

SIG Writing Conference 4th—6th July 2016

Liverpool Hope University



Conference Handbook

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Welcome to the SIG Writing Conference 2016

We are delighted that you could join us at Liverpool Hope University. The Psychology Department and Faculty of Science are pleased to be hosting the 15th International Conference for the Special Interest Group (SIG) Writing for the European Association of Research in Learning and Instruction. Over 200 presentations will take place over the next few days.

We are grateful to all of you who have played a role in the planning of the conference. Most importantly we would like to thank all the authors and co-authors for contributing important and exciting work to the programme and to all the attendees who bring their expertise and enthusiasm to Liverpool and to the SIG Writing Conference 2016.

Conference Organisers



Lorna Bourke



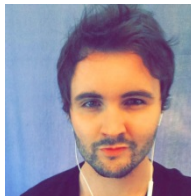
Simon Davies



Shannon Steele



Lyndsey Moss



Rory Bourke



Abbie Denton

Acknowledgements

A special thank you to all the reviewers of the SIG Writing abstracts:

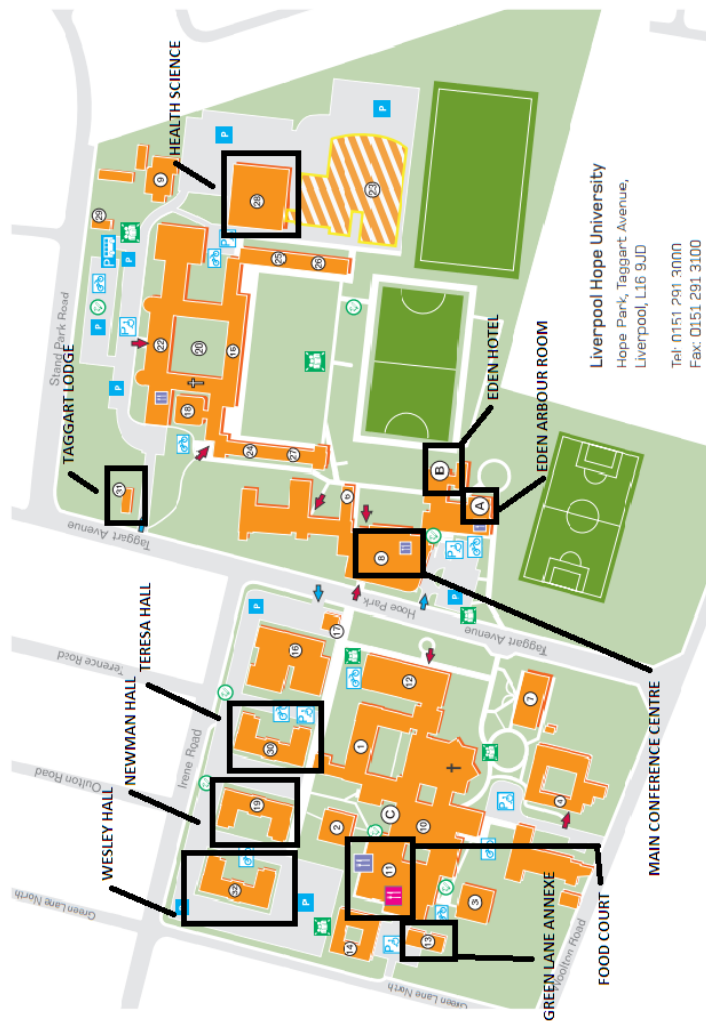
Anne-Marie Adams, Rui A. Alves, Barbara Arfé, Montserrat Castelló Badia, Charles Bazerman, Vince Connelly, Julie Dockrell, Christiane K. Donahue, David Galbraith, Steve Graham, Karen R. Harris, John R. Hayes, Victoria Johansson, Marielle Leijten, Kevin Xinghua Liu, Charles MacArthur, Margarida Alves Martins, Debra Myhill, Thierry Olive, Gert Rijlaarsdam, Emma Sumner, Mark Torrance, Luuk Van Waes and Åsa Wengelin.

Volunteers and organisers will be wearing T-shirts with the SIG Writing logo in order to be recognised and provide help and support. We thank everyone who is involved in assisting with the conference.

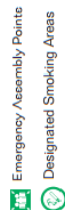
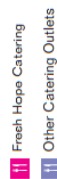
Artists

We have been fortunate enough to come across a number of talented people during the course of organising the conference. All of the artwork has been created by the artists; Chelsea Battye, Hannah Morgan and Katie Sherry.





EDEN Arbour Room	A
EDEN Lounge	A
EDEN Suite	B
Our Place	C
Alexander Jones Building (AJB)	1
Angele Hall	2
Austin Hall	3
Business School (LHBS)	4
Chapel (Hope Park)	†
Chaplaincy	6
Conference Centre	7
EDEN (Education and Enterprise) Building	8
Estates	9
Frances Mary Leachor Building (FML)	10
Fresh Hope Food Court	11
Gateway Building, The	12
Green Lane Annex (GLA)	13
Green Lane Building (GLB)	14
Hilda Constance Allen Building (HCA)	15
Lecture Theatre Complex (LTC)	16
Main Lodge	17
Markland, The	18
Newman Hall	19
Quad (Sheppard-Worlock Library, The)	20
Senate Room (and Trinity Chapel)	†
Sheppard-Worlock Library, The (SWL)	22
New Sports Complex (opening October 2016)	23
St Agnes Hall	24
St Elphin Hall	25
St Etheldreda Hall	26
St Margaret Hall	27
New Health Science Building	28
Stand Park Lodge	29
Teresa Hall	30
Taggart Lodge	31
Wesley Hall	32



Types of session and how they work

Symposia

Symposia provide an opportunity to present one topic from multiple perspectives. A symposium is proposed by one or two organisers, who select a thematically coherent set of 3 papers and provide a discussant and a chairperson. Contributions combining research from different research groups and/or different countries are preferred. Symposia organisers should submit summaries (max 250 words) of the selected papers as well as an abstract (max 350 words) in which they integrate the papers into a coherent framework.

A symposium is scheduled for one and a half hours: 20 minutes per speaker (15 minutes presentation, 5 minutes question time), 15 minutes for discussion by the discussant, and 15 minutes for open discussion, moderated by the chairperson.

Paper presentations

Paper presentations are presentations describing a completed piece of research, including data and results. Theoretical papers can also be submitted for presentation. The submission should describe the research, including results, in no more than 250 words.

Paper sessions are grouped in sessions of ideally, 4 papers: each presenter is allotted 15 minutes for presenting, followed by 10 minutes for discussion, moderated by a chairperson. Some sessions have less papers, we suggest in those instances that more time can be taken to present research and engage in discussion and/or presenters can move to other sessions afterwards.

Short presentations

Short presentations involve a 5 minute presentation of a completed piece of research or research in progress, followed by individual poster interaction and discussion. The poster (A0 format: 841mm x 1189mm) provides a visual presentation of the conducted research.

Please bring your poster and a one-slide power point to the conference. Consider bringing a set of hand-outs for participants.

How the session works:

Short presentations are thematically grouped in sessions of up to six presentations.

1. Presenters will give a brief explanation (5 minutes; poster projected on a screen) about their poster (5 minutes: two pages double spaced of writing at the most). At request, they will provide the participants with hand-outs offering more detail and background.

2. There are 15-30 minutes of individual poster interaction, followed by 30-40 minutes of plenary discussion, moderated by a chairperson. Time schedule depends on the session.

Participants are free to stay in the room for the discussion, or attend other posters in other poster rooms, choosing between in-depth discussions with one poster presenter or 'get as much as you can' strategy.

Research meetings

Research meetings offer opportunities for discussing research issues or ideas. This may involve work in progress. Presenters explain their research issue, and participants are invited to discuss and/or solve a research issue or problem. Research meetings are scheduled for one and a half hours: presenters are allotted 45 minutes each to explain and discuss their research issue. Depending on the discussion, presenters and participants can choose to continue the discussion or swap tables.



Learning Lab for Research Meetings

Additional information

Registration

You can register for SIG Writing 2016 on Sunday, 3rd July from 14:00 until 18:00 in the registration room on the ground floor atrium in the EDEN building, Liverpool Hope University. You can also register on Monday, 4th July from 08:00 until 10:00 in the same room. The registration room will be open every day for the duration of the conference. At registration you will receive a conference bag containing the conference materials. It is very important that you wear your conference badge to access the conference events.

Audiovisual equipment for talk

A computer and LCD projector is present in all the rooms we will be using for the conference. In the Learning Lab EDEN 203 which is dedicated for research meetings, there are a number of permutations depending on your preferences for running the session. The room has round tables and dedicated audiovisual access points as well as LCD screens for each round table. You can bring presentations on USB memory cards or on your own computer. Presenters must set computers before the start of the session in which they are presenting. We also recommend that you test your presentation before your session.

Coffee breaks and lunch

Two coffee breaks and one lunch break are available every day of the conference in the EDEN building (EDEN corridor, first floor atrium and Arbour Room, respectively). There are also a variety of shops, bars, cafes and restaurants within a short walking distance of the university.

Beatles Tour

Not quite a magical mystery tour because we're going to give you a hint of where you will be going: Penny Lane, Liverpool Anglican Cathedral, Liverpool's waterfront and Albert Dock, Mathew Street and the Cavern Club. The coaches depart at 17:45 on Monday, 4th July 2016 and return for the Drinks Reception at 19:00.

Gala Dinner

If you have opted for the Gala Dinner, this is being held in the Great Hall, Cornerstone Building, Creative Campus, Liverpool Hope University, Shaw Street, L6 1HP. There is no dress code, come as you feel most comfortable. There will be coaches to take you to the venue from Liverpool Hope University and they will transport people back to the university accommodation at the end of the evening. If you have not booked for this event it might be possible for you to come along, please contact the organising team in the registration room on arrival.

Guests

If you are coming with a partner or family, they are welcome to come to the opening and closing reception events. We can also accommodate them on the Beatles Tour, we would just appreciate knowing who would like to come on the trip so that we can ensure there is space on the coach for them. Please contact the organising team in the registration room on arrival if you have not indicated that you or your guest(s) would like to come on it.

Cultural Sessions

We are pleased to announce that Natalie Rice from Merchant Taylors School, Crosby will be delivering a session each day focusing on different forms of writing, through which we hope you will enjoy an interactive hands on experience at creating. Each session is designed as a stand-alone session that follows a common theme. The sessions will be held in EDEN 013 each day.

