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EIGHT STEPS TOWARDS COLLABORATIVE WRITING

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Aim of the Study

to develop a pedagogical model that supports a pupil to become an active actor in a writing group in the school context.

Theoretical Background

- Vygotsky 1978
  - Theory of Social Constructivism
  - The Zone of Proximal Development
  - Scaffolding
- Linnakylä et al 2007: What is behind the Pisa?
- Luukka 2009: Media literacy practices differ
- FNBE 2010: Finnish teenagers have problems with writing

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Background of Collaborative Writing

- Collaboration
- Genre pedagogy
- Assessment

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The goals of Media Skills and Communication in the Finnish core curriculum

- to improve skills in expression and interaction
- to advance understanding of the media's position and importance
- to improve skills in using the media.

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The goals of Mother Tongue and Literature in the Finnish core curriculum

- to become interested in ones' own language, literature and interaction
- to learn the concepts of language and literature
- to become an active and ethically responsible actor in the society.

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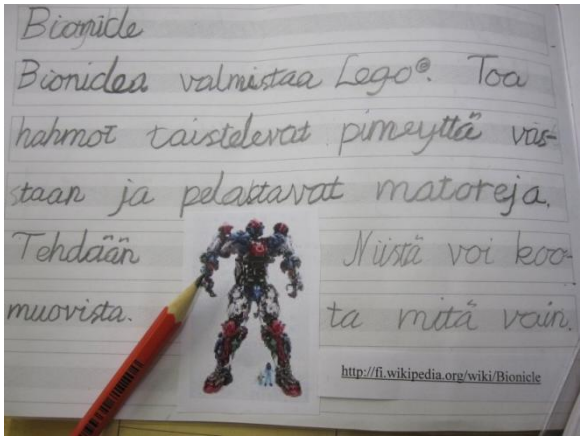
The Eight Steps of Collaboration in Writing

1. orientation
2. studying genre
3. assignment / modeling
4. clarifying the criteria
5. writing in groups
6. rewriting the text
7. displaying
8. assessment



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1) Orientation

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2) Studying Genre

3) Assignment and Modeling

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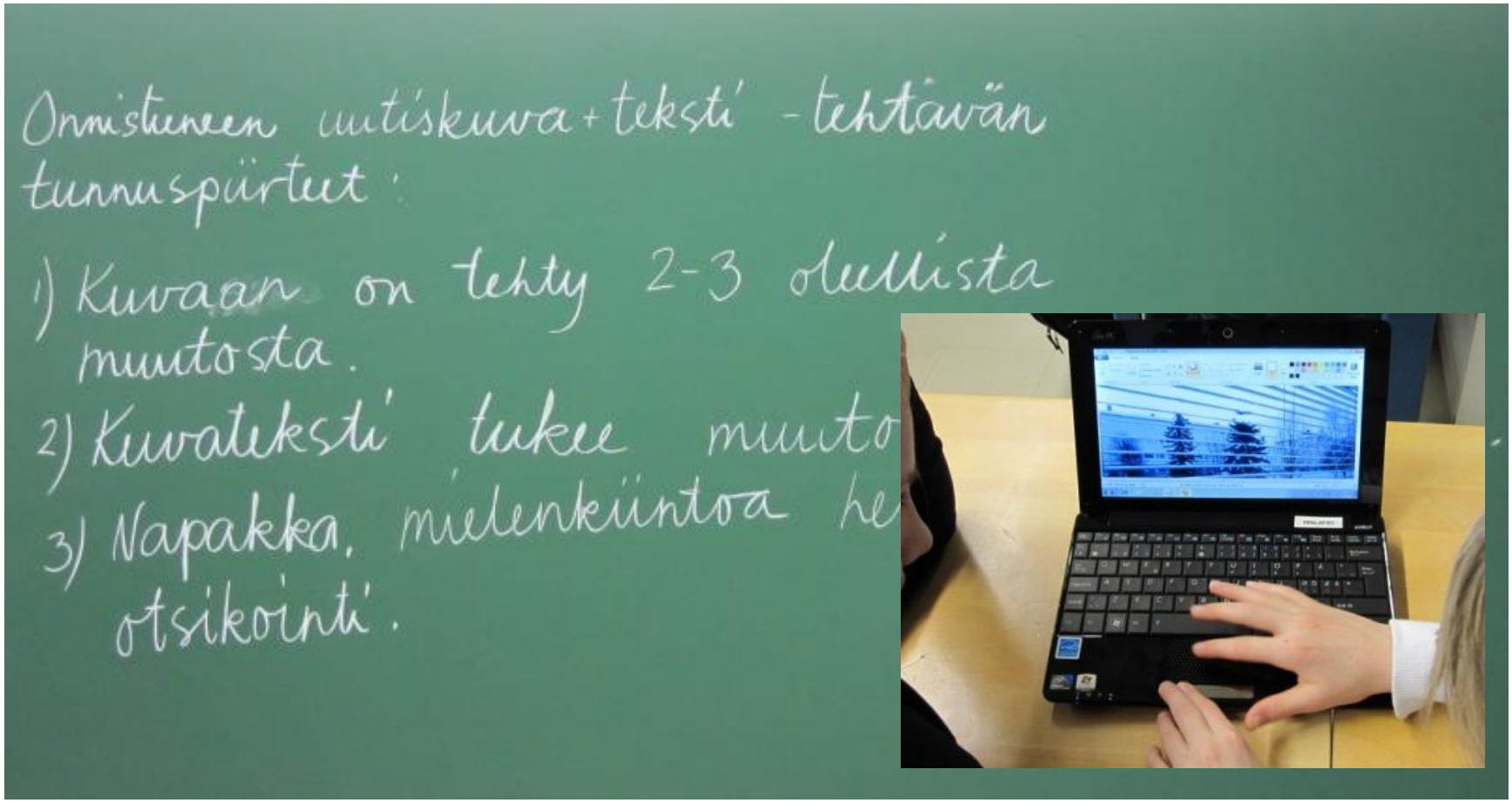
4) Clarifying the Criteria



