Creation and validation of a technopedagogical design with flipped learning and collaborative writing

ACADEMIC WRITING

Academic writing is a complex transversal competence that still represents a challenge for the development of university education.
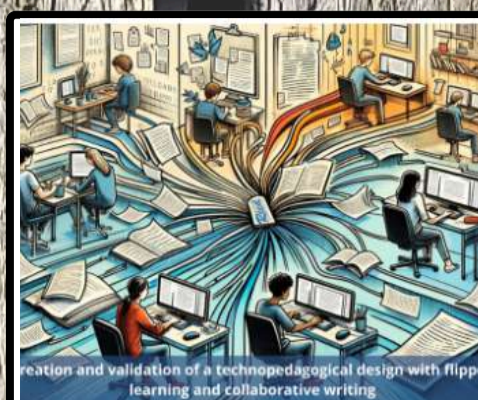

WHAT IT IMPLIES

This challenge involves improving the capacity for argumentation, organization of ideas and linguistic skills through the implementation of appropriate practices in didactic processes.

OBJECTIVE AND POPULATION

The objective of this research is to create and validate a technopedagogical design with flipped learning and collaborative writing (TPD-FLCW) to improve the production of academic texts. The research was conducted with Peruvian university engineering students (diagnostic stage = 89 and experimental stage = 40) and with 16 expert. professors.
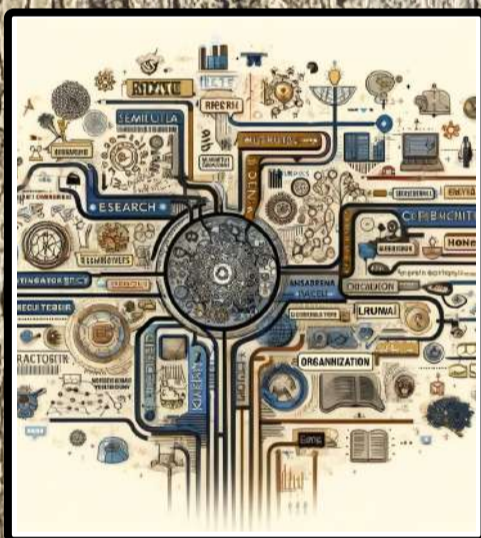
ADDIE MODEL

The five-stage ADDIE model was used: analysis, design, development, implementation and evaluation. The initial diagnosis showed that students presented difficulties in academic writing. Based on these results, the proposal was designed and validated with the participation of judges (CVC > 0.9; KFleiss > 0.3, $p < 0.05$).

RESULTS

The application in the experimental group showed significant improvements in the essays produced before and after the intervention ($p < 0.05$; $\hat{g} > 1.20$). In addition, the students' assessment was positive and they stated that they had improved their writing skills, autonomy and teamwork capacity.

CONCLUSION AND RECOMMENDATION

It is concluded that the TPD-FLCW proves to be effective and adequate for learning academic writing and its use is recommended for learning other types of texts.