Monday 10:30-12:00 EDEN 013	Creative writing (Postcard/travel writing)	Bill Bryson's 'today I arrived in Liverpool and they were having a litter festival' as inspiration.
Tuesday 11:00-12:30 EDEN 013	Song lyrics	Examination of Beatles song lyrics etc. with a view to thinking about the effect of rhyme. In particular, there will be a focus on the question: Is it important?
Wednesday 11:00-12:30 EDEN 013	Snapshot of Liverpool	Opportunity to write slogans about Liverpool based on slideshow images.



Natalie Rice

The cultural sessions are designed to inspire and be fun. If you learn a little about Liverpool culture along the way, then that's good too. We do hope that you will be able to come along to them.

Internet access/wifi

Free wifi access will be available throughout the conference venue. If you are visiting from an institution in the eduroam scheme, you will be able to login to the eduroam service using your own username and password. Alternatively, we will provide access to the internet and users can get a temporary Username: conf03 and Password: G@ther03.

Insurance and emergency

The conference organisers and the conference/events venue shall not be held liable for personal injury or any loss or damage to belongings of the conference participants, either during or as a result of the conference. Please check the validity of your own insurance. In emergency dial 999 to contact the police, fire or ambulance service.

Non-emergencies: Police: +44 151 7096010

Fire Service: +44 151 296400

Ambulance: +44 151 2605220

Public transport

Details of bus services and timetables into the City Centre and near vicinity to the conference venue are contained in a leaflet in the conference bag. There is also a card with the number for a local taxi company should you require it.

University accommodation

The keys for the accommodation will be given out during registration. Early arrivals should report to the Security Lodge on Taggart Avenue, L16 9JD.

Monday, 4th July 2016

0800	Registration Registration room (Atrium ground floor)					
0900	Opening session EDEN Lecture theatre Chair: Bourke, Lorna					
1000	Coffee break EDEN corridor and Atrium first floor					
1030	Paper session EDEN 004 Chair: Grabowski, Jochaim Assessment of writing Abba, Joshi & Ji; Aparici, Rosado & Salas; Grabowski, Brinkhaus & Hennecke; Schetters	Paper session EDEN 008 Chair: Barnett, Anna Developmental processes Balakrishnan; Drexler; Prunty & Barnett	Paper session EDEN 109 Chair: Arseneau, Rosianne Learning and teaching Arseneau, Lefrançois & Foucambert; Myklebust & Høisæter; Prata, Festas, de Sousa, Oliveira & Ferreira; Moura	Paper session EDEN 005 Chair: Olive, Thierry Writing process research Ailhaud & Jisa; Olive & Cislaru; Weinzierl & Grabowski	Research meeting EDEN 203 Chair: Jeffery, Jill Developmental processes Jeffery & Wilcox	Research meeting EDEN 203 Chair: Lindgren, Eva Writing process research Lindgren, Sullivan, Outakoski & Westum
1230	Lunch Arbour Room					

1330	Paper session EDEN 004 Chair: Usher, Natalie Assessment of writing Atkin & AMIR; Matsumura & Wang; Usher	Paper session EDEN 008 Chair: Johansson, Victoria Develop. processes Johansson, Gustafson & Johansson; Llaurado & Dockrell; Sandbank; Yang, Chen & Joshi	Paper session EDEN 007 Chair: Kam, Anjeniet Learning and teaching Breuer; Kam; Langum, Sullivan & Zhao; Liberg	Paper session EDEN 013 Chair: Roehling, Julia Learning and teaching Albuquerque & Alves Martins; Mahlow; Roehling, Hebert & High	Paper session EDEN 005 Chair: Fürer, Mathias Measure. of writing Fürer; Karlen; Paesen, Leijten, Meulemans & Mariën; Weintraub, Rosenberg, Abecassis, Weigelt-Marom & Feintuch	Paper session EDEN 109 Chair: Galbraith, David Process research Aßmann, Grabowski & Janczyk; Galbraith & Baaijen; Revesz, Michel & Lee; Yamaguchi	Research meeting EDEN 203 Chair: Donahue, Tiane Effects of globalisation Donahue	Research meeting EDEN 203 Chair: Rijlaarsdam, Gert Learning and teaching Pogner; Rijlaarsdam & Bernolet
1530	Coffee break EDEN corridor and Atrium first floor							
1600	Paper session EDEN 013 Chair: Sandiford, Carmel Learner characteristics Lira & Calil; Rosado, Aparici & Salas; Sandiford & Macken-Horarik	Paper session EDEN 004 Chair: Myhill, Debra Learning and teaching Gerth, Klassert, Fliesser, Fischer, Nottbusch & Festman; Jones, Myhill & Lines	Paper session EDEN 008 Chair: Salvador, Liliana Writing and reading Kotzerke, Brinkhaus & Grabowski; Salvador & Alves Martins	Paper session EDEN 007 Chair: Bonilla López, Marisela Writing as a learning Bonilla López, Buyse & Van Steendam; van Dijk; Volpe & Chanquoy	Paper session EDEN 010 Chair: Asaro-Saddler, Kristie Special need education Asaro-Saddler & Saddler; Soriano-Ferrer & Joshi; Wengelin	Paper session EDEN 005 Chair: Nykopp, Minna Learning and teaching Brinkhaus, Aßmann & Grabowski; Knospe & Sullivan; Nykopp & Marttunen	Symposium EDEN 109 Chair: Arfe, Barbara Developmental processes Arfe, Broc, Olive, Dockrell & Connelly	

1745	Beatles bus tour
1930	Opening reception hosted by SIG Writing Co-ordinators, Vince Connelly, Eva Lindgren and Teresa Limpo Arbour Room

Monday 4th July: List of sessions

10.30– 12.30 Assessment of writing (Paper Session)

Chair: Joachim Grabowski

Location: Eden 004

10.30 Katherine Abba, R Malatesha Joshi and Xuejun Ryan Ji (USA)

Community college students' writing: lexical, syntactic, and cohesion differences in L1, L2, and generation 1.5 students and examining knowledge of the writing process

10.55 Melina Aparici, Elisa Rosado and Naymé Salas (Spain)

On the acquisition of discourse competence in L2 Spanish: the case of discourse markers

11.20 Joachim Grabowski, Moti Brinkhaus and Vera Hennecke (Germany)

The impact of linguistic migration background on abilities relevant for writing competence

11.45 Patrick Schetters (Netherlands)

Accuracy in advanced Dutch as a foreign language learners' written texts – an error analysis

10.30 – 12.30 Developmental and disruptive processes in writing (Paper Session)

Chair: Anna Barnett

Location: Eden 008

10.30 Rita Balakrishnan (Germany)

Concepts of script and writing in German pre-schoolers: what do they know and what do they imagine before formally taught the alphabet?

10.55 Heike Drexler (Germany)

Early semiotic literacy: how do preschool children understand unknown pictograms, which are embedded in a contextual setting?

11.20 Mellissa Prunty and Anna L Barnett (United Kingdom)

An examination of letter form consistency, size control and style in children with Developmental Coordination Disorder

10.30 – 12.30 Learning and teaching of writing (Paper Session)

Chair: Rosianne Arseneau

Location: Eden 109

10.30 Rosianne Arseneau, Pascale Lefrançois and Denis Foucambert (France)

Cooperation for the improvement of syntactic structures in students' texts: results of an action-research on relative clause in French L1 grade-9 classes

10.55 Hege Myklebust and Sissel Høisæter (Norway)

Written argumentation in different rhetorical situations

11.20 Maria Prata, Isabel Festas, Bruno de Sousa, Albertina Oliveira and Sara Ferreira (Portugal)

Teaching SRSD and collaborative strategies to enhance the written argumentation

11:45 Inês Moura, Luísa A. P. Pereira and Rosa Lúcia Coimbra (Portugal)

Orthography and textual production analysis in different levels of schooling

10.30 – 12.30 Writing process research (Paper Session)

Chair: Thierry Olive

Location: Eden 005

10.30 Émilie Ailhaud and Harriet Jisa (France)

Temporal pattern of conceptualization and formulation during text production

10.55 Thierry Olive and Georgeta Cislaru (France)

Relations between fluency and grammatical forms of bursts of written language

11.20 Christian Weinzierl and Joachim Grabowski (Germany)

The ability to establish coherence as a predictor of text quality

10.30 – 12.30 Developmental and disruptive processes in writing (Research Meeting)

Location: Eden 203 (Learning Lab)

10:30 Jill V Jeffery and Kristen Wilcox (USA)

New conceptual frameworks for adolescent writing development: an integrative review of literature

10.30 – 12.30 Writing process research (Research Meeting)

Location: Eden 203 (Learning Lab)

11:15 Eva Lindgren, Kirk P H Sullivan, Hanna Outakoski and Asbjörg Westum (Sweden)

Revision at the point of inscription: an act of meaning-making or mere noise?

13.30 – 15.30 Assessment of writing (Paper Session)

Chair: Natalie Usher

Location: Eden 004

13.30 Hilla Atkin and Alisa Amir (Israel)

Observational learning: the influence on meta-cognitive knowledge and positioning in persuasive writing

13.55 Lindsay Clare Matsumura and Elaine Wang (USA)

Thinking in classroom writing tasks

14.20 Natalie Usher (United Kingdom)

"Thinking about how I write instead of just what I write": developing task representations in university writing through peer assessment

13.30 – 15.30 Developmental and disruptive processes in writing (Paper Session)

Chair: Victoria Johansson

Location: Eden 008

13.30 Victoria Johansson, Pia Gustafson and Roger Johansson (Sweden)

From knowledge transformer to knowledge crafter: the making of a skilled writer

13.55 Anna Llauro and Julie Dockrell (United Kingdom)

What do young children do when they are asked to plan a text?

