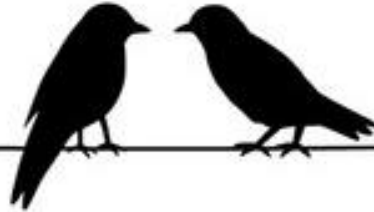




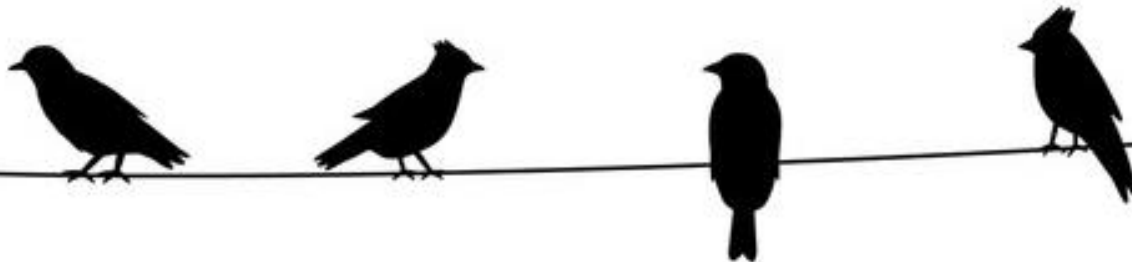
In Search of the Writerly

Robert Gray
University of Bergen



Laura Cruz
Penn State

A Framework for Meaningful Learning



What does good teaching look like?

What is **THE WRITERLY**?

Roland Barthes

- **Readerly Texts:**
offer a limited number of possible interpretations
- **Writerly Texts:**
require the reader to actively participate in the production of the text's meaning, "to make the reader no longer a consumer, but a producer of the text."

(S/Z, pp. 3-4)



What is **WRITERLY TEACHING**?

Rethinking Learning

Learning is not an act of recording, but an act of interpretation, or “(re)writing”

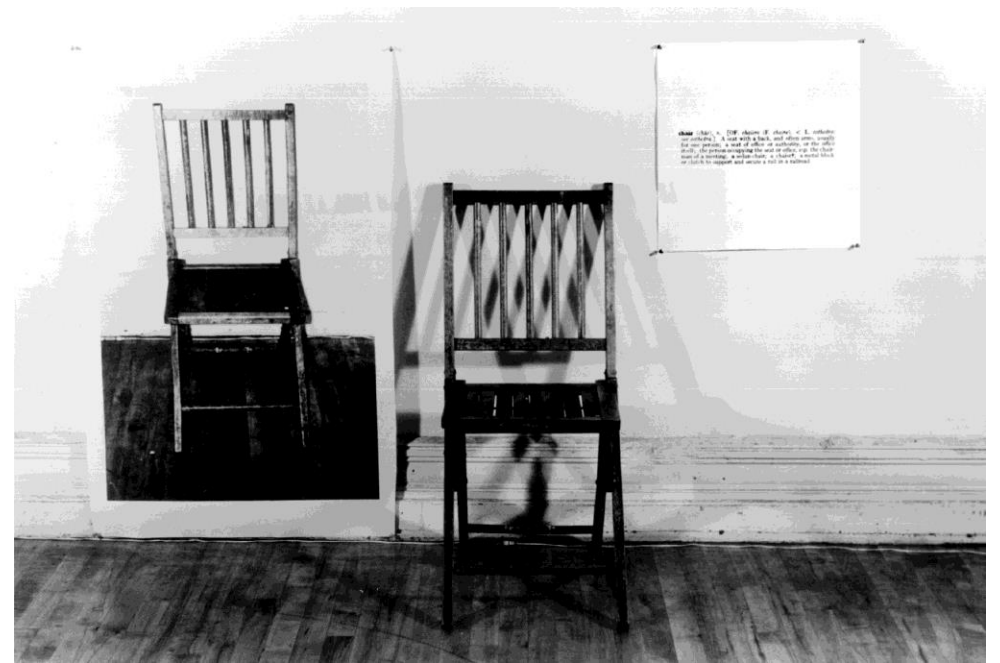
13 ways of looking at a blackbird



wallace stevens
illustrations by corinne jones

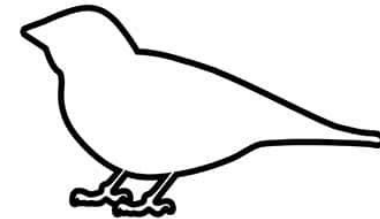
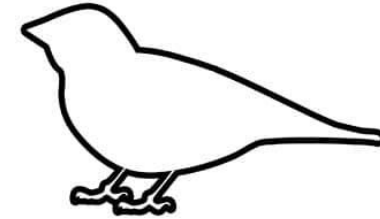
Courses as “Texts”

