Please be aware that all presentations in slot 1 will be recorded and podcasted on the Internet. Please obtain a password to the podcast room through erdmuthe.schiller@ph-freiburg.de. This service will be made available free of charge through the generous sponsoring of InnovationCampus.

Workshop 1 (full-day)
Writing Center Tutoring: Recruitment, Theory, Training

Harvey Kail (University of Maine, USA)
Diane Boehm (Saginaw Valley State University, USA)
Helen Raica-Klotz (Saginaw Valley State University, USA)
Swenja Granzow (Universität Hamburg, Germany)

This workshop focused on tutoring in the writing center is a dual presentation by the University of Maine and Saginaw Valley State University. The goal of the workshop is to examine the theory of writing center tutoring along with examining its practical applications in various writing center contexts. The workshop will include with a discussion of collaborative learning theories implicit in writing center work, followed by an indepth discussion about the recruitment and training of tutors in writing centers.

Morning:
- Writing Center Models and Tutor Recruitment
- Writing Center models and their varied contexts
- Characteristics of an effective tutor
- Strategies for recruitment and hiring
- Collaborative Learning from Practice to Theory to Practice
- Characteristics of collaborative learning
- Models of mutual aid in the teaching of writing

Afternoon:
- Collaborative Learning in the Writing Center
- Theory and Practice: Issues in Writing Centers for Collaborative Learning
- Tutor Training Strategies
- Varied models of tutor training
- Components of effective tutor training
- Materials to support tutor training
- Ongoing tutor training strategies

Featured presentation
Workshop 2 (full-day)
International Teacher Training Program "Scriptorium"/ Internationales Lehrerfortbildungsprogramm „Scriptorium"

Martina Adami (Pädagogisches Institut Bozen, Italy)
Gerd Bräuer (Pädagogische Hochschule Freiburg, Germany)
Astrid Beckers (Köln, Germany)
Brady Spangenberg (Purdue University, USA)
Maria Riss (Pädagogische Hochschule FHNW, Switzerland)
Jürgen Feist (Kopernikus-Gymnasium Neubeckum, Germany)
Ingrid Spitz (Tobias-Meyer-Schule, Germany)
Stephan Caspar (Gesamtschule Mettlach-Orscholz, Germany)
Ans Veltmann-Van den Bos (Montessori College Nijmegen, The Netherlands)
Anne-Marie van de Wiel (Montessori College Nijmegen, The Netherlands)
Monika Witt (Panstwowa Wyzsza Szkola Zawodowa w Nysie, Poland)
Matthew Martin (St. Mary's University College Belfast, Northern Ireland)
Jonathan Worley (St. Mary's University College Belfast, Northern Ireland)

This full-day workshop will provide insight into an international training program for in-service high school teachers specializing in writing and reading instruction and writing/reading center development. Participants will learn how to login to the project's e-learning platform and to make use of the different online tools and modules. They will also learn how to adapt training and teaching materials to the needs of their schools, colleagues, and students. An extension of the already existing network of high school writing/reading centers is anticipated. The workshop will be mostly in German but will also provide oral summaries, print materials, and face-to-face communication in English, French, and the other languages of the project.

In einem Comenius 2.1-Projekt zur Lehrerfortbildung (www.scriptorium-project.org), gefördert durch die Europäische Union, sind seit 2005 neue Konzepte zu schulischem Schreiben und Lesen entwickelt worden. Der Aufbau von Schreiblesezentren soll es möglich machen, neue Erkenntnisse der Schreib- und Leseforschung an der Schule nachhaltig umzusetzen, d.h. prozessorientierte Schreib- und Leseentwicklung und -förderung fächer- und jahrgangsstufenübergreifend und in heterogenen Lernergruppen zu thematisieren und kontinuierlich zu begleiten.

Die Partnerländer (Deutschland, Niederlande, Irland, Finnland, Polen, Schweiz, Dänemark und Italien) haben insgesamt 9 Module für die Lehrerfortbildung ausgearbeitet, die von Interessierten im Selbststudium (mit Hilfe einer E-Learning-Plattform) bzw. in Präsenzveranstaltungen erarbeitet werden können. Zudem wurden Hilfen für die konkrete Umsetzung der Fortbildungsbausteine im Rahmen der eigenen Schule oder innerhalb von Schulnetzwerken entwickelt.

Ziel des ganztägigen Workshops ist es, die Anliegen, Konzepte und Arbeitsmaterialien ausgewählter Module im Stationenbetrieb kennen lernen zu können und über sprachliche und bildungskulturelle Grenzen hinweg für den eigenen Gebrauch zu adaptieren. Einige Übersetzer/innen werden von ihren Erfahrungen mit der bildungskulturellen Adaption des Fortbildungsmaterials berichten. Es werden außerdem Vertreter/innen einiger Modell-Schulen, die ausgewählte Module des Fortbildungsprogramms erprobt haben, im Workshop von ihren Erfahrungen beim Aufbau von Schreiblesezentren berichten. Durch den Workshop wird es hoffentlich gelingen, das Netzwerk europäischer Schreiblesezentren zu erweitern.

Wir beginnen mit einer Vorstellung von Projekt, Gesamtprogramm, E-Lernplattform und Modul-Manager und teilen uns dann im Stationenbetrieb, ganz dem persönlichen Interesse der einzelnen Teilnehmer/innen folgend, auf. Am Schluss kommen wir noch einmal alles zusammen, um weitere

Schritte zur individuellen Nutzung des Fortbildungsprogramms und internationalen Netzwerkbildung zu diskutieren.

Die folgenden Stationen sind z. Zt. im Workshop vorgesehen:

Modulmanager (wird im einleitenden Teil des Workshops vermittelt)
Wie orientiere ich mich im Weiterbildungsprogramm? Welche Fachsprache benötige ich, um mich aktiv am Diskurs zur Schreib- und Leseentwicklung und -förderung beteiligen zu können?

Konzepte der Schreibanimation
Wie rege ich zur Schreibtätigkeit an?
Strategien und Materialien zur Ausbildung und Begleitung von Schüler-Schreibberater/innen, zur Entwicklung von Schreibarrangements und Schreibprojekten

Konzepte der Leseanimation
Wie rege ich zur Lesetätigkeit an?
Orientierungshilfen für eine umfassende Leseförderung, welche kognitive, emotionale und insbesondere auch kommunikative Kompetenzen im Blick hat

Entwicklungskonzept Schreiblesezentrum (SLZ)
Wie baue ich ein SLZ auf?
Erstellung einer Konzeption für den Aufbau von schulischen Schreiblesezentren

Konzepte für schulinterne und -externe Lehrerfortbildung
Kurskonzepte für die Weiterbildung von SpezialistInnen im Bereich der Lese- und Schreibförderung

Fremdsprachiges Lesen und Schreiben
Wie entwickle ich Fördermaßnahmen für Schreiben und Lesen im Rahmen des Fremdsprachenerwerbs?

Reflexive Praxis
Wie initiiere, organisiere oder begleite ich reflexive Praxis (von Schüler/innen) als Form metakognitiven Lernens im Unterricht? Wie setze ich Tagebuch, Arbeitsjournal und Portfolio im Unterricht ein?

Heterogene Lernergruppen
Wie entwickle ich Maßnahmen zur Kompetenzförderung im Lesen und Schreiben für Schüler/innen aus bildungsfernen (benachteiligten) Kontexten bzw. aus Minoritätengruppen?

Übergang von Schule zu Studium und Berufsausbildung
Wie entwickle ich Maßnahmen für die Vorbereitung der Schreib- und Lesekompetenz auf die Anforderungen des nächsten Bildungsabschnitts (Berufsausbildung, Studium)?

Reflexion lehrerberuflicher Praxis in der Schule
Wie initiiere, organisiere bzw. begleite ich die Reflexion beruflicher Praxis und die gezielte Praxisforschung durch meine Kolleginnen im Bereich Lesen/Schreiben?

Workshop 3 (half-day)
Exploring the dimensions of academic writing: Steps toward a faculty seminar to enhance the understanding, definition and development of academic writing

Magnus Gustafsson (Chalmers University of Technology, Sweden)
Katrin Girgensohn (Europa-Universität Viadrina Frankfurt/Oder, Germany)

Influenced both by the writing-to-learn tradition (Bean, 2001; Young, 2006; Dysthe, 1993; Tynjälä, Mason & Lonka, 2001) and cognitive-oriented writing research (Bereiter & Scardamalia, 1987; Gailbraith, 1999; Riljaardsdam *et al.*, 2005), we believe it is important not to reduce academic writing to its rhetorical (transactional) function. Yet in the day-to-day running of courses or centers, we sometimes see evidence of how this is very much the student experience of academic writing. While we believe that all academic writing should integrate different dimensions, like a hedonistic function or a personal function (Girgensohn, 2007), it remains difficult for writing center members or staff to promote this type of understanding beyond the individual tutoring session. Therefore, our workshop wants to explore two different aspects. First of all, we will examine the various dimensions of writing and ask how they can be used to develop writing. Secondly, we want to discuss and explore ways in which we can work with faculty and curricula to promote a more dynamic use of writing.

When you are stuck in your daily writing center routine or work alone, it is often hard to create new ideas and to believe that they can work. So, our workshop aims to use our united creativity and energy to design course elements or activities that help align different dimensions of writing in the disciplines. Our vision is to sketch a seminar program that writing centers can offer to their university faculty members and, in that way, enlist colleagues to help promote a wider use of all dimensions of writing. We hope that this collaborative approach can create something that every workshop participant can take home and offer there. For this reason, we plan to give participants time to exchange both their ideas as well as their apprehensions. The exchange about the newly developed concept can continue online after the EWCA-conference.

The plan for the workshop involves first looking at definitions of academic writing and dimensions of writing in order to explore some of these dimensions and see how they relate to and affect product-oriented presentational writing. Next, we want to discuss and workshop the ways in which multiple dimensions of writing can be incorporated into our day-to-day practice. From there will will move on to sketch a faculty seminar designed to promote such practices and a wider definition of academic writing.

Workshop 4 (half-day)
Using Virtual and Uncommon Spaces for Writing Center Work

Valerie Balester (Texas A&M University, USA)
Candace Schaefer (Texas A&M University, USA)

The Texas A&M University Writing Center faces the challenge of providing adequate writing resources for a student population of 48,000 and teaching resources for a faculty of about 2,500. In addition, we must meet the needs of a broad group, including faculty, graduate students, and undergraduates in 60 majors. We built our center upon the premise that a writing center should be, as Waldo (2004) suggests, the appropriate home for a writing-in-the-disciplines program. Our center strives to follow North's dictum to make "better writers, not better writing" (1984), and we conceive of our space according to Lunsford's model of "storehouse, garret, and parlor" (1991). We have combined the "storehouse," "garret," and "parlor" in a way that encourages active collaboration and reflective and independent learning and that makes resources available "just in time." We host a multitude of services in a variety of formats: face-to-face and online consultations, electronic handouts, a webliography, podcasts, videos, and workshops. We deliver services in various sites, including consultation centers and classrooms as well as virtually through an online writing lab, wikis, blogs, our Web site, and ITunesU. In choosing technologies, we needed a way of building virtual space that engages both the learner and the tutor in a rich, interactive environment. According to Michael Moore's theory of transactional distance, in any physical or virtual space, there exists a certain amount of psychological and communications distance between people that must be mitigated for effective learning to take place. In addition, Sherwood's premise that the "helping personality" of the writing tutor has a dark side helped us understand why some of our tutors resisted moving into virtual space, and his theory guided our efforts as we shaped and reshaped our online tutoring processes and procedures as well as our tutor training.

This workshop will describe the technologies we use to serve students in uncommon spaces as well as our procedures for engaging students online and our tutor training efforts. We will use workshop time to (1) brainstorm about the needs of various stakeholders in participants' writing centers; (2) discuss how to match needs to available resources; (3) guide participants in developing ideas for electronic handouts, webliographies, podcasts, videos, and workshops to promote writing center goals across their own campuses; and (4) provide hands-on practice with some of our resources. Our focus will be not only on what resources to develop and why, but also on how to do so within budget. Participants will receive information about low-cost and effective ways to build their own resources.

Friday, June 20   KG V 103   9:30 a.m. -10:30 a.m.
Session chair: Gerd Bräuer (Pädagogische Hochschule Freiburg, Germany)

Keynote presentation
Student Writers/Student Learning

Michele Eodice (University of Oklahoma, USA)

We say we focus on "student writing" in our writing center work, yet we don't have much research to show how well we actually improve student writers and their writing. One way we might gain some real footing in both our practices and our research is to shift our focus from student texts to student learning. The writing center environment is a site for learning more than just where the comma goes; using a learning modes model from David Thornburg's Campfires in Cyberspace, I propose an expanded vision of what kinds of learning can take place in a writing center. With our peer tutors or professional consultants taking a more active teaching role we can construct practices that take the student through modes of learning that go beyond the text itself.

Workshop
Secondary and Post-Secondary Collaboration:
Implications of the "Calderwood Conversations" for Writing Center Work

Tiane Donahue (University of Maine Farmington, USA)

In the United States, the transition from secondary to post-secondary school writing is often described as jarring, a gap, a leap. In 2005-2006, a series of eight get-togethers among secondary and post-secondary school writing teachers was organized in Maine to explore eight relevant shared themes of interest: the writing process, grammar, plagiarism, assignment prompts, genres, writing in different disciplines, voice and authenticity, and evaluation of writing. The purpose of the conversations (titled Calderwood Conversations for the grant agency supporting them) was to create spaces for open discussion and sharing of strategies for teaching writing and for improving students' transition from one context to the next. Each meeting was recorded, and the discussion threads that I am now studying were notable for their seamlessness: speakers were neither "secondary" nor "postsecondary" in their interests and approaches. What was clear, however, was that secondary school is constrained by specific limits and policies (preparation for certain exams, addressing a broader base of needs, held to outcomes that set the curriculum…) that influence teachers' practices, while postsecondary institutions benefit from much more freedom of both choice and approach.

