We ReLaTe

CA15221: Advancing effective institutional models towards cohesive teaching, learning, research and writing development

Output of Action Objective 1, 'Clarify and publish what we mean, collectively, by key terms associated with the Action': working definitions of key terms associated with the Action.

Key Terminology	Related Concepts	Key References
Academic writing	English for Academic Purposes Composition Studies Academic discourse	Russell, D. R. (2002) Writing in the Academic Disciplines: A curricular history. 2nd ed. Carbondale: Southern Illinois University Press Silva, T. and I. Leki, (2004) Family Matters: The Influence of Applied Linguistics and Composition Studies on Second Language Writing Studies— Past, Present, and Future, The Modern Language Journal, 88, 1, pp. 1–13 Swales, J. and Feak, C. (2004) Academic writing for graduate students. 3rd ed. University of Michigan Press.

Active learning To design in-class or out-of class activities in order for students to do something with the subject, which improves understanding, skills or attitudes. This could be through student reflection upon the activity they did e.g. after reading, writing, discussing, problem solving, listening or thinking. Active learning is held as an ideal for teaching and sometimes pitted against passive learning with the premise that for instance listening, note taking, or watching the teacher are passive activities.	Student-centered; learner centered; student engaged; inductive teaching; student participation; interactive instruction.	Bonwell, C.C. and Eison, J.A. (1991) Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report 1. Washington, D.C. George Washington University. Felder, R.M., and Brent, R. (2009) Active Learning: An Introduction, ASQ Higher Education Brief, 2(4). Prince, M.J. (2004) Does Active Learning Work? A Review of the Research, J. Eng. Ed., 93(3), 223-231.
Activating prior knowledge The act of explicitly prompting recall of personal, historical, or learned subject material, i.e. the act of helping students retrieve what they already know about a topic.	Prompts	Alvermann D. E. , Smith L. C. & Readence J. E. (1985) Prior Knowledge Activation and the Comprehension of Compatible and Incompatible Text. Reading Research Quarterly, Vol. 20, No. 4
Adaptive learning An educational process that adapts teaching materials and methods to each student's individual need. Several	Adaptive instruction, computer-based learning, intelligent tutoring systems, computer-based pedagogical agents	Merrill, M. D. (1980) Learner control in computer-based learning. Computers & Education, 4:77–95.

software solutions use learning analytics to provide an adapted learning path to users		
Andragogy Synonym of adult education. It is the science of <u>adult learning</u> and it refers to any form of adult learning	Self-directed learning	Knowles, M. (1984) The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing.
Assessment Assessments are judgement of student achievement, formal certification and support of student learning. Assessment is based on the learning outcomes and can lead to informal assessment (feedback) or formal assessment (e.g. grading).	Exams	Carless, D. (2015). Excellence in University assessment, London: Routledge
Assistive technology for students with disabilities Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.	ICT support	Individuals With Disabilities Education Act (IDEA), 1997 Burgstahler, S. (2011) "Equal Access: Universal Design of Instruction", https://www.washington.edu/doit/sites/default/files/atoms/files/Equal-Access Universal-Design-of-Instruction.pdf
Blended learning a teaching approach that combines online and in-person	Remote online learning. Hybrid learning.	http://learningspaces.org/papers/Defining_Blended_Learning_NF.pdf

learning, allowing a higher degree of personalisation and learner autonomy		
Cognitive Writing Process	Writing moves between and from planning, drafting, revising, editing, publishing.	Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. College composition and communication, 32(4), 365-387.
Computer-aided learning (CAL) use of computers for education and training	Sometimes referred as computer-assisted instruction (CAI) or computer-based learning (CBL)	Devitt P, Palmer E. (1999) Computer-aided learning: an overvalued educational resource? Med Ed.; 33:136–139.
Contrastive writing (intercultural writing)	"the study of writing discourse between and among individuals with different cultural backgrounds"; Contrastive rhetorics; English as a lingua franca; Globalisation; Intercultural Rhetoric	Connor, U. (2011). Intercultural rhetoric in the writing classroom. University of Michigan Press. Connor, U. (1996). Contrastive rhetoric: Cross-cultural aspects of second language writing. Cambridge University Press. http://my.ilstu.edu/~jrbaldw/372/InterculturalResearch.htm
Critical thinking Building on Dewey's work critical thinking is the active engagement in real problems. Critical thinking can be fostered when writing and other critical thinking activities are integrated in the course. Can be		Bean, John C. (2001) Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom. San Francisco, CA: Jossey-Bass. (ISBN: 978-0787902032)

