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The Sound of _: The Role of Pedagogical Silence in Higher Education Learning

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Recommended Citation

Northcote, M. (2019, November). *The sound of _: The role of pedagogical silence in higher education learning*. Abstract presented at the 24th Australasian Association of Writing Programs (AAWP) Conference, Sydney, Australia. Retrieved from <http://www.aawp.org.au/24th-annual-conference/>

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crime fiction links to Paul Darke's conception of 'normality dramas', a film genre that depicts disabilities in order to reinforce the 'normality' of audiences. In order to write constructively through the lens of disability, authors could avoid focus on the body of the protagonist, and aim instead to show the disabling features of society.

Lili Pâquet is a Lecturer in Writing at the University of New England. Her interests are in rhetoric, digital literatures and crime fiction. Her book, *Crime Fiction from a Professional Eye: Women Writers with Law Enforcement and Justice Experience* (2018) was published by McFarland.

Stream 16

12:40pm-1:40pm

Session: 16A

Classroom pedagogies

Maria Northcote

The sound of _____: the role of pedagogical silence in higher education learning

The value of interaction, discussion and dialogue in the online classroom is a common theme of literature about online education, especially because the discourse that typically takes place in on-campus classes does not naturally occur in online contexts. The noise associated with an interactive class is often viewed as an indicator that learning is taking place. So, can periods of silence also signpost learning or promote an environment conducive to learning? Some theorists believe silence is regarded negatively – this paper is proposed in antithesis to this dark side of silence. Activities such as quiet guided reflection, thoughtful exploration of how to apply learning to practice and silent reading are possible ways in which silence offers pedagogical benefit. This paper proposes employing pedagogical silence to set up quiet moments before, during or after learning takes place; they may be teacher-initiated or student-led, structured or unstructured, formal or informal, planned or unplanned. This paper is not an attempt to define silence in a pedagogical sense, nor is it a defence of the pedagogical affordances of silence; it is a set of ideas put forth about how silence may be strategically embedded into teaching and learning spaces in higher education.

Maria Northcote is a Professor in the Faculty of Education, Business and Science at Avondale College of Higher Education in New South Wales Australia. She is an experienced higher education teacher, leader and researcher and is involved in undergraduate and postgraduate education, and professional development. In her current role, Research Training Coordinator, she facilitates professional learning activities for novice and experienced researchers and postgraduate supervisors.

Beck Wise, Simone Lyons & Siall Waterbright

Developing disciplinary literacies in multimajor classes: a grounded analysis of student research in a writing about writing class

Academic writing instructors are tasked with equipping students from diverse backgrounds with writing skills they can apply to various genres across disciplines and employment; this is a challenge only exacerbated by pushes for more streamlined degrees comprising fewer, larger classes serving a wider range of students from across the university. Much writing instruction focuses on humanities-style essays, but presents it as a universal or general style appropriate for all disciplines, an approach that can fail students from other disciplines. This presentation reports on a pilot study examining the effectiveness of a Writing About Writing (WAW) pedagogy to help students in a large multi-major academic writing class develop discipline-appropriate writing skills. This pedagogy, developed by Douglas Downs and Elizabeth Wardle, invites students to investigate literacy practices in their own community, demonstrating how much writing varies across contexts. Drawing on a grounded analysis of student research and reflective assignments from a WAW class at the University of New England, we argue that this approach facilitates more flexible and effective writing instruction in the large lecture classes that characterise Australian writing programs by raising student awareness of discipline-specific writing practices and teaching transferrable skills to continue developing their writing practices.

Beck Wise is a rhetorician studying writing pedagogy and rhetoric of science, technology and medicine at the University of Queensland, where she is Lecturer in Professional Writing. **Simone Lyons** is a PhD candidate in Writing at the University of New England, where she researches Australian memoir.

Siall Waterbright holds a PhD in Creative Writing from Queensland University of Technology and is currently researching narratives of family separation at the Australian National University.