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Teaching with New Media: Featuring Digital Writing

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Introductions

- Take a minute to introduce:
- Your name and department
- Briefly describe your interest in digital writing
- What questions would you like answered by the session?

Guiding Thoughts

- Web-based social networking tools offer excellent opportunities to conduct the pre-writing, drafting, peer review, and revising steps of the writing process (from Process Writing and the Internet: Blogs and Ning Networks in the Classroom by I.V. Boas in English Teaching Forum 49.2 (2001): 26-33)
- We could take better advantage of multiple literacies and investigate the pathways that help student writers generate, organize, reconceptualize, and revise thoughts and texts. (from Cynthia Dunn's Walking, Talking Moving (2001): 1)
- There once was a time when I knew what it meant to be a compositionist. (from Jason Palmeri's Remixing Composition (2012): 1)

Workshop Learning Outcomes

- (1) Define digital writing and its potential applications to support drafting, peer revision and revision outcomes
- (2) Gain familiarity with some strategies for structuring and evaluating digital writing assignments
- (3) Identify potential instructional technology support for digital writing goals

What Is Digital Writing?

Digital writing is the art and practice of preparing text primarily by computer and often for online environments. High-quality digital writing is often well-designed and interactive (either rhetorically or technically – or both!).

Why Does Digital Writing Matter?

- (1) Digital writing is more than a skill; it's a mode of thinking and expression
- (2) Digital writing can help students develop critical thinking skills
- (3) The potentially public nature of digital writing deepens learning outcomes for writing, in such areas as audience awareness, rhetorical devices, planning and organization, etc. *by the National Writing Project
- (4) Instructors can bridge academic discourse and learning outcomes with social media practices.

Brainstorming & Drafting Outcomes

Generative Questions, from Remixing Composition p. 45

- (1) What keywords come to mind when you think about this writing assignment?
- (2) What images can you find when you use these keywords as search terms?
- (3) Which of these images most resonate with your understanding of this topic? Why?
- (4) What do you imagine as your audience for this project?

See WordPress example
MightyBell and poster functions

Peer Review Outcomes

Students who participated in well-designed peer review **improve in confidence, writing skills, and revising skills** relative to students who wrote exclusively for the instructor (Nystrand & Brandt, 1989; Topping, 1998).

See WordPress example

See TurnItIn example

Google docs

Revision Outcomes

If we were to describe revision in spatial – visual terms, what words would we use?

finding a shape, pattern, design or framework to an argument or text (as opposed to cleaning up or editing a text)

Consider concept mapping tools, like xmind at xmind.net

Beyond Traditional Writing Outcomes

What if we re-imagined the alphabetic writing process to include other forms of composing – visual, musical, spatial, and gestural?

Reflection questions:

- (1) What aspects of your argument were easier to convey with images than words? Which aspects of your argument were harder to convey with words? Why?
- (2) How did you need to revise your academic writing for spoken delivery?

Beyond Traditional Writing Outcomes

Reflection Questions, Continued...

- (3) Why did you arrange and time your spoken words and images the way that you did?
- (4) How did your argument change when you transitioned it from alphabetic paper to *?

Consider the following digital writing tools:

Storyboarding with Storybird

For example, the Daily Create at <http://tdc.ds106.us/>

Best Practices

- (1) Instructors need to model digital writing before assigning such an activity.
- (2) Instructors need to provide clear and specific directions on how to create or participate in digital writing projects.
- (3) While digital writing (i.e. tweets) can be part of high enrollment courses, the work should be structured so it could also be performed in small group settings.

Resources

- Boas, Irene. (2001). Process Writing and the Internet: Blogs and Ning Networks in the Classroom. *English Teaching Forum* 49(1): 26-33.
- DeVoss, Danielle & Troy Hicks. (2010). *Because Digital Writing Matters*. San Francisco: Jossey-Bass.
- Digital Writing 101: Responding to the Changing Nature of Literacy at <http://digitalwriting101.net/>, with Amy Goodloe at Colorado University, Boulder
- Dunn, Cynthia. (2001). *Talking, Sketching, Moving: Multiple Literacies in the Teaching of Writing*. Portsmouth, NH: Boynton & Cook.
- Palmeri, Jason. (2012). *Remixing Composition: A History of Multimodal Writing Pedagogy*. Carbondale, IN: Southern Illinois University Press.