Milligan)	Can we start by asking each of you to summarise the essence of the approach adopted. Charlotte first:
31/05/2007 08:03:08	**Charlotte Taylor** (CharlotteTaylor)	OK we had to work around large class sizes so everything had to be structured
31/05/2007 08:03:53	**Charlotte Taylor** (CharlotteTaylor)	we also wanted to impresss upon students that writingwas fundamental to science and their professional lives

31/05/2007 08:04:26	**Charlotte Taylor** (CharlotteTaylor)	it had to start at the beginning of their degree program and be integral to everything we did in the course
31/05/2007 08:04:49	**Carol Higgison** (Carol (Moderator))	Hellow Quintin - welcome to the chat
31/05/2007 08:05:00	**Carol Higgison** (Carol (Moderator))	Charlotte is just summarising her paper
31/05/2007 08:05:07	**Quintin Cutts** (QuintinCutts)	Hi and thanks
31/05/2007 08:05:07	**Charlotte Taylor** (CharlotteTaylor)	we included staff in the creation of the process - they took some persuading - it's not biology and a lot of work
31/05/2007 08:05:48	**Charlotte Taylor** (CharlotteTaylor)	now its integral to all our units and studnets see it as part of the culture, ask for more practice etc
31/05/2007 08:06:25	**Charlotte Taylor** (CharlotteTaylor)	the feedforward part came out of observing students and their problems , also influenced by Dai Hounsell and his work
31/05/2007 08:07:11	**Charlotte Taylor** (CharlotteTaylor)	its a lot of work , staff nearly lynch me every year at this point but all agree it;s aworthwhile process and part of the way we practice as scientists
31/05/2007 08:07:31	**Charlotte Taylor** (CharlotteTaylor)	enough for now or do you want more detail
31/05/2007 08:07:56	**Colin Milligan** (Colin Milligan)	No thats fine as a starter, I was impressed by the complexity of the whole process you constructed.
31/05/2007 08:08:16	**Colin Milligan** (Colin Milligan)	Peter, would you like to provide a similar summary, and we can get down to some discussion.
31/05/2007 08:08:47	**John Hamer** (John Hamer)	Peter?
31/05/2007 08:08:50	**Colin Milligan** (Colin Milligan)	Sorry - John ...
31/05/2007 08:09:02	**John Hamer** (John Hamer)	I was interested in providing a pathway for students to get started writing, and to make writing accessible and a normal activity.
31/05/2007 08:09:55	**John Hamer** (John Hamer)	The idea of reflective essays fitted the bill
31/05/2007 08:10:27	**Quintin Cutts** (QuintinCutts)	but it's so much more than just writing...
31/05/2007 08:10:27	**John Hamer** (John Hamer)	Rather than asking students to write formal lab reports, I simply told them to describe what they did during the lab
31/05/2007 08:11:22	**John Hamer** (John Hamer)	I should add that the course is taugh using the "contributing student approach", so there are many collaborative elements and the lab essays are just one part of a larger framework
31/05/2007 08:12:13	**John Hamer** (John Hamer)	The essays are written to be shared; students are asked to read and comment on other students experiences
31/05/2007 08:12:51	**John Hamer** (John Hamer)	This sharing I think gives a purposefullness to the writing, something that is usually absent in coursework
31/05/2007 08:13:04	**John Hamer** (John Hamer)	Colin -- do I need to say more?
31/05/2007 08:13:18	**Colin Milligan** (Colin Milligan)	No that should do for now.
31/05/2007 08:13:27	**Colin Milligan** (Colin Milligan)	As I scientist, I fundamentally believe that the learning takes place when you are 'doing' – so lab practicals should have a central place in the science curriculum.
31/05/2007 08:13:53	**Charlotte Taylor** (CharlotteTaylor)	exactly - we fight to keep these at all costs
31/05/2007 08:14:08	**Quintin Cutts** (QuintinCutts)	John, do you think the summary report on the essays that you get ?each lab group? to develop is of most use to you, or to the students...?
