

SIG Writing Newsletter

Spring/Summer 2015



Volunteer to be SIG Writing Coordinator Required

The two SIG Writing coordinators serve for a period of four years. Rui Alves' term as coordinator will be complete at the EARLI Biennial conference in August 2015. Therefore, SIG Writing needs a new coordinator to serve with the remaining coordinator, Vince Connelly, and the junior assistant coordinator, Teresa Limpo.

The post is an important one for the health and future of the SIG and involves working with colleagues across our group as well as liaising with the EARLI office in Leuven. Formally the duties are (a) taking a leadership role in further development of our SIG; (b) serving as a liaison and a communication channel between the members of our SIG, the EARLI Executive Board, and the rest of the EARLI community; (c) helping organize SIG activities, such as seminars, newsletters or other publications, consistent with the EARLI scientific mission and strategy; (d) organizing the SIG symposia during the EARLI conference. All EARLI members with a minimum period of 4 years of membership and established research experi-

ence documented by a record of publications in a field of relevance, are eligible to stand for election as SIG coordinator. The two SIG-coordinators need to work in different countries. No more than one coordinator can be non-European.

If you are interested in volunteering, keep an eye on the SIG writing website for details on how to apply for the position and contact Vince Connelly (vconnelly@brookes.ac.uk) to discuss the position. There was a formal call for volunteers in June 2015. If there is more than one volunteer an election process will be put into place. The new coordinator will start their term at the SIG members meeting of the Biennial EARLI conference in Limassol (Cyprus) in August 2015.

In the meantime we thank Rui for his dedicated service as coordinator to the SIG and wish him all the best for the future. Many thanks!

Event: 7th Junior Researcher Meeting in Applied Linguistics

The conference focuses on language

use, especially writing, in digital environments within and across educational, academic, professional, and everyday settings. The Junior Researchers Meeting allows early-career applied linguists to present their research and to network in an interactive and informal international environment. Junior Researchers include those working on their Master's and PhD theses as well as those who have graduated within the last three years.

At the conference, each session will have designated senior researchers as commentators to foster questions and discussion. Christina Gitsaki, Troy Hicks, Daniel Perrin, and Wibke Weber will present as plenary speakers. The program will also include workshops on various aspects of academic careers, such as publishing and funding. That is why attending the conference provides also benefits for junior researchers who missed the call for papers.

The conference is hosted by the Zurich University of Applied Sciences in Winterthur (Switzerland) from **September 10 to 12, 2015**. Register soon, early bird registration is available until July 30, 2015: goo.gl/ox8FCW



Event: SIG Writing Conference 2016

Liverpool Hope University, UK, is looking forward to hosting the 15th SIG Writing Conference, July 4 to 6, 2016. The conference will be preceded by a research school. The conference website is www.hope.ac.uk/sigwriting2016.

It is being organized by Lorna Bourke and Simon Davies, researchers in cognitive factors and writing development in the Department of Psychology at Liverpool Hope University. They are very much hoping to build on the great successes achieved by previous conferences held by SIG Writing members.

Proposal submission will be open from **September 1st to December 15, 2015**. The organizers are hoping to offer a varied academic program and encourage submissions from investigators researching the:

- underlying processes that support writing skills development,
- implementation and evaluation of instruction and intervention programs
- usefulness of writing to investigate issues in a number of real world contexts.

The program for the research school designed for junior researchers has yet to be confirmed and the organizers welcome any suggestions that you might have. In the meantime, if you have any questions about the conference you can contact the organizers via email: SIGwriting2016@hope.ac.uk.

JoWR: Articles now DOI-indexed



JoWR is now a DOI-member. From the seventh volume on a DOI-number will be assigned to each article. Moreover, all articles published so far now have a DOI-number. The main advantage is that DOI-articles are stored in a central database, providing more stable linking than simply referring to a URL.

A digital object identifier (DOI) is a character string that is used to uniquely identify a manuscript. Metadata about the object is stored in association with the DOI name. This metadata includes the URL of the JoWR article, together with author(s), title, keywords, volume, issue and page numbers. The DOI therefore provides a permanent reference to a specific article.

