Permission to Write: The Unlearning Involved in Prior Learning Portfolio Production

Jessica Kindred
jkindred@cnr.edu
The College of New Rochelle
School of New Resources
THIS PRESENTATION WILL FOCUS ON

- Student issues of writing that present themselves in the portfolio production process and

- Teacher challenges these pose to the endeavor of teaching prior learning portfolio production
THE ACADEMIC ENVIRONMENT

• Issues of writing in prior learning portfolio production
  • Rules of writing
  • Interpretations of rules of writing
• The wider context of education
  • Exit exams, high stakes testing
OVER-INTERNALIZATION OF RULES

- Prior Learning Portfolio Production involves unlearning the “No ‘I’” rule already internalized through high stakes English tests.
- As students face the challenges of writing prior learning portfolios following several English writing classes, they struggle with permission to use the very word “I.”
STUDENT WRITING NEEDS

• Permission to write
• I as eye
  • permission to use the very word “I”
  • importance of the word “I” in the writing process
• Writing v. Editing
STUDENT WRITING TOOLS

- Starting points
  - Using I
  - Starting in the middle
  - Brainstorm to outline to write to edit
- The Skill of Editing
  - From process to product
  - Taking the reader’s (professor’s) perspective
PLP: 4 LESSONS TO BE UNLEARNED

• Don’t use I, don’t put yourself in the paper
• There’s one way to write right
• Introduction comes first
• Entry level objectives come before advanced objectives
2 APPROACHES TO WRITING

- **Product Oriented**
  - No I
  - Linear outline of ideas
  - Product oriented (rubric)
  - Write the thesis statement first
- **Process Oriented**
  - I ... (I as stem)
  - Experiential Learning / Concept Web
  - Start in the middle, emergent
MYTH 1: DON’T USE I
DON’T PUT YOURSELF IN THE PAPER

- Leads to plagiarism
- Discourages process
- Misunderstands the distinction between writing and editing,
- Blocks generativity with judgment (and fear)
MYTH 2: THERE'S ONE WAY TO WRITE RIGHT

- Denies the permission to write
- Leads to writer’s block
- Process
  - Writing vs. Editing
- The notion of many voices
  - Context, Audience, Purpose
MYTH 3:
INTRODUCTION COMES FIRST

• Process
  • Writing vs. Editing
• Starting in the middle
  • Concept webs, Idea mapping, Brainstorming, Critical incidents, Timelines
• Write the introduction last in order for it to be most powerful and conscious piece of writing
MYTH 4:
ENTRY LEVEL OBJECTIVES FIRST IDENTIFICATION BEFORE APPLICATION

- Prior learning often entails expertise at intermediate and advanced levels without mastery of the introductory course in the field.
- Prior learning students can often describe the application of concepts without having the name for the concept they are applying.
TURNING BLOOM’S TAXONOMY UPSIDE DOWN: WHAT COMES FIRST?
UNLEARNING: UPSIDE DOWN AND INSIDE OUT

- Prior learning portfolios
  - The obligation to use I: Expressivity
  - Permission to write: Generativity
- Describing knowledge: Expertise
- Student as teacher: Pedagogy