

Writing and Becoming: Agents, White Matter, and Genre, Oh My!

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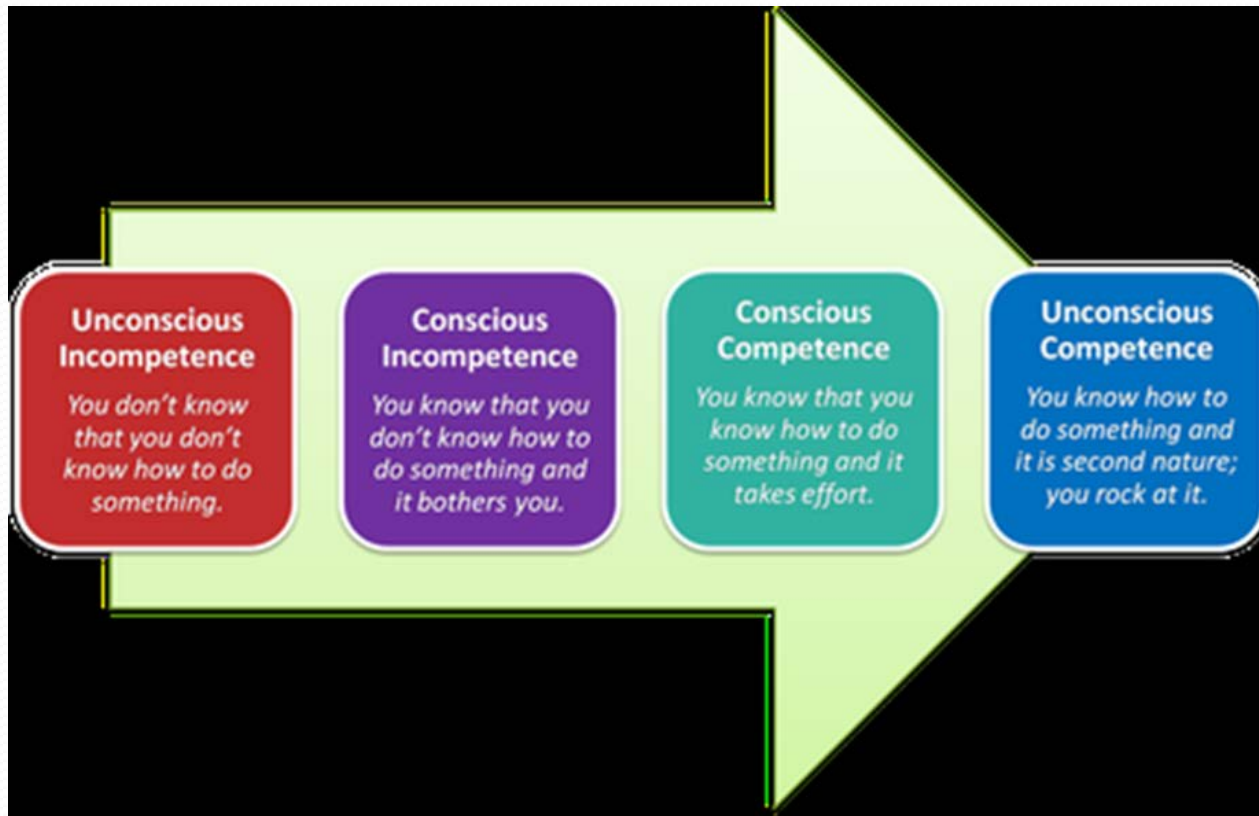
Student writer agency and self-efficacy

- Agency: recognizing a role (Bandura 1987)
 - Mastery
 - Social
 - Vicarious
 - Physiological(Usher & Pajares, 2008)
- Self-efficacy: acting on that role (Bandura 2006)
 - Intention
 - Self-reactivity
 - Forethought
 - Self-reflectivity
- Modes (Bandura 2006)
 - Individual
 - Proxy
 - Collective
- WID/WAC may rely on student writer agency and self-efficacy to a greater extent than FYC or disciplinary content, to analyze, move knowledge, see/learn genre, and understand context: varying rhetoric, transfer, genre, discourse, etc..

Social Psychology (2500+)

- Operationalized Bandura's concepts in tangible ways
- Agency, self-efficacy, and applied specifically to academic writing
- Still outside the head and trying to look inside
- Frequently perception scales, questionnaires, self-perception surveys
- Extremely focused research
- Repetition is essential

Learning Theory/Studies



Sprague & Stuart, 2000

Learning Theory/Studies

- Dualities: good/bad, right/wrong
- Multiplicity: it's a matter of opinion and everybody has one

Dweck: “Fixed mindset”

- Relativism: all views are not equal and can be evaluated
- Commitment: reasoned selection and building

(Ambrose, et al., 2010)

Dweck: “Growth mindset”

What is the brain doing?

