

Academic Literacies in the Disciplines: Supporting Subject Teachers

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Abstract

Academic literacy is widely recognised as essential for student success in higher education, and there is a growing interest in embedding literacy development within disciplinary teaching. In response, Mid Sweden University launched the Writing Boost Project, a long-term initiative to strengthen literacy by supporting subject lecturers. Rather than addressing literacy as an individual student's problem, the project focuses on disciplinary contexts where academic literacy develops. Grounded in Academic Literacies theory, it is guided by four principles: transformation, recognition of subject lecturers as experts, institutional responsibility, and inclusive support for all students. The project's core activity consists of workshops for programme-specific teams of lecturers, facilitated by literacy development practitioners. These workshops create discursive spaces (Jacobs, 2005, 2) for critical reflection and collegial dialogue, enabling subject lecturers to examine and develop their teaching practices. Evaluations indicate that the project has contributed to pedagogical and programme development and strengthened collegial learning. The university has made the initiative permanent and increased its funding. This paper presents the project's design and conceptual underpinnings and shows how its transformative and embedded approach can be transferable across educational settings.

Introduction

Enhancing academic literacy is essential for student success in higher education (HE), and research has increasingly emphasised the value of embedding such support within the curriculum (Bassett & Macnaught, 2024; Flash, 2021; Hakim & Wingate, 2024; Macnaught et al., 2024). Academic literacy underpins students' meaning-making, knowledge-building and scholarly engagement across disciplines. As students progress through their studies, they must develop proficiency in the communicative practices specific to their academic fields, commonly referred to as academic literacy (Wingate, 2015). This encompasses not only language proficiency, but also epistemological awareness, sociocultural understanding, and communication aligned with disciplinary norms (Hakim & Wingate, 2024).

Higher education institutions often rely on individualised support such as writing centres and study skills courses. Recent work highlights a growing interest in approaches that situate literacy development within disciplinary teaching and are adapted to local contexts (Anson, 2021; Flash, 2021; Garvey et al., 2023; Hakim & Wingate, 2024). Research distinguishes between two broad models for the provision of support for the development of academic literacy. Support offered outside the curriculum is described as the additional approach (Wingate, 2011) and as complementary writing instruction (Edlund et al., 2024). It provides general workshops and tutoring not linked to specific courses and is often treated as a bolt-on form of assistance. The embedded or integrated approach (Wingate, 2015; 2018), also termed the hard approach (Murray, 2022) or subject-integrated writing instruction (Edlund et al., 2024), incorporates literacy into disciplinary teaching (Hyland, 2022; Jacobs, 2013; Li, 2020; McGrath

et al., 2019; Thies & Rosario, 2019; Wingate, 2015). This model is often supported through collaboration with literacy specialists who help embed writing into disciplinary teaching (Hyland, 2022; Jacobs, 2013; Li, 2020; McGrath et al., 2019; Thies & Rosario, 2019; Wingate, 2015).

Although embedded approaches are increasingly emphasised, there is still limited knowledge about how universities can support subject lecturers in integrating academic literacy into disciplinary teaching. To address this need, Mid Sweden University launched a university-level initiative, the Writing Boost Project (Swedish: *Skrivlyftet*), funded to strengthen lecturers' capacity to embed literacy within their subject areas and grounded in the Academic Literacies tradition (Lea & Street, 1998, 2006; Wingate, 2015).

Rethinking Academic Literacies: From Deficit to Context

Concerns about students' academic literacy have long been debated, both in Sweden and internationally, and in the Swedish context these discussions have at times been framed as a literacy crisis (e.g., Malmström, 2017), highlighting perceived weaknesses in student writing. These concerns typically follow a deficit model, placing responsibility on students and suggesting that earlier generations were more proficient. As a result, solutions often focus on improving prior education, which diverts attention away from higher education's own teaching practices and from the fact that few structural changes have been made within HE (Hakim & Wingate, 2024; Hort, 2020; Lennartson-Hokkanen, 2016). Research in the field of Academic Literacy, however, questions the assumption that students were more proficient in the past, noting that comparisons are further complicated by evolving standards, assessment methods, and the specific technologies used for writing and text production (Edlund et al. 2024). The Writing Boost Project challenges the deficit-oriented views by adopting a socially situated view of academic literacy, shifting focus from student's shortcomings to the learning environment. It emphasises that embedding academic literacy in subject teaching makes it a core aspect of disciplinary instruction (Bassett & Macnaught, 2024).

