

Research Trends in Teaching of Writing

Code: 43214
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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Teachers

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

There are no prerequisites to take this course.

Objectives and Contextualisation

This is a compulsory course for students of the Language and Literature Didactics itinerary, while it is optional for students of other itineraries.

This course introduces students to the state-of-the-art in research on the development and teaching of writing. Relevant approaches to research on writing are presented, especially focusing on the contributions of cognitive psychology, discourse linguistics, and sociocultural theory. Special emphasis is placed on the interaction between writing, the learner, and the teacher, who creates the learning conditions.

Competences

- Analyse data according to its nature and present results in accordance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Recognise the knowledge contributed by research in language and literature education as an essential tool for a fairer society which is more respectful of equality and opportunities.

- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.

Learning Outcomes

1. Analyse the teaching and learning processes for writing from research contributions on linguistic and cultural diversity of contemporary societies.
2. Analyse theoretical frameworks of reference to establish those which orientate research into the teaching of writing.
3. Collect data to allow research into language to improve written use: the function of grammar.
4. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
5. Continue the learning process, to a large extent autonomously.
6. Defend the research carried out orally, using the appropriate technology.
7. Design strategies for collecting information.
8. Find and analyse theoretical frameworks of reference in relation to the teaching of writing.
9. Identify problems covered by research into grammar learning and the building writing skills.
10. Identify theoretical references and evaluate their appropriateness for problems related to the teaching of writing.
11. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
12. Judge the importance and theoretical and social pertinence of a research problem related to the teaching of writing.
13. Produce conclusion taking into account the objectives and research questions and the theoretical reference in the teaching of writing and in plurilingual environments.
14. Promote the study and analysis of research on grammar learning and the building of writing skills.
15. Recognise the contribution of research to the teaching of writing in plurilingual environments.
16. Recognise the contributions of the different theoretical framework in the teaching of writing.
17. Relate results in accordance with their origin (sources and instruments).
18. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
19. Use research methods, strategies and techniques and design research pertinent to the research problem in context.

Content

- Research on the early development of writing. Models of the writing process and of spelling development.
- Sociocultural and cognitive functions of writing.
- Teaching, learning, and assessing writing competence in school contexts. Research on classroom interventions.
- Thinking about language to improve writing quality: the role of grammar in writing development.
- Writing in multilingual contexts: learning to write in additional languages.
- Teachers' beliefs: their influence in teaching practices and in students' performance.

Methodology

The training activity will be developed based on the following dynamics:

- Lectures by the teacher
- Reading articles and documentary sources
- Analysis and collective discussion of articles and documentary sources
- Classroom practices: problem solving / cases / exercises.
- Oral presentation of written works.
- Tutorials

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes in large group.	36	1.44	
Type: Supervised			
Analysis and collective discussion of articles and documentary sources. Classroom practices: problem solving / cases / exercises.	36	1.44	
Type: Autonomous			
Reading of articles and documentary sources. Development of the individual work of the subject. Participation in discussion in forums.	78	3.12	

Assessment

The evaluation of the module will be carried out through the activities indicated.

The final grade will be the weighted average of the planned activities. To be able to apply this criterion, it will be necessary to obtain at least a 5 in all the activities, those carried out during the development of the module in the final work of the module.

Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended a minimum of 80% of the classes.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance, participation and class work	30%	0	0	2, 1, 8, 4, 7, 13, 9, 10, 11, 12, 14, 3, 15, 16, 17, 19
Final Written work	50%	0	0	18, 5
Oral presentation	20%	0	0	4, 6

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