

## Writing for University and Beyond: A Journal of First-Year Writing at UTM

### Context

- A faculty-run journal that showcases student writing
- Experiential Learning experience for authors and for students to participate in editorial review processes
- Starting to evaluate programming and reinforce curricular foundation for continued success

### Theoretical Framework

- Focus on pedagogical transfer theory, particularly writing transfer
- Historically, transfer has been a slippery topic (Brent, 2011)
- Recent research has explored what types of teaching practices and experiences that can encourage transfer (Andrus et al., 2019; McDowell, 2020; Yancey et al., 2014).

### Discussion Questions

How might thinking about learning opportunities beyond the classroom enhance student engagement and provide them with experiences that they can carry into other parts of their academic and professional lives?

How might we think creatively about workload distribution so that pedagogical experiences beyond the classroom are more recognized?

### Collaborative Autoethnography (Chang et al., 2013)

- 1 Kaitlyn and Paige wrote reflections from Chris's prompts
- 2 All 3 used open coding to identify themes
- 3 Cross-referenced results with transfer in mind

### Results

- Transfer occurs two ways: from students to other experiences and from other experiences to the journal
- The experience with the journal facilitated other projects (e.g., journals, lab work)
- Paige and Kaitlyn have become leaders in other aspects of their extra-curricular pursuits

### References

- Andrus et al. (2019). Teaching for writing transfer: A practical guide for teachers. *Teaching English in the Two-Year College*, 47(1), 76-89.
- Brent, D. (2011). Transfer, transformation, and rhetorical knowledge. *Journal of Business and Technical Communication*, 25(4), 396-420.
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- McDowell, M. (2020). *Teaching for transfer: A guide for design learning with real-world application*. Solution Tree.
- Yancey, K., Robertson, L., Taczak, K. (2014). *Writing across contexts: Transfer, composition, and sites of writing*. Utah State UP.