

# SIG Writing Newsletter

Fall/Winter 2015



## New SIG Writing Coordinator

We welcome our new SIG Writing Coordinator Eva Lindgren. She has been elected at the business meeting during the EARLI Conference in Limassol (Cyprus) in August. Eva Lindgren is a senior lecturer at the Department of Language Studies at Umeå Universitet in Sweden. You can find out more about her Department and her research online at

<http://goo.gl/cnxV9s> and  
<http://goo.gl/Xncxg7>.



## CFP: 2016 Thomas R. Watson Conference on Rhetoric and Composition

The theme of the **Eleventh Biennial Thomas R. Watson Conference on Rhetoric and Composition**, to be held at the University of Louisville, KY (USA) October 20 to 22, 2016, is **Mobility Work in Composition: Translation, Migration, Transformation**. The organizers invite proposals for presentations exploring the relevance of diverse notions of mobilities for the work of rhetoric and composition (as a discipline, form of labor, and profession): how mobility is and might be worked—theorized, activated, researched, experienced, imagined—in our teaching, scholarship, and program administration, with what effects, for whom and on whom.

Topics include but are not limited to:

- How might we usefully distinguish among the kinds of mobility experienced and exercised by differently positioned actors in our field?
- In what ways might mobility get taken up in practices and rhetorics of activism in engagements across divides

of institution, discipline, program, location, and language?

- How might theories of mobility in knowledge, meaning, and identity contribute to our approaches to translation, transfer and genre, and such matters as form, medium, text, and stance?
- How might we better conceive of and engage the movement of knowledge across boundaries of disciplines, programs, institutions, and routes of production, circulation, reception, execution?
- How might the problematics of knowledge mobilization contribute to or help us better grasp composition's perduring history of poor working conditions and low disciplinary status?
- How does mobility challenge dominant conceptions of and commitments to identities of ethnicity, gender, sexuality, race, class, language, ability, nationality, profession, and place? In what ways might we conceive of and pursue, or resist and challenge, mobilizations of identity in and through our composing, teaching, administration, and research practices?

- How do or might digital and other technologies shape and afford forms of mobility in composition, of what kind, for whom, and to what effect?

More information on the conference is available online at

<http://www.watsonconference.com>

Please direct questions to Bruce Horner at [watson@louisville.edu](mailto:watson@louisville.edu).

Important dates:

- **March 1, 2016:** Deadline for proposals
- **May 1, 2016:** Notification of acceptance
- **October 20 to 22, 2016:** Conference

## Event: Summer School on Didactical Writing Research

The next **Summer School on Didactical Writing Research** (in German) will take place at the University of Hannover (Germany), June 23 to 25, 2016. The annual summer school provides a forum for students and young researchers from psychology, linguistics, teacher studies, and related disciplines who are concerned with the study of writing processes in educational contexts.

The summer school comprises four formats:

- workshops on technical or theoretical aspects of writing research;
- poster presentations of qualification research (master theses, PhD theses);
- individual coaching with selected experts in the related fields; and
- plenary lectures.

In 2016, the general theme of the summer school is **Theory development in the area of writing didactics**. Invited lectures will be given by Prof. Tobias Richter ("Theories and models of reading and writing research"), Prof. Michael Becker-Mrotzek ("Towards a theory of writing competence") and Prof. Elfi Billmann-Mahecha ("How qualitative research connects to theories").

Further information will be available online by January 2016 from <http://goo.gl/Ti0YVV> or from Joachim Grabowski via e-mail: [grabowski@psychologie.uni-hannover.de](mailto:grabowski@psychologie.uni-hannover.de).

## COST: Training School in Antwerp (March)

The Training School **Writing Process Research: Keystroke Logging** is to be

held at the University of Antwerp (Belgium) from March 16 to 18, 2016.

The main objective is to bring together a group of international PhD students and post-doc researchers, and introduce them to the current methods of collecting and analyzing writing process data. The primary focus will be on the use of keystroke logging (Inputlog and Scriptlog). The training school is part of the COST action **Strengthening Europeans' Capabilities by Establishing the European Literacy Network (ELN)**.

Applications should be made online (link at the COST ELN website) and include a letter of interest, a short research description and a support letter from PhD students' supervisors. You find all information online at the COST ELN website <http://goo.gl/LRNAK8>.

Important dates:

- **January 15, 2016:** Deadline for registration
- **February 1, 2016:** Confirmation of participation and grants
- **March 16 to 18, 2016:** Training School

## Project: Improving Pre-University Students' Performance in Academic Synthesis Tasks with Level up Instructions & Feedback Tool (LIFT)

In late 2015, the research project **LIFT. Improving pre-university students' performance in academic synthesis tasks with Level up Instructions & Feedback Tool (LIFT)** started. It is funded by The Netherlands Organisation for Scientific Research (NWO), the main investigator is Gert Rijlaarsdam with Huub van den Bergh and Martine Braaksma as co-applicants. The project, carried out at the University of Antwerp (Belgium), aims to investigate the relations between writing processes, writing products, different types of feedback and instruction, and certain learner variables in synthesis writing. The project consists of three sub-projects:

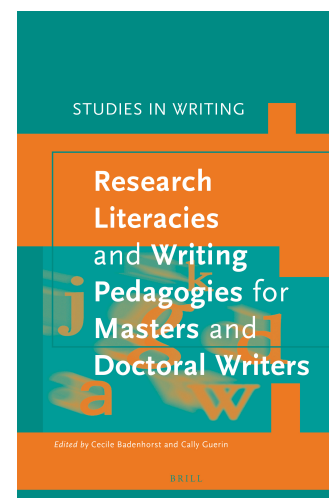
- A baseline study among 800 Dutch students (ranging from pre-university grade 10 until the second year of academic bachelor) in which the pattern of development of synthesis text performance across grade 10 to bachelor 2 is investigated.
- Intervention studies aimed at investigating the effects of varying the feedback object (text/process) and information (absolute/relative), and the

additional effect of adaptive writing-strategy instruction (text/process).

