



Learning as a fundamental question - how to approach the concept of learning?

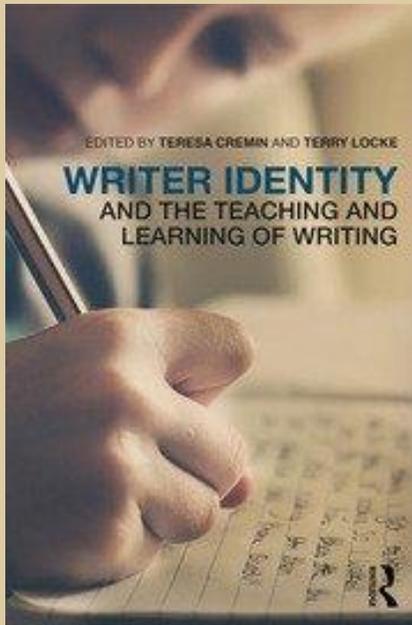
Nikolaj Elf

Writing to learn, learning to write Programmatic and student-enacted perspectives

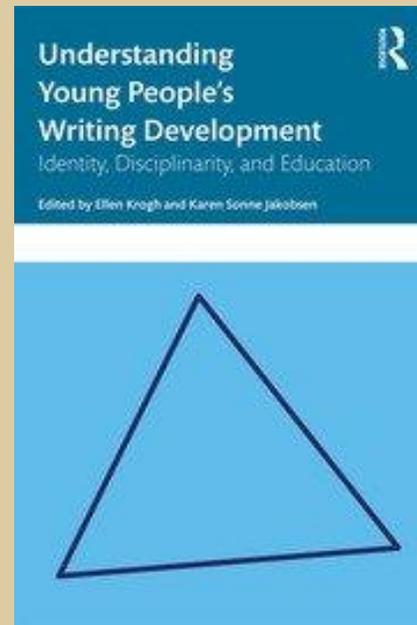
SINO-DANISH Workshop: Education, learning and STEM,
ZOOM, APRIL 7TH, WED, 2021, 15 min.

Contributions to the field of writing and learning

How do students develop their writing?
The student-enacted perspective

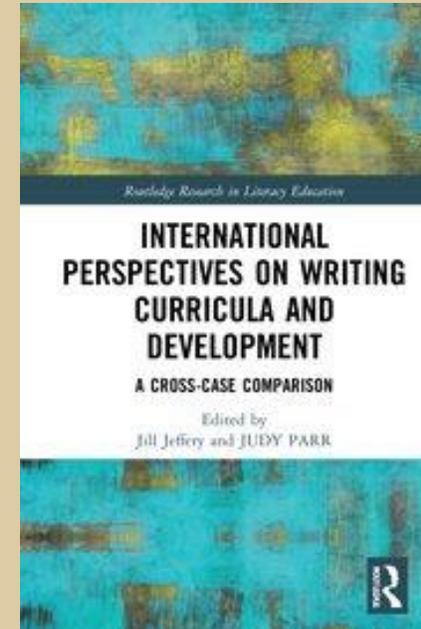


Elf, N. (2017). Taught by bitter experience. A timescales analysis of Amalie's development of writer identity in Danish secondary and upper secondary education



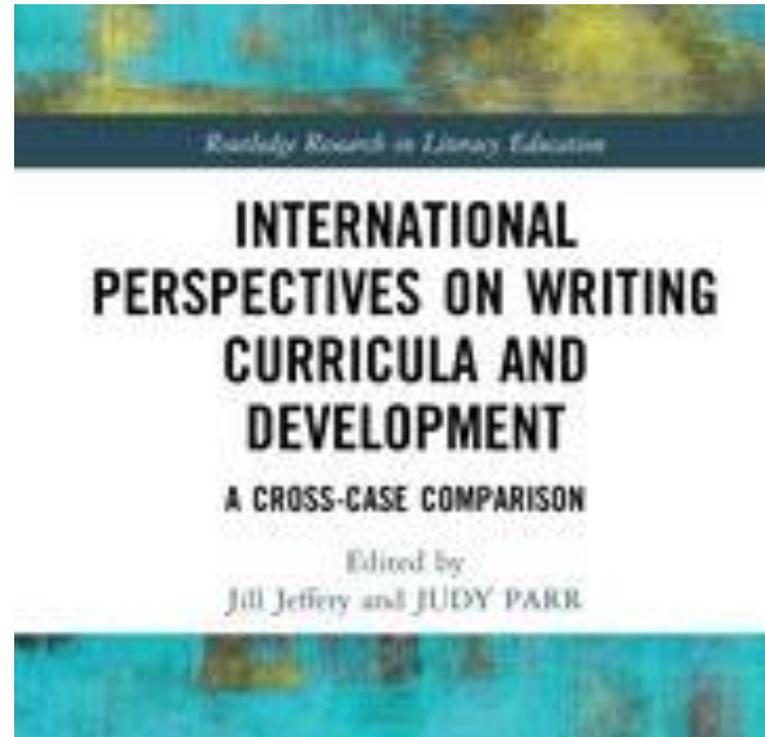
Elf, N. (2019). Enabling and constraining: Digital technology in students' writing and writer development

