

# SIG Writing Newsletter

Fall/Winter 2017



## Farewell from the Editor



From 2012 to 2017 I edited the SIG Writing newsletter. I enjoyed getting to know new members, learning about projects and publications, and working with you to publicize all that to the members and friends of SIG Writing. Thanks for your collaboration and thanks for reading the newsletter!

I now hand the editing over to our new Junior Coordinator, Peter Falmann. I wish

him all the best and I wish all of us many more productive and exciting years in writing research!

## New SIG Writing Coordinator



My name is Guido Nottbusch, and I am Professor of Primary School Teacher Education (German Linguistics) at the University of Potsdam, Germany.

I'm very happy to be elected as coordinator and hope to meet the expectations. My main scientific interest is the cognitive processes involved in writing, mainly the influences of Graphomotorics and Orthography in handwriting, but also phrase and sentence production in typing, both in children (with and without dysgraphia) and adults. I am also very interested in e-learning and educational software development.

Concerning the SIG writing, I'm looking forward to working with Eva and Peter and will try to come to transparent decisions and actions that are good for the writing community.

## New SIG Writing JURE Coordinator

Dear colleagues, my name is Peter Falmann. I am currently writing my Ph.D. thesis at the Ludwig Maximilian University of Munich in Germany in the field of primary school teacher education while living in Switzerland and working on different projects at the University of Teacher Education in Lucerne (PH Luzern). My main research interest is in handwriting, especially the possibilities of computer-based measures of children's handwriting,

putting focus on investigating the effects of lower-order writing processes on higher-order writing activities.

Being the new JURE coordinator of EARLI SIG Writing, my goal is to enable the members of our community to present their current activities, partially being the new coordinating editor of the newsletter and also by taking over the administration of the EARLI SIG Writing website from Teresa Limpo. I would like to thank Cerstin for her great long-term editorial work and for handing over the complete know-how for creating the newsletter and for Teresa for the superb job as the previous JURE coordinator. I wish them both success in their future endeavors in our research field.



### Event: Sig Writing Conference 2018 – Call for contributions

The 16th edition of the EARLI Sig Writing Conference will take place from Wednesday **August 29th until Friday August 31st** at the **University of Antwerp (Belgium)**. Preceding the conference a three day training school on writing research will be organized. During these days you will be invited to **Challenge Writing and Embrace Creativity**. For both events, we welcome your contributions on all aspects of writing.



### SUBMISSION OF ABSTRACTS: deadline 15 December 2017.

Please, submit your abstract through the conference website (<https://www.uantwerpen.be/en/conferences/sig-writing-2018/call-for-contributions/>) before **15 December 2017**.

More information: <https://www.uantwerpen.be/en/conferences/sig-writing-2018/conference/>

### Event: Sig Writing Conference 2018 – Research School

The 16th edition of the EARLI Sig Writing Conference will take place from Wednesday August 29th until Friday August 31st at the University of Antwerp. Preceding the Conference on Writing Research, we organize a **three-day Research School on writing research** for PhD candidates and other junior researchers (**Sunday August 26th until Tuesday August 28th 2018**). The Research School will take place at **Ghent University** and the main theme is **'Facets of Writing and Writing Research: Substantive and Methodological issues'**.

The Research School aims to:

- present junior writing researchers with a broad overview of key issues in writing research,
- offer junior researchers the unique opportunity to exchange ideas and experiences with fellow junior researchers,
- offer junior researchers the possibility to meet experts in the field and get valuable feedback on their own research,
- offer junior researchers to follow in-depth training into writing research topics of their interest,
- create networking possibilities with experts in the field and with fellow junior researchers.

We encourage all writing researchers who are interested in the different themes, to submit an abstract for the poster presentations. Junior writing researchers as well as senior writing researchers are very welcome to attend the Research School. The research projects may be in the initial stages, in progress or already completed. To facilitate discussion, the participants are asked to prepare a poster with a visual presentation of their research project.

Abstracts can be sent to [researchschool2018@gmail.com](mailto:researchschool2018@gmail.com) before **December 15th, 2017**. Notification of acceptance will take place around **March 15th, 2018**.

For more information, please visit our website [www.sigwriting2018.com](http://www.sigwriting2018.com) or contact the main organizer ([researchschool2018@gmail.com](mailto:researchschool2018@gmail.com)).

### Event: ELN 1st Literacy Summit

The COST Action IS1401 - Strengthening Europeans' Capabilities by Establishing the European Literacy Network (ELN) aims to bridge the gap between literacy science and education. The network already counts more than 350 members from all over the world. Any researcher or practitioner working in the literacy field is more than welcome to join us and participate in the Network activities and events.

A major **ELN event** is the **1st Literacy Summit**, which will be held in **Porto**, in **1-3 November 2018**. Literacy practitioners, researchers, or software developers, as well as ELN partners are invited to submit proposals describing their invaluable best practices, discoveries, apps, and actions to promote literacy worldwide. Updated information can be found under <https://www.is1401eln.eu/en/gca/index.php?id=144>. Don't miss the opportunity to participate in the Literacy Summit, where you will experience a truly multiplying relationship between practice, science, and technology!

JoWR: JoWR indexed by ESCI



The Journal of Writing Research (JoWR) is now listed and abstracted by **ESCI**, the Emerging Sources Citation Index (Clarivate; formerly Thomson Reuters). The journal was added to the list after a positive evaluation initiated by Clarivate. This prestigious new indexing platform further enforces the position of the journal. Thanks to all the authors and editors!

