Event: SIG Writing Research School Venue (26-28/08/2018)

The Research School takes place in Ghent, Belgium - a city in the heart of Europe. The Lonely Planet "Best in Travel" guide elected Ghent as one of the 10 most interesting cities to visit. Ghent is in 7th place, after cities like New York and Tanger. By train, Ghent is about 0.5 hours away from Brussels, 2 hours from Paris, 3 hours from Amsterdam and 3.5 hours from London. The Research School takes place at the Faculty of Psychology and Educational Sciences which is one of the 11 faculties at Ghent University. With its 4500 students it is one of the largest faculties. Ghent is close to three international airports (i.e., Brussels International Airport, Antwerp International Airport, and Charleroi Brussels South International Airport). From each airport there are bus and train services to Ghent. Most regular airline services are offered via Brussels International Airport. The public transportation in Ghent is very good, especially the trams/streetcars and the busses are handy. Ghent has also many hotels to choose from. We especially recommend hotels in the neighborhood of the inner city center for a place to spend the night (about 2 km or a 20 25-minute walk to the Faculty). You can consider the ‘Korenmarkt’ as the heart of the city. For more information on the Research School you can visit our website: https://www.uantwerpen.be/en/conferences/sig-writing-2018/research-school/.

Event: ELN 1st Literacy Summit

The European Literacy Network (ELN) is organizing the 1st Literacy Summit, which will be held in Porto, on 1-3 November 2018. During this event there will be more than 200 presentations on best practices, discoveries, apps, and actions to promote literacy worldwide. There will be three keynotes delivered by Karen Harris, Rick Wagner, and Steve Graham. Literacy practitioners, researchers, or software developers, as well as ELN partners are invited to register here: https://www.is1401eln.eu/en/events-2/meetings/1st-literacy-summit/registration-eln-membership/ (early bird ends on July 20). The Summit will be preceded by the International Re-search Consortium (http://compfaqs.org/CompFAQsInternational/InternationalWritingStudies) and followed by a Winter School (http://s.up.pt/32lk).

Event: Winter School - Research Intervention in Education

The Winter School on “Intervention Research in Education: From Planning to Publishing” will be held at the University of Porto, on November 5-7. This event is aimed to discuss the characteristics...
of high-quality intervention research with international experts. Registration can be made under [http://s.up.pt/321k](http://s.up.pt/321k) until July 24. For more information contact Winter School Coordinators: Teresa Limo (tilmopo@fipe.up.pt) and Marisa Filipe (marisafilpe@fipe.up.pt).

**Event: Call for SIG Writing venue 2020**

Who would like to host the next SIG Writing conference? If you are interested send a mail to the coordinators before August 20. Prepare to say a few words about your venue at the SIG writing members meeting in Antwerp in late August before the meeting will cast their vote.

**JoWR: Current Ranking Results**

In June the Journal of Writing Research ([http://www.jowr.org](http://www.jowr.org)) started its 10th volume. More than 120 articles have been published since its start, and more than 60 000 downloads via the website were registered.

The journal is registered and indexed by several organizations and institutions. Scopus is certainly one of the most important. Elsevier made the scores for 2017 available recently: JoWR has now a Cite Score of 1.29 (SJR: 0.654 - SNIP: 1.053) which results, for instance, in a ranking score of #6 out of 658 indexed journals in the domain of Literature and Literary (99th percentile) and #74/671 in the domain of Linguistics and Language (90th percentile). This means that in four years’ time the journal doubled its score. Keep citing the journal! More info here. [https://www.scopus.com/sourceid/211000217021?origin=sourcelnf&zone=refpointrank](https://www.scopus.com/sourceid/211000217021?origin=sourcelnf&zone=refpointrank)

**Book Series: Forthcoming volumes**

- **Indigenous Writing and Education**, edited by K. P. H. Sullivan & C. Coq. Provides multiple perspectives and insights on indigenous writing and education. It approaches the issues, themes, and challenges for indigenous writing and its development nowadays and in the future write and writing to learn other skills.
- **Observing Writing: Insights from Keystroke Logging**, edited by E. Lindgren and K. P. H. Sullivan. Provides an overview of recent research on keystroke logging. Theoretical and methodological considerations are addressed along with chapters presenting new data.

