Proceedings of the 69th TEFLIN International Conference in conjunction with the 3rd English Education International Conference (EEIC)
September 22-23, 2023, Banda Aceh, Indonesia
ISSN: 2527-8037

Revolutionizing Academic Writing Support: The Efficacy of Online & Onsite Academic Writing Center Programs

Meilisa Sindy Astika Ariyanto* and **Faiqoh Agustin**

Sepuluh Nopember Institute of Technology Surabaya, Surabaya, 60111, Indonesia

**Corresponding author: meilisa.sindy@gmail.com*

Abstract
Academic Writing Center (AWC) is a relatively new concept in Indonesia, with the inception of digital initiatives (one-on-one online writing consultation, online writing workshops, or online short courses in English writing) having occurred more recently. This study aims to address the assessment of online and onsite English Writing Bootcamp classes in one of the earliest established writing centers in Indonesia. To evaluate the online and onsite classes, learning goals for the English writing class are adopted in the form of pre-questionnaire and post-questionnaire forms. The questionnaire results are then analyzed using Wilcoxon signed rank test to evaluate whether each class is an effective learning support for the students. Additionally, the study examines disparities between online and onsite classes using Mann Whitney-U test, and highlights students' feedback for prospective improvements in teaching and learning. The findings provide crucial insights for policymakers and practitioners in designing and implementing effective adaptation strategies to mitigate students' writing challenges in higher education.

Keywords: *Academic writing center, higher education, learning goals questionnaire, online writing class.*

INTRODUCTION

The establishment and growth of Academic Writing Centers (AWC) in Indonesia are driven by the pressing need to enhance writing skills among researchers and academics. For instance, based on the Indonesia National Research Master Plan 2017-2045, an emphasize is put to the need for increased research productivity and the dissemination of research findings (Ministry of Research, Technology, and Higher Education., 2017). As a result, there is a significant rise in publication production over time (Achsan et al., 2019; Fiala, 2022) along with an increase in the number of national and international conferences held in Indonesia (Purnell, 2021). Consequently, there is a demand for courses or trainings to assist the production of high-quality research papers for students

(Ratnawati et al., 2018) and university professors (Sandy & Shen, 2019). Recognizing this need, universities are urged to provide support focused on preparing research writing (Azizah & Budiman, 2017; Sandy & Shen, 2019).

One of the support systems such as Academic Writing Center (AWC) is established in Indonesia to mitigate the writing challenges of students, researchers, and academics. The establishment of the Academic Writing Center at *Institut Teknologi Sepuluh Nopember* (ITS) Surabaya in 2019 is one of the examples. This center offers a range of services, emphasized in writing for publication programs, including online and onsite workshops, consultations, writing bootcamp, and writing resources to assist different students' needs in improving their academic writing skills (ITS Academic Writing Center, n.d.). Another center is established at *Universitas Indonesia* (UI) which also offers one-on-one, drop-in, and asynchronous online consultations (Academic Writing Center Universitas Indonesia, n.d.). The growth of different AWC programs can be attributed not only to the emergence of the COVID-19 pandemic, which has made remote alternatives possible (Wisniewski et al., 2020), but also to the adaptation of established practices to accommodate the distinct needs and cultural contexts of the stakeholders (Ubaldo, 2021). However, the evaluation of AWC programs in Indonesia, in terms of effectively addressing students' writing challenges in writing research reports, has been limited due to their relative novelty, whereas AWC programs in other countries have extensively employed diverse evaluation methods.

Several studies have employed questionnaires to quantitatively or qualitatively measure satisfaction and collect feedback on their writing center services, as seen in studies conducted by Wisniewski et al. (2020), and Worm (2020). One study also used Interview (Wisniewski et al., 2020) and others used recordings of the tutoring session as another evaluation method (Muranova et al., 2023). The analysis of recorded sessions and questionaries in offers valuable insights into specific areas where students and writing center tutors may encounter difficulties or demonstrate proficiency, thereby facilitating program improvement. By adopting this multifaceted evaluation approach, centers can continuously enhance their programs, address any existing gaps or challenges, and provide high-quality support to students. However, most of these evaluations are attributed to the tutor-writer interactions during the tutoring sessions (Muranova et al., 2023; Wisniewski et al., 2020). Some studies highlight that there has been a need for a specific tailored program for a specific group of students (Hambrick & Giaimo, 2022) and more comparison of AWC face-to-face and online program (Stasinski & Morikoshi, 2022).

