KWP Academic Literacies Working Group
Festival of Learning
14 September 2010

Applying an academic literacies perspective to the curriculum
Overview

- What do we mean by “academic literacies”?
- Developing a framework for enhancing student literacies in the curriculum
- Recognising the challenges
- Examples of good practice
- Discussion
Approaches to student literacies (Lea & Street, 1998)

**Study skills**
- De-contextualised technical or instrumental approach to student writing

**Academic socialisation**
- Induction of students into the accepted discourse conventions of the discipline

**Academic literacies**
- Literacies as a social practices that engage with the complexities of individual, disciplinary and institutional identities
A framework for enhancing student literacies in the curriculum

- Enhancement of literacies in the discipline-specific context
- Provision of opportunities for critical, collaborative and reflective engagement with dominant and new literacy practices
- Use of innovative student-centred pedagogies such as peer mentoring
- Innovative assessment methods and opportunities for formative feedback
Challenges

- Embedding academic literacies enhancement in the curriculum
- Resource implications for enhanced provision of formative feedback
- Complexity of online environments as writing spaces
- Privileging of writing practices in assessment
Examples

- “A model for enhancing the academic writing and reasoning of King's Undergraduate students” [Ursula Wingate]
- “Historically speaking”: Dialogue, feedback and practice of academic history [Sarah Richardson]
- “Developing effective academic literacy online” [Carys Jones and Martin Webber]
Discussion

- What are the literacy challenges in your context?
- How might you apply an academic literacies perspective to enhancing student literacy practices?
- What institutional mechanisms need to be in place?
- What are the opportunities / limitations?