31/05/2007 08:15:04	**John Hamer** (John Hamer)	They certainly help both. Students use material from them for their hypertexttextbook, so they have an immediate purpose there.

31/05/2007 08:15:07	**Carol Higgison** (Carol (Moderator))	Welcome back Kiran
31/05/2007 08:15:23	**Colin Milligan** (Colin Milligan)	Yes, I had a similar thought - what is the value of the second round of reflection -
31/05/2007 08:15:25	**K.P. Jaikiran** (jaitvm)	technical problems, i was out
31/05/2007 08:15:57	**Carol Higgison** (Carol (Moderator))	Quintin asked John if the student reports benefited the students or tutors more
31/05/2007 08:16:02	**John Hamer** (John Hamer)	The short reflection after the lab was intended to get students reading other essays. These are quick, and largely useless
31/05/2007 08:16:04	**Quintin Cutts** (QuintinCutts)	I was thinking that this summary might be of immense value to the lecturer, in enabling him/her to be more contingent with the following sessions...
31/05/2007 08:16:57	**John Hamer** (John Hamer)	I read all the reflective essays after each lab, and was in a good position to adjust the pace of teh course
31/05/2007 08:17:08	**Quintin Cutts** (QuintinCutts)	Wow, a lot of reading!
31/05/2007 08:17:38	**Charlotte Taylor** (CharlotteTaylor)	i wondered if students followed up onthings they thought were a problem , or only you inthe teaching
31/05/2007 08:17:40	**John Hamer** (John Hamer)	Not so much -- the class had 35 students, and I only need to skim most
31/05/2007 08:18:06	**David Nicol** (DavidNicol)	charlotte, did you see the baxter case study and if so did it suggest any ways of keeping the best of what you have but reducing teacher workload?
31/05/2007 08:18:08	**John Hamer** (John Hamer)	The students were mostly reassured that it wasn't just "them" finding it difficult
31/05/2007 08:18:37	**Charlotte Taylor** (CharlotteTaylor)	but they didn't take the initiative to go and find out?
31/05/2007 08:20:23	**Charlotte Taylor** (CharlotteTaylor)	my students also loved the online discussion because they could see that everyone had similar problems - they weren't alone - also they could lurk while others admitted it
31/05/2007 08:20:34	**Colin Milligan** (Colin Milligan)	We've been thinking about the process of mvong the students along - taking others' input into their work etc. I think this ties in with providing 'Opportunities to close the gap' which is one of David Nicol's key principles of good practice in formative assessment, and Charlotte's task structure provides this: CHARLOTTE, can you comment on how the students see this (I'm thinking specifically of the fact that some students don't change their report between draft and final submission, and your work with the 'copyfind' software).
31/05/2007 08:21:25	**Carol Higgison** (Carol (Moderator))	John - picking up on Charlotte's point, I thought from your paper that the students used these 'problem' areas as triggers for resource development?
31/05/2007 08:22:31	**Carol Higgison** (Carol (Moderator))	Hellow Karadu and welcome
31/05/2007 08:22:32	**John Hamer** (John Hamer)	Yes, they do. A focal activity of the course is collectively writing a hypertext-textbook, and the lab reports provide a lot of material for this.
31/05/2007 08:22:33	**Charlotte Taylor** (CharlotteTaylor)	the analysis has shown that we get allpossible levls of change and all possible final grades and no correlation between amount of change and improved grade - rather disconcerting. Now I'm interviewing students about exactly what they understood from feed
31/05/2007 08:22:47	**radu catalin** (karadu)	Hi all
31/05/2007 08:23:05	**Carol Higgison** (Carol (Moderator))	Karadu - we are just discussing the use students make of identified common problems as triggers for further action

31/05/2007 08:23:19	**radu catalin** (karadu)	10X
31/05/2007 08:24:58	**Colin Milligan** (Colin Milligan)	It would be interesting to look for correlation between what was changed, and how the grade changed - for instance, are there things that are typically weak in the first draft (conclusions) ... perhaps an evolution of the process would be to have specific chats after the drafts were received to discuss what can we conclude ...