Through the utilization of a comparable evaluation method as previous studies, this study aims to do preliminary exploration evaluating the online and onsite Postgraduate Writing Bootcamp program by utilizing participant pre-questionnaire and post-questionnaire records implemented by AWC at Institute Technology of Sepuluh Nopember (ITS) Surabaya. The evaluation was conducted to (1) determine the effect of the instructional materials delivered by two instructors for Postgraduate Writing Bootcamp Program in online and onsite classes, (2) identify any differences in learning outcomes, and (3) participant satisfaction and feedback of the two classes. Writing Bootcamp program has been chosen for its innovative workshop series at the university, a notable departure from the previous drop-in workshop or one-time workshop format.

This study is preliminary study inspired from Iwasaki et al. (2019). However, unlike their focus on undergraduate students during the thesis writing, this study distinguishes

itself by targeting postgraduate students with publication demands participating in the Writing Bootcamp program. The inclusion of postgraduate students in the evaluation allows for an evaluation on participants at an advanced academic level. While other earlier research has also explored the disparities between onsite and online programs, the comparison was predominantly conducted at different time periods, such as comparing the onsite program before the Covid-19 pandemic and the online program during the Covid-19 pandemic (Stasinski & Morikoshi, 2022). In this study, the comparison of students' questionnaire results is based on the bootcamp program running simultaneously or within the same week.

Addressing the aforementioned issues would contribute to a better understanding of the unique contributions and challenges associated with online and onsite writing center workshop program in Indonesia, informing the development and enhancement of effective writing support systems for students in higher educational institutions in Indonesia. Furthermore, this study highlights to provide insights into the specific needs of postgraduate students who have publication demand. The findings can inform the design of future writing programs and guide decision-making processes within academic institutions.

METHODS

To address several research gaps regarding the evaluation of the Academic Writing Center (AWC) online and onsite program in Indonesia, we conducted a comprehensive pre- and post- questionnaire with twenty-four Likert-scale items for the Postgraduate Writing Bootcamp participants. The program design, detail of the instruments and participants, as well as the data analysis are discussed on the following sections.

Writing Bootcamp Program Design & Procedure

The Postgraduate Writing Bootcamp program was specifically tailored for postgraduate students of ITS (Institut Teknologi Sepuluh Nopember) providing them with a valuable opportunity to enhance their knowledge of publication preparation. The program was offered free of charge consisting of four workshop topics (two workshops each week) which can be seen in Table 1. They were selected based on the writing challenges found in one-on-one consultation or previous workshop surveys. Two instructors, one for the online class and another for the onsite class, worked collaboratively to develop the materials in English. Each instructor was responsible for delivering their respective classes based on the shared materials which combined interactive and didactive strategies, including discussions and practices. Each workshop was meticulously organized as a two-hour online or onsite session, ensuring ample time for a comprehensive exploration of the topics and facilitating interactive engagement among the participants.

One facilitator who conducted the course online, utilized the share screen and breakout room feature in Zoom to facilitate group discussions. Additionally, the facilitator also made use of Slido.com (https://www.slido.com) to facilitate live polls or individual quiz, which kept the class engaged and active in the discussion throughout the course. On the other hand, the onsite class experience was meticulously designed to fully leverage face-to-face interactions, incorporating dynamic PowerPoint presentations, engaging group discussions conducted in a physical setting, and enriching hands-on practice sessions with peers.

Table 1. Workshop topics and sub-topics.

Topics	*Sub-Topics*
Workshop 1: Tips on Getting Published	1.1 Publication process in scientific journals and conference proceedings 1.2 Avoiding predatory Journals or Conferences 1.3 Reviewer checklist or rubric
Workshop 2: Refining Research Topics and Research Gaps	2.1 Topic listing (general topic, matchmaker, keywords, and relationship) 2.2 Existing Knowledge and different types of research gap 2.3 Research gap writing patterns
Workshop 3: Avoiding Rejection by Editing	3.1 Editing and Proofreading 3.2 Editing techniques 3.3 Editing for content, logical flow, style, and organization.
Workshop 4: Saving Times with AI Tools	4.1 Different kinds of AI tools for academic writing 4.2 Intelligence and Learning 4.3 The negative and positive sides of AI tools

Students were granted the flexibility to enroll in either the online or onsite classes. Selection for participation was based on their writing stages, as depicted in Figure 1. Priority was given to those in the pre-writing and drafting process, aligning with the workshop's specific goals. Before the workshops commenced, a pre-survey was conducted to gather data from all participants in each class. Following the conclusion of the workshops, post-survey data was also collected a day after. Certificates of completion were awarded to the participants based on their attendance; only those who attended regularly or missed just one meeting received the certificate of completion.