### Looking Back: SIG Writing Symposium at EARLI 2017

The **SIG Writing invited symposium at EARLI** this year focused on science with and for societies and what that may mean in a writing research context. Over the past few years issues of participatory research, citizen science, responsible research and similar have been brought to the fore by researchers, policy makers and communities. Within **Horizon 2020** the EU calls for projects that explore these concepts, indigenous and other communities have developed research agendas and educational science research grants require that projects are developed in close collaboration between schools and researchers.

Taken together this points towards a major paradigmatic shift within educational sciences that will certainly impact on how we conceptualise theory as well as methods.

To explore these new approaches, we invited four groups of researchers that we know have been working closely together with educational institutions in writing research projects: **Synnøve Matre and Randi Solheim** from **Trondheim University in Norway**, **Xavier Fontich** from **Universitat Autònoma de Barcelona in Spain**, **Renske Bower** and **Monica Koster** from **Antwerp university in Belgium** and **the Netherlands**, and **Judy Parr** from **Auckland University in New Zealand**. As discussant, we invited **Debra Myhill** from **Exeter University in the UK**, who has vast experiences from close research collaboration with schools. In her discussion Debra brought forward the importance of mutual trust and respect between teachers and researchers but also that there may be different agendas and goals for participation between the two that need to be communicated.

Methodologically the research community needs to discuss the understanding of for example **'implementation fidelity'** and the **'outside-in' perspective** of many experimental designs, and try to answer relevant questions such as: is there a need for reconceptualization? or how do we secure research rigour and validity in close collaborative designs? The symposium started a very important and timely discussion within educational sciences and we encourage all SIG Writing colleagues to discuss these issues in your communities and to continue the discussion with us at **SIG Writing in Antwerp**.

Eva Lindgren and Montserrat Castelló

## Report from writing research in Norway



The NORM project team. From left Hildegunn Otnes, Kjell Lars Berge, Meg, Randi, Lars S. Evensen and Gustaf Skar.

For the last five-six years an interdisciplinary writing research group has been involved in an extensive research project on writing and assessment in Norwegian primary school, the so-called **NORM** project, with the official title *Developing national standards for the assessment of writing. A tool for teaching and learning*. The aim has been to establish norms of expected writing proficiency for students after four and seven years of education, and to investigate whether the use of such norms, anchored in a functional understanding of writing, may effect the development of students' writing. Parallel to this, the development of teachers' assessment competency has also been studied. The project is designed as a large-scale intervention study, running over two school years. The intervention is characterized by rich teacher involvement and adaption of resources to local school ecologies. In total, 24 schools, over 3200 students and 500 teachers have been involved in the project, and more than 50 000 student texts are collected. A representative sample of these texts are made available for further research in a web based corpus (<http://www.hf.uio.no/iln/om/organisasjon/tekstlab/prosjekter/norm/>).

This autumn (**Nov. 1st-3rd**) the project arranged its summing-up conference in **Trondheim**, where a large number of writing researchers from the Nordic countries gathered to discuss findings from the NORM project and share insights from new research on writing education and assessment (<https://www.ntnu.no/web/grep2017/heim>). Professor **Judy Parr, University of Auckland**, who has been a co-researcher in the project, was a keynote speaker at the conference, delivering a talk on the topic **"Working with teachers to effect positive changes in teaching and assessing writing"**. She reported from relevant international research, contextualizing the NORM project and underpinning the strong connection between this kind of research and professional learning in school. She shed light on both the relevance of the project and on its methodological contributions. In addition, **Professor Ellen Krogh (University of Southern Denmark)** and **Professor Caroline Liberg (Uppsala University)** summed up and commented on recurrent topics from the conference, relating to both historical and future perspectives within Nordic writing research. They pointed to the impact of the NORM project on research as well as on writing education – and also praised the many promising and innovative studies on writing presented by younger research fellows.

To learn more about the findings and experiences from the NORM project, we recommend the following articles:

Evensen, L.S., Berge, K.L., Thygesen, R., Matre, S. & Solheim, R. (2016). Standards as a tool for teaching and assessing cross-curricular writing. *The Curriculum Journal* 2016, Volume 27 (2) p. 229-245. <https://doi.org/10.1080/09585176.2015.1134338>

Matre, S. & Solheim, R. (2016). Opening dialogic spaces: Teachers' metatalk on writing assessment. *International Journal of Educational Research*, Volume 80, p. 188-203. <https://doi.org/10.1016/j.ijer.2016.07.001>

Berge, K.L, Skar, G.B, Matre, S., Solheim, R, Evensen, L & Thygesen, R. (2017). Introducing teachers to new semiotic tools for writing instruction and writing assessment: Consequences for students' writing proficiency. *Assessment in Education: Principles, Policy & Practice*, Volume 24 (3). <https://doi.org/10.1080/0969594X.2017.1330251>

For further information about the NORM project, take a look at our web site and the list of publications: <http://norm.skrivesenteret.no>

Synnøve Matre and Randi Solheim, project leaders

Department of Teacher Education, NTNU, Trondheim

## 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 checkbox. Of course you can join other EARLI SIGs as well.

Thanks to C.Mahlow, G. Nottbusch, F. De Smedt, M. Leijten, L. Van Waes, E. Lindgren, M. Castelló, S. Matre and Randi Solheim who contributed to this edition of the newsletter. Please send your contributions for the next edition (Spring/Summer 2018) by e-mail to the coordinating editor Peter Falmann ([peter.falman@phlu.ch](mailto:peter.falman@phlu.ch)). Please include your contribution in the mail text, do not send Word documents! Please attach photos and logos separately! Image Copyrights by Esben Kamstrup, Guido Nottbusch, Cerstin Mahlow, and Peter Falmann. Graphics Copyright by JoWR, EARLI, and SIG Writing.

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