14.20 Ana Sandbank (Israel)

Writing through interaction among preschool children: what they know and how they learn

14.45 Zih-Yun Yang, Hsin-Chin Chen and R Malatesha Joshi (Taiwan)

Developmental changes in Chinese writing errors of narrative essays

13.30 – 15.30 Learning and teaching of writing (Paper Session)

Chair: Angeniet Kam

Location: Eden 007

13.30 Esther Breuer (Germany)

You've got to know the enemy – students' views on academic writing

13.55 Angeniet Kam (Netherlands)

Tone of voice and the uptake of feedback

14.20 Virginia Langum, Kirk P H Sullivan and Huahui Zhao (Sweden)

What is good and bad academic writing: a perception study of L2 English students at a Swedish university

14.45 Caroline Liberg (Sweden)

Students' voices in science texts in early school years and the teaching of writing

13.30 – 15.30 Learning and teaching of writing (Paper session)

Chair: Julia Roehling

Location: Eden 013

13.30 Ana Albuquerque and Margarida Alves Martins (Portugal)

Literacy learning in Grade 1: effects of a preschool invented spelling programme

13.55 Cerstin Mahlow (Portugal)

Exploring writing process data to determine the fixedness of multiword expressions in text production

14.20 Julia Roehling, Michael Hebert and Allison High (USA)

Using writing to support reading in U.S. elementary school classrooms: a national survey

14:45 Katrina N. Haug and Perry Klein

The effect of speech-to-text software on learning a new writing strategy

13.30 -15.30 Measurement of writing (Paper Session)

Chair: Mathias Furer

Location: Eden 005

13.30 Mathias Furer (Switzerland)

The scalability of writing phases

13.55 Yves Karlen (Switzerland)

Metacognitive strategy knowledge about strategies for writing an academic paper: a new method of assessment

14.20 Lise Paesen, Mariëlle Leijten, Catherine Meulemans and Peter Mariën (Belgium)

Congeneric task construction for elicited writing tasks

14.45 Naomi Weintraub, Tali Rosenberg, Sharon Abecassis, Hayley Weigelt-Marom and Uri Feintuch (Israel)

Intra-individual differences in typing errors: the affect of task on error distribution

13.30 -15.30 Writing process research (Paper Session)

Chair: David Galbraith

Location: Eden 109

13.30 Martin Aßmann, Joachim Grabowski and Markus Janczyk (Germany)

The writing superiority effect across knowledge domains

13.55 David Galbraith and Veerle M. Baaijen (United Kingdom)

Effects of reduced visual feedback on writing

14.20 Andrea Revesz, Marije Michel and MinJin Lee (United Kingdom)

Investigating the relationships between writing behaviors, text quality, and working memory using keystroke logging, eye-tracking and text analysis

14.45 Motonori Yamaguchi (United Kingdom)

Hierarchical control of skilled typewriting: the role of chunking

13.30 – 15.30 Effects of globalisation on writing (Research Meeting)

Location: Eden 203 (Learning Lab)

13.30 Tiane Donahue (USA)

Linguistic and rhetorical flexibility in writing: mobile knowledge for a mobile era

13.30 – 15.30 Learning and teaching of writing (Research Meeting)

Location: Eden 203 (Learning Lab)

Karl-Heinz Pogner (Denmark)

From writing to "texting": academic text production under the conditions of multilingualism (Lx)

Gert Rijlaarsdam and Sarah Bernolet (Netherlands)

Academic writing in a pre-master course: feedback to stimulate process reflection. Discussing effective elements

16.00 – 17.30 Learner characteristics and learning outcomes (Paper Session)

Chair: Carmel Sandiford

Location: Eden 013

16.00 Lidiane Lira and Eduardo Calil (Brazil)

Textual genesis of reported speech in etiological tales: a case study with a 7-year-old students' dyad

16.25 Elisa Rosado, Melina Aparici and Naymé Salas (Spain)

Assessing L2 writing: learner competence vs. Text quality

16.50 Carmel Sandiford and Mary Macken-Horarik (Australia)

Changing stories: mapping development in student narrative writing

16.00 – 17.30 Learning and teaching of writing (Paper Session)

Chair: Debra A Myhill

Location: Eden 004

16.25 Sabrina Gerth, Annegret Klassert, Michael Fliesser, Martin Fischer,

Guido Nottbusch and Julia Festman (Germany)

The influence of the writing surface: how do preschoolers, second graders and adults write on a tablet computer compared to paper?

16.50 Susan Jones, Debra A Myhill and Helen Lines (United Kingdom)

Linking research evidence with classroom practice: contrasting research designs that explore grammar pedagogy

16.00 – 17.30 Learning and teaching of writing (Paper Session)

Chair: Minna Nykopp

Location: Eden 005

16.00 Moti Brinkhaus, Martin Aßmann and Joachim Grabowski (Germany)

A direct functional measure of text quality

16.25 Yvonne Knospe and Kirk P H Sullivan (Sweden)

Website browsing in third language writing: the impact of an intervention study

16.50 Minna Nykopp and Miika Marttunen (Finland)

University students' coordinating profiles during collaborative online writing

16.00 – 17.30 Writing and reading connections (Paper Session)

Chair: Liliana Salvador

Location: Eden 008

16.00 Marei Kotzerke, Moti Brinkhaus and Joachim Grabowski (Germany)

Transfer effects of a writing intervention on reading skills

16.25 Liliana Salvador and Margarida Alves Martins (Portugal)

Promoting literacy acquisition in first grade: two intervention programmes with children at-risk of developing reading and spelling difficulties

16.00 – 17.30 Writing as a learning activity (Paper Session)

Chair: Marisela Bonilla Lopez

Location: Eden 007

16.00 Marisela Bonilla López, Kris Buyse and Elke Van Steendam (Belgium)

The effects of direct and indirect comprehensive feedback forms on learners' text revision behavior and mental effort

16.25 Aartje C. van Dijk (Netherlands)

Which characteristics of instruction enhance writing-to-learn in the disciplines?

16.50 Rosa Volpe and Lucile Chanquoy (France)

Towards an organismic view of writing: can metacognition inhibit/activate (in) appropriate knowledge during revision?

16.00 – 17.30 Writing in special need education (Paper Session)

Chair: Kristie Asaro-Saddler

Location: Eden 010

16.00 Kristie Asaro-Saddler and Bruce Saddler (United States)

Teaching summary writing skills to high school writers with disabilities

16.25 Manuel Soriano-Ferrer and R Malatesha Joshi (Spain)

Expert teachers discern quality differences between narratives produced by children with and without attention deficit hyperactivity disorder

16.50 Åsa Wengelin (Sweden)

Spelling of isolated words in a dictation test differs from spelling of words in context during text production

16.00 – 17.30 Developmental and disruptive processes in writing (Symposium)

Chair: Barbara Arfe

Location: Eden 109

The role of oral language in written text production

16.00 Robin Danzak and Barbara Arfe (Italy)

Examining the bilingual, persuasive writing of Italian adolescents learning English

16.20 Lucie Broc and Thierry Olive (France)

When writing is helpful: variations of performance of children and adolescents with specific language impairment in oral and written narratives

16.40 Julie Dockrell and Vince Connelly (United Kingdom) The role of oral language in children's production of narrative and expository written texts

Beatles Coach Tour

The tour will take you around the major attraction and will stop for photos at Penny Lane.



The world's 5th largest Cathedral

Liverpool Anglican Cathedral was started in 1904 and took 74 years to complete it was designed by Sir Giles Gilbert Scott who also designed the red Phone box.



Liverpool's waterfront and Albert Dock

We will see the iconic Liverbirds and the historical docks. There is now a mixture of new and old buildings making Liverpool the most vibrant UK city outside of London.



Tuesday, 5th July 2016

0900	Paper session EDEN 010 Chair: Parr, Judy Learning and teaching Ferreira, Festas, Prata & Damião; Klein & Haug; Parr	Paper session EDEN 004 Chair: Sala, Anna Writing in professional environments Buschenhenke; Olivier; Sala, Suñé, Pardo & Castelló	Symposium EDEN 008 Chair: Solheim, Randi Learning and teaching Solheim, Matre, af Geijerstam & Folkeryd	Symposium EDEN 013 Chair: Limpo, Teresa Writing and reading Limpo, Alves, Van Reybroeck, Ktisti, Papadopoulos, Wijekumar, Harris, Graham, Meyer & Lei	Symposium EDEN 109 Chair: Wengelin, Åsa Process research Wengelin, Van Waes, Leijten, Grabowski, Wallot, Torrance, Uppstad & Johansson	Symposium EDEN 005 Chair: De Smedt, Fien Learning and teaching De Smedt, Van Keer, Koster, Bouwer, van den Bergh, Rijlaarsdam, Janssen, de Maat, Rietdijk & van Weijen
1030	Coffee break EDEN corridor and Atrium first floor					
1100	Short presentation EDEN 004 Chair: Adams, Anne-Marie Assessment of writing Haug & Klein; Stevenson & Lindgren; Willcocks Writing as a Learning Activity Koca-Atabey; Gosse, Carbonnelle, Vleeschouwer & Van Reybroeck	Short presentation EDEN 008 Chair: Bourke, Lorna Developmental processes Hess & Schroeder; Millogo; O'Rourke; Randle & Yamaguchi	Short presentation EDEN 007 Chair: Davies, Simon J Learner characteristics Holm; Hurschler Lichtsteiner, Falmann & Wicki; Joye, Broc, Olive & Dockrell; Siopa & Pereira	Short presentation EDEN 109 Chair: Connelly, Vince Learning and teaching Elving & van den Bergh; Madeira, Montanero & Palomo Ferreira; Pereira & Coimbra; van Beuningen & Oostdam Measurement of writing Arias; Birnbaum & Kröner	Short presentation EDEN 005 Chair: Limpo, Teresa Learning and teaching Delahunt, Everitt-Reynolds & Maguire; Myklebust & Høisæter; Pauw & Bouwhuis; Pogner	Short presentation EDEN 010 Chair: Galbraith, David Writing in Professional Environments Badenhorst, Moloney & Rosales; Buschenhenke Writing Process Research Calil; Johansson & Lindgren; Sontag & Stoeger

1300	Lunch (Meet the JoWR Editors) Arbour Room						
1400	Paper session Room: EDEN 004 Chair: Otnes, Hildegunn Assessment of writing Engblom; Matre; Otnes & Solheim; Skar, Thygesen & Evensen	Paper session Room: EDEN 008 Chair: Nottbusch, Guido Development. processes Fliesser, Gerth, Klassert, Kopinski, Brenner & Festman; Nottbusch; Salameh-Matar & Weintraub; Van Waes & Leijten	Paper session Room: EDEN 010 Chair: Gustafson, Pia Development. processes Gustafson; Karsten; Oddsdóttir, Ragnarsdóttir, Birgisdóttir & Gestsdóttir; Weth	Paper session Room: EDEN 109 Chair: Saddler, Bruce Writing process research Chaita; Rønneberg & Torrance; Saddler & Asaro-Saddler	Research meeting Room: EDEN 203 (Learning lab) Chair: van den Broek, Brenda Measurement of writing Hennes & Linnemann; van den Broek, Vandermeulen & Van Steendam	Research meeting EDEN 203 (Learning lab) Chair: Olivier, Louise Writing in professional environments Olivier	Symposium EDEN 005 Chair: Konstantinidou, Liana Assessment of writing in the classroom Grabowski, Konstantinidou, Hoefele & Breuer
1600	Coffee break EDEN corridor and Atrium first floor						
1630	Keynote Speaker Lucille Chanquoy EDEN Lecture theatre Chair: Galbraith, David						
1800	SIG Writing Business Meeting EDEN 109 Chair, Vince Connelly						
1930	Conference dinner The Great Hall (Creative Campus)						

Tuesday 5th July 2016

Keynote Speaker: Lucile Chanquoy

Writing, spelling and emotion

18:00-19:00 EDEN 130 Lecture Theatre Chair: David Galbraith



Abstract

In this talk, I will present some of the main results concerning our research about spelling and the role of emotion during writing.

