



The *EARLI Special Interest Group Writing* and the *ZHAW School of Applied Linguistics*, organize the **SIG Writing Research School 2026** to be held at **Seminarhotel Boldern**, Männedorf, Switzerland, from **May 29 to June 1st, 2026**.

This year's SIG Writing Research School will focus on methods for writing research. Junior researchers working towards a PhD will get to know various research methods from respective experts in the field. The trainers will also engage in dedicated mentoring and coaching sessions to give feedback on drafts provided by the participants (for research papers, the PhD project proposal, etc).

Preliminary Program

The research school will feature courses and tutorials in morning and afternoon sessions. In the evening, there will be opportunities to discuss all things concerning writing research, research careers, and academia at large. We'll make sure to include leisure activities like hiking.

Courses will cover:

- Uncovering Hidden Writing Processes: A Hands-on Introduction to Keystroke Logging with Inputlog
- Analyzing and Visualizing Keystroke Logging Data
- Fluency as a Multifaceted Construct: The Various Concepts and Measurement Methods
- Measuring Handwriting Fluency and Control—A Research-Oriented Introduction to CSWin
- Tracking Writing and Researching Processes Across documents and Tools by uUsing Screen-Recording
- Writing and AI: A Process and Product Viewpoint
- On, for, and with practitioners: Fostering transdisciplinary dissertations in times of science criticism
- Publishing your Writing Research Study—Insights into Editorial Processes
- In Search of your Inner Supervisor

List of trainers/mentors in alphabetical order:

- Georgeta Cislaru, France
- Sibylle Hurschler Lichtsteiner, Switzerland
- Stefan Keller, Switzerland
- Cerstin Mahlow, Switzerland
- Daniel Perrin, Switzerland
- Karl-Heinz Pogner, Denmark
- Gert Rijlaarsdam, The Netherlands
- Afra Sturm, Switzerland
- Mirjam Weder, Switzerland
- Nina Vandermeulen, Belgium

Georgeta Cislaru, Sorbonne Nouvelle University (France)

Bio

Writing and AI: a Process and Product Viewpoint

The emergence of generative AI continues to challenge our relationship with writing and the writing process. Here we offer a discussion of how writing and the relationship to writing can be affected by the use of AI. To do this, we draw on a study of chains of meta-writing tested on small language models and on surveys conducted by students on representations of writing and text production strategies. We will thus observe how Flower & Hayes' writing process model is affected in the context of automatic generation, what are the main principles of cohesion and coherence that are represented, and how certain linguistic phenomena allow us to distinguish between texts produced by humans and those generated automatically. This will be an invitation to reflect on the intrinsic dimensions of written text, the strategies of the writing process, and agency, as a privileged relationship between writers and writing, both as a process and as a product.

Sibylle Hurschler Lichtsteiner, PHLU Lucerne University of Teacher Education (Switzerland)

Bio

Sibylle Hurschler Lichtsteiner is a lecturer and researcher at the Lucerne University of Teacher Education. Her work focuses on handwriting didactics, graphomotor development, and psychomotor therapy. She conducts empirical studies on handwriting performance, publishes on differentiated assessment and the development of writing skills, and develops instructional and support materials for handwriting and keyboarding

Measuring Handwriting Fluency and Control – A Research-Oriented Introduction to CSWin

How can handwriting fluency, automation and pressure control be objectively measured? The digital analysis tool **CSWin** (Marquardt, 2025), developed in the context of Swiss handwriting research, offers a novel approach to capturing and interpreting central aspects of handwriting performance in primary school children.

This workshop introduces **CSWin** as a research instrument and discusses its relevance for studying handwriting development, motor learning, and written language acquisition. Participants will learn how to apply the tool in empirical studies, and interpret key outcome variables in relation to broader writing process models.

Using anonymized sample data, the workshop will demonstrate how CSWin can support intervention studies, single-subject designs and longitudinal research on graphomotor skills. It also invites reflection on methodological challenges in digital handwriting analysis and the potential for cross-linguistic or cross-curricular comparisons.

