The International WAC/WID Mapping Project: Two New Phases of Research

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Goals for This Panel

- To provide brief background on the Mapping Project to this point (2006-) (Thaiss)

- To introduce the two new phases of research by the project: U.S.-focused (Zugnoni) and International (Sinha)

- To interest participants in becoming part of the research teams; e.g,, by contributing **survey responses** to the new U.S. survey, or by **writing program profiles** for the new international web portal, or by **joining the editorial team** for the international phase of the research

Overview of the Mapping Project

The International WAC/WID Mapping Project aims to describe the characteristics of writing "programs"/initiatives, broadly defined, in the world today.

Homepage: http://mappingproject.ucdavis.edu

The project thus far has consisted of two parts, each of which to this point has involved survey-based research and ensuing publications:

- An international survey for respondents from outside the US (2006-09), plus an article, a chapter, a 2012 book, and numerous conference talks

- A US/Canada survey (2006-08)—results in *CCC 2010* (Thaiss and Porter) as well as...

Overview of the Mapping Project, con'd

…Dissertation by Tara Porter (UC Davis, completed 2016) consisting of

1. a follow-up survey (and analysis) of U.S. institutions that had WAC programs as of 2008 (128 responses) and

2. interviews with 15 U.S. WAC directors representing a range of US institutions of different sizes/types and WAC programs of different ages

This follow-up research has not yet been published on the Mapping Project website.

PROJECT AIMS: US/CANADA SURVEY, 2006-08

- To determine the **presence** of WAC/WID programs in all US and Canadian higher-education Institutions

- To reveal **current trends** in WAC/WID programs across the US and Canada

- To evaluate how these programs have **changed** over the years and what factors have sustained successful programs

Results of US/Canada Survey

- 16 questions
- 52% response rate from @2600 US and Canadian higher ed institutions
- 50% of respondents state that their institutions have WAC/WID programs
- @1/3 increase over percentage reporting programs in 1987 survey by McLeod and Shirley
- Some results posted on Mapping Project website
- Analysis of key findings from US statistics were published in 2010 (*CCC*, February)
- Canadian statistics (71 institutions) separately analyzed.

Project Aims: International
http://mappingproject.ucdavis.edu

- To build an **international network** of scholars and curriculum leaders interested in writing in and across disciplines, in first languages and English

- To reveal **current trends** in the teaching of writing in different countries and cultures

- To reveal the diverse shapes of **writing curricula and support services** around the world

- Survey available in English, French, German, Russian, and Spanish

Phases I and II of the International Study

- **Phase I—International Survey, 2006-09**

  Early results published in stages in *Zeitschrift Schreiben* (2008) and *Traditions of Writing Research* (Bazerman et al., 2010). Final results published in Introduction (Thaiss) to *Writing Programs Worldwide.*

- **Phase II-Print and Online Book, pub. 2012**

  Writing Programs Worldwide: Profiles of Academic Writing in Many Places (2012)(Parlor Press and the WAC Clearinghouse, wac.colostate.edu/books/wpww); 530 pp.

International Survey: Questions

1. Where are students writing in your institution, in a first language of instruction or in English? In what genres and circumstances?

2. Who cares in your institution about the improvement of student writing or student learning through writing?

3. Is improvement in student writing an objective of certain courses in a discipline or of the overall curriculum? How and why?

4. Have any teachers in/across disciplines met to talk about these issues or made an effort to plan curricula in relation to student writing?

5. What is the source of their interest and what models of student writing/learning development (e.g., articles, books, other documents), if any, help guide these discussions?
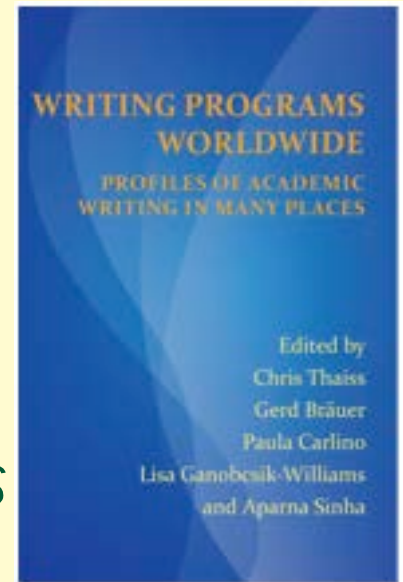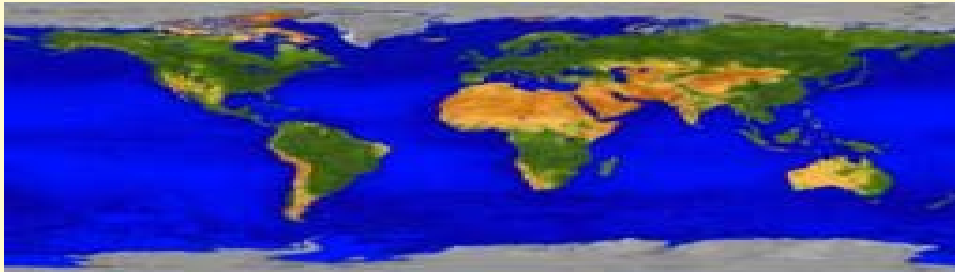
Responses to International Survey

- 360 scholars and program leaders

- 330 institutions
- 54 countries

- 82% of responses in English
- 15% in Spanish
- 3% in German and French

Writing Programs Worldwide: Profiles of Academic Writing in Many Places

Editorial team:

- Gerd Bräuer, University of Education, Freiburg, Germany
- Paula Carlino, University of Buenos Aires, Argentina
- Lisa Ganobcsik-Williams, Coventry University, UK
- Aparna Sinha, University of California, Davis
- Chris Thaiss, University of California, Davis, US (Lead Editor)

Goals of *Writing Programs Worldwide…*

- To bring out *both* the uniqueness of *and* similarities among a wide range of institutions in various cultures and settings around the world
- To show the diversity *and* points of contact in how writing is practiced, taught, and learned in specific places
- To feature programs/initiatives that have grown and succeeded amid ongoing struggles, as well as initiatives that had recently begun.

Writing Programs Worldwide includes…

- More than 40 initiative "profiles" from 28 countries on 6 continents: essays by program leaders elaborating on their answers to the survey

- An introduction and three "section essays" by the editors to characterize the profiles and the survey research—and to synthesize practices and traditions in regions

- A print version in English (Parlor Press)

- An online, open access, version (WAC Clearinghouse)

Profiles of tertiary and postgraduate initiatives located in...

- Argentina
- Australia
- Austria
- Belgium
- Brasil
- Canada
- China
- Colombia
- Denmark
- Egypt
- England
- France
- Germany
- India

- Ireland
- Israel
- Netherlands
- New Zealand
- Northern Ireland
- Puerto Rico
- Scotland
- South Africa
- Spain
- Sweden
- Switzerland
- Turkey
- United Arab Emirates
- United States

Questions from which we drew in addition to those from the survey…

- The size, brief history, and mission of the institution
- Most salient geographic, economic, and cultural features of its location
- What "literacy" and especially "writing" mean to students and teachers in this institution: why they write, in what languages and dialects, in relation to what goals?
- What have been your and the institution's successes in teaching writing?
- What have been your unfulfilled ambitions in regard to student literacy/writing?
- Can you describe individual students or events that embody or illustrate these successes and frustrations?