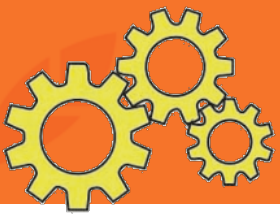


# Shut-up & Write



Jock Boyd,  
Dimi Aidinlis,  
Chiara Perino  
Sarah Fitzpatrick



## Feedback

Evaluative Responses

Formative Responses

# How do you assess writing

Written comments

Conferencing

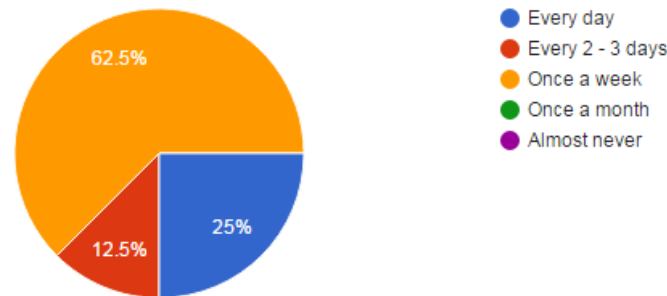
Local

Global

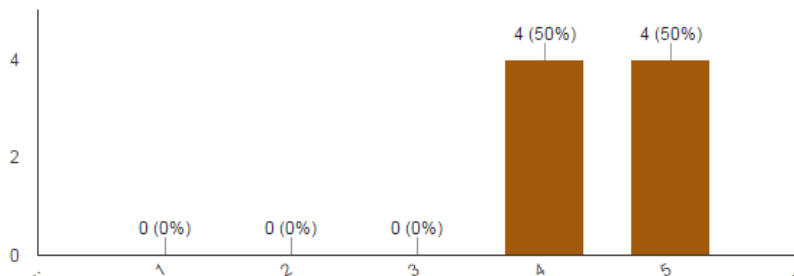
# Students Hate Writing

But they do know that writing is important.

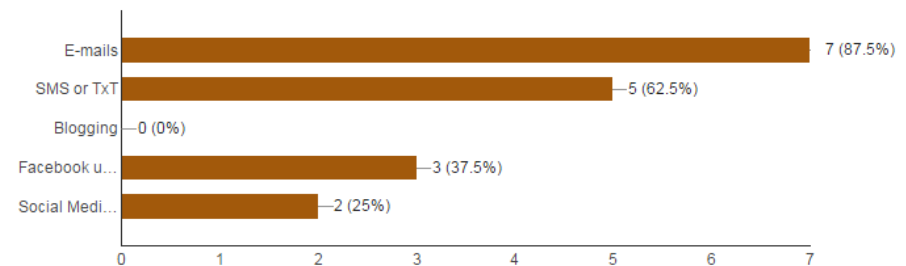
How often do you write?

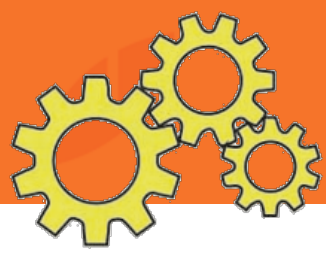


How important is writing?



What type of text do you write



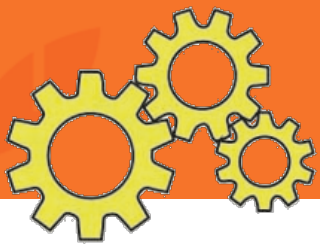


# A Magic Button



What if there was a magic button that empowered students to write with no effort?





# Shut-up & Write turns writing from a stressful, to an engaging experience.

(Shut-up & Write, 2016)



# Concept

The Shut-up & Write concept is simple: meet up with others in a smart space, and write.

The philosophy behind it is to make writing fun and non-judgmental.

The Think: CLASS team has modified the process to fit into an ESL classroom format for our Action Research.





**No critiquing,  
exercises, lectures,  
ego, competition or  
feeling guilty. Just  
writing.**



- **Cognitive Apprenticeship (Maher, 2015).**

The setting and environment should be authentic and provide positive feedback and guidance on the learners writing

- **ARC's Theory of Motivation (Bates, 2015).**

Grab the learners attention, contain relevant information, and be aimed at the appropriate level

- **The Taxonomy of Intrinsic motivation (Malone & Lepper, 1987).**

Include internal and external motivational elements such as challenge, curiosity and cooperation

- **Self-Determination Theory (Reeve, 2002).**

Provide the learner with the opportunities for autonomy, a feeling of competence, and relatedness with others.