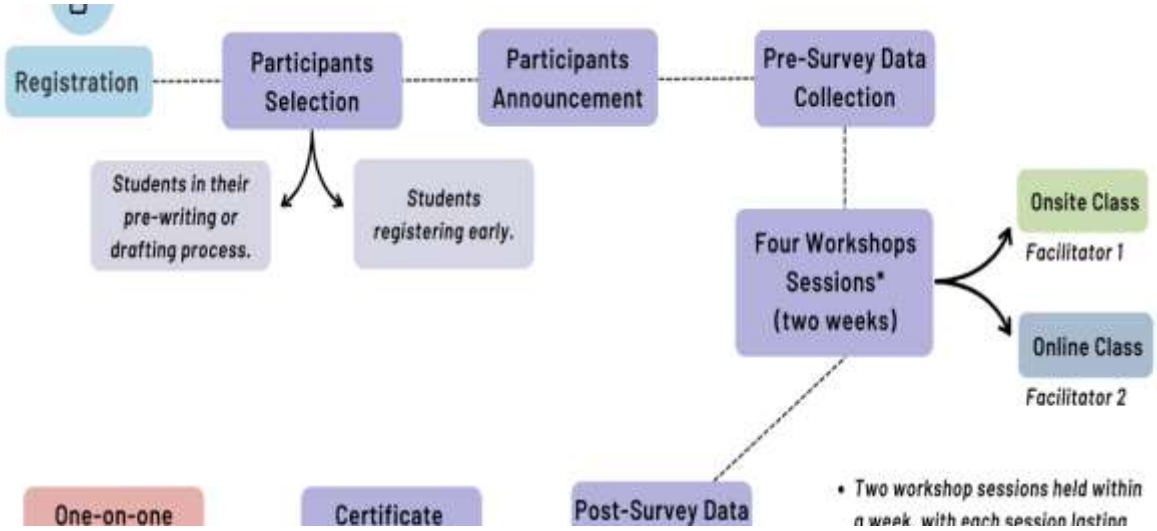

Figure 1. Postgraduate writing bootcamp program design.

In addition to the workshops, the program organizers recognized the importance of providing participants with additional support to enhance their learning experience. Hence, the participants were offered the option of one-on-one or group consultations with the facilitators. The one-on-one consultations allowed participants to receive tailored guidance and feedback according to their unique writing challenges and

individual needs. This approach acknowledged that each participant might have varied levels of proficiency, different writing styles and paces, and distinct challenges.

Study Instruments & Participants

The primary tool used was a Likert-scale questionnaire, which was conveniently administered using Google Forms to ensure ease of data collection and organization. The questionnaire comprised several sections to address different aspects of the workshop and participants' experiences. The first section is the Consent Form and Confidentiality. At the beginning of the questionnaire, participants were provided with a consent form, outlining the purpose of the study and ensuring the confidentiality of their responses. This step was essential to respect ethical considerations and protect participants' privacy throughout the evaluation. The second section of the questionnaire is Knowledge of Workshop Topics. The section evaluating the participants' knowledge of the workshop topic and bootcamp experience adopted "I do" statements from Iwasaki et al. (2019), where participants were asked to rate their level of understanding of the topics on a 1 to 5 scale.

The third section consist of Bootcamp Experience which was only administered for the post-survey. This section assessed participants' experiences, encompassing six Likert-scale items. Participants were asked to rate their overall experience of the bootcamp program, including factors such as satisfaction with facilitators, schedule, and the relevance of the content to their learning needs. An additional open-ended section was thoughtfully included in the post-questionnaire, inviting participants to provide qualitative feedback. Participants were prompted with the question, "What are a few things that can be done differently?" This open-ended format allowed participants to express their suggestions, opinions, and any unique insights they had regarding potential improvements to the boot camp.

Before the questionnaire was given to the students, the questionnaire was reviewed by expert and AWC staffs. Necessary changes and refinements were made based on this valuable input, ensuring that the questionnaire aligned perfectly with the study's objectives. Subsequently, the questionnaire underwent a pilot test to evaluate its reliability and appropriateness. The pilot test was conducted as an undeclared external pilot study, involving the participation of 20 postgraduate students. The purpose of the pilot test was to assess the questionnaire's performance and identify any potential issues before its widespread use. The outcome of the pilot test revealed a highly commendable Cronbach's Alpha value of 0.935 for the twenty-six Likert scale items. Such a high value indicates strong internal consistency among the items and indicates that the questionnaire is a reliable and robust tool for data collection. Based on the pilot test data, twenty-four items were selected for inclusion in the main study, specifically focusing on participants' knowledge through the pre-and post-survey sections, as well as their feedback on the post-questionnaire. Two items were excluded from the final questionnaire for distinct reasons. These exclusions were based on careful consideration of the study's objectives and the specific goals that the questionnaire aimed to achieve.