This workshop is aimed at early-career researchers in education, psychology, special needs and allied fields who are interested in empirical handwriting research and in expanding their methodological toolbox.

Objectives:

- Understand the diagnostic and research potential of CSWin
- Explore the operationalization of fluency, automation, and consistency
- Apply the tool to empirical data and interpret results
- Discuss methodological implications for research designs in handwriting studies

Format:

- Hands-on workshop with short inputs, demonstrations, and group discussion

Target group:

- Early-career researchers (PhD students) in educational and developmental research

Stefan Keller, PHZH Zurich University of Teacher Education (Switzerland)

Bio

Stefan D Keller is professor of foreign language teaching and learning at University of Teacher Education in Zurich. His research is about foreign language writing, text-assessment, feedback and large-scale educational measurement.

Cerstin Mahlow, ZHAW Zurich University of Applied Sciences (Switzerland)

Bio

Cerstin Mahlow is professor of Digital Linguistics and Writing Research at the School of Applied Linguistics at the Zurich University of Applied Sciences (ZHAW). Her main research areas are linguistic modeling of writing processes and writing technology. She holds a Master's degree in Computational Linguistics, Spanish Philology, and Political Sciences from Friedrich-Alexander-Universität (FAU) and a PhD in Computational Linguistics from the University of Zurich (UZH). As specialist in higher ed didactics and e-learning she is also interested in approaches for teaching future skills needed in today's and tomorrow's digitally transformed world.

Analyzing and Visualizing Keystroke Logging Data

(Together with Georgeta Cislaru)

In this workshop, we present theoretical models and implementations for automatic analysis of raw keystroke logging data. The focus of the analyses is driven by linguistic interests: How are phrases and sentences produced? What happens to evolving text from a linguistic point of view? We also show possibilities to visualize the results of data aggregation and analysis suitable for both researchers as writers themselves to gain insights into their own writing processes and allow for reflection on strategies. We will discuss with participants which kinds of visual representation of their data would help them to get a bigger picture, to

develop research questions/hypotheses, and to discuss with writers about their writing processes.

Daniel Perrin, ZHAW Zurich University of Applied Sciences (Switzerland)

Bio

Daniel Perrin is Professor of Applied Linguistics, Dean at Zurich University of Applied Sciences, President 2017-2021 of the International Association of Applied Linguistics AILA, Board Member of the Swiss Academy of Social Sciences and Humanities, as well as Editor of the de Gruyter Handbook of Applied Linguistics series. His areas of research include media linguistics, methodology of applied linguistics, text production research, and analysis of language use in professional communication.

On, for, and with Practitioners: Fostering Transdisciplinary Dissertations in Times of Science Criticism

Fake news, conspiracy theories, and criticism toward science and academia challenge rational discourse and decision-making on societal levels. In academia, the humanities and social sciences tend to experience both harsh criticism and dwindling funding. Against this backdrop, getting ready, as a next-generation scholar, to mediate between the main discourses in sciences, professional fields outside academia, and society at large can both foster one's individual success and bolster the standing of science in everyday life.

In the introduction to our PhD Masterclass, you will briefly explore a sequence of three PhD programs, each lasting four years, that enable students to combine disciplinary rigor with transdisciplinary impact. We then shape our understanding of Applied Linguistics as reaching beyond academic disciplines and research frameworks. By doing so, we focus on the case of the digital literacy shift in public discourse as a prominent current topic in the field. Based on our own academic experience, we discuss how transdisciplinarity can contribute to understanding such phenomena.

But most of all, we walk our talk and critically discuss the transdisciplinary potential of our own PhD research in progress. Where can we spot pitfalls and opportunities, and which lines can we draw from our micro decisions of doing research now to our macro moves on the level of academic careers and making a living in times of disruption.

