

Equipo de investigación SINTE-LEST



Seminari d'investigació Interuniversitari
sobre Estratègies d'Ensenyament i Aprenentatge



Equipo de investigación SINTE-LEST

Seminario de investigación interuniversitario sobre Estrategias de Enseñanza y Aprendizaje.
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SINTE

Origen

Composición

2000: 1 doctora 2 becarias
2004: 3 doctores
2011: 9 doctores, 3 becarios

1. Aprender a escribir textos académicos
2. Escribir para aprender
3. Sentido y significado escritura académica. Identidad

Líneas de investigación

Escritura textos académicos

Usos estratégicos de la lengua

- *Estrategias de regulación de la escritura de los estudiantes de doctorado* (Castelló 2008a; 2008b; Castelló, Iñesta, & Monereo, 2009; Castelló, González & Iñesta, 2010; Zanotto, Monereo & Castelló, 2011)
- *La regulación de la escritura de textos científicos (escritores expertos)* (Iñesta, 2009; Iñesta & Castelló, 2012)

- *Tutorías y revisión colaborativa para aprender a escribir el proyecto de Grado* (Castelló, 2008; Castelló, Iñesta, Pardo, Liesa, & Martínez-Fernández, 2011; Castelló, Bañales, Corcelles, Iñesta, y Vega, 2011; Castelló, Pardo y Fuentealba, 2011; Castelló & Iñesta, 2012)
- *Aprender a escribir artículos científicos* (Castelló, Iñesta & Corcelles, submitted)

Propuestas de enseñanza y aprendizaje

Sentido y significado

- *Genres in higher education* (Castelló & Kruse, 2012; Castelló, Mateos, Castells, Iñesta, Cuevas, & Sole, 2012).

Escribir para aprender

- *La escritura colaborativa para aprender en la educación secundaria* (Corcelles, 2010; Corcelles & Castelló, 2012)
- *Relaciones entre la argumentación oral y escrita y la construcción de conocimiento* (Cano, 2010; Cano & Castelló, 2011)
- El uso de la escritura epistémica para generar conocimiento en la Universidad (Vega, 2010; Castelló, Vega y Bañales, 2011)

Propuestas de enseñanza-aprendizaje

Usos estratégicos de la lengua

- *Escriure per aprendre a la Universitat* (Bañales, 2010; Castelló, Bañales & Vega, 2010)
- La regulación de la escritura colaborativa en un contexto de aprendizaje de la filosofía (Fuentealba, Corcelles & Castelló, 2012)

Sentido y significado escritura académica. Identidad

- *Concepciones de los estudiantes sobre la escritura académica (Castelló, 1999; Castelló & Monereo 2000)*
- *Identidad estudiantes doctorado. El rol de la escritura en la trayectoria de los estudiantes de doctorado (Cerrato & Castelló, 2011).*

