Writing to learn, learning to write
Symposium WRAB III, Paris, Feb. 20 2014

Chair: professor Frøydis Hertzberg, University of Oslo, Norway

1. Ellen Krogh: Writing to learn, learning to write - Aims, design, methodology and analytical models

2. Torben S. Christensen: Student notes in the transition from lower secondary to upper secondary school

3. Nikolaj F. Elf: One girl’s development of writer identity in science subjects


5. Steffen M. Iversen: Students’ writing development in the subject of mathematics: Scientific technologies and mathematical writing

6. Peter Hobel: Writing practices in multi subject coursework

Discussion: professor Theresa Lillis, Open University, UK
Writing to learn, learning to write

Literacy and disciplinarity in Danish upper secondary education

WRAB III, Université Paris-Ouest Nanterre La Défense, Paris, Feb. 19-22, 2014

Ellen Krogh, Professor, Dr, University of Southern Denmark
Project scope

- Pilot study 2009-2010
  3 researchers, grade 9, ethnographic design, developing methodology and analytical frame; recruiting students.

- Full scale project, 2010-2014
  10 researchers, research grant, grades 10-12, longitudinal ethnographic design.

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Background and relevance

- A dramatic increase in the spread and significance of writing
- A discursive turn in disciplinary didactics
- A need to know what this means for
  - students’ writing/writer biographies,
  - teaching practices of specific subjects,
  - the general understanding of writing at schools.
Design and data sources

- Longitudinal studies (covering 1-4 years)
- Thematic studies focusing specific subjects
- A total of 20 students and 13 schools
- Ethnographic methodology of data generation
  - Class room observations
  - Writing prompts (assignment tasks)
  - Students’ assignments and other writing
  - Teacher comments
  - Interviews
  - Contextual data
- Shared data via common electronic bank
Theoretical framework

The socio cultural tradition in literacy studies (Vygotsky, Bakhtin)

- *Writing viewed as a social act of text production*
  New literacy studies (Gee, Barton, Street, Lillis), writer identity theory (Ivanić)

- *Writing viewed from a text perspective*
  Text anthropological writing theory (Berge, Evensen), social semiotics (Kress, van Leeuwen)

- *Writing in the disciplines*
  Disciplinary didactics (Ongstad, Smidt), discourse studies (Lemke, Macken-Horarik, Schleppegrell, Vollmer)
Analytical frame, the triad model

- Scholarly and other knowledge domains
  - Subject
    - Instructionally transformed subject writing culture
    - Instructionally transformed subject writing practices
    - Local school writing culture
    - Local school writing practices
    - Student writing practices
      - Student writing culture
      - Political and administrative regulation
        - School
        - Out of school relations and activities
        - Youth
The "toblerone" model
The constellation model

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<tr>
<th>Analytical unit</th>
<th>Text</th>
<th>Disciplinary discourse</th>
<th>Social act</th>
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<td>Student text</td>
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<td>Teacher’s comments</td>
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<td>Interview with student</td>
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2/23/2014  Ellen Krogh
Aspects of writer identity*

- Possibilities of selfhood available in social context
- Autobiographical self
- Discoursal self
- Authorial self

*Ivanič 1998
Project history and status

1. Focus writing cultures
   Main data source: ethnographic data

2. Focus writing in the disciplines from student perspectives
   Main data sources: student texts, teacher prompts and response, talk around text student interviews

3. Focus student writers’ trajectories of participation over time and issues of writing/writer development
   Main data sources: interviews, texts, field observations
References I

References II

- Vollmer, H.