

***Teachers exploring literacy  
within and across  
subject areas***

*-to negotiate the differences  
among discipline cultures  
in upper secondary school*

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# SKRIV I ALLE FAG!

ARGUMENTASJON OG KILDEBRUK I VIDEREGÅENDE SKOLE



# main focus

to articulate, share and explore  
norms of argumentative writing  
across subjects / classrooms  
in upper secondary education

## {method}

to present and appraise actual student papers  
in a group of teachers of diverse subjects

- to explore & exploit the similarities
- to explore & respect the differences

## **aim**

- 1) to prevent norm confusion
- 2) to understand norm variation

# centrepiece

**regular meetings**

of a core group of local teachers across subjects

**facilitated by**

the school leaders

**supported by**

external experts from the University of Oslo

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**my main conclusion**

**school works**

-if teachers are allowed to work

(cf. John Hattie: *Visible learning*, 2009)

# 7 my expert contribution

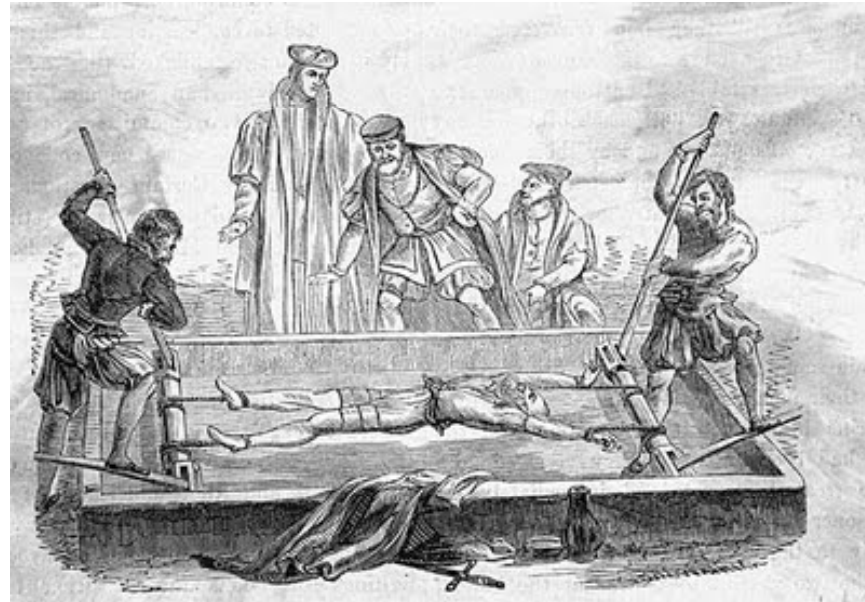
three sets of game-like exercise recipes  
developed to support academic writing

- 1) the ***Five Paragraph Method***: make a question, draft 5 paragraph answer, review & improve
- 2) basic paraphrase & reference exercises
- 3) basic argumentation exercises (*pro & con*)

## RECIPES!

stay away from <http://www.skrivekurs.uio.no/nettlogg/english>

# prescriptions & recipes?



Procrustes' bed



# prescriptions & recipes?



straitjacket



# prescriptions & recipes?



**gilded cage**



# prescriptions & recipes?



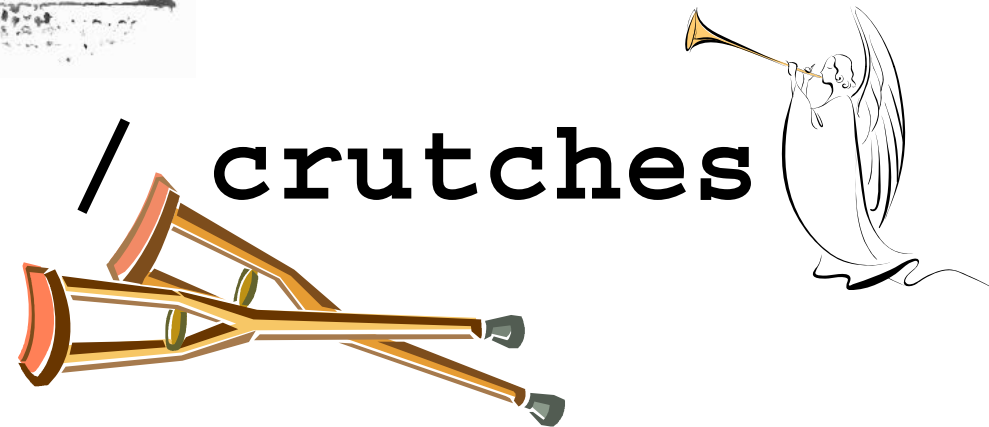
casting mould



# prescriptions & recipes?



support wheels / crutches



# prescriptions & recipes?



**scaffolding**



# prescriptions & recipes?



**constructive framework**



# prescriptions & recipes?



Bundesarchiv, Bild 103-1080-0027-828  
Foto: Lehmann, Thesen | 27. Mai 1908

modular construction kit  
{ → rhetorical *progymnasmata* }



## my observation

within the context of the sustained teacher conversation, the *sharing of* recipes seems to have fulfilled several beneficial functions *in addition to* their basic function as structural support for student writing

1) as a common ground

2) as translative tools

3) as activity models & modules

could it be that sharing a model exercise is an important tool of communication among teachers?