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A Look at the Writing

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Impact

What we believed before will no longer hold true; our assumptions, beliefs and practices will be transformed and integrated into our new way of teaching.

Transformative learning (Mezirow)

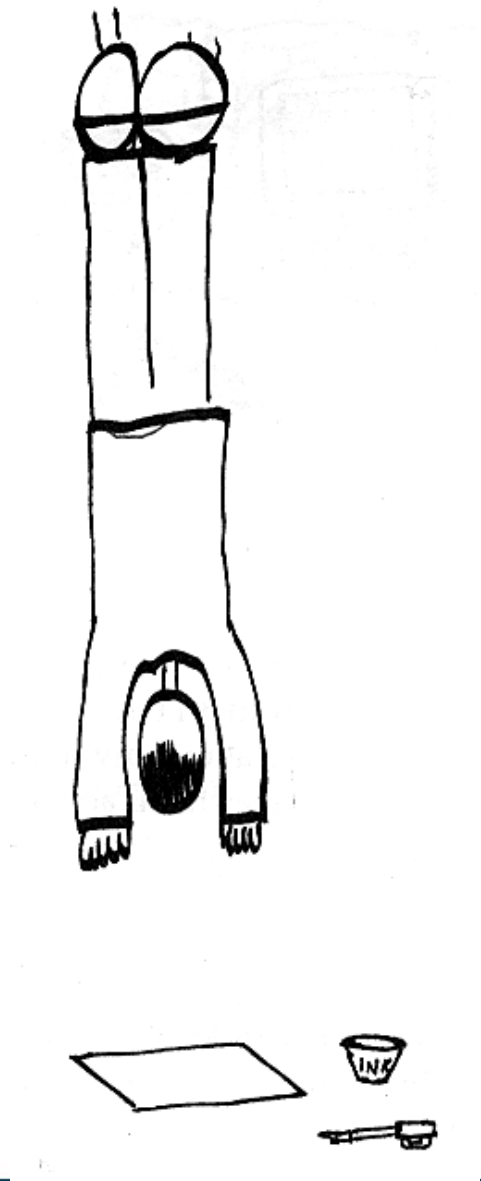
In this session you will:

- Revise the features of academic (formal) writing.
- Consider how to write in a critical way.
- Have some sort of plan to take forward.

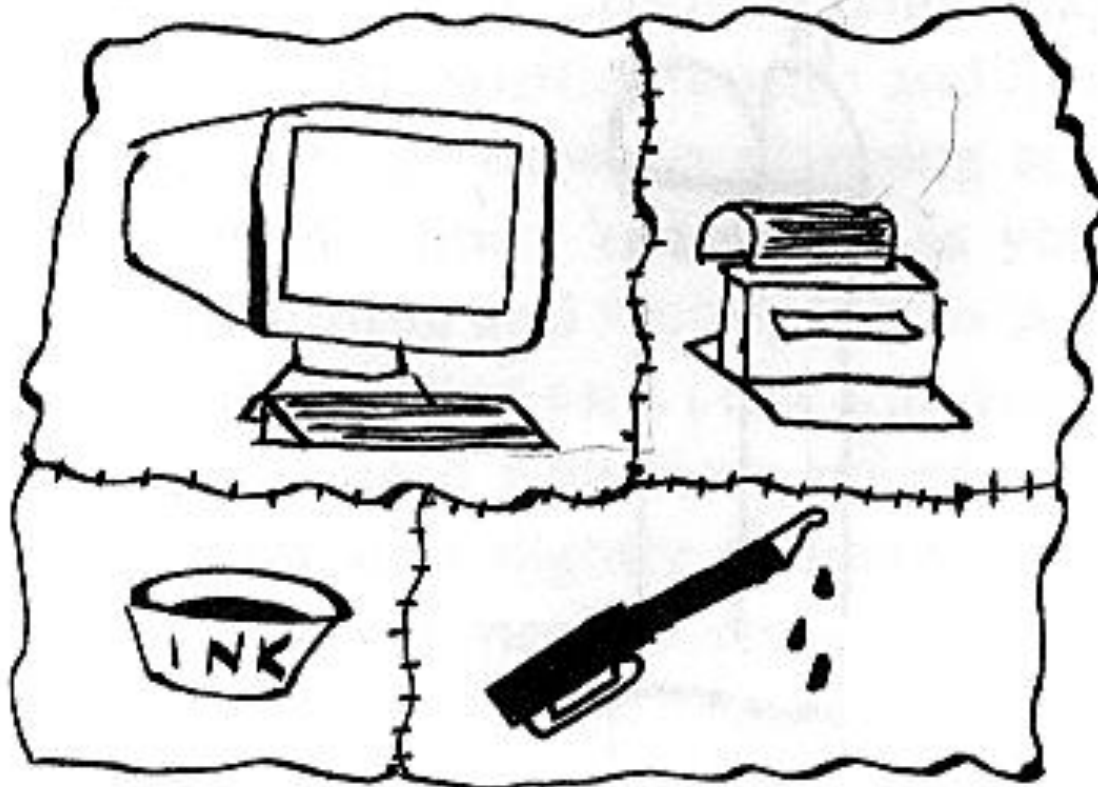
What's the problem?

Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead.
—Gene Fowler

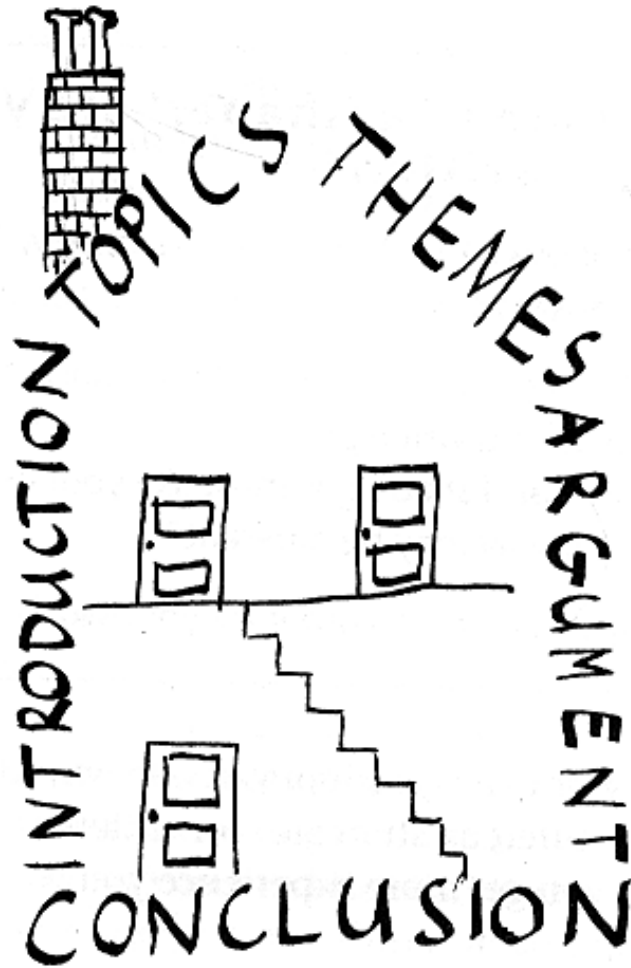
The diver

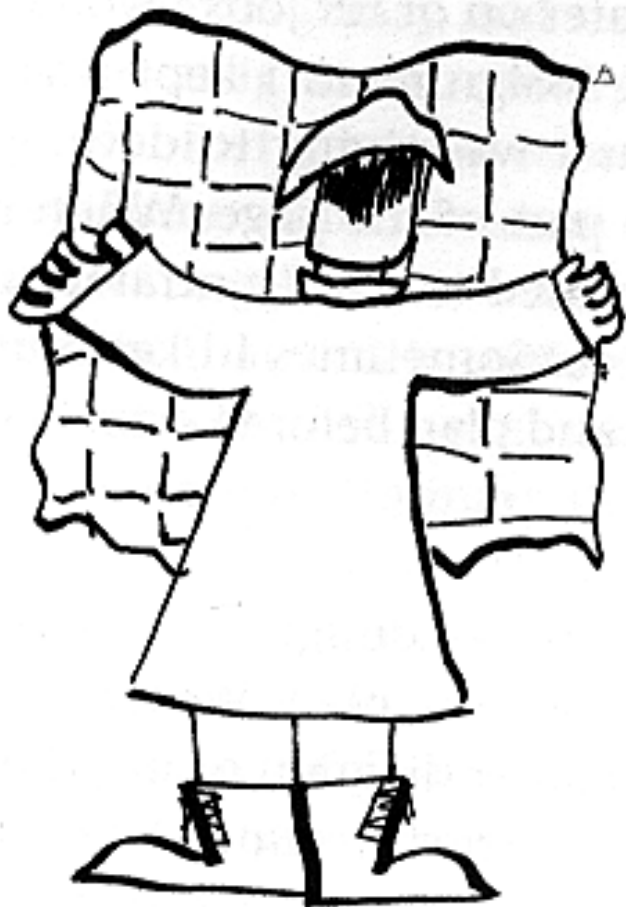


The patchworker



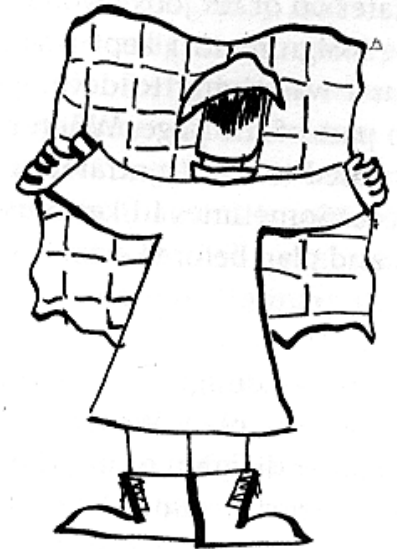
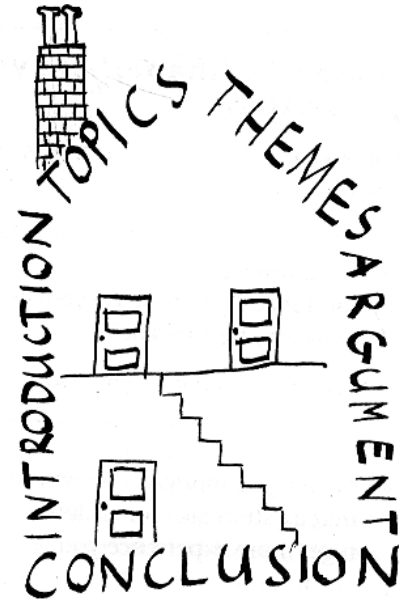
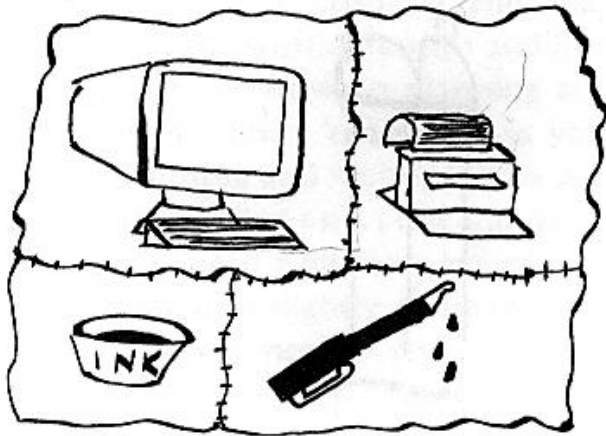
The architect





The grand planner

Identifying your writing style



You are trying to activate this...

The development of language and thought are closely linked. Therefore, the act of writing generates ideas that would never have existed at the beginning of the task.