Sentido y
significado

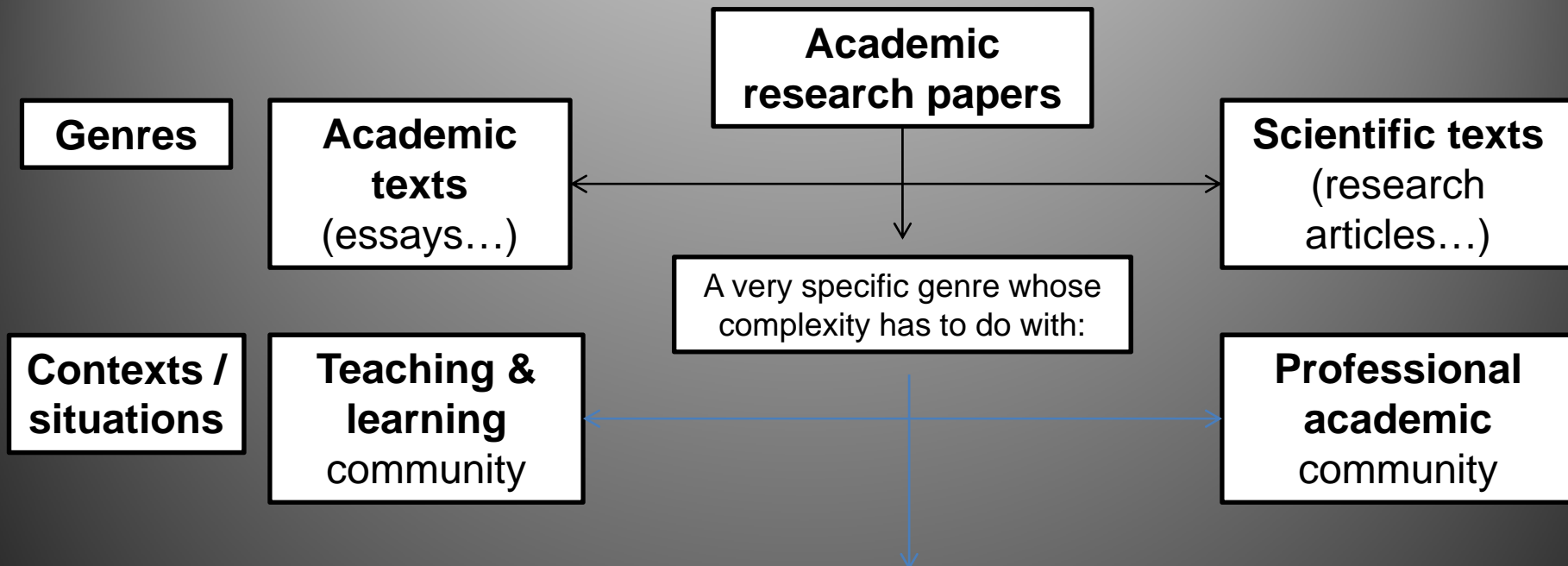
Identidad

- *La identidad profesional del profesor universitario a través del de los diarios profesionales (Monereo & Castelló, 2012)*
- *Voz e identidad en la escritura académica (Nelson & Castelló, 2012)*

1. El estudio en el trabajo de SINTE-LEST

Línea de investigación	Foco de atención	Estudio/s	Etapas educativas	Autor/es
Aprender a escribir textos académicos (<i>learning to write</i>)	Procesos de escritura	Autoregulación de la escritura de artículos de investigación por parte de escritores expertos	Educación superior. Ámbito profesional	Iñesta, A. (2009) Iñesta, A. & Castelló, M. (2012) Beaufort, A. & Iñesta, A. (2012)
		Autoregulación de la escritura de estudiantes universitarios	Doctorado	Castelló, 2008; Castelló, González & Iñesta, 2010
	Intervenciones orientadas a la enseñanza – aprendizaje de la escritura académica	El desarrollo de una voz propia como autor académico. Tutorías y revisión colaborativa	Grado y máster	Castelló, Iñesta, Pardo, Liesa & Martínez-Fernández, 2011; Castelló, Pardo & Fuentealba, 2011; Castelló, Corcelles, Iñesta, Bañales & Vega, 2011; Castelló & Iñesta, 2012a; 2012b
		Construcción de una identidad como científico	Doctorado	Castelló, M; Iñesta, A. & Corcelles, M. (accepted)
Aprender a través de la escritura (<i>writing to learn</i>)	La escritura como herramienta para aprender distintas disciplinas			
Concepciones sobre la escritura e identidad de los escritores	Sentido y significado de la escritura y los géneros académicos en las prácticas educativas			

Genre: Academic Research Papers



Approach	Complexity:
Cognitive & sociocognitive	Orchestration of 3 subprocesses: planning , formulating and revising
Socially situated	Development of a social identity as researchers and writers of the chosen research field and in the corresponding community of practice

Objectives intervention:

1. To help students to be capable of identifying the discourses of their community
2. To apply their knowledge strategically to position themselves within the texts and to establish an intertextual dialogue with other voices and texts of the academic community
3. To understand texts as artifacts-in-activity whose construction involves a very personal (or identity-focused) effort as well as a clear awareness of its social, cultural and historical situatedness
4. To develop their own academic identity

The context

- The studies – Degree in Psychology at the Graduate School of Psychology Blanquerna, Ramon Llull University (Barcelona)
- The academic year: 4th

4th year	1S Intervention	2S Intervention
3rd year	1S	2S
2nd year	1S	2S
1st year	1S	2S

- Master & Ph.D. Course “How to publish”
- The genres: the undergraduate thesis; Master thesis; Article

Procedure

1st phase (1 semester. 4h/w)

Tutors and students work in a community of learners

- The notion of authorship and stance
- The scientific paper structure
- Citations and references to discuss and dialogue with other authors

Methodology:

- Text analysis (good and poor models)
- Dialogue and discussions
- Multivoiced classroom (Dysthe, 2002)

Writing guidelines agreement to revise peers' texts.

