



## DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

### INNOVATION I UNDERVISNING OG LÆRING

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<b>Organisation:</b>	Norges tekniske-naturvitenskapelige universitet NTNU
<b>Titel på Præsentationen:</b>	<b>A poster says more than a thousand words - using academic posters to make writing and research relevant for students in vocational master's programs</b>
<b>Type af præsentation:</b>	Posterpræsentation
<b>Sprog:</b>	Skandinavisk Engelsk
<b>Tema:</b>	<b>5. Nordisk bidrag til læreruddannelse</b>
<b>Abstrakt:</b>	<p>VET teacher students in Norway meet higher education without sufficient writing skills. Research argue that students with a vocational background have little experience with writing, struggle to express their professionalism through text and lack strategies to develop their writing skills (Hellne-Halvorsen &amp; Spetalen, 2020; Hoel &amp; Rokkones, 2012). Poor writing skills might prevent VET teacher students to engage in educational research both while studying and when practicing as VET teachers. However, practical approaches to writing in academia might give these students tools to develop their writing skills. Drawing on a pragmatic approach to writing and learning, this study examines how the use of academic research posters can make writing more accessible and relevant for students in vocational master's programs. Furthermore, the study provides knowledge about how practical approaches to writing in academia can make future vocational teachers better equipped to research and communicate needs in VET. This study has a qualitative case design. The context is an academic writing subject in a master of education program at a Norwegian University. Twelve students with vocational background attended practical workshops to make and present posters based on their master projects. Data is based on my field notes from the workshops, the posters made by the students, their meta-texts about the</p>



poster-making process and a digital questionnaire. The study uses content analysis (Neuendorf, 2017). Preliminary findings show that practical approaches to academic writing strengthen students' self confidence as writers, give them tools to communicate their own professionalism and make them reflect on their own writing. Keywords: VET teacher education, master degree in vocational didactics, academic writing, writing to learn, academic research poster

References Hellne-Halvorsen, E. B., & Spetalen, H. (2020). Arbeid med skrivning i yrkesfaglærerutdanningen. *Acta Didactica Norden*, 14(1), 1–33. <https://doi.org/DOI:https://doi.org/10.5617/adno.8026>

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