- **Writing Words**, edited by C. Perret & T. Olive. Provides a comprehensive review of research on written word production which address basic issues on spelling processes from experimental and neuropsychological perspectives.

- **Applying E-Chapter 6: TREE+ TWA for Writing Persuasively from Text: Lesson Plans, Materials, & Tips**, pp. 52-175, Harris & Graham [https://doi.org/10.6084/m9.figshare.5217226.v1](https://doi.org/10.6084/m9.figshare.5217226.v1)
- **Applying E-Chapter 8: Analysis of Effective Instructional Sequences in Upper Primary Education (11-12 Years Old Students) to Enhance Content-Learning through the Integrated Use of Reading and Writing**, pp. 179–200, Martínez, Mateos, & Martín[https://doi.org/10.6084/m9.figshare.5217235.v1](https://doi.org/10.6084/m9.figshare.5217235.v1)
- **Applying E-Chapter 9: Analysis of Instructional Programs in Different Academic Levels for Improving Self-Regulated Learning SRL through Written Text**, pp. 201–231, Högemann, Rosario, Núñez, Rodriguez, & Valle [https://doi.org/10.6084/m9.figshare.5217238.v1](https://doi.org/10.6084/m9.figshare.5217238.v1)

Edited by Raquel Fidalgo Redondo, Karen Harris and Martine Braaksma, this volume presents effective instructional programs focused on two perspectives on writing: the teaching and learning of writing as a skill and the use of writing as a learning activity in various school subjects or skills acquisition. It is focused on analysing micro-design features of the programs (such as learning activities, supporting materials, specific strategies, instructional techniques) but also, macro-design rules of intervention programs (such as, instructional sequence, instructional stages) based on research evidence provided for previous studies. This volume goes beyond a practical volume because it provides additional reflection and discussion about theoretical background and empirically based evidence which support the specific intervention programs described. Several chapters in this book include links to an Open Access e-book where teacher and student materials for the authors’ instructional approaches can be found. Here is a list of the DOIs to let you find them directly:

- **Applying E-Chapter 4: Writing-to-Learn Instruction that Works**, pp.: 66–86, Mason & Haspel [https://doi.org/10.6084/m9.figshare.5203420.v1](https://doi.org/10.6084/m9.figshare.5203420.v1)

**Transitions in Writing**

Edited by Kristyan Spelman Miller and Marie Stevenson, addresses the experiences of writers as they move between contexts of writing and juggle new and different demands. The Authors bring together research by scholars in a range of settings across the world who approach transition from different standpoints. Transition is often conceived of as a change in setting, coinciding with physical or temporal relocation, such as between stages of an educational or professional career. However, writers also manage more local, micro-level transitions as they move between genres, registers and rhetorical moves to meet the demands of the task. The combination of both macro- and micro-level perspectives on transition offers a novel, broad conception of the types of change a writer encounters and illustrates a range of methodological approaches appropriate to exploring such transitions.

**SIG Writing Newsletter** [http://sig-writing.org](http://sig-writing.org)
The editors Brett Miller, Peggy McCulcline and Vincent Connelly present you this volume. In Development of Writing Skills in Individuals with Learning Difficulties, international writing researchers provide critical insights into the development of writing skills for individuals who struggle to become proficient writers. This edited volume takes a life course view and examines concepts for development of writing skills with a focus on where learners struggle, why this may occur for those without and with specific learning disorders (SLDs), how to identify these learners and what we can do to facilitate efficient writing. Throughout the volume, struggling learners are presented with a holistic lens; contributors succinctly synthesize the literature base and present insights into the current state of the science and areas of future need and advancement.