Procedure

2nd phase

Sessions of writing tutorial :

- Students work in dyads
- Before the tutorial session the students had read their peer's text
- Tutor helps them to improve revision strategies

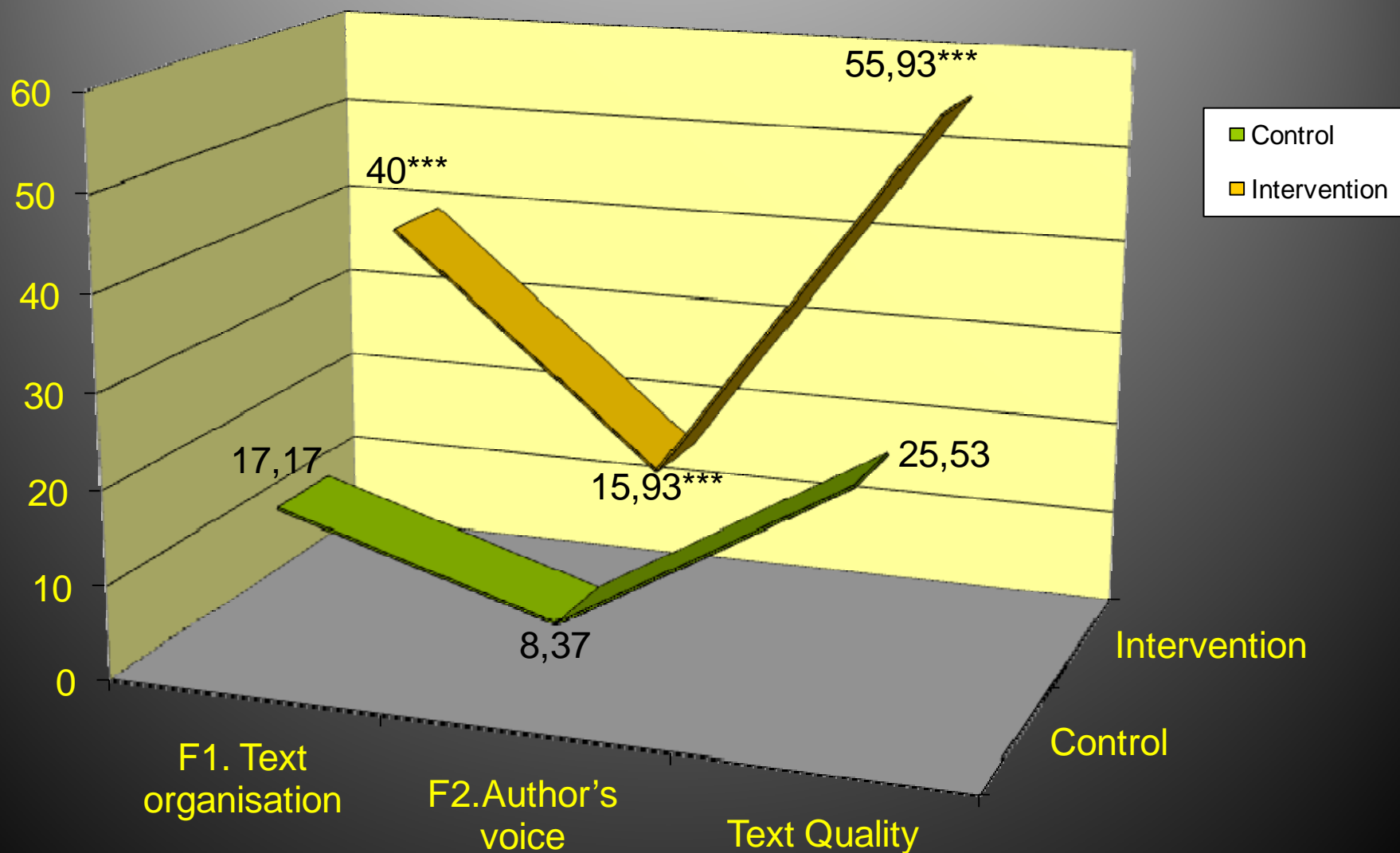
Methodology:

