

Writing about Education

I. General Purpose and Audience

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

EOG (End-of Grade Testing)

IEP (Individual Education Plan)

Achievement Tests

Assessment

Portfolio

Accommodations

Curriculum

NCLB (No Child Left Behind)

DACA (Deferred Action on
Childhood Arrival)

NEA (National Education Association)

DREAM (Development, Relief,
Education for Alien Minors)

VI. Documentation Style

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

Source consulted

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



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