- **Episodic Memory (Pan, Pashler, Potter & Rickard, 2015).**

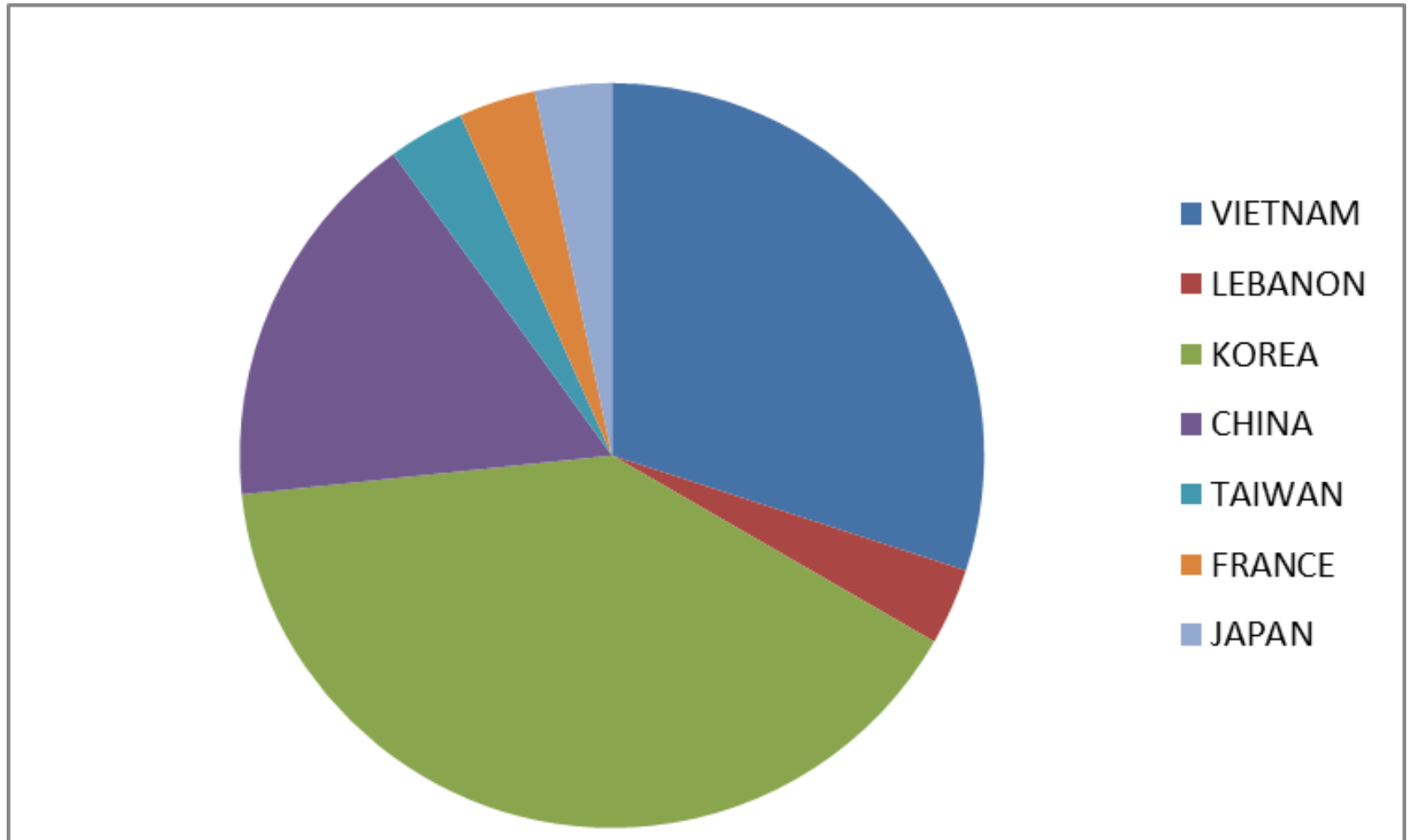
Evoke a learners' emotions to more richly encode the lesson



# The Student



# The Student



# The Student

Overwhelmed by the course

Students getting stuck = progression issues



# Positive solution



A growing body of research and evidence has shown support for a positivist approach:

- A student's learning is dynamic, complex and holistic
- Students demonstrate their learning in different ways
- Start with what's present—not what's absent—and discuss what works for the student.
- Growth Mindset VS Fixed Mindset (Dweck, 2012)

# The Mechanics

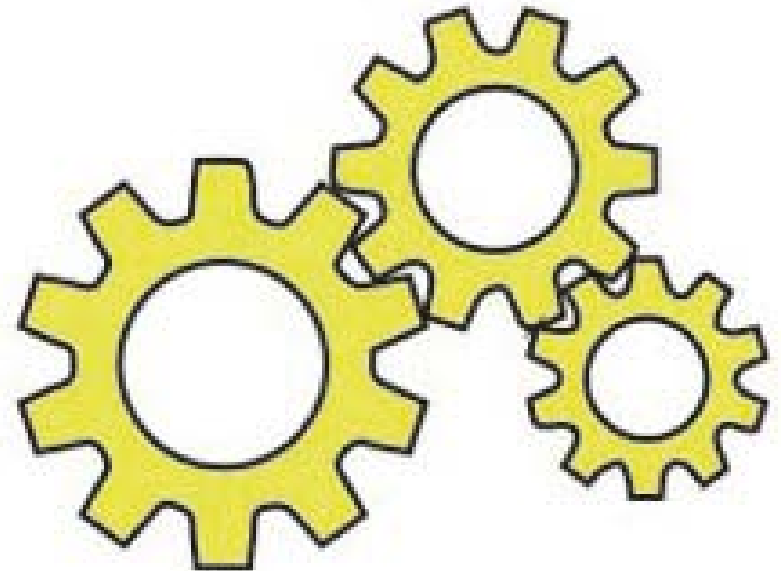
Our current writing model has...

a tight structure

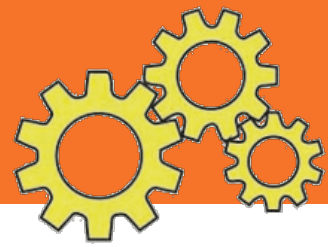
deadlines

compulsory sequential order

no recognition of an achievement



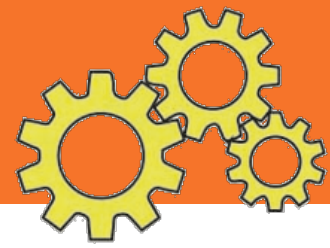
# Currently



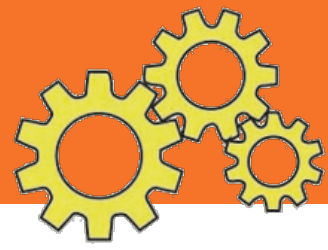
It was a sunny Monday ~~sunny day~~ and our hospitality class went ~~to~~ The Opera ~~House~~. We went ~~to~~ see ~~the~~ one of the symbols ~~of~~ Australia. The weather was ~~is~~ cool and the sun was ~~shinning~~ shining brightly. The view of ~~the~~ Opera ~~House~~ House ~~made~~ makes me feel ~~like~~ like I was in a ~~the~~ picture postcard.

There were ~~was~~ a lot of people ~~around~~ around The Opera House many of whom ~~them~~ were taking pictures s to record this wonderful moment. MY classmates s were very excited because we don't have a ~~the~~ class and we can relax ourselves and enjoy this beautiful view. We took a lot of pictures of with each other. One of my favourite pictures is when ~~that~~ we jumped into the air ~~in the sky~~ in The front of Opera House. Not only the Opera House but also the Harbour Bridge it was ~~is~~ amazing! We also took a lot of pictures in front of the Harbour Bridge as a ~~the~~ background.

# The Plan



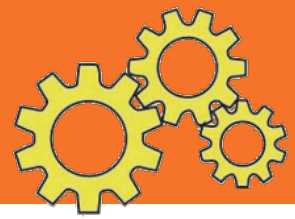
- Provide an environment where the student's writing is not judged but positively supported
- Contextualize the writing
- Introduce a social system to motivate students
- Gamified system



