Five Lessons from Two Technology-Mediated Academic Writing Courses

Kelly Raita
Background

1. Undergraduate: Basic Academic Writing (BAW) 2 op

2. University of Turku Graduate School (UTUGS): Academic Writing for Researchers 2op

20 students
Blended Delivery
Multimedia Room
Level B2 (CEFR)
Full-time Researchers & Students
20 hours contact + 30 hours independent work
10 weeks x 90min lessons
Mirrors Cognitive Apprenticeship Model

- Reflection
- Exploration
- Fading
- Modelling
- Scaffolding
- Coaching

(Collins, Brown, and Newman, 1989)
Example 1: BAW
Mediating with Technology

Engeström (1987)
probably caused by a combination of limitation food choices and enhanced satiety created by the high protein content.

Numerous organizations, including the American Dietetic Association, have

jama.ama-assn.org

use of low-carbohydrate diets 9-12 There are concerns that low-carbohydrate diets lead to abnormal metabolic functioning that may have serious medical consequences, particularly for participants with cardiovascular disease, type 2 diabetes mellitus, dyslipidemia, or hypertension. Specifically, it has been cautioned that low-carbohydrate diets cause accumulation of ketones and may result in abnormal metabolism of insulin and impaired liver and kidney function; in salt and water depletion that may cause postural hypotension, fatigue, constipation, and nephrolithiasis; in excessive consumption of animal proteins and fats that may promote hyperlipidemia; and in higher dietary protein loads that may impair renal function.13-14 The medical literature pertaining to the efficacy and safety of low-carbohydrate diets is scant and debatable.15

It has been cautioned (Nagy, 1974) that low carbohydrate diets cause accumulation of ketones and may result in abnormal metabolism of insulin and impaired liver and kidney function, in a salt and water depletion that may cause postural hypotension, constipation, fatigue, and nephrolithiasis, in excessive consumption of animal proteins and fats that may promote hyperlipidemia, and a higher dietary protein loads that may impair renal function.

In addition, some specialists found that low carbohydrate diets were no more effective for weight loss than higher-carbohydrate diets, and that weight loss was directly related to the degree of caloric restriction and duration of the diet (Bravata et
Example 2: UTUGS
Diverse Research Disciplines

- Faculty of Education
- Faculty of Humanities
- Faculty of Law
- Faculty of Mathematics and Natural Sciences
- Faculty of Medicine
- Faculty of Social Sciences
- School of Economics
- Other
Drawing on the Community

Engeström (1987)
Cognitive Apprenticeship Model

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(Collins, Brown, and Newman, 1989)
Example 2: Multiple Interactions

Osteoclasts are highly polarized cells. In the basolateral surface there is a functional secretory domain (FSD) and at the bone-facing surface, there is ruffled border (RB) (Mulari et al. 2003, Mulari et al. 2008). Ruffled border secretes hydrochloride acid (HCl), cathepsin K (cat-K) and tartrate-resistant acid phosphatase (TRAcP) which together break down organic and inorganic bone matrix (Teitelbaum 2000). Osteoclasts attach to bone by rearranging their cytoskeleton and by forming focal podosomal adhesion (Väänänen and Laitala-Leinonen 2008). Podosomes consist of cylinder shaped core consisting acting filaments, F-acting and α-actin.
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Examples of Peer Feedback

"nice" 😊
Can you make this more academic?

Where are the missing articles?
What do you suggest?

Introduction 6
by [User Name] Tuesday, 26 February 2013, 09:33 AM

The first paragraph is easy to understand and has a nice flow. The topic sentence is clear. Unfortunately the reader could get lost in the middle of the 2nd paragraph, the flow is missing in this part. Besides some missing articles we would have some suggestions on the 2nd half of the 2nd paragraph: "Podosomes consist of cylinder-shaped cylindrical core consisting formed by acting filaments, F-acting and a-actin."

Some phrases are repeating like "there is..." or "when osteoclasts..."
Lesson #1

Plan Interaction in the Learning Design.
Consider the design for learning and not of learning.
Lesson #2

Recognize the diversity of students and draw on it.
Lesson #3

Consider how tools (mediating artefacts) can be used creatively.
Cognitive Apprenticeship Model

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- Reflection
- Fading

(Collins, Brown, and Newman, 1989)
Lesson #4

Maximize precious time resources.
Lesson #5

Collaborate with the experts (content) and organizers (context).
Take Home Message

By revisiting our spaces we can learn about the quality of the interactions that took place. We can then plan and build the interaction into our future learning designs by collaborating and respecting each other’s expertise.
References


