EIGHT STEPS TOWARDS COLLABORATIVE WRITING

Reykjavik 2012

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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
Background of Collaborative Writing

- Collaboration
- Genre pedagogy
- Assessment
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.
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.
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
1) Orientation
2) Studying Genre

3) Assignment and Modeling
4) Clarifying the Criteria

Onnistuneen uutiskuva + teksti - tehtävän tunnuspäritet:

1) Kuvaan on tehty 2-3 olullista muitosta
2) Kuvateksti tukee muitosta
3) Napakka, mielenkiintoa he otsikointi.
5) Writing in Groups
6) Rewriting the Text
7) Displaying
8) Assessment

Assessment of learning

Assessment for learning

Assessment as learning
What next?

• How to adapt a new pedagogy to every day school practices?
• 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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