

# On-demand Conference Attendance Award

## Post conference report

Application CAA000182019/20 From Ms Moira Newton

Form Submitted 1 Aug 2022, 9:02pm NZST

## Conference Report

### Conference attended

#right2write (in an age of technology)

This question is read only.

### Location of the Conference

Umea Sweden

### Start Date

20/06/2022

Must be a date.

### Finish Date

23/06/2022

Must be a date.

### What were the highlights and main takeaways of this conference?

“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). In our world today, the ability to write on the internet is crucial to many functions of daily life.

The conference was full of rich research into writing and there were many highlights.

The keynote addresses were highlights of the conference:

Of significance to New Zealand and citing Maori researchers, Hornberger and Outakoski discussed the importance of children’s right to learn to write in their indigenous heritage languages. Writing in indigenous languages expressing an indigenous perspective prompts democratization and offers an avenue for expression of voices which might otherwise be oppressed. The speakers exemplified research in Sweden and South America which contributes to indigenous communities through literacy development projects the communities initiate themselves. This research is based on reciprocity and giving back to the communities. The speakers showed that heritage language writers have multiple paths of biliteracy development and multiple identities. From the perspective of the usefulness of the internet in such collaborative research, the speakers showed how indigenous language learners could translate popular cartoons into their own language and imbue the stories with their own perspectives. Internet affordances in communication allowed literacy teachers to develop literacy programmes in the indigenous learners’ home environments which were culturally appropriate for the learners. This was exemplified by programmes for developing Sami children’s literacy in their heritage language in the north of Sweden.

Limpo discussed the “Evidence on the importance of motivation in writing, or why do we need motivated writers?” She detailed a number of studies which investigated the nature of motivation and the relationship between motivation and writing quality. Her conclusion was that we need motivated writers because, put quite simply, motivated writers write better. This provides an alternative viewpoint to that of researchers who believe teachers are spending too much time on motivating students and not enough time on precise, intentional teaching. Both endeavours might be needed. Limpo referred to extant research which shows that writers are influenced by aspects of motivation. Her 2020 study revealed that motivation to write is multidimensional. She found that “self-efficacy for story writing and handwriting contributed, respectively, to story length and quality, above and beyond handwriting fluency” (Limpo et al., 2020). In a 2019 study, Limpo and colleagues found that grades and curiosity motivated writing strongly and that writing quality was predicted

# On-demand Conference Attendance Award

## Post conference report

### Application CAA000182019/20 From Ms Moira Newton

Form Submitted 1 Aug 2022, 9:02pm NZST

by curiosity and social recognition. Attitudes and self-efficacy were less important (Limpo et al., 2019). The researchers used the Writing Motivation Questionnaire and showed that motivation is pivotal to success in writing and also showed that the questionnaire was valid. These notions of motivation may be important to consider when asking children to use the Google and Microsoft suites of applications in schools to write. In particular, they gesture towards the importance of teachers and peers as readers in motivating children to write well.

The presentations I attended were also all conference highlights. Here I comment on selected presentations which pertain to internet and technology usage.

Malpique compared the effects of handwriting and keyboarding on the writing performances of K-6 students (letter writing automaticity, written word production and writing quality). There was a significant effect size which indicated that students produced better quality passages when handwriting rather than keyboarding. However, both handwriting and keyboarding facilitated improvements in reading skills in primary education and neither modality was superior in producing reading outcomes. Handwriting compositins was important until year four and after that keyboarding became more important. Handwriting is thought to tap deeper language awareness than merely forming letters.

Klein noted that, during the pandemic, online learning was a challenging environment for high quality writing instruction. He explored providing writing self-regulation strategy development instruction through the Microsoft teams environment to two classes of grade 1 students. Capable students made large gains in the first tier of instruction. Some children needed a second tier of instruction but still made significant gains. The third tier needed extra instruction and did not make gains. It seemed that some students encountered hardware and software difficulties and environmental distractions combined with lower initial literacy skills and attention which affected learning. Klein concluded that overall, online self-regulation strategy instruction offers a promising way to provide inclusive education to beginning writers who require remote instruction.

Luhach investigated an online platform which enabled students to submit writing and get written feedback from teachers and peers, the "Peergrade" tool, in the context of second language writing. The results indicated that written feedback in technology-mediated learning environments can scaffold students' proficiency in the micro-genres of writing through the modalities of intensive reading and critical writing.

Bekius used the keystroke logging tool Inputlog to collect data about writing processes of literary authors. The encoding and annotation were conducted on the writing processes of 4 short stories and of parts of a literary novel. The results indicated that the tool is a new, flexible, method for annotating and analysing revisions within their context. Thus it contributes to cognitive writing process research and knowledge of the writing processes of expert writers.

Johansson aimed to explore the creative writing process of poems: how do poets engage in planning and revision activities during poetic writing, and how do these processes relate to the linguistic content and literate properties of the final poems. Two professional poets were recruited. Their writing processes were collected by keystroke logging, combined with eye-tracking. Results depicted two dynamic, though different writers. While both spent much of their writing time pausing and revising on a global level, one of them evinced a writing pattern consisting of long pauses followed by bursts of text production; the other's text production pattern had many immediate revisions, and shorter pauses. Both poets were happy with the complex, multi-layered poems they produced.