What counts as learning to write?
The programmatic perspective



Elf, N., & Troelsen, S. (in press). Between joyride and high-stakes examination: Writing development in Denmark

What counts as learning to write? *The programmatic perspective*



The programmatic writing curriculum in L1 in Denmark - a diachronic perspective

2014 "(Simplified) Common Standards"

2009 "Common Standards"

2001 "Clear Goals" specified as common objectives in the shape of end and form level goals/targets following Grades 2, 4, 6 and 9

1995 "[students] should achieve a joy of expressing themselves"

1984 "Students should develop their sense of perspectives and values as well as their joy of expressing themselves and reading"

1976 "Teaching should stimulate students' opportunity to make evaluations, take a stance and act. (...) offer tools for contact and communication"

The Togo
shock
debate



1814 ... 1960 "(...) one of school's main tasks [is] to train each individual student (...) understanding both speech and writing, (...) developing individual skills for expressing oneself both orally and in writing."

Now

The current L1 writing curriculum: A synchronous perspective

After grade 6 [age 12 years]	Production	The student can express him/herself in writing, speech, sound and visuals in formalized situations.	1.	Planning		Preparation		Production		Response		Proof reading		Presentation and evaluation	
				The student can use IT and thinking tools for getting ideas	The student has knowledge about IT and thinking tools for developing ideas	The student can concretize ideas using writing to learn.	The student has knowledge about brainstorm, mind maps and writing as tools for thinking.	The student can produce reviews, instructions and subject-specific texts	The student has knowledge about commenting and explanatory modes of expression	The student can give and receive feedback	The student has knowledge about feedback methods	The student can use paragraphs and comma	The student has knowledge about syntax and text structure	The student can present own product for others	The student has knowledge about recipient issues
				The student can organize production processes for subject-specific text production alone and in collaboration with others	The student has knowledge about production processes	The student can write pre-production texts to prepare drama, documentary, and interactive productions	The student has knowledge about synopsis, manuscript, and storyboard	The student can produce drama, documentary, and interactive productions	The student has knowledge about drama and documentary in film, TV, and on the Internet	The student can give criteria-based feedback on means of expression	The student has knowledge about feedback based on specific criteria.	The student can spell all common words with a steady hand	The student has knowledge about inflection systems and the origin of words	The student can revise own work process towards next production	The student has knowledge about revising work process and goal-setting

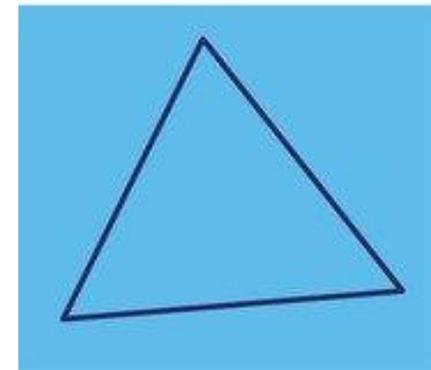
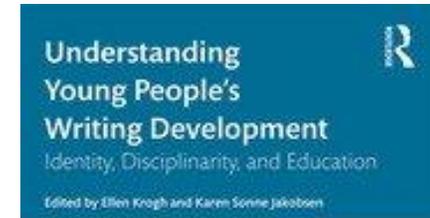
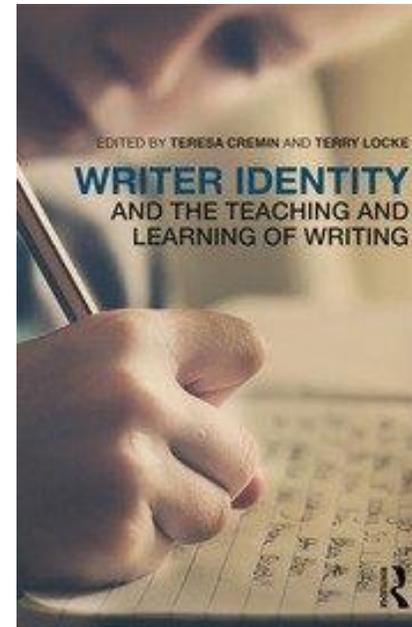
Skills  Genre 
 Creativity  Social practice 
 Process  Socio-political 

Multimodality  Writing to learn 
 Everyday language 

Common Standards
(Danish Ministry of Education 2021)

How do students develop their writing?

