

WORK PLAN BARCELONA MEETING
COST PROJECT ERN-LWE APRIL 6-7 2009

1. TIME TABLE COONSTRAINTS

- 1) Constraints: the first meeting of the four workgroups is meant to start up the projects in each of the workgroups. At the same time, the workgroup schedule must fit into the cost-project meeting requirements. That implies that we must, where possible, to share with the other workgroups what they planned. That is important, while most projects as designed show overlap
- 2) Flexible: we set up this schedule as a start; as soon as it is clear during the meeting that other arrangements are more efficient and effective, we are free to change plans
- 3) Though we do not know how many participants will actually arrive, we do not know yet how many subgroups we must create to set up a good working climate, moving between small group work and plenary exchanges.

2. GENERAL PRINCIPLES FOR THE MEETING

- 1) Each session should have a secretary or co-chair who takes notes and who is responsible for summarising the conclusions drawn at the end of each session. Time needs to be allowed at the end of each session, or the start of the next (maybe 15 mins) in which the secretary presents a summary of discussion with a view to meeting the aim of the session. So a statement along the lines of "In this session aimed to decide / deliver the following. This is what we have decided..."]
- 2) We would like to be as explicit as possible about what each participant needs to bring to the sessions. We will communicate this on beforehand as far as it is not clear for participants yet. For example, for the 2.1A session we would want the participant to bring, in writing, a summary of the methods that they have used to explore product and process. For the intervention studies (2.1.B) we want to bring participants a clear scenario of the lessons in the intervention. Etc etc.

3. TIMETABLE & WORK PLAN

Monday 6		
9.00-10.00	Welcome, introduction, work plans, deliverables (Gert Rijlaarsdam, Otto Kruse)	
10.00-14.45 (lunch included)	<p>WG 2.1 <i>Sharing</i> (10.00-11.30) Round table session.</p> <p>(1) What do we know about the relationship between L1- and L2-writing? Participants have prepared short handouts available beforehand, published on the website, with statements/findings, prepare 'pitches' highlighting the handout (5 minutes talk). Chair: Julio Roca de Larios, co-chair Marion Tillema MA.</p> <p>(2) Which effective interventions do we know that improve the process and/or writing skill (L1, L2 or both). Participants have prepared short handouts available beforehand, published on the website with intervention descriptions, and results, student features. Chair: Jesús Nicosia Garcia, co chair Elke van Steendam, PhD.</p> <p><i>Plenary: Models of Interventions. 11.45-12.45</i> Charles MacCarthur analyses the intricacies of the Zimmerman. Graham/Harris c.s. and Englert c.s. models of strategic writing education.</p> <p>Discussion: Discussion on the effective elements and/or effective combinations of elements. Exploring cultural differences/opportunities (US/EU) to fit the European studies into US-instructional models. Common features, differences, in search for a framework to describe and relate these intervention studies</p>	<p>WG 2.2. Genres and writing practices in cross-national comparison <i>Introduction:</i> A short account of genre theory in HE (Ian Bruce) <i>Short reports</i> (5 – 10 minutes supported by posters) of studies on genre differences (Introduction and discussant: David Russell) Statements by all participants</p>
13.30-14.45	WG2.1A and WG 2.1.B start creating a work plan	<i>Leading questions:</i> What can we

	<p>WG 2.1 A</p> <p>(1) <i>Inventory</i> of studies (short descriptions, available via repository with free access, with studies and research materials)</p> <p>(2) <i>Review</i> L1 & L2 writing processes, Effects of L1-writing competency on L2-writing, and other exploratory factors for variation in L2-writing competency.</p> <p>(3) <i>Data</i>: Research materials: Texts and Rating systems, Processes (inputlog, writing process protocols), Interventions, learner characteristics.</p> <p>(4) <i>Data</i>: Selection of writing processes (video and/or audio taped think aloud protocols, inputlog/scriptlog keylog data) for educational purposes (in repository). Selected are examples of key-processes like the use of sources, planning, goal setting, evaluation, revision.</p> <p>(5) <i>Set up</i> of trial study: re-use of writing processes in educational settings.</p>	<p>WG 2.1.B</p> <p>(1) <i>Inventory</i>..A selection of effective course materials for strategy training (available online in repository, free access).</p> <p>(2) <i>Review</i> paper identifying course design parameters</p> <p>(3) <i>Set up</i> of a trial: re-use of labour intensive course materials in interventions studies¹</p>	<p>learn from comparative studies about genres and writing practices?</p> <p>Evaluation: Robust tendencies for each country</p> <p>Are there different types of writing cultures?</p> <p>What is common throughout Europe (genres and writing practices)?</p>
15.00-15.30	Round-up by David Russell and Charles MacArthur (Groups 2.1 + 2.2)		
16.00-18.00	Local Experts: program by the Barcelona organizing group		
18.00-20.00	Professional local writers		

¹ The COST project does not fund research. Therefore the deliverable is setting up a trial study, not a study as such. If possible, we could run such a study, funded by the own university body or national agency for research