fostered through in writing, small-class inquiry discussions etc.		
Deep approach to learning Learning which attempts to relate ideas together to understand underpinning theory and concepts, and to make meaning out of material under consideration		Fry, Ketteridge and Marshall (2009), Understanding student learning. In: A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice. 3rd edition, Routledge, New York
Design based research "Design-based research (DBR) is a type of research methodology commonly used by researchers in the learning sciences. Within [DBR] methodology, interventions are conceptualized and then implemented iteratively in natural settings in order to test the ecological validity of dominant theory and to generate new theories and frameworks for conceptualizing learning, instruction, design processes, and educational reform."	Interventions Educational design	The Design-Based Research Collective (2003): Design-Based Research: An Emerging Paradigm for Educational Inquiry. In: Educational Researcher 32 (1), S. 5–8
Distance education Distance learning is a way of learning remotely without being in regular face-to-face contact with a	Remote learning	Guri-Rosenblit, S. (1999). Distance and campus universities: Tensions and interactions. Oxford, UK: Pergamon

teacher in the classroom.		
English-medium instruction (EMI)		Dafouz, E. and Smit, U. (2014) Towards a dynamic conceptual framework for English-medium education in multilingual university settings, Applied Linguistics, doi:10.1093/applin/amu034
Evidence-Based Teaching When teachers make use of professional research reviews to decide teaching methods. "There are several hundred of these, but, when we select only the methods which are the most effective, we find a handful of practical, but highly effective, ways to improve the learning of our students."	Data-driven teaching	Schwartz, B. M., & Gurung, R. A. (2012). Evidence-based teaching for higher education. American Psychological Association. Evidence Based Teachers Network: https://ebtn.org.uk/
Faculty Learning Communities Faculty Learning Communities are small groups of trans disciplinary faculty who engage voluntarily in a semester or more in a self-chosen curriculum (about a topic that provides learning opportunities for learning about teaching and learning). Thus, they are a special "community of practice" (Wenger, 1998). Usually, "faculty learning communities"	Research based learning Learning Communities Communities of Practice	Cox, Milton D. (2004) Introduction to Faculty Learning Communities. In: New Directions in Teaching and Learning (97), S. 5–23.

have a facilitator and meet on a regular basis. Faculty learning communities follow a research cycle and present their results in a public way.		
Feedback	Formative / summative; self / peer assessment	Hattie & Timperley. (2007) The Power of Feedback. REVIEW OF EDUCATIONAL RESEARCH 2007 77: 81 DOI: 10.3102/003465430298487. http://rer.sagepub.com/content/77/1/81 David Boud & Elizabeth Molloy (2013) Rethinking models of feedback for learning: the challenge of design, Assessment & Evaluation in Higher Education, 38:6, 698-712, DOI: 10.1080/02602938.2012.691462. http://dx.doi.org/10.1080/02602938.2012.691462
Flipped Classroom "Pedagogical model that transfers the work of certain learning processes outside the classroom and uses the class time, together with the teacher's experience, to facilitate and promote other processes of acquisition and practice of knowledge within the classroom"	Backwards classroom; reverse instruction; flipping the classroom; reverse teaching	Sams, Aaron; Jon Bergmann, Kristin Daniels, Brian Bennett, Helaine W. Marshall, Ph.D. and Kari M. Arfstrom, Ph.D. (2014). «The Four Pillars of F-L I-P». http://www.flippedlearning.org/site/default.aspx?PageID=1 O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. The Internet and Higher Education, 25, 85-95.