31/05/2007 08:25:54	**Colin Milligan** (Colin Milligan)	Well, looking at your paper's dfiagram you might already do that ...
31/05/2007 08:26:12	**Quintin Cutts** (QuintinCutts)	Charlotte, how confident were you in general that students understood what you were telling them in the face to face feedback sessions?
31/05/2007 08:27:06	**Charlotte Taylor** (CharlotteTaylor)	we're starting to get a feel for this - we feed back common problems to staff before the feedback session and discuss inthe writing lecture for all students - but there are a number of reasons why and what they change. They may not have time - all effort wnet into a draft or (the big question) did they understand the feedback? I hope my interviews will draw this out. Also interviewing staff about what they said and thought as they gave feedback - many find it very difficult and confronting!
31/05/2007 08:27:58	**Quintin Cutts** (QuintinCutts)	I wondered this - some students ***really*** don't seem to accept feedback well...
31/05/2007 08:28:12	**Quintin Cutts** (QuintinCutts)	or were you talking about the staff?
31/05/2007 08:28:20	**Charlotte Taylor** (CharlotteTaylor)	an interesting anecdotla point is that most students don't take notes while they talk about their report - how can they remember afterwards all the detail?
31/05/2007 08:28:31	**Carol Higgison** (Carol (Moderator))	Charlotte: I think a lot of staff find it difficult to give constructive feedback. Is this your experience? John what about you and your colleagues?
31/05/2007 08:28:39	**Quintin Cutts** (QuintinCutts)	Arrgh- yes, I'm amazed by this lack of note taking
31/05/2007 08:28:42	**David Nicol** (DavidNicol)	hello charlotte, what guidelines were given about the type of feedback given that can serve many purposes?
31/05/2007 08:29:53	**John Hamer** (John Hamer)	Carol, I agree. Often we latch on to minor writing issues
31/05/2007 08:29:54	**Colin Milligan** (Colin Milligan)	(Charlottes paper refers to the importance of consistency because of the large class sizes and the need for marking by multiple tutors)
31/05/2007 08:30:21	**Charlotte Taylor** (CharlotteTaylor)	we talked to staff about being positive and trying to learve technical' nitpicking' things to the stduents to self appraise. Staff should focus on cohesion of arguments and sentence and larger scale - often we spend a lot of time working with basic English - very depressing!
31/05/2007 08:31:04	**John Hamer** (John Hamer)	The trouble is there is a lot involved in writing well. It's more than just putting a coherent argument together
31/05/2007 08:31:17	**Colin Milligan** (Colin Milligan)	John, what about your students - were they better at receiving feedback because of the 'contributing student approach'?
31/05/2007 08:31:17	**David Nicol** (DavidNicol)	For example, feedback to justify mark, correct the work, point out strengths and weaknesses, reader response approach?
31/05/2007 08:31:24	**Carol Higgison** (Carol (Moderator))	Charlotte: students' lack of basic writing skills is also an issue here at Bradford. Is this an issue for anyone else (English language or not?)
31/05/2007 08:31:48	**John Hamer** (John Hamer)	There are parallels with programming -- students struggle with design, logic and syntax issues all at the same time

31/05/2007 08:32:00	Quintin Cutts (QuintinCutts)	Yes, definitely - both with home and overseas students (Carol)
31/05/2007 08:32:01	Charlotte Taylor (CharlotteTaylor)	consistency is an ongoing problem - students pick up on it and it gets blown out of all proportion in evaluations. Most accept differences. Staff are difficult to train - we can practice marking etc but in the end everyone still has their own areas to f
31/05/2007 08:32:34	John Hamer (John Hamer)	David - I believe so. The more experience they have giving and receiving feedback, the better they get
31/05/2007 08:33:46	Colin Milligan (Colin Milligan)	So following on ... The skills developed here are 'transferable' has there been a longitudinal study done to see whether the skills developed in these classes prepare students better for their study in later years?