Karl-Heinz Pagner, Copenhagen Business School (Denmark)

Bio

Karl-Heinz Pagner, Associate Professor Emeritus at the Department of Management, Society, and Communication, Copenhagen Business School, has a broad perspective on writing and text production (including social and communicative perspectives). His research focuses on text production in the workplace and in the professions, academic writing, writing pedagogy/ies, communication ethics, and supervision in Higher Education. As Member of the Board of EATAW, Board of DUN, and as Co-Coordinator of the EARLI SIG Writing, he contributes to the development of our writing community with his experience in managing, leading, and strategizing as an engaged researcher, pedagogical and institutional entrepreneur, experienced organizer, international networker and (strategic) communicator. At SIG

Writing, he focusses on the social responsibility of the SIG's academic endeavors and on the engagement with a wide range of stakeholders.

In Search of your Inner Supervisor

In this reflective workshop, we explore/develop participants' experiences/understanding of supervision / advising as resilient forms of learning and acquisition of academic literacies. Literacies that c/should enable students to use the latter in their future jobs and citizenship as well as their lifelong learning. The participants will get the opportunity to discover their 'inner supervisor'. The workshop is aiming at fostering 'reflection-in-action' and 'reflection-on-action' by pondering on the interactive practice and enactment of supervision. Together, we shall explore the participants' experiences with supervision and further develop the participants' (and our own) understanding/s of supervision enabling and constraining.

Extended Summary:

Academic literacies, i.e. being able to understand research and research results, evaluate them critically, adept them by turning them into practice, are crucial resources to solve wicked or ill-defined problems – such as the contemporary and future grand challenges for the global society. Our workshop explores how supervisors and supervision in Higher Education can contribute to fostering and developing the competencies, capabilities, and resources necessary for meeting the mentioned challenges and for educating both reflective practitioners and emancipated citizens who can engage in public conversations about how to achieve a (more) sustainable and fair future.

Our empirical studies of master thesis supervision at the Copenhagen Business School have shown how participant / student-driven supervision in the tradition of problem-oriented project work can help to strengthen students' independent learning and promote text and knowledge production as well as academic literacies (Ankersborg & Pogner 2021).

Our analyses of interviews with supervisors and students respectively show that the understanding of the concept of 'supervision' and the combination of supervisor model (Dysthe 2006) and supervision roles (Nexø Jensen 2010) have an impact on the pedagogical opportunities of the supervisors and the students' learning outcomes. Supervisors act primarily in the role of experienced academics who socialize the students in academic discourse communities and communities of practice. The combination of student autonomy and partnership model (or the apprenticeship model in STEM disciplines) gives the supervisor the largest space to take on different roles and the students the best learning outcome.

In addition, our observations suggest that the COVID lockdown only marginally changed the opportunities of supervision and student learning, especially when supervision succeeds in creating structure and presence (students and supervisor), sharing curiosity (student AND supervisor), and creating presence in the supervision process (supervisor) - despite physical distance and mediated / digital communication and online supervision. This indicates a high degree of resilience of this form of supervising and learning.

At the reflective workshop, the participants will get the opportunity to discover their 'inner supervisor'. Together with the participants as reflective practitioners (Schön 1992) we are aiming at fostering 'reflection-in-action' and 'reflection-on-action' by pondering on the in-

teractive practice and enactment of supervision. Together, we shall explore the participants' experiences with supervision and further develop the participants' understanding of supervision enabling and constraining 'joint scaffolding', 'resilient learning' (our terms), critical thinking, and acquisition of research literacies (Badenhorst & Guerin 2016).

NB: No special conditions are required for participation, some experience of supervision in Higher Education (either as supervisor or supervisee) and curiosity about own and others' supervision practices will certainly increase learning and insight outcomes. At the workshop, we use presentations, role-playing games based on our interview data and self-reflection in reflective loops - both in the plenary and in smaller groups.

NB: For preparation, reading of our contribution is advised: <https://wacclearinghouse.org/docs/books/eataw2019/chapter7.pdf>.

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Gert Rijlaarsdam, University of Amsterdam (The Netherlands)

Bio

Gert Rijlaarsdam was trained in linguistics and educational sciences and taught for 17 years in secondary education. He is professor Innovative Language, Literature and Arts Education at the University of Amsterdam. Editorial expertise: Editor of *Studies in Writing*, *Journal of Writing Research*, *L1-Educational Studies in Language and Literature*, *Learning & Instruction*, *Applied Studies in Innovative Learning and Teaching*. Member of the Editorial Board of various journals.