The first part of the talk will be about spelling. The first research we carried out concerned grammatical spelling and more specifically subject-verb agreement errors that children made during dictation. Additionally, our interest equally focused on the role of morphophonological information on gender agreement, which is a specificity of the French language (as compared to English). The studies about number and gender agreement were globally led in order to analyze which information leads to or not to agreement errors in written French, both in children and adults. Lately, we decided to study not only grammatical spelling but also lexical spelling. In French research, grammatical spelling and lexical spelling are quasi systematically analyzed separately. However, it is unconceivable to even consider that there is no link between these two aspects of our language. In this perspective, we wanted to propose an integrative model of spelling.

The second part of my talk will be about the role of emotion during writing. There are several hypotheses and theories concerning the role of emotions on writing performances. One of these theories concerns the impact of working memory capacities on writing. Indeed, as emotions are expected to cause interferences in working memory by creating extra cognitive load, they should be compared to a secondary task, overloading working memory capacities. Several experiments carried out in order to validate (or not) this hypothesis will be presented.

Tuesday 5th July: List of sessions

09:00-10:30 Learning and teaching of writing (Paper Session)

Location: Eden 010

Chair: Judy Parr

09:00 Sara Ferreira, Isabel F F Festas, Maria Prata and Helena Damião (Portugal)

Learning writing and self-regulated strategies to compose texts through the self-regulated strategy development (SRSD)

09:25 Perry Klein and Katrina N Haug (Canada)

Writing strategy instruction with forward and backward fading: effects on cognitive load and text quality

09:50 Judy M Parr (New Zealand)

Developing self-regulating writers

09:00-10:30 Writing in professional environments (Paper session)

Chair: Anna Sala

Location: Eden 004

09:00 Floor Buschenhenke (Netherlands)

How romantic is creative writing? Modelling the literary writing process

09:25 Jacobus AK Olivier (South Africa)

Writing myself to teach: self-direct writing among South African student teachers

09:50 Anna Sala, Núria Suñé, Marta Pardo and Montserrat Castelló (Spain)

Writing in the doctorate: PhD students' conceptions and relationship with practices and research-related conditions

09:00-10:30 Learning and teaching of writing (Symposium)

Chair: Randi Solheim

Location: Eden 008

09:00 Randi Solheim and Synnøve Matre (Norway)

Scaffolding writing in early school years: young writers describing the physical

09:20 Åsa af Geijerstam (Sweden)

"The guys have a mantle and a tunic" – vocabulary use in informational writing in early school years

09:40 Jenny W. Folkeryd (Sweden) Making one's voice heard in early school years – assessment of and instructions for more involved student writing

09:00-10:30 Writing and reading connections (Symposium)

Chair: Teresa Limpo

Location: Eden 013

09:00 Teresa Limpo and Rui Alexandre Alves (Portugal)

Reading-writing connections: evidence from intervention research

09:20 Marie van Reybroeck (Belgium)

Impact of decoding and self-assessment intervention on reading, writing and self-efficacy among students with persistent reading difficulties

09:40 Christiana Ktisti and Timothy C Papadopoulos (Greece) Computer-based early remediation for reading difficulties in a consistent orthography

10:00 Kausalai Wijekumar, Karen R Harris, Steve Graham, Bonnie J F Meyer and Puiwa Lei (USA) Reading and understanding sources with text structure and persuasive writing with self-regulated strategies with 4th and 5th grade children

09:00-10:30 Writing process research (Symposium)

Chair: Åsa Wengelin

Location: Eden 109

09:00 Åsa Wengelin (Sweden)

Temporal patterns in writing – new directions for research

09:20 Luuk Van Waes and Marielle Leijten (Belgium)

How do typing skills affect cognitive writing processes? Copy tasks as an instrument in cognitive writing process research

09:40 Joachim Grabowski and Sebastian Wallot (Germany)

Applying recurrence quantification analysis to a copy-typing study

10:00 Mark Torrance, Per H Uppstad and Christer Johansson (United Kingdom)

Writer and text predictors of keystroke latencies in Norwegian 6th Graders' essay writing

09:00-10:30 Learning and teaching of writing (Symposium)

Chair: Fien De Smedt

Location: Eden 005

09:00 Fien De Smedt (Belgium)

Design principles in instructional writing programs

09:20 Fien De Smedt and Hilde Van Keer (Belgium)

A strategy-oriented intervention study focusing on collaborative writing: an analytic description of the writing program

09:40 Monica Koster, Renske Bouwer and Huub Van Den Bergh (Netherlands)

Designing a comprehensive writing intervention program: focus and mode of instruction

10:00 Gert Rijlaarsdam, Tanja Janssen, Paul J.M. De Maat, Saskia Rietdijk and Daphne Van Weijen (Netherlands)

Implementing strategy oriented writing programme in upper primary education in a Dutch educational context

11:00-13:00 Assessment of writing in the classroom (Short Presentation)

Chair: Anne-Marie Adams

Location: Eden 004

Marie Stevenson and Eva Lindgren (Sweden)

Gender in FL writing of young learners: letters to a penfriend

Kim Willcocks (Canada)

Promoting autonomy through individual writing conferences

11:00-13:00 Developmental and disruptive processes in writing (Short Presentation)

Chair: Lorna Bourke

Location: Eden 008

Stefan Hess and Sascha Schroeder (Germany)

The impact of inter-individual differences in cognitive processing and motor execution on grain size use in handwritten word production in German

Victor Millogo (France)

The choice of referential expression in written text production in childhood: testing the similarity-based interference

Lynsey O'Rourke (United Kingdom)

The use and perception of spell check for writers with and without dyslexia **James**

Randle and Motonori Yamaguchi (United Kingdom)

The role of recognition for the development of memory chunks in skilled typewriting

11:00-13:00 Learner characteristics and learning outcomes (Short Presentation)

Chair: Simon J. Davies

Location: Eden 007

Hampus Holm (Sweden)

Upper secondary school pupils' media use, writing habits and attitudes. A questionnaire survey

Sibylle Hurschler Lichtsteiner, Péter Falmann and Werner Wicki (Switzerland)

Effects of handwriting training on writing fluency and bursts in 3rd graders

Nelly Joye, Lucie Broc, Thierry Olive and Julie Dockrell (United Kingdom)

Spelling with a language impairment: a systematic review across European languages

Conceição Siopa and Luísa A. P. Pereira (Mozambique)

Writing Portuguese as a second language in Mozambique: student's learning experiences and perceptions

11:00-13:00 Learning and teaching of writing (Short Presentation)

Chair : Vince Connolly

Location: Eden 109

Catherine van Beuningen and Ron Oostdam (Netherlands)

Investigating the relative effectiveness of direct and indirect written corrective feedback beyond a 'one-shot-treatment'

Klaske T.A. Elving and Huub van den Bergh (Netherlands)

Writing lessons for Dutch teenagers

Maria Leocadia Madeira, Manuel Montanero and Manuel Jesús Palomo Ferrera (Portugal)

Verbal interaction in collaborative writing contexts

11:00-13:00 Learning and teaching of writing (Short Presentation)

Chair: Teresa Limpo

Location: Eden 005

Brid Delahunt, Ann Everitt-Reynolds and Moira Maguire (Ireland)

Making space for writing in the undergraduate curriculum: reflections on bridging theory and practice to enhance student learning

Hege Myklebust and Sissel Høisæter (Norway)

Written argumentation in different rhetorical situations

Ietje Pauw and Ben Bouwhuis (Netherlands)

Poetry with preschoolers in an integrated approach of speaking, reading (to) and writing

11:00-13:00 Measurement of writing (Short Presentation)

Chair: Teresa Limpo

Location: Eden 005

Lisa Birnbaum and Stephan Kröner (Germany)

Determinants of leisure time writing in primary school students-development of a questionnaire

Olga Arias (Spain)

Does writer profile, planning vs. Revising, affect to writing competence of undergraduate students?

11:00-13:00 Writing as a learning activity (Short Presentation)

Chair: Anne-Marie Adams

Location: Eden 004

Mujde Koca-Atabey (Turkey)

Learning and Writing within Disability Studies without leaving Psychology behind!

Claire Anne Marie Gosse, Simon Carbonnelle, Christophe De Vleeschouwer and Marie Van Reybroeck (Belgium)

The influence of orthographic and graphic complexities on handwriting performances: children with and without dyslexia

11:00-13:00 Writing in professional environments (Short Presentation)

Chair: David Galbraith

Location: Eden 010

Cecile M. Badenhorst, Cecilia Moloney and Janna Rosales (Canada)

New literacies for engineering students: critical reflective-writing practice

Floor Buschenhenke (Netherlands)

How romantic is creative writing? Modelling the literary writing process

11:00-13:00 Writing process research (Short Presentation)

Chair: David Galbraith

Location: Eden 010

Baran Johansson and Eva Lindgren (Sweden)

A bilingual biscriptal child with dyslexia writes: a case study of writing processes

Christine Sontag and Heidrun Stoeger (Germany)

Self-regulation and writing strategies in elementary school students' story writing: a microanalytic approach

Eduardo Calil (Brazil)

Writing in dyads and the genesis of the punctuation marks: what the recently alphabetized dyad's comments reveal about their apprenticeship

14:00-16:00 Assessment of writing (Paper Session)

Chair: Hildegunn Otnes

Location: Eden 004

14:00 Charlotte Engblom (Sweden)

Expansion and topic development in young students' information texts

14:25 Synnøve Matre (Norway)

Communicating feedback on texts to young students

14:50 Hildegunn Otnes and Randi Solheim (Norway)

Acts of responding to students' texts

15:15 Gustaf Bernhard Uno Skar, Ragnar Thygesen and Lars S. Evensen (Norway)