This also makes JoWR-articles easier to refer to and also easier to find via search engines. If you cite or refer to an article published in JoWR, then include the DOI-code (most journals require that reference lists contain DOI-numbers). The citation export links for each article facilitates this (see citation options at the bottom of the abstract page). The editors hope this will further contribute to the visibility of the journal and to writing research in general.

Book Series: News from the Editors

The editors of our book series **Studies in Writing** are expecting to receive volume proposals on any area of writing research. Monographs as well as edited volume proposals can be submitted. The editors will especially welcome books on **writing activities** (new forms of writing: texting, chats, etc.; note-taking; learning to write synthesis; professional/technical/commercial writing; second language writing; connections between reading and writing), on **methodological or theoretical backgrounds** (affective factors in writing, research methods), or on **key elements of writing and writing skills** (metacognition, writing and the brain, learning processes in writing, early writing processes). Before constructing a proposal, contact the series' editors (Raquel Fidalgo, rfidr@unileon.es, and Thierry Olive, thierry.olive@univ-poitiers.fr) to get detailed information on the editing process.

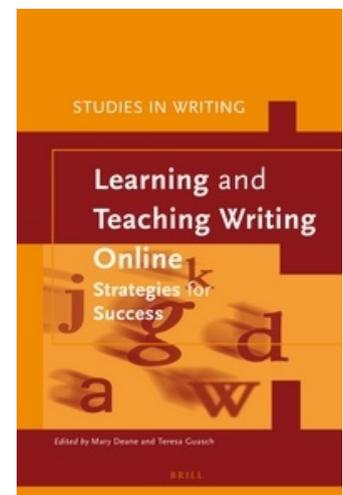
There are some volumes in preparation:

- **Design Principles for Teaching Effective Writing**, edited by R. Fidalgo, K.

Harris, & M. Braaksma. Analyzes micro and macro-design features of strategy-focused programs for learning to write and writing to learn other skills.

- **Graduate Pedagogies and Research Literacies: The Teaching and Learning of Graduate Student Writing**, edited by C. Badenhorst & C. Guerin. Examines current research-based contributions on a key focus of research in academic writing, like post/graduate research writing pedagogies.
- **Writing for Professional Development**, edited by M. Betrancourt, G. Ortoleva, P. Tynjälä & S. Billett. Explores how the task and process of writing can be used as tools for professional development in the initial preparation for occupations and in the ongoing development within them.

Book Series: Learning and Teaching Writing Online: Strategies for Success

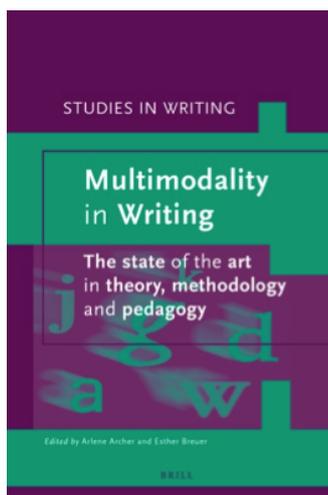


Mary Deane (Oxford Brookes University, UK) and Teresa Guasch (Open University of Catalonia, Spain) edited the **Studies in Writing** volume 29 on **Learning and Teaching Writing Online: Strategies for Success**. This book takes a fresh look at the challenge of supporting writers online, and reports on research from around the world to offer a range of learning and teaching strategies. The main themes are feedback in online environments, collaboration through online

environments, and course design for on-line environments. This book is designed for higher education practitioners who are interested in exploring pedagogic approaches for giving feedback and supporting collaborative writing online. It will also appeal to researchers of writing development and technology enhanced learning.

See also goo.gl/4pXWpk.

