

What are we doing; What are we saying?:

Locating Learning Development in Scottish Universities

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How do you map practice?

- pragmatic
- contextual
- pedagogical



Lillis: 4 types of student-tutor dialogue

- tutor-directive dialogue aimed at **talking** the student writer **into essayist literacy practice**
- collaborative dialogue aimed at **populating** the student-writer's text **with their own intentions**
- tutor-directive dialogue aimed at **making language visible**
- dialogue which **facilitates students 'talkback'** as part of a long conversation

Lillis, Theresa. 2001. *Student Writing: Access, Regulation, Desire*. London: Routledge

Example of 4 types of dialogue

tutor-directive dialogue aimed at **talking** the student writer **into essayist literacy practice**

- Helping a student re-structure a text in a 1-1
- Lecture and tutorial on conventions of academic writing for level 1 project module

Example of 4 types of dialogue

collaborative dialogue aimed at **populating** the student-writer's text **with their own intentions**

- Giving live audience feedback to a student to identify where intention and reception differ
- Dissertation classes: group work to help students formulate their rationale

Example of 4 types of dialogue

tutor-directive dialogue aimed at **making language visible**

- Examine the assumptions behind writing briefs
- Examine the use of sources in paper

Example of 4 types of dialogue

dialogue which **facilitates students 'talkback'** as part of a long conversation

- Negotiating the academic values in different cultural contexts
- Validity of sources and content of reports in academia vs. the workplace

Over to you...

- Can you think of examples for the different dialogues from your own practice?
- Why do the dialogues help to reflect on practice?
- Where /why are they not helpful?