

INTRODUCTION TO SECTION 2

This section continues a focus on pedagogy, but with the angle of investigation emphasising the teacher—identities, practices, normative assumptions and resources for change—as the site of transformation. The chapters cover such themes as the value of teachers learning from one another in collaborative partnerships, questioning and challenging their own assumptions and situating practice within disciplinary contexts of meaning-making.

Throughout, there is a focus on transformative pedagogical practice as intimately linked with transformations in teachers' own understandings of the possibilities for re-thinking prevailing norms and for generating new forms of meaning-making within the disciplinary and professional contexts in which they are working. Transformation is understood by the authors in this section as meaning more than simply “change,” in that it incorporates a new degree of self-awareness and a greater ability to think about one's own beliefs and active role in the complex and difficult processes of engaging with a transformative stance in one's teaching practice. The chapters demonstrate the value for students' learning and sense of agency and potential for their own transformation that can be brought about through teachers negotiating with and allowing transformation in their own personal understandings and professional identities.

The section opens with Cecilia Jacobs's discussion of an institutional, cross-disciplinary initiative in South Africa that sought to challenge dominant framings of academic literacy, as taught in generic, skills-based courses, through the development of collaborative partnerships between Academic Literacies and disciplinary lecturers. These partnerships were shaped by a shift of focus away from students and deficit models of language proficiency to lecturers and their pedagogy, and the chapter shows how possibilities for more transformative understandings and pedagogical practices were enabled through the “doing” of teaching, including joint curriculum and assessment design and co-research. The author draws attention to the ways in which complementary outsider/insider positions can work to bring tacit disciplinary conventions into explicit awareness. The next chapter by Julian Ingle and Nadya Yakovchuk also considers the transformative potential of collaborative teaching and curriculum design, here in the context of sports and exercise medicine and the task of preparing BSc students to write a research project to publishable standard. The authors reflect on their experiences of developing a series of workshops that explicitly foregrounded questions of disciplinary knowledge construction, identity and power as a way of fostering greater insight and the ability to negotiate in a more conscious way some of the conventions and epistemological positionings found in medical research writing. Whilst acknowledging their ex-

periences of limitations of an Academic Literacies approach, they suggest that becoming more aware of disciplinary meaning-making practices and one's emergent identity within this context is itself transformative, for teachers as well as students. Exploration of the transformative potential of collaboration, this time between disciplinary teachers and academic developers, continues in the paper by Moragh Paxton and Vera Frith, who consider the ethical imperative for, and challenges of, embracing a transformative pedagogy in the field of Biological, Earth and Environmental Sciences. Whilst the authors argue that in a South African context normative approaches are to an extent essential to bringing about greater equity amongst all students, they illustrate how working with teachers to help them recognize how actively working with students' prior knowledge and practices can be a resource for fostering change and empowering students to overcome barriers to learning.

The next two chapters look at the relationship between standard written (Anglo-American) English norms and the experiences of students who are using English as an additional language. Maria Leedham contributes to thinking about transformation by challenging a traditional framing of "non-native speaker writing" as deficient compared with that of the "native speaker" (taken as the norm)—an assumption found in many corpus linguistic studies. Instead, she brings a more nuanced perspective to bear and asks what we can learn from disciplinary lecturers about proficient student writing irrespective of the writer's first or second language. Through close textual analysis and interviews with lecturers, she shows that using visuals and lists (preferred by Chinese native speakers) is as acceptable as writing in extended prose (preferred by British-English native speakers) in the disciplines of Economics, Biology and Engineering. She argues that this disciplinary flexibility is often not acknowledged in approaches to writing tuition offered by EAP and academic writing teachers who are predominantly familiar with more essayist and discursive meaning-making conventions from their own, generally humanistic, backgrounds. She suggests that a willingness to question one's own normative views about writing is essential to a transformation of teaching practice towards recognizing the diversity, rather than the deficits, that writers bring with them to the academy.