Book Series: Multimodality in Writing: The State of the Art in Theory, Methodology and Pedagogy



Arlene Archer (University of Cape Town, RSA) and Esther Breuer (University of Cologne, Germany) edited the Studies in Writing volume 30 on **Multimodality in Writing: The State of the Art in Theory, Methodology and Pedagogy**. This book attempts to generate and apply new theories, disciplines, and methods to account for semiotic processes in texts and during text production. It showcases new directions in multimodal research and theorizing writing practices from a multimodal perspective. It explores texts, producers of texts, and readers of texts. It also focuses on teaching multimodal text production and writing pedagogy from different domains and disciplines, such as rhetoric and writing composition, architecture, mathematics, film-making, science, and the newsroom.

Looking Back: Research School on Writing Research 2014

One of the highlights of 2014 was the Research School on Writing Research in Utrecht. In the slipstream of the SIG Writing Conference on Writing Research in

Amsterdam, the team created a learning and network opportunity for junior researchers.



The Research School focused on **Conceptualization of Writing: Urgent Issues and Best Solutions**. Nearly 50 young and promising researchers, from Jamaica to New Zealand indulged in lectures, workshops, and expert meetings around four themes: assessing text quality, learner characteristics and learning outcomes, writing processes, and teaching of writing, provided by eleven experts in the field. Between scheduled meetings there was plenty of time for consultation, networking, and socializing. Friendships developed, plans for future collaboration were made, and tips and tricks of the trade were exchanged in a friendly and open atmosphere. Participants indicated that they learned a lot during this two-day event and that enjoyed themselves tremendously. The organizers think that a research school like this is certainly worth repeating, and perhaps it could be made a biennial tradition in combination with future SIG writing conferences? See also <http://cowr.org/researchschool/>



Arabic Handwriting Assessment

The Research and Diagnostic Lab of Writing Functions at the Hebrew University of Jerusalem (Israel) completed the development of an **Arabic Handwriting Assessment (A-HAT)**, which is, to the best of our knowledge, the first standardized Arabic handwriting assessment. The A-HAT was developed with the purpose of evaluating elementary-school students'

handwriting performance in Arabic. In its development it took into consideration the unique features of Arabic-language orthography, while maintaining the principles of handwriting performance assessment. It includes three letter tasks: (a) Naming, (b) Copying, and (c) Writing the alphabet from memory, and two writing tasks: (d) Copying and (e) Writing to dictation. Scoring of the writing tasks relates to speed and legibility (i.e., functional legibility and legibility components: spatial organization and letter formation). In addition, the writing process is observed. The assessment underwent initial examination of construct validity and reliability (a journal paper by Matar, Basal, Nashaf, & Weintraub has been submitted). For more information see goo.gl/M7YXuf or contact Naomi Weintraub.

Teaching Writing: Communication Students Improve Their Writing through Research

How do I write, how do I assess text quality and what does my readership think of my writing? In a seminar series at the **Zurich University of Applied Sciences** (Switzerland), students of journalism and public relations investigate their writing processes by applying progression analysis.

Instructed by Daniel Perrin, Thomas Gantenbein, Aleksandra Gnach, and Mathias Fürer, the students write texts and capture their writing processes using screen recording software. Then they record and analyze in a retrospective verbal protocol what they focused on while writing and how they conceptualize their writing activity.

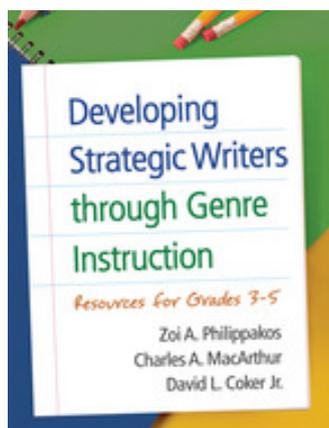
In one of the seminars, for example, one group of students wrote abstracts of scientific publications. The other group, in the role of addressees, used guided interviews to assess the text quality from a readers' perspective. In another seminar, the students wrote a report and a media release and assessed the text quality based on functions of newswriting, such as: finding the sources, limiting the topic, taking own positions, staging the story, and establishing relevance for the audience.

In all the seminars, the students shared a cloud corpus of writing process data and were asked to use the available data to identify rich points of news communication. In their term papers, they formulated best practices based on

these rich points explaining what works for whom under which circumstances.

The seminars are taught on a regular basis.