Publishing your Writing Research Study—Insights into Editorial Processes

In this workshop we discuss interactively issues in getting published in academic journals and in acting as reviewer for such journals. All of which runs parallel with how to become a Productive Researcher. I will provide insight from personal experiences, as editor, reviewer, author, and supervisor into how the copy flow works, the role of editors and reviewers in decision making, the role of authors' responses to reviews, how to choose a journal for your study, how to avoid rejections because of piecemeal publication/how to split your data in multiple papers, for multiple journals, etc.

Afra Sturm, FHNW University of Applied Sciences and Arts Northwestern Switzerland (Switzerland)

Bio

Afra Sturm is Co-Head of the Research Center "Zentrum Lesen" [Literacy Centre] at the University of Applied Sciences Northwestern Switzerland. She conducts research on reading and writing fluency, on reading and writing strategies, on writing as a literate social practice, writing to learn, and on feedback in the area of writing. In her work with schools, she focuses on research-informed teacher practice, combined with data-based decision-making approaches.

Markus Linnemann, University Koblenz (Germany)

Bio

Markus Linnemann is Professor of Inclusion and Educational Research at the University Koblenz. Trained in educational sciences and holding a PhD in psychology, he works on inclusive teaching and learning in heterogeneous classrooms. One focus of his research is reading and writing research, in particular cognitive processes in reading and writing, writing fluency, and test development. In addition, he is working on the development of diagnostic instruments to support learning processes within a data-based decision-making approach, with the aim of enabling teachers to design inclusive lessons in a reflective way.

Fluency as a Multifaceted Construct: The Various Concepts and Measurement Methods (Sturm & Linnemann)

In the field of writing, very different concepts of fluency can be found: handwriting fluency, transcription fluency, writing fluency (as transcription fluency plus formulating), or text generation fluency are the most commonly encountered concepts (Sturm, 2024). "Writing fluency" is often used as an umbrella term.

The workshop provides an overview of the concepts and operationalizations. It demonstrates that the different concepts address different components of the writing process and how they can be positioned within a writing process model. Connected to this, fluency in the field of writing is also measured differently. Participants will be introduced to the various measurement methods and their evaluation (except handwriting fluency: see the separate workshop on this topic).

The workshop is aimed at early-career researchers who want to expand or deepen their methodological repertoire in the area of fluency.

Objectives:

- Gain an overview of the various concepts and operationalizations
- Become familiar with product- and process-based measurement methods
- Discuss and critically reflect on methodological implications for own research designs

Format:

- Hands-on workshop with short inputs, illustrative examples, and group discussions
- Participants bring their own research questions whenever possible or present research designs for discussion in the workshop

Target group:

- Early-career researchers (PhD students, postdocs) in writing research

Mirjam Weder, University of Basel (Switzerland)

Bio

Dr. Mirjam Weder is a lecturer for German Linguistics at the University of Basel (Switzerland).

Her research primarily explores methods of computer-based analysis of language structure, language use, and writing processes. She applies methods of corpus linguistics, key-stroke logging and screen capturing to the study of multiword units, formulaic expressions, and constructions, examining their relationship to larger discursive units and texts, text quality, and writing processes and practices—more recently also in the context of AI-assisted writing.

Tracking Writing and Researching Processes Across documents and Tools by Using Screen-Recording

Keystroke logging is a well-established method for investigating text production and for examining how writing and revision processes unfold over time. Tools such as InputLog capture writing processes in a narrow sense, that is, text production within a single document or interface. Authentic writing activities, however, extend beyond this narrow definition and are rarely confined to one document alone.

In authentic writing contexts, writers routinely draw on and switch between multiple resources before and during writing, including other documents, web pages, digital tools, and AI-based systems such as ChatGPT, as well as applications beyond conventional word-processing software. To capture writing processes more comprehensively, data-collection methods are needed that allow researchers to trace writing-related activities across multiple tools, interfaces, and documents. Screen-capture tools such as OBS Studio or Camtasia are particularly well suited for this purpose and are easily combined with keystroke logging and/or verbal data-collection methods (e.g., think-aloud or stimulated recall) to gain insight into the cognitive processes guiding decision-making during writing.