Enhancing teachers' summative assessment competence

14:00-16:00 Developmental and disruptive processes in writing (Paper Session)

Chair: Guido Nottbusch

Location: Eden 008

14:00 Michael Fliesser, Sabrina Gerth, Annegret Klassert, Stephan Kopinski, Gerit Brenner and Julia Festman (Germany)

The influence of motor abilities on early handwriting

14:25 Guido Nottbusch (Germany)

Handwriting execution in German-speaking children with Dyslexia

14:50 Abeer Salameh-Matar and Naomi Weintraub (Israel)

Relationship among linguistic skills, visual-motor functions and handwriting performance at various developmental stages

15:15 Luuk Van Waes and Mariëlle Leijten (Belgium)

How do typing skills affect cognitive writing processes? Copy tasks as an instrument in cognitive writing process research

14:00-16:00 Developmental and disruptive processes in writing (Paper Session)

Chair: Pia Gustafson

Location: Eden 010

14:00 Pia Gustafson (Sweden)

The development of writing expertise, focus on the noun phrase

14:25 Andrea Karsten (Germany)

"Is it good now? yeah, you can leave it like that." dialogical sequences in self-oriented speech for writing

14:50 Rannveig Oddsdóttir, Hrafnhildur Ragnarsdóttir, Freyja Birgisdóttir and Steinunn Gestsdóttir (Iceland)

Individual differences in performance and progress in text writing: a longitudinal study of Icelandic children's writing in Grades 2–4

15:15 Constanze Weth (Luxembourg)

Spelling solutions of German 4th Grade children in the foreign language French. How do good and poor spellers of German invent French writing?

14:00-16:00 Writing process research (Paper session)

Chair: Bruce Saddler

Location: Eden 109

14:00 Mercy V. Chaita (Saudi Arabia)

Empirical Insider Narratives: A Qualitative Research Instrument for Social Science Research in Small Medium Enterprises (SMEs)

14:25 Vibeke Rønneberg and Mark Torrance (Norway)

The spelling process of norwegian 6th grade students

14:50 Bruce Saddler and Kristie Asaro-Saddler (USA)

A national survey of revising practices in the primary classroom

14:00-16:00 Measurement of writing (Research Meeting)

Location: Eden 203, Learning Lab

Ann-Kathrin Hennes and Markus Linnemann (Germany)

Measuring writing competencies in a standardized way

Brenda van den Broek, Nina Vandermeulen and Elke Van Steendam (Belgium)

Writing synthesis texts: exploring relations between processes and text quality

14:00-16:00 Writing in professional environments (Research Meeting)

Location: Eden 203

Louise Olivier (South Africa)

Mind the gap: supporting nursing students to bridge the theory-practice divide through a compulsory academic literacy course

14:00-16:00 Assessment of writing in the classroom (Symposium) Chair:

Liana Konstantinidou

Location: Eden 005

14:00 Joachim Grabowski (Germany)

Analytical ratings - do the resulting rating scales match the assumptions of linguistics theories?

14:20 Liana Konstantinidou and Joachim Hoefele (Switzerland) Text quality assessment in vocational education and training schools

14:40 Esther Breuer (Germany)

How peers evaluate text quality?

Gala Dinner

Tuesday 5th July, 19:30 until 00:15

Guests attending this Gala Evening for the conference will be able to enjoy a fantastic evening in the beautiful venue the Great Hall near the city centre. We hope as many people come along to enjoy the night.

Delegates booked for the dinner, will be taken to the venue by coach departing from Liverpool Hope University at 19:00. The Gala Dinner includes three courses followed by live music by Liverpool Band of the Year, the Hummingbirds. Additional music will be provided by Emma Steele.

There will be a glass of prosecco on arrival and wine, orange juice and water provided on the tables. There is no seating plan, please just sit where and with whom you would like to.

Gala Dinner Menu

Starter

Beetroot Puree Roast Red Peppers salad with Caramelised Goat Cheese

or

Pressed Chicken and Chive Terrine

Main

Roast fillet of Beef set on a pan fried wild Mushroom with a Fondant Potato, braised carrots and roasted Shallots with Red wine jus

or

Vegetable Wellington filled with Flat Mushroom Red Peppers Celeraic, served with braised Carrots and Fondant Potato

Dessert

Triple Chocolate Tuxedo bar with a dark Raspberry Coulis

Wednesday, 6th July 2016

0900	<p>Paper session EDEN 004 Chair: Golombek, Christiane</p> <p>Learning and teaching</p> <p>Golombek, Klingsieck, Sennewald & Scherer; Madeira, Montanero & Ferrera; Mateos, Martín, Cuevas, Villalon & Martínez; Rossack & Neumann</p>	<p>Paper session EDEN 008 Chair: Silva, Ana Cristina</p> <p>Process research</p> <p>Almeida & Silva; Silva & Almeida; Wolfer, Weber, Bartz, Abel, Meyer, Müller-Spitzer & Storrer</p>	<p>Research meeting EDEN 203 Chair: Canton, Ursula</p> <p>Learning and teaching</p> <p>Canton & Dargie</p>	<p>Research meeting EDEN 203 Chair: Donahue, Tiane (Christiane)</p> <p>Assessment of writing</p> <p>Donahue</p>	<p>Symposium EDEN 109 Chair: Saddler, Bruce</p> <p>Special need education</p> <p>Saddler, Asaro-Saddler, Arfe, Rodriguez, Torrance, Cerezo & García</p>	<p>Symposium EDEN 013 Chair: Bouwer, Renske</p> <p>Learning and teaching</p> <p>De Smedt, Van Keer, Rietdijk, van Weijen, Rijlaarsdam, Janssen, Bouwer, Koster & van den Bergh</p>
1030	Coffee break EDEN corridor and Atrium first floor					
1100	<p>Paper session EDEN 010 Chair: Torrance, Mark</p> <p>Developmental processes</p> <p>Arrimada, Fidalgo & Torrance; Breuer, Grünke & Joshi; Feng, Lindner, Joshi & Zhang; MIRANDA</p>	<p>Paper session EDEN 008 Chair: Badenhorst, Cecile</p> <p>Learning and teaching</p> <p>Badenhorst; Negretti & Mezek; Oliva-Girbau, Corcelles, Castelló & Millan</p>	<p>Paper session EDEN 005 Chair: Grabowski, Joachim</p> <p>Measurement of writing</p> <p>Chauliac, Schrijver, Leijten & Robert; Cutillas & Llauro; Pujol Dahme; Wilmsmeier, Becker-Mrotzek, Brinkhaus, Grabowski & Hennecke</p>	<p>Symposium EDEN 109 Chair: Krogh, Ellen</p> <p>Learner characteristics</p> <p>Elf, Christensen, Hobel, Plekut & Krogh</p>	<p>Symposium EDEN 004 Chair: Koster, Monica</p> <p>Learning and teaching writing</p> <p>De Smedt, Van Keer, Koster, Bouwer, Rietdijk, de Maat, Janssen, van Weijen, van den Bergh & Rijlaarsdam</p>	
1300	Lunch Arbour Room					

1400	<p>Paper session EDEN 109 Chair: Zhao, Huahui</p> <p>Assessment of writing Dimakos & Kokkinaki; Skar; Wilcox & Jeffery; Zhao</p>	<p>Paper session EDEN 008 Chair: Greenwood, Nell</p> <p>Developmental processes Ashley, Schaap & de Bruijn; Czapka, Wotschack & Festman; Greenwood; Johansson, Grenner, Asker-Årnason, van de Weijer & Sahlén</p>	<p>Paper session EDEN 004 Chair: Limpo, Teresa</p> <p>Learner characteristics Damn timer, Proske & Koerndle; Limpo & Alves; Myklebust; Vandermeulen, van den Broek, Bernolet, Van Steendam & Rijlaarsdam</p>	<p>Paper session EDEN 005 Chair: Arcon, Nina</p> <p>Learning and teaching Arcon, Klein & Dombroski; Jones, Myhill & Lines; Pereira & Coimbra; Myhill, Jones & Lines</p>	<p>Paper session EDEN 013 Chair: Baaijen, Veerle M.</p> <p>Writing process research Anson; Baaijen & Galbraith; Godley; Wotschack & Klassert</p>	<p>Paper session EDEN 010 Chair: Bourke, Lorna</p> <p>Developmental processes Adams & Simmons; Bourke & Davies; Davies & Bourke</p>
1600	Coffee break EDEN corridor and Atrium first floor					
1600	<p>Closing session including:</p> <p>John R. Hayes Lecture Kimberly Epting EDEN Lecture theatre Chair: Alves, Rui Alexandre</p> <p>Announcement of John R. Hayes Award Winner</p> <p>Announcement of SIG Writing BESST Award</p> <p>Surprise activities</p>					
1730	Farewell reception Arbour Room					

Wednesday 6th July 2016

John R. Hayes Award Winner: Kim Epting

So many variables, few overlapping effects: Investigating situational factors that influence writing process measures

EDEN 130 Lecture Theatre

Chair: Rui Alves



Abstract

Effective written communication requires that writers monitor and respond to their own writing during composition, employing revision to shape their expressions toward maximal effectiveness. One stream of research in my lab over the past several years has been identifying some of the situational variables that influence the writing and revision process and identifying the specific aspects affected. A custom keystroke-logging program records a variety of process measures, including insertions, deletions, substitutions, total keystrokes as well as total released characters, and prompt reviews. Pauses are also measured. In 3 studies, we investigated how those measures were influenced by prewriting time and print exposure (study 1), prompt valence and agent of experience (study 2), and feedback and perceived audience (study 3). The results underscore the complexity of the writing and revision process in that each factor apparently influences different aspects of the process. According to our results, prewriting time and type of feedback both influence prompt reviewing; yet prewriting time, but not feedback type, also affects average pause lengths whereas feedback type, but not prewriting time, also affects an overall editing measure. Variables such as print exposure and prompt valence were not associated with significant differences in most process variables, but were associated with differences in length and quality (print exposure) or with differential content (e.g., positive, negative, cognitive words). The studies are grounded in similar methodology and intentional overlap in dependent measures. We believe we have a robust and flexible research approach that allows comparison across studies to begin shaping a picture of the sensitivity of process measures and the types of factors most likely to affect each other.

Wednesday 6th July: List of sessions

09:00 – 10:30 Learning and teaching of writing (Paper Session)

Chair: Christiane Golombek

Location: EDEN 004

09:00 Christiane Golombek & Katrin B. Klingsieck, Nadja Sennewald and Caroline Scherer (Germany)

Using self-assessment for evaluating the effects of writing interventions in higher education. Implications and limitations derived from a pilot study.