Publication: Books



Zoi A. Philippakos, Charles A. MacArthur, and David L. Coker Jr. published a book about writing instruction in grades 3-5 (ages 8-11): **Developing strategic writers through genre instruction: Resources for grades 3-5**. The instructional approach in the book is based on the extensive research on self-regulated strategy instruction with a strong emphasis on writing across multiple genres. Students learn systematic strategies for planning, drafting, evaluating/revising, and editing together with strategies for self-regulation. Instruction addresses three major types of writing—narrative, informative, and argumentative—with consideration of multiple genres within each category. Genres are introduced through read-alouds and discussions of mentor texts, and genre features are included in planning strategies and in evaluation criteria. The book offers complete lesson plans with materials for three units of instruction together with guidance for teachers to develop their own lessons for additional genres.

See also goo.gl/fRFTi16.

Inputlog Major Update: New Possibilities for your Keystroke Logging Research

The Inputlog team is happy to announce version 7.0 of Inputlog! You benefit from several new and improved features. A selection of these features:

- **Fluency analysis (new)** The dynamic character of writing processes is analyzed in the fluency analysis, including a graphical representation.

- **Linguistic analysis (new)** The logging data is not only analyzed at the letter level, but also at the word level. Using NLP-tools, the output now shows word categories (Part-of-Speech, POS), frequencies, syllabification and related process time information. This feature is available for Dutch and English.

- **Pause analysis (improved)** The basic algorithm to identify pause locations has been replaced by a more “intelligent” finite-state machine (FSM), resulting in a more precise detection of pause locations.

- **Bigram analysis (new)** The bigram analysis allows researchers to study low level writing processes at the bigram level (e.g., intra-bigram intervals related to bigram frequency). This feature is available for English, French, German, and Dutch.

- **Data Management (improved)** Large amounts of logged data can now be analyzed in bulk, (time) filtered, and merged for further analysis in statistical programs.

Please consult the website <http://www.inputlog.net> for a detailed description of all the new features and have a look at the extended manual.

Member: Martine Braaksma

Martine Braaksma has resigned from her position in the Research Team on Language, Literature and Arts at the University of Amsterdam, and is leaving the writing research field. On May 1st, 2015, she started working as a senior consultant for the National Council of Education, an independent organization that advises the Dutch minister of education on all education related issues, on the minister’s request or on its own initiative.

Martine was an active members of the SIG Writing community since 1996, and participated in all conferences SIG Writing organized, starting with Barcelona 1996. She organized many symposia at these writing conferences and at EARLI conferences, and was a co-organizer of the Conference on Writing Research in Amsterdam in 2014.

Fortunately, we will still be hearing from her. She just finished editing a special issue on **Writing to Learn** for JoWR, she is currently editing a volume in the Studies of Writing series on **Design Principles in Writing Research**, with Raquel Fidalgo and Karen Harris, and has also organized the SIG WRITING invited symposium at EARLI 2015, this August in Cyprus.

She also submitted some research papers which are awaiting revisions and final publication. So she will still be around in print, but not in person, which her research colleagues regret very much, as they highly value Martine as a very loyal colleague, a tireless researcher, who is always full of initiatives, and, above all, she is what you call in Dutch “gezellig.” She will be missed!



Martine Braaksma at the EARLI conference in Cyprus (right) and her colleague Tanja (left), presenting her world famous Yummy Yummy Teaching Script

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 L. Bourke, R. Bouwer, M. Fürer, T. Guasch, M. Leijten, M. Koster, Ch. MacArthur, G. Rijlaarsdam, L. van Waes, and N. Weintraub who contributed to this edition of the newsletter.

Please send your contributions for the next edition (Fall 2015) by e-mail to the editor Cerstin Mahlow (cerstin@mahlow.ch). Please include your contribution in the mail text, do not send Word documents! Image Copyrights by Martine Braaksma, Monika Koster, and Cerstin Mahlow. Graphics Copyright by Brill, Guilford, EARLI, and SIG Writing. July 17, 2015



European Association for Research on Learning and Instruction