

## Appendix 1

## Outline of 90min 'Pop-Up' Workshop sessions

Primarily for level 4 students, but can be adapted for levels 5 and 6. Four 90min writing workshops to be delivered between the briefing session and submission deadline. The workshops will cover literature review, essay titles (research questions), introductions, body paragraphs, conclusions. Working with smaller parts will allow me to discuss the work of students, and to address several different kinds of writing problems. Below is an example session. The sessions outlined will be adapted and be inline with the themes and learning outcomes.

Shawna Shapiro, (2020) offers ways in which to both build communities and foster sense of belonging.

1. Warm-up exercise - 15min - either in pairs or small groups students to take part in a *jigsaw survey* (Shapiro, 2020), where each student chooses one question from a given list. They ask that question to as many other members of the class as possible. Questions might include: "What is one of your strengths as a writer?" or "What is one question or concern you have about the research process?". Students can then report back orally or reflect in writing on what they learned.

15min - Open discussion and Key words - a discussion will take place around the themes the students have already chosen, highlighting key words during the process.

20min - They will then be asked to make a list of keys words including their own both familiar and unfamiliar and asked to choose two from each list and spend 3mins on each of the four key words freewriting what they think the word means and how it might relate to their chosen topic. An open discussion will follow enabling students to share and or ask questions - orally or in writing. The aim would be to collate a list of keywords that could be made available a few days after the session and added to Moodle in accessible formats.

30min - Students choose two images related to their themes – this would be a pre-task – in session using writing prompts such as how do the images relate to your theme? how will you speak about them? What do we need to know about them (context)? how can we talk about images, formal, personal, through the lens of graphic design? When talking about their chosen images, students are encouraged to use their own perception and develop their own voice rather than replicate the opinions of experts. They would be encouraged to begin 500-word (draft) comparison of their images to bring to class to share and discuss with their peers and tutor. During the session feedback can be given.

10min - for questions either written or orally.

Shapiro, S. (2020) 'Inclusive Pedagogy in the Academic Writing Classroom: Cultivating Communities of Belonging', *Journal of Academic Writing*, 10(1), pp. 154–164. doi: 10.18552/joaw.v10i1.607

Each session would include a warm-up session and 10 minutes for any questions.

2. Session focused on essay titles, research questions and introductions
3. Session focused on reading to write, texts to analyse, paragraphs
4. Session focused on conclusions, editing, referencing