The student-enacted perspective



Understanding Young People's Writing Development

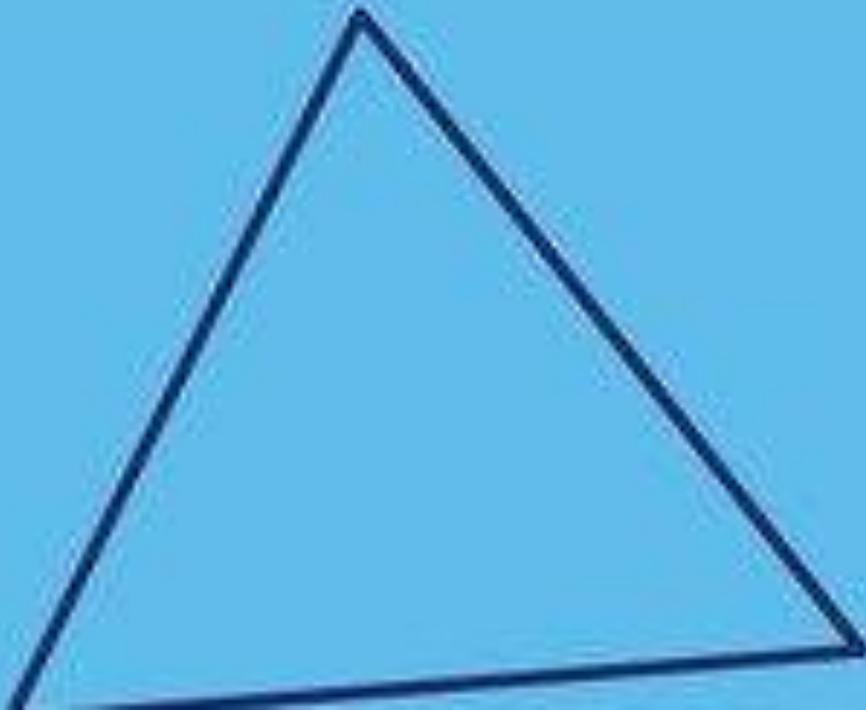
Identity, Disciplinarity, and Education

Edited by Ellen Krogh and Karen Sonne-Jakobsen



The chapter
"Enabling and constraining:
Digital technology in students' writing
development"

Research question: How does a
student like [Amalie](#) learn to write, and
what is the role of technology in her
learning process?



Rationale of the study

- Broader claims and questions
 - Technological development in communication has fundamentally altered the nature and practice of writing in in-school and out of school writing practices (Brandt, 2015; Kress, 1997)
- A call to know what this means
 - for the individual in the context of a learner biography
 - how the challenge is met at subject and school levels.

Case study and foregrounded data

Intensive field work tracking students Martin and Amalie, 2009-2013, age 15-18, from secondary to technical upper-secondary education

Foregrounded data

- Ethnography: 27 whole day observations and field notes; 248 writing orders, 171 student texts, 16 interviews (567 min.), documents

Theoretical framing

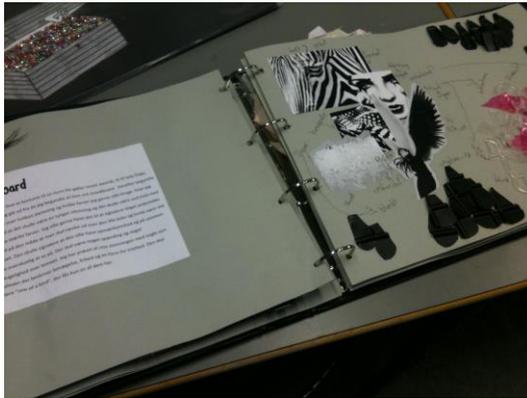
- **Social semiotic and socio cultural theories of writing to learn**

(Vygotsky 1978; Kress 1997; Wertch 1998; Ivanič 2006; Burgess & Ivanič 2010; Jewitt, 2011)

- *Writing* development as appropriation of mediating multimodal tools
- *Writer* development as changes in patterns of identification
- *Claim: Writer development* is a prerequisite for writing development (Krogh & Jakobsen 2019)

Amalies writing and writer development in the 'Technique – textile and production' subject

Moodboard, example



Writing prompt, p. 1/3

Globalisering og T-shirt - tekstiltryk opgave



Opgaven, der afleveres i grupper (samme røst for hver studieretning) består af 1 tekstil aflevering samt et 50 produkt.

