

*Who do we think we are?*

**Re-examining our core theories to  
develop In-sessional materials in  
collaboration with the School of Law**

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Portsmouth PIM October 2024

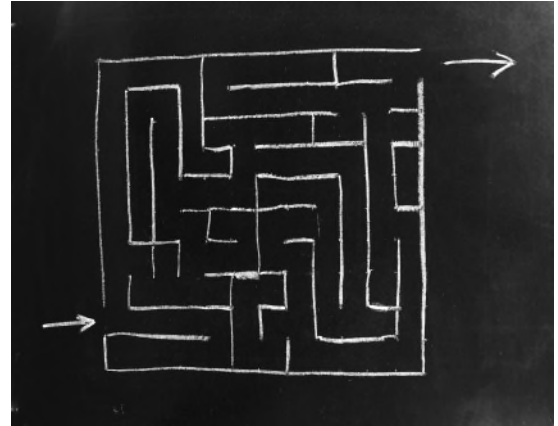
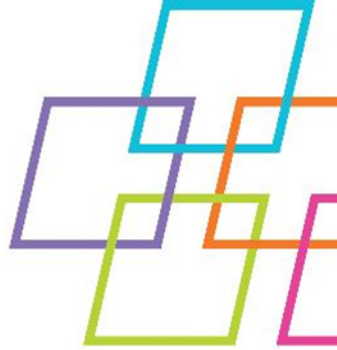


# Reflections

To what extent is our approach the right one?

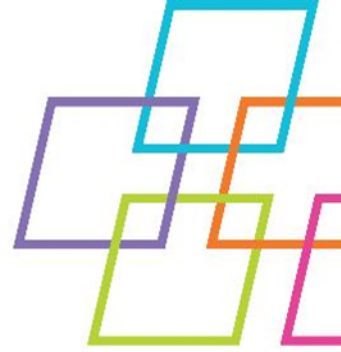
How much are we listening to and learning from our collaborators, and vice versa?

How do we avoid a "them" and "us" approach? And do we need to?