The workshop consists of two parts. The first part introduces the basics of using screen capture to collect writing-process data across different tools and interfaces and addresses key

methodological questions, such as when the method is appropriate, when it is not, and what its main strengths and limitations are.

The second part offers a hands-on introduction to the use of the free screen-capture software OBS Studio for collecting writing-process data in combination with stimulated recall. Participants will have the opportunity either to collect their own sample data or to work with data provided for the workshop. The workshop also introduces a combination of semi-automated and manual approaches to data analysis.

Learning objectives:

Participants learn

- basics of using screen capture tools for writing research;
- how to design a writing experiment using screen-capture and stimulated recall;
- how to implement semi-automated procedures for basic analysis;
- how to conduct more fine-grained manual analyses.

This workshop is for you if you:

- are interested in writing-related activities and processes across documents, tools, and interfaces, particularly in the context of source writing and writing with AI;
- want to better understand how writers draw on and integrate multiple resources during writing;
- are interested in learning how your research can benefit from screen-capture methods in combination with verbalization methods;
- would like hands-on experience in collecting, analyzing, and interpreting screen-capture data.

Nina Vandermeulen, University of Antwerp (Belgium)

Bio

Nina Vandermeulen is a lecturer at the University of Antwerp (Belgium). Her research focuses on writing process research using keystroke logging, with particular attention to source-based writing and feedback. She teaches professional communication and research methods, and in her teaching she aims to bridge the gap between writing research and practice. Outside academia, she enjoys hiking with her Italian water dog, travelling (especially to Sweden and Spain), and good food.

Uncovering Hidden Writing Processes: A Hands-on Introduction to Keystroke Logging with Inputlog

In recent years, **keystroke logging** has become an increasingly important method in writing research, offering unique insights into the *processes* underlying text production. By recording every keystroke, cursor movement, and window switch with millisecond precision, keystroke logging makes it possible to reconstruct how a text unfolds in real time. It provides insights into process aspects such as production, pausing, revision, and interaction with sources that remain invisible in the final product.

Inputlog is one of the most widely used keystroke logging tools in writing research. This freely available and relatively unobtrusive program allows researchers to collect fine-grained data on digital writing processes and to analyse these data from multiple perspectives. Inputlog supports analyses of pausing, production and fluency, revision behaviour, and source use, and it offers visualisations, such as the process graph, that help make complex writing processes visible and interpretable.

This workshop offers a **practical and accessible introduction** to writing process research with Inputlog, specifically designed for **junior researchers with little or no prior experience in keystroke logging**. Through concrete examples and guided, hands-on activities, participants will learn how keystroke logging data are collected, prepared, analysed, and interpreted. The workshop will work with **real Inputlog data**, allowing participants to explore writing processes in action and to reflect on how keystroke logging could be integrated into their own research.

This workshop is for you if you:

- are interested in writing processes and writing behaviour
- want to better understand the cognitive complexity of writing
- are curious about what keystroke logging can contribute to your research
- want to learn how to collect keystroke logging data
- want hands-on experience with analysing and interpreting keystroke logging data

Topics covered in the workshop include:

- Collecting writing process data with keystroke logging
- Preparing and exploring Inputlog data
- Analysing writing processes with Inputlog (general analysis, pausing, production, revision, source use)
- Visualising writing processes using process graphs

By the end of the workshop, participants will have a **clear understanding of what keystroke logging can (and cannot) reveal about writing**, and a solid starting point for using Inputlog in their own research projects.

The SIG Writing 2026 organizing team

Conference Chairs: Cerstin Mahlow, Liana Konstantinidou, Daniel Perrin (all ZHAW)

Organizing Support: Sibylle Lichtsteiner Hurschler (PH Luzern), Stefan Daniel Keller (PH Zurich), Afra Sturm (FHNW), Mirjam Weder (University of Basel),