

2013 workshop (as an example of what the workshops have looked like; example titles at the bottom)

Diverse Disciplines, “New” Publics: The Work of International Higher Education Writing Research

The US lays claim to longstanding attention to the work of teaching and researching writing in higher education, regularly engaging many disciplines and publics. International scholarship on higher education writing attends to this same work, while drawing on different disciplines and addressing the needs of publics that are new to US discussions.

There are certainly sharp contrasts among contexts around the globe: different university structures for which “first-year composition” models are not appropriate, different student populations, and different institutional cultures of teaching and research. And yet we are all interdependent. We share the work of teaching diverse students; addressing students’ needs as writers; developing structural and institutional support for writing teachers and researchers; fighting claims of degenerating student ability; engaging with diverse organizations (e.g., assessment groups); and attending to sites and technologies for writing genres and practices in and outside of the academy. The current “race to the top” rhetoric in US education includes the race for international students and for internationalizing, though we are only starting to acknowledge what real changes “internationalizing” will bring or how international partners will interpret them. Students who travel also take practices they learn back to their countries, thus impacting private and public business and academic sectors. And the complicated status of English in education and publication in other countries intersects the complicated US discussions of multilinguality.

We thus argue that writing pedagogy and scholarship are better informed with thoughtful and sustained input from multiple international perspectives, grounded in diverse disciplines, addressing the needs of publics that are new to us. The organizers of this session seek to create a space for participants to learn with—and from—a variety of international partners from Canada, China, Denmark, the Netherlands, New Zealand, Nicaragua, Qatar, Russia, Serbia, Sweden, Switzerland Taiwan, the Ukraine, and the UK, across a full day of discussion.

Workshop goals:

Nineteen research projects by 26 scholars from 15 countries and diverse national, cross-national, and multilingual contexts provide reviews of: the state of writing instruction and its aims in specific countries; the nature of composition in diverse contexts; pedagogies (process, revision, models of writing); instructional support offered to faculty; the interactions among writing teachers and L1, L2, bi-, multi-, and translingual staff and students; the discipline-inflected nature of writing; responses to student writing in global contexts; teacher education; writing and research.

Workshop facilitators not only study but also embody the novice-expert dynamic, as each facilitator alternates between one and the other. As international colleagues interested in writing studies, sharing our contexts and works-in-progress, we learn from each other, and revisit our own preconceptions of the “universality” of research questions and methods. We take up specific writing research projects from physical and disciplinary sites often missing in US discussions. This dialogic exchange supports the evolution of all of our disciplinary communities, and reshapes our research horizons. The linguistic/discursive challenges the workshop introduces help move us from monolingual spaces toward translingual modes of work.

The workshop chairs will maintain focus on broad framing questions across the day:

- What are the “publics” of international research? The researchers? The student populations? The broader communities?
- What is the “work” of research? What are the research methodologies in use in different contexts? Why? Do we need new methods to collaborate internationally?
- What are the objects of research? The research questions, populations, courses, programs, assessments, practices across institutional and geopolitical contexts?
- What questions of student, teacher, or researcher languages, of institutional or national languages, inform

the research being done?

- Does English “work” for international writing research exchange?

When writing researchers from different geopolitical, theoretical, national, and institutional contexts get together to do real work, a critical element is time—time to understand each other and to encounter and negotiate multiple discursive orientations, from the simplest terminology to the deepest theoretical grounding. Translating practices, institutional research purposes, and projects across national, cultural, and linguistic borders requires both exchanging materials well in advance of the conference meeting, and extended time together during the workshop, to avoid the missed or superficial understandings that can occur.

Format:

The workshop unfolds in three interactive activities, two of which will be completed before the CCCC, to enable the extended time for exchange that international encounters require:

1) Workshop facilitators post on a wiki by January (see

<http://compfaqs.org/CompFAQsInternational/InternationalWritingStudies>).

- A draft research text
- A brief institutional description as it factors into their research about writing.
- A glossary of any potentially context/culture-specific terms, both practical and profound; the glossary collectively produced is further discussed during the workshop itself.
- A digest of key theorists and frames used in the choice of methods and research design.

2) The texts are grouped into clusters on the wiki. Each participant chooses a text relevant to his or her interests from each cluster. All workshop participants (facilitators and registrants) read the texts from January to March, freeing up all actual workshop time for discussion and exchange about these drafts.

3) At the workshop, all participants thus work in small groups several times, once with the author(s) of each of six texts. In this unique format, workshop facilitators become learner-participants alongside registrants, when not leading a group discussing their own draft. Everyone thus encounters the writing research from other countries represented and the different emergent or well-established methods and research questions. Each project receives attentive and sustained discussion, as we question assumptions, negotiate tensions and differences, model practices that resist simple dichotomies, and broaden perspectives. We thus construct a group sense of possible responses to shared concerns.