# Background & Context

School of Law Needs Analysis  
Data collection activities  
Core theories



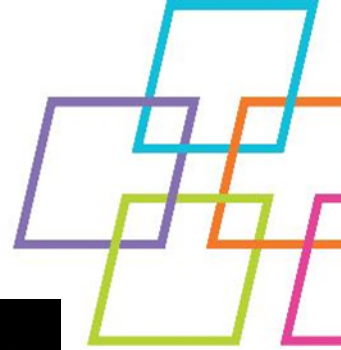
# Assumptions & Identities

*You are **language fixers***

*We are **discourse analysts***

*You need **our expertise***

*They need **our help** with  
teaching and feedback*





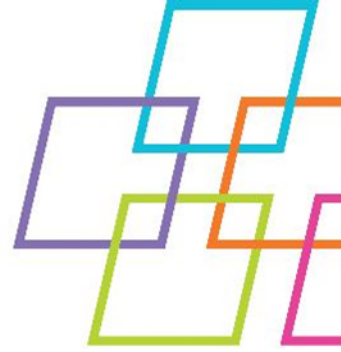
# Student Needs: Findings

Sense of belonging

Safe spaces to experiment and challenge

Engagement with formative assessment

Criticality in writing and speaking



# Materials Development Challenges

Programme complexities

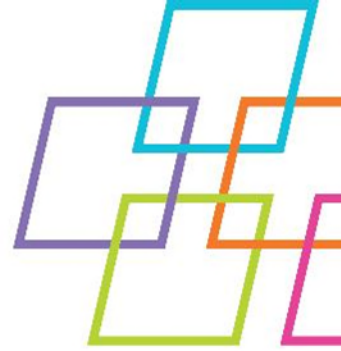
Materials design template

Sample availability

Transferability concerns



# Evaluation of revised materials

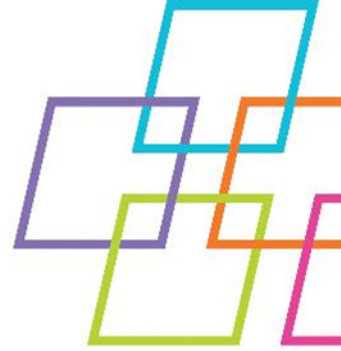


Improved attendance,  
engagement, motivation

Flexible approach to materials  
design



# Conclusion & Next Steps



Needs Analysis process  
improvements

Relationship and community  
building

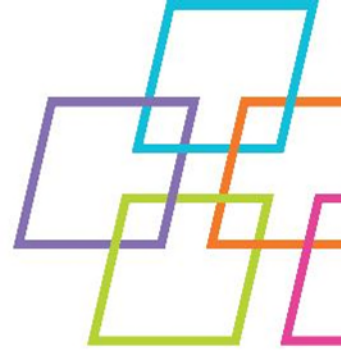
Partnership principles



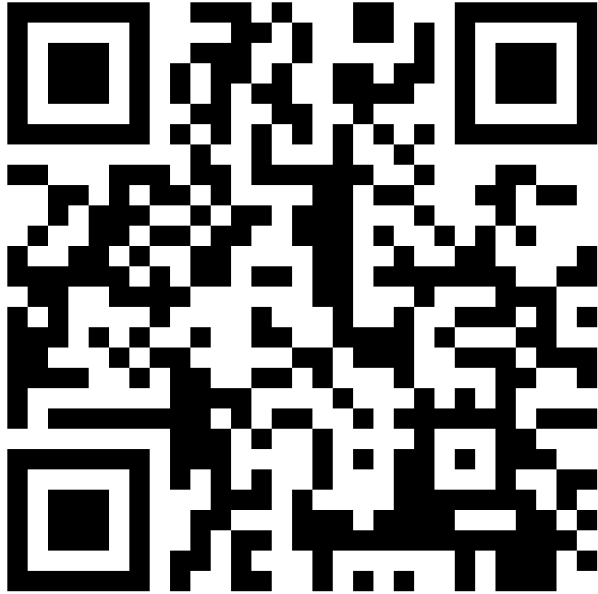
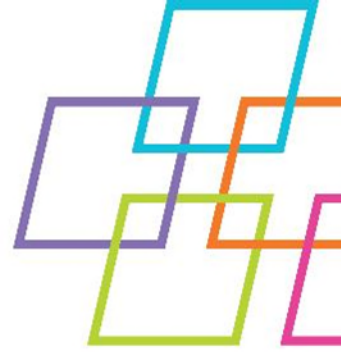
# References

Lea M. and Street, B. (1998) Student writing in higher education: an academic literacies approach. *Studies in higher education*, 23 (2), 157-172

Sloan, D., & Porter, E. (2009) Contextualising, Embedding and Mapping (CEM): A model and framework for rethinking the design and delivery of an in-sessional academic literacy programme support



# Questions and Comments



[tinyurl.com/bdehtsp5](https://tinyurl.com/bdehtsp5)

## **Appendix. Models of student writing in higher education**

*Study skills:*

*Student deficit*

- 'Fix it'; atomised skills; surface language, grammar, spelling.
- Sources: behavioural and experimental psychology; programmed learning.

*Student writing as technical and instrumental skill.*

*Academic socialisation:*

*Acculturation of students into academic discourse*

- Inducting students into new 'culture'; focus on orientation to learning and interpretation of learning task, e.g. 'deep', 'surface', 'strategic' learning; homogeneous 'culture', lack of focus on institutional practices, change and power.
- Sources: social psychology; anthropology; constructivism.

*Student writing as transparent medium of representation.*

*Academic literacies*

*Student's negotiation of conflicting literacy practices*

- Literacies as social practices; at level of epistemology and identities; institutions as sites of/constituted in discourses and power; variety of communicative repertoire, e.g. genres, fields, disciplines; switching with regard to linguistic practices, social meanings and identities.
- Sources: 'new literacy studies'; critical discourse analysis; systemic functional linguistics; cultural anthropology.

*Student writing as meaning-making and contested.*

Lea & Street (1998)