- A text is any combination of “signs” that convey meaning
- A course is a complex web of signifiers and signifieds
- Literary theory enables us to explore these relationships between content, instructors, and students



Readerly Teaching (and Learning)

- The instructor presumes to have all the answers and hold full authority
- The content has “nothing more to say than what it says”
- The student’s role is to receive the message uncritically
- Students generate products, not engage in productions



Writerly Teaching (and Learning)

- Is the course content a reified object, something that is fixed and just sits on a shelf?
- Or is it “*an activity, a production,*” a living thing that comes alive with each student’s reading?
- The writerly links teaching and learning “together in a single signifying process.”



SUPERSTARWORKSHEETS

The Writerly Framework

- Creating Spaces
- Engaging in Dialogue
- Making Meaning



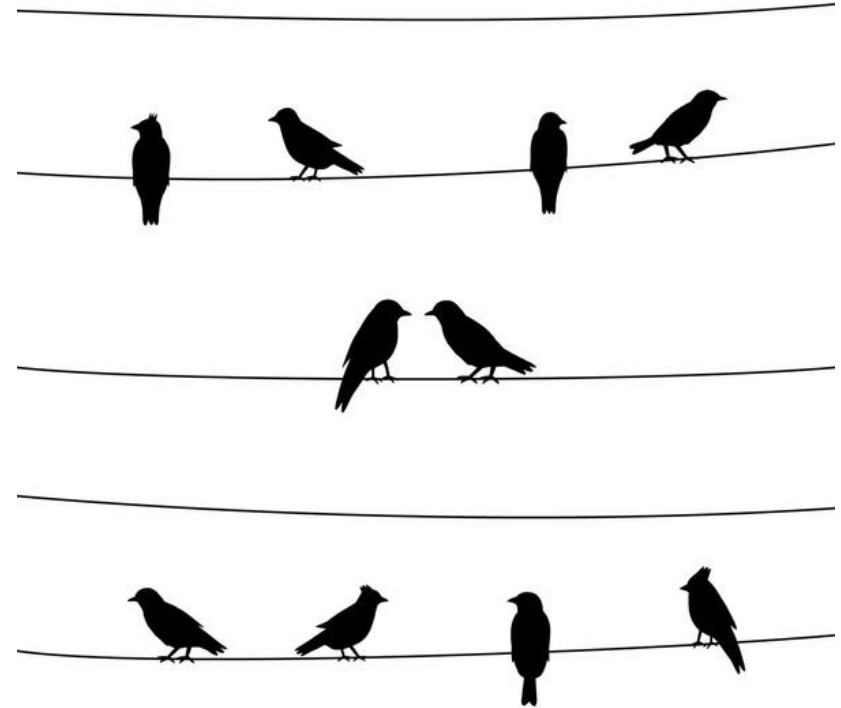
W R I T E R L Y

FOSTERING TEACHING AND
LEARNING MOMENTS



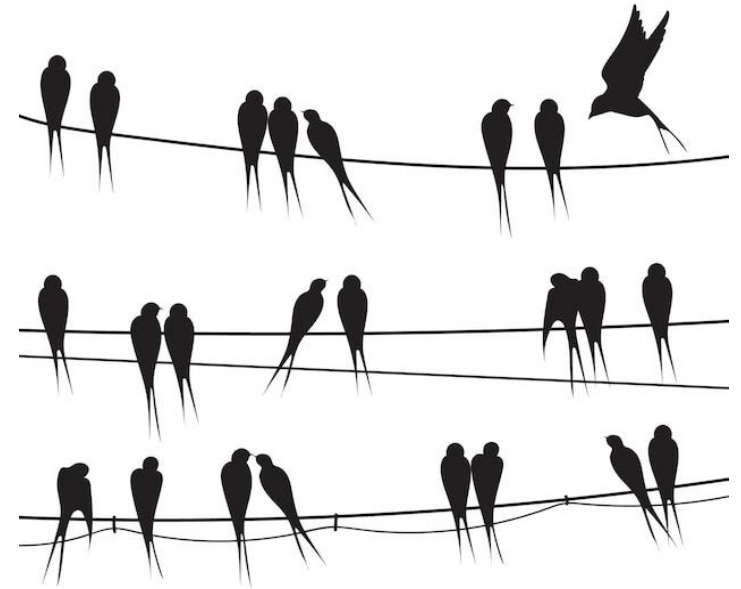
Creating Spaces

- Planting seeds of suggestion
- Cultivating Co-Creation
- Taking Risks
- Pausing for Reflection
- Shifting Agency to Students
- Challenging the Readerly