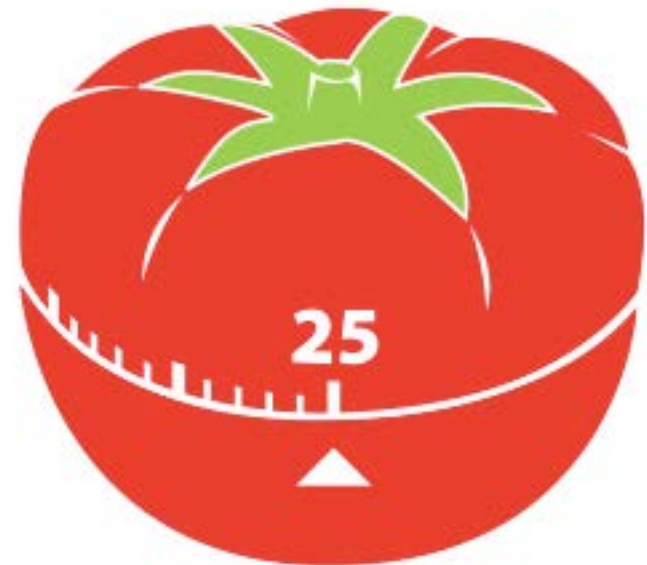
**The focus is on what's best about you, not trying to fix what's wrong with you.**



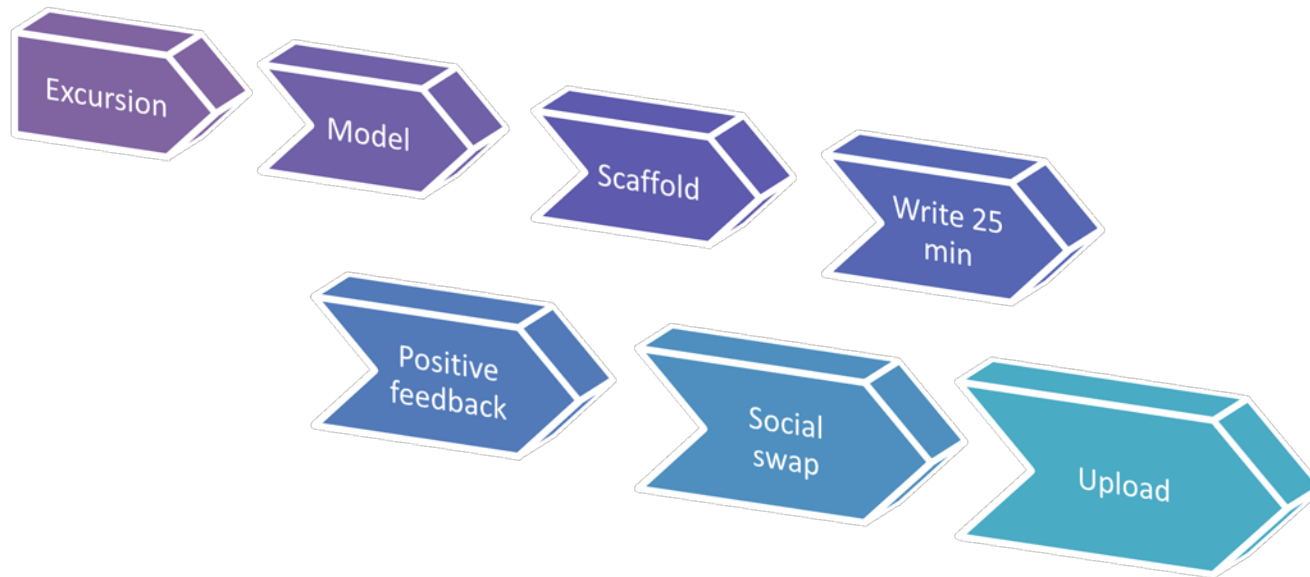
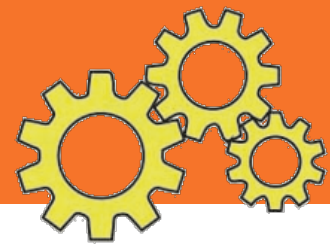
# The Pomodoro Technique



A great time management system, that is very simple to learn and life-changing to use.