The questionnaires were administered to 20 students in each class. However, to ensure a comprehensive and meaningful analysis, specific criteria were applied for data selection. Firstly, for analyzing the effect of instructional materials, data of 9 students from each class who provided consent and actively participated in both the pre-and post-survey were included in the study. These participants is included because they also

consistently attended all the Bootcamp meetings, ensuring that their data represented a complete and reliable set for evaluating the impact of the instructional materials on their writing progress. By focusing on these nine committed students, the study aimed to maintain a cohesive dataset that allowed for a more accurate assessment of the instructional materials. In addition to the data selection criteria mentioned earlier, undersampling was applied to ensure a balanced representation of participants in each class.

Secondly, to determine participants' feedback and overall experience, data from the post-survey of 17 students in each class were used. This subset included the nine participants mentioned earlier who had completed both pre-and post-surveys. The additional eight students who completed the program or only missed one meeting were also considered for assessing their feedback and experience. By incorporating feedback from the post-survey, the study sought to capture the impressions and opinions of a broader range of participants.

It is essential to acknowledge that some students were not included in the study due to schedule conflicts leading to their dropout from the Bootcamp. Although their data was not part of the analysis, their reasons for discontinuing the program can provide valuable insights for future improvements and program design.

Data analysis

To evaluate (1) the instructional materials delivered in both online and onsite classes, given that the assumption of data normality was not met, the Wilcoxon signed-rank test was chosen to evaluate the impact of the workshops on participants' knowledge gain. Wilcoxon signed rank test was used to calculate the pre-and post- questionnaire result to determine the effect of the workshops. It is a non-parametric statistical test used to compare paired samples from the same group. By comparing the responses before and after the workshop, the Wilcoxon test allows researchers to determine if there was a statistically significant difference in participants' knowledge or skills as a result of the instructional materials delivered.

In addition to evaluating the instructional materials, the study sought to (2) compare the results of knowledge gain between the online and onsite classes to identify any differences in the outcomes. For this purpose, the Mann-Whitney U test was employed. It was used to compare two independent groups when the assumption of data normality is not met. In this study, the test was applied to examine if there were any statistically significant differences in the post-survey results between the participants from the online and onsite classes.

Moreover, (3) the participants overall experience throughout the bootcamp program was analyzed using Mann Whitney-U test to compare the participants' experiences. This test allowed researchers to statistically analyze and discern any significant differences in the participants' experiences between different groups, such as those who attended the online and onsite classes. By comparing the responses between the two groups, researchers could identify any meaningful variations in how the participants experienced the bootcamp, thus contributing to a more comprehensive understanding of the program's impact.

Finally, students' feedback on the open-ended section of "What are a few things that can be done differently" was analyzed using a thematic coding approach. It involved systematically categorizing the responses into different themes or categories based on

the commonalities found in the participants' feedback. During the coding process, similar ideas and comments were grouped together to form coherent categories, ensuring that no valuable feedback was overlooked. After the coding process was completed, the frequency of occurrences of each theme was presented. The presentation of the categories and their respective frequencies provided data-driven summary of the participants' collective opinions and preferences. It allowed researchers and facilitators to identify the most prominent areas for improvement and prioritize action points for enhancing future iterations of the future program.

RESULTS AND DISCUSSION

The Evaluation of Online and Onsite Class

The results of Wilcoxon signed-rank test (Asym sig.) in Table 2 for online and onsite class indicated a significant difference ($p < 0.05$) between the pre-questionnaire and post-questionnaire results. This suggests that there is a meaningful and statistically significant change in the measured variables before and after the program, demonstrating the positive effect of both the online and onsite workshop delivery by each facilitator in influencing the participants knowledge gain of the topic.

Table 2. Results of pre-and post- questionnaires of Wilcoxon signed rank test.

Questionnaire Statements	*Online Class*			*Onsite Class*		
	Ave. pre	*Ave. post*	*Asym. Sig.**	*Ave. pre*	*Ave. post*	*Asym. Sig.**
I can distinguish between the publication processes in scientific journals and conference proceedings.	3.55	4.67	0.040	2.89	4.44	0.016
I understand how to avoid submitting a scientific manuscript in predatory publishers.	2.67	4.78	0.016	2.67	4.33	0.016
I can describe some strategies to enhance the acceptance rate of scientific papers.	2.89	4.67	0.017	2.44	4.67	0.017
I can explain some strategies to find a research topic.	2.89	4.78	0.011	3.11	4.44	0.010
I can explain how to narrow a research topic from reading previous research articles.	3.00	4.56	0.016	3.00	4.11	0.016
I can explain the differences between a prior knowledge and a research gap.	2.67	4.67	0.010	3.00	4.11	0.008
I can explain different types of research gaps	2.44	4.67	0.011	2.89	4.22	0.011
I can identify research gaps in a scientific article.	2.44	4.67	0.011	2.78	4.11	0.011
I understand how to identify areas for improvement in a scientific paper draft	2.44	4.67	0.011	3.11	4.33	0.011
I can differentiate how to edit and proofread a scientific paper draft	2.78	4.78	0.014	2.44	4.22	0.008
I understand how to improve the content quality of a scientific paper draft	2.89	4.56	0.011	2.00	4.11	0.011
I understand how to improve a logical flow of ideas in a scientific paper draft	2.55	4.56	0.011	2.56	4.00	0.011
I understand how to improve the writing style in a scientific draft	2.33	4.56	0.011	2.22	4.11	0.011
I understand how to improve writing organization in a scientific paper draft	2.33	4.56	0.010	2.11	4.00	0.010
I can suggest various editing techniques and strategies that can improve the quality of a scientific paper draft.	2.44	4.67	0.008	2.11	4.11	0.008