Try to include these things



Rock not sand -
substantiate your claims



Direction not a mystery tour –
give the reader signals

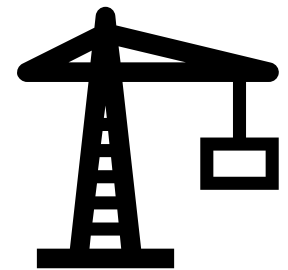
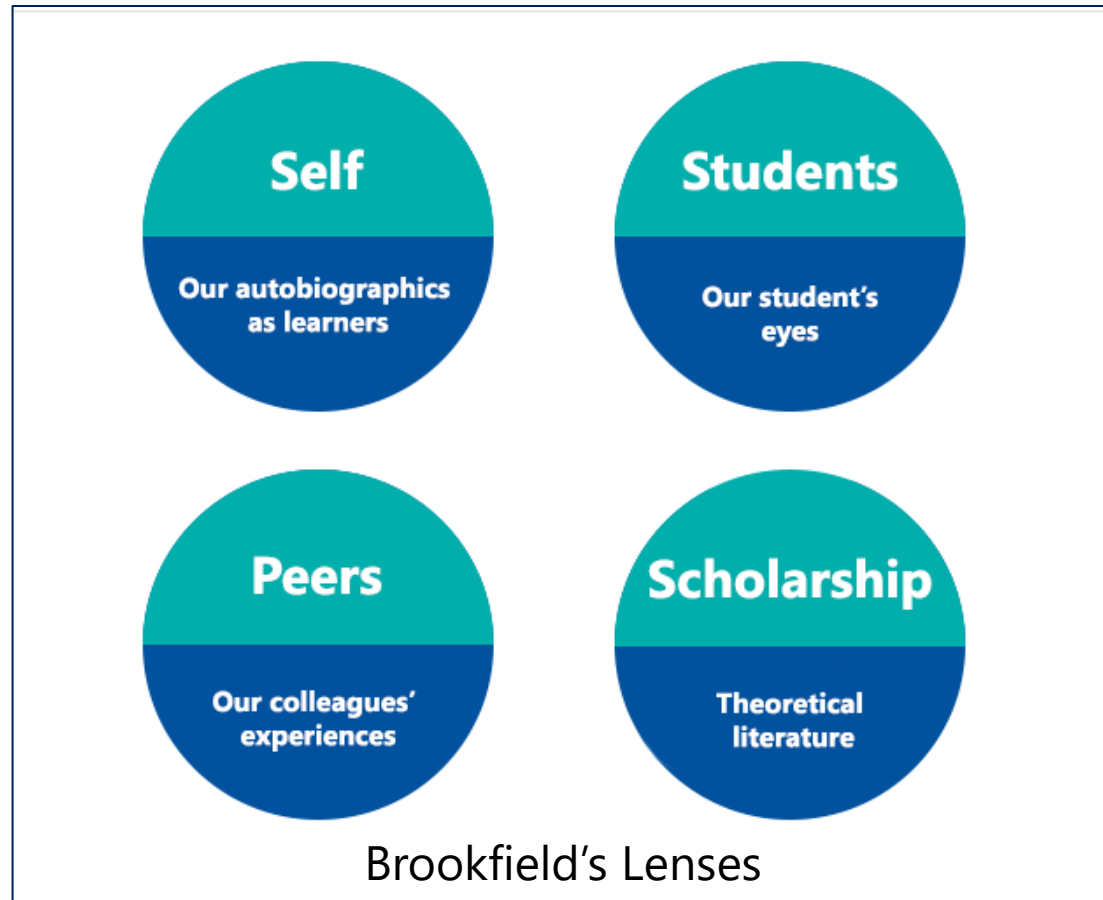


