

## **Design of a Model of situated writing practices in degrees of School of Education for the creation of an institutional policy: pilot experience of its national and international implementation**

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**Abstract:** The research project seeks to investigate three key areas within the context of educational communities across different countries. First, the study aims to explore the genres employed in diverse educational communities and their relationship to the cultural and identity aspects of those communities. The objective is to analyze the distinctive traits of these genres and comprehend their diversity and significance for each community.

The second focus involves the standardization of criteria for teachers with varied backgrounds. The research aims to understand how teachers can collaboratively establish uniform and equitable criteria for assessing student work. Proposed strategies for achieving this include group discussions, reviewing examples of student work, and creating detailed rubrics.

The third aspect delves into the impact of a model introducing situated genre teaching on students' discursive and disciplinary knowledge. The project methodology aims to develop an institutional model applicable across different faculties of education globally. A representative genre is selected for each course to encourage a maximum number of teachers to incorporate it into their practices consistently. The pilot project, conducted at the Pontifical Catholic University of Valparaíso in Chile, is intended to evolve an academic writing model from the first year to complete three teaching degree courses. The model will subsequently be applied at the Complutense University of Madrid in Spain.

The project comprises four phases: initial diagnosis, intervention design, teaching intervention for modeling the genre, and analysis of student achievement. Through these phases, the researchers plan to develop a model for teaching and learning situated writing practices that respects the unique characteristics of each country and may serve as a global model. The study targets academics, researchers, educators, and policymakers interested in curriculum development, teaching methods, and the implementation of educational models, with a special focus on those interested in academic writing and the teaching of writing. The envisaged dissemination outlets include journals related to education and pedagogy, as well as those specifically focused on academic writing and the teaching of writing, such as the *Journal of Writing Research*, *Writing Communication*, *College Composition*, and *Communication*, *Journal of Teacher Education*, *Teaching and Teacher Education*, *Educational Researcher*, and the *American Educational Research Journal*.

### **1. Institutional Description**

The pilot program of academic literacy through curriculum was designed and implemented at a traditional university Pontifical Catholic University of Valparaíso, belonging to the Consejo de Rectores de las Universidades Chilenas (Council of Rectors of Chilean Universities), an organization that brings together 30 universities with extensive experience and excellence in higher education, with a presence in all regions of Chile. The Pontificia Universidad Católica de Valparaíso has an educational trajectory of almost 100 years. At present, the University has nine Faculties, one of them being the Faculty of Philosophy and Education, where the teaching careers in Primary Education, Special Education, and Kindergarten Education are taught, specifically, in the School of Pedagogy. The average annual enrollment is approximately 50 students for each career, who must take certain diagnostic instruments that seek to ensure that teacher training meets standards of excellence. Some of these instruments correspond to diagnostic reading and writing tests applied by the University to first-year students in their teaching careers. In particular, the scores of students entering the three careers do not exceed 45% of achievement in both evaluative instruments (Errázuriz, 2019; Valdés León et al., 2022; UFID, 2022), which forces the institution to establish leveling and accompaniment mechanisms during the career.

Against this background, it is clear that Initial Teacher Education (ITE) not only requires a public policy to support it but also the creation of training programs with more comprehensive and innovative methodologies. This would ensure that future teachers attain a set of knowledge, and disciplinary and pedagogical skills to develop their capacity for reflection, critical thinking, and research and apply them to their pedagogical practice. Thus, the School of Pedagogy addresses this weakness by installing, in the first year of the three careers, a training program that gradually promotes academic reading and writing skills. In this way, the project was framed within a collaborative advising model (Castelló, 2014) operating in a coordinated and cooperative way with the professors' chairs and incorporating undergraduate students from higher courses under the figure of writing tutors, who collaborated directly in induction and feedback workshops. At the end of the first year, the program was evaluated in its entirety: the writing assignment, the evaluation rubric, and the grades obtained by the participants in both versions based on an analysis of the performances recorded in the rubrics of the formative and summative versions of the disciplinary essay. Two focus groups were also conducted to learn the perceptions of teachers and students regarding the implementation of the program and thus be able to make improvements for the 2023 version.

