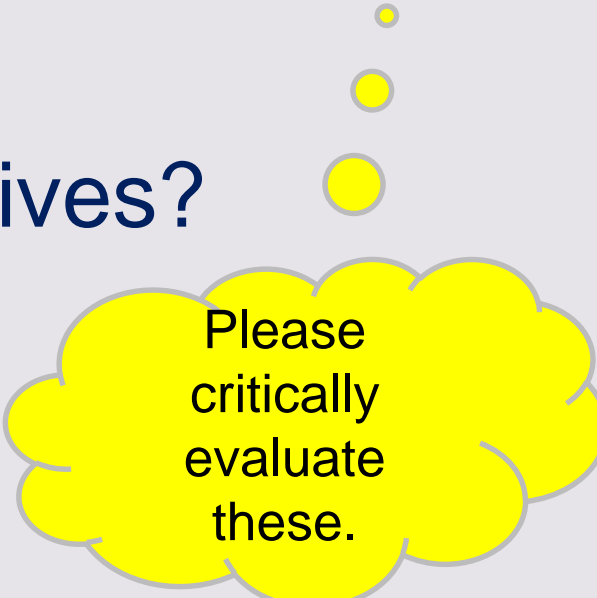


Academic writing support: *effective practices in collaboration?*



Session outline

1. Collaboration with programme academics - *why?*
2. Three examples of collaboration – *effective?*
3. *Your* experience & perspectives?
(*group discussion*)
4. Ways forward: *Networking?*



Please critically evaluate these.

Rationale

‘Partnerships between subject experts, writing developers and learning technologists can **take the strain** from all parties as they **work together to enhance students’ experiences of writing** at university’

(Deane and O’Neil, 2011)

Challenges?

- **Acknowledgement** of ‘the role of **struggles** around writing’ (Gourlay, 2009, p. 189)
- Institutional support – **shared responsibility**
- **Time** to plan, design, execute, co-deliver, evaluate.....
- **Like-minded colleagues** in the disciplines
- ‘**Expert insider prose**’ (MacDonald, 1997, p. 197)
- ‘**Backward design**’ (Bean, 2011, p. 215)

Example 1: MA Clinical Education

Writing tasks	MA essays (5,000 words) Dissertation
Who was involved?	AWC Director AWC Embedded Co-ordinator Programme Leader
Enablers	Teamwork: 100% embedded Institutional support Opportunity to discuss pedagogy
Inhibitors	Top rank medical staff: Brilliant consultants challenged by 'new pedagogies' and academic writing
What happened?	AWC consultancy Programme team took ownership of academic writing support provision
Reflection?	Co-ordinator's Science background helped Took time to embed herself in highly specialised programme

Example 2: Doctor in Education (*year 2*)

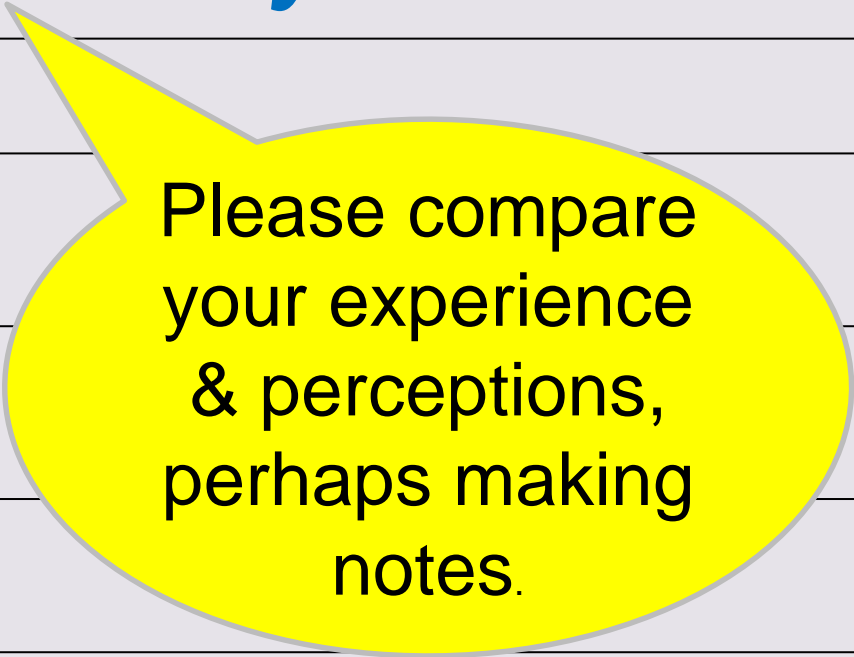
Writing tasks	Institution Focussed Study (20,000 words) <ul style="list-style-type: none">• Focus on literature review element
Who was involved?	AWC Embedded Co-ordinator AWC Academic Writing Tutor (facilitator) Programme Leader
Enablers	Teamwork: Co-planning & delivery – Double act Forward planning; relaxed partnership
Inhibitors	Mature professionally experienced student writers sometimes unaware of genre expectations
What happens?	Collaboration of expertise by both AWC facilitator and content tutor
Reflection?	Double act appears to work but may depend of personalities & styles of delivery

Example 3: BA Education Studies

Writing tasks		UG Essays (3,000 words) & Dissertation
Who was involved?		Director of the IOE; UG Programme Leader AWC Embedded Co-ordinator; AWC team & UG team
Enablers		Forward planning; 100% embedded Teamwork: Co-planning & delivery Institutional support
Inhibitors		New initiative (previously PG college) Designing materials/assessment to suit UG (not PG)
What happened?	Y1:	AWC sessions 100% embedded within the programme curriculum throughout the year – 18 sessions Joint marking for first three assignments (AWC & content tutors)
	Y2:	Extension of AWC provision for Y2 students – 25 sessions
	Y3:	Reduced AWC support - all 3 year groups – 6 sessions AWC training for content tutors BAES team take ownership

'Takeover'
possible?
Desirable?

Over to you



Please compare your experience & perceptions, perhaps making notes.

Programme?	
Writing tasks?	
Who was involved?	
Enablers?	
Inhibitors?	
What happens?	
Reflection?	

What next? Networking?

We propose.....

- Collaborative partnerships among academic writing/EAP support providers (across BALEAP)
- Develop a set of case studies: Models of collaboration (*discipline specific*)

References

Bean, J. (2011) ' Backward Design: Towards an Effective Model of Staff Development in Writing in the Disciplines', in M. Deane and P. O'Neil, *Writing in the Disciplines*, Basingstoke: Palgrave Macmillan

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Gourlay, L. (2009) 'Threshold practices: becoming a student through academic literacies', *London Review of Education*, 7(2) 181–192.

MacDonald, S.P. (1994) *Professional Writing in the Humanities and Social Sciences*, Carbondale, IL: Southern Illinois Press