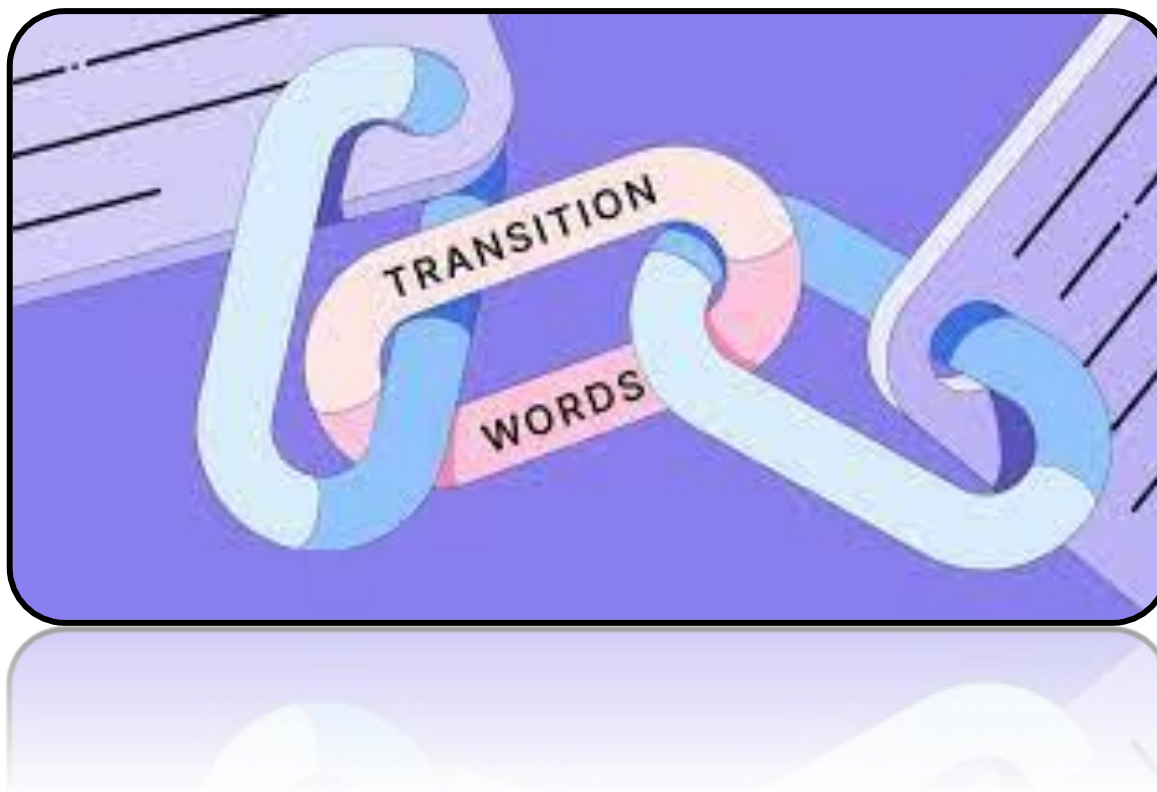
Distillation – funnel from
big ideas to local context



Concrete not abstract -
power of the example

Developing an argument or a point of view supported by evidence





Send clear signals to the reader

[Academic Phrasebank | The University of Manchester](#)

Concrete – power of the example



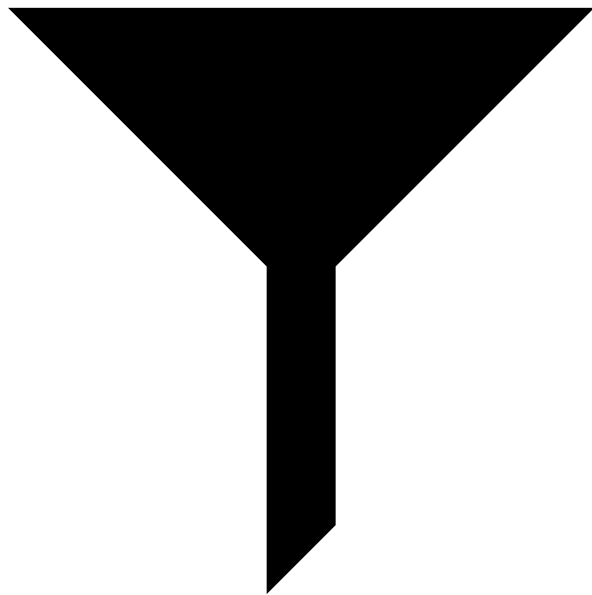
For every sentence or paragraph that you write about an abstract concept or principle, follow up with the words:

For example

This can be seen in....

I noticed this when...

