The background is a blue gradient with several overlapping, semi-transparent circular shapes of varying shades of blue, creating a layered effect. The text is centered in the middle of the slide.

Re-directing the Winds of Change:
Transformative Possibilities in
Cross-Curricular Literacy Projects

Dr. Sandra Tarabochia

Questions at the Heart of WAC/WID Initiatives

- When is change needed?
- Who or what should change as a result of Cross-Curricular Literacy (CCL) efforts?
- How should change be initiated and worked toward?
- Who should decide the purpose(s) of change and evaluate the outcomes?

Views of Change throughout Stages of the WAC Movement

	Stage 1: Missionary	Stage 2: Anthropological	Stage 3: Critical
Time Period	1970's - Late 1980's	Late 1980's - Early 1990's	Mid 1990's - Mid 2000's
View of Change	Writing specialist changes disciplinary faculty, curriculum, and pedagogy	Writing specialist 1) more persuasively changes disciplinary faculty or 2) changes goals/behaviors to accommodate disciplinary needs	Writing specialist 1) changes faculty into critical pedagogues or 2) works only with faculty who already have critical aims

Hidden Assumptions about Change

- Change should be large-scale and revolutionary.
- Change is one-directional.
- Meaningful change is visible and measurable.
- Change results from the application of writing knowledge in disciplinary contexts.
- Change, vaguely defined as improved student writing, is inherently worth pursuing.

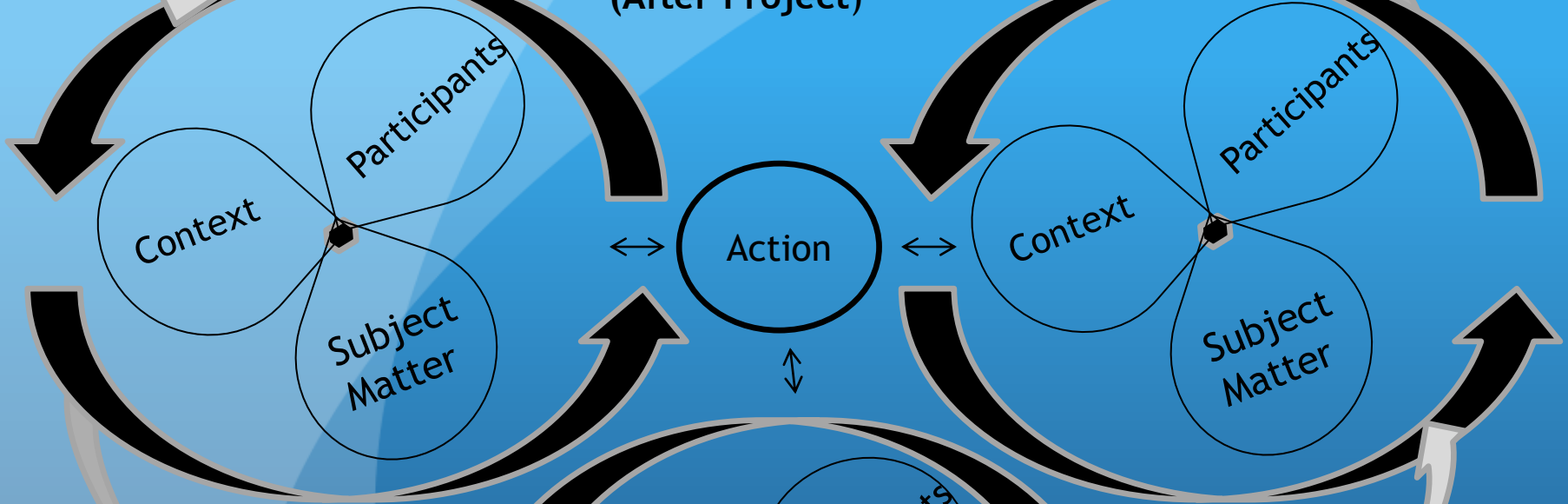
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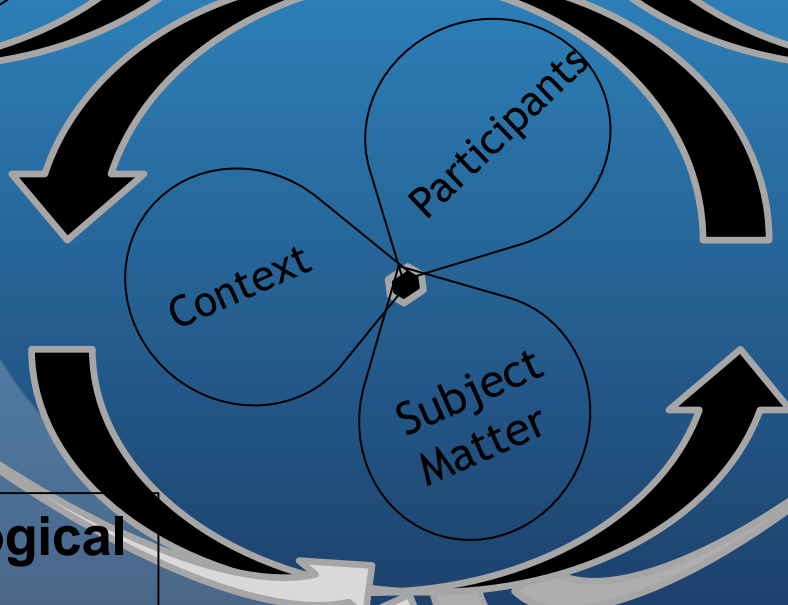
Pedagogical View of Change

- Change can be small-scale and incremental.
- Change is multi-directional.
- Meaningful change can be invisible, tenuous, and chaotic.
- Change results from collaboratively created knowledge.
- Change should be collaboratively defined and interrogated.

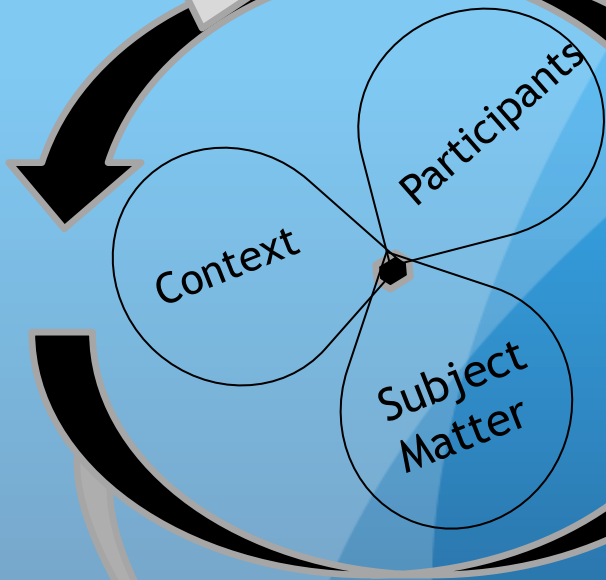
**3. Reflection for Transfer
(After Project)**



**2. Collaborative Inquiry
(During Project)**



**1. Self Inventory
(Before Project)**



Heuristic for Pedagogical Relationships

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