These same constraints shape what is possible in a writing center. Secondary/postsecondary writing center directors, teachers and tutors can work to exchange not only practices but understandings of the situated nature of their work. The session will describe the process we used to create the Calderwood Conversations and the results we observed. It will then turn to extended group discussion with participants about how such conversations might be organized by writing centers, what the key questions or themes might be, and how different institutional factors in the broad variety of contexts from which EWCA members come play a role in the nature of secondary/postsecondary connections, disconnections, and collaborations.

Die Lese-Schreib-Werkstatt der Universität Hildesheim – Konzeption und Startphase

Jana Zegenhagen (Universität Hildesheim, Germany)
Irene Pieper (Universität Hildesheim, Germany)

Die Universität Hildesheim hat einen hohen Anteil an Lehramtsstudierenden in den Geisteswissenschaften. Diese erwerben fachwissenschaftliche und fachdidaktische Kompetenzen, die sie als Multiplikatoren in den Schulen einsetzen. Hier sehen wir für die Hochschule eine besondere Verantwortung, neben den Fachkompetenzen das Erleben, Reflektieren und Weiterentwickeln schriftlicher und literarischer Kompetenzen zu fördern sowie Forschungsergebnisse direkt in die Schulen einzubringen.

Wir konzeptionierten eine Lese-Schreib-Werkstatt (LSW) mit dem Ziel der Förderung der Lese- und Schreibkultur für die Zielgruppen der (Lehramts-) Studierenden, Schüler und Lehrer.

Begleitet von der LSW sollen Projekte in Grund- und Mittelstufen an Hildesheimer Schulen von Lehramtsstudenten durchgeführt werden. Ihnen wird so die praktische Auseinandersetzung mit den Arbeitsgebieten der Sprach- und Literaturdidaktik sowie die Reflexion und Weiterentwicklung ihres Methodenrepertoires in dem angestrebten Berufsfeld ermöglicht.
Im Bereich der Fortbildung möchten wir zusammen mit Lehrern die Potentiale moderner Fachdidaktik kreativ zur Anwendung bringen, LSW's und Projekte konzipieren sowie Materialien und Methoden vermitteln.
Studierende aller Fachgebiete sollen in unserer LSW das Schreiben in seinen heuristischen, kommunikativen, persönlichkeitsfördernden, rhetorischen und hedonistischen Funktionen (Girgensohn 2007) erleben können und so ihre literarische, ihre Schreib- und Methodenkompetenz entwickeln. Hierzu werden ausgebildete Tutoren verschiedene Angebotsformate mit tragen, z.B. Schreibberatungen, Online-Schreibtutorien, Workshops, Lesungen...

Der Beitrag stellt unsere Konzeption und ersten Erfolge vor. Damit wollen wir zur phantasievollen Umsetzung solcher Writing Centers ermutigen, eine Verknüpfungsmöglichkeit fachlicher (WID), disziplinübergreifender (WAC) sowie universitätsübergreifender Angebote veranschaulichen. Wir erhoffen uns von der Diskussion Anregungen und Impulse für die weitere Arbeit und wissenschaftliche Begleitforschung.

Schreibberatung und Schreibkompetenzabklärung: ein Widerspruch?

Afra Sturm (Pädagogische Hochschule FHNW, Switzerland)

In diesem Beitrag sollen die Schreibberatung der Pädagogischen Hochschule der FHNW und die von ihr durchgeführten Abklärungen der Schreibkompetenz bei StudienanfängerInnen vorgestellt und diskutiert werden. Der im Herbst 07 zum ersten Mal eingesetzte Fragebogen, mit dem die Selbsteinschätzung der Studierenden hinsichtlich ihrer Schreibkompetenzen erfragt wurde, wird ebenfalls präsentiert.

Die Ergebnisse werden anschliessend in Bezug zur leitenden Fragestellung gestellt: Verhalten sich Schreibberatung an einer pädagogischen Hochschule und eine Schreibkompetenzabklärung widersprüchlich zueinander?

Es wird argumentiert, dass wir viel über die Studierenden bzw. deren Schreibfähigkeit wissen, die freiwillig Angebote eines Schreibzentrums bzw. einer Schreibberatung wahrnehmen. Allerdings gibt es bisher keine Daten zu jenen Studierenden, die die Angebote nicht wahrnehmen. Erfahrungen an der Pädagogischen Hochschule der FHNW deuten darauf hin, dass eher Studierende mit guten Schreibfähigkeiten die Schreibberatung aufsuchen. Verschiedene Studien zeigen, dass schwache LernerInnen dazu tendieren, sich in Bezug auf ihre Fähigkeiten zu überschätzen. Hinzu kommt: Ist auf Seiten der Studierenden kein Problembewusstsein vorhanden, ist auch die Motivation eher gering, Förderangebote zu besuchen.

Eine Schreibkompetenzabklärung mit einem Fragebogen zur Selbsteinschätzung kann dazu wertvolle Informationen liefern und aufzeigen, in welche Richtung die Angebote oder Bestrebungen einer Schreibberatung ausgebaut werden müssten. In diesem Sinne können sich beide Elemente sinnvoll ergänzen.

Workshop
Teacher/Tutor/Scholar/MENTOR: Perspectives on Mentoring to Facilitate Professional Development

Leigh Ryan (University of Maryland, USA)
Trixie G. Smith (Michigan State University, USA)
Pamela Childers (The McCallie High School, USA)

In G*oing Public: Priorities and Practice at the Manhattan School (*Heinemann, 2001) Shirley Harwayne emphasizes the importance of teachers' scholarly lives, which allows them to share literacies not only with their students, but also with their professional colleagues, both in their schools and in the larger teaching profession. Many teachers, however, don't know how to seek and use knowledge effectively in their teaching; they read books in isolation, get lost in the myriad resources available, and attend one-size-fits-all programs offered by their school systems. One way to address this issue is through asking effective, well-informed teachers to mentor less experienced or knowledgeable teachers. This same approach applies to and benefits writing center tutors.

This interactive workshop will explore ways in which teachers/administrators can mentor others, including partnering with them in educational research.   We will begin by talking briefly about the origin of the term mentor, beginning with Athena, who disguised as Mentês, comes to Odysseus' son, Telemachus, to serve as his advisor. We will then ask participants two questions: 1) If you could have the ideal mentor, what would he or she do as your mentor? and 2) What qualities would this mentor possess?

Using participants' responses, we will explore different forms of mentoring, specifically formal mentoring ("planned") as practiced through structured programs like the National Writing Project, and informal mentoring ("natural") as it occurs in professional settings. Participants will look at the roles of those serving as mentors and those being mentored, and will consider mentoring not only as a means of supporting and challenging individuals, but also as a way to leverage the potential of both individuals and groups to advance their professional practice.

In guiding the discussion, we will pay attention to facilitating professional development broadly as members of a profession, and in particular locations, like writing centers and classrooms. We will also focus on mentoring to help individuals navigate aspects of ethical research in writing centers, such as informed consent and conflict of interest issues. Finally we will ask participants to begin thinking through and creating their own models of mentoring for their particular areas of expertise.

As veteran writing center directors, teachers, and scholars, we bring many and varied mentoring experiences and ideas to this presentation. We hope that by sharing our thoughts and inviting participants to contribute theirs in an interactive environment, we can promote a productive exchange of ideas that benefits us all.

Just the Two of Us: Coordinating Writing Centers across Schools and Campuses

Anastasia Logotheti (American College of Greece, Greece)

The administration of a writing center at an American institution of higher learning is a versatile affair, the complexity of which has been acknowledged but not extensively discussed in the existing literature (Leahy 1990; Kinkead 1993; Harris 2002). As Pamela Childers notes in 2001, writing center administration involves not only constant engagement with pedagogical and methodological issues but also readiness to adapt to new challenges. When the Writing Center serves the needs of an American institution located in an EU country, then directing such a service requires the academic who becomes an administrator to adjust a best-practices approach to the needs of this hybrid institution. In addition to teaching duties, the faculty member who coordinates such a writing center is expected to manage the day-to-day operation as well as to engage in meaningful tutor training which will ensure effective learning practices. As the institution grows, further challenges the writing center director faces may include coordinating centers on two campuses and catering to the needs of students from more than one levels of education. How are the duties of a writing center director to be performed efficiently across campuses and schools?

As the Coordinator of the two Writing Centers of the American College of Greece since 2003, I would like to present the administrative model I have established as well as the specific measures I have introduced to facilitate the successful operation of the ACG Writing Centers which cater to the needs of undergraduates, graduate students and alumni of Deree College, Junior College and the Graduate school. My presentation, which will outline aspects related both to tutoring pedagogy (staffing, training, tutoring practices) and to practical issues (assessment, use of technology, scheduling), aims at offering concrete advice to other administrators and tutors on how to adjust this paradigm to their own institutional needs.

Using the Logic Model as a Process Tool to Map, Measure, and Evaluate Writing Center Programs

Maria Jerskey (Baruch College, USA)

Writing Centers historically need to justify their existence by framing assessments in a language that translates into continued funding. As a result, addressing two questions at the heart of most writing centers' missions—"How does the writing center impact student writing?" and "How has the writing center impacted students' improvement as writers?"—has taken a backseat to more quantitative annual reports (i.e., results of student satisfaction surveys, faculty surveys, number of visits, number of student hours, number of courses served, retention numbers, grades received, etc.). While these reports result in continued (albeit contingent) funding, this putative assessment undermines the writing center's integrity as a site of intellectual inquiry and perpetuates the misperception of the writing center as a mere service facility.

By introducing an assessment model that sheds light on the most meaningful writing center activities and allows for their authentic evaluation, assessment becomes imaginative, open-ended, reflective, and revisable. It generates outcomes that can be measured and succinctly articulated to multiple audiences including tutors, provosts, deans, prospective donors, academic departments, academic support units, and to student writers themselves.

This visually interactive presentation contrasts assessment models at odds with writing centers' mission with the logic model. It includes a multimedia "walk-through" of how logic models can be mapped for individual writing centers as well as handouts. A discussion of how assessment practices can be employed to transform perceptions of writing centers will conclude the presentation.

Developing and Researching LenS – a Reading and Writing Centre

Piet-Hein van de Ven (Radboud Universiteit Nijmegen, The Netherlands)

At the Montessori College Nijmegen, in the Netherlands, teachers of the Dutch language started a reading and writing centre, characterized by a process-oriented writing education, peer tutoring, cross age tutoring, and tutor training. At present the focus is on writing, with a writing across the curriculum objective in the upper forms of secondary education.
LenS development is sustained by practice related research, by the ILS, the Graduate School of Education, Radboud University, Nijmegen.

The Montessori teachers of the Dutch language and literature participated (2001-2004) in a practice related research by ILS, focussing on innovation in writing education. In that research, interaction between students (group writing, tutoring, discussion) appeared to be successful for supporting their writing. Experimenting, discussing results, theoretical orientation and above all interaction between teachers from different schools stimulated teachers' professional development.
A pilot study on subject teachers at the Montessori College (2005) revealed some problems: unclear genre conceptions, product-oriented approach, no rewriting assignments.

The newly started project of developing and researching LenS is designed as a cycle of professional development in which experiencing, problem analysis, experimenting, data sampling and analyzing, evaluation, and theoretical orientation is realized in co-operation with the teachers (and students) involved. Students' learning results and students' texts function as data for the teachers' professional development. The theoretical framework represents, among other orientations, theories and empirical findings on writing, language across the curriculum, learning, and teachers' professional development. The paper presents some first results from development and research.

Zur Erarbeitung elektronischer Portfolios mit digitalen Medien der Textproduktion im Deutschunterricht – Untersuchung eines Hauptschulprojektes zur Begleitung der Berufsorientierung

Jens-Henning Jenkner (Pädagogische Hochschule Freiburg, Germany)

Das von mir vorzustellende Poster soll die Ergebnisse meiner Qualifizierungsarbeit (Zulassungsarbeit im Lehramtsstudium, augenblicklich in Arbeit) zusammenfassend darstellen.

Meine Qualifizierungsarbeit untersucht die Umsetzung eines elektronischen Portfolios zur Berufsorientierung in einem konkreten Hauptschulschulprojekt. In ihren ersten beiden Teilen widmet sich die Arbeit den theoretischen Aspekten der (E-)Portfolioarbeit sowie der ausführlichen Fallstudie des beobachteten Schulprojektes. Durch die ganzheitliche Darstellung der Projektdurchführung im Rahmen der Fallstudie soll eine Analyse des Umgangs von Lehrkräften und Lernenden mit einer zur Verfügung gestellten Online-Lernplattform zur Erarbeitung des E-Portfolios ermöglicht werden. Als Ziel der Arbeit soll die Frage beantwortet werden können, wie - in Bezug auf den dargestellten Fall - ein günstiges Zusammenspiel von digitalen Lern- und Schreibwerkzeugen, prozessorientiertem Arbeiten sowie Lerner- und Lehrendenhandlung vor dem Hintergrund der Berufsorientierung bzw. der Erstellung eines elektronischen Portfolios gestaltet werden kann. Als abschließender Schritt soll in der Arbeit ein Instruktionsdesign vorgeschlagen werden, das die erfassten Beobachtungen aus der Projektbegleitung aufgreift und mit den Idealen aus dem Theorieteil der Arbeit verbindet. Das Instruktionsdesign soll für den Projektfall einen Umgang mit dem E-Portfolio bzw. mit digitalen Schreibmedien (online-Lernplattform, Blog, Wiki, Forum, etc.) aufzeigen, der ein möglichst vielversprechendes Lernhandeln wahrscheinlich macht und Grundlage für weitere unterrichtspraktische Untersuchungen sein kann.

Im Hinblick auf die Präsentation des Posters auf der EWCA Conference möchte ich einen spezifischen Blick auf das Schreiben mit modernen online-Medien mit der Zielrichtung der E-Portfolio-Erstellung bieten. Gleichzeitig erhoffe ich mir Rückmeldungen in Bezug auf die Verbindung von Portfolioarbeit, digitalen online-Lernmedien und Schulunterricht.

