

Resources For Writing For Publication In Education



Re-shaping of Writing in the Digital Age

a Study of Pupils' Writing with Different Resources

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ABSTRACT

This article explores how resources used in test situations shape pupils' writing and to some extent their possibilities to represent their knowledge. Two conditions (pen-and-paper and digital) are investigated in two subjects. The theoretical underpinnings stem from a design-oriented and multimodal perspective on learning (Jewitt, 2009; Kress, 2010; Selander & Kress, 2010). Findings presented in this article are in line with previous research, which has shown that digital writing technologies have an impact on pupils' writing process (Haas, 1996; Stapleton, 2012; Genlott & Grönlund, 2013) and that the modes and media used for learning shape communication and to some extent delimit what is possible to represent as knowledge in a given situation (Kress, 2003; Jewitt, 2009; Selander & Kress, 2010).

Keywords

Designs for learning, multimodality, learning, writing, literacy

INTRODUCTION

Not long ago textbooks were regarded as objective mirrors of reality framed in written words or other symbols. The representation of knowledge imposed the 'truth' on the reader, and the learner then was obliged to copy the representations as accurately as possible. However, the authority of textbooks has been challenged by the introduction of digital resources in education and to some extent been 'put out of play' (Cope & Kalantzis, 2000; Gee, 2000; Lankshear & Knobel, 2003; Rosvall & Selander, 2008; Selander & Kress, 2010; Säljö, 2010). Writing practices have also changed rapidly in the last decades, and writing by hand seems to become ever more rare in daily life (Neef, 2010). In its stead, digital devices are used for scribbling down shopping lists, writing reports, or sending text messages to our loved ones. These technologies are efficient, and they offer us the possibility to store and transmit data, but also facilitate our process of manipulating data in terms of, for example, changing and revising texts, which previous technologies could not. In schools, pupils use computers for writing essays, reports, home assignments and so on (Skolverket¹, 2013a). They cut and paste chunks of text, revise and edit, and search for information on the Internet. In digital classroom practices, pupils design

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