

Writing about Education

I. General Purpose

Educators report to school administrators, teachers, students, parents, and policymakers. Writing should be concise, refer to empirical data, and should be sensitive to the concerns of various backgrounds and groups with special needs or representation issues.

II. Types of Writing

- Reflective essays, journals, field notes
- Curriculum design and lesson plans
- Reviews of instructional materials
- Case studies
- Research Papers
- Self-evaluations
- Portfolios
- Rubrics
- Individual Education Plans (IEPs)

III. Types of Evidence

- Quantitative data (statistics, facts, test scores, survey results)
- Qualitative Data (case studies, observation, personal experience)
- Primary Sources (observation, survey, interview, personal experience)
- Secondary Sources (published material, case studies)

IV. Writing Conventions

- The personal pronoun “I” is often appropriate in writing about education especially with reflective writing and writing based on personal observation or qualitative data.
- Research papers, case studies, and papers based on quantitative studies are written in a formal, objective tone. In these cases the third person is appropriate.

- Because the field of education is multidisciplinary and draws from other disciplines such as psychology, history, sociology, and anthropology, a writer must be aware of the writing conventions of those disciplines as well.
- Educators typically use empirical data (data observed or experienced) that is presented in a clear manner.
- Teachers must maintain student confidentiality at all times.

V. Terms/ Jargon/ Acronyms

Pedagogy	IEP (Individual Education Plan)
Curriculum	EOG (End-of Grade Testing)
Achievement Tests	NEA (National Education Association)
Assessment	DACA (Deferred Action on Childhood Arrival)
Accommodations	DREAM (Development, Relief, Education for Alien Minors)
Portfolio	NCLB (No Child Left Behind)

VI. Citation Style:

- APA (American Psychological Association)
- CMA (Chicago Manual of Style)
- Always check with your instructor or the publication you are writing for to be sure what they prefer.

Source:

Cullick, Jonathon S. and Terry Meyers Zawacki. *Writing in the Disciplines: Advice and Models*. Boston: Bedford/ St. Martins, 2011. D-46-50