# Thinking Writing and the Writing Machine

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# What is Thinking Writing?

- **Curriculum development** with a focus on writing in learning and assessment
- **Integrated conception of writing** - part of thinking, knowing, being, doing…
- **Professional development** – an attempt to say that *writing is worth thinking about*.

- **Range of approaches** - resource and module development, co-teaching, peer assessment, writing retreats, cross-disciplinary projects, exchange of ideas and practice, reading groups
- **Partnerships and local contexts**

- **Now based in the 'Library and Employability Directorate' at QMUL**

# Graduate Attributes – launched at QM, summer 2010

Conceptions of attributes related to beliefs about teaching and learning in HE (Barrie 2006)

1. **Precursor** – already possessed on entry and therefore considered only in terms of remediation
2. **Complement** – generic, but separate and secondary to learning disciplinary knowledge
3. **Translate** – allow students to make use of, apply, and potentially change, disciplinary knowledge
4. **Enable** – integral to disciplinary knowledge. E.g. 'the way we interact and communicate about texts is part of what we know about texts [and this is] part of the product and process of academic thought'.

Activities do not simply aim at goals, they partly constitute and reconstitute them. Aims are not conceptually or practically separable from activities"

Dewey in Burbules 2004

# Research as part of teaching

- Research-led – students learn about research findings
- Research-oriented – students learn about research processes
- Research-based – students learn as researchers, through enquiry

Griffiths (2004)

# Writing and Research

- In composing according to disciplinary and generic conventions, researchers both test and shape their knowledge, understanding and arguments (Bazerman, 2009).

- In publishing their work and participating in peer review, researchers allow their work to be judged and made accessible to future researchers. They also develop their professional identities (Berkenkotter & Huckin, 1995).

- In adapting their work to communicate with a broad range of audiences and purposes – disciplinary, professional and community-based – researchers create value beyond the university in professional and community contexts.

**Question: Can we 'reinvigorate' writing for students and staff by emphasising its purpose and audience(s), and its role in research and professional practice?**

# References

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