



Trondheim Writing Project

This course is modeled after the National Writing Project. The Trondheim Writing Project (TWP) has a sister site - the Minnesota Writing Project (MWP). The MWP has been instrumental in collaborating with the TWP to make this course possible. Just as in the MWP the TWP holds these aspects as fundamental within the writing course.

- 1. Teachers are teaching teachers – identifying approaches to teaching writing and the uses of writing-to-learn across the curriculum*
- 2. Teachers as writers – teachers are engaging in writing so that they may be more successful in assisting their own students.*
- 3. Teachers as researchers- to make research available to teachers and to ask teachers to engage in action research within the classroom. The Institute offers participants the opportunity to do an action research project within the classroom.*

This course encourages:

- **Learning** from other teachers about the teaching of writing*
- **Discovering** more about your own writing process*
- **Exploring** current theory and practice in the teaching of writing*
- **Researching** through action research in the classroom*

This course was held for the first time in the 2013-2014 academic year. A rough outline of the time table is a two-day retreat in September, a 4 day course in October, 3 days in February, with the final two days in May. You can find a link to the current course schedule on the main page.

COURSE NAME

Trondheim Writing Project: Writing as a Key Competency

ACADEMIC LEVEL

Bachelor

CREDITS

15 study points

SEMESTER OFFERED

Fall

COURSE LANGUAGE

Norwegian and English

PRIOR COMPETENCIES

Teaching degree

RECOMMENDED PRIOR EXPERIENCE

None

EXPECTED LEARNING OUTCOMES**Knowledge**

Student

- Update knowledge of writing as a key competency
- Has knowledge on central themes, theories, problems, processes, tools, and methods within the teaching and learning of writing
- Have knowledge about research and within the teaching and learning of writing

Skills

Student

- Can reflect over his/her own writing process and make revisions with coaching
- Can find, evaluate, and refer to information and research and present this in a manner that illuminates the research question within the teaching and learning of writing.
- Can use knowledge gained on writing as a key competency from research and writing projects
- Can use relevant tools, techniques, and terminology in the teaching of writing

General Competencies

Student

- Has insight into relevant problems within the teaching and learning of writing as a research area
- Can plan and carry out varied tasks and projects over time, alone and as a team player of a group following ethical demands and guidelines
- Can express to others central subject material on the teaching and learning of writing both through written and spoken communication
- Can discuss points of view and experiences with others and through this contribute to the development of best practices
- Have knowledge of current theories on the teaching and learning of writing and can contribute to the creation of new

COURSE CONTENT

The central themes for the conceptual framework of the course are engaging in inquiry within writing instruction in the classroom, reflecting on current best practice through your own teaching and that of others, advance the understanding of writing by not only teaching writing but by being a writer and taking on a meta-perspective role in terms of developing writers. Honoring the diversity of our communities and learners and inviting international views. Fostering a commitment to lifelong learning and professional development where leadership is developed to further empower teachers to meet educational goals and challenges within developing writing as a basic skill across the curriculum.

Theme 1: To be a writer

- to be a part of a community of teachers who are writers
- to allow participants to analyze their own writing and writing processes
- to allow participants to give constructive feedback to other participants on their writing
- to write for a wide variety of social purposes both personally and professionally
- to enter a dialogue concerning how to improve your own writing

Theme 2: Demonstrating best practice

- to provide a forum for sharing the best practices in the teaching of writing
- to reflect upon current practice by recreating a best practice lesson within writing instruction
- to reflect upon current practice by giving professional feedback to best practice lessons
- to publish through demonstration through written plans placed on a web-based platform

Theme 3: Inquiry into literacy

- to develop and complete an inquiry project focused on writing instruction
- to have dialog on the latest theories and best practices in teaching, learning, and assessment of writing
- to encourage and provide opportunities for personal and professional growth in the teaching of writing

Theme 4: Pedagogical implications

- to analyze and reflect upon how writing is embedded in the teacher's current curriculum (årsplan)
- to reflect upon raise awareness to the methods used in teaching, learning, and assessment of writing
- to raise awareness of writing tasks within teaching resources
- to model assessment of writing

Theme 5: Writing as a key competency

- to provide opportunities engaged in writing across the curriculum
- to provide opportunities to engage in writing as a basic skill
- to provide opportunities to guide writing instruction

LEARNING ACTIVITIES

Emphasis is on process oriented teaching with a high degree of student activity. Work in the course will be shown through presentation from students, reflection over own practice, and various group projects and individual tasks where the goal is to develop and inquire into the education of writing. There will also be a minimal amount of lectures within the field of writing research. Research and inquiry based forms of group work and action research are central to the course. There will be an emphasis on reflection on one's own and other's teaching practice, and the course will raise awareness surrounding the professional development of teachers and contribute to leadership qualities. Both written and oral assignments will be evaluated within the course and self-evaluation will also be an expectation.

MANDATORY WORKING REQUIREMENTS

- A teaching demonstration (evaluated as pass\fail)
- Contribute a text of your choice to an anthology (evaluated as pass\fail)
- A reflection log from your experience as a teacher of writing as a key competency (evaluated as pass\fail)
- An analysis and reflection on writing as a key competency within your school curriculum
(evaluated as pass\fail)
- Develop a plan for a complete instructional unit where writing as a key component is in focus
(evaluated as pass\fail)

EXAM

An article