

Writing as nutrition for democracies

You have to tend to this garden of democracy, otherwise things can fall apart fairly quickly
(Barack Obama, CNN, Dec 8, 2017)

1. Purpose and aims

The democratic mission of Swedish educational policy promote the development of fundamental values such as respect, equity, and safety and the advancement of civic competencies, the abilities to voice one's opinion and to contribute to social development (Skolinspektionen, 2012:18). However, democracy is fragile and to maintain a sustainable democracy citizen's active participation is necessary. Literacy, "as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world" (Unesco, 2017) is an important skill that supports active participation. Indeed, "the ability to convey one's ideas in writing is far more empowering than the ability simply to read or to listen to what others have written" (Stotsky, 2013: 228).

Even though participatory writing has long been advocated as a crucial part of democratic processes, it seems that the acquisition of the necessary skills for this type of writing is still largely neglected in educational policy as well as practice. Thus, there is little evidence that children in Swedish schools (and internationally) will learn how to use writing as a tool to make their voices heard, nor how writing can be used as a tool to develop a voice to enable full participation in society.

Our main objective is to reconceptualize the role of writing and writing education for democratic participation. First we map current discourses of writing in the Swedish curriculum for the compulsory school and in classroom practices and relate them to writing practises for democratic participation in formal and informal contexts. Second, we develop viable methodologies for writing education that enhance voice and participation. The project is based on participatory research methodologies and will be carried out in close collaboration with teachers, students and other stakeholders. The following research questions are addressed:

- What discourses of writing can be found in Swedish educational policy and practice?
- What characterises current participatory writing in Swedish society (e.g. genre, style, voice, form, function)?
- How can students in middle-school (ages 10-12) develop participatory writing skills effectively?

2. State-of-the art

Freedom of speech, the right to communicate opinions and ideas in both oral and written language, is a fundamental democratic right and a building block for sustainable democracy. In particular, "the ability to write on matters relating to civic or political life is crucial for the proper functioning of the institutions of democratic self-government" (Stotsky, 2013: 228). Levine (1982) describes that "[i]t is, on the whole, writing competencies that are capable of initiating change. Writing conveys and records innovation, dissent, and criticism; above all, it can give access to political process generally, where many of the possibilities for personal

and social transformation lie” (p. 262). After studying primary school learners, Matre and Solheim (2015) similarly conclude that “writing has the potential to educate the students to become independent and reflective people. In addition, writing gives access to participation and contribution in a democratic society“ (p. 26).

Over the past few decades literacy in people’s everyday life has transformed from reading of printed sources, such as books, papers and magazines to writing in digital media. Deborah Brandt describes this as a shift from mass reading to mass writing, a shift that is strongly connected with actors that take an interest in the use of literacy for educational, economic, political or other reasons (Brandt, 2015).

Despite this shift to mass writing, the teaching and learning of writing in early school years are understudied topics in educational research (cf. Bingham, Quinn, & Gerde, 2017; Tanner, 2014). This lack of attention is concerning, given the strong relationships found between students’ early writing and later measures of their literacy development, as well as the recognition of writing for a successful life and well-functioning society (OECD, 2005).

Drawing on writing research in the early and middle years of schooling (e.g. af Geijerstam, 2006; Rowe & Flushman, 2013), we make a case for greater attention to the development of writing curricula in order to guide practice in the foundational years of students’ formal education. We note that previous researchers have primarily focused on upper secondary school students and later in their analyses of writing curricula (cf. Hermansson, 2013; Gillblad & Lindgren, 2017; Saari, 1991). How pedagogical discourses are constituted in the writing classroom are further explored in a Swedish context (Hermansson, 2013). Hermansson illustrates how multiple and various discourses of writing concurrently are created, how they moved parallel and overlapped in the early years writing classroom. Evidence of discourses identified as writing as skills, writing as development, writing as social phenomenon, and writing as semiotic activity are visible, however, writing as a way for students to think about things, enabling them to make informed decisions in the world, are absent (Hermansson, 2013).

In relation to the above, and relevant for present study, it is of great interest to understand contemporary constructions of educational discourses constituted in the writing classroom, i.e. dominant as well as less visible discourses. Based on a view of writing as a social practice, results from a number of studies (e.g. Pahl & Rowsell, 2005; Tanner, 2014) about early writing, writers and writing curricula attended to symbolic representation of “the range of human experience in enduring and material ways” (Lancaster, 2007, p. 125). In a study of seven- to nine-year-olds, Dyson (1997) illustrated how children’s roles and identities are constructed and reconstructed through writing: “Writing was not so much an expressive medium for individual souls as a tool for social beings whose major concerns were not learning to write” (p. 42).