The "Interdisciplinary Web Portal: Text Production and Writing Research"

Eva-Maria Jakobs (Rheinisch-Westfälische Technische Hochschule Aachen, Germany)
Matthias Knopp (Rheinisch-Westfälische Technische Hochschule Aachen, Germany)

Initial Point:
Text production and writing research are highly interdisciplinary and diversified fields of research. Depending on the discipline (linguistics, psychology, sociology etc.), theoretical models, research interests and empirical methods differ. It is equally difficult to access overviews of research results, to spot (new) coherences and to find distinctions between different approaches. These difficulties are, among other things, due to a lack of accessibility. Especially the research of German speaking researchers is widely spread across and array of books that are difficult to access. Printed articles are rarely published in (electronic) periodicals. Furthermore, instruments for the recognition of content-related or methodical coherences are lacking as well as a synoptic view of the heterogeneous research field.

Overall purpose:
This presentation aims to introduce the DFG-funded project "Interdisciplinary Web Portal: Text Production and Writing Research". Its **idea** is to develop and establish an innovative open-access research portal. It focuses on text production and writing research. The **aim** of the portal is to link the scattered research. For this purpose, it offers different instruments like search engines (topic-, author-, discipline-related etc.) and benefits from innovative meta-data concept, data mining-techniques and visualization tools like semantic networks and topic maps.

The portal is a powerful instrument for the work in writing centres. In addition to an overview of the basic solutions provided by the portal, the presentation will showcase up-to-date results of a survey focussing on the needs and requirements of the scientific community.

Writing Centres: The Evolutionary Journey from the Margins to the Core of the Institution

Dale Wik (Malaspina University-College, Canada)

The Writing Centre at Malaspina University-College (MU-C) represents in a microcosmic way the transition of writing centres in North America from a peripheral role in the institution in the 1970s to recognition of their vital, if not central, role today. This poster presentation traces the evolutionary steps of the MU-C Writing Centre from its fringe status as an arm of the English Department with a sole function of delivering tutorials to its current status as a freestanding department with a diversity of roles and a mission to influence the writing climate across campus, to become, as Neal Lerner suggests, a "locus of consciousness about writing."

Like all journeys, this one was not a steady progression towards an inevitable destination, but one fraught with setbacks and defeats. One partial defeat was an attempt in the mid-nineties to implement a Writing Across the Curriculum movement. Viewed with skepticism at MU-C as an imperializing force seeking to invade departmental territory (a suspicion that continued well beyond the end of the WAC program), the WAC movement failed to attract support from disciplines outside the English Department. Following the work of Susan McLeod (under whom I studied at Washington State University's Composition and Rhetoric Program) I, as co-ordinator of an emerging and now-autonomous writing centre, was able to tailor a new approach to the climate of the institution: a series of Writing in the Disciplines seminars. By allying the centre with successful and accepted initiatives in other departments and by building support person-by-person in departments across campus in areas as diverse as the sciences and nursing, I was able to locate the writing centre within the institutional culture as co-operative, responsive, and vital to meeting concerns about student writing across campus.

What's happening in Maine? Creating Student-Staffed Writing Centers in the State of Maine through University, School, and National Writing Project Collaboration

Richard Kent (University of Maine, USA)

Richard Kent will not be available at the poster presentation. Those interested, please join us for an online round table discussion with Richard Kent on Friday, June 20, at 4 p.m. in KG V/103.)

Over the past two years, a dozen or more high school staffs in Maine have studied the possibility of creating student-staffed writing centers. By the fall of 2008, there will be six, student-staffed high school writing centers in the state with another six in various stages of development. In 2006, there were no student-staffed writing centers in Maine's 118 public high schools, though there was one faculty-staffed writing center and one student-staffed center in an independent school (private school).

What's happening in Maine? Why has the National Writing Project shown interest in and dedicated funds toward the work happening within the state?

This round table discussion will feature information about the collaboration of the Maine Writing Project, University of Maine College of Education and Human Development, University of Maine Writing Center, the National Writing Project, and Maine secondary schools to promote and develop writing centers in Maine secondary schools.

After introductory remarks by the facilitator about the school-university collaboration and the National Writing Project's emerging support of secondary writing centers in Maine and throughout the United States, participants will be asked to share experiences and ideas, questions and concerns about potential partnerships in an effort to build the capacity of student-staffed, secondary school writing centers in their regions and/or countries.

Writing Center Development at a Japanese University

Deborah McDowell Aoki (Hokusei Gakuen University, Japan)
Kyoko Morikoshi (Hokusei Gakuen University, Japan)

The English Department of Hokusei Gakuen University Junior College established a small writing lab as a pilot project in 2005 through a grant from the Ministry of Education of Japan. We originally conceptualized our center as a safe, comfortable site where students could receive assistance in writing essays and reports. Although this theoretical orientation of the role of writing centers as "safe places" has been challenged, we have found that the "safe zone" approach has been successful in assisting Japanese students in learning how to improve their writing in English. During our presentation, we will detail the difficulties and challenges of establishing a small writing lab and managing it with a limited budget and human resources. We will also present the results of a student research survey conducted in 2006 which illustrates the students' positive reactions toward the writing lab program. Additionally, we will explicate the comments from writing tutors regarding the special needs of Japanese EFL students. Basically, our findings suggest that support from faculty is essential to encourage students to utilize the lab. Also, we discovered that tutors must exhibit flexibility in their roles, and also need to be supportive and friendly to attract students and make them feel "safe" in showing their written reports and essays to teachers; this is particularly important in the context of Japanese culture and society, and we will address this in our presentation. Lastly, we will discuss our current goal for the continued development of the writing center, which is to more tightly integrate the center with specialized English content courses offered at our college. We view this as our second stage in the ongoing evolution of our unique (our college is only one of six universities in Japan which offers a full-time writing lab) program.

Multikultureller Dialog zwischen studentischen SchreibberaterInnen in Zug/Schweiz und Freiburg/Deutschland

Sonja Bischoff (Pädagogische Hochschule Zentralschweiz, Switzerland)
Carl Bossard (Pädagogische Hochschule Zentralschweiz, Switzerland)
Silke Buchali (Pädagogische Hochschule Freiburg, Germany)
Gerd Bräuer (Pädagogische Hochschule Freiburg, Germany)
Bianca Lenz (Pädagogische Hochschule Freiburg, Germany)

Das Ziel dieser gemeinsamen Poster-Präsentation besteht darin, neben einer allgemeinen Vorstellung unserer Arbeit in der Schreibberatung an den Pädagogischen Hochschulen Zug (Schweiz) und Freiburg (Deutschland), die sprachlichen und (bildungs-) kulturellen Besonderheiten und Bedürfnisse von akademisch Schreibenden an unseren beiden Institutionen herauszuarbeiten. Mit Bezugnahme auf beratungsdidaktische Erkenntnisse aus Bruce/Rafoth (2008, 2. Auflage) wollen zeigen, mit welchen speziellen Beratungsmethoden und -techniken wir auf die Bedürfnisse unseren StudentInnen reagieren und in welchen Bereichen wir in unserer Beratungspraxis voneinander lernen können. Dabei wollen wir die folgenden konkreten Fragen beantworten:

Welche Rolle spielt Schreiben traditionell im Studium an den beiden Einrichtungen? Wie verändert sich diese Rolle für die Studierenden durch die Schreibberatung?
Welche Erwartungen werden mit der Begegnung zwischen studentischen SchreiberaterInnen und ihren Peers von beiden Seiten verbunden?

Wie gehen die Zuger SchreibberaterInnen mit dem Transfer vom Schweizerdeutsch zum Hochdeutsch um? Wie die Freiburger mit der stetig wachsenden Zahl derer, die Deutsch als Fremd- oder Zweitsprache schreiben?

Welche Beratungsbedürfnisse zeigen unsere Peers in der Annäherung an Wissenschaftssprache? Wie verändern sich die Anforderungen, wenn in einer anderen Sprache, z.b. Englisch, geschrieben werden muss?

Welche Textsorten des Studiums und der Berufsvorbereitung spielen in Zug und Freiburg bei der Beratung eine Rolle? Welche Textsorten sollten in Zukunft in der Ausbildung gestärkt werden?

Wie sehen Lehrpersonen die Schreibberatung und wie greifen sie dieses Angebot in ihren Seminaren auf?

Scientific Competence through Diversity

Katrin Girgensohn (Europa-Universität Viadrina Frankfurt/Oder, Germany)

This poster will introduce a Writing Center Project for German und international Ph.D. students.

As a result of the internationalisation of scientific cultures, the European countries receive an increasing amount of international PhD students. At the Viadrina Universität in Frankfurt/Oder as many as 30% of the PhD students are not German.

Writing a PhD in a foreign country is a demanding task as the students must navigate in an unknown language and scientific environment. In Germany, they are confronted with a scientific culture which is generally marked by a great degree of freedom and academic independence. The lack of intensive tutor programs and PhD courses leaves many international PhD students alone with their questions and problems.

The Writing Center Project "Scientific Competence through Diversity" aims at integrating international PhD students not only professionally, but also socially. It merges modular trainings for the development of scientific writing skills with training methods for the increase of intercultural competence and of conflict management skills.
Apart from the trainings, the second basis is the *Scientific Peer Coaching*: small mixed groups of PhD students who meet regularly for exchange and peer feedback. They apply the work methods introduced in the trainings in a cooperative and supportive way up until the completion of their thesis as well as beyond it.

During the process, international and German students alike will benefit in various regards: Apart from the scientific and social integration of the international PhD students, they will develop awareness for the diversity of scientific cultures and promote their own intercultural scientific competence.

Writing-Intensive Business English Courses

Ljerka Rados (University of Osijek, Croatia)

Students and scholars will always need to write in their native languages, no matter how 'small' or obscure these languages may be. However, it is indisputable that the need for writing in foreign languages as well is growing, in particular English as the *lingua franca* of both the scientific and business communities.

Concerning English as a foreign language, writing is by far the weakest skill of Croatian students. Even people who are quite fluent in English are sub-standard when it comes to writing. One of the reasons for this is the significantly different style of academic writing prevalent in Croatian. This writing style tends to be directly transposed into English, as there is a tendency to translate the original text from Croatian almost literally. Apart from scholars involved in English studies, hardly anyone writes an English text directly in the English language.

There are no writing centers as such at Croatian universities, nor are there training programmes for experts who would work in these centers. Since faculties and university departments are completely independent, there is a huge variety of writing practices among them, starting from the mechanics such as listing references, to the writing style. As Croatia started a comprehensive university reform in line with the Bologna Declaration three years ago, it is a pity that writing programs were not included in university syllabuses, at least at graduate level.

This poster will present some practical issues surrounding writing in English as a foreign language at the Faculty of Economics in Osijek, Croatia. There is a proposal to make some Business English courses more writing-intensive.

Keynote presentation
Writing Centers: A Natural Connection from Secondary to Adult Education

Pamela Childers (The McCallie School, USA)

In the 1980s Malcolm Knowles, father of adult education, defined the term andragogy as the "art of helping people learn" and wrote about it in contrast to pedagogy, "the art or profession of teaching." Later in his studies, he realized that these two terms were complementary; that is, he saw them working together, in harmony. I like the idea that we need both; otherwise, we may teach our fool heads off without ever knowing whether our students have learned anything, or we may facilitate their learning without teaching them fundamentals they need to ask questions leading them to authentic research. Knowles also predicted that one day we would have community centers of learning so that from birth to death we could all learn together regardless of age or academic credentials. I see these ideas as exactly what writing centers naturally do, often without even realizing it. This talk will focus on the natural connections between writing centers and teaching and learning at all academic levels and all ages.

Keynote presentation
Synergy in 'University - Secondary/ High School' Writing Center Collaborations and Joint Initiatives

Dilek Tokay (Sabanci University, Turkey)

As it is clear in the *Dean's European Academic Network Conference Proceedings* of ESMU [European Centre for Strategic Management of Universities] and in the many NCTE, CCCC, IWCA, and IWAC conference themes in the US, a changing world demands that universities transform themselves from vertical university models to horizontal matrix modern or technopolis universities functioning as centers of innovation and academic entrepreneurialism. In line with this demand of a knowledge society, interdisciplinarity, permeability, reaching primary and secondary education, and society in general, and laying the groundwork for the versatility and longevity of collaborations are all musts. Therefore, it should be a part of the mission of universities to transfer what is learned from program design, implementation, research, and assessment to promote policies for institutional change, and provide interaction with society as a whole. This means a leading role in strategic management of teaching-learning methodologies, quality issues, research, and improvement in all stages of education. Faculty and management as initiators of collaboration with primary and secondary education should respond to the visions, aspirations, expectations, challenges, disappointments or pitfalls in curriculum design, implementation both in the classroom and learning/ reading and writing units/ centers/ labs, professional development, choice or production of materials concerning skills development and literacy at an early age through joint projects that turn to institutionalized services.

This talk will focus on the NEED for awareness and initiatives of the faculty as well as the administrators/ senior managers in higher education for the changing context in which universities operate concerning globalization, Bologna Process, strategic and change management, financial management, human resource strategy, information and communication technologies to establish connections with secondary education for the creation of the "global-self" from an early age through reinforcement of analytical and critical thinking, reading- writing, and presentation skills. A writing/ learning center's aim is to provide this reinforcement firstly within the institution, the NEED for the SHARING of methodologies with others at conferences or through research and publications, services, and exchange programs will be discussed looking at education from a holistic perspective. Two sample "secondary/ high school - university linkages" for the foundation of secondary writing centers and revision in skills development programs will be presented to the scrutiny of the conference participants. They will be asked to evaluate the utility of the collaborations starting as an individual initiative and action plan concerning needs analysis surveys, professional development workshops, and series of consultation sessions for program modifications. After collecting suggestions from the participants through group brainstorming on WHAT can be done for good linkages, HOW they can be achieved, and with WHOM, and presenting suggestions based on individual experience, the lead-in question will be on the institutionalization of individual efforts. Sharing the positive aspects and concerns about what is piloted in university- secondary linkages with the participants, significance of outreach strategies through conferences, research, publications, and exchange programs will be discussed with emphasis on European research and exchange possibilities through organizations such as IRSES [*Marie Curie Actions International Research Staff Exchange Scheme*] and COST whose objective is to stimulate new, innovative, and interdisciplinary scientific networks in Europe through activities [Actions] that are carried out by research teams. Thus, the keynote message will be: sharing the results of cutting-edge developments in university-secondary skills development/ literacy programs, and writing center practices for applicability at different institutions to keep growing more connected, benefiting from the synergy for building scientific and educational excellence, which will mean societal growth.