Contrasting Perspectives of Academic Literacies

In HE, two main perspectives of literacy are often discussed: the autonomous and the ideological (Street, 1984). The autonomous perspective remains dominant (cf. Macnaught et al., 2024), viewing literacy as a neutral set of transferable skills. It assumes that students enter HE already proficient in academic reading and writing, overlooking disciplinary differences and students' varied educational histories. Because of this assumption, literacy development is not seen as part of subject teaching, which means it is rarely articulated or made explicit.

In contrast, the ideological perspective of literacy views academic reading and writing in HE as social practices shaped by disciplinary norms and students' backgrounds. It highlights that academic literacy is embedded in the social practices of universities – shaped by ideologies, epistemologies and institutional power – and that literacy itself plays a role in constructing these practices (Wingate, 2019). From this perspective, literacy cannot be separated from disciplinary content (Hakim & Wingate, 2024). Rather than assuming universal methods for reading and writing in HE, it emphasises that expectations vary across disciplines, requiring students, often working across different fields, to adapt to the specific conventions of each in order to succeed.

The Academic Literacies Framework: Embedding Literacy in Disciplinary Teaching

The Writing Boost Project is guided by two key questions: whether HE should take responsibility for helping students understand the role of academic reading and writing, and how such support can be strengthened to empower them. These questions point to the need for a more integrated and theoretically grounded approach to academic literacy, one that moves beyond surface-level skills. The Academic Literacies framework offers such a foundation. Academic writing conventions have long shaped how academia establishes, defines and regulates itself as a

distinct social institution (Lea & Street, 1998; Lillis & Turner, 2001; Wingate 2015) and students' writing remains the primary means through which knowledge is demonstrated and assessed.

The Academic Literacies framework challenges conventional views on literacy and promotes transformative practices exploring how literacy is constructed and enacted in disciplinary contexts. It emphasises the importance of understanding what literacy means to subject lecturers and how it is practiced in their settings, recognising the diverse backgrounds and experiences of both students and subject lecturers as essential for creating inclusive learning environments. Research shows that academic literacy instruction is most effective when embedded within subject teaching (Hakim & Wingate, 2024; Murray, 2022; Wingate, 2018) as it bridges the content-language divide, ensures that all students receive support, and makes disciplinary reading and writing expectations explicit. Although subject lecturers are experts in their own literacy practices, they rarely receive training in how to teach and explain these practices to students (Murray, 2022). This highlights the need for systematic support (Bailey, 2018; Bergman, 2016; Bjernhager, 2023; Jacobs, 2005; Lillis & Tuck, 2016; Wingate, 2018).

The Writing Boost Project: A Model for Collaborative Change

In Swedish HE, most universities require teaching staff to complete at least 10 weeks (15 ECTS) of pedagogical training, following national recommendations from The Association of Swedish Higher Education Institutions (SUHF, *Sveriges universitet- och högskoleförbund*, 2016). Pedagogical training has, however, traditionally focused on supporting individual subject lecturers rather than fostering collaborative approaches to teaching and learning. The Writing Boost Project challenged this prevailing approach by emphasising team-based collaboration as a strategy for embedding academic literacy into disciplinary teaching. The project was initiated by Professor Ann-Catrine Edlund and carried out as a joint initiative between the Swedish Unit within the Department of Humanities and Social Sciences (HSV, *Institutionen för humaniora och samhällsvetenskap*) and the Department for Research and Educational Support (FUS, *Avdelningen för forsknings- och utbildningsstöd*). It was structured around a series of collaborative workshops coordinated by FUS and facilitated by two Literacy Development Practitioners (LDPs) from the subject of Swedish. One LDP was an active researcher, and together they worked closely with subject lecturers, providing guidance and support in embedding Academic Literacies into their teaching practices.

