A Review on Crawford Slip Writing Method: As an Innovative Teaching Method

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Abstract

New teaching strategies and methods are always curious for each and every learner. The teachers who inculcate innovative teaching methods draw complete attention from students. Attention improves the learning outcome of learners. Various innovative teaching methods are implemented by various faculties in different organizations. Drawing a statistical data from different methods from student's feedback will contribute to literature effectively. Crawford slip writing is the best method for teaching-learning process. It is suitable for lengthy topics. The innovative teaching method was conducted on August 25, 2015, the participants were the 3rd year BSc nursing students. The total number of participants is 30. The main topic selected was clinical teaching methods. Students were divided into five groups. Each group had given each clinical teaching topic. The topics include case study, nursing rounds, nursing care conferences, nursing assignment, and process recording. Students feedback was positive, understood the topic well, and it was an easy way of learning. It clearly evident that out of 30, 25 students experienced Crawford slip writing that is an excellent teaching-learning method and 3 and 2 students experienced good and average, respectively. The Crawford slip writing method is effective in teaching lengthy topics. From the results, it is clearly evident that the students have given excellent feedback for this teaching method.

Keywords: Crawford slip writing, innovative teaching methods, learners and teachers

Introduction

Different methods of teaching methods always well accepted and appreciated by students. New techniques of teaching always create enthusiasm in students and automatically drag attention of students to class. It improves the teaching-learning process more effective. As teachers get good response from students for their teaching, they will be motivated to implement different innovations in teaching. The teaching-learning environment will be conducive and smooth. The academic performance of the students will also improve and develop a positive attitude toward teaching-learning process. The boredom toward normal lectures will be curtailed, the attendance will be improved. Crawford slip method (CSM) is a method helpful to improve the thinking process and organize the data properly. As the learning material is getting well organized, the learning will be easy.[1]

Background

This method was developed by Crawford in the USA in the 1920s, for gathering ideas from large groups (even up to 5000 people, though much easier to handle with, say, 50–200), and has been subsequently adapted by Clark. It is in effect one of the earliest forms of brainwriting, and for small groups, it reduces to a simple "private idea generation" phase. It is used with large gatherings of people in, say, a lecture theater or hall. It is in many respects the text predecessor of a modern radio or TV phone-in.[2]

History

Dr. C.C. Crawford, Professor of Education at the University of Southern California, originated the CSM in 1925. Over the next 50 years, C.C. Crawford applied the method in hundreds

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of situations to resolve problems and improve productivity in both the public and private sectors. The essence of CSM as follows: *"Assemble the relevant people; define the target subjects; get everyone to write their ideas – one idea at a time, in a single sentence, on individual slips of paper; collect and classify all slips; edit the results into final form."*[3]

The method provides a means whereby a manager or consultant can gather a large amount of information in a very short period of time. Because CSM is based on anonymous and independent inputs, it can provide qualitatively different data than that normally obtained in a group setting using other idea generation techniques. Used properly, it can provide deep penetration into problem areas, creative ideas for problem resolution, high-quality data for decision-making, and ideas for productivity enhancement and organizational improvement.[3]

Purposes

It is the most efficient means of generating ideas and organizing them quickly into categories, obtaining written information, ideas, and suggestions from individuals in a group setting, analyzing and synthesizing the data gathered, and reporting the results.[3]

Indications

Use it when you want to get ideas from a large group of people, use it when you do not have time or ability to discuss ideas, and just want to collect people's thoughts and use it when you want to engage an audience, giving them a sense of involvement.[3]

REVIEW OF LITERATURE

EFL students need to be aware of the fact that the development of the writing skill involves dealing with writing as a process and not as a product of accurate use of grammar and vocabulary. Learners should be made aware of the writing process through the intensive practice of writing which leads to the effective use of the writing strategies that allow them to decide about what to write, how to evaluate what they write, and how to write. We should make students aware of the different processes of writing that will help them to overcome the barriers they face when they write and to produce well-written texts. The findings gathered in this study confirmed the set hypotheses in that the problems the students face in writing can be avoided, and effective production can be achieved if they are made aware of the importance of the writing process and the stages it entails. In the field of TEFL, several strategies have appeared to improve learners' composition writing, one of them is slip writing strategy, in which every student can generate one sentence per slip. The scoring consists of four components which are vocabulary and structure; organizing, linking, and register; presentation and coverage of points; and finally, relevance, handwriting, and spelling.[4,5]