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5) Writing in Groups

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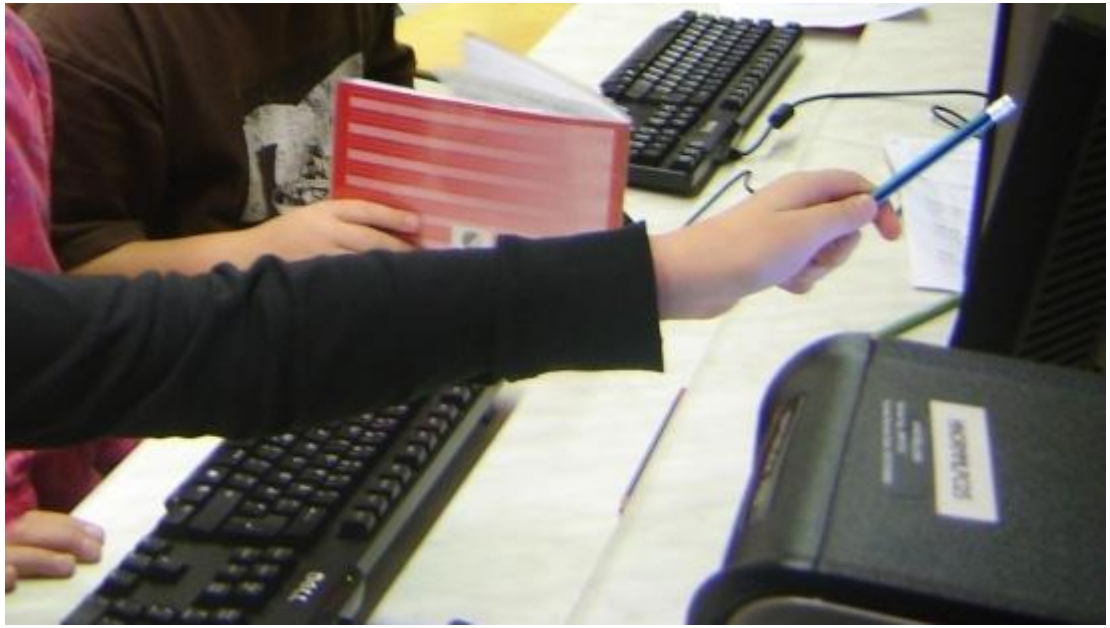
6) Rewriting the Text