- A modelling study in which the relations between text process, text quality, feedback, instruction, and learner variables are assessed.

The research team for this project includes Nina Vandermeulen, Brenda van den Broek, Elke van Steendam, Mariëlle Leijten, Luuk van Waes, and Gert Rijlaarsdam.

## Book Series: Research Literacies and Writing Pedagogies for Masters and Doctoral Writers



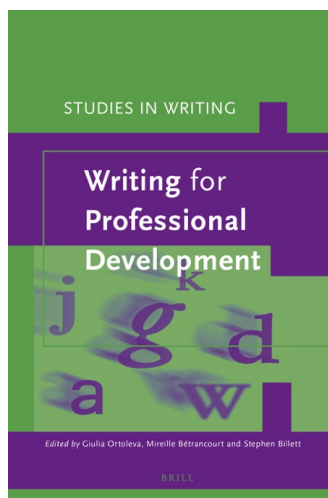
Cecile Badenhorst (Memorial University, Canada) and Cally Guerin (University of Adelaide, Australia) edited the Studies in Writing volume 31 on **Research Literacies and Writing Pedagogies for Masters and Doctoral Writers**. Debates about researcher education emphasize the dramatic changes facing higher education in the twenty-first century. Post/graduate students must learn often-hidden research literacies with very limited support. This book explores the challenges students face when engaging in research writing. The chapters offer insights into effective pedagogies, ranging from direct, scaffolded instruction to peer learning, in face-to-face and online interventions. Themes extend from genre approaches, threshold concepts, and publishing pedagogies through to the emotional aspects of post/graduate writing, writing groups, peer learning and relational collaborations, employing both online and digital technologies. Throughout, authors have revealed how research literacies and writing pedagogies, in situated contexts around the globe, demonstrate



practices that are constantly changing in the face of personal, institutional, and broader influences.

See also <http://goo.gl/e8IurK>.

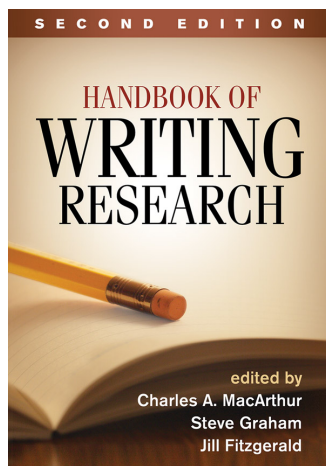
### Book Series: Writing for Professional Development



Giulia Ortoleva (University of Geneva, Switzerland), Mireille Bétrancourt (University of Geneva, Switzerland), and Stephen Billett (Griffith University, Australia) edited the Studies in Writing volume 32 on **Writing for Professional Development**. The book provides a range of contributions in which empirical research, instructional models, and educational practice are used to explore and illuminate how the task and process of writing can be used as tools for professional development.

Throughout the volume, two main perspectives are considered: learning to write professionally and writing to learn the profession, both for initial occupational preparation and ongoing development within them. The contributions consider a range of fields of professional practice, across sectors of education, starting from the premises that the role of writing as evolved in all occupational domains, becoming a key activity in most workplaces.

### Publication: Books



Charles A. MacArthur, Steve Graham, and Jill Fitzgerald published the second edition of their **Handbook on Writing Research**. The definitive reference in the field, this volume synthesizes current knowledge on writing development and instruction at all grade levels. Prominent scholars examine numerous facets of writing from sociocultural, cognitive, linguistic, neuroscience, and new literacy/technological perspectives. The volume reviews the evidence base for widely used instructional approaches, including those targeting particular components of writing. Issues in teaching specific populations—including students with disabilities and English learners—are addressed. Innovative research methods and analytic tools are clearly explained, and key directions for future investigation identified.

See also <http://goo.gl/yrov2y>.

### Member: Yamin Qian

Yamin Qian recently joined SIG Writing. She is very interested in EFL academic writing, language identities, and social spaces for language use. Yamin Qian received her Ph.D degree from the University of Toronto (Canada). She is currently

working at the School of English and Education, Guangdong University of Foreign Studies (China). Her research focuses on academic writing in EFL classes, in particular peer feedbacks, EFL students' engagement/disengagement, and the construction of social spaces in class and online for academic writing. Yamin Qian is interested in discussions on the theories of world Englishes and multilingualism in EFL academic writing context.

### How to join SIG Writing

Not a member yet? You do writing-related research? You enjoy exchanging ideas, findings, and data about writing? Then come and join us! Find all information about SIG Writing on our website: <http://www.sig-writing.org>.

SIG Writing is a special interest group of EARLI, the European Association for Research on Learning and Instruction (<http://www.earli.org>). To become a member of SIG Writing, please first join EARLI (all information about EARLI membership can be found at <http://www.earli.org/membership>). Membership of the SIGs is open to all EARLI members. A list of all SIGs appears on the membership application form. To become a member of SIG Writing, tick the check-box. Of course you can join other EARLI SIGs as well.

Thanks to C. Badenhorst, B. Horner, J. Grabowski, E. Lindgren, Ch. MacArthur, Th. Olive, Y. Qian, B. Van den Broek, and L. van Waes who contributed to this edition of the newsletter.

Please send your contributions for the next edition (Spring 2016) by e-mail to the editor Cerstin Mahlow ([cerstin@mahlow.ch](mailto:cerstin@mahlow.ch)). Please include your contribution in the mail text, do not send Word documents!

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December 6, 2015



European Association for Research on Learning and Instruction