

Writing Research Across Borders (WRAB) IV

International Society for the Advancement of Writing Research - ISAWR
Invites you to the

Fourth World Conference on Writing Research

Wrabogota - February, 2017 - www.wrab2017.com

Bogotá, Colombia
Pontificia Universidad Javeriana

15th - 18th February, 2017

Call for proposals

Proposal Deadline 1st April, 2016

The International Society for the Advancement of Writing Research (ISAWR)¹ is composed of researchers from all over the world interested in writing across all education levels.

ISAWR's *Writing Research Across Borders* conference is currently the most important global research meeting on writing research and is aimed at discussing topics related with writing and knowledge production across different levels of education. In seven years, the WRAB Conference has promoted the exchange of approaches, the regular updating and the creation of networks to carry out research and international projects. In order to share experiences and research on reading and writing from all over the world more fully with the work in Latin America and the Caribbean, the next Conference will be held in Bogotá, Colombia, February 2017.

Previous WRAB conferences were:

Writing Research Across Borders (2008) - University of California, Santa Barbara, California, USA

Writing Research Across Borders II (2011) - George Mason University, Fairfax, Northern Virginia, USA

Writing Research Across Borders III (2014) - Université Paris-Ouest Nanterre La Défense, Paris, France

The Conference Organizers invite proposals for presentations, symposia, round tables, and posters from all perspectives and methods, as well as directed to all levels of writing development. In order to speak to interest of Latin American education - the relation of reading and writing -, the organizers especially invite proposals on the following topics and questions.

Topics	Sample questions
Students' experiences and representations	<i>What are the students perceptions about of their processes and practices in writing? What do students think about their institution's initiatives to develop writing? How do students experience the academy through their writing processes?</i>
Writing assessment	<i>What is the effect of the assessment of writing into the students' learning? How does feedback influence in writing learning processes? How do international standardized tests contribute to the assumptions about reading</i>

¹ <http://www.isawr.org/>

	<i>and writing practices? What role do international standardized tests play in national policies for the development of reading and writing?</i>
Historical approaches	<i>Which have been the most visible transformations and intersections in the historical development of writing?</i>
Interculturality: L1, L2 and L3	<i>How is writing assumed in intercultural classrooms? To what extent and in what matters does writing teaching (in L1, L2 and L3) converge and diverge?</i>
Reading, Writing and Democracy	<i>How can big social challenges be overcome in order to face inequality in access to reading and writing? What does it mean to read and write for a full exercise of citizenship in the XXI century? How do reading and writing work in a globalized and ideologically diverse world? How is freedom of expression affected because of such diversity?</i>
Genres, functions, and uses of reading and writing	<i>What are the dominant genres across the different levels of education? What are pedagogical and didactical demands imposed by such genres on teaching and learning processes? How can we incorporate different genres, functions and uses of writing into the curriculums? How does writing fulfill the needs of productive systems?</i>
How does writing develop across the student's life?	<i>What specific features does writing suppose for each level of education? How do those specific features relate to the subject's literacy development? How are those specific features dealt with in terms of pedagogy? To what extent and in what matters does writing processes converge and diverge in the transition from one level of education to another one?</i>
Teacher formation and classroom mediation through writing	<i>How do professors from different disciplines get involved in their students' formation in writing? What particular features do teacher formation programs have regarding reading and writing? What specific demands are there for the formation as a researcher in the field of reading and writing?</i>
Material design for teaching and learning writing processes; new technologies and alternative education modalities (e.g. distance education, rural education, inclusive education, etc.)	<i>How do teaching and learning materials affect the development of writing processes? What changes in the acts of reading and writing have digital technologies brought about? What challenges face teaching of writing in virtual spaces of education? How do institutions, about writing processes, meet the challenges of diverse education modalities in the modern world?</i>
Institutional Initiatives	<i>How do institutions face writing issues? What theoretical foundations do institutions adopt? What difficulties have been encountered when highlighting the importance of writing in the curriculum? What is the balance of widely experienced institutional policies regarding writing development and research?</i>

Proposals for presentations, symposia, round tables, and posters may be sent in Spanish, English, Portuguese, or French, according to the following parameters and procedures.

Type of participation	Organization	Summary requirements
Individual Presentation	Conference organizers will organize the presentations into sessions, depending on the topics proposed.	250 - 300 words.
Symposium	Space for groups of researchers (one or different countries) sharing similar research interests. Groups shall be under the organizing researcher's responsibility.	500 - 1000 words. Summary must be sent by the researcher who convenes the group. All presenters must be listed including presentation titles and short summaries of their presentations.
Round table	Each round table organizer will post a problem for the group to discuss and debate.	500 - 1000 words. Summary must be sent by the researcher who convenes the group. All presenters must be listed including presentation titles and short summaries of their presentations.
Poster	Presentation of results of recently completed research.	250 - 300 words.

Conditions and criteria for proposal selection

The proposals should clearly and coherently indicate:

- the topic and the field of work. They need not be limited to the topics and questions above, but they should fit within the area of writing research.
- the type of study.
- the motivations and the precedents behind the experience or study.
- the objectives of the study or experience.
- the samples, population and corpus used in the research or experience.
- the procedures, techniques, and tools employed.
- the theoretical foundation of the research or experience.
- the most important results, achievements and limitations.

The scientific committee will anonymously examine the proposals. Name and last name of the authors or other identifying should not appear in the summaries.

Proposals and the identifying information must be uploaded through the site www.wrab2017.com

Calendar

Deadline for submission of proposals: April 1, 2016

Proposal acceptance notices sent: June 2016

Proposers must accept the invitation and register for the conference in order to appear on the program: of October 31, 2016.