09:25 Maria Leocadia Madeira, Manuel Montanero and Manuel Jesús Palomo Ferrera (Portugal)

Narrative collaborative writing versus narrative individual writing in primary education

09:50 Mar Mateos, Elena Martín, Isabel Cuevas, Ruth Villalon and Isabel Martínez (Spain)

improving the quality of the written synthesis by teaching to integrate conflicting information from various sources

10:15 Solvig Rossack and Astrid Neumann (Germany)

Writing intervention in school's field

09:00 – 10:30 Writing process research (Paper Session)

Chair: Ana Cristina Silva

Location: EDEN 008

09:00 Tiago Almeida and Ana Cristina Silva (Portugal)

Invented spelling training programs: comparing knowledge-transmission model and the constructivist model of learning

09:25 Ana Cristina Silva and Tiago Almeida (Portugal)

Invented spelling: the effect of two interventions acting in the zone of proximal development

09:50 Sascha Wolfer, Tassja Weber, Thomas Bartz, Andrea Abel, Christian M. Meyer, Carolin Müller-Spitzer and Angelika Storrer (Germany)

How beneficial are lexicographic resources for writing and revision environments? A pilot study

09:00 – 10:30 Assessment of writing in the classroom (Research Meeting)

Location: EDEN 203 (Learning Lab)

09:00 Tiane Donahue (USA)

Studying the ways students re-use, adapt, and transform their writing knowledge across contexts

09:00 – 10:30 Learning and teaching of writing (Research Meeting)

Location: EDEN 203 (Learning Lab)

09:45 Ursula Canton and Sarah Judith Dargie (United Kingdom)

An embarrassment of riches? Integrating multidisciplinary perspectives into a model of writing for writing support practitioners in HE

09:00 – 10:30 Learning and teaching writing (Symposium)

Chair: Renske Bouwer

Location: EDEN 013

Bridging the research-to-practice gap: Implementing and evaluating writing interventions in classrooms

09:00 Fien De Smedt and Hilde van Keer (Belgium)

Fidelity of implementation in a strategy-oriented intervention study focusing on

collaborative writing

09:20 Saskia Rietdijk, Daphne Van Weijen, Gert Rijlaarsdam, Huub Van Den Bergh and Tanja Janssen (Netherlands)

About fidelity and implementation in writing intervention studies. Evaluation of measures used in a study in upper primary education

09:40 Renske Bouwer, Monica koster and Huub Van Den Bergh (Netherlands)

Professional development to support teachers in the implementation of a writing intervention program for elementary students

09:00 – 10:30 Writing in special needs education (Symposium)

Chair: Bruce Saddler

Location: EDEN 109

09:00 Bruce Saddler, Barbara Arfe and Celestino Rodríguez (United States)

Writing instruction for students with learning and attentional difficulties

09:20 Bruce Saddler and Kristie Asaro-Saddler (United States)

Effects of a summarizing strategy on written summaries of children with learning disabilities

09:40 Barbara Arfe (Portugal)

Early intervention of spelling problems in ADHD. A single case study

10:00 Celestino Rodriguez, Mark Torrance, Rebeca Cerezo and Trinidad Garcia (Spain)

ADHD and related variables effects on writing ability in school aged students

11:00 – 13:00 Developmental and disruptive processes in writing (Paper Session)

Chair: Mark Torrance

Location: EDEN 010

11:00 María Arrimada, Raquel Fidalgo and Mark Torrance (Spain)

Enhancing first-graders' self-regulation in writing through the use of strategy-focused instruction

11:25 Esther Breuer, Matthias Grünke and R Malatesha Joshi (Germany)

The influence of the L1 on L2 orthography

11:50 Luxi Feng, Amanda Lindner, R Malatesha Joshi and Shuai Zhang (USA)

A meta-analytic review of the contribution of handwriting on writing: can handwriting be substituted by keyboarding?

12:15 Ana Ruth M Miranda (Brazil)

study of (ortho)graphic errors produced by Brazilian children in the first years of Elementary School

A

11:00 – 13:00 Learning and teaching of writing (Paper Session)

Chair: Cecile M. Badenhorst

Location: EDEN 008

11:00 Cecile M Badenhorst (Canada)

Citation practices of graduate students writing literature review

11:25 Raffaella Negretti and Spela Mezek (Sweden)

Participatory appropriation as a pathway to self-regulation in academic writing: the case of three BA essay writers in literature

11:50 Angels Oliva-Girbau, Mariona Corcelles, Montserrat Castelló and Marta Milian (Spain)

Struggling for their own voice: what conflicts do postgraduate students face in argumentative writing?

11:00 – 13:00 Measurement of writing (Paper Session)

Chair: Joachim Grabowski

Location: EDEN 005

11:00 Margot Chauliac, Iris Schrijver, Mariëlle Leijten and Isabelle S Robert (Belgium)

Text production: the writing competence of translators revealed

11:25 Sabine Wilmsmeier, Michael Becker-Mrotzek, Moti Brinkhaus, Joachim Grabowski and Vera Hennecke (Germany)

Supporting writing competence by perspective taking and coherence creation skills: an intervention study

11:50 Ana M^a Pujol Dahme (Spain)

Stance and engagement in students' research reports, from a developmental perspective

12:15 Laia Cutillas and Anna Llaurodo (Spain)

The lexical uses in texts written in two languages with similar typology but dissimilar orthographies

11:00 – 13:00 Learner characteristics and learning outcomes (Symposium)

Chair: Ellen Krogh

Location: EDEN 109

11:00 Ellen Krogh, Nikolaj Elf, Torben Spanget Christensen, Peter Hobel and Anke Piekut (Denmark)

Writing to learn, learning to write. Literacy and disciplinarity in upper secondary writing

11:00 – 13:00 Learning and teaching writing (Symposium)

Chair: Monica Koster

Location: EDEN 004

11:00 Fien De Smedt and Hilde Van Keer (Belgium)

Explicit strategy instruction and collaborative writing in writing instruction: a quasi-experimental study on the effects on writing skills in upper-elementary education

11:20 Monica Koster, Renske Bouwer and Huub van den Bergh (Netherlands)

Tekster - a promising approach to improve elementary students' writing performance

11:40 Saskia Rietdijk, Paul J M de Maat, Tanja Janssen, Daphne van Weijen, Huub van den Bergh and Gert Rijlaarsdam (Netherlands)

The effects of learning materials and teacher training and coaching on the quality of teaching and text quality in upper primary education

14:00 – 16:00 Assessment of writing (Paper Session)

Chair: Huahui Zhao

Location: EDEN 109

14:00 Ioannis Dimakos and Ariadne Kokkinaki (Greece)

Does early spelling performance predict later written text quality?

14:25 Gustaf Bernhard Uno Skar (Norway)

Using cross-curricular standards for writing. Effects of a long term school intervention in Norway

14:50 Kristen Wilcox and Jill V Jeffery (USA)

Writing standards reform in the United States: A multiple case study of Elementary and Secondary school teachers' practices implementing the common core

15:15 Huahui Zhao (United Kingdom)

What happens during peer review: new insights into the process and effectiveness of peer review in EFLwriting

14:00 – 16:00 Developmental and disruptive processes in writing (Paper Session)

Chair: Nell Greenwood

Location: EDEN 008

14:00 Sue Ashley, Harmen Schaap and Elly de Bruijn (Netherlands)

Stimulating knowledge-transforming writing to foster conceptual understanding in international business students

14:25 Sophia Czapka, Christiane Wotschack and Julia Festman (Germany)

Differential influence of monitoring and short-term memory in writing acquisition

14:50 Nell Greenwood (Australia)

Writing, pedagogy and the unconscious: Freewriting and flow states in screenwriting

15:15 Victoria Johansson, Emily Grenner, Lena Asker-Árnason, Joost Van De Weijer and Birgitta Sahlén (Sweden)

Writing intervention and observational learning: the relation between text quality, working memory capacity and reading comprehension

14:00-16:00 Developmental and disruptive processes in writing (Paper session)

Chair: Lorna Bourke

Location: Eden 010

14:00 Anne-Marie Adams and Fiona Simmons

Phonological processes in early writing: differential contributions to the writing performance of girls and boys

14:25 Simon J Davies and Lorna Bourke

Logographic and alphabetic writers: strategies for the retention of coding information at multiple levels of presentation in short term memory

14:50 Lorna Bourke and Simon J Davies

The development of audio-visual binding, executive functioning and writing skills in young children

14:00 – 16:00 Learner characteristics and learning outcomes (Paper Session)

Chair: Teresa Limpo

Location: EDEN 004

14:00 Gregor Damnik, Antje Proske and Hermann Koerndle (Germany)

Using a cognitive writing model to interpret writing-to-learn tasks

14:25 Teresa Limpo and Rui Alexandre Alves (Portugal)

Contribution of implicit theories to writing quality via achievement goals and self-efficacy

14:50 Hege Myklebust (Norway)

Positioning in adolescents' texts in an online discussion forum

15:15 Nina Vandermeulen, Brenda van den Broek, Sarah Bernolet, Elke Van Steendam and Gert Rijlaarsdam (Netherlands)

Learning to write research papers: the interaction between writer characteristics, text quality and learning gains

14:00 – 16:00 Learning and teaching of writing (Paper Session)

Chair: Nina Arcon

Location: EDEN 005

11:00 Nina Arcon , Perry Klein and Jill Dombroski (Canada)

Facilitating English language learner (ELL) students' persuasive writing through dictation

11:25 Susan Jones, Debra A Myhill and Helen Lines (United Kingdom)

Young writers' understanding of how grammar shapes meaning

12:15 Debra A Myhill, Susan Jones and Helen Lines (United Kingdom)

The relationship between teachers' pedagogical practices and students' conceptual development of metalinguistic understanding for writing

14:00 – 16:00 Writing process research (Paper Session)

Chair: Veerle M Baaijen

Location: EDEN 013

14:00 Chris Anson (USA)

Talking about mistakes: mining students' peer reviews for constructs and practices in error identification

14:25 Veerle M Baaijen and David Galbraith (Netherlands)

Relationships between writing processes, discovery through writing and text quality

14:50 Amanda Godley (USA)

A think-aloud study of adolescent writers' peer review strategies

15:15 Christiane Wotschack and Annegret Klassert (Germany)

Rapid automatized writing (raw) predicts writing performance in dysgraphia



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The *Journal of Writing Research* (JoWR) is an international peer reviewed journal that publishes high quality theoretical, empirical, and review papers covering the broad spectrum of writing research.