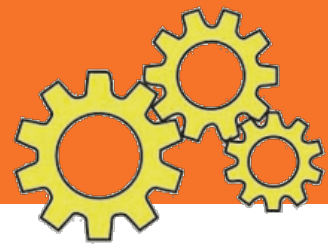


# The Model



Potential stages which overlap with Positive-based feedback

# The Reward



Recognition that a student deserves special appraisal after :

Completion of task

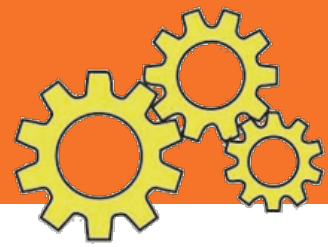
Outstanding work

Most improved

Progression on track

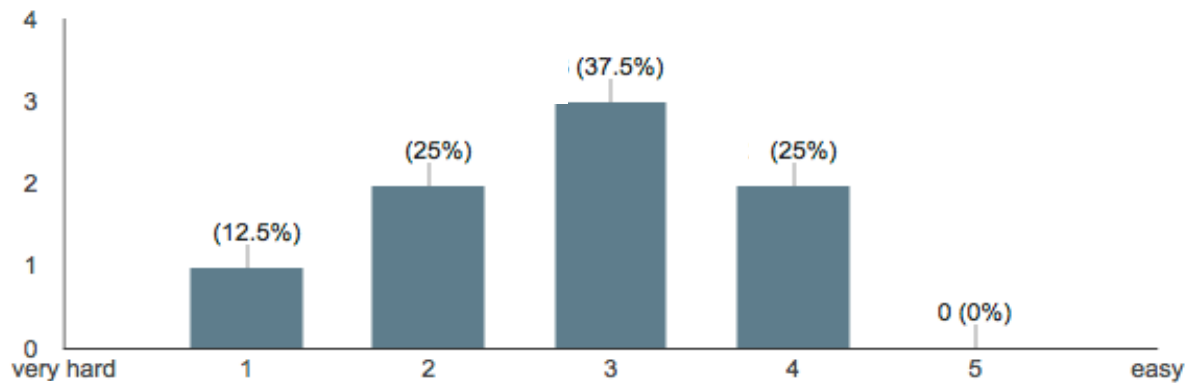
Active participation

# The Results



## Peer Pressure and Peer Support

How hard was the writing task?



What was the best part of this class?

Explain task of teachers

chance for writing

Grammar

Speaking

Learning

every thing was the best

How would you improve this class? (5 r)

more homework

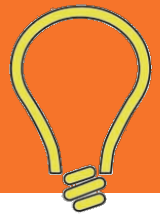
studying hard

Practise writing more

They need to focus on lessons

More time to writing

# Top Tips



Manage expectations

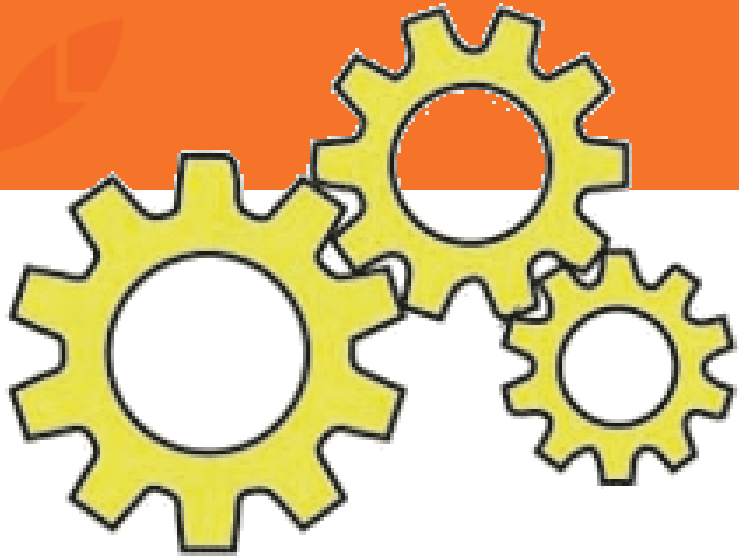
Engage with drifters

Facilitate peer support

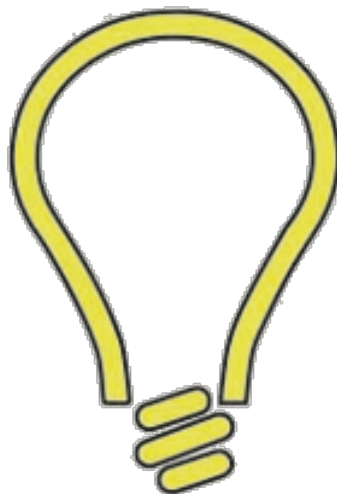
Set goals

Positive feedback





# Questions



<http://shutupwrite.weebly.com/>

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