31/05/2007 08:34:04	Colin Milligan (Colin Milligan)	(that question is for either of the presenters)
31/05/2007 08:35:10	John Hamer (John Hamer)	They do seem to be. I now see our final year students doing many of the things we did in my earlier course for their final year projects
31/05/2007 08:35:14	Charlotte Taylor (CharlotteTaylor)	Ah the big question - does it all make a difference. I have anecdotal evidence from staff in higher years who call me every year and say 3rd year essays are getting better - must be the firstyear program kicking in. Also this eyar 1st year stafffsaid th
31/05/2007 08:35:27	radu catalin (karadu)	Usualy students involvement is greater in first years of study?
31/05/2007 08:36:01	John Hamer (John Hamer)	These skills definitely take time to develop
31/05/2007 08:36:11	Charlotte Taylor (CharlotteTaylor)	somthing we als ohave to acknowledge is that our expectations are rising all the time
31/05/2007 08:36:29	Colin Milligan (Colin Milligan)	What about student perceptions - do they value the approaches used? do they demand similar teaching practice in other courses?
31/05/2007 08:36:42	Carol Higgison (Carol (Moderator))	Charlotte and Quintin: going back to the point about (Student lack of) notetaking during verbal feedback - perhaps that is why the particpants in Charlottes online seminar value the recording aspect of online discussion. Do what extent to you think the public aspect of the online interactions contributes to group capacity?
31/05/2007 08:37:08	Charlotte Taylor (CharlotteTaylor)	what do you mean group capacity
31/05/2007 08:37:34	Carol Higgison (Carol (Moderator))	the general student group understanding of what is required and some sort of consensus
31/05/2007 08:37:39	John Hamer (John Hamer)	Colin, the reflective essays surprised me by their popularity. They are disappointed when other courses don't ask for them.
31/05/2007 08:37:49	Carol Higgison (Carol (Moderator))	Hello Poppy - welcome to the chat
31/05/2007 08:37:58	Charlotte Taylor (CharlotteTaylor)	I think its an enormous influence - that's why I worry that we've lost this recently
31/05/2007 08:38:32	Carol Higgison (Carol (Moderator))	we are discussing the long term benefits of these approaches and the extent to which the students continue these practices in their later years of study
31/05/2007 08:38:50	Quintin Cutts (QuintinCutts)	Interesting connection - record of on-line chat with e.g. recorded lectures, face to face discussions etc. Hadn't thought of that...
31/05/2007 08:39:05	Poppy Pickard (Poppy)	Popped in by accident, need to read the papers first!!
31/05/2007 08:39:31	John Hamer (John Hamer)	Carol, I don't have any data on the reflective essays -- this is the first year I have asked for them.

31/05/2007 08:39:39	**Colin Milligan** (Colin Milligan)	Does this bring up a question of institutional buy in - is the contributing studetn approach adopted widely inU of Auckland, or is it just your course?
31/05/2007 08:40:17	**radu catalin** (karadu)	Carol do you think that reflective essays are fit for first year assessment?
31/05/2007 08:40:28	**John Hamer** (John Hamer)	My course is the only immersion CSA course. Other colleagues have included elements (such as one student-contributed session each week) with varying success
31/05/2007 08:41:22	**Colin Milligan** (Colin Milligan)	'varying success' - any lessons to be learned
31/05/2007 08:41:51	**Carol Higgison** (Carol (Moderator))	Karadu: I think I'll pass that question onto the Charlotte, John and Colin. I don't actually teach first year undergraduates, but my personal view is that it may help student feel less isolated; more part of a community; help them self-assess where they are in relation to their peer; and improve their skills
31/05/2007 08:41:53	**John Hamer** (John Hamer)	Students will resist contributing if they think the "normal transmission will be resumed" some time soon...
31/05/2007 08:42:01	**Carol Higgison** (Carol (Moderator))	Hi Andy welcome to the chat
31/05/2007 08:42:28	**Charlotte Taylor** (CharlotteTaylor)	That's a great quote - normal transmission!!