Bostrom discussed participatory writing in relation to Swedish citizens. The Swedish citizens endeavoured to make their voices heard and to consider what it means to participate in a democratic society. Writing participation and participatory writing are multifaceted phenomena, not easily defined. However, participatory writing can be facilitated by internet

# On-demand Conference Attendance Award

## Post conference report

### Application CAA000182019/20 From Ms Moira Newton

Form Submitted 1 Aug 2022, 9:02pm NZST

affordances. Interviewing diverse focus groups, Bostrom discovered that participatory writing can be, as one participant stated, almost anything – it's writing a physical letter, tweeting, taking minutes, and giving a Facebook post a "thumbs up" – all examples of prototypical participatory texts. In the concepts explored lies a belief that any writing activity has potential to be participatory. However, some people may not wish to participate because of fear of negative feedback.

The opportunity to present my work on the relationship between children's metalinguistic awareness and their writing achievement in the international community was also a highlight for me. The affordances of the internet were essential since the presentation was made via Zoom. Positive feedback from the audience was very encouraging to a current endeavour to publish.

I made contacts with fellow presenters and audiences which were invaluable. I also had the opportunity to meet via Zoom the second examiner of my PhD thesis.

What were the favorite sessions, any contacts you made, etc.

#### **What were the lowlights of the conference?**

There were no lowlights in the conference. It was a very rich and rewarding experience for which I am extremely grateful to Internet New Zealand. However, it was difficult attending remotely because of the difference in time zones. I had to give my presentation at midnight. I missed the opportunity for conversation with delegates and developing professional contacts at mealtimes and conference dinner.

What would you do differently?

#### **How will you plan to share your learnings with the New Zealand Internet Community?**

The rich learning about writing I gained will be shared in my internet community in my schools, which are run using communication through Google Classroom or an Online Learning Environment, with children and teachers. I will share the research findings I learned about in a conference presentation here in New Zealand: the New Zealand Literacy Association conference. The conference will be alluded to in articles I am writing based on my thesis.

**We'd love to see some visual and audio representations of your work. Please share below.**

#### **Upload files:**

---

Filename: Internet New Zealand Earli Sig Writing ppt 6.2022.pptx  
File size: 400.0 kB

and/or

#### **Provide web link:**

Must be a URL

and/or

#### **Provide additional details:**

The audio visual presentation of my study was a presentation of my academic research. The slides were designed so the audience could read them and I could

**On-demand Conference Attendance Award**  
**Post conference report**  
**Application CAA000182019/20 From Ms Moira Newton**  
 Form Submitted 1 Aug 2022, 9:02pm NZST

elaborate upon them. The results of the research, the description of types of children's awareness of language are pertinent to children writing in internet affordances and children writing by hand.

Please include captions, if relevant

**Can we use your media content in our own communications?**

Yes  No  Please contact us first  
 e.g. in our annual report, social media

## Financial Report

**\* indicates a required field**

### Project Income & Expenditure

Please provide details of any project income (funds received) and project expenditure (funds spent) to date.

Use the 'Notes' column to provide any additional information you think we should be aware of.

Income Description	Income Amount (\$)	Notes
Internet New Zealand Grant	\$3,500.00	To attend conference
Can be grants, donations, personal funds etc.		

Expenditure Description	Expenditure Type	Expenditure Amount (\$)	Notes
EARLI membership	Other expenditure (add note please) *	\$58.78	Membership of organisation needed to register
Conference fees	Conference registration fees	\$219.09	
Food for each day	Other expenditure (add note please)	\$320.00	Food allowance
Unpaid leave from teaching	Other expenditure (add note please)	\$1,038.57	Unpaid leave from teaching for three days
Internet costs	Other expenditure (add note please)	\$70.43	costs for internet usage to attend conference remotely

**On-demand Conference Attendance Award**  
**Post conference report**  
**Application CAA000182019/20 From Ms Moira Newton**  
Form Submitted 1 Aug 2022, 9:02pm NZST

Coffee	Other expenditure (add note please)	\$30.00	Coffee to stay awake

## Income and Expenditure Totals

<b>Total Income Amount</b>	<b>Total Expenditure Amount</b>	<b>Income - Expenditure</b>
\$3,500.00 This number/amount is calculated.	\$1,736.87 This number/amount is calculated.	\$1,763.13 This number/amount is calculated.

**Have you experienced any issues with your intended project budget to date? If so, please explain reasons for any major variances or for providing incomplete information:**

I did not need to use all the money. If you are willing to let me go to another local internet related conference to present my work I would be grateful.

## Feedback

### Feedback

You are almost at the end of our application process. Before **submitting** your application, please take a few moments to provide some feedback.

**Please indicate how you found the acquittal process:**

Very easy  Easy  Neutral  Difficult  Very Difficult

**How many minutes in total did it take you to complete this form?**

300

Estimate in minutes (i.e. 1 hour = 60 minutes)

**Please provide us with your suggestions about any improvements and/or additions to this form that you think we need to consider:**

I spent a lot of time on distilling the information about presentations to report form.