

## **Oplæg til *Learning Field Imaginaries*, DPU, den 1.-5. december 2003**

Varighed: 15 minutter

### **Fortid**

Hvorledes blev projektet til? Hvilket aspekt fandt jeg væsentligt (empirisk, teoretisk, etisk, metodologisk)?

Long before the idea of doing a ph.d.

"Hit and run"-courses, short courses, 1-2 days, open night school courses in communication, rhetorics and writing.

Pass on generalized ideals and advice on good text and writing processes, extracted from the vast body of rhetorical literature and research: consider your audience – who are you talking to, use examples, no-nonsense vocabulary, a simple syntactic structure to get a difficult and abstract message across, etc.

At the end of course: participants will thank you profusely, elaborate on the degree to which they can use their gained knowledge when they write their memoirs, discuss politics with their friends, or write articles on their hobbies to the local newspaper. But, they add, unfortunately they will not be able to put the good advice to use at work. At work, a particular culture, the ideals of managers, the specialized tasks all put generalized ideas out of function

Caused me to consider: How can we teach writers in organisations. Then I realized that sometimes, they may not need teaching – they learn anyway. Led me on to the theory of situated learning, that you learn by participating in a practice community

Then occurred to me that as rhetoricians we define the writing process as individual the writer works in solitude.

Does not match the writing done in modern knowledgebased organizations

### **Nutid**

Projektet i dag. 1-2 hovedproblemer (empirisk, etisk, teoretisk eller metodologisk).

Individual & collaborative – rhetoric and situated learning

Constructive ideal: go beyond describing and define perspectives on how organisational writing processes may be improved. Is this at all possible, bearing in mind the theory of situated learning.

### **Fremtid**

Bud på projektets konklusioner eller mest væsentlige diskussion.

The meeting between the two writing processes may not be as clearly defined as I here do for working purposes. Moreover, it is likely that the meeting and learning takes place when we talk. Difficulties may be caused by a lack of metalanguage, i.e. you cannot learn from others how to write by watching them do it, but you can learn by talking to them about it.