- Peer's revision with tutor guidance

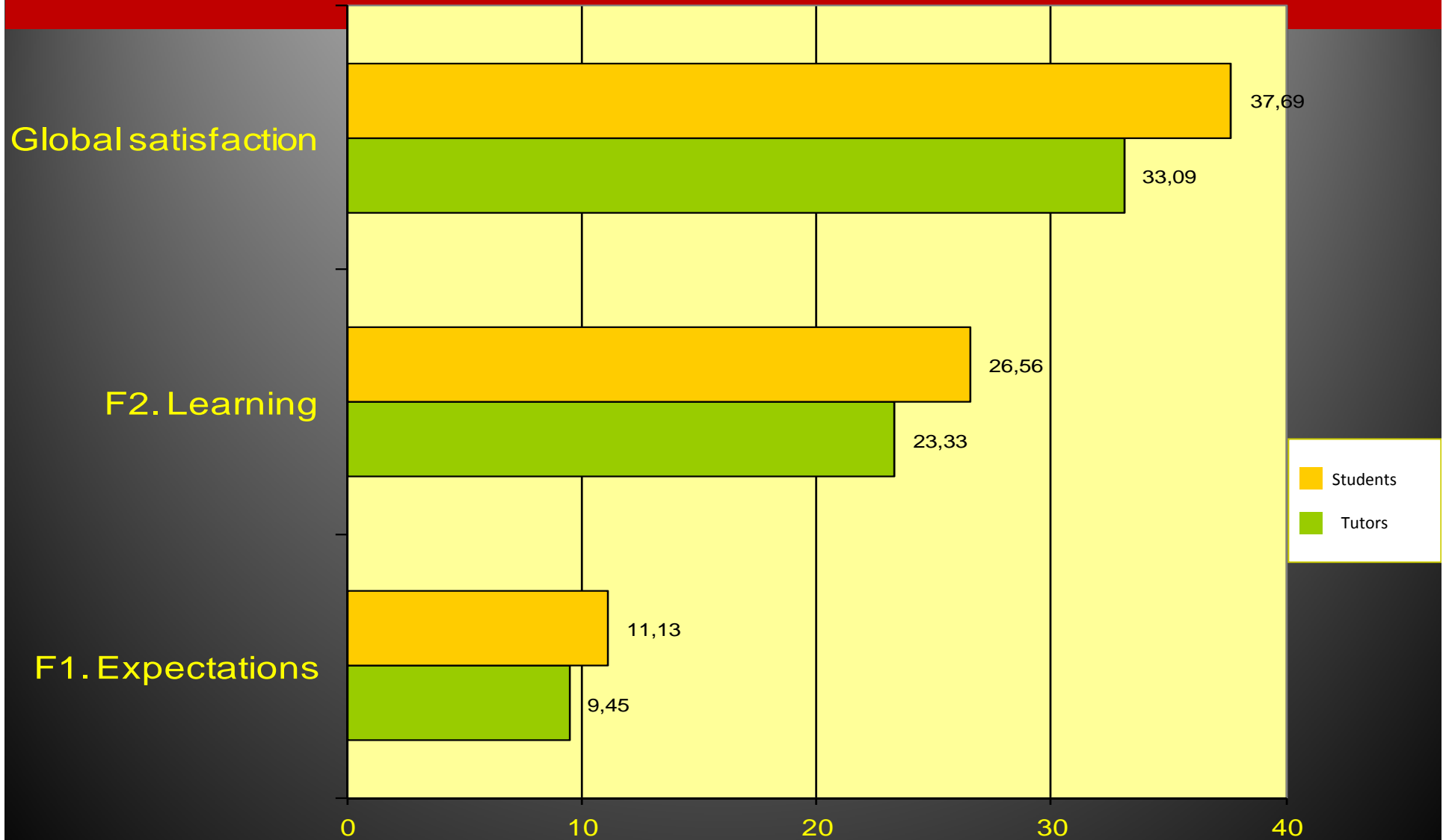
Three months: three successive versions of the text

(tutors fixed deadlines)

Results (II): Text quality



Results (II): Students' satisfaction



2nd year Study

Sample

98 students (8 seminars) and 8 psychology tutors

Data

Students' narratives	Students' practices
<ul style="list-style-type: none">-Writing diaries-Transcribed audio recordings of face-to-face sessions-Transcribed audio recordings of semi-structured interviews at the end of the seminar	<ul style="list-style-type: none">-Drafts of their research article-Reviewer's (peer / tutor) suggestions of changes to be introduced in drafts



Unit of analysis

Episodes of contradiction

Tensions shared by all the students

- Constructing an identity when participating in different communities*
- Difficulties to relate writer's positioning with linguistic resources in texts*
- Texts as artifacts versus text as objects*

Constructing an identity when participating in different communities

Belonging to the learning community or to the academic community?

