

LSLP Micro-Papers

Micro-Paper 100: *Micro-Writing as an Academic Literacy*

Practice

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Defining the Term

Writing can be challenging for novice students when entering the academic world. Thus, strategies that open the doors to a path beyond strict structural writing norms are necessary. Micro-writing, defined as the production of writing that consistently expresses a complete idea in a few words, emerges as a tactic for students to learn to navigate and gain confidence in organizing and capturing their thoughts.

One key benefit of micro-writing in the university context is its suitability for developing the conceptual framework of a research project. It provides a foundational step before moving on to more complex and elaborate writing projects such as master's theses, research articles, and book chapters.

As noted above, micro-writing can also be used as a springboard for guiding pedagogical approaches to research. As a mentoring strategy, it can facilitate students' navigation of the social conventions prevalent in the academy and raise awareness of the writing process. This allows them to gradually develop and apply their writing skills to their research, enhancing their ability to construct a well-informed perspective and refine their critical lens.

Connecting it to LSLP

At LSLP, micro-writing is a research and mentoring-support strategy that has helped novice and advanced researchers better comprehend, synthesize, and present the scope of their research ideas in the one-page papers (such as this one) that comprise the LSLP Micro-Papers.

The micro-writing composition has enabled researchers to improve their writing and critical analysis skills when distilling a complex concept into simpler words. In addition, they have helped establish a valuable resource for future researchers joining our ranks. Micro-writing experiences are not unique to a single line of research within the team. Instead, they have become a collaborative endeavor that benefits all our researchers and their ongoing work.

Finally, micro-writing (as presented in our Micro-Papers) has already become a tradition among researchers. Everyone is expected to produce one at some point. This not only helps to encourage students to exploit their writing potential but also to leave a literary footprint.

Expanding Second Language Research

In forthcoming years, micro-writing as an academic literacy practice could guide teachers globally with meaningful benefits by enhancing their ability to articulate and refine complex ideas shortly. Micro-writing encourages educators to describe their thoughts in clear, rational statements, which can potentialize their confidence in sharing their perspectives. This practice empowers teachers to communicate more effectively, and it helps them see the direct connection between teaching and research through practical summaries of their work. Having the skill to condense ideas ensures that educators' voices become more comprehensible, and their contributions could be useful to other scholars, fostering a greater sense of engagement and reliability in the academic community.

Looking to the future, micro-writing has the potential to revolutionize different fields of study beyond education. This strategy will provide new and clear conceptions of research across disciplines, facilitating the comprehension, course of action, and clarity exchanging ideas. As a matter to analyze, the positioning of AI could bring interesting challenges and opportunities to the point of comparing machine generated texts with human writing. In that way, we can recognize the limitations of AI when writing for research purposes and how both types of writing could work together to impact meaningfully the conceptions of micro-writing.

References

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- Parks, P. (2021). Using micro-writing assignments for qualitative assessment in media lecture classes. *Teaching Journalism & Mass Communication*, 11(1), 24-35. <https://aejmc.us/spig/wp-content/uploads/sites/9/2021/07/TJMC-11.1-Parks1.pdf>