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Studies in Writing

Series Editors: **Raquel Fidalgo**, Universidad de León, Spain, and **Thierry Olive**, National Centre for Scientific Research (CNRS) & University of Poitiers, France

Studies in Writing aims for multiple perspectives of writing, education and texts. The series provides a collection of theoretical and empirical insights into the foundations of writing, and learning and teaching processes in written composition. The series aims to cover theoretical issues, supported by both quantitative and qualitative empirical research and representing a wide range of nationalities.

Studies in Writing provides a forum for research from established researchers, as well as contributions from young scholars. Fields of research covered are cognitive, socio-cognitive and developmental psychology, psycholinguistics, text linguistics, curriculum development and instructional science.

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Multimodality in Higher Education

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SIG Writing Research School

People, products and processes: the triple narrative that awakens writing.

Liverpool Hope University 1-3 July, 2016
(Registration 1st July 2016)

Following the success of the two-day Research School held at Utrecht University in 2014, the SIGwriting2016 conference will be preceded by this again. Although it is primarily designed for PhD candidates and other junior researchers, all are welcome if you feel it might be useful.

The main objective is to provide an opportunity for researchers to engage in an initiative focusing on the integration of a number of different research and statistical methods identified as important to the field of writing research. There is increasing evidence that the field of writing research is advancing through the inclusion of mixed methods research. Previously diametrically opposed research methods e.g. eyetracker and qualitative interviews are being explored within the same research programme. Thus, arguably, providing a more comprehensive insight into the characteristics of the writer, the processes they engage in and the products they produce.

Therefore, the intention is to take researchers from an understanding of what the learner contributes to the process of writing, to how this might be analysed at more fine-grained grammatical levels and with different populations of writers (e.g. dyslexia and dyspraxia), to the technology we have available to us to determine the underlying processes that explain differences in the written product and finish with a representation of some of the important contributions making a difference to education through interventions as well as a discussion on identity and regulation in writing through qualitative research methods. Thus, the workshops provided by experts will stimulate and cement research at the early stages of a research career and allow researchers to gain a broader understanding of how multiple perspectives interact in research as well as the techniques used to explore them.

Acknowledgements

Research School Experts

The role of the research school experts in facilitating the delivery of the content for the research school cannot be underestimated. Many thanks to them for giving so willingly and freely of their time to encourage and work with Early Career Researchers. The list of experts are as follows:



Anne-Marie Adams
United Kingdom



Monsterrat Castello
Spain



Vince Connolly
United Kingdom



David Galbraith
United Kingdom



Teresa Limpo
Portugal



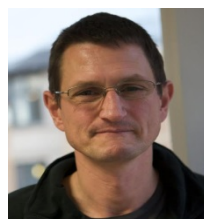
Julie Dockrell
United Kingdom



Eva Lindgren
Sweden



Guido Nottbusch
Germany



Mark Torrance
United Kingdom

Special thanks to the European Literacy Network COST Action IS1041 for awarding a grant to support the Research School.



Friday, 1st July 2016

15:00-15:30	Room: Our Place Student Union Registration and coffee
15:30-16:15	Lecture & workshop research school Room: EDEN 130 Chair: Bourke, Lorna Welcome: Key issues in research in writing today
16:15-17:00	Lecture & workshop research school Room: Health Sciences Lab Chair: Davies, Simon J Data analysis through SPSS surgery
17:15-18:45	Lecture & workshop research school Room: EDEN 130 Chair: Galbraith, David Ask the expert
19:30-00:30	Trip into Liverpool City Centre

Saturday, 2nd July 2016

08:30-09:30	Room: Atrium (Ground Floor EDEN) Registration
09:15-10:00	Lecture & workshop research school Room: EDEN 109 Chair: Adams, Anne-Marie The characteristics of the early writer in childhood
10:00-10:45	Lecture & workshop research school Room: EDEN 109 Chair: Limpo, Teresa Structural Equation Modelling and Learner Characteristics
10:45-11:15	Room: Arbour Room Coffee break
11:15-12:00	Lecture & workshop research school Room: Health Sciences Lab Chair: Nottbusch, Guido Capturing and analysing process data
12:00-13:30	Lecture & workshop research school Room: Health Sciences Lab Chair: Torrance, Mark & Nottbusch, Guido Capturing and analysing process data
12:45-13:30	Room: Arbour Room Lunch
13:30-15:00	Lecture & workshop research school Room: EDEN 109 Chair: Adams, Anne-Marie Quantifying and discriminating individual differences in children's writing
15:00-15:30	Room: Arbour Room Coffee break

15:30-17:00	Lecture & workshop research school Room: Health Sciences Lab Chair: Torrance, Mark Capturing and analysing process data				
17:00-19:00	Research school short presentation Room: EDEN 006 Chair: Limpo, Teresa RS Theme A: Learning to write and learner characteristics Fiebig; Oddsdóttir, Ragnarsdóttir, Birgisdóttir & Gestsdóttir	Research school short presentation Room: EDEN 004 Chair: Nottbusch, Guido RS Theme B: Capturing and analysing process data Falman; Moura, Pereira & Coimbra; Nykopp; ten Peze; van den Broek, Vandermeulen & Van Steendam	Research school short presentation Room: EDEN 008 Chair: Connelly, Vince RS Theme C: Assessing and deciphering text quality Bilici, Ugen & Weth; Calil, Pereira, Coimbra & Santos; Johansson & Lindgren	Research school short presentation Room: EDEN 010 Chair: Castelló, Montserrat RS Theme D: Interventions, identity and qualitative methods Arrimada, Fidalgo & Torrance; Drejer; Golombek, Klingsieck, Sennewald & Scherer; Siopa & Pereira; Usher	Research school short presentation Room: EDEN 109 Chair: Galbraith, David RS Theme D: Interventions, identity and qualitative methods De Smedt & Van Keer; Holm; Lindh; Sontag & Stoeger
19:30-00:30	Room: Arbour Room Research School Dinner				

Sunday, 3rd July 2016

09:15-10:00	Lecture & workshop research school Room: EDEN 109 Chair: Connelly, Vince Analysing children's written text products
10:00-10:45	Lecture & workshop research school Room: EDEN 109 Chair: Dockrell, Julie CBMs of written texts
10:45-11:15	Room: Arbour Room Coffee break
11:15-12:00	Lecture & workshop research school Room: EDEN 109 Chair: Castelló, Montserrat The study of identity and voice through the use of mixed-methods
12:00-12:45	Lecture & workshop research school Room: EDEN 109 Chair: Lindgren, Eva Intervention studies
12:45-13:15	Room: Arbour Room Lunch
13:30-15:00	Lecture & workshop research school Room: EDEN 109 Chair: Connelly, Vince Assessing text quality

15:00- 15:30	Room: Arbour Room Coffee break
15:30- 17:00	Lecture & workshop research school Room: EDEN 109 Chair: Lindgren, Eva Intervention, identity and regulation in writing
17:00- 18:00	Plenary (Research School) Room: EDEN 109 Chair: Galbraith, David Wrap up training school

Meet the Research School Experts

Theme A: Learning to write and learner characteristics

Anne-Marie Adams

THE CHARACTERISTICS OF THE EARLY WRITER IN CHILDHOOD

Previous research has acknowledged a range of cognitive abilities associated with children's early writing development spanning both visuo-spatial and phonological domains. Of particular interest is the impact that a developmental trajectory, from visuo-spatial to phonological memory strategies accompanied by the increased control of inner speech, might have on the nature of the writing process in young children. Preliminary evidence that boys and girls may rely differentially on these skills will be presented. Aligning with the ethos of the Research School to stimulate interaction and debate, consideration will be given to the need to explore such issues attending to the educational curriculum that children experience. The lecture aims to also provide a context for the associated workshop "Learning to write and learner characteristics: Quantifying and discriminating individual differences in children's writing". It will therefore highlight issues relating to the measurement of the writing skills of children at the earliest stages of writing development.

Adams, A-M., Simmons, F. & Willis, C. (2015). Exploring relationships between working memory and writing. Individual differences associated with gender. *Learning and Individual Differences*, 40, 101-107.

Teresa Limpo

STRUCTURAL EQUATION MODELLING AND LEARNER CHARACTERISTICS

This lecture aims to provide a basic introduction to Structural Equation Modelling (SEM) in the context of writing research. Emphasis will be put on SEM underlying concepts and rationale as well as practical issues, over mathematical details. The beginning of the lecture will discuss the advantages and disadvantages of SEM, provide definitions of relevant concepts (e.g., indicators and latent variables, measurement and structural models, etc.), and give an overview of available tools for SEM. Attendees will then be provided with a comprehensive understanding of all phases of SEM, including specification, evaluation, and interpretation of structural equation models. All of these aspects will be illustrated with the paper of Limpo and Alves (2013), which used multiple-group SEM to examine the relationships among transcription, self-regulation, and text generation and to directly compare them at two developmental points (Grades 4–6 vs. 7–9).

Limpo, T., & Alves, R. A. (2013). Modelling writing development: Contribution of transcription and self-regulation to Portuguese students' text generation quality. *Journal of Educational Psychology*, 105, 401-413. doi: 10.1037/a0031391

Kline, R. B. (2005). *Principles and practice of structural equation modelling* (2nd ed.). New York, NY: The Guilford Press.

Anne-Marie Adams and Teresa Limpo

QUANTIFYING AND DISCRIMINATING INDIVIDUAL DIFFERENCES IN CHILDREN'S WRITING

Drawing on issues presented in the preceding lectures on the theme "Learning to write and learner characteristics", delegates attending this workshop will work collaboratively to explore ways to quantify variance in young children's writing products, to capture differences in their writing processes for example the patterns of burst and pauses during production, and to measure cognitive factors proposed to underpin this variance. The principal focus of this initial exercise will be the measurement of latent constructs and study design features optimal to apply structural equation modelling to aid our understanding of writing development. Samples of writing will be made available but attendees are also encouraged to bring their own samples for analysis. In the second part of the workshop delegates will together create 'pen and paper' sketches of their observed and latent variables and define theoretically driven models of the relationships between them. Attendees already using structural equation modelling in their own projects may bring their laptops (with the respective software installed) for discussion. A final summation discussion will consider possible contributions to the short presentations/round tables in the plenary which will highlight successes and remaining challenges identified during the day.