Gamification By using game-related principles (user experience and engagement) to education and		Langendahl, P. A., Cook, M., & Mark-Herbert, C. (2016). Gamification in higher education (No. 2016: 6). Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015). Gamification in education: A systematic mapping study. Educational Technology & Society, 18(3), 75-88.

other non-game contexts such as education, it is possible to accomplish three things: Modifying grades to context, changing the language in the classroom, and adapting the structure of the class.		
Genre-based writing instruction	Three schools of genre theory combined as appropriate given the educational context	Tardy, C. (2009) Building genre knowledge. Parlour Press: West Lafayette, Indiana. Johns, A. (2011). The future of genre in L2 writing: Fundamental, but contested, instructional decisions. Journal of Second Language Writing, 20, 56- 68. http://dx.doi.org/1 0.1016/j.jslw.2010.12.003 Hyon, S. (1996). Genre in three traditions: Implications for ESL. TESOL Quarterly, 30, 693–722 Swales, J. M. (1990). Genre analysis: English in academic and research settings. Cambridge [England]; New York: Cambridge University Press. 25 years of Genre Analysis. Special Issue of Journal of English for Academic Purposes (2015).
Institution. Institutions are organizations, establishments, foundations, societies, or the like, which are permanent, objective, external, regulative and meaningful (Koch & Schemmann 2009)		Koch, Sascha; Schemmann, Michae (2009): Neo-Institutionalismus und Erziehungswissenschaft - Eine einleitende Verhältnisbestimmung. In: Sascha Koch und Michael Schemmann (Hg.): Neo-Institutionalismus in der Erziehungswissenschaft. Wiesbaden: VS Verlag für Sozialwissenschaften, S. 7–18. Lawrence, Thomas B.; Suddaby, Roy (2006): Institutions and institutional work. In: S. R. Clegg, C. Hardy, Thomas B. Lawrence und W.R Nord (Hg.): Handbook of Organization Studies. London: Sage, S. 215–254.
Institutionalization The process of becoming an institution	Legitimation Stabilization	

Institutional work "purposive action of individuals and organizations aimed at creating, maintaining and disrupting institutions." (Lawrence und Suddaby 2006), p. 215	Implementation of programs Actors Agency	
Integration of language and content in higher education (ICLHE)		ICLHE: http://www.iclhe.org/ ICLHE 2017: http://iclhe2017.ku.dk/
Integration of research and writing		Booth, Wayne C., Joseph M. Williams, & Gregory G. Colomb (2003) The Craft of Research. 2nd ed. Chicago, IL: U of Chicago Press (ISBN: 978- 0226065687)
Knowledge acquisition "Knowledge acquisition for expert systems is a purely practical problem to be solved by experiment, independent of philosophy. However, the experiments one chooses to conduct will be influenced by one's implicit or explicit philosophy of knowledge, particularly if this philosophy is taken as axiomatic rather than as an hypothesis."	What is knowledge: Intuitions provide the ultimate grounds for logical deductions. Ultimate first principles must be known through intuition while deduction logically derives conclusions from them. These two methods [intuition and deduction] are the most certain routes to knowledge, and the mind should admit no others Epistemology Experience	Compton, P., & Jansen, R. (1990). A philosophical basis for knowledge acquisition. Knowledge acquisition, 2(3), 241-258. Foucault, Michel. (2002) The archaeology of knowledge. London: Routledge Morin, Edgar. (1999) Seven complex lessons in education for the future. UNESCO. URL: http://unesdoc.unesco.org/images/0011/001177/117740eo.pdf Maddox, H. (1993) Theory of Knowledge. Freshet Press.

	Procedural knowledge vs declarative knowledge	
Learning outcomes Learning outcomes explicate what the students should learn. The aim is that they help students take responsibility for their learning process.	Learning objectives; course goals	Nilson, L.B. (2010). Teaching at its best. CA: SF, Jossey-Bass.
Life skills	Writing, life skills, research	Kelly, S., Soundranayagam, L & S. Grief (2004) Teaching and Learning Writing: A Review of Research and Practice, National Research and Development Centre for Adult Literacy and Numeracy (NRDC), London. Resource URL: http://www.nrdc.org.uk/publications_details.asp?ID=24
Mentoring (in teacher education) Mentoring can be considered as a bridge to teacher effectiveness – a concept that describes the quality of teachers in terms of the outcomes of their teaching, namely student learning and achievement, student engagement in the learning process, and the context of their teaching. Mentors have the potential to affect both teacher quality and teacher effectiveness.	Coaching	Strong, M. (2009). Effective teacher induction and mentoring: Assessing the evidence. New York, NY: Teachers College Press.

