



TEXTUAL PRODUCTION IN THE KLOWLEDGE-BASED SOCIETY: THE CASE OF THE FUTURE SOCIAL EDUCATORS

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Teaching writing in Higher education

The PISA results have been showing the difficulties in literacy of the Portuguese young people with 15 years old. On the other hand the knowledge-based society is demanding, in an increasing way, from the younger and the adults a capacity to use the information emanated from several sources and available in multiples shapes.

When the students start the higher education their needs in what concerns to their literacy level in reading and writing become higher. To give an answer to these needs it has been developed a program involving students of the 1st year (include in the 1st study cycle) designated to future Social Educators of a Portuguese higher education institution.

In this program we conceive the written work not only as a product but also as a social dimension. It is also was taken into account the importance of the students involvement process without neglect its in the reflection about experienced written process.

Aims

1. To describe the students’ conceptions about the proposed structures to the *introduction* and the *conclusion*;
2. To analyse the way the reflection about the written process contributes to the development of the skills in the academic written level in the first year of a higher course.

Procedures

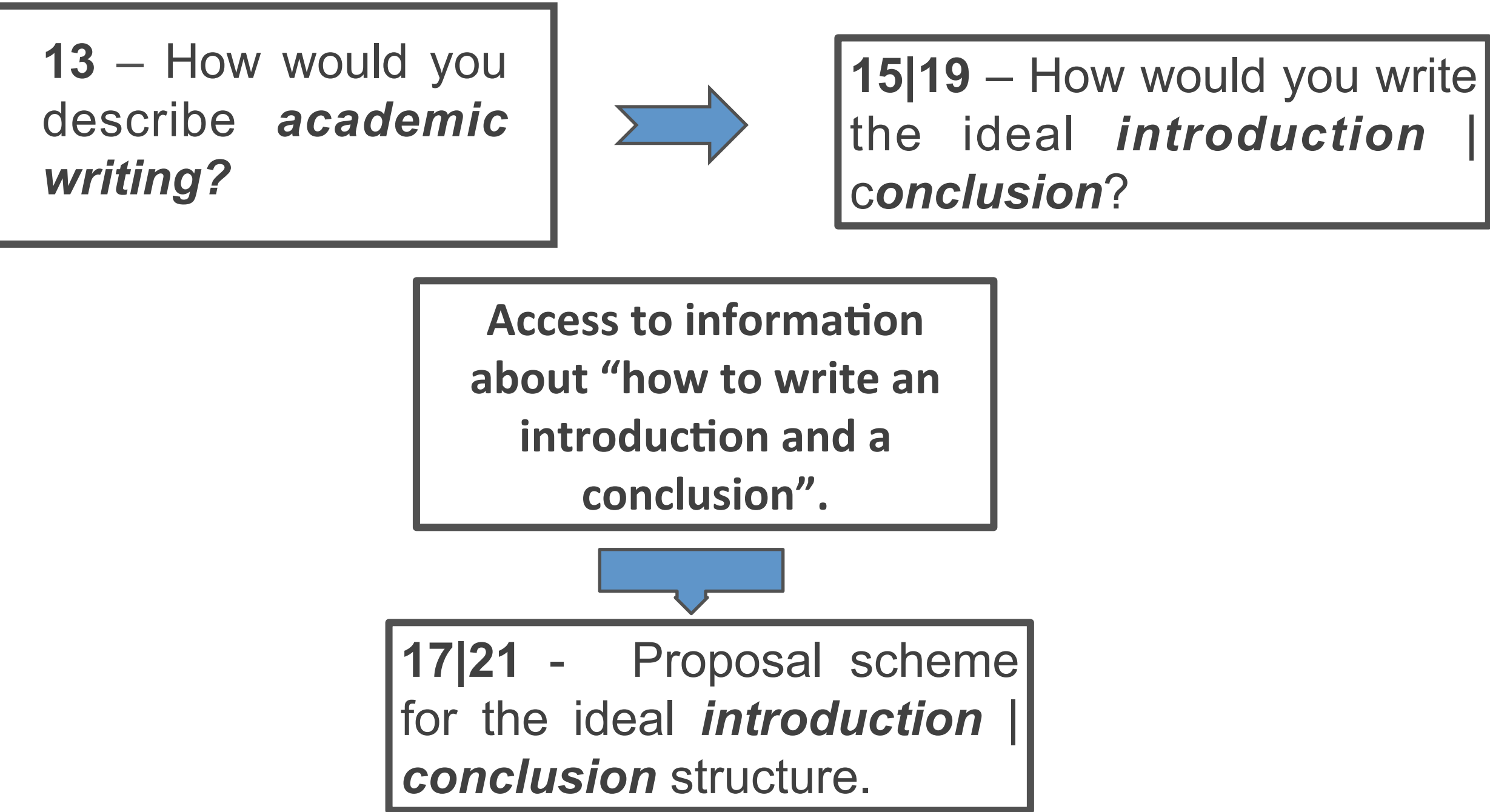
Degree: Social Education (1st study cycle)
(1st year)