Theme B: Capturing and analysing process data

Mark Torrance and Guido Nottbusch

ANALYSING WRITING PROCESS DATA

In the morning session, we are going to introduce handwriting research and its basis, namely the physiology, neurology (e.g. feedback), dynamic units in handwriting and the distinction of automated and non-automated movements. We will then focus on methodology, e.g. how to associate pauses and processes, pause types, pen-on-paper and pen-in-air movements, annotation of handwriting data. In the second part of the morning session, we'll have a hand-on session using Open HandWrite and will demonstrate what can be done with this software.

Theme C: Assessing and deciphering text quality

Vince Connelly and Julie Dockrell

ANALYSING CHILDREN'S WRITTEN TEXT PRODUCTS

The analysis of children's written text products can be a difficult task. This task can be complicated when the analysis concerns the writing of children with learning difficulties. This session will consider the written texts of children with learning difficulties and the challenges of researching the writing skills of these distinct groups of children. The writing of children with dyslexia, specific language impairment and developmental co-ordination disorder will be discussed in particular. Some of the common issues that arise when analysing the texts of these children along with the other potential challenges of researching in this area will be discussed.

Connelly, V & Dockrell, J.E. (2015). Writing development and instruction for students with learning disabilities: Using diagnostic categories to study writing difficulties. In C MacArthur, S. Graham, J. Fitzgerald (Eds) *Handbook of Writing Research*, 2nd Edition. (pp. 349-363). New York: Guildford Publications.

Dockrell, J.E., Connelly, V., Walter, K. & Critten, S. (2014). Assessing children's writing products: The role of curriculum based measures. *British Educational Research Journal*.

<http://onlinelibrary.wiley.com/doi/10.1002/berj.3162/abstract> DOI: 10.1002/berj.3162

Theme D: Interventions, identity and qualitative methods

Montserrat Castelló

THE STUDY OF IDENTITY AND VOICE THROUGH THE USE OF MIXED-METHODS

This lecture provides an overview of current issues on the study of authorial identity from a qualitative perspective. After discussing the ontological, epistemological and methodological challenges surrounding the study of identity in writing, focus will move to: a) how to build/apply integrated and comprehensive units of analysis, and b) the potential of mixed-methods in the study of identity. Both issues will be illustrated through examples from recent research and their limitations, strengths and weaknesses will be discussed.

Iñesta, A. & Castelló, M. (2012). Towards an Integrative Unit of Analysis: Regulation Episodes in Expert Research Article Writing (Chapter, 24). In C. Bazerman, C. Dean, J. Early, K. Lunsford, S. Null, P. Rogers & A. Stansell (Eds.). *International Advances in Writing Research: Cultures, Places, Measures* (pp.421-448).

<http://wac.colostate.edu/books/wrab2011/chapter24.pdf> (last access: 20-07-2012)

Castelló, M. Iñesta, A. & Corcelles, M. (2013). Ph. D. students' transitions between academic and scientific writing identity: learning to write a research article. *Research in the Teaching of English. Special Issue*, 47 (4), 442-478
Castelló, M., Kobayashi, S., McGinn, M. K., Pechar, H., Vekkaila, J. & Wisker G. (2015). Researcher Identity in Transition: Signals to Identify and Manage Spheres of Activity in a Risk-Career. *Frontline Learning Research (Special Issue)*, 3 (4), 19 – 34

Eva Lindgren

INTERVENTION STUDIES

This lecture will focus on intervention studies, and similar approaches, in natural contexts in writing research. We will discuss underlying principles for interventions with a particular focus on the educational context, how to approach such studies, how to develop them and finally how to approach data analysis. A strong focus will be put on the development of the research questions and the use of mixed methods, and strengths and weaknesses of intervention studies.

Braaksmā, M. & Rijlaarsdam, G. (Eds. 2015). Intervention studies in writing-to-learn: Effects on comprehension, domain-specific learning outcomes and meaning making processes. *Special issue of Journal of Writing Research* 7(1)

Graham, S. & Harris, K. R. (2014). Conducting high quality writing intervention research: Twelve recommendations. *Journal of Writing Research*, 6(2), 89-123

Kelly, A et al. (2014). *Handbook of design research methods in education: Innovations in science, technology, engineering, and mathematics learning and teaching*. New York: Routledge.

Plano-Clark, V., Huddleston-Casas, C., Churchill, S., O'Neil Green, D., & Garrett, A. (2008). Mixed Methods Approaches in Family Science Research. *Educational Psychology Papers and Publications. Paper 81*.<http://digitalcommons.unl.edu/edpsychpapers/81>

Tashakkori, A., & Creswell, J. (2007). The new era of mixed methods. *Journal of Mixed Methods Research*, 1 (1), 3-8.

Eva Lindgren & Montserrat Castelló

QUALITATIVE AND MIXED-METHODS IN INTERVENTION AND OBSERVATIONAL STUDIES

The main aim of the workshop is to facilitate the participants' acquisition of experience in some of the techniques applied in our own research and presented in the previous lectures. Focus will be on how to generate appropriate research questions and use different types of qualitative analysis of the writing processes and interventions in natural conditions, as well as on the use of mixed-methods to study writing identity and voice development. Some examples of data sets will be provided and participants will be also encouraged to rely on their own examples during discussion. After some structured tasks, focus will be placed on those issues that need to be taken into account when using qualitative or mixed-methods to study writing.

List of short presentations

EDEN 006	<p><i>Theme A: Learning to write and learner characteristics</i></p> <p>Chair: Teresa Limpo Discussant: Anne-Marie Adams</p>
	<p>Marcus Fiebig</p> <p>Writing to learn</p>
	<p>Rannveig Oddsdóttir, Hrafnhildur Ragnarsdóttir, Freyja Birgisdottir and Steinunn Gestsdottir</p> <p>Individual differences in performance and progress in text writing: A Longitudinal study of Icelandic children´s writing in grades 2–4</p>
EDEN004	<p><i>Theme B: Capturing and analysing process data</i></p> <p>Chair: Guido Nottbusch Discussant: Mark Torrance</p>
	<p>Péter Falmann</p> <p>The development of graphomotor abilities as regards handwriting in Primary School Age</p>
	<p>Inês Moura, Luísa A. P. Pereira and Rosa Lídia Coimbra</p> <p>Writing skills development in Portuguese schools - a longitudinal study</p>
	<p>Minna Nykopp</p> <p>University students' collaborative writing in face-to-face and online context</p>
	<p>Anouk A ten Peze</p> <p>The effect of creative writing on students' writing processes and text quality: a research plan</p>
	<p>Brenda van den Broek, Nina Vandermeulen and Elke Van Steendam</p> <p>LIFT. Improving pre-university students' performance in academic synthesis tasks with Level up Instructions & Feedback Tool</p>

Bars & Restaurants

Childwall Abbey

Childwall Abbey Rd, Liverpool L16 5EY

A pub serving traditional pub grub.

www.childwallabbeyhotelpub.co.uk

Elif

138-140 Queens Drive Fiveways,
Liverpool, L15 6XX

Restaurant serving contemporary
Turkish cuisine.

www.elifgrill.co.uk

Great Wall

4 Childwall Abbey Rd, Liverpool L16
0JN

Offers a wide selection of Chinese
cuisine.

www.clickameal.com

Marantos

57-63 Lark Ln, Liverpool, L17 8UP

A restaurant situated on the popular
Lark Lane which offers an Italian-
American menu.

www.marantoslarklane.co.uk

Meat Factory

99 Lark Ln, Liverpool, L17 8UP

An American inspired restaurant and
bar.

Neighbourhood Café

261 Woolton Rd, Liverpool L16 8NA

A family run restaurant and café
serving rustic style food.

www.neighbourhoodcafe.co.uk

Owens

136 Queens Dr, Childwall Fiveways,
Liverpool, L15 6XX

A restaurant with a friendly

atmosphere serving British classics
and Mediterranean flavour

www.owensliverpool.com

Pruno

256 Woolton Rd, Liverpool L16 8NE

A restaurant with a relaxed
atmosphere serving English and
European cuisine.

www.prunoliverpool.info

Liverpool Places of Attraction

The Walker Art Gallery

The Walker Art Gallery houses one of England's largest art collections; this collection dates from 1819 when the Liverpool Royal Institution obtained 37 paintings from the collection of William Roscoe. Their collections span over a period of six hundred years.



Central Library

It is one of the largest libraries in the United Kingdom and houses extensive collections gathered over 150 years. The library has also recently been renovated.



World Museum

The museum hosts an array of exhibits and hands-on activities. It also houses the award-winning Clore Natural History Centre and a free Planetarium.



Maritime Museum

The museum originally opened in 1980 but was later expanded in 1986. The museum highlights the historic seafaring past of Liverpool. The exhibits and free events make the Maritime Museum the perfect place to visit.



Tate Gallery

The gallery opened in 1988 and is one of the most visited galleries outside of London. Tate Liverpool was created to exhibit work from the Tate Collection which consists of the national collection of British art from the year 1500 to present.





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General Conference Tickets (£6.00)

Delegates can purchase this discounted ticket at the ticket desk in the main TATE foyer, presenting the conference badge.

The Museum of Liverpool

The Museum of Liverpool is the world's first national museum which is devoted to a regional city. It is the newest addition to the National Museums Liverpool group after opening in 2011.



St Georges Hall

St Georges Hall is a Grade I listed building and is regarded as one of the finest neo-classical buildings in the world.



Football Stadia

Anfield Stadium

Iconic football ground home to Liverpool FC since 1892. Visit the stadium and take part in the tour.



Goodison Park

Home to Everton FC, Goodison is one of the oldest purpose built football grounds in the world. Visit the stadium and take the tour.



Heritage Attractions

Anglican Cathedral

Built on St James' Mount in the heart of Liverpool, this cathedral is the seat of the Bishop of Liverpool. The Anglican is one of the world's tallest non-spired church buildings, it is the third tallest structure in Liverpool and is a grade I listed building, recorded in the National Heritage List for England.



Metropolitan Cathedral

Built on Mount Pleasant, this cathedral is officially known as the Metropolitan Cathedral of Christ the King. The Grade II listed building took 5 years to complete and is also known as "Paddy's Wigwam" and "The Mersey Funnel". The Anglican and Metropolitan Cathedrals are exactly one mile apart, situated on the same stretch of road.



Williamson Tunnel-Heritage Centre

Situated in Edge Hill, Liverpool, the Williamson Tunnels were built between 1810 and 1840. For years they remained derelict and filled with rubble until archaeological investigations took place in 1995, leaving the tunnels open for the public as a heritage centre.



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