Meta-cognitive awareness Meta-cognition means thinking about your own thinking or knowledge and how you have come to know a subject. Meta cognition is a form of introspection and serves an important role in <u>deep learning</u> and critical thinking.	Cognition about own cognition	Flavell, John H. (1979) "Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry." American psychologist 34.10: 906 Metcalfe, Janet Ed, and Arthur P. Shimamura. (1994) Metacognition: Knowing about knowing. The MIT Press. Tanner, Kimberly D. (2012) "Promoting Student Metacognition." CBE Life Sciences Education 11.2: 113–120. PMC. Web. 23 Feb. 2015.
Project-based and problem based learning (PBL) is a <u>student-centered</u> <u>pedagogy</u> that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period to investigate and respond to a complex question, challenge, or problem. It is a style of <u>active learning</u> and <u>inquiry-based learning</u>. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that simply presents established facts or portrays a smooth path to knowledge by instead posing	Enquiry based learning	http://www.aishe.org/wp-content/uploads/2016/01/4-Enquiry_Problembased-Learning.pdf

questions, problems or scenarios		
Reflective practice (in teacher education) Successful or effective teaching requires one to reflect actively and self-critically, or to theorise, by bringing to bear on one's practice available and appropriate sources of knowledge and understanding. This reflective practice will maintain the problematic nature of teaching rather than simply offering coping strategies and survival techniques.	Reflection in and on practice	Schön, D.A. (1983). The reflective practitioner. New York: Basic Books.
Research Research is an inquiry process that has clearly defined parameters and has as its aim the discovery or creation of knowledge, or theory building; testing, confirmation, revision, refutation of knowledge and theory; and/or investigation of problem for local decision making (Hernon, 1991).	Research design: A research design is the basic plan for an empirical study, connects research questions to data, and should provide answers to four questions: Following what strategy? Within what framework? From whom? How? Knowledge Claims, Strategies of Inquiry, and Methods Leading to	Hernon, P. (1991). The elusive nature of research in LIS. In McClure, C.R., & Hernon, P. (Eds.). Library and information science research: Perspective and strategies for improvement (pp. 3-4). Norwood, NJ: Ablex Publishing. Punch, Keith (2005). Introduction to Social Research: Quantitative and Qualitative Approaches. London: Sage. Drew H. Gitomer and Courtney A. Bell (2016). Handbook of Research on Teaching, Fifth Edition. Creswell, John W. (2003). Research design, Qualitative, Quantitative and Mixed Methods, second edition. Sage.

	Approaches and the Design Process.	
Research methods	Hypotheses and testing hypotheses Prediction Analysis Experimental method Reflective Thinking: Reflective Practice, Reflective Practitioner, Metacognition Qualitative and quantitative methods Mixed Methods Cooperative learning methods Research impact: There is a distinction between 'academic impact' understood as the intellectual contribution to one's field of study within academia and 'external socio-economic impact' beyond academia. Impact is assessed alongside research outputs and environment to provide an evaluation of research	Hinton, Perry R. (2014) Statistics Explained, London: Routledge, 3rd edition (esp. chap. 4-10) Patel, P. (2009). Introduction to Quantitative Methods. In Empirical Law Seminar, Harvard. https://explorable.com/experimental-research Dewey, J. (1933): How we think: A restatement of the relation of reflective thinking to the educative process. Boston, New York: D. C. Heath and Company. Rodgers, C. (2002): Defining Reflection: Another Look at John Dewey and Reflective Thinking. In: Teachers College Record, 104(4), 842-866. Tashakkori, A. & Teddlie, C. (2003). Handbook of Mixed Methods in Social & Behavioral Research. Thousand Oaks: Sage. Creswell, J. (2003). Research design: Qualitative, quantitative, and mixed methods approaches. Thousand Oaks: Sage Teresa Penfield, Matthew J. Baker, Rosa Scoble, Michael C. Wykes (2014). Assessment, evaluations, and definitions of research impact: A review, Oxford academic, research evaluation, Res Eval (2014) 23 (1): 21-32. Jussi Alho (2015): Research Impact, What is expected of a researcher? Research Services, University of Helsinki, http://www.helsinki.fi/henvi/denvi/files/research%20funding_alho.pdf Duryea M, Hochman M, Parfitt A. (2007). Measuring the Impact of Research, Research Global, 27, 8-9. Available at <http://www.atn.edu.au/docs/Research%20Global%20-%20Measuring%20the%20impact%20of%20research.pdf