Research has shown that collaborations between subject lecturers and academic writing specialists are an effective means of supporting students' disciplinary writing development, with studies across diverse contexts reporting both benefits and structural challenges (e.g. Li, 2020; Macnaught et al., 2022; Maldoni, 2017; McGrath et al., 2023). In our case, this collaboration between LDPs and subject lecturers aimed to create a shared pedagogical space that aligns with Jacobs' (2005) notion of a 'discursive space', where disciplinary boundaries are negotiated and inside and outside perspectives can meet to inform future teaching practices. As Grimm (2023) suggests, collegial learning alone is insufficient for meaningful change because individual interpretations may diverge from collective intentions. The Writing Boost Project aligned with this view by incorporating external guidance through LDPs who enabled change that supports nuance, reflection and multilayered anchoring. In this way, the interdisciplinary collaboration became central to integrating academic literacy into disciplinary contexts. As Macnaught et al. (2024) note, interdisciplinary co-design brings together different forms of expertise and is key to tailoring literacy development to specific courses. The Writing Boost Project demonstrated how sustained support can empower subject lecturers to better support students (cf. Flash, 2021). The workshops encouraged transformative conversations, which surfaced previously unexamined assumptions about writing and learning. Key academic leaders, directors of studies and heads of subject, were actively recruited to participate in the workshops, which helped ensure a holistic and sustainable approach to literacy development.

Shifting subject lecturers from an individualistic to a collaborative mindset and away from deficit-oriented views of student writing required time and effort. Emphasising the collaborative nature of the workshops and involving multiple stakeholders played a key role in supporting this transition. These stakeholders included the LDPs, who facilitated the workshops and provided

theoretical grounding; FUS staff, who actively recruited the targeted participants and ensured that the workshops were well-integrated into existing structures; and external researchers, who contributed theoretical and pedagogical perspectives. Institutional leadership also played a key role, as their strategic support and allocation of financial resources were crucial for enabling long-term development. The project acknowledged and addressed common concerns among subject lecturers, such as workload, fear of content disruption and the belief that writing instruction should be left to specialists (Anson, 2021). By recognising these concerns and drawing on literacy theory, the LDPs helped the participants overcome resistance through constructive dialogue and supported long-term change.

The Writing Boost Temple: A Conceptual Framework for Academic Literacies

At a certain point in the project, it became clear that a tangible model would help conceptualise the work and make its structure visible. Figure 1 presents the conceptual framework of the Writing Boost Project through the metaphor of a temple. At its base lies a foundation stone, symbolising the project's roots in Academic Literacies research tradition. Rising from this base are four pillars, shown from left to right, each expressing a core principle that shaped the project's theoretical and pedagogical orientation:

- **Transformation:** viewing literacy development as a transformative process;
- **Disciplinary expertise:** recognising that subject lecturers are experts in the literacy practices specific to their fields;
- **Shared responsibility:** emphasising that academic literacy development is a responsibility of the entire subject environment, not just language specialists; and
- **Inclusive support:** ensuring that all students are offered structured and equitable support.

Together, the foundation and pillars articulate the project's overall structure and guiding philosophy representing a collaborative approach to academic literacy development in HE. The four pillars are described in more detail below Figure 1.