While Dyson, and many scholars with her, describes the effect of social interaction on writing, other scholars highlight how questions of power, language use, and access to knowledge, culture and identity are interconnected (Janks, 2010; Vasquez, 2012). In taking a critical perspective on literacy these scholars ask questions related to not just students’ way of forming their opinion through writing, but to take action as well (Vasquez, 2012). Other studies draw on sociolinguistic research. Kress (1997) and others (cf. Borgfeldt, 2017) foreground the material and multimodal nature of writing and identity construction. Further, because today’s young children use the varied material resources at hand in their social environments and have experiences with texts in an increasingly digital and multimedia-

saturated world (e.g. Rowe & Flushman, 2013), they are producing writing that is more semiotically complex.

3. Significance and scientific novelty

Even though democratic fundamentals as well as research confirm the importance of free speech and the power of writing in democratic processes, the necessary writing skills, (e.g. knowledge of purposes for writing, audience, style, argumentation, voice) are not a priority in education internationally. Instead, both curricula and practices show a strong focus on the requirement of skills for writing, such as spelling and grammar, writing as a process and genre and only occasionally on writing as a social practice or as a sociopolitical act or writing as a tool for thinking (cf. Ivanic, 2004; Peterson, Parr & Lindgren, 2017).

Thus, there is an immediate need to explore ways of implementing the democratic mission in classroom practices as well as to stimulate a systematic and research-based development of the situated educational writing practices promoting and developing students' voices. The proposed projects aims to enhance teachers' and pupils' awareness of writing as a sociopolitical act and will have fundamental significance for learners who live in a world flooded with information that may, or may not, be objective.

A short-term outcome of our study will include the close description, reconceptualisation, of what participatory writing means in current Swedish society. We will be able to describe in detail the linguistic characteristics of the genre on which the long-term outcome, the reconceptualisation of writing education in policy and practice will be based. As a long-term outcome of the project we will offer ways to describe, interpret and discuss policy as well as classroom practices that support the development of democratic values and competencies through participatory writing.

This project is closely connected with research about writing discourses (e.g. Ivanic, 2004) and will contribute new understandings about current discourses of writing in Swedish society. In addition, it will provide a novel description of the genre of participatory writing, that to our knowledge has not been done, and evidence-based classroom methodologies for the teaching and learning of writing. Finally, the project will contribute to the development of research methodologies for school-based, participatory research.

4. Preliminary and previous results

In a recent study of discourses in the writing curricula for primary school in Canada, the USA, New Zealand and Sweden, Lindgren and colleagues (Peterson, Parr & Kaufmann) found that a process discourse was predominant, that skills, creativity and genre discourses were present in the curricula to varying degree, but that there was no, or little, evidence of writing as a social practice or a sociopolitical tool. In another recent study Lindgren and Gillblad examined beliefs about writing among 60 primary and secondary teachers in Sweden and found an almost complete lack of focus on writing as a sociopolitical act. Both studies used Ivanic (2004, 2017) framework and are under review. These studies indicate that there is indeed a lack of focus on participatory writing in policy and practice in Sweden and internationally. However, as of yet no classroom observations have been undertaken, nor analyses of the entire curriculum including all school years and subject. How to define participatory writing in current text and media based society, and how to approach it effectively in teaching and learning has not been explored and will be the main contributions of this project.

5. Project description

5.1 Theory

This study is threaded through with an essentially sociocultural perspective acknowledging that “the nature of thinking, learning and development can only be understood by taking account of the collective, historical nature of human life” (Wells & Claxton 2002:12). Thus, students’ social experiences in diverse cultural contexts will be the starting point aiming at developing an understanding of themselves in relation to society and their voice as well as their potential to write their world.

