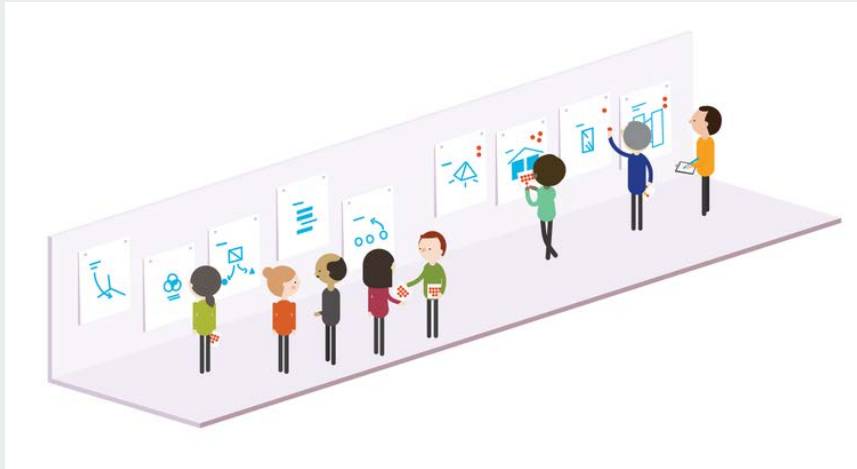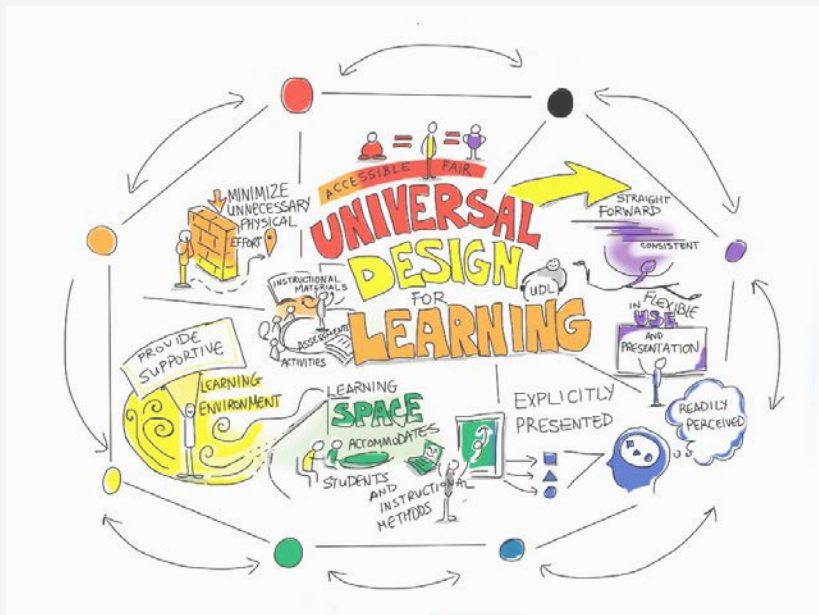# Welcome!

As you settle in:

- Read and put a dot on each of the dotmocracy statements (agree-disagree)

Writing Centers, HBCUs, and First-Year Classrooms:
Facilitating Active Writing Pedagogies through Universal Design

Laila Ferreira (UBC)
Shurli Makmillen (Claflin)
Holly Salmon (Douglas)

Conference on the Teaching of Writing
University of Connecticut, Hartford
April 5th 2019

Establishing the Learning Environment: Inclusivity Statement

Tells the student:

- All students belong and have value
- All identities and abilities are important
- Provides context to the learning situation and course and course content
- Acknowledges marginal experiences and identities

Universal Design for Learning (UDL)

Redesigning our courses according to principles of UDL benefits everyone: faculty, staff & students.