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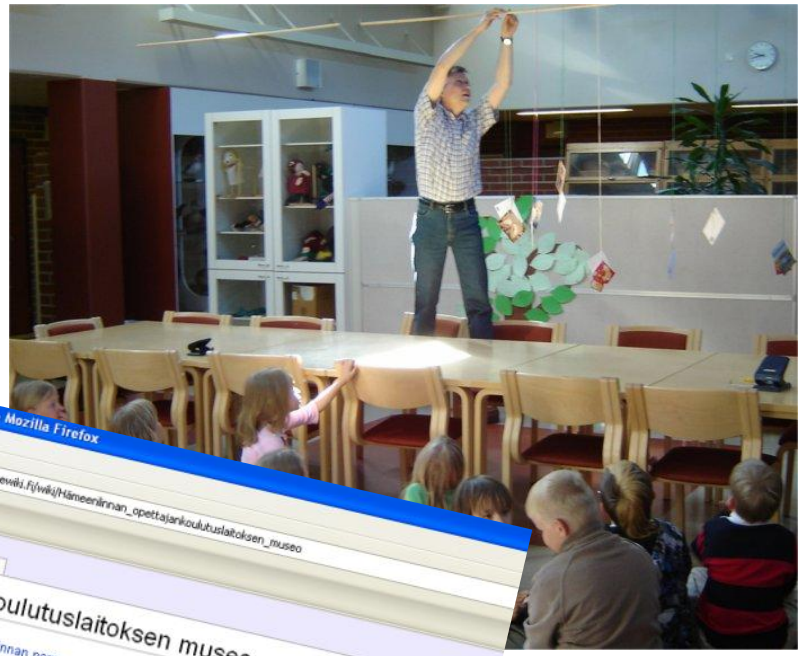
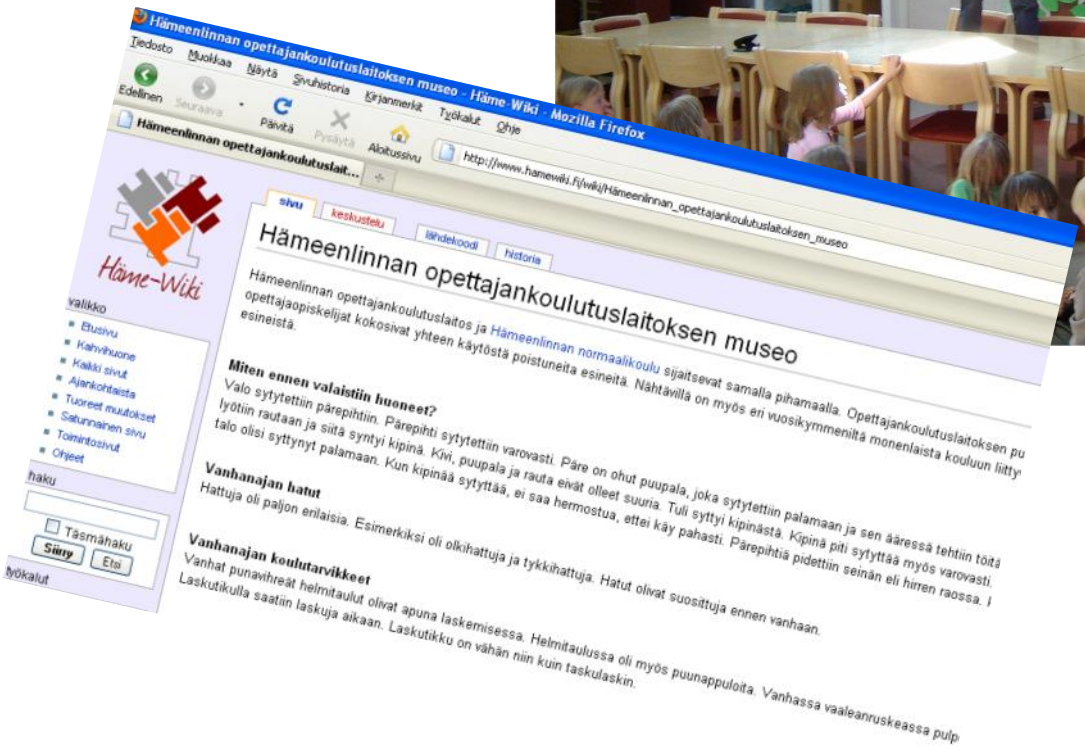
7) Displaying





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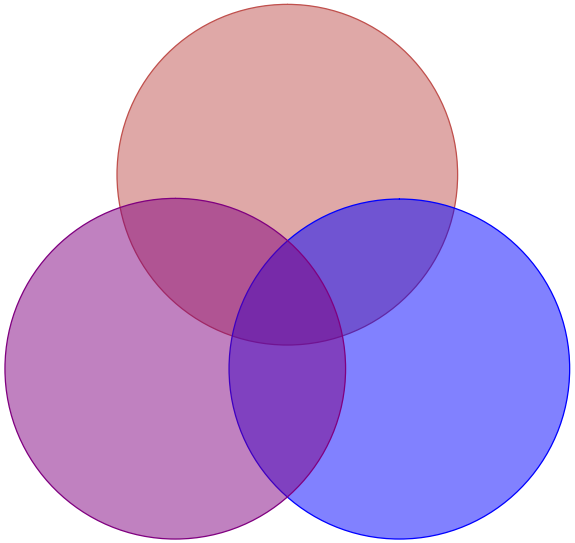
8) Assessment

Assessment of learning

Assessment for learning



Assessment as learning

What next?

- How to adapt a new pedagogy to every day school practicies?
- How the development of pupils' identity as writers can be supported?
- How to develop the role of assessment as an important part of collaborative writing?
- How collaborative writing works with multicultural students?

Kiitos – Thank you!

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