Tuesday 7		
9.00-10.00	Genres in education and strategic writing instruction: Introductions by Charles MacArthur and Charles Bazerman	
10.45-12.00	Open planning: see what is needed to do to come to work plans; exchange information needed, setting up schemes for describing interventions etc. How can we describe interventions in terms of their theory of writing. Can a common theory be used to categorise different types of intervention?	Genres in transition: Essentials and change. Short inputs and discussion
14.00-14.30	Conclusions: work plans, what to do lists, division of work	Conclusions: How far have we got? Short statements by all Chair: Otto Kruse Future Planning: <i>Research</i> : A research questionnaire to assess attitudes towards writing in HE <i>Student guide</i> for Europe <i>Future collaboration</i> <i>Publication</i> of conference materials
15.00-18.00	All four Workgroups meet & share & plan	
18.00-19.00	Meeting of WG leaders. Cost ERN;LWE management board	

4. AIMS

WG 2 has two major branches, each related to L1 and L2 writing in secondary and higher education. WG 2.2 will collect and analyze information about cultural specific concepts of genre. WG 2.1 is process oriented and collects and analyzes information from European countries on L1-L2 writing processes (WG 2.1.A), and on instructional programs aiming at strategic writing education (WG 2.1.B). It is the aim of the WG to inform all participants in the whole WG about progress in each of the sub-projects.

The WG aims at identifying the conditions for successful transfers between L1 and L2 writing strategies, provided learner and task characteristics, and to set up the course design parameters for effective L1 and L2 learning-to-write environments. It

also aims at establishing a common set of course materials that can be used in various settings to L1 and L2-writing instruction.

WG 2.1.A Transfer between L1 and L2 writing strategies

Studies will be identified analyzing the relationship between L1 and L2 writing processes. Studies must have data on (i) processes (online writing behaviour measures via keystroke logging, probe reaction time, think aloud protocols, self-reports during writing), (ii) quality of resulting texts, (iii) learner characteristics and (iv) task characteristics. Studies may focus on L1 and/or L2.

Studies may purely descriptive, explanatory (factors that explain certain processes) or interventional (the effects of a certain intervention programme are studied on writing processes and text quality).

We will identify finished studies, current studies and research proposals. All relevant research materials will be collected

Deliverables

- 1) Inventory of studies (short descriptions, available via repository with free access, with studies and research materials)
- 2) Review L1 & L2 writing processes, Effects of L1-writing competency on L2-writing, and other exploratory factors for variation in L2-writing competency.
- 3) Data: Research materials: Texts and Rating systems, Processes (inputlog, writing process protocols), Interventions.
- 4) Data: Selection of writing processes (video and/or audio taped think aloud protocols, inputlog/scriptlog keylog data) for educational purposes (in repository). Selected are examples of key-processes like the use of sources, planning, goal setting, evaluation, revision.
- 5) Set up of trial study: re-use of writing processes in educational settings.

WG 2.1.B Analysis of effective interventions

All intervention studies identified will be analyzed (content: which strategies were trained; methodology: which learning activities were stimulated, in which order, etc.).

Study 1

In one or in two different L1-situations, a trial study will be set up where research materials from other studies are re-used in a different L1-context. A selection of the videotapes and think-aloud protocols will be used to help students learn to write effectively in L2, through observing and comparing other writers at work. Students will be able to see and hear 'models' undertaking reading, planning, formulation and revision phases. Possibly these course writing processes will be embedded in a strategy focuses training (like CSRI, for instance (Torrance, Fidalgo & Garcia, 2007)). The text that is studied will be an expository text, i.e. an important genre for re-

search and business communication. Performances will be recorded (keystroke logging using, for example, Inputlog Scriptlog), and analyzed via a standard analysis protocol. If possible, the results of the intervention will be compared with those of students receiving traditional instruction.

Study 2

Other re-uses will be tested, using course materials identified in the analysis of effective interventions. These learning situations will be tested on the same principles, but with other participants and in other contexts, notably “peer learning” in workplace settings (occupational training, continuing education (Björk, Bräuer, Rienecker & Jörgensen, 2003).

Deliverables

1. A selection of effective course materials for strategy training (available online in repository, free access).
2. Review paper identifying course design parameters
3. Set up of a trial: re-use of labor intensive course materials in interventions studies

WG 2.2 Comparative analysis of genres and genre teaching methods

The aim of this program will be to analyze the differences between prevailing academic genres in different European countries (e.g. variations in their function, structure, language, style, etc.) and consequent variations in teaching methods.

For instance, précis writing is practiced in every country (school and workplace). However the wide range of functions attributed to it and the diversity of linguistic and cultural contexts in which it is practiced mean that the term “précis” actually has many different definitions.

Our objectives will be as follows:

1. to define the different genres in different educational, social and cultural contexts, in order to achieve standard definitions and allow international comparisons (see, for comparison, PISA: Programme for International Student Assessment)
2. to characterize and map the tools used to teach these genres, and provide pointers to harmonising writing/ teaching practices throughout Europe, all the while respecting national diversity (Foster & Russell, 2003)
3. to find out how learning and mastering a genre in L2 can feed back into written production in L1 (inter-language and intercultural permeability),

and to generate a set of recommendations for the training of student writers, junior researchers, professional writers and translators at a European level.

4. to design comparative research approaches allowing the collection of reliable data on genres and genre teaching in associated with writing / teaching practices in different European states.

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