Participants will leave the workshop with the following:

- **Specific, manageable strategies and resources** to combine active learning and UDL in the teaching of writing and course design

- **Hands on experience** redesigning at least one specific writing assignment or activity combining active learning and UDL principles

- **Empowerment** through awareness that inclusive course design *doesn't need to be done all at once*—it is an ongoing process and shift in mindset

Dotmocracy

- I am confident I know what teaching for inclusion and diversity means in my writing pedagogy
- My understanding of inclusive teaching benefits from sharing ideas and strategies with my peers and colleagues
- I am committed to UDL principles, but sometimes institutional requirements create barriers for my students
- My colleagues and I are all in agreement on appropriate criteria for evaluating writing
- I struggle with incorporating both UDL and active learning components in writing contexts

"Error" as Epiphenomenon: SRTOL in the writing classroom at an HBCU

Shurli Makmillen
Claflin University
April 5th 2019

Genre theory

Genres are habits of response to recurring socio-rhetorical situations

"People using text create new realities of meaning, relation, and knowledge" (Bazerman 309)

"Each successful text creates for its readers a social fact" (Bazerman 311)

The think-aloud protocol (Giltrow et al 2014; Scriver 1992)

- Conceptualizes readers as users of documents
- Aims to be non-judgmental
- May not come naturally, because of temptations to:
  - *use traditional commentary
  - *simply praise the writer
  - *just read out loud with no commentary

"The complaint tradition" (Milroy & Milroy) 😟

Using a reader response to revise and make a reader–friendly text 🙂

Language myths such as unitary views of language, and ideologies of correctness 😟

Role of responders

- Read draft aloud
- Voice your "on-line" processing of the text
- Stop to report what works for you as a reader (e.g. paraphrase the gist of a paragraph)
- Stop to report what doesn't work for you as a reader (e.g. where there is ambiguity)
- Do not evaluate

Role of writers

- For the most part, keep quiet

- Make revisions where necessary and desired

- Appreciate the chance to hear a reader making meaning from your text

Why?

- TAP is more effective than "standard" commentary on writing

- It is more respectful. Nobody holds themselves up as an expert on anything except their own experience as an *academic* reader.

- The onus for revisions is left on the <u>writer</u> (AGENCY)

But what about error?!

Provide students with the vocabulary to talk about standard languages and vernaculars

Provide ALL students with examples of African American scholars who write academically using AAVE / Black rhetoric / codemeshing

Provide students with information about the relationship between prescriptivism and educational access

". . learn to get out of the way of black students' agency and learn how to allow, support, and help steer it" (Vershawn Ashanti Young, xiii)

FURTHER UDL OPTIONS

Use for written commentary (Comment Function)

Record spoken commentary (E.G. Camtasia)

Fly-on-the-wall (Triads Instead Of Dyads)

Collaborative Inclusion: Designing Group Work for Universal Design

Laila Ferreira
The University of British Columbia

"Even as academic writings resound with calls for attention to difference our actual practices rarely enact this attention" (Margaret Price 45).

My Writing Studies Contexts

- ASRW (Arts Studies in Research and Writing):
Courses, workshops and conferences designed to help students get to know the research culture shared by humanities and social science scholars

- Vantage College:
An innovative 11-month program for international students who do not meet the standard language requirements of the university but who exhibit scholarly promise

Theoretical Approach and Curriculum

THEORETICAL FRAMEWORK
- Genre Theory: situation & form (Giltrow)
- Writing across & within the disciplines (Young & Fulwiler)

APPROACH
- Scholarly Community
- Discourse Community
- Community of Practice (Wenger-Trayner)

CORE (scaffolded)
- Research proposal and working bibliography
- Research paper (1200-1800 words)
- Oral and/or poster presentation

ADDITIONAL
- Meta-language/discourse/ genre analysis
- Peer Review: TAP & ComPAIR
- Academic integrity component
- "Low Stakes" in-class writing

Barriers to Belonging (Active & Collaborative)

- Socio-Economic Status (Scott; Ferreira & Thieme)

- Disability Status & Identity (Mullins & Preyde; Price)

- LGBTQIA Identity (Cooper & Brownell)

- Cultural Background (International students) (Ferreira & Thieme)

Even our most conscientious instructors can benefit from a shift in approach to group work

Group Work Practices (In general)

- Establish a supportive and inclusive classroom environment

- Dedicated class time: establishing inclusive and effective collaboration (see sample worksheets)

- Make visible the scholarly context for course materials & activities: show the research!