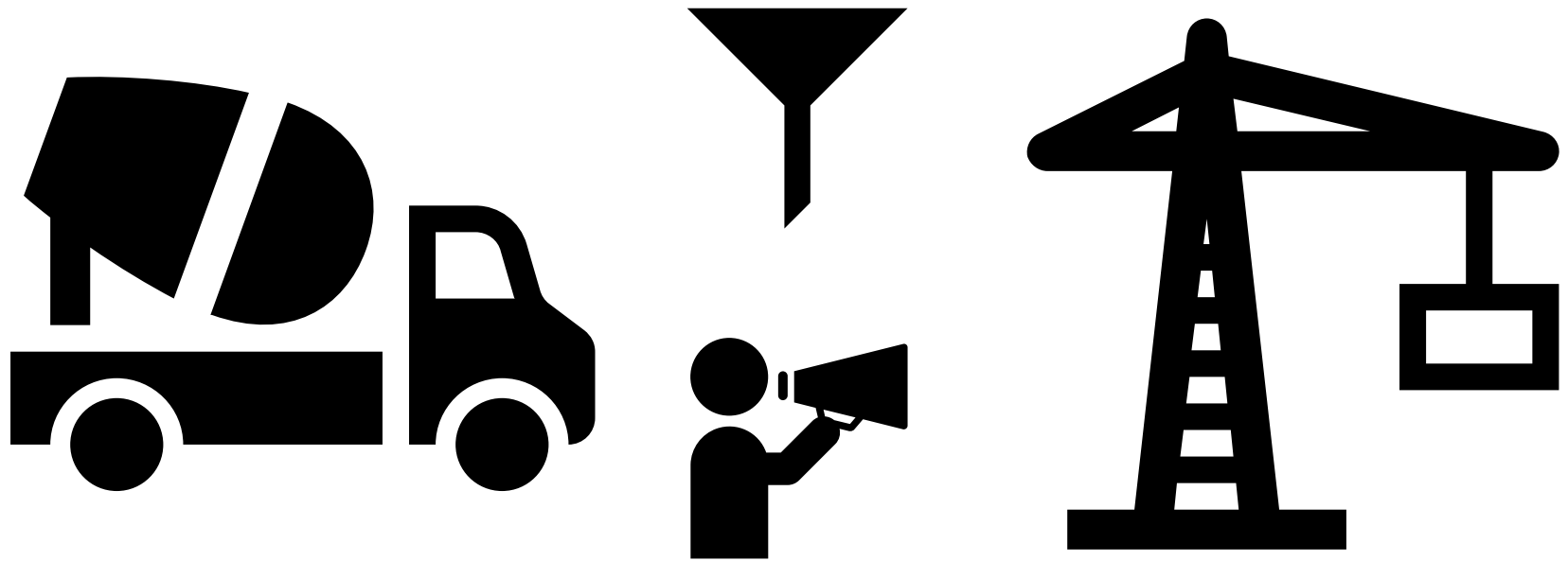
Start with bigger picture and then move to your context



For example:

- Principles of the reflective practitioner
- Different models
- Gibbs
- Me

Look at the examples



Writing Apprehension

- Try and work with some kind of plan.

This will reduce your anxiety and help you see a logical pathway through your work.

Reducing Writing Apprehension

Add bullet points to the 'assignment structure' document before you start AND as you go along.

Don't fuss – stick the ideas down and you can edit later.

Brick master – the paragraph



Good writers use paragraphs well

- Well developed – around 8-10 sentences.
- No assumptions (unsubstantiated claims)
- Cohesive – they make sense, ideas are connected to one another
- They signpost the logic of the argument to the reader (topic sentence)

Topic sentences

The topic sentence is a sentence that is used at the beginning of a paragraph to tell the reader what it is that you are going to be talking about in that paragraph.

They provide the transition between paragraphs

[How to Write Topic Sentences | 4 Steps & Examples \(scribbr.com\)](https://www.scribbr.com/how-to-write/topic-sentences/)

Good features

- **Succinct:** Long, rambling sentences can be confusing
- **Clarity:** Don't try to use big words or jargon: say it as it is (even complex ideas)
- **Precise:** Tell your story

Your audience

You are writing for the reader/marker.