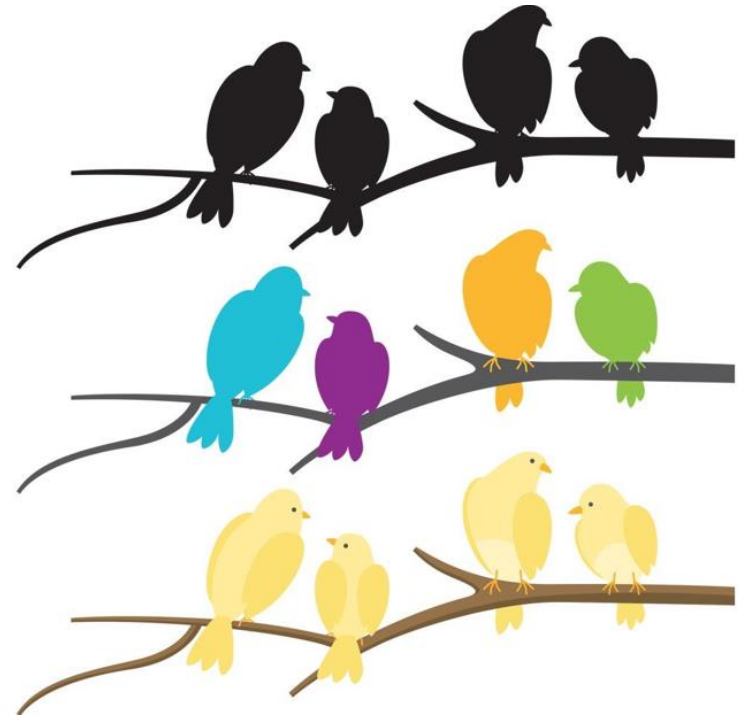
Engaging in Dialogue

- Co-Constructing Knowledge and Meaning
- Delving into the Content
- Prompting Feedback
- Challenging the Readerly



Making Meaning

- Enhancing Retention and Transfer
- Fostering Integration
- Distributing Practice
- Solving Problems
- Challenging the Readerly



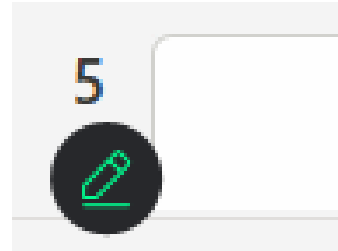
SPOT the Writerly Moment

- Read the following excerpts (from 2 online courses).
- Which moment best exemplifies the WRITERLY?
- Which moment least exemplifies the WRITERLY?
- Indicate the writerly moments with an annotation (circle, star, etc.).



Using Zoom Annotations

Look for the pencil icon (usually lower left-hand corner of your screen)



On the annotations menu, use the text box (T), pencil, or stamp (the check mark) to annotate the slide

COURSE: ENGINEERING PRODUCT INNOVATION

Journal Assignment

Getting Trapped in the Suppression of Exploration | A Simulation Model

At this point, please be sure you have read the assigned article by van Oorschot, Walrave, and Romme which details some of the forces that may cause a company to lean too heavily on exploitation (at the expense of exploration). While you are reading this article, consider the following questions. You are not required to formally submit responses to all the questions; however, formulating a few ideas will be helpful for your journal entry.

- What puts a company at risk for falling into the exploitative loop?
- How will the balancing effect of external pressure differ between large and small organizations?
- According to the authors' findings, which has the greater effect on the appropriate balance: environmental dynamism or environmental competitiveness?
- What can you do as an engineering leader to build exploration into the company's long-term strategy?

Finally, consider Figure 2.1 as this infographic contains information to support the different strategies of when to incorporate exploration vs exploitation. The flow chart is useful when the top management team may be indecisive as to which strategy should be incorporated for a particular situation.

COURSE: COLLEGE AND UNIVERSITY TEACHING

Discussion Assignment

Activate: Module 10

Educators often say that it is important to help learners “activate” their prior knowledge. What this means in practice is asking learners to recall what they already know about a topic. What it means in theory is asking them to recall their existing schemata, or organizational systems of knowledge, so that acquiring new information is more efficient. In this section, you will activate your prior knowledge. As you read the prompt, think about what you already know about this topic. Submit a brief response to the prompt, no more than a short paragraph, or no more than 250-300 words. The goal is for you to recall your prior knowledge on this topic in order to set the stage for new information in the module.