Looking Back: Symposium on multilingual literacy in Umeå, Sweden

In May 2018 the Umeå literacy research group (LITUM) organised their second symposium. This year the theme was multilingual literacy. Professor Nancy Hornberger from The University of Pennsylvania and Professor Gert Rijlaarsdam from Amsterdam University were specially invited to contribute to the discussions. Themes that were brought up during the symposium included literacy in indigenous Sámi contexts, Kreol Seselewa and English in the Seychelles Classroom, digital practices and multilingualism in adult education, and Swedish teenagers English literacy skills on and off-line. In the roundtable on future perspectives of multilingual literacy, translingualising was brought up, and discussions particularly focused on how the concept can be interpreted and understood in different multilingual contexts, and in relation to endangered languages, in relation to English in Sweden, and in relation to different types of multilingual classrooms. The program with abstracts can be found here: http://www.spraak.umu.se/digitalAssets/209/209660_program-litum-symposium-2018-v.2.pdf

Successful EARLI EFG Application

An EARLI Emerging Field Group (EFG) consists of a small group of international researchers working in the field of learning and instruction active within a new, emerging field of research. EARLI offers these researchers the opportunity to work together during a short but intense period to explore the possibilities in their shared field of interest. EarlyWritePro: Developing Methods for Understanding Early Writing through Analysis of Process Fluencies, a project led by Mark Torrance, Nottingham Trent University, United Kingdom, was among the 4 applicants out of 39 succeeding with the application, highlighting the importance of process-oriented research. The introduction video of the project can be found here: https://www.youtube.com/watch?v=c5Eh

Fluent transcription – the ability to perform the motor, spelling and syntactic operations necessary to construct a sentence without undue hesitation – is important for maintaining students’ motivation and skill development. As importantly, where and when a young writer pauses provides valuable information about what they have and have not learned: An accurate completed sentence can hide significant underlying bottlenecks. Teachers in typical classrooms cannot systematically monitor students writing processes. Writing timecourse data, from keyboard or writing tablet, offers potential for automatic extraction of important diagnostic information, thus providing earlier and more precise identification of writing difficulties. This potential will not be realised, however, without step-change in the computational and statistical methods used to interpret writing timecourse data. These present at least four challenges. (1) Statistical inference from writing timecourse data must handle complex multilevel and multidistributional data. (2) Real-time handwriting traces require extensive pre-processing and this is difficult to perform automatically. (3) Routine collection of keystroke event data for “big data”, with associated analytical challenges (and potential benefits). (4) Computational-linguistic methods for syntactic markup must handle noisy and fragmented text.

The proposed project will bring together field experts whose current work shows promise for providing solutions to one or more of these problems. Our goals in the first two years of the project will be to

• Explore the potential of various approaches to the analysis of writing time course data, detailed in the next section, that go substantially beyond current state of the art.
• Give educational researchers access to these new developments in the form of published worked examples.

Approaches will be linguistically / psycholinguistically informed. Outputs will be open-access / open-source, and accessible to literacy researchers without advanced statistical expertise. The project is broad and exploratory, and hence risky. However, we guarantee disseminating an honest summary of our successes and failures.

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 F. De Smedt, T. Limpo, L. Lindgren, L. Van Waes, T. Olive, G. Nottbusch, M. Torrance, L. Vanhaeren, who contributed to this edition of the newsletter. Please send your contributions for the next edition (Fall/Winter 2018) by e-mail to the coordinating editor Peter Falmann (falmann@uni-koblenz.de). Please include your contribution in the mail text, do not send Word documents! Please attach photos and logos separately! Image Copyrights by Peter Falmann, Gradent - Dienst Toerisme and Koninklijke Brill NV. Graphics Copyright by JoWRI, EARLI, and SIG Writing.

July 3, 2018

European Association for Research on Learning and Instruction

SIG Writing Newsletter • http://sig-writing.org