I can differentiate between intelligence and learning.	3.22	4.67	0.026	2.44	4.44	0.024
I can suggest to use different AI tools for different stages of the writing process	2.67	4.78	0.011	2.44	4.44	0.011
I can explain how AI tools cannot help us to become better writers.	3.00	4.56	0.038	2.44	4.33	0.023
**Asymptotic significant probability of Wilcoxon signed rank test (2-tailed). N=9, p < 0.05*						

Considering the teaching strategies and materials employed by the facilitators during the workshop is crucial in understanding the factors contributing to its success. Several studies have also found that effective teaching strategies and materials can influence students' satisfaction or engagement in class (Sari, 2020; Waluyo, 2020). Active learning, group discussions, and practices implemented during the workshop in this study might lead to positive learning outcomes and increase student engagement. Therefore, it is essential for other facilitators to consider employing a variety of teaching strategies and materials to cater to different learning styles and keep students engaged throughout the course.

Another factor to consider is the writing stage of the participants. For instance, participants in their higher stages of writing might already possess a solid foundation in writing skills and may require more advanced or specialized content to further enhance their abilities. The writing stage of participants is indeed an important factor to consider when conducting educational studies or workshops. Students in different stages of writing proficiency may have varying needs and preferences regarding the materials provided, which can influence their engagement and overall learning experience. When organizing a workshop or study, it is beneficial to assess and sort participants based on their writing progress before acceptance. By asking and sorting participants based on their writing progress, researchers can also control for potential factors and better understand their impact on the study outcomes (Skelly et al., 2012).

However, it is worth noting that the data presented in Table 2 is based on the participants' self-assessment, which is more subjective. A more objective measurement is suggested, such as using quiz or test. Furthermore, the sample size for each group was relatively small, which may limit the generalizability of the findings. It would be beneficial to conduct the same study with a larger sample size to increase the statistical power and ensure greater validity of the results. It is also important to know the participants knowledge retention even after the program has ended. It will be a valuable data to know how they can recall and apply what they have learned after a certain period of learning.

The Comparison of Online and Onsite Class

To compare the online and onsite class, Mann-Whitney U test was used to analyze the post-questionnaires result of both classes. The *p*-value obtained from the test was greater than 0.05, as can be seen in Table 3, which means that there is no significant difference between the two classes in terms of knowledge gain. This result is important because it might indicate that the choice between online and onsite classes or different facilitators in this case might not have a significant impact on the participants' knowledge gain of the topic. The result on Table 4 also adds the conclusion of how the participants in both classes have positive impression on both the online and onsite facilitators. Previous studies also indicate no significant difference between onsite and online courses knowledge gain (Chen & Jia, 2016; Woldeab et al., 2020). Woldeab et al. (2020) add that

the success is based on the course design and delivery. This is significant because it means that individuals can choose the mode of learning that suits them best, without worrying about the impact it will have on their understanding of the subject matter in this particular case.

One factor to be taken into consideration is that the two facilitators of the Writing Bootcamp have access to the same instructional materials, which they collaboratively developed. This approach ensures consistency and coherence in the workshop content. It is suggested to adopt a team-based approach in developing curriculum or learning materials, where instructors can share their expertise and insights with each other. This collaborative effort not only enhances the quality of the materials but also allows for effective knowledge transfer among facilitators. Additionally, the opportunity for mutual learning among facilitators can foster continuous professional development and improvement in their teaching techniques (Pieters et al., 2019; Voogt et al., 2011). Therefore, the result of this study is also beneficial for the facilitators to evaluate their teaching strategies. University is also suggested to have online programs to cater to various student's needs although the face-to-face interaction have been available. This result not only validate the efforts of the facilitators but also underscore the value of both online and onsite workshop formats in facilitating learning experiences.

Table 3. Comparison of online and onsite class with Mann-Whitney U Test.

