

Write NOW

Centre for Excellence in Teaching and Learning

Write Now CETL

The Write Now Centre for Excellence in Teaching and Learning is a partnership between London Metropolitan University, Liverpool Hope University and Aston University and is funded by the Higher Education Funding Council for England.



Writing mentor training session

"A very helpful and informative session, especially the introduction to freewriting, which made me realise that I did have an idea about what to write. This has boosted my depleted confidence."

A student's reaction to a peer mentoring session.

"The student came in feeling daunted and scared, and left feeling fired up and eager. She wants another appointment for more help, as she had never done any academic writing before."

Comments made by a writing mentor.

Resources and further information

Further information on all areas of our work is available on our website at www.writenow.ac.uk and includes publications and details on all projects. Guides on key project outcomes will be added to the website over the coming months.

Our people

Dr Kathy Harrington, Write Now Director
London Metropolitan University
k.harrington@londonmet.ac.uk

Professor Lin Norton, Write Now Research Director
Liverpool Hope University
nortonl@hope.ac.uk

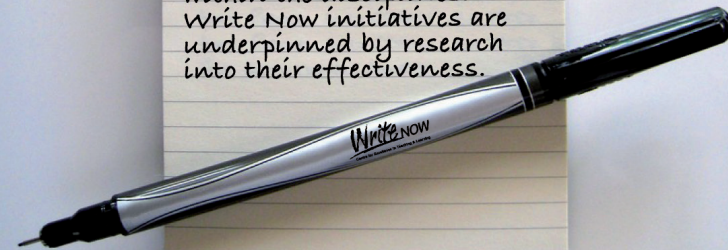
Ged Hall, Write Now Deputy Director
Liverpool Hope University
hallg@hope.ac.uk

For a full list of Write Now CETL staff please visit
www.writenow.ac.uk

Further information:

Write Now CETL Officer,
Email: writingcentre@londonmet.ac.uk
Website: www.writenow.ac.uk

Write Now focuses on the act of writing as a means of working through academic problems with the aim of fostering confident writers. We collaborate with students and staff to develop effective writing and assessment practice within the disciplines. Write Now initiatives are underpinned by research into their effectiveness.



Write Now CETL – supporting and developing academic writing

Write Now works with students, academics and educational and staff developers to improve students' academic writing. We aim to enrich students' learning experiences by enabling them to develop academic and disciplinary identities as empowered, confident writers. The key features of our work are described below and further details on all initiatives are available on our website.

Development of writing centres

The Write Now CETL runs the Writing Centre at London Metropolitan and funds the writing mentor programmes at the Liverpool Hope Writing Centre and at the Aston Learning Development Centre. The writing work of these centres is dedicated to promoting a discipline-specific approach to writing improvement for students and staff. Examples of academic writing development activities include peer tutoring programmes, writers' groups and student-authored resources.

Enabling students to develop academic and disciplinary identities as empowered, confident writers

Peer mentoring in academic writing

The three partner institutions train undergraduate and postgraduate students to work as writing mentors with fellow students on all aspects of the academic writing process. Our peer mentoring programmes are underpinned by the belief that fellow students, who are peer collaborators rather than teachers, can provide an effective approach to creating better student writers. This approach complements writing development opportunities embedded within disciplinary teaching or offered through other university departments.

Writing and assessment in the disciplines

A central aim of our work is to promote and facilitate the embedding of writing practices within the academic curriculum. This Writing in the Disciplines approach is premised on a fundamental connection between writing and thinking, and consequently an equally important connection between students' writing and learning. Opportunities to practise writing as part of their subject-based tuition help students to develop an understanding of what they are studying as well as an ability to adopt the writing conventions of their discipline. It also means that all students are given the opportunity to benefit, rather than just those who seek additional support.



Writing mentor training session

Write Now advocates an approach to assessment that views it as a means of facilitating students' learning and writing development. Assessment and feedback processes are thus used to enable students to continually improve and learn from their written work.

Write Now staff collaborate with lecturers to design and assist in the teaching of disciplinary modules, with the aim of embedding effective writing and assessment practices within the teaching curriculum. The aim is that, after a period of initial support, lecturers are enabled to continue this work on their own. We have worked on numerous curriculum design projects, for example in the disciplines of business, computer science, design, education, film studies, psychology, religious studies, sports science and postgraduate skills training programmes.

Staff development programmes

In addition to the development opportunities offered by writing and assessment curriculum design projects, Write Now organises a wide range of staff development programmes. These include writing for publication workshops, designed to enable staff to find time, space and motivation to write for publication, and an assessment roundtable, which allows departmental staff to explore the design of effective student assignments and how they are assessed.

Technology & writing

We collaborate with subject experts, writing specialists, learning development staff and students to develop learning technology that supports student writing development and underpins blended learning initiatives. We work with digital technologies including social media, virtual learning environments and multimedia tools. The resources we develop will be made available on our website, including our online Freewrite tool that can be tailored to support students' writing within disciplines.

Important connection between students' writing and learning

Pedagogical research

Write Now takes an evidence- and theory-based approach to the development of its work with students and staff, and we investigate the effectiveness of our initiatives through a comprehensive programme of research. Current projects include:

- Writing in the disciplines action research collaborations with staff
- Effectiveness of peer-led writing tutorials on student learning, achievement and retention
- Lecturers' perceptions of assessment, marking and feedback
- International students' experiences of academic writing in the UK
- Using wikis and blogs to support writing development
- Feedback quality in an age of widening participation.