What is perfectly clear to you may not be clear to the reader.

Language for audience and purpose

Academic writing does not need to be complicated but it is formal.

- Avoid contractions (don't, can't etc.)
- Use the full forms of words (Assessment for Learning) before using the acronym
- Avoid informal words or phrases – 'taken on board'

Voice

- Voice – mostly 3rd person (objective)- 'The results from the peer observer showed that...'
- Sometimes first person (subjective) when writing about personal reflection 'I noted in my reflection that the pupils...'

Cautious Language

You are trying to present an objective argument so use cautious language.

Avoid: *most important, extremely significant, correct.*

Try: *suggests, seems, appears, could be, potentially.*

Comma splicing

This is the most common mistake when using the comma.

Two independent clauses are joined with a comma.

This is wrong.

Examples of comma splicing

- I always find writing essays difficult, I usually leave them to the last minute.
- Lesson study is a useful tool, it identifies areas to improve.
- The pupils were engaged in the activity, the peer observer noted the times.

Don't throw away marks

- Spelling – check UK and not US
- Grammar – clarity of expression
- Punctuation – the apostrophe
- Vocabulary – right word and varied words

Teacher empowerment (Kincheloe)

'The primary purpose of critical research activity for teachers is teacher empowerment. This empowerment involves teachers providing themselves with the skills and resources that enable them to reflect on educational practice' (2003)

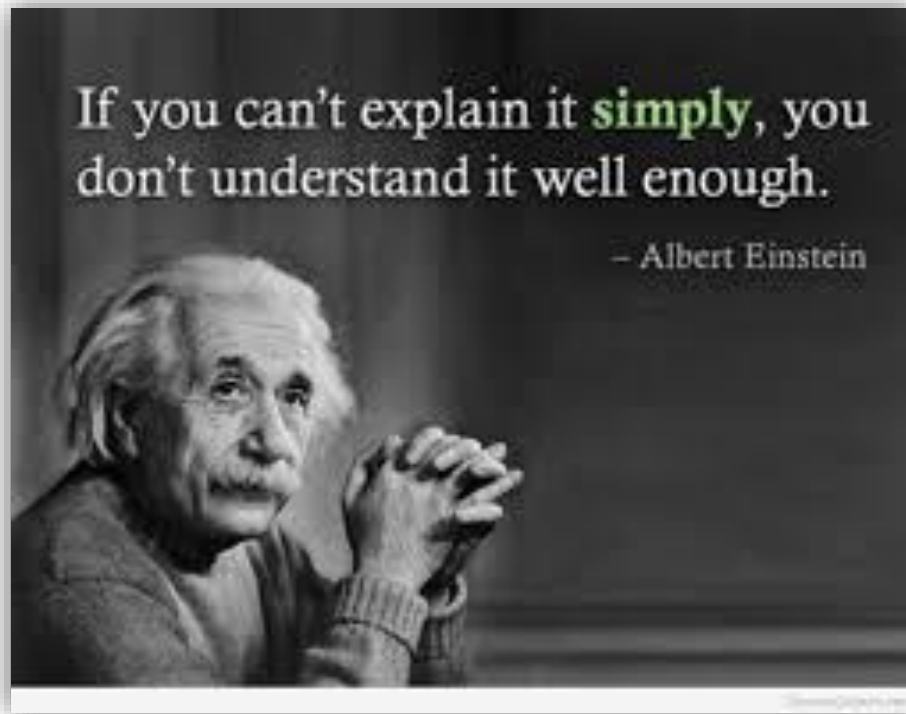
Referencing

You cannot present other people's ideas as if they were your own.

Be careful.

Ignorance is no defence.

Remember



References

Pinker, S. (2014). *The Thinking Person's Guide to Writing in the 21st Century*. London:Penguin

Myhill, D. A.,and Fisher, R. (2010) 'Writing development: cognitive, sociocultural and linguistic perspectives', *Journal of Research in Reading* , Volume 33, Issue 1, pp1-3.

Writing a Journal Article presentation given by Dr Catriona Ryan at UWTSD 2015