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### **A student's dramatic development of writer identity in Danish upper-secondary education**

This chapter explores a student's writer development in upper-secondary education. The analysis is based on a case study that has followed Amalie as a student, among other students, for four years in a longitudinal ethnographic study from grade 9 in secondary education to grade 10-12 in upper secondary education. The case study is part of the *Writing to Learn, Learning to Write* (WLLW) research project (see [www.sdu.dk/wllw](http://www.sdu.dk/wllw) and Christensen et al. 2014). WLLW claims that during the latest decades the technological development in communication has altered the nature and practice of writing and brought with it a dramatic increase in the spread and significance of writing. However, there is a call to know what this means for the individual in the context of a learner biography and how the challenge is met at subject and educational levels.

Theoretically, WLLW is inscribed in the socio cultural tradition (Prior, 2006; Vygotsky, 1986; Wertsch, 1998), as well as in the New Literacy Studies approach (Barton, 1994; Gee, 2010). WLLW understands writing as a social practice drawing on a range of semiotic resources (Kress, 1997) related to processes of identification and learning (Ivanič, 1998, 2006).

The chapter focuses on the research question: How does Amalie develop as a writer during upper secondary school? The analysis draws on qualitative data including field notes and constellations of literacy events (assignments, student writing, teacher responses, and semi-structured student interviews 'talking around texts' (Lillis, 2009)).

Analyses suggest a remarkable shift in Amalie's writer identity. Simply put, she experiences a dramatic, but not a tragic writer development. In grade 9, Amalie construes herself as a nerd-like 'science writer' appropriating dominant writing practices. Three years later, she construes herself as a non-science writer, to some extent still appropriating science writing practices, yet aligning with alternative writer identifications. Data suggest that Amalie has hard times understanding and responding to writing prompts and feedback in Science. On the other hand, she begins identifying with writing practices in Social science, which position Amalie as a writer with a more personal and explorative voice. This 'positive' identification will be demonstrated through a key incident analysis (Erickson, 1977) of a constellation of literacy events in a multiple subject area including social science in grade 12 and will be contextualized through analyses of interview data suggesting that this development is also related to Amalie's 'autobiographical self', more specifically her involvement in extracurricular activities and youth domains outside school.

In general, the study stresses the importance of acknowledging that students' writer identity plays a fundamental role in the formative years of adolescence and that we, as researchers and practitioners, need to further explore the relationship between how teachers position writing and student writers within the subjects.

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