The next chapter by Laura McCambridge focusses on the context of an international master's degree programme at a Finnish university, where English is used as the institutional *lingua-franca* and students come from widely diverse linguistic, cultural and academic backgrounds. In this context, she argues, tensions around the need for clear and explicit writing guidance and for accommodating diverse writing practices are particularly exposed. She frames this as a "clear practical dilemma" for Academic Literacies of finding a workable "third way" that avoids the pitfalls of both overly implicit and obscure and excessively prescriptive and normative approaches to teaching writing. Drawing on interviews with lecturers and students, the author points to the importance of student agency, teachers' preparedness to

question their own assumptions and room for negotiation and consciousness-raising in order to create more constructive and transformative learning opportunities for both students and teachers.

The last three chapters in this section focus on the meaning-making practices of teachers and the unique resources and perspectives they bring to the teaching relationship. Jackie Tuck's chapter is concerned with an exploration of the meanings of writing and the teaching of writing that disciplinary lecturers bring to and extract from their teaching practice. Drawing on empirical ethnographic data from interviews, assessment materials and audio-recordings of marking sessions from participants working in different universities and disciplines in the United Kingdom, she argues that transformative pedagogic design can only flourish where the lived experiences and perspectives of both teachers and students are taken into account. In her study she found that meaningful engagement, such as the feeling of making a positive difference to student writing, was as important as pragmatic considerations, such as time and available resources, in providing an incentive for teachers to transform their practices beyond often unproductive routines. She also shows the ways in which transformation of students' engagement with academic writing is inseparably bound up with teachers' own transformations. Her findings suggest that what counts as a positive change needs to be negotiated and seen as worthwhile for both students and teachers, and she argues that nurturing the conditions for teacher transformation is as crucial for effecting positive change as is providing incentives for students to engage meaningfully with their writing. Kevin Roozen, Paul Prior, Rebecca Woodard and Sonia Kline consider teachers' developing practices and identities. They argue that in the same way that students' histories and experiences of literacy can enrich learning in the classroom, so can teachers' histories and literate engagements beyond formal educational settings play a key role in transforming pedagogical practice and student learning. The authors present three vignettes of teachers working in school and university contexts in the United States, drawing variously on their experiences of a creative writing group, blogging and fan-fiction writing to enrich their classroom practices. The vignettes illustrate the opportunities for transformative pedagogy that can come from recognizing the rich complexity of teachers' identities and creatively linking them to classroom practice. The final chapter in this section by Jane Creaton investigates the way lecturers' written feedback practices both regulate and can be used to contest and transform norms of knowledge construction and student identity. The chapter looks in particular at the under-theorized area of professional doctorate writing and draws on an analysis of feedback comments to highlight the unique features of the student-supervisor relationship in the context of professional practice. Based on her findings, she suggests that programme-level discussion amongst colleagues can uncover tacit assumptions and normative practices that can be shared with students, and she offers an insightful feedback response to her own text that models both the

goal and the challenges of transforming—and transformative—practice.

The two *Reflections* in this section offer perspectives from North American and French traditions of writing pedagogy and research to illuminate convergences and differences in how researcher-practitioners work with the concept of Academic Literacies in different cultural and institutional contexts. In conversation with Sally Mitchell, David Russell discusses the history of a critical approach within the Writing Across the Curriculum and Writing in the Disciplines movements in North America, suggesting that aspects of these traditions offer a critique of the normative/transformational continuum as conceptualized in Academic Literacies. At the same time he acknowledges the extent to which writing consultants accommodate disciplinary teachers' perspectives on writing conventions and epistemological practices, for both pragmatic and institutional reasons—but he also argues that there is potential for writing teachers' own transformation through interactions with a diversity of other perspectives. Isabelle Delcambre and Christiane Donahue consider areas of overlap and divergence in how transformation is understood and worked with across the different fields of *Littéracies Universitaires* in France, Composition Studies in the United States and Academic Literacies. Whilst University Literacies shares with Academic Literacies a notion of socially negotiated meanings between teachers and students, transformation in the former tradition concentrates on the writing knowledge and practices of students that need to evolve in order for them to participate fruitfully within new disciplinary communities of practice: unlike Academic Literacies, it does not adopt a critical stance towards the disciplinary writing practices themselves. By comparison, the tradition of Composition Studies in the United States is seen to share the critical transformational goal of Academic Literacies, with first-year composition courses providing sites of resistance, negotiation and transformation of practice which value the inherently dynamic and open-ended process of learning—and in this sense are to be distinguished from a more integrative approach to norms and conventions found in disciplinary writing practice and teaching.