Virtual round table
What's happening in Maine? Creating Student-Staffed Writing Centers in the State of Maine through University, School, and National Writing Project Collaboration

Richard Kent (University of Maine, USA)

Over the past two years, a dozen or more high school staffs in Maine have studied the possibility of creating student-staffed writing centers. By the fall of 2008, there will be six, student-staffed high school writing centers in the state with another six in various stages of development. In 2006, there were no student-staffed writing centers in Maine's 118 public high schools, though there was one faculty-staffed writing center and one student-staffed center in an independent school (private school).

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The Birth of a Writing Center at Fairhill School

Karen Boozer (Fairhill School - Dallas, USA)

Outlining the birth of a writing center at a private school for students with learning disabilities serving grades 1 through 12, the PowerPoint presentation will guide the audience through the various struggles of creating a center in a primary and secondary school and the future goals of the project.

Many educators are blinded to the bright and creative students labeled "learning disabled." They possess an average to above average intelligence but process information differently than mainstreamed students.

LD students struggle with impulsivity, disorganization, processing difficulties, and a slow rate of word production. They have a "tin ear" for idiom and a tin ear for reading fluency. These obstacles block the natural creativity these students innately possess. Discouraged easily, LD students often do not get explicit help, so they hate writing and develop a self-defeating attitude. With the proper nurturing, these students can not only learn to write, they demonstrate their knowledge creatively.

Fairhill's purpose is to provide a superior education for students diagnosed with a learning difference such as Dyslexia, Dysgraphia, Dyscalculia, Auditory Processing Disorder, Attention Deficit/Hyperactivity Disorder, or receptive/expressive language disorder.

The center provides strategies to guide students with writing. Instead of the product driven environment where students passively participate, they focus on the process. Fairhill parents tutor in the writing center. Parents learn not only how to support other students, but how to help their child with writing. Given specific direction to empower their students to become better writers, they put the learning in the hands of their students.

Building Bridges to Writing beyond the Curriculum: Outreach in High School and University Writing Centers

Lauren Fitzgerald (Yeshiva University, USA)
Patricia Melei (Lemont High School, USA)

Though intended to support student writers individually, writing centers usually also extend their focus beyond the tutoring role—to advertise their services, to find out about helping particular populations, to learn about writing in specific disciplines, to establish and build coalitions credibility with various stakeholders. A growing body of research suggests that this ongoing outreach makes writing centers natural partners with writing across the curriculum (Waldo 1993, Pemberton 1995, Barnett and Blumner 1999, Mullin 2001, Zawacki 2007.) However, as testimony to their flexibility, writing centers also reach further, beyond WAC and writing *in* the curriculum and at specific institutions.

This presentation focuses on a high school writing center (aptly named The Bridge) and one in a university setting that both realized the need to reach beyond WAC to develop a community of writers prepared for the academic and professional demands beyond their institutional settings. Through participation in scholarships, contests, community and public relation endeavors, The Bridge has provided a real opportunity for students to fully participate in their world. The university writing center has been partnering with institutional offices, such as Career Development and Academic Advising, which are interested in writing beyond the curriculum, including applications for jobs and professional schools.

We will discuss the tensions that emerge as different stakeholders try to retain their own disciplinary and pedagogical convictions. We will also present approaches to develop dialogue, negotiate relationships, and provide opportunities for our writing centers to be gateways to our academic and professional communities.

Journalistisches Schreiben und journalistische Qualität

Josef Schneeweiß (Universität Klagenfurt, Austria)

Am SchreibCenter der Universität Klagenfurt (Österreich) biete ich die praxisorientierte Lehrveranstaltung (LV) „Journalismus und Qualität" an. Sie wird insbesondere von Studierenden der Publizistik und Kommunikationswissenschaft besucht, steht aber auch anderen offen. Insbesondere geht es mir um die Sensibilisierung von Textsortenverständnis und die klare Trennung von Information und Meinung.

Zentrale Fragen sind: Welche journalistischen Textsorten gibt es und was sind ihre spezifischen Merkmale? Was macht einen qualitativen Text aus? Durch die Analyse gelungener und weniger gelungener Beispiele und Diskussionen darüber, soll zu eigenen Textproduktionen angeregt und angeleitet werden. Zunächst mit mehr und später mit weniger formalen Instruktionen. Ziel ist es, die Freude beim Verfassen journalistischer Texte zu fördern.

An den höheren Schulen in Österreich – etwa Gymnasien und Handelsakademien – dominiert die Textsorte Aufsatz, also eine sehr persönliche Textsorte (ich-Erzähler/-in), die Raum für individuelle Einschätzungen, Wertungen, Prognosen, Wünsche und Träume gewährt. Eine der größten Herausforderungen besteht daher darin, die Studierenden zu „befähigen", einen sachlichen und ausgewogenen journalistischen Bericht mit einer genau vorgegebenen Zeilenanzahl ohne persönliche Wertung und subjektive Vermutungen zu schreiben. Dafür gibt es ja später beim Verfassen von Kommentar, Glosse oder Rezension Gelegenheit. Doch worin besteht der Unterschied zwischen einem journalistischen Kommentar, einer Glosse und einem Schulaufsatz?

Ein weiteres großes Anliegen – und das wird in den meisten journalistischen Angeboten vernachlässigt – ist die Sensibilisierung der Sprache. Was unterscheidet einen journalistischen Bericht von einem PR-Bericht oder einem Werbetext? Worauf soll man bei der Formulierung von Headline und Vorspann beachten? Wie geht man mit dem Los (Armut, Unglück usw.) von Menschen um? Warum sollte man eine diskriminierende Sprache und jene des Nationalsozialismus meiden?

Ich lege auch Wert darauf, dass für diverse Textproduktionen real recherchiert wird, und sowohl der Recherche- als auch der Schreibprozess in der LV reflektiert werden. Wertschätzung für die Arbeit der Studierenden kommt dadurch zum Ausdruck, dass immer wieder einige von ihnen eingeladen werden, ihre Texte vorzulesen und andere dazu konstruktiv Stellung nehmen können.

Building Learning and Writing Centres: The New Kids on the Block in Higher Education

Josta van Rij-Heyligers (University of Auckland, New Zealand)

The University of Auckland celebrates its 125th anniversary in the year of the Beijing Olympics. However, its Student Learning Centre (SLC) is less than 25 years old. The first director suggested that the lifeblood of the Centre's existence has been the open access orientation to university education in New Zealand at both the state and institutional level. But open access for students 21 years and older is not a new regulation, so why did it take a hundred years before a learning and writing centre was established? Little is known of what happened to students who used their right of open access and then failed in their subject(s) as a likely result of being under-prepared. As university education in New Zealand, for most of its history, was attended by relatively few students, it can be assumed that such a centre was unwarranted. Also, in a settlers' society, comprehensive university education had generally been considered of little practical use for obtaining work. This situation has arguably changed in the period leading up to the founding of the SLC in the mid 1980s.

The present paper examines the critical external and institutional factors that prompted the initiation of New Zealand's first learning and writing centre at the University of Auckland. It briefly considers these factors in the context of (convergent) globalisation forces, state reform of higher education and institutional idiosyncrasies, and presents the multiple functional and structural configurations the Centre has undergone during the last two decades. Contrastive explorations are then briefly made with the expansion of academic writing centres in EU-based universities, and implications for "shaping writing centres in higher education" are discussed.

Virtual presentation
The Online Writing Center as a New Paradigm for Interconnectivity

Lisa Zimmerelli (University of Maryland University College, USA)
David Taylor (University of Maryland University College, USA)
John Whitcraft (University of Maryland University College, USA)

Today's writing centers are being challenged to keep pace with the rapidly evolving high-tech marketplace in higher education. The University of Maryland University College Effective Writing Center is a fully online writing facility, not a supplement to face-to-face tutoring services. Although created to mimic F2F tutoring, our writing center's growth, together with the challenge of the digital revolution, soon brought the realization that online tutoring must be more than an asynchronous process based on F2F practices. We posit that online tutoring is a new model for interconnective pedagogical practices, both within the academy and extending out from it.

In this interactive poster presentation, we demonstrate the multimedia techniques we use, including avatars, audio reviews of student papers (incorporating voice-recognition software), Flash movies, and live teleconferencing. Most importantly, we detail the justifications for this paradigm shift and provide participants a detailed list of technical and cost specifications for these tools.

We hope our presentation will encourage participants to reflect on the why, how, and what of online tutoring for their own schools: Why do they want to offer online tutoring? How can they incorporate the technologies available to them? And, perhaps most importantly, how can online tutoring serve to connect departments across campus, writing centers across communities, and institutions across nations?

Workshop
Creative Tutor Training: Beyond Writing about Writing

Sandee McGlaun (Roanoke College, USA)

When faced with the challenge of starting a new writing center, I made efforts to institute writing center programming that would not only emphasize and support successful academic writing on campus, but also foster a more positive, even playful attitude toward writing in general. Inspired by Hans Ostrom's description of "plerk" (a combination of work and play in writing), I reasoned that if students could learn to view the act of writing as generative, creative, and pleasurable, then the writing they produced for their classes would likely be more engaging, in process and product.

Though the writing "playshops" (a term originating with Sonoma State University) were well received by students and faculty, I realized that the same spirit of writerly creativity was lacking in my tutor training activities. In order to foster a positive relationship to writing in the students they tutor, tutors need opportunities to explore and expand the limits of their own senses of themselves as writers. In their essay "Straighten Up and Fly Right: Writers as Tutors, Tutors as Writers" in *The Everyday Writing Center: A Community of Practice* (2007), authors Geller, Eodice, Condon, Carroll, and Boquet urge writing center directors to engage tutors in projects that will invite them to explore their "writerly identit[ies]" and reflect upon "how those identities participate in a writing center community of practice" (82). The most successful tutor training projects, they argue, are those that challenge "a scripted approach to tutoring" and "make the familiar strange and the strange familiar" (80; 83).

In this workshop I will describe several of the tutor training activities I have created and instituted, drawing upon my own creative life as an artist and theatre practitioner. While tutoring textbooks often ask tutors to use reading and, especially, writing to explore their relationship to writing, I argue that temporarily moving out of those familiar media into other art forms may not only foster a sense of creativity and play that tutors may then transfer to their tutees; it may also lead to fresher, deeper insights into the tutors' writing selves. Workshop participants will explore the possibilities of costumed role plays and create visual models of their writing processes, reflecting on how these activities contribute to tutors'—and consequently tutees'—ability to see themselves as authentic and inventive writers, which leads to more authentic and inventive writing.

Workshop
Using ePortfolios to Support Reflection and Community Building

Helen Chen (Stanford University, USA)

Using ePortfolios to Support Reflection and Community Building Electronic learning portfolios (ePortfolios) are more than just a technology: they imply a process of planning, keeping track of, making sense of, and sharing evidence of learning and performance. Using ePortfolios well requires embracing a set of practices and an understanding of learning and reflection called Folio Thinking. This interactive session will describe how ePortfolios are being used in higher education using a range of case studies and examples. Participants will brainstorm ideas and processes for how ePortfolios can support the work of writing centers while addressing their specific needs, challenges, and stakeholders.

Workshop
Tutors, Training and Border Crossings: Beyond the Textual Relationship

Martha Jerrim (University of Michigan, USA)
Brooke Baker (University of Michigan, USA)
Jennifer Wagner (University of Michigan, USA)

In addition to simply working with text, tutors are trained to recognize that students have many different kinds of borders which they must cross. Borders are places or situations where a person must make some kind of change in order to be accepted. Most often we think of these as places where we are changed from natives into foreigners; where we go from belonging to "us" to belonging to a group of unknown "others". These borders are not only physical, but can also be emotional and intellectual.

Higher education gives us the skills to cross the border between manual labor job and professional career. One of the borders successful students have learned to negotiate is the one between their spoken and written languages. However, it is often difficult for some students to recognize and cross these linguistic boundaries. We believe that it is the job of tutors, composition instructors and writing centers to help students cross these boundaries and borders safely.

Because they are often successful students themselves, writing center tutors have developed the skills to help students cross these borders. At the University of Michigan-Flint, tutors not only successfully help guide writers in the standard tutorial, but also in the work that we do with developmental writers. Our success comes from the inquiry and collaboration model that has evolved over 25 years in operation.

In order to facilitate these important relationships, our tutors complete an extensive tutor training program. This semester-long class includes not only the theories of inquiry and collaboration style tutoring, but also has an apprenticeship/mentoring component that enables tutors to more effectively work with writers at all educational levels.

In this presentation the presenters will discuss:

a). The various borders tutors should acknowledge and discuss with their students.

b). Our extensive tutor training program.

c). Our new-tutor mentoring program. In particular we will discuss how mentors can provide models that empower tutors to accomplish the goal of helping students see that there are borders, not barriers.

d). Our basic writing program in which tutors help students recognize the borders that they face and give students the tools and confidence that they need so that they can, indeed, cross those borders.

Workshop
Training of Writing Consultants for German as a Foreign Language

Melanie Brinkschulte (Georg-August-Universität Göttingen, Germany)
Annett Mudoh (Georg-August-Universität Göttingen, Germany)

This workshop aims at educating writing consultants for German as a foreign language. Do you work at a writing centre where the number of international students looking for help in writing their academic texts in German is increasing rapidly? Or do you plan to establish a training program for writing consultants specializing in German as a foreign language?
In order to offer a helpful writing consultation to international students to improve their writing processes in the foreign language, German writing consultants must know about the specifics of writing in a foreign language and about particular cultural aspects in diverse academic disciplines.

By working in different groups we will focus on relevant topics in the education of writing consultants in German as a foreign language. These include such topics as how methods of supervising and coaching the writing process vary when a L2-writer or a L1-writer requires help and how the specific methods for writing in German as a foreign language could be integrated into an educational program. Furthermore, we will discuss necessary qualifications that possible candidates should have before starting the educational program. The results of the different working groups will be presented by participants in order to give an overview of the essential requirements in setting up an educational program for German as a foreign language writing consultants.

