

Fuller, M. (2013). Impact of digital and paper-based graphic organizers on the persuasive writing process for fourth and fifth grade students. (Doctoral dissertation, Towson University, 2013).

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Graduated Fall 2013

Dissertation Abstract

At present, graphic organizers, both paper-based and digital, have become recognized instructional tools to help support students as they write. The purpose of this study is to examine the impact of paper-based and digital graphic organizers to improve persuasive writing of fourth and fifth grade students. A quasi-experimental study with a comparison design with pre-test and post-tests was used with the switching replication method. The population consists of sixty-seven public and private school students in fourth and fifth grade.

The most prominent results indicate that the use of a digital graphic organizer first, leads to significant improvements in the following five writing outcome areas: goal statement, reasoning statements, supporting arguments, conclusion statement, and overall score. Likewise, older students (aged 10-11) and female students also showed significant improvements in all five writing outcomes. The use of paper-based graphic organizers first, resulted in significant improvements in three areas: supporting arguments, conclusion statement, and overall score.

The overall results indicate that graphic organizers yield significant improvements in the persuasive writing of fourth and fifth grade students. Furthermore, a consistent finding throughout this study is that the use of (paper-based and digital) graphic organizers results in significant improvements in these three areas: supporting arguments, conclusion statement, and overall quality.