

## Annotated Bibliography

Assemakis, K. (2022). Student teachers as creative writers: Does an understanding of creative pedagogies matter? *Literacy*, 56(3), 39-45.

I wanted to get a little meta here and pick an article that focused on student teachers since I feel like teachers are always learning as they teach, making us always student teachers. This article in particular looks at student teachers in the realm of creative writing and I wanted to see if the attitudes that student teachers had towards writing might influence how students derive meaning in their writing. Surprisingly, the study in the article suggests that if a student teacher, or teacher in general, does not consider themselves creative, then the students can pick up on that somehow and will not put their whole heart into it. The reason this connects to our group's problem of practice is that to create meaningful writing a student should be able to use their creative mind without any barriers. Having a teacher who has either no experience with creative pedagogies or had negative experiences with their writing in the past harms the students being taught.

Kramer-Vida, L., Giouroukakis, V., Jaccarino, V., & Siegel, K. (2021). A Long Island study: Teachers' and professors' attitudes toward writing instruction--The high school/college transition. *Journal for Leadership and Instruction*, 20(1), 23-26.

In this article, Backward Design is at the forefront. The end goal is less about meaningful writing and more about writing that would pass muster in a college setting. If a teacher is indeed trying to harness the power of Backward Design to achieve both then this is a good article to spark some lesson planning in that direction. What is also clear in this article is the attempt to get students thinking critically, which is something that will be and certainly is important in college. They do this with readings and not so much with anything outside the realm of the classroom. That is another area that can be mended in this approach. Have students think with some criticality about the oppressions and suppressions happening in the world around them. A world that reading can not and should not stand in for.

Mokher, A. L., & Jacobson, S. (2021). Beyond academic preparation for college: The role of high schools in shaping postsecondary plans for underprepared student. *Leadership and Policy in Schools*, 20(4), 589-613. doi:10.1080/15384203.2020.1847525

This article is an outlier from the others when it comes to the methodology. In this study, the teachers made the students enter an essay contest to see if that would motivate them to write something that was more polished than what they usually wrote. It turned out that it was not the greatest pedagogical idea. Again, it ties to the problem of practice in that meaning can not be

coaxed out by the promise of some prize or grade. This study proves that meaning should be derived almost solely from a more altruistic place that the student inhabits. There is an odd notion in this article as well that the teachers were hoping to find, with the contest as the framework for instruction, that the students would be ready to write at a college level because this task would push them to do so. As I said, an outlier, but a valuable one.

Spence, L. K., Costa, P. J. B. M., & Cullars, A. (2022). They're killing our imaginations: Dialogue and reflexive writing development in historically marginalized students. *Reading Research Quarterly*, 57(3), 847-865. <https://doi.org/10.1002/rrq.462>

Of course, in finding meaning in students' writing, one must look no further than the internal and external struggles of those students outside of the classroom. This article touches on using marginalized voices in literature to spark students' curiosity in their writing. Questions emerged from their opinion writing about their passions and wants. Whereas collaborative fiction helped eke out a broader creativity than the teachers had observed previously. Then, memoir writing solidified their voices and caused a ripple effect in the classroom of reflection on their lives. All three of these exercises seemed to have created meaning where before there had only been assignments geared towards pleasing the teacher. The findings were unanimous in that giving students a choice in writing has a positive impact on the content that the students produce.

Stornaiuolo, A., & Monea, B. (2019). Pocket writing: Making mobile and material the self-sponsored writing practices of youth. *Written Communication*, 40(3), 802-828. doi: 10.1177/0741088319869882

I like the idea of different modalities of writing. This paper explores a phenomenon known as "Pocket Writing" which uses small pocket-sized writings that can be carried by students in their pockets. Our group talks a lot about changing up writing to make it meaningful, especially without a huge reliance on technology. Pocket Writing fits the bill of a different modality that may pique students' interest as it has in this paper. The authors also have a section where they talk about Pocket Writing helping students feel more comfortable and in control of the writing since it is always close to their bodies. It reminds me very much of when, before PDAs and cellphones, I used to carry around a little notepad. So, in a way, this archaic practice has always been beneficial but we as educators have only needed the newest technology to realize its brilliance.

Williams, A. D. (2021). "What are we doing with this?": How high school students' lived and experienced curricula prepare them for college. *Teaching English in the Two Year College*, 49(1), 37–54. <https://doi.org/10.58680/tetyc202131551>

Here, we have probably the most relevant article to our problem of practice. This article intertwines the ideas of using a student's milieu in conjunction with pedagogy that is focused on making students better writers for college and beyond. Where I initially had some reservations was trusting these young minds to understand the complete picture of the challenges they face outside of the classroom. The article seems geared towards racial and societal struggles over familial or professional problems. This is fine but it is my opinion that all of these things do not happen in a bubble. The teacher, Ms. Grow, does her best to dance like a marionette around the problems but she seems to get some decent writing out of her students. The only truly glaring problem is that students overestimate their ability to be grammatically correct in their writing. A problem that will no doubt come back to bite them in later years.