### **2.1. Writing Across the Curriculum Programs**

Over the years, Writing Across the Curriculum has become a programmatic and pedagogical movement aimed at changing classroom practices, and strengthening and increasing interest in written production within the curriculum subjects. This means rethinking tasks and assessments that focus on writing and raising awareness among teachers of different disciplines about the role of writing in the learning process.

From this perspective, the teaching and monitoring of writing as a process is recognized and emphasized; writing assignments must respond to the learning objectives or outcomes of each course; the discursive genres taught are those that communicate disciplinary knowledge; and feedback devices are installed to allow students to gradually improve their written production skills under supervision.

Thus, for more than twenty years, this movement has promoted the creation of various programs, first in North American and European universities and then in the rest of the world, that implement academic reading and writing across the curriculum and disciplines (Bazerman et al. 2005; Thaiss & Porter, 2010; Bazerman, 2018; Sugumlu, 2021; Fodrey and Hassay, 2021). In Latin America and Chile, progress has been made in the installation of programs and devices to support students in their academic enculturation process in different areas and also in initial teacher training (Arechabala et al, 2023; Avila Reyes et al., 2013; Moyano, 2018; Montes and Vidal, 2018; Navarro et al., 2020; Sotomayor et al., 2011; Sologuren, 2020; Navarro, et al., 2020; Avila Reyes et al., 2022; Tapia Ladino et al., 2023; Autor, 2023).

### **2.2. Discursive Genre Pedagogy**

Genre-based pedagogy (Hyland, 2004) provides a theoretical and methodological framework that installs the concept of discursive genre as a didactic device for teaching writing in different educational contexts and different discourse communities. In addition, it provides a set of teaching practices for learners within a contextual framework that allows for an explicit understanding of how texts are structured and why they are written in a certain way. Likewise, it is proposed that to construct quality and effective texts, students must become aware of the lexical-grammatical and rhetorical patterns that converge in texts through a collaborative and progressive interaction between teacher and student (Hyland, 2004; Bawarshi & Raif, 2010; Chala & Chapetón, 2012; Navarro, 2018; Autor, 2019; 2023; Chaisiri, 2010; Venegas, Núñez, Zamora & Santana, 2015).

### **2.3. The disciplinary essay as a discursive genre of access to teacher education**

It is common to find the academic essay as a resource that accredits access to disciplinary knowledge. Some researchers describe it as an evaluative genre (Autor, 2015; Rayas and Méndez, 2017) or knowledge accreditation (Parodi, 2015; Venegas et al., 2013) that leaves the formative process of the university student in evidence. It is fundamentally valued for its contribution to the development of argumentation skills that prepare the student for good academic and professional performance. For Palmquist (2021), the essay could fall within a writing-to-communicate approach, where writing is used to help students learn how to contribute to discourse within a discipline or profession. It is best characterized as "high-risk" writing because it is typically graded; instructor time is required to design and respond to student needs.

The academic essay genre presents an analysis of a problem based on the complementing or contrasting of various sources along predetermined thematic axes. The communicative purpose, according to several experts (Vélez 2001; Rodríguez, 2007; Zunino and Moraca, 2012; Ángulo, 2013), would be for the author of the essay to

convince his potential readers of his position on a controversial issue. The type of discourse that would be used to achieve this would be argumentative discourse. In this way, the speaker takes a position on the problem being developed and discusses the sources that have been read to contrast positions (Mateo, 2020).