The concept of discourses will be used in the project to explore, describe and understand the thinking and talking about writing and participation in society. Discourse is understood as “a socially accepted association among ways of using language, other symbolic expressions, and ‘artifacts’ of thinking, feeling, believing, valuing, and of acting which can be used to identify oneself as a member of a socially meaningful group” (Gee, 1996: 131) and in particular this project is underpinned by Ivanič (2004, 2017) framework of discourses of writing and writing education. Based on studies of policy documents and practices, Ivanič (2004) defined six different discourses, or views, of writing and writing education that have been, and still are common, among educators: writing as a skill, as creativity, as a process, as genre, as part of a social practice or as sociopolitical act. Recently, Ivanič (2017) added a seventh discourse, writing as thinking. She concludes that a holistic perspective on writing, encompassing a multi layered view of text as well as different views of what writing is, is important in writing education.

As a starting point for participatory writing we use Stotsky’s (1999: 2) definition: “Participatory writing -- the unpaid writing that citizens do as part of the process of democratic self-government -- is a necessary and inseparable component of democratic self-government. The writing that citizens do for civic or political purposes is also a far more salient aspect of our lives than most people realize. This writing includes such formal legal writing as speeches, petitions, and resolutions as well as such formal organizational writing as minutes of meetings, agendas, memos, and newsletters for political or civic groups. It also includes a great deal of informal and personal writing, such as letters to friends, relatives, or neighbors supporting or opposing candidates for public office”.

Thus, we view participatory writing as a necessary democratic tool that can be both formal and informal in character. In Ivanič (2004) framework of discourse of writing and writing education participatory writing is predominantly found within the social practices and sociopolitical discourses. However, as Ivanič (2004) points out a holistic perspective encompassing all discourses of writing is important in order to develop functional writing skills for lifelong learning and participation.

5.2 Methods

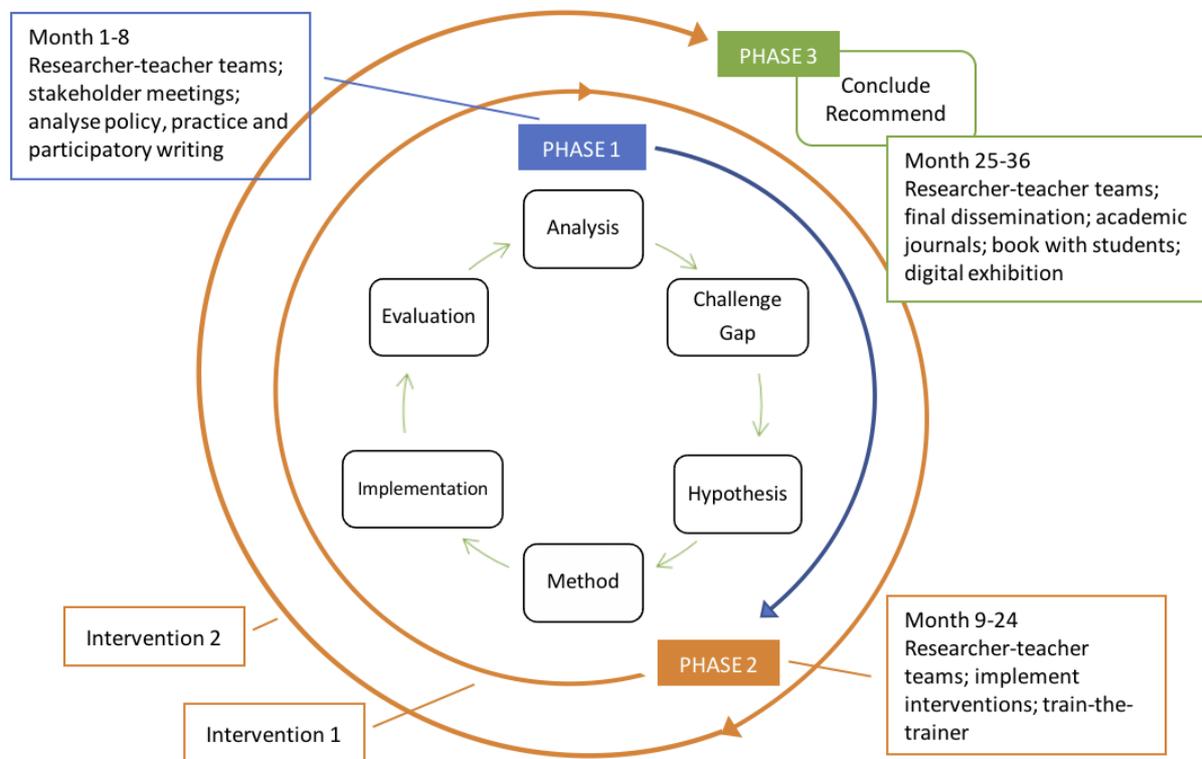
Even if we believe that a socio-political discourse can be implemented very early, pupils development will be more readily analysed if basic writing skills are in place. Therefore middle school, school years 4-6 (ages 10-12), was selected. In addition, there is little research on literacy development for this age group. Statistics from Skolverket will be used to select two schools that are ‘average’ in term of size and school results.