Questionnaire Statements	*Online*		*Onsite*		*Asym. Sig)**
	Ave.	*SD*	*Ave.*	*SD*	
I can distinguish between the publication processes in scientific journals and conference proceedings.	4.67	0.71	4.44	0.53	0.26
I understand how to avoid submitting a scientific manuscript in predatory publishers.	4.78	0.67	4.33	0.71	0.90
I can describe some strategies to enhance the acceptance rate of scientific papers.	4.67	0.71	4.67	0.50	0.73
I can explain some strategies to find a research topic.	4.78	0.67	4.44	0.73	0.18
I can explain how to narrow a research topic from reading previous research articles.	4.56	0.73	4.11	0.93	0.28
I can explain the differences between a prior knowledge and a research gap.	4.67	0.71	4.11	0.78	0.94
I can explain different types of research gaps	4.67	0.71	4.22	0.83	0.19
I can identify research gaps in a scientific article.	4.67	0.71	4.11	0.78	0.94
I understand how to identify areas for improvement in a scientific paper draft	4.67	0.71	4.33	0.50	0.13
I can differentiate how to edit and proofread a scientific paper draft	4.78	0.67	4.22	0.67	0.42
I understand how to improve the content quality of a scientific paper draft	4.56	0.73	4.11	0.78	0.19
I understand how to improve a logical flow of ideas in a scientific paper draft	4.56	0.73	4.00	0.87	0.15
I understand how to improve the writing style in a scientific draft	4.56	0.73	4.11	0.78	0.19
I understand how to improve writing organization in a scientific paper draft	4.56	0.73	4.00	0.71	0.09
I can suggest various editing techniques and strategies that can improve the quality of a scientific paper draft.	4.67	0.71	4.11	0.78	0.09
I can differentiate between intelligence and learning.	4.67	0.71	4.44	0.53	0.26
I can suggest to use different AI tools for different stages of the writing process	4.78	0.67	4.44	0.53	0.1

I can explain how AI tools cannot help us to become better writers.	4.56	0.73	4.33	0.71	0.43
** N=9, p > 0.05*					

It is important to note that while there may not be a significant difference in knowledge gained between online and onsite classes, there may be other factors that could influence an individual's decision to choose one mode of learning over the other; which is an important topic to be discussed. For example, an individual may prefer the flexibility of online classes, while another may prefer the social interaction of onsite classes. It is also important to note that Mann-Whitney U test only tests for a difference in location (i.e., median) between two groups and does not provide information about the effect size or practical significance of the difference. Therefore, further research and analysis may be needed to fully understand students' preferences and the impact of online versus onsite classes on the participants' knowledge and performance.

Participants Feedback

Table 4 shows the analysis result of both classes from the post-questionnaire using Mann-Whitney U test. The *p* values obtained from Mann-Whitney U test were found to be greater than 0.05. This indicates that there is no significant difference in the feedback received from students who attended the onsite classes compared to those who took the online classes. We can conclude that seventeen students have positive attitudes and feedback towards the Writing Bootcamp Program. However, Mann-Whitney U test does not provide information about the effect size or practical significance of the difference. Therefore, further research and analysis may be needed. Although the average Likert scale shows positive results, there are also rooms for improvements.

Table 4. Comparison of participants feedback with Mann-Whitney U Test.

Questionnaire Statements	*Online*		*Onsite*		*Asym. Sig)**
	Ave	*SD*	*Ave*	*SD*	
I have a positive impression of the facilitator.	4.59	0.62	4.53	0.80	0.98
I believe that Writing Bootcamp program is effective in addressing my needs and goals for writing or completing my research project.	4.59	0.62	4.53	0.80	0.98
I believe that Writing bootcamp program introduce me to new writing techniques and strategies.	4.47	0.72	4.59	0.80	0.47
I want to receive writing support from AWC again.	4.71	0.59	4.76	0.44	0.93
I will have a consultation (1on1 consultation) with an AWC tutor to discuss my writing drafts.	4.41	0.71	4.41	0.71	1
I believe that the time/schedule for the bootcamp program is already appropriate.	4.35	0.86	4.24	1.03	0.91
** N=17, p > 0.05*					

Some improvements can be taken from Table 5 which shows the participants feedback to the open-ended section. For example, it is found that the facilitator in Online class was suggested to use more examples when explaining important details. This finding confirm a study suggestion to use specific examples in class to promote student learning and enhance their understanding of the subject matter (Kim et al., 2019). Additionally, the feedback on "give some materials before the class" can be considered as pre-workshop materials for both classes. However, the feedback asking to "use Bahasa Indonesia" might not be possible because the participants also consist of a few

international students. It is possible that in the future program, the center can consider having classes in Bahasa Indonesia.