- The aim of argument, or of discussion, should not be victory, but progress. *Joseph Joubert*
- A good discussion increases the dimensions of everyone who takes part. *Randolph Bourne*
- Freedom is hammered out on the anvil of discussion, dissent, and debate. *Hubert H. Humphrey*
- No problem is so deep that it cannot be overcome, given the will of all parties, through discussion and negotiation rather than force and violence. *Nelson Mandela*

Above are some quotations focused on discussion. Drawing on one of these quotations, or finding one on your own, describe the role and function of discussion in college teaching.

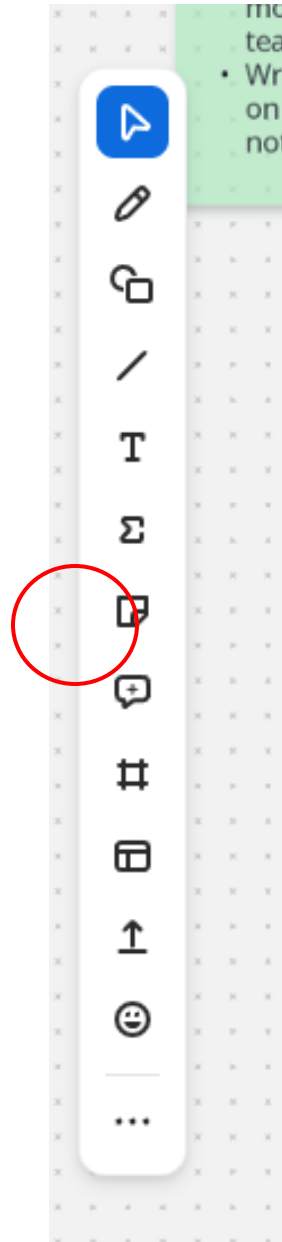
AMPLIFY the Writerly

- Read the following activity and review the writerly framework.
- Imagine that you are meeting with your colleague who uses the activity in their course(s).
- What is one strategy you might recommend to amplify the writerly in this activity?
- We will ask you to share those strategies to a Zoom whiteboard.



shutterstock.com - 259611065

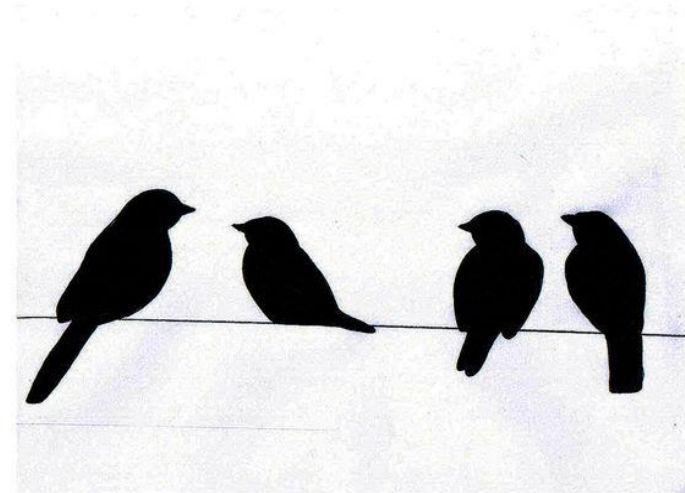
Using the Zoom Whiteboard



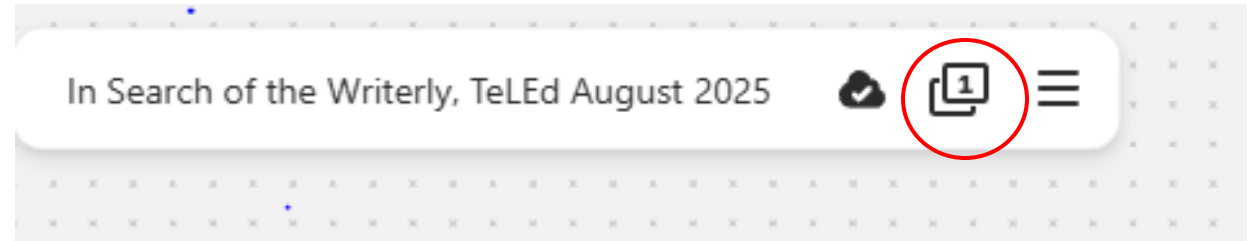
The vertical Whiteboard menu usually appears on the left-hand side of your screen. The square toward the middle of the menu accesses the sticky note function.