Our methodology is underpinned by co-creation and participation. Participation between all actors throughout the research process ensures, not only relevance and ecological validity but also that valid questions are posed, that priorities between them are

valid and that valid interpretation of results are made (c.f. The Indigenous Research Reform Agenda <http://www.lowitja.org.au/indigenous-research-reform-agenda>). Lindgren and Hermansson will bring previous experiences from similar projects with schools and indigenous Sami organisations into this project.

This study employs a mixed methods approach in order to provide a deeper understanding of classroom interaction, critical awareness and text characteristics. We will use merged analyses, in which we fully integrate the different data sets, and combined analysis where we link results from different data sets with each other (Creswell & Plano Clark, 2007). The project is constructed around a cyclic design in which co-construction and implementation are recurring activities, (c.f. Bereiter 2002 and The Columbia Center for New Media Teaching and Learning, <http://ccnmtl.columbia.edu/dr/about/>). Our design includes three phases, see Figure 1.

Figure 1. Project design



5.2.1 Phase 1

Phase 1 is illustrated by a blue arrow in Figure 1 and align with the first two research questions. In order to analyse discourses of writing in current policies and practices (1st RQ) Ivancic (2004, 2017) framework will be used which defines discourses of writing and writing education into seven categories, skill, process, genre, creativity, social practice, sociopolitical and thinking. Lindgren and Hermansson have both used discourse analysis in previous studies (e.g. Hermansson, 2011; Belancic & Lindgren, 2017). The data used for the writing discourse analysis will consist of the main policy documents for the Swedish compulsory school. In addition, discourses of writing will be analysed through focus interviews with groups of teachers about their practice and observation of their practices. The interviews will be open in character and broadly based around the three themes: a) how teachers work with

writing, b) what they think is most important in writing and c) how they evaluate students' writing. The observations will focus on themes for writing, topics for writing, student participation in decision making processes and classroom organisation during writing.

In order to describe what characterises participatory writing in Sweden today (2nd RQ) samples of what Stotsky describes as “formal legal writing as speeches, petitions, and resolutions as well as such formal organizational writing as minutes of meetings, agendas, memos, and newsletters for political or civic groups. [...] letters to friends, relatives, or neighbors” will be collected. In order to select these samples we will invite stakeholders (teachers, students, parents, policy makers etc) to open meetings in five different locations in Sweden, where we present current definitions of participatory writing and discuss what that would mean in their contexts. Samples will be analysed using functional linguistics (Halliday, 2004). The result of these linguistic analyses will be a close description of the genre participatory writing.

Based on the analysis of the policy documents and the other texts and the classroom observations a gap/gaps in current practices for participatory writing will be defined and a hypothesis developed for how successful participatory writing could be implemented.

5.2.2 Phase 2

Phase 2, orange in Figure 1, is the main part of the study and is directed by the third research question. Based on the analysis in Phase 1, two intervention studies will be developed. Both interventions will be developed in close collaboration with teachers and students. Students will contribute with their experiences of successful learning, what that means and when they felt they learnt and developed their writing. Teachers will contribute with their knowledge about writing education and their classroom practice. Researchers will contribute their knowledge about writing education and intervention methodologies.

The first intervention will be carried out in two classrooms in two different schools. It will build on the analysis of the current situations and what practices are in place for participatory writing, the gap/s and hypothesis defined in Phase 1. A classroom methodology will be developed in collaboration between researchers, teachers and students. Then the method will be implemented in the classroom and finally, the method will be evaluated.

The second intervention is based on the train-the-trainer approach (e.g. Koster et al., 2017). The teachers from the first intervention cycle will act as trainers for colleagues in their own contexts (cf. Ball & Forzani, 2009). This approach has been successfully implemented in the US National Writing Project (Lieberman & Friedrich, 2007), in the Netherlands (Koster et al 2017), Spain (<http://www.sintedi.com>), and in Norway (Berge et al. 2017). A train-the-trainer approach, along with collegial discussion, will allow researchers to get important feedback on the (social) validity of their interventions, as well as information about procedures or knowledge that are too complicated, impractical or unhelpful and therefore likely not to be transferred to colleagues (Luiselli & Reed, 2011).

