

Scientific report about Olga's STSM to Amsterdam

The visit to Dr. Gert Rijlaarsdam in the Graduate School of Teaching and Learning (Amsterdam) was conducted from 30th March until 24th April.

The main purpose of this visit was to know and to learn about the researches that Gert Rijlaarsdam are conducting and I showed them the main researches in which I participate; with the intention of beginning a new collaboration.

I think this visit has been very beneficial and productive as they have arisen several collaborations.

The visit I started getting to know all members of the research group and I made a presentation of my studies for about an hour. During the following days I met with various members of the research group; each of them showed me their research line and their current studies, mainly assessment techniques, different kind of measures of writing and the strategies used throughout instruction. I also knew and used them basic bibliography regarding of design study, methodology and statistical analysis.

After meeting the research group, began the meetings with Gert Rijlaarsdam to reflect about some of the studies that I carry out in Spain, and resulted two collaborations in which we are working now, one in the textual revision and other in the writing process in undergraduate students.

About the textual revision, we reflected on how we could improve the assessment of the textual revisions made by students in the texts. However, we carried out several statistical analyses with the data which until now we had about the revisions marked by students in the drafts in relation with the help levels that students had received. These results will be presented at the 13th Biennial Conference for Research on Learning and Instruction. As a result of this visit is necessary to modify several aspects about assessment of the studies, ones carried out with primary education students and other carried out with secondary education students. We hope we can write some papers, maybe the first to *Learning to write effectively – Current Trends in European Research*, but it is necessary to mark again the revisions and the textual quality of the texts produced by students in both studies, as well as conduct further statistical analysis, which have been again made by Huub van der Bergh, professor of Utrecht University and collaborator of Gert Rijlaarsdam.



The other collaboration is related to the study that Raquel Fidalgo and I are conducting at the University of León about the use of metacognitive reading guides in reading paper and its relationship with the writing processes and knowledge in undergraduate students. When I arrived to Amsterdam we had designed and carried out the experiment, but with the help of Gert Rijlaarsdam and Huub van der Bergh completed the design. When I returned to Spain we carried out the second part of the study. It is now necessary to evaluate texts produced by students; this task will be long because we have collected about two hundred texts. Later it will be necessary to carry out the statistical analysis, which will be made in Amsterdam, to obtain the conclusions and implications of this study, which will produce a paper. Likewise we are evaluating the possibility of carrying out, in the second half of next course, a variation of this experiment using the observation as a instructional strategy; this is a strategy used by the research group in Amsterdam. For this reason, maybe it will be necessary that both Raquel and I again visited the University of Amsterdam to design the experiment and the materials needed. Thus, we will continue with the collaboration between the two institutions started now. Maybe when we finish the study with the Spanish students, it will be possible to do it with the Dutch students to compare the effect of two different languages.

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