GICEOLEM: research-training community, research team, and writing group. Diversity and inclusion within the University of Buenos Aires

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Recurring themes in doctoral education

• Completion rates
• Time to completion
• Insecurity of doctoral students
• Feelings of being exposed
• Sense of vulnerability when exposing
• Loss of self-confidence
• Scant advisor’s time
Group for Educational Quality and Inclusiveness by Taking care of Reading and Writing in all Subjects

Multidisciplinary

doctoral students, advisor, postdoctoral fellows
GICEOLEM’s research

- How reading and writing can be dealt with in context to help students' understanding, participation and meaning making.
- in different disciplines,
- in secondary, tertiary, and graduate education.
University of Buenos Aires

- Public university
- Founded 1821
- Around 300,000 students
- 13 Faculties
Group for Educational Quality and Inclusiveness by Taking Care of Reading and Writing in all Subjects
| Research program                                                                 | Reading and writing in pre-service teacher education: The uses and meanings teachers and students give to literacy in teaching and learning in History courses (M. Cartolari) |
|                                                                                   | To learn in Engineering: A case study on the final written work in Electronic Engineering (J. Zambrano) |
| Arguing and writing to learn in two university disciplines (Linguistics and Biology) (E. Molina) |
| **Graduate**                                                                      | Peer review and peer interaction in doctoral writing groups in Education and other Social Sciences (L. Colombo) |
| **High school**                                                                  | Reading and writing in high school subjects (Social Studies, Geography, Economics) with high-risk students (N. Rosli) |
| **Design-based (intervention) studies**                                           | Design and implementation of a teaching sequence that integrates reading and writing mediated by technology in Biology classes in pre-service teacher education (L. Alfie) |
| **Under Graduate**                                                               | Reading and writing to learn in Numerical Methods (Engineering) course (G. Cordero) |
| **High school**                                                                  | Reading and writing to learn in high school. Design and implementation of a teaching sequence in Biology (C. Roni) |
|                                                                                   | Writing as a mediation tool for epistemic dialogue in Math classes in high school (I. Venazco) |
Hacer historia de la innovación situándola en el debate.

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IWAC 2016
Becoming a researcher

- Disciplinary knowledge
- Identity ambiguities, subjective changes, tensions and conflicts
- Transition from knowledge-receiver to knowledge-producer.
Transforming the experience

- Disorientation
- Insecurity
- Isolation
- Academic impoverishment

- Dissertations center on some aspect of a more encompassing research problem shared by the whole group.
- Frequent interactions between group members.

Paula Carlino  IWAC 2016
collective multivoiced supervision of graduate students
writing group

critical commentary of successive rough drafts
Sources

- Caffarella & Barnet (2000): giving and receiving critiques
- Dysthe et al. (2006): multivoiced supervision of graduates
- Gere (1987): writing groups
- Kamler & Thomson (2004): text work, identity work

Chapter 12

Helping Doctoral Students of Education to Face Writing and Emotional Challenges in Identity Transition

Paula Carlino

Learning is particularly drenched in deep emotional issues, precisely because learning expands us beyond the secure realms of habit and prior senses of the self into new areas of competence and participation.
Conclusion

- Writing group
- Collective multivoiced supervision of graduate students
- Intellectual process and textual product
- Critical commentary of successive rough drafts
- Research-training group

Cognitive and emotional challenges are supported
Who we are

The GICEOLEM, Group for Educational Quality and Inclusiveness by Taking Care of Reading and Writing in all Subjects, is based on the Linguistics Institute of Universidad de Buenos Aires.

Our multidisciplinary team comprises pedagogues, linguists, psychologists, a biologist, and a Math teacher. We study the relationships between teaching, learning, reading and writing in different disciplines at the secondary, higher education and postgraduate levels. Read about our understanding of academic literacies.

Our main contribution attempts to show in what ways reading and writing can be dealt with and taught in context and meaningfully in all disciplines and levels of education, avoiding exercises that fragment and distort reading and writing practices.

Most of our members work with the CONICET, the University of Buenos Aires and other national universities.

We are on Twitter and Facebook

SEE BELOW how we work an how our team meetings are

https://sites.google.com/site/giceolem