All the data collection instruments for Phase 2, the interventions, will be developed in collaboration between researchers, teachers and students on the basis of Phase 1, which means that it is not possible to detail them now. However, based on previous studies of similar character we envisage that they may include the following:

- *Classroom tasks* that raise: a) students' awareness of critical aspects of text (sender, message) and provide strategies that feed into their writing (voice, agency, reader etc); and b) teachers' conceptions regarding their role in the co-creation of knowledge and the

promotion of citizen science. The classroom tasks should be inspired by the social practices discourse allowing children to use writing for real purposes and act as both writers and readers (cf Rijlaarsdam et al. 2009).

- *Observations of classroom interaction and writing processes* would allow for a close analysis of how the interventions are implemented, how teachers and students construct the classroom tasks similarly or differently. These observations could be crucial for the interpretation of the post-intervention texts and allow for answers to the question of why the intervention worked or did not work. If the participants allow, the observations will be video recorded, otherwise researchers or other teachers will carry out the observations according to a protocol and field notes. The observations will be analysed qualitatively and related to other results (interviews, texts)
- *Interviews* with students and teachers would allow us to follow the development of the classroom discourse and help analyse the development of participatory writing skills. Interviews would also allow us to capture and follow attitudes towards writing and the tasks in the intervention, and students' motivation to participate in the project. The analysis would be thematic and also triangulated with other data sources to provide a fuller picture of how the interventions worked and why they were successful or not.
- *Questionnaires* would capture students' linguistic and socio-economic background, attitudes towards and motivation for writing, factors that may impact on their writing development. Questionnaires could also be designed to assess participants' conceptions regarding participatory writing and their roles in the interventions.
- Teachers and researchers could keep *logbooks* throughout the project and students could use logbooks during the implementation phases. The logs would help us understand what aspect of the design were most successful and why, and feed into the next phase. In the second intervention, the logs would be particularly important in order to assess the teach-the-teacher approach and the development of the intervention using this approach. The logbooks would also be analysed thematically and discussed with the teachers in order to arrive at valid conclusions.
- *Writing tasks* could be used in order to assess students' progress towards participatory writing, as pre and post-tests in the interventions and as practise during the interventions. The writing tasks would be designed on the basis of the results in Phase 1, the descriptions of participatory writing. If the research team so decides, the writing sessions can be recorded using either hand-writing or keystroke logging (Lindgren is experiences using these tools). The texts could be analysed according to their linguistic characteristics (form, function) but also according to the processes involved during writing, for example, where and when writers paused or what they changed during writing. These traces of cognitive activity provide information about writers current focus and learning. A writer may, for example, revise something that is later wrong in the final text; the fact that the writer revises indicate an awareness about a feature that is not yet fully learnt. If a writer pauses within certain words it is an indication that something is difficult, but from the final text this would not be visible.

5.2.3 Phase 3

Phase 3, green in Figure 1, is the dissemination phase in which we will disseminate the results to scientific journals and conferences, to policy makers through a 'white paper about participator writing as nutrition for democracies' and to practitioners through a popular scientific book about participatory writing in the classroom. The scientific publications will be

co-authored with teachers in line with the participatory research methodologies. Students will be invited to contribute to the popular scientific book. Towards the end of the project a digital exhibition will be set up with examples of students work, their voices about the project and about democracy.

5.3 Time plan

- Year 1 months 1-8, Phase 1. Contact with two schools, around 3 stakeholder meetings, collection of samples of participatory writing in society, collection of policy documents, observation in classrooms, focus interviews with teachers and students. Analysis of policy documents and samples of participatory writing, classroom observations and interviews. Together with teachers and students analyse the current situations, define gaps in current practices, develop a hypothesis of how the practice can be improved,
- Year 1 months 9-12, Phase 2. Start developing the classroom methodology.
- Year 2 months 1-6: Phase 2. Finalise, implement and evaluate the first intervention. Start analysing the results with other teachers (train-the-trainer approach). Revise hypothesis and revise classroom methodology.
- Year 2 months 7-12: Phase 2. Finalise, implement and evaluate the second intervention using the train-the-trainer approach. Start analysing the results.
- Year 3 months 1-12: Phase 3. Analyse results and disseminate. Digital exhibition.

