Seminar findings from perspective of curriculum development

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Seminar Better Writing and Better Writing to Read, 10/11 May 2012 Amsterdam
Findings from perspective of curriculum development

The text on these slides has been altered after the may 2012 seminar. I’ve included some of my oral remarks during the presentation.

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Use examples frequently: video, mentor texts.

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Realize teacher training:
• modelling,
• providing feedback,
• assessing,
• class climate,
• creating a writing community.
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Focused writing exercises
• Writing sentences,
• Writing arguments,
• Making starts and endings,
• Etc.

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Alternate short and extensive writing assignments. Writing assignments in school can last from 10 minutes to two weeks (or longer).

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Use modelling only when introducing new tasks and/or strategies.

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Develop strategies and mnemonics: POW TREE, STOP and DARE, TWA+PLANS etc. etc.
And don’t PEE in the classroom!

Post, Explain once, Expect

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Realize differentiation between students of various levels, provide specific feedback and scaffold.

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Vary in lesson structure, even the best lessons will be boring after too much repetition.

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Make clear to students that you learn them 'tricks' to use. In combination with their own effort they will succeed.

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Provide in classroom: lists with signal words, steps, mnemonic charts, ...
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Use more variation in graphic organizers. Choose the right ones to help students structuring their thoughts.

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Use more creative methods such as working with cue cards, evaluation rockets.

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Criterion based learning: educate until the learner knows what you want him to know

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