Active Inclusion: Small Group Facilitations

- Multiple modes of representation, engagement, action & expression

- Opportunities for both interdependence and individual preparation

- Supportive and consistive structure: develop trust & awareness of their own and one another's strengths

- Balance between instruction and self-directed learning

Active Inclusion: Measure of Success

- Student's self-disclosure of lived experiences (E.g., disability identity, relationship with disability, etc.) and overall support for one another

- Significant decrease in accommodations and "disappearing" students

- Disabled students: successful completion and participation

- International and non-Native English speakers: strong contributors to the group work

- Lessened the instructional burden on the teacher

Building a "multimodal toolkit": UDL in Writing Tutor Training

Holly Salmon
Faculty Coordinator
The Learning Centre
Douglas College
New Westminster, BC

The Writing Centre as a "contact zone"

- Optional learning space
- Peer relationships / understanding
- Autonomy
- Confidentiality / Safety
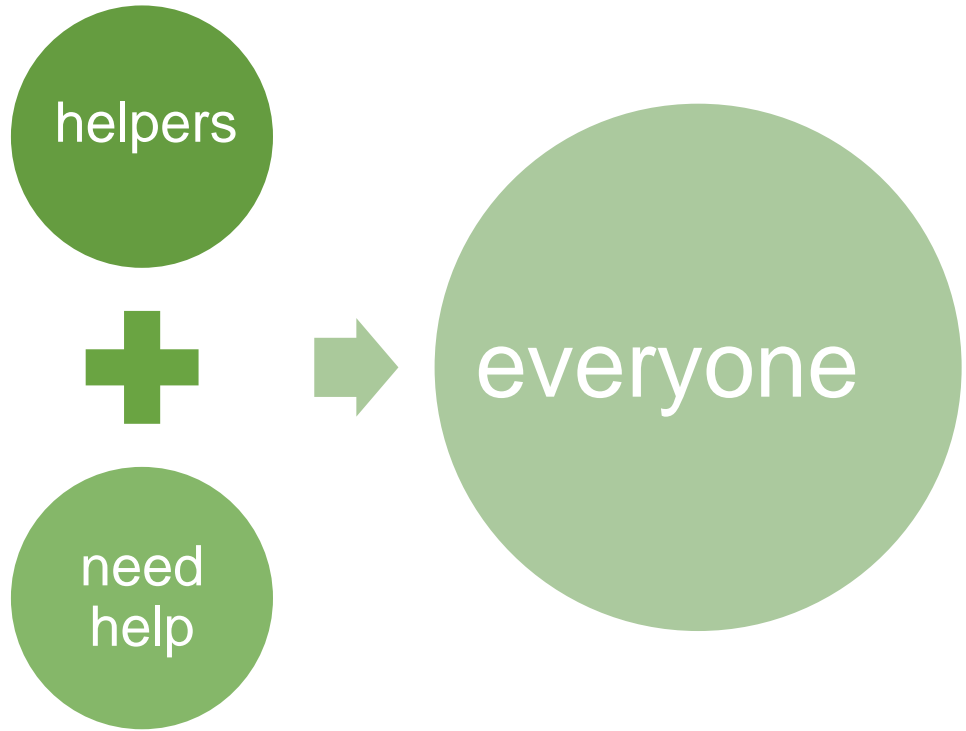- Expression possible in multiple modes

Identity: Who are the peer tutors?

Multimodal toolkits for tutors

"While novice tutors are especially eager for a bag of tricks— a set of how-to's for tutoring— when that bag runs out, consultants are left without principles and propositions for generating effective practice. "

Hall, R. Mark. Around the Texts of Writing Center Work : An Inquiry-Based Approach to Tutor Education, Utah State University Press, 2017.

