

Transformative writing: resource overview

Collection: Small group teaching

Learning outcomes

For literature teachers to be able to add to their teaching repertoire activities which engage students with texts in a different way. But a further outcome might be to engage with ideas about the pacing of modules and the need to think of ways of varying not only pace but modality.

Overview

As with most of the activities in The Pool, there is a 'meta' level. We are not seeking simply to supply ready-made activities. We are inviting you as teachers to expand your repertoire of pedagogic choice. Thus in this instance we are not out to recommend critical-creative activities as a panacea. We do suggest, though, that thinking through your habitual teaching repertoire in the light of such activities may enable a kind of gestalt shift, equivalent to re-focusing and concentrating on the white space surrounding the printed text. So the activity in this resource is offered as an exemplum. You can use it as a starting place, adapt it, play games with it. It doesn't aim to be an off-the-peg lesson plan. But it does invite you to think about ways in which you yourself might develop such activities - either as an interlude within a conventional literature course, or more ambitiously as a full module.

At the 'meta' level again, there is another covert invitation here, which has to do with the need to think about pacing and varying of seminar activities. Even tried and tested methods (small groups with tasks - report back) can pall and come to seem so familiar they lose their re-framing effects. So something else to brood on here is how to introduce different activities into a seminar programme. That question leads, in turn, to consideration of the flow of learning events: what facilitates that flow; what might block it. It is important to say that your role as teacher is not simply to dredge out the channels. Both smooth flow and apparently sluggish, diverted flow have their place in

the whole process. But you do need to attend to how the flow is going, and whether this moment is one for unblocking, or for momentary idling.

This activity connects with the related resource in the Collection on Assessment, and the suggestions on [Creative-Critical modules](#) in the Collection on Course Design.

Activities within this resource

- Transformations: individual activity
 - Transformations: group Activity
-

Resources in the Small group teaching collection

- Small group teaching: introduction to the collection
- Seminar design: resource overview
 - Seminar design: individual activity
 - Seminar design: group activity
- Peer reviewing a seminar: Oliver Twist : resource overview
 - Peer review: individual activity
 - Adjusting the level
- Peer reviewing a seminar: The Bonesetter's Daughter : resource overview
 - A complex dialogue
 - Negotiated authority
- Thinking about seminars: resource overview
 - Relevance and red herrings
 - Weighing up the elements
- Nightmare scenarios: resource overview
 - Facing up to nightmares: group activity
 - Comparing notes
- **Transformative writing: resource overview (*you are here)**
 - Transformations: individual activity
 - Transformations: group activity