A flexible and productive method is needed for collecting and analyzing opinions, ideas, recommendations, and expertise from a group. The CSM is such a system. It is comparable to but more useful than brainstorming, the Delphi method, and quality circles. A CSM group leader creates and presents the group with focused target statements. For example, for an implementation of total quality management (TQM), a target could be: "What difficulties do you and colleagues have in implementing TQM?" Members of the group respond anonymously on 4.25″ by 2.74″ slips. An ½ h session could generate hundreds of slips. Analysis of these data includes sorting of the slips into general categories; resorting into fewer categories; development of an outline; and compilation of a detailed document that includes paragraphs, sections, and chapters. The article includes an extended example for writing a report on TQM implementation.[6]

Productivity is a major concern of all managers. In the public sector, pressures are always present to do more with existing resources or to maintain the level of services with fewer resources. Hayes (1985) contrasted the American "strategic leaps" approach to strategic planning with the Japanese incremental improvements approach. Progress through strategic leaps requires intensive involvement by high-level management and numerous staff specialists. It is a top-down, highly visible, and usually expensive approach that requires little or no input from the employees at lower organizational tiers. The incremental improvements approach, on the other hand, assumes progress comes through many small steps, few of which are highly visible or necessarily expensive. It is a bottom-up orientation that encourages and supports employees at the lowest levels in identifying improvements to enhance organizational effectiveness and efficiency. In companies using an incremental improvement approach, managers expect "improvements to bubble up, in an entrepreneurial fashion, from lower levels in the organization" (Hayes, 1985, p. 116). The incremental approach to strategic planning emphasizes the importance of the employees in productivity improvement. Halachmi and Holzer (1986) identified an "employee's involvement in identifying means and developing plans to improve productivity or its meaningful measurement" (p. 12) as a strategic issue in public sector productivity. They note: The views expressed herein are those of the authors and do not necessarily reflect the views of the United States Air Force or the Department of Defense. The authors thank C.C. Crawford, Robert M. Krone, and Gilbert B. Siegel for their insightful comments on an earlier version of this paper. The authors dedicate this article in memory of John W. Demidovich. His colleagues and friends miss him very much. Ballard Trent suggested that genuine employee involvement is essential to effective system change. One example of organizations recognizing the potential contributions of employees in productivity improvement is the growth of quality circles (Mento and Steel, 1985; Roll and Roll, 1983). This paper discusses a productivity improvement method that is founded on the premise that employees at all levels have useful ideas to offer management. The CSM, developed by C.C. Crawford of the University of Southern California, provides a systematic method for obtaining ideas from employees and converting these ideas into products that can be used by management.

Although the CSM is not widely known, applications of CSM have produced over 200 articles, 21 books, and numerous reports to management (Krone, 1987b). Its utility for productivity improvement has been amply demonstrated, especially in the public sector. We will begin by discussing the CSM within the context of a larger field organizational development. This will provide a foundation for understanding CSM as a productivity improvement method. Next, the CSM will be described and the steps explained. Advantages and disadvantages of CSM will be noted. Finally, the uses of CSM to improve productivity will be discussed followed by specific examples of actual public sector applications.[3,7]