5.4 Project organisation

Professor Eva Lindgren is the primary investigator and Associate Professor Carina Hermansson is a project researcher. In addition, the project team will consist of two teachers in order to enable full participation and validity according to the participatory research design. Lindgren and Hermansson are well established writing researchers and represents different areas of expertise. Lindgren has previous experiences of mixed methods research (VR 2011-6153, VR 2013-2384, Lindgren & Enever, 2017), collaboration with communities (in particular schools and Sami organisations) and has experiences from the field of writing research, text analysis, curriculum analysis, and quantitative analyses (e.g. questionnaires). Lindgren has management experiences from externally funded research projects (EU and Swedish Research Council), as Head of the Dean's Office, and as research director for literacy research at Umeå University. Her participation will be particularly important in the design, analysis and dissemination of the project. Hermansson has extensive experiences of classroom writing studies, both intervention studies and larger ethnographic classroom studies (Hermansson, 2013; 2017). Furthermore, Hermansson's methodological knowledge and experiences of discourse and classroom analyses, and qualitative methods (Hermansson, 2011) is critical for the proposed study. It is worth noting that the project members have long experience of collaboration with teachers as research participants, and have extensive networks in the educational field. This will ensure the possibility to find teachers and students as informants. Moreover, the relation of the research team to the research group in the Netherlands and Canada will strengthen the methodological base further.

5.5 Equipment

At Umeå University we have access to computers and other necessary tools for the completion of the projects.

5.6 Need for infrastructure n/a

5.7 International and national collaboration

The research team will cooperate with Professor Shelley Stagg Peterson (Toronto, Canada), Professor Judy Parr (Auckland, New Zealand) and Associate Professor Douglas Kaufmann (Connecticut, the USA) with whom Lindgren is currently collaborating around discourse of writing in primary schools globally. Professor Gert Rijlaarsdam (University of Amsterdam, the Netherlands, is expert in classroom interventions and a former visiting professor at Umeå University. These contacts, as well as with Associate Professor Lars Holm (Aarhus, Denmark) who has a strong track record of earlier discourse studies, will provide a resourceful environment for the proposed project. Moreover, with Lindgren being coordinator of EARLI SIG Writing and Hermansson being coordinator of the National Literacy Network and the Literacy network of NERA, the research team has a close contact to important organisations for the dissemination and discussion of the project. Both Lindgren and Hermansson are members of the European Literacy Network (COST Action IS1401ELN).

5.8 Other applications or grants n/a

References

- Belancic, K. & Lindgren, E. (2017). Discourses of functional bilingualism in the Sami curriculum in Sweden. *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2017.1396283
- Bereiter, C. (2002). Design Research for Sustained Innovation. *Cognitive Studies: Bulletin of the Japanese Cognitive Science Society* 9(3), 321-327.
- Berge, K. L., Skar, G. B., Matre, S., Solheim, R., Evensen, L. S., Otnes, H., Thygesen, R. (2017). Introducing teachers to new semiotic tools for writing instruction and writing assessment: consequences for students' writing proficiency. *Assessment in education : Principles, Policy & Practice* 24(3).
- Bingham, G.E., Quinn, M.F., & Gerde, H.K. (2017). Examining early childhood teachers' writing practises: Associations between pedagogical supports and children's writing skills. *Early Childhood Research Quarterly*, 39, 35–46.
- Borgfeldt, E. (2017). "Det kan vara svårt att förklara på rader": perspektiv på analys och bedömning av multimodal textproduktion i årskurs 3. Diss.: Göteborg: Göteborgs universitet.
- Brandt, D. (2015). *The rise of writing: Redefining mass literacy*. Cambridge University Press.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Dyson, A. H. (1997). *Writing superheroes: Contemporary childhood, popular culture, and classroom literacy*. New York: Teachers College Press.
- Gee, J. P. (1996). *Social linguistics and literacies: ideology in discourses*. London: Routledge Falmer.
- Geijerstam, Å. af. (2006). *Att skriva i naturorienterande ämnen i skolan*. Diss.: Uppsala: Uppsala universitet.
- Gillblad, E. & Lindgren, E. (2017, June). Discourses of writing among teachers of L1 Swedish in Swedish compulsory education. Paper presented at ARLE 15-17 June, 2017, Tallinn, Estonia.
- Halliday, M. A. K. 2004. *An Introduction to Functional Grammar*. 2nd ed. London: Arnold.
- Hermansson, C. (2013). *Nomadic writing: Exploring processes of writing in early childhood education*. Diss.: Karlstad: Karlstad University Press.