CU: Text Writing Techniques
- 2 classes: [53 students]

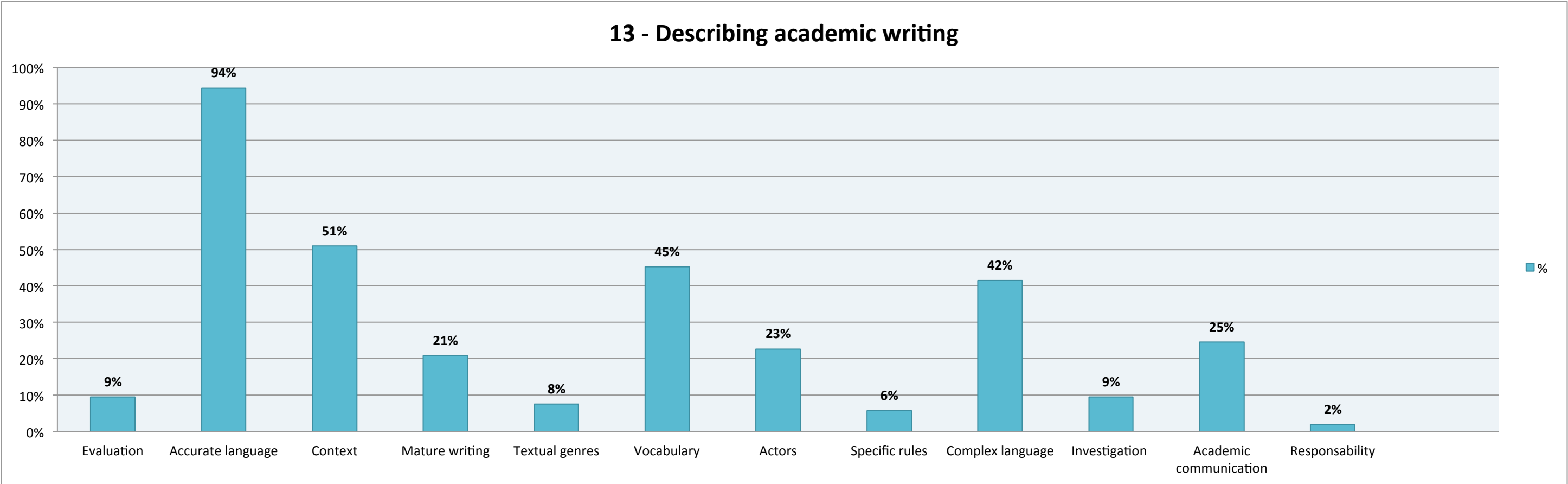
Assessment

Portfolio: 24 writing activities

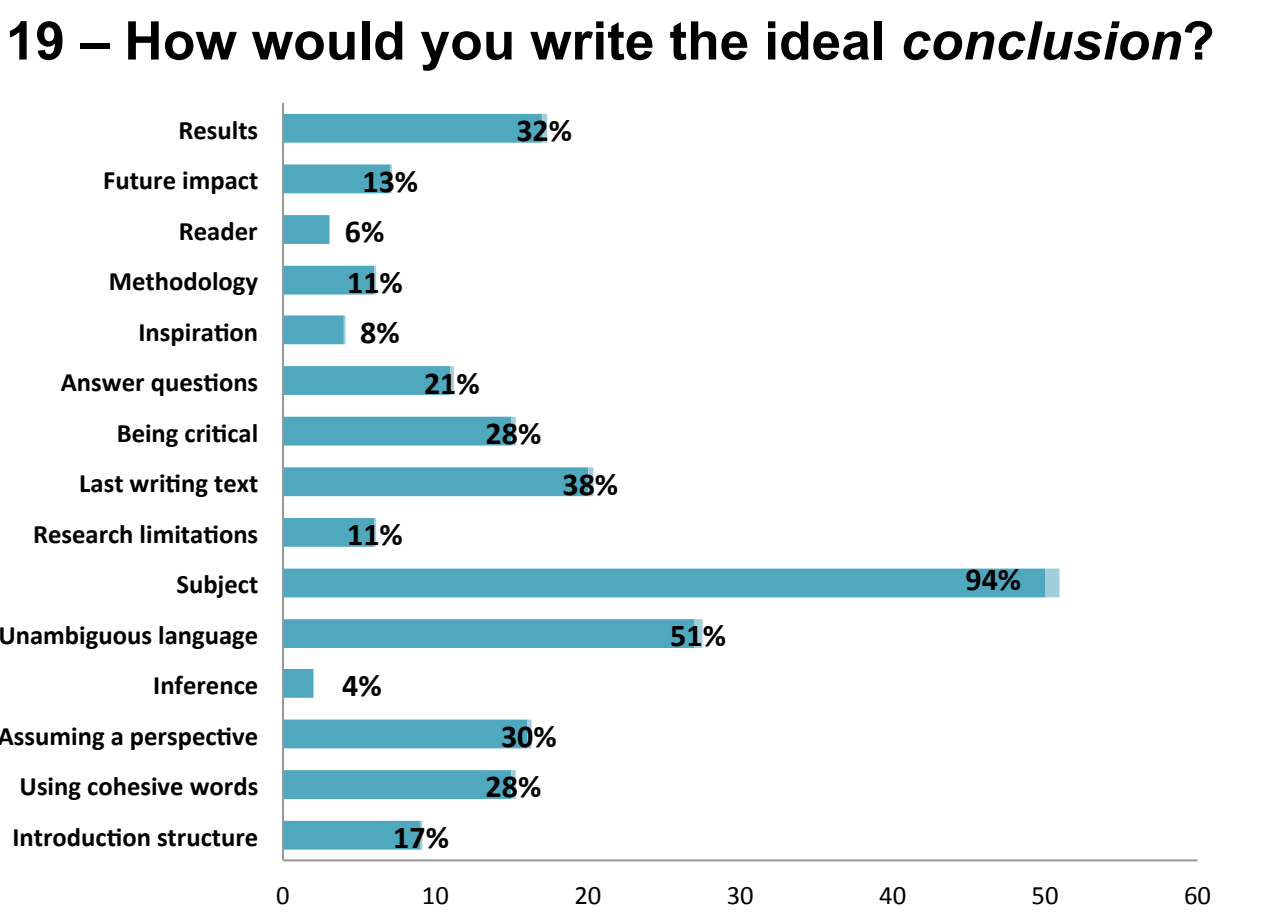
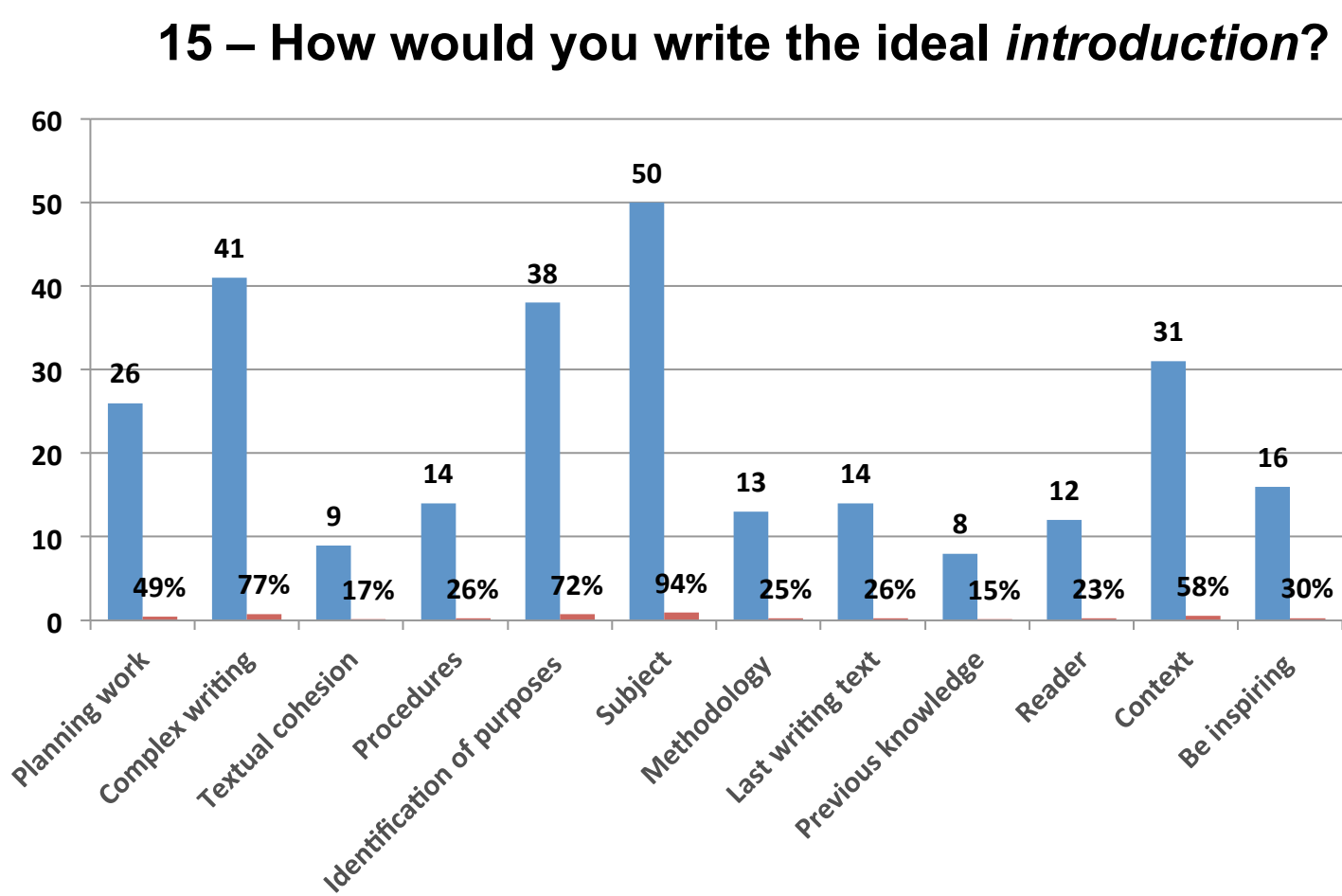
We select 5 activities related to academic writing, totalizing 265 answers



Results



Future Portuguese Social Educators identified academic writing a specific writing, obeying specific rules, but also underlined the importance of defining and structuring the subject on both texts: *introduction* and *conclusion*.



17 - Students proposal for the ideal introduction structure.		
Items selected by students	Distribution	
Explaining the subject	1st	
Object of study	2nd	
Contextualization	3rd	
Critical questioning	3rd	3rd
Methodology	3rd	
Selecting a corpus	4th	4th
Personal motivation	4th	
Results	5th	
Impact in future investigation	6th	

21 - Students proposal for the ideal conclusion structure.		
Items selected by students	Distribution	
Synthesize the subject	1st	2nd
Revisit the research purposes	1st	
Critical analysis	2nd	3rd
Results	3rd	
Methodology	3rd	3rd
Contextualization	3rd	
Future studies	4th	4th
Contextualization	4th	
Research limitations	5th	
Impact in future investigation	6th	

The outcomes of this preliminary study point the importance of the developed work in what concerns to the *introduction* and the *conclusion* followed by a reflection about the written process in the training society’s exigencies, in order to be able to build knowledge (Pinho, Loureiro & Pereira, 2005).

This results recall us of the discursive dimension of teaching writing, but also de social one (Barbeiro, 2012).

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