50-produkt:

- I skal kunne formidle jeres viden fra jeres studieretningsfag til teknikfag udformet på en messestand for 2 års eleverne.
- I skal selv finde ud af på hvilken måde jeres studieretningsfag skal bidrage til emnet globalisering i forhold til tekstilproduktionen af en t-shirt. Hvordan frembringes produktet i en globaliseret verden med de positive/negative konsekvenser det har.
- I skal individuelt lave en selvevaluering over projektet som afleveres på PF.

Den tekstile rapport:

- moodboard
- målgruppe collage/beskrivelse
- colorbarcode.

Produktet er kollektionen med "all-over print" + T-shirt med ét "piece print"

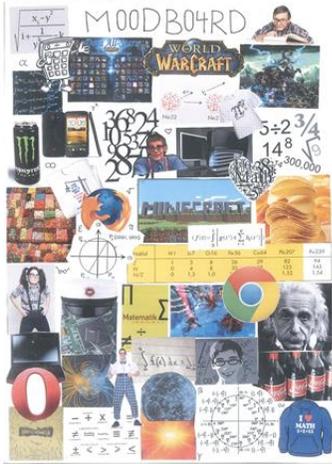
- Kollektion på 3-4 mønstre "all-over print", der vises i forskellige farve sammensætninger
- ét piece print i én farve, der trykkes på en t-shirt. I vælger selv farven!
- Hvordan forestiller I jer, at jeres t-shirt skal produceres. I skal tage stilling til hvor og hvordan t-shirten skal produceres samt hvilken form for trykfarve- og teknik I vil anvende.
- I skal tænke over hvilken tekstil fiber-materiale t-shirten skal frembringes i.
- I skal forholde jer til arbejdsmiljøet og viden om bæredygtighed og livscyklusanalyse. Lav en produktudviklingsplan for den pågældende virksomheds produktionskæde. Dvs. t-shirt produktionens.

Students' text, p. 3/15

Peter, Karen og Amalie Tekstil A, 3.U 30-11-12

Moodboard

Et moodboard er en collage, der ved hjælp af forskellige billeder, tekster, farver etc. skal forklare ånden i en kollektion. Det kan være rene linjer og romantiske figurer i lyse farver, der skal forklare en kollektion af brudekjoler, imens lyserede t-shirt og pangfarver kan forklare en børnetøjs-kollektion.



Billede 3 Vores moodboard over kollektionen

Vores moodboard skal beskrive den nørdede HTX-type, der både vægter de naturvidenskabelige fag, og personlige interesse i computerspil højt. Vi har brugt billeder af tal, grafer o.lig. for at vise interessen for fysik og matematik, og billeder af computerspil, bøger og andet mest for at vise interessen for gaming.

"Our moodboard attempts to describe the nerdy student-type, who values both science subjects and a personal interest in computer games."

Amalie reflecting on the T-shirt design assignment

”All in all, I find that this has been an exciting and alternative project, which gave us the opportunity to get away from the computer and the boring writing of reports that we have done so many times. Instead, we were invited to get out and become creative both in PhotoShop [...], at TEKO [a professional school for textile production] [...], and when we had to present our product at the stand.”

(Student text by Amalie, 3 December 2012)

Findings on technology in Amalie's writing and writer development

- In the transition to the technological upper-secondary education context (HTX), Amalie experiences a shift into a technology-saturated writing culture, related to a number of subjects such as 'ICT', 'Technology', 'History of Technology', and 'Technique – textile and production'.
- Although relatively indifferent towards digital technology, Amalie attempts to appropriate and engage in these technologically rich writing cultures, however often less successfully.
- Consequently, after year 1, she starts to develop a more critical, and also a more aesthetic, stance towards technology within subjects and more broadly in upper-secondary school.

Conclusions

- A student like Amalie attempts to position herself critically in-between overstated technological optimism and pessimism as she attempts to coordinate her writing and writer development.
- Understanding how students learn to write is quite complex, as their learning develops in situated non-linear ways shaped by several mechanisms, including school subjects' different writing practices

Questions for discussion

- Shared research interests regarding writing and, more broadly, literacy?
 - What is the role of writing – and writing research – in your educational context?
 - The role of creative writing? The role of (digital) technology?
 - The relation between programmatic and student-enacted perspectives?

References

- Elf, N. (2017). Taught by bitter experience: A timescales analysis of Amalie's development of writer identity in Danish secondary and upper secondary education. In T. Cremin & T. Locke (Eds.), *Writer Identity and the Teaching and Learning of Writing* (pp. 183-199). Oxon / New York: Routledge.
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- Krogh, E., & Jakobsen, K. S. (Eds.). (2019). *Understanding Young People's Writing Development: Identity, Disciplinarity, and Education*. London: Routledge.