

Maynooth University's evolving WEC process (July 2024)

Maynooth University is currently exploring how best to support Writing-Enriched Curriculum (WEC) on campus. Given our context, with little tradition of Writing Across the Curriculum (WAC), Writing in the Disciplines (WID) or Writing Intensive (WI) programmes, we are working with colleagues to find an institutionally-sensitive approach.

The path we have taken towards developing this approach reflects how CTL works with staff and departments generally which is to:

- ✓ listen carefully
- ✓ build relationships
- ✓ share expertise
- ✓ recognise what exists at present particularly that which is deemed effective
- ✓ collaborate where appropriate and possible
- ✓ empower colleagues to achieve their goals towards supporting their students in their higher education
- ✓ amplify colleagues' professional learning.



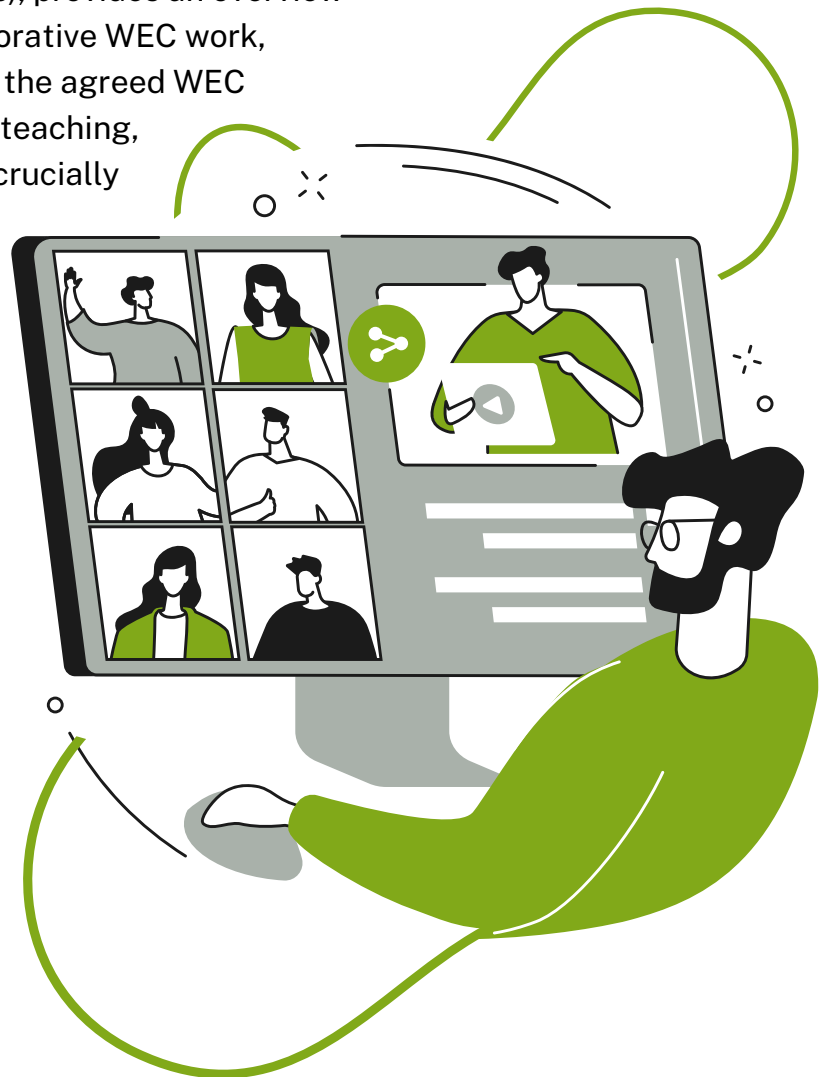
Hand-in-hand with working within our context and honouring the autonomy of departments, we are drawing on the scholarship of WEC, to help us to provide writing related guidance that is research-informed and practice-based, and on teaching, learning and assessment literature to support staff.

We believe a mapping of our current 'wayfinding' practice against WEC features will help us to clarify our approach, as well as providing us with a framework for development. One element of this approach is how we use the core features of the WEC model by Anson and Flash (taken from Anson, 2021, p. 10) in the template for our institutional case studies. This template records the participants involved in the





WEC process and their department(s), provides an overview and some context around the collaborative WEC work, briefly outlines the process towards the agreed WEC integration into current department teaching, learning and assessment work, and crucially includes mapping to WEC features. Examples of how we have worked with colleagues using this approach to date are accessible on our website under the heading 'Writing-Enriched Curriculum – Maynooth University Case Studies'. We anticipate that our process will evolve based on our own learning and on the experience of working with colleagues and students.



References

Anson, C. (2021). 'WEC and the Strength of the Commons' in Anson, C. M., and Flash, P. (eds.) *Writing-Enriched Curricula: Models of Faculty-Driven and Departmental Transformation*. The WAC Clearinghouse; University Press of Colorado, pp. 3-14.



Writing-Enriched Curriculum (WEC) is a Maynooth University Centre for Teaching and Learning (CTL) professional learning and curriculum initiative towards supporting students as writers.

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