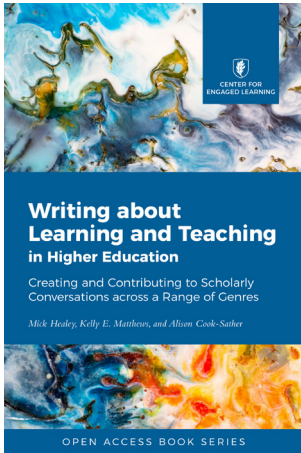


READING GROUP GUIDE

from the Center for Engaged Learning



Writing about Learning and Teaching in Higher Education

Creating and Contributing to Scholarly Conversations across a Range of Genres

Mick Healey, Kelly E. Matthews, and Alison Cook-Sather

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FOR DISCUSSION

Questions about the potential of writing about learning and teaching

1. With which learning and teaching communities do you want to be in dialogue?
2. How do you see yourself as a writer? How do other people see you as a writer?
3. What matters to you about writing?
4. How are you learning as you write?

Questions about clarifying your purpose and preparing to draft

1. What is your motivation for writing?
2. What kind of approach or structure—following guiding questions or exploring through the writing itself—works best for you as a writing process?
3. Which genre are you preparing to write for and how might that influence your writing?

Questions about writing in different genres

1. What are your existing conceptions of the eleven genres we discuss part 4 of the book? How might considering them within the book's framework—writing as creating and contributing to scholarly conversations about learning and teaching, writing as fostering identities and clarifying values, and writing as a medium for ongoing learning—inform your understanding?
2. What is your sense of the current conventions and affordances of each of these genres, and how can any or all of them be expanded to invite and affirm a greater diversity of scholars of learning and teaching?

Questions about writing efficiently, effectively, and energizingly

1. Is your approach efficient and effective in preparing you to engage in conversation with particular learning and teaching communities?
2. Does your approach capture your commitments as a writer and convey them to others in a way that is efficient, effective, and energizing for you?
3. Does your approach allow you to address in an efficient, effective, and energizing way what matters to you about writing?
4. In what ways does your approach allow you to engage in writing to learn in a way that is efficient, effective, and energizing?
5. Is your overall approach “active and energizing” (Sword 2017a, 206)?

Questions about submitting, responding to reviewers, and promoting your work

1. How can you develop a mindset that ensures you are thorough without being overly perfectionistic in preparing to submit a piece of writing?
2. How can you best prepare yourself for and manage the emotional, intellectual, and logistical demands of revision in response to reviewer comments?
3. What strategies might you develop for ensuring that your writing contributes to the unfolding conversations constituted by scholarship on learning and teaching?

*Additional discussion questions for each chapter are available on the book website:
www.CenterForEngagedLearning.org/books/writing-about-learning*

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