- Ivanič, R. (2004). Discourses of writing and learning to write. *Language and Education*, 18(3). pp. 220-245.
- Ivanič, R. (2017). Round table on Discourses of Writing, and Writer Identity. Paper presented at *the LITUM symposium* 4-5 June, Umeå, Sweden.
- Janks, H. (2010). Literacy and power. New York: Routledge.
- Koster, M., Bouwer, R., & Van den Bergh, H. (2017). Professional development of teachers in the implementation of a writing intervention program for elementary students. *Contemporary Educational Psychology*, 49, 1-20.
- Kress, G. (1997). *Before writing: Rethinking the paths to literacy*. London, England: Routledge.
- Levine, K. (1982). Functional Literacy: Fond Illusions and False Economies. *Harvard Educational Review*, 52(3): 249-267.
- Lindgren, E., & Enever, J. (2017). Employing Mixed Methods for the Construction of Thick Descriptions of Early Language Learning. In Enever, J. & Lindgren, E. (Eds.) *Early Language Learning: Complexity and Mixed Methods* (pp. 201-221). Bristol: Multilingual Matters
- Luiselli, J. K., & Reed, D. D. (2011). *Social validity*. In *Encyclopedia of Child Behavior and Development* (pp. 1406-1406). Springer US.
- Matre, S. & Solheim, R. (2015). Writing education and assessment in Norway: Towards shared understanding, shared language and shared responsibility. Contribution to a special issue Paradoxes and Negotiations in Scandinavian L1 Research in Languages, Literatures and Literacies, edited by Ellen Krogh and Sylvi Penne. *L1-Educational Studies in Language and Literature*, 15, 1-33.
- OECD. (2005). *The definition and selection of key competencies: Executive summary*. Retrieved 18-02-20, from www.oecd.org/dataoecd/47/61/35070367.pdf
- Pahl, K., & Rowsell, J. (2005). *Literacy and education: The new literacies in the classroom*. London, England: Paul Chapman.
- Peterson, S. S., Parr, J. & Lindgren, E. (2017). The Positioning of Writing in Early Years Curricula: International Perspectives. Paper presented at *the LITUM symposium*. Umeå University 4-5 May.
- Rijlaarsdam, G., Braaksma, M., Couzijn, M., Janssen, T., Kieft, M., Raedts, M., van den Bergh, H. (2009). The role of readers in writing development: writing students bringing their texts to the test. In R. Beard, D. Myhill, J. Riley, & M. Nystrand (Eds.), *The Sage handbook of writing development* (pp. 436-452). London: Sage.
- Rowe, D. W., & Flushman, T. R. (2013). Best practices in early writing instruction. In D. Barone & M. Mallette (Eds.), *Best practices in early literacy instruction* (pp. 224-250). New York: Guilford Press.
- Saari, H. (1991). *Writing curricula in sixteen countries: International study in written composition* (IEA) (Research Report 42). Jyväskylä, Finland: University of Jyväskylä, Institute for Educational Research. (ERIC Document Reproduction Service No. ED 341984)
- Skolinspektionen (2012). *Skolornas arbete med demokrati och värdegrund*. Rapport 2012:9. Stockholm: Skolinspektionen.
- Stotsky, S. (2013). Participatory Writing: Literacy for Civic Purposes. In Hill Duin, A., & Hansen, C.J. (eds.), *Nonacademic Writing: Social Theory and Technology* (pp. 227–256). Mahwah: Lawrence Erlbaum.
- Tanner, M. (2014). *Lärarens väg genom klassrummet: lärande och skriftspråkande i bänkinteraktioner på mellanstadiet*. Diss.: Karlstad: Karlstads universitet, Karlstad.
- UNESCO (2017). *Literacy for all*. Retrieved 5 July, 2017 at <http://en.unesco.org/themes/literacy-all>
- Vasquez, V.M. (2014). *Negotiating critical literacies with young children*. New York: Routledge.
- Wells, G., & Claxton, G. (2002). Introduction: Sociocultural perspectives on the future of education. In G. Wells & G. Claxton (Eds.). *Learning for life in the 21st century: Sociocultural perspectives on the future of education*. Oxford: Blackwell Publishers.