Meanwhile, the facilitator of onsite class was mostly suggested to give more individual practice to the participants. While the online class use individual live polls or quiz to encourage discussion, it is apparently suggested for the onsite class as well. A study finds the importance of self-exercise for student learning and describes a self-exercise used as the second workshop activity (Stanger-Hall et al., 2011). The article suggests that it can help students retain information better and improve the workshop participants ability to apply what they have learned. Although the onsite class has benefit for the interactions during the discussion session, it is also suggested by the students who might prefer to have individual practice as well.

Another suggestion on the onsite class is to Improve class preparation to optimize time utilization. Due to unforeseen technical difficulties during the onsite class, there were a series of unfortunate events, including an unexpected electricity outage and the unfortunate situation of room overlapping with another event. These challenges resulted in significant delays in commencing the scheduled workshop. To ensure smoother operations for future events, it is highly recommended that the organizing committee also take proactive measures. Other feedback can be seen in Table 5 and become a consideration for the facilitators and organizing committee.

Another consideration is the schedule. Although most students (Table 4) expressed that the schedules have met their needs, the result of the Likert-scale was low compared to the other statements in both online and onsite classes. We also have to consider that there were only half of the students in each class who joined every workshop and a few others who did not complete the workshop due to schedule conflict. Thus, future program might want to consider giving more classes with different time schedule.

Table 5. Students' written feedback.

Classes	*Participants answer on "What can be done differently for the next Writing Bootcamp?"*	*Frequency of occurrences*
Online Class	Use more examples in explaining important details	5
	Use Bahasa Indonesia	1
	Use Miro	1
	Give additional time when reading text	1
	Give Doorprize	1
	Have more discussion	1
	Give some materials before the class	2
Onsite Class	Have a break in between	2
	Use classroom table	1
	Use interactive video	1
	Use games during bootcamp	1
	Give more self practice	4
	Be more interactive	1
	Improve class preparation to optimize time utilization	3

CONCLUSION

Based on the analysis results, the Writing Bootcamp Program has successfully provided a positive learning experience for its students. The evaluation of the instructional materials delivered by instructors in both online and onsite classes for the Postgraduate Writing Bootcamp Program showed significant knowledge gain after the

workshop sessions. Students' self-evaluation indicated that both formats give positive effect to the students' knowledge gain. Additionally, the participants' experiences throughout the bootcamp program were positive, with no significant difference found between the feedback from online and onsite classes based on the students' Likert-scale data analysis. Seventeen students expressed satisfaction with the program, reflecting its effectiveness in enhancing their understanding of the topics discussed. The positive feedback received from students demonstrates that the program has achieved its objectives and provided value for their investment. Suggestions provided by students regarding improvements for the next program should also be considered, especially in regard to use more examples in explaining important information, to utilize more individual practice, and to improve class preparation. The evaluation of this program serves as encouragement for other institutions to adopt similar initiatives to enhance their students' learning experiences and for the committee and facilitators involved to improve their services. It is recommended that other programs aim to have more participants or classes available and sort the participants according to the topic objectives. Collaborative development of materials among instructors is also advised to ensure consistent knowledge gain across different classes and foster mutual learning among facilitators. Moreover, future study might want to consider conducting more objective test using quiz and provide information about practical significance of the difference between online and onsite class.

REFERENCES

Academic Writing Center Universitas Indonesia. (n.d.). *One-on-one consultations*. Retrieved June 12, 2023, from https://www.awcui.com/services/one-on-one-consultation

Achsan, H. T. Y., Wibowo, W. C., Baswara Achsan, M. M., Purnama, D. G., & Lubis, K. B. (2019). The quality of Indonesian scientific articles and its neighboring countries. *2019 IEEE Conference of Russian Young Researchers in Electrical and Electronic Engineering (EIConRus)*, 174–178. https://doi.org/10.1109/EIConRus.2019.8657167

Azizah, U. A., & Budiman, A. (2017). *Challenges in writing academic papers for international publication among Indonesian graduates students*, *4*(2),175-197. https://doi.org/10.30762/jeels.v4i2.405

Chen, W., & Jia, J. (2016). Comparison of online and onsite students' learning outcomes and experiences in a massively open online course in China. *Journal of Educational Technology Development and Exchange*, *9*(1). https://doi.org/10.18785/jetde.0901.05

Fiala, D. (2022). Indonesia's place in the research landscape of Southeast Asia. *Unisia*, *40*(1), 45–66. https://doi.org/10.20885/unisia.vol40.iss1.art3

Hambrick, K. M., & Giaimo, G. Nicole. (2022). Understanding the challenges and needs of international STEM graduate students: implications for writing center writing groups. *Across the Disciplines*, *19*(1–2), 7–26. https://doi.org/10.37514/ATD-J.2022.19.1-2.02