	taking place within an institution. As such research outputs, for example, knowledge generated and publications, can be translated into outcomes, for example, new products and services, and impacts or added value (Duryea et al. 2007).	
Rhetorical Grammar	Rhetorical moves	Gerald Graff and Cathy Birkenstein. (2006) They Say, I Say: The Moves That Matter in Academic Writing. New York: W. W. Norton
Scaffolding (Instructional scaffolding) various help and support provided for students when they learn new things; should be tailored to the needs of the student The goal of scaffolding is to support students until they can apply the new skills and strategies independently. Requires a gradual decrease in supports and a gradual increase in student responsibility with the responsibility for learning shifting from the teacher to the student (Rosenshine & Meister, 1992).	Scaffolded instruction	Fry, Ketteridge and Marshall (2009) Understanding student learning. In: A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice. 3rd edition, Routledge, New York Rosenshine, B., & Meister, C. (1992). The use of scaffolds for teaching higher level cognitive strategies. Educational Leadership, 49(7), 26-33. Beed, P. L., Hawkins, E. M., & Roller, C. M. (1991). Moving learners toward independence: The power of scaffolded instruction. The Reading Teacher, 44, 648-655. Larkin, M.J. (2001). Teaching Exceptional Children, Vol. 34, No. 1, pp. 30-34

Scholarship of Teaching and Learning "The Scholarship of Teaching and Learning promotes teaching as a scholarly endeavour and a worthy subject for research, producing a public body of knowledge open to critique and evaluation. Its intent is not only to improve teaching but to create a community of "scholarly teachers" who add to the body of knowledge about teaching and learning as well as benefiting from the SoTL research of others." (Academic Advancement Network AAN)		http://digitalcommons.georgiasouthern.edu/ij-sotl/
Self-directed learning 'The learner has control over educational decisions, including goals, resources, methods and criteria for judging success. Often used just to mean any learning situation in which the learner has some influence on some of these aspects.'	Autonomous learning	Knowles, M. (1984). The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing. *Fry, Ketteridge and Marshall (2009) Understanding student learning. In: A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice. 3rd edition, Routledge, New York
Social and Emotional Learning The process through which children enhance their ability to integrate thinking, feeling, and	Affective dimensions of learning	Goleman, D. (2004) Building Academic Success on Social and Emotional Learning: What Does the research say? New York: Teachers College Press

behaving to achieve important life tasks. It is comprised of the skills we use to recognise and manage our own emotions and being able to recognise emotions in others.		
Surface approach to learning - learning by students which focuses on the details of the learning experience and which is based on memorising the details without any attempt to give them meaning beyond the factual level of understanding		Fry, Ketteridge and Marshall (2009) Understanding student learning. In: A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice. 3rd edition, Routledge, New York
Teaching writing	Cognitive Strategy Instruction: Problem solving, process oriented writing pedagogy Genre Approach Writing in sciences (STEM writing) Writing-to-learn Peer Tutoring	MacArthur, C. A. (2012): Strategies Instruction. In: K. R. Harris, S. Graham, T. C. Urdan, G. M. Sinatra; J. Sweller (Eds.), APA Educational Psychology Handbook, 379-401. Graham, S.; Harris, K. R. (2006): Strategy instruction and the teaching of writing: a meta-analysis. In: C. A. MacArthur, S. Graham, J. Fitzgerald (Eds.): Handbook of Writing Research. New York, NY: Guilford Press, 187-207. Berkenkotter, C.; Huckin, T. N. (1995): Genre Knowledge in Disciplinary Communication. Hillsdale, New Jersey: Lawrence Erlbaum. Clark, I. (1999). Addressing Genre in the Writing Center. The Writing Center Journal 20(1), 8-31. Karen Worth et al. (2009) The Essentials of Science and Literacy, Heinemann Halliday, M.A.K. and J.R. Martin (1993) Writing Science. Literacy and Discursive Power. London: Falmer Johnson, J.; Holcombe, M.; Simms, G.; Wilson, D. (1993): Writing to Learn in a Content Area. In: The Clearing House, 66(3), 155-158. Emig, J. (1977): Writing as a Mode of Learning. In: College Composition and