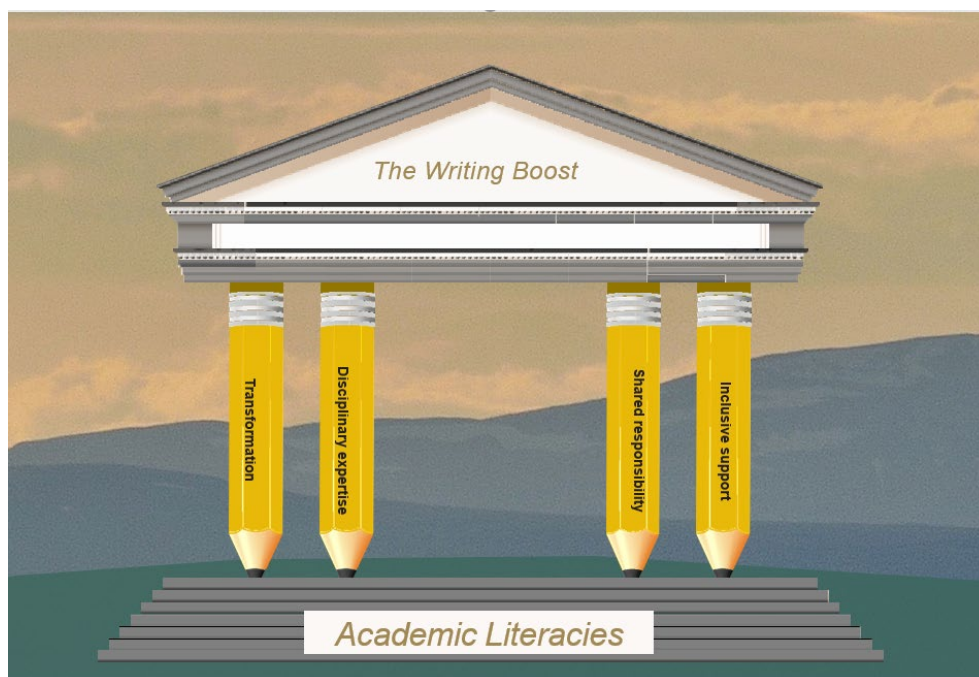


Figure 1. Writing Boost Temple: A Conceptual Framework for Academic Literacies

The first column emphasises that the project's approach is transformative, serving as a prerequisite for the other three pillars. A transformative approach implies that the entire university is expected to evolve and reshape itself. This is in contrast with a normative approach, where development is conceived as focusing exclusively on students and student-related matters (Blåsjö & Wittek, 2017; Jacobs, 2015; Wingate, 2019). Within Academic Literacies, transformation is explored in various ways. One perspective highlights students as a valuable resource. For example, multilingual students' repertoires can be seen as assets for learning and meaning-making rather than problems to be fixed (Mazak & Carroll, 2016). Viewing students as active participants also means recognising and utilising their competences and knowledge, allowing them to contribute to the ongoing development of academia. Through active engagement and critical reflection, students are not only expected to shape academic discourse communities but also to gain access to and participate in them (Lea & Street, 1998; 2006). Another perspective highlights the need to create organisational conditions that enable change. This means that subject lecturers have time and space to deepen their understanding of academic literacy by exploring and developing their own teaching practices. Such work may involve closer collaboration between subject lecturers and LDPs and partnerships with writing centres.

The second pillar highlights that each subject/discipline has its own literacy practices. Academic texts vary across subjects/disciplines as they reflect different ways of thinking, communicating and constructing knowledge, positioning subject lecturers as key experts in these practices. These literacy practices are dynamically shaped by societal changes such as globalisation, technological development, and digital learning platforms. AI tools are also reshaping writing by supporting idea generation, drafting, revisions and feedback, with implications for disciplinary writing and for how writing is taught, supported and assessed (Molinari, 2025; Wang & Wang, 2025). Another shift is the growing prominence of English in Nordic HE, which requires students to navigate academic discourse in both Swedish and English (Håkansson & Svensson, 2024; Malmström & Pecorari, 2022; Malmström et al., 2025). From an Academic Literacy perspective, this diversity means that HE cannot assume that students already master the literacy practices required for success as these are contextual and not easily transferable.

The third pillar emphasises that all subject or discipline environments must take active responsibility for supporting students' academic literacy development. This follows directly from the understanding that each subject/discipline has its own literacy practices, and that developing literacy in a new subject can be compared to learning a new language (Gee, 2015). Students therefore need structured support embedded in the curriculum, particularly through subject-integrated writing instruction. Writing is not just a final product, but an ongoing process of learning, reflection and improvement. To become confident and successful writers, students must engage in writing regularly and understand the expectations of their disciplinary context. This requires opportunities for practice, feedback and reflection throughout their studies.

Finally, the fourth pillar underscores that *all* students require support in developing their academic literacy. The support should not be limited to specific groups but should be made available to all students regardless of prior experience or educational background. The aim is to foster an inclusive learning environment where every student has the opportunity to succeed and strengthen their academic writing. By embedding support structures into the curriculum, for example through programme and course syllabi and instructional materials, academic literacy becomes a shared and equitable part of students' education. An advantage of this approach is that it does not rely on students independently identifying their need for support or actively seeking assistance beyond their programme (e.g. Macnaught et al., 2024; Wingate, 2015).

