



Writing to learn, learning to write

Literacy and disciplinarity in Danish upper secondary education

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Panel outline

- Writing to learn, learning to write - Aims, design, methodology and analytical models (Krogh)
- The complicated transition from secondary to upper secondary, the case of Susan (Christensen)
- The development of writer identity across multi subject coursework (Hobel)
- Discussion

Writing to learn, learning to write

- Pilot study 2009-2010
3 researchers, no external funding, focus grade 9,
recruiting of participating students.
- Full scale project 2010-2014
10 researchers, research grant, focus grades 10-12,
expanded design.

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Starting points and research questions

Starting points

- The new writing society (Karlsson 2006)
- A discursive turn in disciplinary didactics

What do these new conditions mean for

- the ways *school* writing is understood and realized in teaching practices
- *students'* writing trajectories and the patterns of identification with and negotiation of literacies
- the disciplinary writing didactics of school *subjects*?

Design and data sources

- Longitudinal studies
- Thematic disciplinary studies
- 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*

New literacy studies (Gee, Barton, Street, Lillis), writer identity theory (Ivanič)

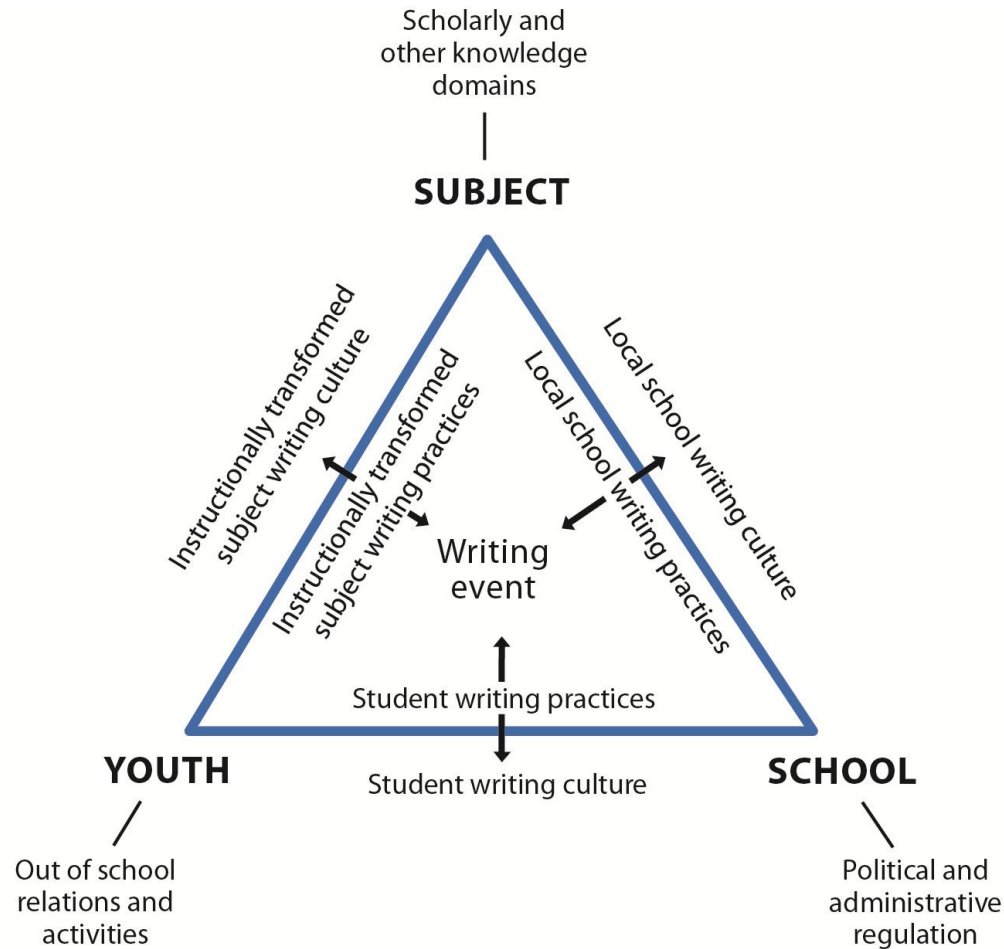
- *Writing viewed from a text perspective*

Nordic writing research (Berge, Evensen), social semiotics (Halliday, Kress)

