

Teaching Artifacts for the Digital Archive of Writing Instruction

During the WAC Academy, one of the activities we will be working toward is creating a Digital Archive of Writing Instruction (DAWI). We hope this can be a space to collect and trace individual and group knowledge-making and pedagogical practices for teaching writing across the disciplines.

To begin, we will need to select teaching artifacts uses to teach writing in course(s). While we can negotiate the number and types of documents, each participant should contribute at least two common artifacts: a WI course syllabus and a writing assignment. Other possibilities for artifacts are listed below. The list below includes suggestions, and we are not limited to *just* them.

Possible teaching artifacts for initial portfolio:
<ul style="list-style-type: none">• WI course syllabi• Writing assignments• Methods of feedback or response• Evaluation or assessment tools or strategies• Activities to support the writing process• Mentor texts• Reflective or metacognitive activities• Others?

DAWI Collection & Curation

We will work to craft a curation statement for each teaching artifact along with relevant tags (or categories) in order to assist in the archival process. We are working to assure that the collection can be searched and items can be located with relative ease as the DAWI grows. Curation statements include several key pieces of information in four or more sentences:

- Contextualize the artifact,
- Explain what it is,
- Describe how it is used to teach writing, and
- Provide evidence of it is theoretically/pedagogically sound.

In addition to the statement, the participant will also determine up to four tags to go along with the artifact. These tags could include key words from the articulation statement along with other pertinent information, such as intended audience or the discipline(s) the artifact relates to.

Contributions to the Digital Archive of Writing Instruction

Your **final product** for the Academy should include ____ teaching artifacts along with their curation statements and tags. Artifacts in your collection include

- WI course syllabi
- Writing assignments
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Each teaching artifact will include a **curation statement** with several key pieces of information in a maximum of 4 sentences:

- Contextualize the artifact,
- Explain what it is,
- Describe how it is used to teach writing, and
- Provide evidence for how it is theoretically/pedagogically sound.

Tags for my artifacts may include

- key words from the articulation statement
- related writing outcomes
- intended audience(s)
- discipline(s)
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The overall collection of teaching artifacts, annotations, articulation statements, and tags is accompanied by a **reflection statement** that

1. Conceptualizes by identifying theme(s) for the audience(s),
2. Rationalizes the selection artifacts in the exhibit(s),
3. Explains the arrangement of the pieces in the exhibit(s), and
4. Connects the exhibit(s) to the theory and/or research in which it is based.