Please note that the accompanying material of this presentation will be in German.

Keynote presentation
Peer Tutoring and the Pedagogy of Encounter

Matthew Martin (St. Mary's University College Belfast, Northern Ireland)
Jonathan Worley (St. Mary's University College Belfast, Northern Ireland)

When the St Mary's University College Writing Centre is operating at full capacity, it provides forty tutoring sessions per week. This represents a potential for forty, one-on-one encounters between two individuals in which writing is the central subject of conversation. It allows the opportunity for mutual insight—the key element of the encounter. In contemplating the word 'encounter', we are reminded of that word's roots in the idea of 'contrast' and 'contra-distinction': to be in front of and confronted with someone or something. As in Wordsworth's 'poetry of encounter', the act of peer tutoring depends upon an intellectual and psychological negotiation with difference, as well as similarity. Such encounters do not occur in a political or social vacuum because writing is always about something. These encounters are not merely personal or psychological. Rather, they are shared understandings about the world: the nature of society (including its economic and political dimensions), the nature of the physical world (including the physicality of writing), and the nature and purpose of the individual.

How do we have confidence in the enterprise of regularly asking our tutors to negotiate the uncertainties and ambiguities associated with such complex interactions? We first will consider the implications our theoretical model has for the practical requirements of peer tutor training. We will argue that peer tutor training is not principally about providing an individual with a basic set of skills associated with writing, but about encouraging, expanding, recognising and acknowledging skills with which the academically socialised student at university level is already familiar. Secondly, we will consider the implications of these negotiations for the transformation of academic identity that many of our peer tutors undergo and that we aim to make part of our tutees' experience as well.

Writing on the Lakefront: Establishing a Network for Writing in Higher Education around Lake Constance

Sibel Vurgun (Universität Konstanz, Germany)

The purpose of this presentation is to sum up the outcomes of a project currently being carried out by 14 universities in Germany, Austria, Switzerland, and Liechtenstein. All participating universities are part of the Lake Constance International University (IBH, Internationale Bodensee-Hochschule).

The aim of this international project is to develop a consistent concept in order to improve the students' writing skills at the IBH institutions of higher education. "Higher education" in this context covers a broad notion. Firstly, different types of universities are represented within the project: two research universities, five colleges of education and seven universities of applied sciences are cooperating. Secondly, student numbers at the participating universities vary vastly from 90 students at small colleges up to 24.000 students at the research universities. Thirdly, the participating institutions offer very different degree profiles that, in turn, demand distinct training profiles, e.g. BA for elementary school teachers as well as PHD students in Natural Sciences.

The development of this project including its challenges shall be explained briefly. Ideally, the following discussion aims at transferring conclusions drawn from this experience.

Session chair: Josta van Rij-Heyligers (University of Auckland, New Zealand)

An American in Belfast, or the Impact of National Cultures on Writing Center Work

Kathleen Shine Cain (Merrimack College, USA)

After spending the 2005-2006 academic year in a Belfast writing centre, I found myself interrogating the theoretical and pedagogical underpinnings of my own writing center in the US and ultimately redefining a comfortable cultural space that I had occupied for twenty-five years. I have subsequently begun exploring the implications of national cultural constraints on writing center theory and pedagogy, focusing on the value of examining those constraints in order to understand more fully the assumptions governing writing center work.

This exploration has been influenced by conversations with St. Mary's colleagues Worley and Martin; by Harbord's observations on the value of examining how national context informs writing center theory/ practice; by Gillespie's analysis of the significance of cultural differences when forging international alliances; by the essays in Ganobcsik-Williams's *Teaching Academic Writing in UK Higher Eduation*; and by Mullin's response to my initial presentation on this topic at the 2007 IWCA conference.

In this presentation I will integrate the work of these colleagues into the narrative of my Belfast experience, arguing not only that a national academic culture constrains writing center work, but more importantly, that awareness of such cultural constraints affords us an opportunity to understand more fully the assumptions governing that work. Focusing on both obvious cultural differences (e.g. product- vs. process-oriented pedagogy) and more subtle differences (e.g., variations in students' sense of agency), I will characterize differences between US and UK academic cultures, articulating ways in which dialogue between these cultural spaces can enrich writing center theory/pedagogy on both shores.

Moving Writing Centers off the Margin: The Peer Tutor Alumni Research Project

Harvey Kail (University of Maine, USA)

Many writing centers are conceived of as service units, something "extra" to help struggling student writers. This conception of writing centers tends to marginalize them from the mainstream of educational work and academic credit. While it is vital that writing centers continue to educate their colleagues and administrators on the role of the writing center in improving writing and reading throughout the institution, I would like to argue in this paper (or in a poster session) that writing centers with peer tutoring programs provide a second claim to centrality in the institution. This claim, based on research conducted through the Peer Writing Tutor Alumni Research Project, (http://www.marquette.edu/writingcenter/PeerTutorAlumniPage.htm) argues that the training and experience that undergraduate writing center peer writing tutors receive and then take with them into their lives and careers after graduation is a form of liberal education that benefits students well beyond their university years. The Peer Writing Tutor Alumni Research Project, a joint venture of the writing centers at the University of Maine, Marquette University, and the University of Wisconsin-Madison, aims to document and assess the values, skills, and abilities undergraduate students take with them from their training and experience. In this session I will outline the project, show video and analysis from focus groups, and summarize the results of the over 150 surveys completed to date. This evidence argues powerfully that while we are fulfilling our role of making better writers and writing in the academy, we are, simultaneously, regularly educating student tutors for careers in education, business, government, and the professions, and that we can use this evidence of educational centrality to make the case for writing centers to faculty, administrators, and, most importantly, to ourselves.

Writing Retreat: Glimmers of Change

Ayşem Karadağ (Middle East Technical University, Turkey)
Tijen Atasoy (Middle East Technical University, Turkey)

Allocating quality time to the writing of academic papers and completing them on time is of great importance in academia. Inspired by a series of discussions with Ellen Schendel, the coordinator of the Writing Center of Michigan State University, the Academic Writing Center (AWC) of METU initiated a venture: the Faculty Writing Retreat. The retreat is a 3-day event during which the participating faculty retreats from their departmental duties to concentrate on their writing tasks. The purpose of the retreat is to provide the faculty with an opportunity to progress in their writing in the supportive atmosphere of the AWC, while enjoying the encouragement of other colleagues and receiving intensive tutoring. This study examines the effectiveness of a series of Faculty Writing Retreats on participating faculty and tutors. Qualitative research was conducted to better understand what takes place during the phases and processes of the retreat. The participants of the retreat were given questionnaires, which not only provided data as to their perceptions of the writing retreat but also helped form the basis for follow-up focus interviews. Later, these detailed interviews were carried out with the AWC tutors involved in the Faculty Retreat. The data was first analyzed through descriptive coding. Apparent categories of and relations among the codes were examined and what they suggest in terms of their implications to the future of the writing center process at the METU AWC was discussed. Discussions were extended as to whether the writing center practice is in need of reshaping, and if so, in what way.

Reciprocal Influences in Caring Academic Literacy Mentoring

Yochie Wolffensperger (Hakibuzim College of Education, Israel)

The purpose of this presentation is to describe the study of academic literacy mentoring as pedagogy carried out in a learning centre – WAL - at a teacher education college in Israel from 2004 to 2007.

This multiple case study was conducted using grounded theory principles. The data were gathered through in-depth interviews, recall interviews and recorded observation of mentoring sessions with five mentor-teachers and fifteen mentee-students, constituting five case studies (three mentees to each mentor). A four-phase analysis of each case study separately followed by comparison analysis between them, contrasted and compared the perceptions of the mentors with those of the mentees in all five case-studies and with the existing literature.

The findings revealed six facets which conceptualise the academic literacy mentoring pedagogy at WAL centre as a synergy, at the heart of which lies the reciprocal influence between the facet of the caring relationship and the facet of learning and knowledge development. These are anchored in four other facets: features of mentoring and of the mentor, roles of the mentor, characteristics of the mentee and the nature of the feedback given.

This research has both theoretical and practical implications for teachers and mentors of academic literacy at learning centres, as well as for policy makers in teacher education colleges in Israel and elsewhere. Since a great importance is attributed to the acquisition of academic literacy (Emerson et al. 2006; Miller & Satchwell, 2006) this study proposes a productive method of how to attain it (Alverman & Hruby, 2000; Cobb et al. 2006).

Writing Centers: Aiding and Abetting Change

Caroline Coit (Universität Münster, Germany)

This presentation discusses the results of a study which looked at conditions that students and teachers of writing work under in 13 countries around the world. By comparing the numbers of students, the amount of writing students carry out, and the methods teachers use in their writing courses, it becomes apparent that a gap exists between the amount of writing students do for the teacher and the need students have to practice what Russell (2005) calls 'stake-free' writing. Some theoretical discussion based on dialogism and activity theory will help to highlight the necessity for students to be able to carry out stake-free writing as they adapt to the new and different challenges they are constantly confronted with in their academic writing needs while at university. The question is then discussed as to the role writing centers can play in helping students fill this gap. In the course of the discussion, the question is raised as to whether some methods applied by writing centers might not actually be helping to reinforce and exacerbate the current situation. Through the involuntary symbiosis that exists between classroom teachers and writing centers, writing centers may unconsciously be hindering momentums for change. The objective of this discussion is to help make writing center personnel aware of the need students have to carry out stake-free writing and to suggest methods and steps which writing centers can apply in an effort to initiate solutions to this gap.

Workshop
An Introduction to Active Listening

Martha Boeglin (Scriptoria - Philosophische Schreibwerkstatt, Germany)

The ability to listen with empathy may be the most important attribute of a (writing) coach: empathy is the ability to put oneself in another's place in order to effectively understand and accurately interpret the thoughts of the interlocutor. Thereby allowing a student who has (writing) problems the opportunity to talk through his problem thus clarifying his thinking as well as providing him with a necessary emotional release.

Active listening (also called empathic listening or reflective listening) focuses attention on the speaker, suspending one's own frame of reference and suspending judgment: through active listening the listener lets the speaker know, "You are important, I am not judging you, I am interested in what you are saying, I want to understand your problem and how you feel about it".

An active listener should be able to sustain attention, retain information, clarify procedures and understand problems. He is a mirror image of what he thinks his interlocutor is saying and feeling.

The goal of the workshop is:
- to promote awareness of the importance of active listening
- to improve focus on the interlocutor
- to promote listening in a way that signals "I'm all ears" to the interlocutor
- to learn to hear what is being said - loudly and clearly
- to train how to listen impartially, keeping aside one's own judgment

Please come equipped to write
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Round table

A Discussion with the Authors of *ESL Writers: A Guide for Writing Center Tutors* about Developing a Tutor Training Program with an ELL Focus

Shanti Bruce (Nova Southeastern University, USA)
Kevin Dvorak (St. Thomas University, USA)

As the demand for individualized writing support grows and the establishment of new writing centers continues, directors will need a plan for tutor training. Using the theory and research from the IWCA award winning collection *ESL Writers: A Guide for Writing Center Tutors*, contributing scholars will explore the complexities of tutoring NNES students in English writing and offer practical suggestions for developing a tutor training program that focuses on tutoring ELLs.

Tutor training programs can be organized in a number of ways: as intensive pre-semester workshops in which a range of topics are covered in several days; as weekly or monthly meetings throughout the term that focus on a topic of immediate concern; or even as credit-bearing courses where tutors read writing center scholarship, discuss writing pedagogy, and complete research projects. Among those topics covered in tutor training is working with NNES on English writing. To help directors understand how to help their tutors learn to be effective in these sessions, speakers will discuss the importance of welcoming students to the center; collaboratively establishing the focus for the session; being careful not to assume too much control over the students' writing; and helping students learn to clarify their intended meanings and become proficient self-editors.

Additionally, speakers will discuss the importance of teaching tutors about second language acquisition, cultural implications for learning to write in a new language, and the variety of perspectives on plagiarism. Finally, speakers will touch on the role technology can play in the writing center and how creative writing can open up opportunities for ELLs to play with the language they are learning.

Throughout the roundtable, audience members will be encouraged to participate by asking questions, sharing their experiences, and providing insights about how these topics and suggestions might work in their local contexts.

Session chair: Shanti Bruce (Nova Southeastern University, USA)

Round table
Collaborating across Borders: Forming International Writing Center Partnerships

Carol P. Haviland (California State University, USA)
Magnus Gustafsson (Chalmers University of Technology, Sweden)
Linda Bergmann (Purdue University, USA)
Michele Eodice (University of Oklahoma, USA)
Trixie Smith (Michigan State University, USA)
Brady Spangenberg (Purdue University, USA)

This roundtable will constitute a forum and special interest group (SIG) for people who are interested in forming international writing center partnerships.

Over the past decade, many writing center directors have become involved in international discussions and exchanges, which have brought insight about cultural similarities and differences in teaching writing to all participants. However, very few *tutors* have participated in these exchanges. Our roundtable will speak to that gap by reporting on several pilot collaborations, including those with three German, Swedish, and US writing centers.

The tutors and the host and sponsoring directors, and along with international consultants, will describe what they have learned about international exchanges. Of particular interest will be the tutors' perspectives, which stress the importance of understanding the educational experiences international students and tutors bring to multiple ways of learning academic English. The group also will discuss issues of transfer as they consider reciprocal rather than colonizing ways of shaping theories and practices. Roundtable discussion also will be geared towards finding ways to enlarge these initial projects to include more tutors and more sites.

We encourage both professional staff and peer tutors to participate in this working roundtable with a goal of arranging exchanges for the coming academic terms.

"Freedom's just another word for nothing left to lose…" On the Advantages and Disadvantages of Developing a Writing Course for Students in a Research Project

Helmut Gruber (Universität Wien, Austria)
Markus Rheindorf (Universität Wien, Austria)
Birgit Huemer (Universität Wien, Austria)

In our presentation, we will describe the institutional framework in which the development of a writing course for students at the University of Vienna takes place and how it affects and shapes the contents and design of the course. This framework mainly consists of constraints (institutional, personal etc.), but these constraints can also be viewed as (at least partly) liberating in terms of conceptual and methodological liberties of the course designers.

