



Thursday
22nd June 2017
13:00 – 14:30 p.m.

Großer Seminarraum

**Center for Teaching
and Learning (CTL)**
Universitätsstraße 5
3. Stock (Lift)
1010 Wien

Um Anmeldung wird gebeten!
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Ansprechperson
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Weitere Information
<http://ctl.univie.ac.at/ctl-lectures>

CTL-Lecture

Die CTL- Veranstaltungsreihe (Lectures, Workshops) bietet interessierten Lehrenden Gelegenheit, neue Möglichkeiten der Gestaltung von Lehre und Lernen durch ExpertInnen anderer Universitäten kennenzulernen und zu diskutieren sowie das eigene Handlungsrepertoire zu reflektieren und weiterzuentwickeln.

David R. Russell, Iowa State University

“How large are disciplinary differences in student writing? Rethinking pedagogy and assessment in light of new natural language processing and phenomenological analyses“

How do students learn to write in a new discipline? In most contexts, most students (though not enough) do so without explicit instruction. I will first present corpus research I participated in that uses natural language processing tools to measure disciplinary differences in student writing (surprisingly large) and the speed with which students acquire them (within a few years).

Yet we know little about how this "uninstructed genre acquisition" occurs, what Peter Elbow called "writing without teachers." I will suggest that phenomenological approaches to "embodied cognition" – Austrian sociologist Alfred Schutz' concept of typification as social action, combined with French existentialist philosopher Maurice Merleau-Ponty's concept of intercorporeal "harmonization" – can help explain this uninstructed genre acquisition and suggest new ways of teaching and assessing students' research writing.