Morning session:

9:00-9:15 Introduction

9:15-10:00 Texts from cluster one, 3 small-group discussions

10:00-10:15 Break

10:15-11:00 Cluster two, 3 small-group discussions

11:00-11:45 Cluster three, 3 small-group discussions

11:45-12:30 Plenary discussion, comparing notes from clusters

Afternoon session:

1:30-1:45 Review of the morning discussion.

1:45-2:30 Cluster four, 4 small-group discussions

2:30-2:45 Break

2:45-3:30 Cluster five, 3 small-group discussions

3:30-4:15 Cluster six, 3 small-group discussions

4:15-5:00 Plenary discussion: What's at stake in this exchange?

At the end of the day, all participants will leave the workshop having reflected back on their own publics and disciplines, and how these inflect both the very real work of undertaking international collaborations and its tangible benefits to all.

- Co-Chair: [Christiane K. Donahue](#) Dartmouth College - *Diverse Disciplines, "New" Publics: The Work of International Higher Education Writing Research*
- Co-Chair: [Cynthia Gannett](#) Fairfield University - *Diverse Disciplines, "New" Publics: The Work of International Higher Education Writing Research*
- Co-Chair: [Mary Scott](#) Institute of Education, University of London - *Refer to your own country." A study of postgraduate students' responses to this comment in their written assignments*
- Speaker: [Nancy Bou Ayash](#) University of Louisville - *Translingualism in Post-Secondary Writing and Language Instruction: Negotiating Language Ideologies in Policies and Pedagogical Practices*
- Speaker: [Cecile Badenhorst](#) Memorial University - *Thinking Creatively About Research: Explorations of a Pedagogy for Research Writing*
- Speaker: [Margaret Franken](#) The University of Waikato - *From Proposal to Thesis: Documenting the Identity Trajectories of international postgraduate students planning, conducting and writing up masters research*
- Speaker: [Roxane Gagnon](#) University of Geneva - *Learning to Teach French Writing at the University or the Haute Ecole; a Empirical Study on Practices in Primary and Secondary Teachers Education Courses in Switzerland*
- Speaker: [Hannah Gerrard](#) Massey University - *"The Very Antipodes of the Centres of Learning": Composition Instruction and the Idea of General Education in the New Zealand University*
- Speaker: [Olena Goroshko](#) Kharkiv Polytechnic Institute - *A Survey of the State of Writing Instruction in Ukraine and Russia*
- Speaker: [Sanne Larsen](#) University of Copenhagen - *Re-contextualising Academic Writing in English: Case Studies of International Student Writers in Higher Education in Denmark*
- Speaker: [Joan Latchaw](#) University of Nebraska at Omaha - *Teachers Sojourning in Nicaragua: Studying Writing and Information Literacy at UNAN-Leon*
- Speaker: [Karl-Heinz Pogner](#) Cpenahgen Business School - *Text Production in the Professions as Acting in the Workplace: What Can Research in Non-academic Writing Contribute to Teaching Writing at Universities?*
- Speaker: [Brooke Ricker](#) Pennsylvania State University - *"I tried writing an article, and it didn't work": Pedagogical Interventions for the Serbian University Writing Classroom*
- Speaker: [Karyn Sandstrom](#) Umea University - *Is this a result? L2 Doctoral Students' Web-Mediated Peer Review in the Natural Sciences*
- Speaker: [Cheryl Sheridan](#) National Chengchi University - *The Development of a Local Journal and its Role in a Discourse Community on the Periphery: Stakeholder Interviews*
- Speaker: [Marc Surian](#) University of Geneva - *Learning to Teach French Writing at the University or the Haute Ecole; a Empirical Study on practices in Primary and Secondary Teachers Education Courses in Switzerland*
- Speaker: [Aartje van Dijk](#) Institute for Teacher Training (IVL), Rotteradam University - *Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics*
- Speaker: [Amos van Gelderen](#) University of Amsterdam - *Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics*

- Speaker: [Xiaoye You](#) The Pennsylvania State University, University Park - *“Teaching to Their Strengths”*: American Content Teachers’ Adaptations in Multilingual College Classrooms
- Speaker: [Xiaoqiong You](#) University of New Hampshire - *“Teaching to Their Strengths”*: American Content Teachers’ Adaptations in Multilingual College Classrooms
- Speaker: [Pavel Zemliansky](#) University of Central Florida - *A Survey of the State of Writing Instruction in Ukraine and Russia*