The major institutional constraint is the lack of institutionalised writing support for students at Vienna University, i.e. like most Austrian universities it does not have a writing centre and the course we present functions as a prototype which then might be transformed into an institutional framework. Because of this general lack, the development of the course is financed as a research project in the "translational research programme" of the Austrian Science Foundation. The project is based on previous research on Austrian students' writing competence (cf. Gruber et al. 2006) and a writing course will be developed for two disciplines – social and economic history and linguistics. Furthermore, the course is aimed specifically at students in the second half of their studies (i.e. "advanced students" who will start working at their master's thesis soon) who have to write seminar papers ("term papers") in German as a major course requirement. In order to accommodate the varying amounts of writing experience that students' bring with them, the course has a modular design: a general, introductory module complements two discipline-specific modules (one for each discipline). After completing an online questionnaire measuring students' writing competence, students will either work through recommended sections of the introductory module or proceed directly to the discipline-specific course. Due to budgetary constraints, the basic module is realised as a website that students can use without instruction and the discipline-specific courses are developed in a blended learning environment. Our talk will include selected examples of each of the different course materials and discuss the limits which some of the institutional constraints pose for course development. On the other hand, we will argue that some of the constraints also liberate course designers insofar as they are not faced with any institutional guidelines as to which theoretical and methodological approaches have to be followed.

Developing and Researching a Training Scheme for Peer Tutors at the London Metropolitan University Writing Centre

Peter O'Neill (London Metropolitan University, England)
Katherine Harrington (London Metropolitan University, England)

In this session, staff from the London Metropolitan University Writing Centre will report on the training programme for their "Writing Mentors" (undergraduate peer tutors) scheme which is now in its second year of operation.　London Met is an institution with over 35,000 students from very diverse cultural and ethnic backgrounds, and it faces many issues surrounding widening participation and retention.　This is reflected in the fact that 71% of students visiting the Writing Centre report that English is not their first language.　London Met Writing Mentors have extremely challenging jobs and it is therefore essential that they are well prepared.

In North American Writing Centres, peer tutoring training programmes often consist of whole semester training courses taken by peer tutors for academic credit as part of their degree.　We do not have this luxury.　Therefore, we have created a short and intensive training programme based on and informed by our research into the effectiveness of our scheme and in particular into what lies at the heart of Writing Centre tutorials.　The training focuses on issues such as student-student rapport; managing expectations; ameliorating the student's relationship to her or his writing; working together and collaboration; and challenges and satisfactions of Writing Centre work.　We feel that we now have a concise and effective training model for a scheme based on principles of collaboration and non-directive enabling.　We hope that this model will be of interest to others and look forward to a dialogue around Writing Centre training which will further inform our approach.

We will examine extensive feedback from our Writing Mentors on their training and how it relates to the reality of the teaching situation.　This takes the form of Writing Mentors' reflections on a "wiki" and also video discussions.　We will bring one of our undergraduate Writing Mentors to Freiburg to participate in this session.

Assessing the Quality of an Online Writing Centre

Bart Deygers (Universiteit Gent, Belgium)

Calliope, a multilingual online writing centre in the field of business communication was developed at the University of Antwerp in 2001. Fuelled by seven years of first-hand experience with the idiosyncrasies of digital educational environments, the Calliope team is now involved in an EU-funded project which aims at developing a generic method for quality assessment of digital educational materials (QuADEM) in the area of professional and academic writing skills.

Combining the expertise of an international team, the QuADEM project aims at tackling the problems that come into play when designing an online writing centre. Indeed, the pedagogical quality of online learning materials entails a myriad of variables, ranging from written content through integrated multimedia and online assessment tools to cross-cultural interpretability. The final goal of the QuADEM project is to create a dynamic review process that can be used to assess and improve the quality of an online writing centre.

For our paper we would like to present the results of our research into designing a method which assesses the quality of an online writing centre's quality, both on the level of usability as on a content-related level. We will show how we have developed and tested draft methods on these two levels. Audiovisual footage will be shown to support the presentation.

Round table
From Skills to Socialisation: Collaboration across the Disciplines

Jonathan Spiers (Queen Mary University of London, England)
Phil Vellender (Queen Mary University of London, England)
Nick Endacott (Queen Mary University of London, England)
Saima Sherazi (Queen Mary University of London, England)

The Language and Learning Unit (LLU) at Queen Mary, University of London (QMUL) has its origins in an EFL organisation, which was contracted to the university to teach English to those students that were then called 'foreign,' but are now referred to as 'international'. Following a period of rationalisation at QMUL, the LLU broke its ties with the EFL organisation and became fully integrated into the wider university body. The institutional development of this once tiny group into the now 40 strong team of English language practitioners and managers, is the subject of this round table discussion. Specifically, we shall focus on how embedding the LLU into the university strategic planning and working in both discipline specific and cross disciplinary university wide fields has led to a wider rethink on how writing, (and by implication writing centres), has a key role to play in developing the learning process.

Lisa Ede (in Irene Clark, 1998) highlights the importance of viewing writing as collaborative and contextualised, and emphasises the need to train students to become members of the academic discourse community. This has very much been the philosophy behind two collaborative approaches that the LLU has become involved in; working with both (undergraduate) Business Management students, and (postgraduate) Law students.

With regard to Business Management, the LLU has designed a credit bearing module delivered to first semester, first year students who are both English first and non-first language speakers. The course aims to familiarize students with features and genres of discrete academic discourse communities. The challenge here is to offer relevant material for both English speaking groups (as identified), whilst socialising students into writing in the subject discourse. The LLU also delivers a Legal Thinking and Writing strand of the QMUL LLM (Masters in Law), again to both English first language speakers and also (English) second or additional language speakers. This course, delivered over three terms, aims to initiate and develop the students capacity to participate in their academic and professional discourse community.

The members of the round table are teaching fellows working on these programmes. Using their experiences, the discussion will explore the implications of adopting a strategic, institution-wide approach to the development of students' writing expertise, as well as forefront the teaching requirements of specific disciplinary collaborations. The debate will specifically touch on issues including:
- Inclusivity,
- Curriculum design,
- Course delivery,
- Staff appropriacy,
- Assessment.

Analysing Essay Titles in Preparation for Academic Writing

Wendy Kasap (Sabanci University, Turkey)

My workshop focuses on teaching students to analyse text. We shall begin by looking at a title typically used at my university, and asking you to analyse the text. However, this approach may be utilised by any discipline and helps the students to understand the question by understanding what the topic, the subject, and the most important word is. Then we brainstorm on each of these facets individually to determine what we know and already have information on. Finally, we collate the gathered material to write comprehensively, not forgetting to determine the type of linking words required by the essay genre. I developed this method through trial and error, but I have found it keeps the students focused on the question and leads to improved essay writing

Master Your Thesis - Schreibberatung mit integrierter Lernberatung für ausländische Studierende an der Technischen Universität Berlin

Ella Grieshammer (Technische Universität Berlin, Germany)
Judith Theuerkauf (Technische Universität Berlin, Germany)

Ausländische Masterstudierende in Deutschland erleben trotz der Fachkenntnisse, die sie in ihrem Heimatland erworben haben, oft große Schwierigkeiten im Studium und insbesondere beim wissenschaftlichen Schreiben. Denn das fremdsprachliche Schreiben weist zusätzlich zu den bekannten Komponenten des muttersprachlichen Schreibprozesses weitere Subprozesse und somit weitere Störungsmöglichkeiten auf. (vgl. z.B. Krings 1989) Wissenschaftliches Schreiben in der Fremdsprache ist auch deshalb so anspruchsvoll, weil ausländische Studierende ein anderes, kulturell geprägtes Verständnis von Wissenschaftlichkeit und wissenschaftlichen Textsorten haben können. (vgl. z.B. Eßer 1997) Zum anderen wirkt die Unsicherheit, ob die fremdsprachliche Kompetenz überhaupt ausreicht, um akademische Standards zu erfüllen, oft besonders hemmend. (vgl. z.B. Büker 1998) In einigen Fällen fehlen den Studierenden tatsächlich noch sprachliche Kompetenzen, um die Anforderungen des Studiums in Deutschland bewältigen zu können.

Das Projekt *Master Your Thesis* an der TU Berlin setzt durch individuelle Schreibberatung mit integrierter Sprachlernberatung bei genau diesen Problemen, die häufig zu Studienverzögerungen und Studienabbruch führen, an. Peer-Tutorinnen mit einem fundierten Wissen über Schreibprozesse und Spracherwerb unterstützen ausländische Studierende gezielt in ihrem Studium, ihrem Sprachenlernen und ihrer Schreibkompetenzentwicklung. Zudem werden die besonderen Bedürfnisse ausländischer Studierender ermittelt, um die Situation der Zielgruppe an deutschen Hochschulen langfristig zu verbessern.

Dieser Beitrag präsentiert das Projekt sowie Ergebnisse und Erfahrungen aus den ersten sechs Monaten Projektlaufzeit und stellt diese zur Diskussion. An einzelnen Beratungsfällen wird exemplarisch gezeigt, mit welchen besonderen Schwierigkeiten ausländische Studenten an deutschen Universitäten konfrontiert werden und wie schreibdidaktische Einrichtungen die fremdsprachliche Schreibkompetenz dieser speziellen Zielgruppe langfristig optimieren können. Damit hebt der Beitrag auch die Bedeutung von Schreibzentren und ähnlichen Institutionen für die Internationalisierung an den Hochschulen hervor.

An OWL for Babel – Setting up a multilingual Online Writing Lab

Sandra Ballweg (Technische Universität Darmstadt, Germany)

Writing in foreign languages becomes increasingly important at German universities as the number of participants in student exchange programmes and international work placements rises steadily. For L2 learners, writing in the target language does not just mean to find the right words in another language but also to arrange the writing process in a different way, to consider culturally specific features of different types of texts, and to adapt their own expectations of their writing process and final output to their actual level of language proficiency.

In this talk I outline the concept of a multilingual Online Writing Lab as it is being implemented at the Technical University of Darmstadt. By presenting aspects of our work in the OWL and by discussing different concepts for teaching writing in a foreign language, I would like to reflect on several questions on L2 writing in an OWL. Is there a possibility to teach L2 writing strategies? What kind of L1 and L2 feedback and support do learners need? How can we provide information on cultural rhetorics in an OWL? Which pieces of information do students need? How can we explain differences without generalising?

Workshop
Publishing in *The Writing Center Journal*

Lauren Fitzgerald (Yeshiva University, USA)

As an incoming co-editor of *WCJ*, I am especially interested in supporting authors from outside the US and representing the increasingly international nature of writing center work. Towards these ends, I would lead a workshop for EWCA members that would demystify the *WCJ* submission process, describe the kinds of articles the journal tends to publish, and provide a forum for generating and getting feedback on potential article ideas from fellow participants.

Outline:

1) What is *WCJ* and why would you want to publish in it?
   • The journal's mission
   • Sample issues
   • Online information

2) Steps of the submission process:
   • How to submit a manuscript; required format
   • What happens once it is submitted
   • The blind review process: who reviewers are, what it means if we decide to send (or not send) your manuscript to them
   • What reviewers' comments mean and sample readers' reports
   • Publication timeline
   • Acceptance rates

3) What accepted articles tend to look like:
   • 10 best practices (handout), including establishing an exigence and clear statement of purpose, engagement with current and relevant scholarship of the field, using a relevant methodology
   • Particularly good examples
   • 10 mistakes to avoid (handout), including no or little involvement in the current scholarly conversation or overdependence on the chestnuts of writing center scholarship (e.g., North's "The Idea of a Writing Center,"), description over argument.

4) Alternatives to the *WCJ* scholarly article:
   • A new course design/institutional document section in *WCJ*
   • Other publication venues: *Writing Lab Newsletter, Praxis, The Dangling Modifier*

5) What ideas do you have?
   • Write 1) about a writing center issue that seems compelling to you, 2) about one or two books or articles in the field that have influenced you in some way, 3) about what you would want to read in *WCJ* or elsewhere about your compelling issue.
   • In groups, share ideas and offer feedback and suggestions.

Round table
Institutional Development of Individualised Support for Staff

Mary Deane (Coventry University, England)
Lisa Ganbocsik-Williams (Coventry University, England)
Peter O'Neill (London Metropolitan University, England)
Julian Brasington (Liverpool Hope University, England)
Katherine Harrington (London Metropolitan University, England)
Dipti Baghat (London Metropolitan University, England)

The objective of this Round Table is to generate debate about the role and limitations of Writing Centres in their work with staff. This covers both academics' writing projects and curricula development. This goal is achieved by analysing the staff WiD work currently being undertaken at Coventry University's Centre for Academic Writing (CAW) and Write Now Centres for Excellence in Teaching and Learning (CETLs) at London Metropolitan University and Liverpool Hope University. Building on Academic Literacies theorising (Lea and Street 1998, Wingate 2006), the presenters argue that the goal of enhancing *all* students' writing necessitates staff development initiatives. The presenters' evaluations of current practice focus on two key issues. First, strategies for promoting staff writing and publication are explored. Secondly, techniques for integrating explicit writing tuition within the disciplines are examined. The common theme is effective and sustainable collaboration between writing specialists and subject specialists within diverse tertiary education environments.

Presenters from Coventry University's Centre for Academic Writing (CAW) discuss the challenges and opportunities for working with staff on their own writing for publication. Presenters from London Metropolitan University consider how subject staff can work with writing specialists to enhance student writing. They offer a case study of good practice in the context of writing in Design. The presenter from Liverpool Hope University interrogates the Writing Centre model for individualised staff writing support. This Round Table debate will particularly appeal to policy makers in the area of tertiary literacy, staff development specialists, curricula designers, and pedagogical researchers. The recommendations include a call for further attention to the writing of academics as well as students at Higher Education Institutions.

