"Like Riding a Bike:" High School Learners Engage with Multi-Genre Projects

Abstract: With the transition to the Common Core Standards and a renewed focus in authentic student writing, teachers need to find ways to engage their students in the writing process. The multi-genre project (MGP) accomplishes this by having the students create unique research and combining that with creative genre pieces.

Our research question was: In what ways can an MGP lead to higher quality writing instruction. Our attempt to use the MGP is different than other literature available because we combined expository and creative pieces (Tom Romano does not do this), and we broke the project down into a more formulaic approach in an attempt to stave off any teacher doubts that this can be done in a practical manner.

Our setting was an honors classroom of 28. Students were all identified as potentially gifted in English; however, 4 of the students in the honors curriculum for the first time. Throughout the process, we monitored student work samples, Edmodo posts, and notes from our final student seminar where students talked about the process. We were able to archive all Edmodo posts so that we and the students could analyze their process. The most important source of information was the Dear Reader letter where the students reflected on their own growth.

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