WRITERLY teaching

- Think of some writerly moments from your own teaching practice.
- Write those moments down on a sticky note (1 per sticky note).
- Add your sticky notes to the Zoom Whiteboard.
- Take a moment to read what others have written.

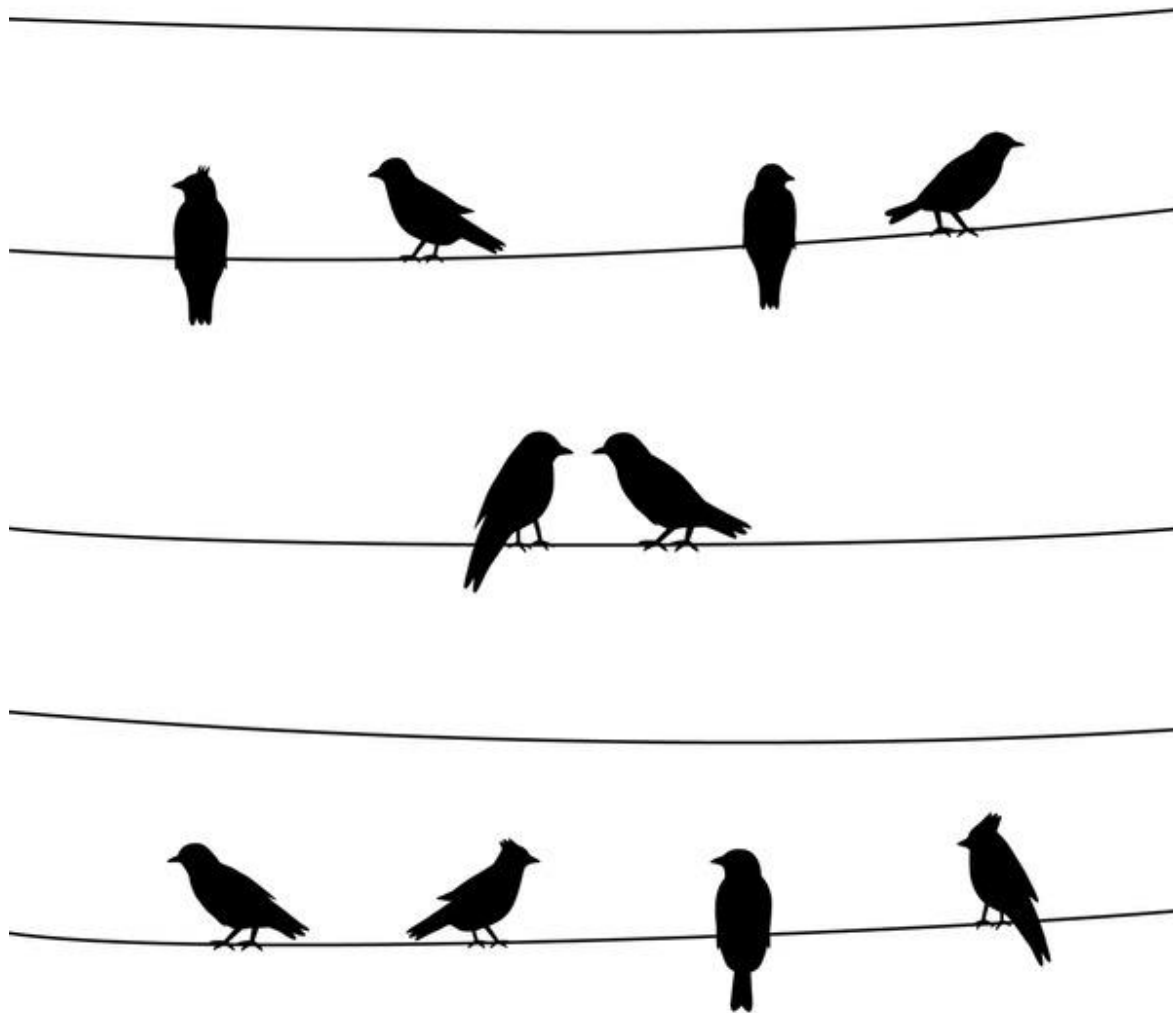


Using the Zoom Whiteboard



To move between the pages of the Whiteboard, use the menu in the upper left-hand corner of your screen. The numbered boxes enables you to choose your page.

Where can
you have
more
WRITERLY
moments?



Join the WRITERLY movement...



writerlyframework.org