Workshop
Teaching and Learning at the Writing Center's Crossroads: A Few Lessons from Jazz Improvisation

Michele Eodice (University of Oklahoma, USA)
Elizabeth Boquet (Fairfield University, USA)

Increasingly, improvisational skills are being recognized as useful strategies for teaching others to work together in group settings. In corporate settings, businesses have been employing the expertise of managerial improvisational consultants for over a decade.

The two co-leaders of this workshop have found exercises in improvisation to be useful in preparing writing center tutors to work with writers and also in teaching tutors how to work most effectively as a writing center team. In this interactive workshop, the leaders will explore, with conference participants, a framework proposed by Frank Barrett in "Creativity and Improvisation in Jazz and Organizations: Implications for Learning." In this article, Barrett examines 7 key principles of jazz improvisation that he deems transferable to organizational settings. Barrett's work is especially useful in helping writing center staff members to understand how to support creative work through a structured, interactive environment and with the assistance of dedicated peers and professionals. In this way, jazz settings are very much like writing center settings.

The co-leaders will begin the workshop by introducing workshop participants to Barrett's seven principles. Next, participants will be divided into small groups and each group will explore in detail one principle's relationship to writing center work. The small groups will then report back to the whole workshop group, and we will discuss the intersections of the seven principles and consider their applications to writing center work.

Tutoring across Borders: A German Teacher at the Writing Center of an American College in Greece

Katharina Weiss (The American College of Greece, Greece)

Writing centers are, to a great extent, staffed by instructors who are members of the English Department and tutees expect to find experts in English. What then happens if the tutor is not part of the English faculty and if not only disciplinary but also cultural borders are crossed and the tutor comes from a different national background? How do students benefit from a non-native tutor who may not be familiar with their culturally formed perceptions? This presentation is based on my experience as a professor for German language and literature who has been tutoring for the last two years at the Writing Centers of the American College of Greece. There I have come to realize that my position as an 'outsider' proves to be my strength. Indeed, the special place writing centers hold within institutions of higher learning has been described as a "contact zone where different cultures, languages, literacies, and discourses" meet (Severino 2). Similarly, Sunstein locates the true value of writing centers in their "liminality" and "in-betweenness" in regard to matters like text production, pedagogy, and cultures. In this presentation I will evaluate the advantages of working as a tutor who comes from a non-English language, culture and disciplinary background, and I will report on the reactions from students, colleagues and the administration. Herewith, I encourage and promote the opening of borders within writing centers.

Writing Center Tutor Training: What is Transferable across Academic Cultures?

Tracy Santa (Colorado College, USA)

Dominant models of tutor training drawn from U.S. writing center practice privilege and advocate in favor of generalist tutoring practice. But how applicable are these models in European and other education systems where disciplinary practice and competence are expectations at a much earlier stage of post-secondary study than is customary in U.S. colleges and universities? Drawing on David Foster's comparative analysis of U.S. and German post secondary education (2002; 2006) and on discussion in the work of Zemliansky (2005), Clark (1999), Walker (1998), Hubbuch (1988), and Kiedaisch & Dinitz (1993) in regard to generalist vs. discipline specific tutoring, I will endeavour to present grounds for a discussion of developing tutor training practices in global academic cultures and a consideration of practices which are applicable in tutor training beyond the borders of U.S. writing center practice. I'm especially interested in engaging the experience of educators whose practice has been employed across and between cultures and their porous boundaries: European practitioners who have worked in U.S institutions, Americans who have engaged in writing center work globally, citizens of the world interested in bringing best and locally appropriate practice to their own circumstances.

Teaching Writing to Pre-Law Students in an Independent Writing Program

Jean Thaiss (University of California, USA)

This talk will describe the course in legal writing that is part of the University Writing Program (UWP) of the University of California at Davis. Legal Writing, taught in multiple sections, is one of fifteen courses that the UWP (formerly known as the Campus Writing Center) teaches to support disciplines at UC Davis. Teachers of Legal Writing create individual course plans, but emphasize common objectives among them:

- To give students practice in the thinking and problem solving used in the legal profession
- To give students practice in writing legal arguments based on case law and statutes
- To teach students to read examples of legal writing, to extract relevant issues, and to apply those issues to new situations.

I will illustrate how I have adapted my experience as an attorney, as well as my experience helping law school graduates prepare for state bar-administered qualifying exams, to introduce legal concepts, methods, and genres to pre-law students from diverse degree programs. Students in my sections analyze case law and statutes toward creating original arguments on legal issues of personal or professional interest to them; they receive commentary on drafts from me and fellow students, and submit revised versions. The primary skills on which I evaluate my students include asking questions appropriate to the issue, finding appropriate legal precedents, and writing with passion, logic, and clarity. I teach these sections in a computer lab, where students benefit from learning tools of legal research and from comparing their works in progress.

Workshop
The International WAC/WID Mapping Project: Objectives and Current Results

Chris Thaiss (University of California, USA)

Writing instruction in the disciplines is widespread around the globe, but no comprehensive overview of the diverse ways this instruction is delivered and administered at different institutions within and across national contexts is readily available.

The International WAC/WID Mapping Project (http://mappingproject.ucdavis.edu), begun in 2006, is building a database of scholars and programmatic initiatives worldwide focused on student writing in disciplines in higher education. This research seeks to find commonalities and differences in objectives and practices, as these are influenced by traditions, policies, and local structures. What terms, teaching practices, and organizational structures can we find mutually helpful while also honoring differences in languages, traditions, and policies? This research is sponsored in part by the International Network of Writing-across-the-Curriculum Programs (INWAC) at wac.colostate.edu. Before the presentation at EWCA, presentation of earlier results will have been given in 2008 at the Writing Research across Borders Conference, the College Composition and Communication Conference, and the International WAC Conference, all in the US.

At the EWCA Conference, the Mapping Project will report on the two main components of its work: (1) a preliminary survey of institutions of higher education in Europe, Asia, Australia/Oceania, Africa, and Central and South America, this survey conducted with the help of such cross-national groups as the European Association of Teachers of Academic Writing (EATAW) and the European Writing Centers Association (EWCA), as well as many individual scholars and teachers; (2) a statistical survey of some 2600 colleges and universities in the United States and Canada that is the first effort of its scope in twenty years, since the study conducted by McLeod and Shirley;.

The presentation will report statistical results of the U.S./Canada study (more than 1300 respondents) on such concerns as number and longevity of existing writing-in-disciplines (WID) programs, components of these programs, sources of funding, importance of new technologies, administrative structure, and links to writing centers and other university services. These data show, for example, that organized initiatives in the US and Canada have significantly increased since 1987.

From the preliminary study of initiatives worldwide, data from more than 200 institutions in 47 countries (as of 4/08) will cover such topics as scope of writing in disciplines in given institutions, writing support services such as academic writing centers, staff/faculty development initiatives, and dedicated writing courses/modules. Because a goal of the international research project is to build a network of scholars and institutions, the presentation at EWCA will also describe the recent merger of the WAC Clearinghouse and the International Network of WAC Programs and its value in building (1) a database of program models from many places across different countries and (2) a network of writing researchers. It will also describe such recent developments as the translation of the survey into German, Russian, and Spanish, in order to make it accessible to more scholars and teachers.

Part of the session will be in a workshop format that will enable discussion by participants of the survey questions, methodology, and near- and long-term objectives. Thus, the session should contribute data to the project and contribute to our mutual understanding of the challenges we face in our work as teachers and administrators.

Session chair: Lisa Ganobcsik-Williams (Coventry University, England)

Keynote presentation
Unpacking 'Professional Writing' - Writing in the Academy to Facilitate Writing for Professional Contexts

Magnus Gustafsson (Chalmers University of Technology, Sweden)

This keynote comes from a perspective of writing facilitation at a university of technology. Our work is done primarily through integrated writing programmes in the respective engineering disciplines, but there are also electives and tutoring interventions. In the talk, I would like to discuss the balancing act of designing interventions and facilitation for writing programme or writing centre delivery with a specific focus on progression towards 'professional writing'. Not surprisingly, some initial remarks are called for to provide some background to our centre and the activities we run. Another set of introductory remarks are needed to offer a few paths into the talk and some of my starting points.

The first segment of the talk, however, sketches three integrated course contexts from the dual perspectives of writing as a mode of learning and writing for the professions. For these three courses, it is appropriate to look at them first from the perspective of progression from academic writing towards professional writing. Since these courses integrate content and language, the second perspective will be to explore the relative emphases in the courses and assignments on writing-to-learn and learning-to-write. Predictably, a crucial parameter for these courses is to negotiate the problem of transfer since part of the learning objective involves learning for the professions.

The second segment of the talk focuses more on the change of circumstances and emphases for more professionally situated writing facilitation. It first outlines such interventions from the point of view of promoting professional writing by also discussing the activity systems involved. For one, an activity systems approach can help explain strategic differences in how similar text functions are used in related genres. This is obviously an important outcome for facilitators and writers alike. Secondly, awareness of activity systems can also suggest the motivational factors for the writers involved. Ideally, such knowledge affects facilitation. The second segment also aims to outline how these varied writing circumstances can be facilitated through writing courses or writing centre tutoring with their respective affordances.

In the third and closing segment, I try to synthesise this picture of progression from academic to professional writing. I suggest we need to discuss how it might affect or be affected by our lenses on learning. In fact, we may need to articulate a (the?) credo with which we respond to writing in any given context. What does it mean for a writing facilitator in a course context to adapt to either an academic or a professional culture? Correspondingly, what does it mean for tutors in a writing centre setting to similarly adapt to the writing cultures they encounter? To the extent that we should adapt, what do we need to do that smoothly and effectively?

Theory vs. Practice: An Empirical Study of Pedagogical Assumptions in Writing Centers

Philip Sloan (Wilfrid Laurier University, Canada)

The proposed session reports on a large-scale empirical study of the epistemological assumptions underlying the work of university writing centers. Writing centers stand resolutely as a central embodiment of the writing-as-process movement, dedicated – unflinchingly – to the idea that writing is neither fixed nor final, but rather an ongoing construction of knowledge (North, 1984; North, 1994; Barnett, 1997; Gillespie & Lerner, 2004). However, to what degree are actual pedagogical practices consistent with this instructional philosophy? Are there teaching situations that push the boundaries of collaborative, process-driven theories of writing, challenging instructors to break, at least temporarily, with their philosophical ideals?

Drawing on the reflections of 30 tutors and directors from writing centers in Canada and the United States, direct observations of tutorial sessions, and an online survey of writing center professionals, I examine the shared epistemological assumptions underlying common pedagogical approaches in writing centers. I also explore the challenges faced by tutors, who must deal with contradictions between what is theoretically best for a student writer and what that writer actually wants or needs. Results indicate that tutors often deviate from the non-directive, process-based paradigm.

It is suggested that writing centers take these findings into account as they seek to develop and evolve in new institutional settings. I will provide recommendations for tutor training and suggest how my findings may contribute to the theoretical and practical construction of writing centers in Europe.

Making the Writing Center Central

Heather K. Browne (The American University in Cairo, Egypt)

In the last two years the Writing Center at the American University in Cairo has become an increasingly important university resource. Long ago are the days when it served merely as a grammar clinic for the woefully weak writer. Two years ago the Writing Center's services were limited to walk-in tutorials in the center. Today the center provides assistance to undergraduate and graduate students as well as faculty members. There are tutorials by appointment in the center, an online writing lab and online writing resources, writing workshops, an in-library research and writing lab for graduate students, class visits and dedicated writing specialists for faculty and a writers' circle for creative writers.

The objective of this paper is to share the knowledge and experience our staff has gained during the expansion of our Writing Center in the hopes that it will help other Writing Centers. It is hoped that the audience will share some of their own experiences and advice after the presentation, making this a mutually beneficial session.

A survey of students and faculty will be conducted during the Spring semester 2008. The results will be compared to a similar survey conducted by the researcher in the Spring semester 2005. Interviews with a small sample of Writing Center staff and clients will also be conducted to get a better understanding of how the Writing Center is being used.

With all of this expansion, it is expected that students and faculty would be more aware of the Writing Center than in years past. It is also expected that their attitudes would have become more positive towards the valuable contribution of Writing Center.

Establishing a Culture of Writing: Writing Center and Writing across the Curriculum Interdependence

Laura Bokus (Caldwell Community College and Technical Institute, USA)

At Caldwell Community College and Technical Institute (CCC&TI), the writing center and Writing across the Curriculum (WAC) initiatives began together and operate as such. In 2005, after much research and campus-wide focus groups, writing skills were deemed the college's focus for better training students to join the workforce. It became clear that to truly create a culture of writing at CCC&TI both WAC and the writing center needed to be established to best incorporate faculty and students, creating multiple support systems. Implementing a professional development program to train instructors on WAC and writing pedagogy was the first step. In the past year, I have completed the puzzle by starting two writing centers. My discussion will explain how CCC&TI successfully launched the WAC program by supporting students and educating faculty through a yearlong professional development cohort. Ultimately, I will show how this model for development has lead to two successful programs and a college committed to writing.

Symbiosis or Synergy? Integrating the Writing Center into Discipline-Specific Programs

Cecilia Hawkins (Texas A&M University, USA)

In a chapter in Barnett and Blumner's *Writing Center Theory and Practice* (2008) titled "Writing Centers and Writing Across the Curriculum: A Symbiotic Relationship?" Wallace, Harris, Pemberton and other writing center theorists and practitioners explore the relationship between writing centers and WAC programs. The "symbiosis" (the "living together of two dissimilar organisms") of the title focuses attention on the sometimes competing, sometimes even contentious missions of writing center work and WAC programs. The objective of this EWCA conference proposal is to use these discussions as a frame to demonstrate how the writing center at Texas A&M University at Qatar has integrated its services into an engineering program, created a valuable synergy with liberal arts faculty, and provided both the traditional generic and more specialized tutoring for students as well as discipline-specific faculty development and support. Using the "Just-in-time" (JIT) philosophy of "producing the right part in the right place at the right time," the Technical Communications Center at TAMUQ has positioned itself as a valued resource and an essential component of discipline-specific instruction. At the same time, the TCC has been able to maintain its core philosophy of working with the writer, not simply the writing.   Samples and examples of resources and strategies will be provided to session attendees

Promoting Research Paper Writing through Computer Environments

Olha Ivashchyshyn (Ivan Franko National University of Lviv, Ukraine)
Volodymyr Dovbenko (Lviv Polytechnic National University, Ukraine)
Oleksandra Ostrovska (Ivan Franko National University of Lviv, Ukraine)

The paper focuses on the analysis of the basic features of Research Paper Writing (RPW) and offers suggestions for using TALL (Teaching and Learning Languages) environments (Dovbenko, V., Ivashchyshyn, O., 2005) in order to teach it effectively in English classroom situations to Ph.D. students.