ITS Academic Writing Center. (n.d.). *About AWC*. Retrieved June 12, 2023, from https://www.its.ac.id/writingcenter/about-us/

Iwasaki, C., Tada, Y., Furukawa, T., Sasaki, K., Yamada, Y., Nakazawa, T., & Ikezawa, T. (2019). Design of e-learning and online tutoring as learning support for academic

writing. *Asian Association of Open Universities Journal*, *14*(2), 85–96. https://doi.org/10.1108/AAOUJ-06-2019-0024

Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: the key to effective 21st-century learners. *Research in Comparative and International Education*, *14*(1), 99–117. https://doi.org/10.1177/1745499919829214

Ministry of Research, Technology, and Higher Education. (2017). *National research master plan 2017-2045*. Ministry of Research, Technology, and Higher Education. Retrieved June 12, 2023, from https://www.sci.ui.ac.id/wp-content/uploads/2022/02/Rencana-Induk-Nasional-Tahun-2017-2045.pdf

Muranova, O., Koltovskaia, S., & Miller, M. (2023). A case study on the uptake of suggestions in online synchronous writing center sessions. *Teaching English as a Second or Foreign Language; TESL-EJ*, *26*(4), 1–20. https://doi.org/10.55593/ej.26104a2

Pieters, J., Voogt, J., & Pareja Roblin, N. (Eds.). (2019). *Collaborative curriculum design for sustainable innovation and teacher learning*. Springer International Publishing. https://doi.org/10.1007/978-3-030-20062-6

Purnell, P. J. (2021). Conference proceedings publications in bibliographic databases: a case study of countries in Southeast Asia. *Scientometrics*, *126*(1), 355–387. https://doi.org/10.1007/s11192-020-03773-2

Ratnawati, R., Faridah, D., Anam, S., & Retnaningdyah, P. (2018). Exploring academic writing needs of Indonesian EFL undergraduate students. *Arab World English Journal*, *9*(4), 420–432. https://doi.org/10.24093/awej/vol9no4.31

Sandy, W., & Shen, H. (2019). Publish to earn incentives: How do Indonesian professors respond to the new policy? *Higher Education*, *77*(2), 247–263. https://doi.org/10.1007/s10734-018-0271-0

Sari, F. M. (2020). Exploring English learners' engagement and their roles in the online language course. *Journal of English Language Teaching and Linguistics*, *5*(3), 349. https://doi.org/10.21462/jeltl.v5i3.446

Skelly, A., Dettori, J., & Brodt, E. (2012). Assessing bias: the importance of considering confounding. *Evidence-Based Spine-Care Journal*, *3*(01), 9–12. https://doi.org/10.1055/s-0031-1298595

Stanger-Hall, K. F., Shockley, F. W., & Wilson, R. E. (2011). Teaching students how to study: a workshop on information processing and self-testing helps students learn. *CBE—Life Sciences Education*, *10*(2), 187–198. https://doi.org/10.1187/cbe.10-11-0142

Stasinski, T., & Morikoshi, K. (2022). Managing an English writing lab during the COVID-19 pandemic. *Research Bulletin of English Teaching : JACET北海道支部紀要*, *18*, 29–54. Retrieved from http://www.jacet-hokkaido.org/

Ubaldo, E. F. (2021). *The protean identity of English-medium writing centers in the Asia-Pacific region: a literature review*, *45*(4). Retrieved from https://www.mextesol.net/journal/

Voogt, J., Westbroek, H., Handelzalts, A., Walraven, A., McKenney, S., Pieters, J., & De Vries, B. (2011). Teacher learning in collaborative curriculum design. *Teaching and Teacher Education*, *27*(8), 1235–1244. https://doi.org/10.1016/j.tate.2011.07.003

Waluyo, B. (2020). Learning outcomes of a general English course implementing multiple e- learning technologies and active learning concepts. *The Journal of AsiaTEFL*, *17*(1), 160–181. https://doi.org/10.18823/asiatefl.2020.17.1.10.160

Wisniewski, C., Regidor, M. C., Chason, L., Groundwater, E., Kranek, A., Mayne, D., & Middleton, L. (2020). Questioning assumptions about online tutoring: a mixed-method study of face-to-face and synchronous online writing center tutorials. *Writing Center Journal*, *38*(1). https://doi.org/10.7771/2832-9414.1927

Woldeab, D., Yawson, R. M., & Osafo, E. (2020). A systematic meta-analytic review of thinking beyond the comparison of online versus traditional learning. *E-Journal of Business Education & Scholarship of Teaching*, 14(1), 1-24.