31/05/2007 08:42:31	**Andy Sharp** (AndySharp)	Hi Carol just catching up
31/05/2007 08:42:51	**John Hamer** (John Hamer)	Karadu, I found reflective essays an easy sell to students. They enjoy writing them and find a lot of benefits
31/05/2007 08:43:26	**Carol Higgison** (Carol (Moderator))	We are talking about the role of reflective writing, giving control to students and instutional buy-in.
31/05/2007 08:43:33	**Charlotte Taylor** (CharlotteTaylor)	I'm definitely going to use them with my other units
31/05/2007 08:43:59	**Colin Milligan** (Colin Milligan)	Good for improving confidence, motivational - anyone have any downsides to report?
31/05/2007 08:44:03	**David Nicol** (DavidNicol)	do they need support in developing reflection rather than just describing what they did?
31/05/2007 08:44:16	**John Hamer** (John Hamer)	Some specific benefits: in labs, they are much more willing to describe unexpected observations. In the past they would tend to think "it must be my mistake", but now they are happy to report odd things happening. These often lead to interesti
31/05/2007 08:44:25	**Charlotte Taylor** (CharlotteTaylor)	Institutions move very slowly on thes things - change is viewed with suspicion
31/05/2007 08:44:56	**John Hamer** (John Hamer)	I left the essays very open -- they could write pretty much anything the wanted.
31/05/2007 08:44:57	**Charlotte Taylor** (CharlotteTaylor)	I like that thinking about strange results - it's key to research and enquiry
31/05/2007 08:45:08	**radu catalin** (karadu)	agree (Charlote)
31/05/2007 08:45:39	**K.P. Jaikiran** (jaitvm)	Hi John the self assessment component in the reflective essays is quite good. But do all the students elevate themselves to that level
31/05/2007 08:46:03	**Colin Milligan** (Colin Milligan)	Charlotte - this might be getting off topic - but is there any parallel attempt to teach scientific enquiry at Sydney - I'm thinking of things like experiemtnal design - asa former bioloigy student often we just followed recipes ...
31/05/2007 08:47:00	**Charlotte Taylor** (CharlotteTaylor)	exptl design is big here particularly in biology and is increasing as we talk to student more about being in a research intensive university
31/05/2007 08:47:20	**John Hamer** (John Hamer)	Kiran, perhaps because they were encouraged to read other student reports, the reflection was really quite open

31/05/2007 08:48:30	**Colin Milligan** (Colin Milligan)	(charlotte) thats encouraging too - i wnet to a research led university, but our contact with research didn't come until much later -good that it is introduced early.
31/05/2007 08:49:18	**Charlotte Taylor** (CharlotteTaylor)	come to ISSOTL - I'm talking about a novel research project we run with firstyears - it's their main report and feeds into a 'real' research project over in America
31/05/2007 08:49:54	**John Hamer** (John Hamer)	Experimentation has become a theme of my course, so students are expected to design experiments in their labs rather than follow a script
31/05/2007 08:50:31	**Charlotte Taylor** (CharlotteTaylor)	the main problem with getting students involved in all thisearly is that they have to dela with primray literature- I've had to create an online module on' how to read the literature'
31/05/2007 08:51:28	**radu catalin** (karadu)	:) from the distance learning point of view I know that is necessary
31/05/2007 08:52:20	**Charlotte Taylor** (CharlotteTaylor)	we tend to forget what they've already been exposed to in school - everything moves forward so fast
31/05/2007 08:52:24	**John Hamer** (John Hamer)	In SE we have a different issue, with the mass of "literature" available on the web and students needing to filter it
31/05/2007 08:52:49	**Charlotte Taylor** (CharlotteTaylor)	ah yes - the other big problem
31/05/2007 08:53:02	**K.P. Jaikiran** (jaitvm)	Charlotte, your online module is really enterprising. What's the student feedback on that? That should be really assisting the peripheral groups.
