

## Possible subject areas of the Institute for Writing Studies (ISW)

The aim of the Institute is to facilitate and advance research and development projects in writing studies. The institute also aims to make writing studies and the interdisciplinary expertise of the field of practice visible and to contribute to national and international networking.

Writing in educational processes

Cognitive Humanities

Digital Humanities

Creativity Studies & Creative Industries

Critical thinking/reflexive thinking

Possible topics include:

— **Writing in digital environments**

E.g. Which digital writing environments can be anticipated for the future and how can writers be prepared for them? To what extent are concepts of authorship and the concept of text changing as a result of digitisation? What should writers in digital environments be aware of with regard to copyright and data protection?

— **Writing and artificial intelligence**

E.g. What writing skills are needed in a world where routine writing tasks are increasingly performed by artificial intelligence? How can human creativity and artificial intelligence cooperate meaningfully in writing? Where is machine writing headed in the future? How can students learn to use AI productively and legally to shape writing processes?

— **Professional writing in creative professions**

E.g. What writing skills will be needed in the creative industries of the future and how can they be fostered? What might writing didactics for collaborative writing look like? How can the concept of the Writers' Room be productively developed in film and series production?

— **Writing in the context of academic propaedeutic**

E.g. How can students be supported in learning academic writing? What are typical problems and what solutions are there? How can writing be meaningfully linked to subject teaching? How do students learn to deal with sources and how can plagiarism be prevented? What measures are useful for writing in second and foreign languages? How can propaedeutic writing be initiated and meaningfully implemented in the school context?

— **Writing centre work and writing centre research**

E.g. How do you develop and institutionalize needs-based writing centres at different types of universities? How can instructors be meaningfully supported in the use of writing in subject teaching? How does institutional work succeed in writing centers in different contexts?

— **Writing consultation and coaching in educational contexts.**

E.g. What are the benefits and what are the limitations of student writing consultation? How can school-based writing consultation meaningfully evolve? Which counseling and coaching approaches are appropriate for which educational contexts and why? How can the experiences of university writing centres be transferred to other educational contexts (school, further education, vocational training)?

— **Creative writing**

E.g. How can creative writing be defined and with which theoretical approaches can it be meaningfully linked? What are the similarities and differences in writing processes for different domains, e.g. journalism, literature, advertising?