The investigations in the area of RPW (Greenberg, K., 1988, Hacker, D., 2000, Yakhontova, T., 2002) and the use of technology for the purpose of its instruction (Gonzalez-Lloret, 2003, Harris, 2001) have pointed to the fact that RPW encourages the teacher to try out a variety of tools and suitably worked out computer programs providing well-organized computer-assisted tasks make it possible to cater more fully to learners' individual needs.

The discussion on the main strategies of writing dissertations, articles, summaries and conference proposals, and in what way TALL environments are applied for the purpose of making the process of writing research papers manageable and successful is at the stake of the paper. The analysis of such phases as establishing a research territory and occupying the niche, evaluating sources, deciding on a logical organization for transferring ideas effectively is conducted. The results of the research on the ways of achieving coherence to make the connections among the ideas clear are presented.

Teachers' observations in the course of progress assessment and the results of testing procedure of teaching RPW through TALL have confirmed successful results of learners' knowledge acquisition, which encourages the conclusion that the applied methodology is a good resource in the process of RPW promotion.

Meeting Diversity through the Disciplines: a Devolved Model of Academic Skills Development

Amanda Tinker (University of Huddersfield, England)
Gillian Byrne (University of Huddersfield, England)

Since 1992, the UK government's widening participation agenda has sought to increase access to Higher Education beyond the select few. Faced with a more diverse student population, universities have had to consider how to meet this challenge. The predominant response was (and still is) to provide a generic, centralised study skills unit, often located within the university library. However, one of the criticisms of this separate, broad-based provision is its divorce from the subject curriculum, engendering perceptions of deficiency rather than academic development (Ivanič and Lea, 2006).

The University of Huddersfield's response was to develop a devolved provision, which locates academic skills development within subject disciplines, with at least one Academic Skills Tutor in each School. Although devolved, the model still maintains the distinct benefit of cross disciplinary team collaboration and sharing of good practice amongst the Academic Skills Team.

The presentation details and evaluates this alternative to the centralised academic skills model, considering perceptions of staff and students and how the model has allowed closer links to the curriculum and subject specific writing and academic skills development. Illustrated with examples, we advocate a variety of strategies and teaching methods, embracing both individual tutorials and stand alone academic skills sessions. We aim to meet the needs of today's diverse student population by providing a timely and accessible student centred response.

Situating the Work of Your Writing Center: Finding A Place, Finding a Mission

Laura Greenfield (Mount Holyoke College, USA)

This presentation will provide participants the opportunity to think through two significant questions when instituting a writing center on campus (or when re-assessing/re-articulating the work of an existing center): Where should it be housed, and how should you define its mission? The positioning in relation to existing administrative and curricular structures and the articulated purpose of a writing center have drastic effects on its reception, function, funding, opportunities, and successes. Directors regularly have to maneuver through challenging political terrain; the outcomes of these maneuverings are often largely dependent on the strategic physical and pedagogical positioning of the center at its inception.

I will draw on my experiences at three different institutions to talk about how the institutional positioning and stated missions of the programs have influenced the functioning of the centers. Specifically, I will provide an example based on my current institution in a writing center/program that includes public speaking, defines its mission in terms of developing leadership skills through writing and speaking, and is housed within one of three interdisciplinary (non-departmental) centers on campus: a center for leadership. From lessons learned, I will offer specific recommendations for others to define the goals of their centers strategically within the contexts of their institutions.

Throughout this interactive presentation, I will invite the audience to consider a series of related questions in order to assist in the process of establishing (or re-establishing) a writing center: Where in relation to existing administrative and curricular structures does/will your writing center reside? Will it be owned by the English department, a writing program, the library, an interdisciplinary tutoring center? Will it exist as an independent entity? How much control do you have in these decisions? What are the political and pedagogical implications for your institutional positioning? What should you be prepared for? How do/will you define its mission? What does current writing center theory say about the purpose of a writing center? What arguments stand to be more rigorously explored? What institutional contexts will require you to create a mission that differs from other centers? What are the pedagogical implications of how you define your mission? How will your mission provide opportunity or challenge when recruiting students, communicating with faculty, and seeking funding?

Joined-Up Writing Support: A Central Approach to Link Academic Writing Support for Students and Staff within a Higher Education Institute

Jaqueline Potter (Trinity College Dublin, Ireland)
Laurie Lumsden (Trinity College Dublin, Ireland)
Tamara O'Connor (Trinity College Dublin, Ireland)

This discussion session presents and explores the development, progress and barriers to creating and linking writing support for students and staff within a research-intensive Higher Education institution. The paper presents dual perspectives from staff charged with supporting the academic development of staff and of students. Until recently, these staffs were operating independently, responding to the needs of their respective audiences, in isolation from one another. In 2003, the institution created a central academic enhancement centre charged with providing academic development opportunities for staff and students (CAPSL). As this structure has moved from notional to operational, new ways of working and combining the skills, knowledge and perspectives of student and staff-facing academic developers are beginning to create new opportunities and capabilities to offer more choice and structure in supporting academic writing across the institute.

In this discussion we offer a brief overview of the history, aims and approaches of the central unit, CAPSL, in which the presenters work. We chart the development of the processes and approaches in place for writing support, offering perspectives and examples of practice from both the staff and student-facing presenting team. We will present evaluations on a range of our practices from participants and developers. We explore the significant role of other institutional representatives' perceptions of the utility of writing support as key in moving towards a more creative, interlinked and effective institutional writing support model. We invite participants to consider and debate the effectiveness of our practices and approaches, individually and as a developing suite of inter-linked and synergistic activities, as well as encouraging discussion on the theoretical and philosophical underpinnings of the approaches we present. We will encourage participants to reflect and share their own supports for academic writing and the ways in which these could be enriched within their own contexts and institutes.

This session will be of value to others working in Higher Education with either staff or students who wish to (i) discuss and share ideas from practice in relation to academic writing support; (ii) explore the diversity of purposes and audiences for academic writing support within Higher Education institutes; (iii) interrogate and develop their practice in relation to theory and their own working contexts.

Working within/Learning about Disciplines: Classroom-based Tutors as Community Liaisons

Joan Mullin (The University of Texas at Austin, USA)

WAC-writing centers believe disciplinary instructors must also help students learn to write; we work with them to change their classroom practices. Yet the one-on-one discussions with instructors and students, or collections of assignments are only fragments of what actually happens in classrooms: writing centers often don't really know what and how instructors teach about or why they assign writing. These are context bound, revealed not just by conversation where action is theorized, but by studying the teaching of the discipline as it happens.

We might turn to writing-in-the-disciplines books that help with genres; but these are only useful if faculty themselves believe and practice what these rhetorical articulations profess. We know that is often not the case: diversity reigns not only in disciplines but among instructors within those disciplines. Classroom writing tutors, or directors who work with instructors in their classrooms, close the gap between what we think we know about writing in the disciplines and what is actually expected in those disciplines and in the classrooms in which assignments are given.

Classroom-based writing center work not only serves disciplinary writers and instructors, but also gives back the necessary research about those disciplines that can then inform—and keep current—writing center practice. By being explicit about this research-practice loop, writing centers will not only look less like writing-colonizers, they will behave less like them and become researching-collaborators. This presentation demonstrates how attaching tutors to classes changes writing practices at two sources that often operate at cross purposes: the classroom and the center.

Zwischen beruflicher Qualifizierung und individueller Unterstützung. Eindrücke aus der Schreibberatungsarbeit mit künftigen (Deutsch-)Lehrkräften an der Universität Bamberg

Andrea Bausch (Universität Bamberg, Germany)

Die Deutschdidaktik an der Universität Bamberg bietet unter dem Dach der „Bamberger Schreibschule" den Studierenden verschiedene Möglichkeiten zur Förderung ihrer individuellen Schreibkompetenz an. Zu den Angeboten zählen u.a. regelmäßige Lese- und Schreibreisen sowie Seminare und Workshops zum wissenschaftlichen, journalistischen und kreativen Schreiben. Neu hinzugekommen ist seit dem Wintersemester 2006/07 eine individuelle Schreibberatung für Studierende – angebunden an den Lehrstuhl für Didaktik der deutschen Sprache und Literatur. Schreibberatung und Workshops richten sich in erster Linie an Lehramtsstudierende und damit an künftige Deutschlehrkräfte; sie werden aber inzwischen auch verstärkt von Studierenden anderer Fächer wahrgenommen. (Zu den grundsätzlichen Herausforderungen, die diese Konstruktion mit sich bringt, siehe den Beitrag von Ulf Abraham.)

Mein Kurzvortrag gibt meine Erfahrungen und Beobachtungen als Schreibberaterin wieder, wie die Studierenden unter diesen spezifischen Bedingungen mit dem für sie neuen Angebot der Schreibberatung umgehen:

- Wie ist die grundsätzliche Haltung gegenüber Schreibberatung (speziell auch bei künftigen Deutschlehrkräften)?
- Wer kommt mit welchem Anliegen in die Schreibberatung?
- Wird Schreibberatung als Reparaturbetrieb für wissenschaftliche Arbeiten wahrgenommen oder als Möglichkeit, sich (für den Lehrerberuf) weiterzuqualifizieren?

Die praktische Beratungsarbeit gibt dabei immer wieder neue Anstöße, wie die Beratungs- und Workshopangebote weiter entwickelt werden können.

Perspektivisch gilt unser besonderes Augenmerk dabei den folgenden Aspekten:
- Wie kann das Bewusstsein dafür geweckt werden, dass sich Schreibberatung nicht nur auf wissenschaftliche Arbeiten beschränkt?
- Wie können Studierende dazu motiviert werden, sich auf die künftigen Schreibanforderungen in ihren jeweiligen Berufen vorzubereiten?
- Wie können Schreibberatung und Workshops an positive Schreiberfahrungen der Studierenden anknüpfen?
- Und schließlich: Wie kann gerade bei künftigen Deutschlehrer/innen die Lust am Schreiben geweckt werden, so dass sie diese Schreibfreude später auch in ihrem eigenen Unterricht vermitteln können?

Insbesondere geht es hier auch um die Frage, in welcher Form die Studierenden sich selbst eine Unterstützung ihres Kompetenzerwerbsprozesses wünschen. Erste Anhaltspunkte dazu gibt uns eine Befragung, die wir im Wintersemester 2007/08 unter den Studierenden im Deutschdidaktik-Einführungskurs gemacht haben. Auch daraus werden die wichtigsten Ergebnisse in diesem Beitrag vorgestellt.

"Writing to Learn How to Teach, and Teaching to Learn How to Write". Writing in the Training of FL-Teachers of German

Ulf Abraham (Universität Bamberg, Germany)

The university I work at has always been focussed on the humanities, one of its major aims being the education of teachers. As I am mainly responsible for the education of FL teachers of German, research on writing (e.g. text genres, writing assignments, enhancement by e-learning) is in the first place concerned with writing-in-the-discipline. However, we have begun to offer writing workshops and coaching to all students, thus moving on towards a cross-curricular level of teaching and research (also see Andrea Bausch´s contribution). Our current challenge, which this presentation deals with, is a twofold task:

- We have to *adapt* competencies crucial to the discipline (writing pedagogy for FL German) to the work with non-teacher students and their current academic writing problems as well as oncoming writing tasks specific of their respective future professions (e.g. adult education programmes, writing for print and audio-visual media, PR work for companies or in politics)
- We have to *implement* the writing-intensive courses we are offering into the teacher training curriculum in such a way that all the will-be teachers acquire the competencies necessary for the cross-curricular teaching of writing, at the same time re-defining the writing competencies FL teachers themselves actually need (for written feedback on students´ work, for verbal evaluation of student achievement, and so on).

Unless we succeed in doing both, we will not be able to set up a writing centre under these specific conditions. If we succeed, however, we might be in the position to make a contribution to the development of FL teacher training in Germany, as well as to the oncoming change in the "learning culture" within German universities.

The presentation is to outline the bottom-up approach we have chosen (learning from and in the work of coaching students; also see Andrea Bausch´s contribution) and point out the theoretical implication we have adopted from the *international writing research literature*, as well as from research on *advanced-level writing in FL German*.

Influencing and **Assessing Tutor Perspective through Reflective Thinking**

Patricia E. Ackermann (Kansas State University at Salina, USA)

Reflective talk-aloud protocol analysis presents a viable methodology for examining the dynamic relationships that evolve during **tutorial discourse over student writing**. This speaker will present the results of a doctoral research study conducted in a Midwestern community college, which demonstrates the ways in which think-aloud protocol methodologies can provide peer tutors with valuable insight into their own professional development and tutoring practices.

Responding to the International Writing Center Association's call for proactive research supporting the complex levels of learning that take place during college writing center tutorial discourse, this study poses a viable methodology for collecting credible qualitative data. This research demonstrates the potential of talk-aloud protocol analysis to document the prominent role that relationships play in successful tutorial discourse. The data also supports the application of reflective talk-aloud protocol analysis as a viable tutor training methodology. While tutors receive feedback on their tutoring practices from writing center administrators, they receive very little direct feedback from the students or faculty about their tutoring practices. They seldom see students' graded papers and they may or may not work with individual students on future assignments. By observing themselves in video-taped tutorial sessions and reflectively analyzing their own tutoring process, tutors can gain insight into both verbal and nonverbal strategies which foster productive tutorial discourse. Analysis of both video taped tutorial sessions and audio taped talk-aloud protocol sessions reveals the important role that negotiated relationships play in successful discourse on student writing. Participants will receive copies of an extensive research bibliography.