#### **2.4. Assessment and Feedback in Academic Writing**

If we understand writing processes as activity systems (Berkenkotter and Huckin, 1993; Bazerman, 2008) in which dialectical relationships between genres, individuals, activities, and contexts occur, then assessment is constituted, on the one hand, as an opportunity to help identify strengths and weaknesses in students' writing. On the other hand, it plays the role of a bridge in improvement processes, as it enables progress on the task and reduces the gap concerning expected performance (Hill and West, 2019; Carless and Boud, 2018; Bowen et al., 2022).

Assessment has clear diagnostic purposes and can be used to support student learning (Black, 2013). Teachers should clarify the criteria for success, explain what constitutes quality writing, and, most importantly, provide feedback to students during the learning process that is responsive to their diverse needs (Siekman et al., 2022). Thus, tools for assessing deep-level features in writing could include clear criteria and guide students during the learning process. For example, less proficient writers tend to be less knowledgeable about assessment criteria (MacArthur et al., 2004), but may benefit if text structure is explicitly presented and targets are assigned for specific structural elements (Siekman et al., 2022; Graham & Harris, 2018).

### **3. Glossary**

**Reading and Writing Practices:** The reading and writing activities carried out in this program during socialization and feedback workshops, and after that, included commenting on the rhetorical organization of academic essays, analyzing textual examples, essay writing (draft and final), using feedback strategies, rewriting texts, citing sources, and employing argumentative connectors.

**Peer Tutoring:** Individual meetings between tutors and students outside of class hours. During these sessions, tutors reviewed the students' progress and provided suggestions for improvement. Tutorials occurred at two key points: first, before the draft submission, and second, after receiving feedback from teachers and the collective feedback workshop. (Ángulo, 2013)

**Rhetorical Organization of the Essay:** This was a highly relevant input for scaffolding essay writing from the perspective of genre pedagogy and progressively identifying each textual segment along with its communicative purposes. It's worth noting that the selection of this textual genre as a scaffolding device for disciplinary knowledge was decided in consensus with the educational community, meaning teachers and administrators of the courses, and the organization of textual segments was proposed by them. This process ensured that the design and validation of the genre rubric were in full accordance with the disciplinary and communicative guidelines required by the community.

**Epistemic Function:** The epistemic function refers to the role that writing plays in the construction and communication of knowledge, meaning that writing serves not only to convey information but also to generate and organize thought.

**Writing Across the Curriculum:** A programmatic and pedagogical movement aimed at changing classroom practices, strengthening and increasing interest in written production within the curriculum subjects. This involves rethinking tasks and assessments with a focus on writing and fostering awareness among teachers in various disciplines regarding the role of writing in learning processes. From this perspective, teaching and supporting writing as a process are recognized and emphasized; writing tasks should align with the learning objectives or outcomes of each course, and the taught discursive genres should communicate disciplinary knowledge, incorporating feedback devices to allow students to improve gradually and under guidance their writing production skills.

**Disciplinary Essay:** The academic essay genre presents an analysis of an issue based on the complementation or contrast of various sources, focusing on specific thematic axes. The communicative purpose, according to various experts, is for the essay author to persuade their potential readers of their stance on a controversial

topic. The type of discourse to achieve this would be argumentative discourse. Thus, the author takes a position regarding the issue and discusses the sources read to contrast perspectives.

**Genre Pedagogy:** Genre-based Pedagogy (Hyland, 2004) provides a theoretical and methodological framework that introduces the concept of discursive genre as a didactic device for teaching writing in various educational contexts and discourse communities. It also offers a set of teaching practices to the learner within a contextual framework, allowing an explicit understanding of how texts are structured and why they are written in a certain way. Similarly, it is proposed that to construct quality and effective texts, students must be aware of the lexical-grammatical and rhetorical patterns converging in texts through collaborative and progressive interaction between the teacher and the student.

**Essay Evaluation Rubric:** It comprises three dimensions: textual macrostructure, mastery of disciplinary concepts, and formal aspects of writing. Performance levels were distributed across four stages (pre-initial, in progress, stabilization, and consolidation), each associated with corresponding criteria.