		Communication, 28(2), 122-128. Bruffee, K. A. (1984): Peer Tutoring and the Conversation of Mankind. In: Olson, G. (ed.): Writing Centers. Theory and Administration. Urbana (Ill.), National Council of Teachers of English, 3-15.
Technology enhanced learning	Implications underlying the perceptions that people use to contextualise technologies into formal educational contexts.	Fullan, M., Langworthy, M. (Eds) (2014). A Rich Seam. How New Pedagogies Find Deep Learning. Pearson. Available at: http://www.michaelfullan.ca/wp content/uploads/2014/01/3897.Rich_Seam_web.pdf Goodyear, P., Retalis, S., (Eds) (2010). Technology-Enhanced Learning. Design Patterns and Pattern Languages. Sense Publishers, Rotterdam, The Netherlands. Selwyn, N., Facer, K. (2013) (Eds). The Politics of Education and Technology. Conflicts, Controversies and Connections. Palgrave Macmillan.
Technology for Teaching and Learning	Transformations at Higher Education	Robins, K., Webster F. (Eds) (2002). The Virtual university? Knowledge Markets and management. Oxford. Bates, A.W. (2000) Managing Technological change. Strategies for College and University Leaders. Jossey Bass San Francisco Katz, R.N. (2001). Dancing with The Devil. Information Technology and the new Competition in Higher Education. Educause
Universal Design Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences		

Writing across the Curriculum (WAC)	Writing in the Disciplines (WID)	WAC Clearinghouse: https://wac.colostate.edu/
Writing as metacognitive process: Metacognition can roughly be defined as "knowledge of cognition and regulation of cognition". (Scott & Levy 2013: 123) More specifically, and adaptable to models of writing as cognitive processes, metacognition can be defined as follows: „knowledge of one's own and others' cognitive processes; planning prior to performing a task; monitoring one's own thinking, learning and understanding while performing a task; regulating one's thinking by making the proper adjustments; controlling thinking to optimize performance; and evaluating cognitive processes after a solution has been found." (Scott & Levy 2013: 123, original emphasis)	Self-regulation, cognitive writing process	Scott, B. M.; Levy, M. G. (2013): Metacognition: Examining the Components of a Fuzzy Concept. Educational Research eJournal. 2 (2). DOI: 10.5838/erej.2013.22.04 Brown, A. (1987): Metacognition, Executive Control, Self-Regulation and Other More Mysterious Mechanisms. In: F. E. Weinert; R. Kluwe (Eds.), *Metacognition, Motivation and Understanding*. Hillsdale, N. J.: Erlbaum Associates. 65-116.
Writing in the Disciplines (WID)	Writing across the Curriculum (WAC) Writing that takes place	Thaiss, C., & Porter, T. (2010). The state of WAC/WID in 2010: Methods and results of the US survey of the international WAC/WID mapping project. College Composition and Communication, 534-570.

	outside traditional departments that teach writing, such as composition literature, and English. Common aspects of writing across all writing taking place and supporting this through the teaching of transferable writing skills.	Hyland, K. (2000) Disciplinary Discourses. Social Interactions in Academic Writing. NY: Longman Thaiss, C., & Porter, T. (2010). The state of WAC/WID in 2010: Methods and results of the US survey of the international WAC/WID mapping project. College Composition and Communication, 534-570. Bazerman, Charles, Linda Brodkey, David A. Jolliffe, Susan H. McLeod, and Herbert W. Simons (1991). "The second stage in writing across the curriculum." 209-212. Bazerman, C. and D. R. Russell eds (1995) Landmark Essays on Writing Across the Curriculum. NY: Routledge. Bazerman et al. (2005) A Reference Guide to Writing Across the Curriculum http://wac.colostate.edu/books/bazerman_wac/
Writing Strategies: "Repetitively performed procedures – identical techniques to overcome similar problems" (351; original emphasis). Accordingly, writing strategies are "tried and tested procedures to manage specific writing tasks and potential writing difficulties in specific writing situations" (351; original emphasis). (Ortner 2000)		Ortner, H: (2000): Schreiben und Denken. Tübingen: Niemeyer. (The book analyses ten different writing strategies of professional writers.) Less extensive references: Flower, L. S.; Hayes, J. R. (1981): "A Cognitive Process Theory of Writing." College Composition and Communication 32.4 (1981), 374 Kellogg, R. T. (1994): The Psychology of Writing. New York: Oxford University Press, 124f.

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