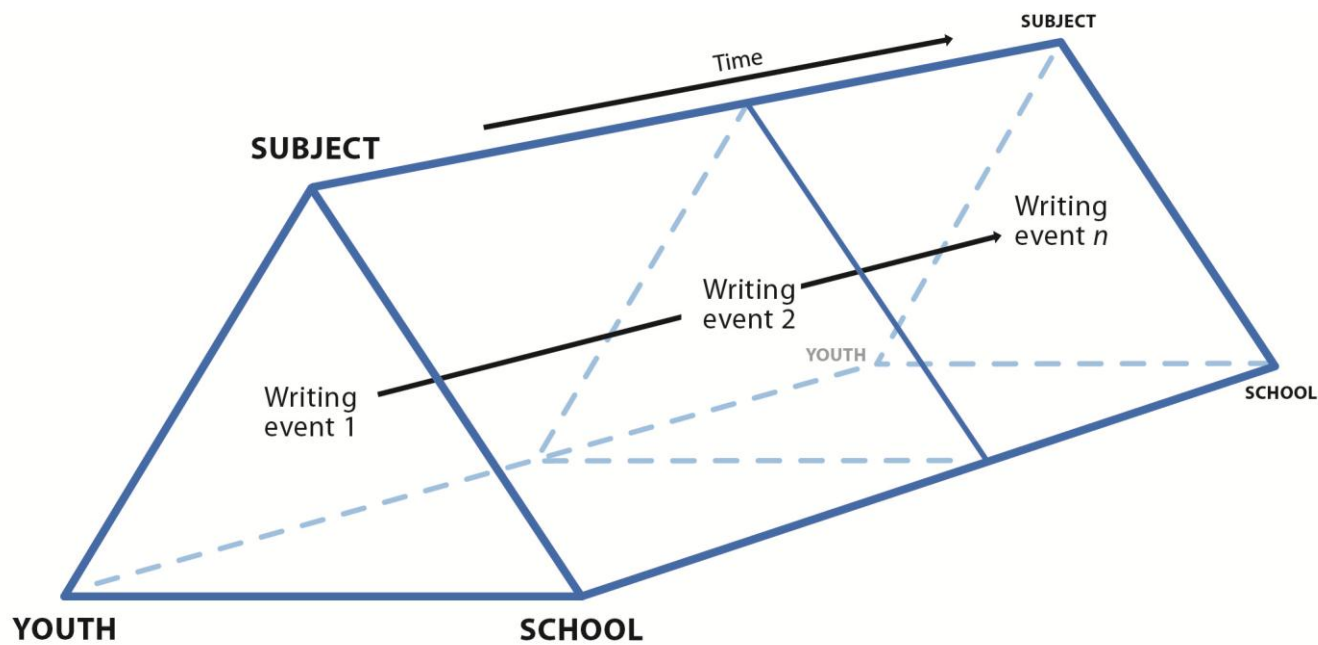
- *Writing in the disciplines*

Disciplinary didactics (Ongstad, Smidt), discourse studies (Lemke, Macken-Horarik, Schlepppegrell)

Modelling the research object I



Modelling the research object II



Constellation of literacy events

Analytical unit	Viewed as Text	Viewed as Discourse	Viewed as Social act
Writing prompt			
Student text			
Teacher's comments			
Interview with student			

Aspects of writer identity*

- Possibilities of selfhood available in social context
- Autobiographical self
- Discoursal self
- Self as author

*Ivanič 1998

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The WLWL team



Teori og analysebegreber I

Skrivning: Literacies/skriftbrug som social praksis (Barton, Kress)

- Skrifthændelser og skrivehændelser
- Skriftpraktikker
- Skriftkulturer

Skriver og skriverudvikling: Identifikationer og identiteter – socialt mulige selvheder (Ivanič)

- Selvbiografisk skriverselv
- Diskursivt selv
- Forfatterselv

Teori og analysebegreber II

Tekst: Medierende redskaber (Vygotsky, Wertsch, Blåsjö)

- Tekst
- Skrivehandling
- Diskurs
- Genre

Fag: Fagdidaktik/didaktisering (Ongstad)

- Faglige tekstnormer
- Normer for skrivning om fagligt indhold
- Fagdidaktisk skriftbrug