

# Creating a Framework for Talking about Writing for the Facilitation of Writing Transfer: Focus on STEM Writing

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## Aims

- To make obstacles to, and strategies for, writing transfer visible
- To test the value of an analytical framework for assessing writing situations, available/necessary processes of production and potential strategies for overcoming obstacles
- To create a suite of didactic video for tutor/teacher professional development
- To identify the components necessary to a writing for transfer pedagogy
- To incorporate and trail those components in a pedagogy for writing transfer

## Initial Findings

The study is still ongoing, but there are some initial findings:

1. In every case, an analytical framework for assessing and understanding writing situations, processes and strategies for overcoming obstacles to successful text production were enthusiastically welcomed.
2. The vocabulary emerging from the interviews when talking about writing is varied and often vague, undefined or non-descript, suggesting that such conversations are not often articulated.
3. Threshold concepts that inform current writing practices seem to be varied, unexpected and experienced on a highly personal level.
4. Interviews did not yield the articulation of a coherent conceptualisation of a writing pedagogy that would lead to writing transfer knowledge.

## Anticipated Impact

Yancey, et al. (2014) proposed a writing course that emphasised writing about writing as a way to teach students to transfer writing knowledge from one context to another. It is anticipated that INEW's study will identify elements necessary to a writing pedagogy for writing transfer. Once those elements are trialled in writing centres and classrooms, equipped with a pedagogical framework for teaching writing that transfers, INEW members will be better positioned to work with subject specialists to infuse writing activities into disciplines, better preparing writers for new contexts for writing. There is a potential for this framework and pedagogy to be taken up by communications specialists in industry as well.

## Writing Specialists conversing with writers in various STEM writing contexts



Students talking

Processes	Situation	Strategies
<b>Research Process</b> Writing Process  <b>Writer-based Writing:</b> Assessing the situation Planning Choosing a topic Gathering information and taking notes Drafting  <b>Reader-based Writing</b> Revising Editing Proofing	Occasion Topic Audience Purpose Writer	Cognitive Metacognitive Procedural Affective Social

RWCUL's Framework for Talking about Writing



Subject specialists talking



Employers talking



Recent graduate employees talking (forthcoming)

## What the Study Is About

“While certain surface-level writing skills are ‘portable’ across diverse contexts, such skills are less important to making a successful transition as a writer than coping with the unfamiliar epistemological, social, and organizational characteristics of a new context. A writer in such a context is in many ways ‘illiterate’ until he or she begins to understand these characteristics and their manifestation in written texts” (Anson and Forsberg 1990, p.201).

The purpose of the research is to provide a framework that will facilitate that goal.

## References

- Anson, C.M. and Forsberg (1990) ‘Moving Beyond the Academic Community’ in *Written Communication*, in *Written Communication*, 7(2), pp.200-231
- Yancey, K., Robertson, L., & Taczak, K. (2014). *Writing across contexts: Transfer, composition, and sites of writing*. University Press of Colorado.