- Physical brain development continues into early 20s
(Mar, 2004; Blakemore and Robbins, 2012)
- Shift from grey matter to white matter production
(Bartzokis et al., 2001; Giedd et al., 1999)
- Myelinisation
(Bennett and Baird, 2006)
- Synaptic pruning
(Bennett and Baird, 2006)

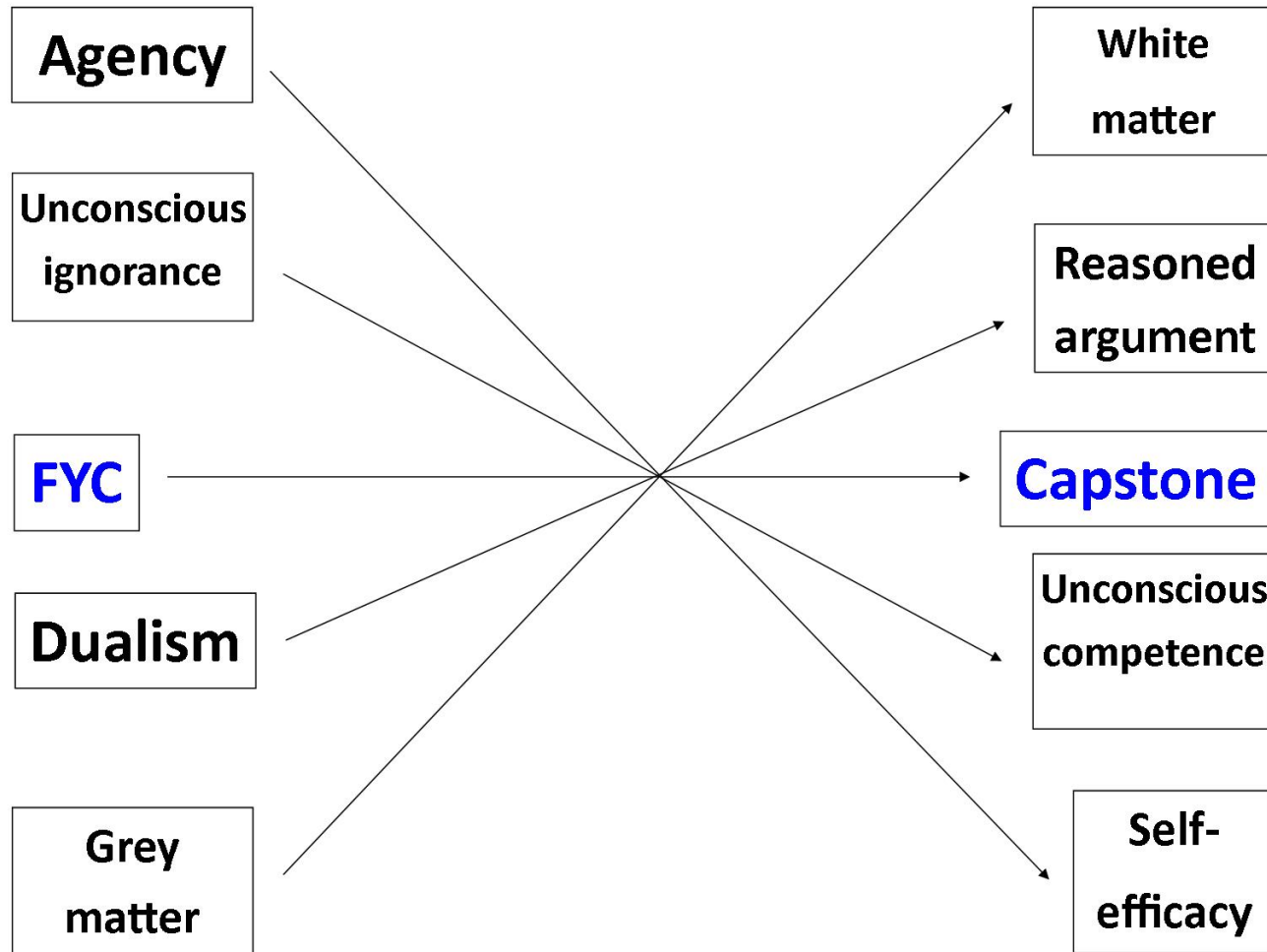
WAC/WID often works to develop

- Rhetorical facility: ethos, logos, pathos (Aristotle)
- Transfer/portability: students' active movement of learning (Salomon & Perkins)
- Genre: context dependent (Waldo)
- Discourse community: disciplinary texts constituting and describing social actions (Soliday)
- **All depend on a student writer's agency ('I act') and self-efficacy ('I decide how to act').**

Further complications: young adult psychology

- Emotional before executive
- Risk-taking—debated
- Evolutionary, life-stage
- Frame of reference, roles

Axes WAC/WID/CAC must consider



So, what does it all mean?

WAC/WID are programs populated by individuals.

A WAC/WID program can engage multiple perspectives in and about writing by design for those individuals.

- So, tell me something I don't know . . .
 - NSSE: not arrogance or ignorance but opportunity to support developing agency/self-efficacy
 - Encourage internal locus of control
 - Repeat and reinforce processes
 - Reason over emotion may not be as simple as choice
 - Expertise begins with awareness of ignorance
- Design thinking: empathy, define, ideate, prototype, test

(Stanford d.school)