

Writing Workshop 2.0
New Texts, New Tasks, New Designs
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3 Questions About Writing

- **What does a shift from Writing Workshop 1.0 (analog) to Writing Workshop 2.0 (digital) entail?**
- **How do we prepare students to do well in school-based writing and writing in the world outside of school?**
- **How do teachers incorporate Workshop 2.0 resources into an already overcrowded literacy curriculum?**

Some Thoughts About Writing in the Digital Age

In a Digital / Multimodal Environment Writing and Reading Change to Representation & Interpretation

Let's Make Some Complicated Things ... Simple

Mode – a social resource for communicating and constructing meaning potentials (language, painting, photography...)

Affordances – what designers can do with a particular mode of representation

Limitations – the material, social and technological limits of a particular mode

Aptness – selecting a mode of representation to do the work required given the contexts of meaning making

Why is Multimodality Important?

What I can do with photography, I can't do with written language and vice versa...

Meaning potentials can be realized across a variety of modes.

The Aptness of a particular mode is paramount!

Reading and Writing printed texts have dominated school-based literacy instruction but the world privileges multimodal texts.

In general, teachers know fewer strategies for supporting multimodal composing than writing.

From Writer to Designer: Written Language is Simply One Mode Available for Representing and Communicating Ideas

Writing in the Digital Age

- From Page to Screen
- From Monomodal Texts to Multimodal Ensembles
- From "Handing it In" to Selecting Avenues of Distribution
- From Distinct Genres to Blurry, Multigenre Texts
- From Teacher as Primary Audience to Authentic Audiences
- From School Assignments to Authentic Purposes

Writing 1.0

- Focuses on print based, monomodal texts
- Evaluated primarily by conventions (mechanics over content)
- Limited distribution
- Limitations of written language
- Accepted literary genres
- Teacher as primary evaluator and editor

Shift From Writing 1.0 to Writing 2.0

- From Consumer to Producer
- From Websites to Social Media
- From Single Author to Distributed Authorship (Wiki)
- From Synchronous to On-Demand
- From Competition to Collaboration
- From Conventions to Creativity

Writing 1.0

- Journals
- Responses to Reading
- Taking Notes
- Research Reports
- Personal Narratives
- Genre Studies
- Letters
- Invitations
- Passing Notes

Writing 2.0

- Weblogs
- Goodreads.com
- Bookmarks
- Multimodal Websites
- Digital Scrapbooks
- Multigenre Projects
- Email
- Evite & Facebook
- Text Messaging

Journals in a Digital Environment

- Weblogs
- Pinterest
- Glogster

Responding to Reading in a Digital Environment

- Goodreads
- Comic Life
- Multimodal Book Talks

Taking Notes in a Digital Environment

- Wordle
- E-Reader Highlighting
- Bookmarking References

Research Reports in a Digital Environment

Multimodal – Multimedia Representations

Prezi

Newsletters

Newspapers

Websites

Blogs

Wikis

Brochures

Personal Narratives in Digital Environment

“Home” movies

Multimodal storytelling applications

Comic Books

Multigenre texts

Building Capacity for Writing Instruction

Teachers as Writers (Designers) in a Digital Age

Expand Available Resources for Students

Provide Support for Multimodal Composing

Teacher Professional Development

Increase Publishing Opportunities for Students

Increase Technology Support

Young Designer Celebrations

Author School Visits