"It is crucial for writing center tutors and workers to develop multimodal 'toolkits'---multiple and flexible practices---that allow them to adapt to different communicative interactions."

Hitt, Allison. "Access for all: The role of dis/ability in multiliteracy centers." Praxis: A Writing Center Journal 9.2 (2012): 1-7
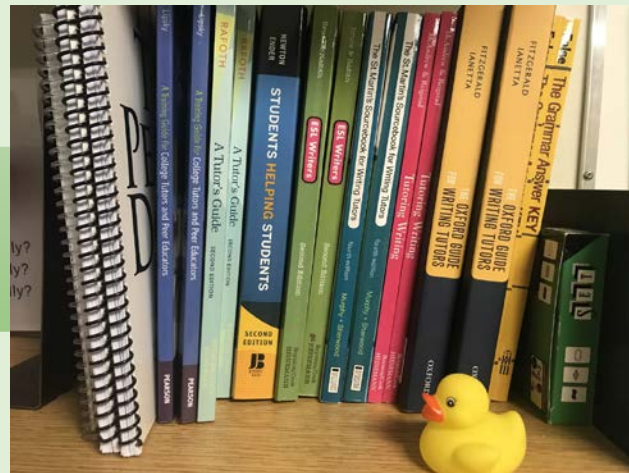
Incorporating multiple means of **Representation**

Alternate readings with videos, interviews, other materials

Create an accessible Tutor Training Library

Choose video sources with transcripts available

Incorporating multiple means of Action and Expression

Encourage demonstration of learning through multiple submission formats

Vary approaches to training: online, in-person, individual, collaborative

Incorporating multiple means of **Engagement**

Prioritize choice and autonomy

Focus on levels of safety in interaction
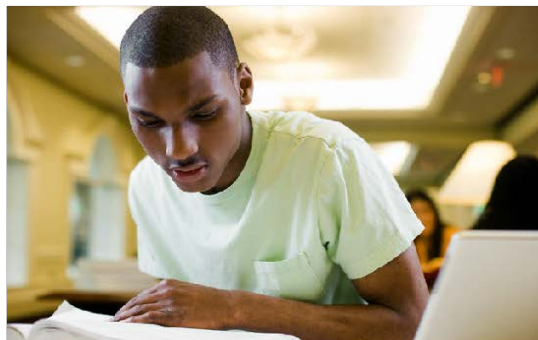
Current Learning Culture

- Increased community *Tutors accessing tutoring

- Process-focused and dynamic learning environment

- Inclusive practices

- More consultation regarding tutoring strategy

Workshop: Redesign [not accommodation]

- Brainstorm ideas for **redesigning** one aspect of your courses or workshops with your "case study" student in mind
  - What would be the hardest component of your course to redesign for this student according to both active and UDL principles
  - Build on what you already do that works
  - How might this redesign benefit other students in the class?
  - Discuss and pay attention to disciplinary differences but establish a "take away" for each participant

- Take notes, visualize, write and draw your redesign on the paper and pens provided (for later sharing with group)

Mark

My name is Mark and I'm 19 years old. I am excited and nervous about starting my university studies.

I have generalized anxiety that was diagnosed in Grade 10. I have learned coping strategies but the anxiety symptoms can be unpredictable. I find that the pressures of university can exacerbate anxiety and lead to difficulty concentrating, managing timelines and absorbing information. Disrupted sleep and stomach upset also impact my attendance.

I live at home with my family and we share one computer.

My name is Miriam. I am an international student who has come to the United States to complete a university degree and improve my English language skills (in both spoken and written form).

I met the English-language requirement for my program but I become stressed when in-class discussion moves too quickly or includes a lot of new terminology. I appreciate captions and transcripts when video and audio materials are presented in class, as well as electronic copies of lecture notes in advance of a class. I live in residence but often miss my home country.

Group share

- What strategies, redesign did your group establish?
- How did you build on what you already know and do?
- What was new?

Small steps have a big impact!

Thank you!