Conflicts experiencing this dual participation which impact on students' authorial identity:

“it was too difficult to feel the text as being mine” [R, 22:24];

“We are still beginners in writing this type of texts, we are just starting” [A, 12:13]

“The tutor knows how to write research papers; she is implicated in writing papers; our classmates know as you, we are students” ” [S, 33:15]

Constructing an identity when participating in different communities

Solving conflicts between communities.

Steps in the writing sequence	Action	(Potential) Implication/s on the draft
1	Elaboration of Draft 1	It includes an introductory story aimed to frame the research topic from the practitioners' perspective
2	Reception of feedback from peer	No change is introduced in the Introduction
3	Reception of feedback from his tutor	The introductory story is considered unnecessary
4	Elaboration of Draft 2	The introductory story is replaced by a more formal beginning focusing on the definitions of Model
5	Reception of feedback from peer	The beginning of the paper is considered too abrupt and a new introductory paragraph is proposed, which is more in line with the academic discourse community
6	Elaboration of 3 rd and final draft	The introduction includes a much more "catchy" introduction combining both practitioners' and academics' tone.

Difficulties to relate writer's positioning with linguistic resources in texts

Students' difficulties to make their own writer's position evident. They consider positioning to be a fuzzy concept which is not linked to any linguistic or discursive resources except citation

"To make my position, my stance, clear I work on my reading notes; first I add the authors' citation and I mix different ideas of several authors. That's the way I construct my text and my particular stance. It's like a jigsaw"(R_24:28)

Conflict is solved through the dialogue with other authors who link the student-writer –as author- with the scientific community.

I am there as author when my text is not bizarre or doesn't sound weird. I mean it is scientific based, networked with other authors which in turn, are also linked to other ones..." (A_34:18)

Texts as artifacts-in-activity versus texts as objects in students' review

The use of citations and  *94% students' suggestions for revision*  *Authoritative citation*

to look for authors that demonstrate what you are saying

from where comes that idea?

Students' comments on the dialogic function of references are less frequent but when occurring, a discussion between different voices is possible as well as the recognition of how these voices could contribute in a different way to display the writers' intentions and positioning:

"Another author who confirm this theory is Gonzalez Lopez (2006) who, accordingly with Yubero Jiménez (2000) pointed out that tales could be used as a strategy for learning...". [PC 1.3. Intro]

Student reviewer comment: *"I think he is not confirming the theory but introducing new ideas"*

Texts as artifacts-in-activity versus texts as objects in students'

"you should change that"

*"I would put here that...."
"You have to say..."*

The type of suggestions students offer for revising texts
84% direct indications of change

Awareness of the conflict:

"In doing this very detailed revision, I wanted to just offer you what I consider to be suggestions, this is not the absolute truth. We will comment on that during the class session, ok?"

Solving the conflict: indirect comments focused on the relationship between writer's motives and texts characteristics. Justified (48% of tutors' comments)

"This is a text in which the topic is explained but not supported with arguments. Now it is time to work on the text to make it more argumentative , addressing research readership"

Concluding remarks

- Changes in Spanish Universities regarding writing
 - Great challenges /opportunities
- Undergraduate/ Master and Ph.D. theses
 - Involving Faculty

- “Uno es dos: el escritor que escribe (que puede ser malo) y el escritor que corrige (que debe ser bueno). A veces de los dos no se hace uno.
- Y es mejor todavía ser tres, si el tercero es el que tacha sin siquiera corregir.
- ¿Y si además hay un cuarto que lee y al que los tres primeros han de convencer de que sí o de que no, o que debe convencerlos a ellos en igual sentido?
- No es esto lo que quería decir Walt Whitman con su “soy una multitud” pero se parece bastante”.

(Augusto Monterroso, 1987)





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