METHODS

Each person is given a stack or notepad of at least 25 small slips of paper (e.g., A6 paper). Sometimes, the pads have been pre-prepared to include idea-jogging graphics. For larger groups, the time and motion of handling the pads in Step 5 becomes critical, so the pad needs to be designed so that the ideas can be separated and sorted easily. At appropriate points in the general proceedings, problem statements are read out to the group using any of the well-established formulae such as "How to..." or "In what ways might we..." Normally, you are looking for ideas for solutions, but in some cases, you might want to get ideas for alternative problems statements, or related issues, etc. Participants are told to write ideas of the required kind one per sheet, in any order. Sometimes, it may be appropriate to display images or words to the whole meeting to act as triggers. A variant is to get participants to work in twos or threes (e.g., with others sitting near to them), one person writing down the ideas for two or three people. When writing has begun to slow down (usually 5–10 min), the notepads are collected. If rapid feedback is being attempted, the booklets are immediately divided up between the members of a team of helpers who each begin to sort their own sample (e.g., by frequency of occurrence and/or feasibility). If more sophisticated categorization is needed, then the categories will probably have to be pre-determined (e.g., from an earlier pilot) so that each team member can work to the same categories. For a very large meeting, it may be best to present the early feedback as examples drawn from a limited random sample of booklets. Feedback during the same meeting is difficult to achieve. However, for an event lasting several days (such as a conference), quite sophisticated feedback within the duration of the conference may well be possible if the logistics are well planned. After the early feedback, analysis and evaluation can continue at steadier pace to identify the most useful ideas and develop them into workable proposals. A final feedback report is often valuable.[2,8]

Implementation

Each person is given a stack or notepad of at least 25 small slips of paper (e.g., A6 paper). The pads are often pre-prepared to consist of idea-jogging graphics, or in the case of larger groups, the time and activity of handling the pads in Step 5 becomes crucial, so the pad needs to be designed so that the

ideas can be separated and sorted easily. At appropriate points in the general proceedings, problem statements are read out to the group using any of the well-established procedures such as "How to…" or "In what ways might we…." The search is generally for ideas for solutions; however, in some instances, you may want to get ideas for alternative problem statements, or related issues, etc. Participants are told to write ideas of the required kind one per sheet, in any order. Displayed images or words to the whole meeting to act as triggers, or organizing participants to work in twos or threes (e.g., with others sitting near them), can help with stimulating ideas. When writing has begun to slow down (usually 5–10 min), the notepads are collected. If rapid feedback is being attempted, the booklets are immediately divided up between the members of a team of helpers and sorted in agreed ways, for example, by frequency of occurrence and/or feasibility. If a greater degree of sophisticated categorization is required, then the categories will probably have to be pre-determined (e.g., from an earlier pilot) so that each team member can work to the same categories. In the case of a very large meeting, presenting early feedback as examples drawn from a limited random sample of booklets may be the best option. Feedback during the same meeting is difficult to achieve. However, for an event lasting several days (such as a conference), quite complex feedback throughout the duration of the conference is plausible if the logistics are well planned. Rapid feedback from a large exercise can be quite a coup de theater if organized successfully. After the early feedback, analysis and evaluation can continue at a steadier pace to identify the most useful ideas and develop them into practicable proposals. Finally, a feedback report dispatched to participants is often valuable. This technique can successfully supply a method of achieving large numbers of ideas swiftly, at the same time creating a sense of democratic responsiveness.[2]

Benefit

The merits of implement these types of brain storming teaching-learning technique will trigger or boost the learning and observation skills of students. It reduces the boredom of students in classroom and creates a conducive environment of learning. Teachers will be motivated by the student's response in terms of learning.[1,9]

Demerits

It's a time-consuming process in terms of preparation and implementation, only will be suitable only for lengthy topics, implementation is difficulty and not applicable for all topics.[1,10]

Execution

The innovative teaching method was conducted on August 25, 2015, the participants were the 3rd year BSc nursing students. The total number of participants is 30. The main topic selected was clinical teaching methods. Students were divided into five groups. Each group had given each clinical teaching topic. The topics include case study, nursing rounds, nursing care conferences, nursing assignment, and process recording. Students feedback was positive, understood the topic well, and it was an easy way of learning.

Table 1: Feedback evaluation analysis of crawford slip writing innovative teaching method

Crawford slip writing	Poor	Fair	Average	Good	Excellent
	0	0	2	3	25

From Table 1, it clearly evident that out of 30, 25 students experienced Crawford slip writing that is an excellent teaching-learning method and 3 and 2 students experienced good and average, respectively.

CONCLUSION

Crawford slip writing method is effective in teaching lengthy topics. From the results, it is clearly evident that the students have given excellent feedback for this teaching method.

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