31/05/2007 08:53:41	**Charlotte Taylor** (CharlotteTaylor)	so far it's in trial phase will have to get back to you on that - lectures I've given on reading have been very popular
31/05/2007 08:53:52	**Carol Higgison** (Carol (Moderator))	Charlotte and John: plagiarism is seen as a growing issue here (I am guessing that is what you are alluding to in the comments about hte Internet). Do your approaches help reduce the opportunities, actual instances or is it not a problem?
31/05/2007 08:54:55	**John Hamer** (John Hamer)	Carol, it's not an issue with my course, partly because numbers are small and partly because the course environment is so open. Everyone can see what each other is working on.
31/05/2007 08:55:07	**Charlotte Taylor** (CharlotteTaylor)	it's definitely an issue - copyfind acts as a deterrent- and we focus first on cheating then inappropraite use of the literature - again they don't seem to have taken that in at school
31/05/2007 08:56:05	**Colin Milligan** (Colin Milligan)	as john says, course design can make plagiarism less of an issue.
31/05/2007 08:56:08	**Charlotte Taylor** (CharlotteTaylor)	cheating is a small group who persist - not knowing how to acknowledge others' work is something that takes a while to come to terms with - not sure why?
31/05/2007 08:56:21	**Colin Milligan** (Colin Milligan)	We're coming towards the end of the session now. I wonder whether either of you might wish to reflect on your experience in introducing these interventions - are you going to continue to innovate in the future?
31/05/2007 08:56:25	**John Hamer** (John Hamer)	Carol, my comment on the Internet was the amount of noise students encounter -- they need to be able to decide for themselves what material is good and what is rot
31/05/2007 08:56:43	**Charlotte Taylor** (CharlotteTaylor)	definitley
31/05/2007 08:57:08	**John Hamer** (John Hamer)	I can't see myself going back to conventional lecturing.
31/05/2007 08:57:32	**David Nicol** (DavidNicol)	charlotte, would some kind of visible record using technology (e.g wiki) help deal with a few of your issues - tracking change, researching this, plagiarism etc?
31/05/2007 08:57:38	**Charlotte Taylor** (CharlotteTaylor)	I can't stop changing things and trying to improve - I'm addicted!! Not sure what my colleagues would say!

31/05/2007 08:57:51	**Colin Milligan** (Colin Milligan)	And hopefully spread the word to your colleagues.
31/05/2007 08:58:00	**John Hamer** (John Hamer)	The social dimension is going to expand, from course, to programme, eventually include industry practitioners
31/05/2007 08:58:06	**Carol Higgison** (Carol (Moderator))	John: thanks for the clarification. I agree, getting students to differntiate between quality and questionable sources is difficult (for me as well ;-))
31/05/2007 08:58:26	**Charlotte Taylor** (CharlotteTaylor)	David , not sure waht you mean?
31/05/2007 08:58:51	**Carol Higgison** (Carol (Moderator))	Charlotte and John: it seems to me that for both of you this is actually more than an idividual effort and that you need to and have managed to bring your colleagues along
31/05/2007 08:59:06	**David Nicol** (DavidNicol)	by having more of the work online you would see how the feedback helped students improve their work, for example
31/05/2007 08:59:22	**John Hamer** (John Hamer)	Most are waiting to see how it turns out...
31/05/2007 08:59:33	**Charlotte Taylor** (CharlotteTaylor)	all reports drafts etc are submitted through WebCT so we do have that data set
31/05/2007 08:59:54	**David Nicol** (DavidNicol)	ok
31/05/2007 09:00:14	**Charlotte Taylor** (CharlotteTaylor)	Carol - I think my colleagues indulge my strange ideas
31/05/2007 09:00:25	**Carol Higgison** (Carol (Moderator))	I'm now going to bring this session to an end. Thank you very much to John, Charlotte and Colin and to all of you who took part. Any final comments before the chat closes?
31/05/2007 09:00:59	**John Hamer** (John Hamer)	I'd love to hear from anyone who might be willing to try using reflective essays in a more traditional course
31/05/2007 09:01:04	**Charlotte Taylor** (CharlotteTaylor)	Thanks to you all for the comments ideas and encouragement! Will be in touch for more ideas!!

- TRANSCRIPT ENDS -