The Writing Boost Project: Workshop Design and Pedagogical Approach

The Writing Boost Project, conducted at Mid Sweden University from 2017 to 2023, took a novel approach to academic literacy work by focusing on teams of subject lecturers rather than students (cf. Hakim & Wingate, 2024). The overarching goal was to enhance students' ability to develop academic and professional writing skills by embedding literacy development within subject teaching. The project comprised two main components: 1) a strengthened support for

academic literacies within regular instruction, and 2) a structured professional development programme for subject lecturers. The core activity consisted of workshops, led by two LDPs in which subject lecturers participated as part of teaching teams. The workshops were designed to promote three forms of collaboration: 1) among subject lecturers within the same subject/discipline, 2) between subject lecturers across disciplines, and 3) between subject lecturers and LDPs.

The workshops' transformative aim is to promote the integration of Academic Literacies into study programmes by equipping subject lecturers with tools and strategies for embedding writing instruction into disciplinary teaching. Teaching teams explored their current practices, focusing on academic and professional writing, and engaged in collegial learning. Interdisciplinary interaction also played a key role, fostering inspiration and meaningful connections across programmes. More importantly, the project marked a shift in responsibility for academic literacy from students, individual lecturers or external support units (e.g., writing centres) to the study programmes. By positioning subject lecturers as key agents in literacy instruction, the initiative aimed to embed academic literacy development throughout the curriculum and foster a sense of ownership among the teaching staff. To support this shift, the project had two specific objectives:

- To provide subject lecturers with the tools and knowledge needed to support students' academic literacy development, and
- To implement academic literacy instruction across all study programmes, ensuring continuous support throughout students' education.

The inclusion of individuals with decision-making authority strengthened the team's ability to implement meaningful changes within their courses and programmes. While this approach was generally well received, it also required subject lecturers to confront tacit assumptions and overcome resistance to rethinking established teaching practices. Moreover, even when there was willingness, implementation was not always straightforward; some subject lecturers encountered practical challenges or institutional constraints that made it difficult to embed the intended changes into the curriculum or teaching.

The Project's Funding and Overall Organisation

The project budget can be divided into three parts. A quarter of the budget was allocated to the Department of Research and Educational Support for project administration and coordination. Another quarter went to the Department of Humanities and Social Science which was responsible for teaching (LDPs) and scientific leadership. The remaining half of the budget was allocated to subject lecturers, approximately 18 per semester, who were compensated with 100 hours per subject lecturer. Thus, the project represented a comprehensive and systematic instructional framework which would not have been possible without a substantial financial commitment from the University.

Over the course of the seven-year project, 10 workshops were held each semester (140 workshops in total), involving subject lecturers from 40 different degree programmes, with a total of 140 participants. Recruitment took place through established organisational channels, primarily via department heads. It also involved individual teachers who contacted the project team directly to inquire whether their subject area or programmes could participate. Such interest was often prompted by either information shared across programmes or by examples of successful development initiatives that circulated within the organisation.

The Implementation of Workshops

The workshops were designed specifically for subject lecturers to support and enhance their academic literacy teaching practices. Working in teaching teams, they were encouraged to explore, develop, discuss and critically reflect on their current literacy practices. The approach recognised that subject lecturers already engage in many effective practices. The focus was therefore not only on introducing new methods, but on building on what was already working

well. Through collaborative teaching teams, subject lecturers were encouraged to reflect on, refine and expand their existing strategies in a supportive and practice-based environment. At the beginning of the process, each team identified areas within their courses and educational design where literacy support could be enhanced. Over the course of one semester, they participated in 10 workshops, each lasting three and a half hours. A key focus was on integrating explicit academic reading and writing instructions as well as professional writing into their courses and programmes.

The first three workshops constituted an exploratory phase, offering a strong structure that combined theoretical grounding with practical support. This phase allowed lecturers to examine their current teaching and literacy practices, assess the scaffolding already in place for academic literacy instruction, and identify areas for development. Activities included mapping the specific acts of writing that students are expected to master, such as summarising, documenting, reporting, analysing, and other relevant writing competences. This exploration helped to identify the specific writing demands and expectations within different contexts. By the third workshop, each team had formulated specific goals to guide their work in the remaining workshops. An overview of the workshop structure and timeline is provided in Table 1.

The subsequent workshops (4–10) marked a shift into a more developmental or constructive phase, characterised by a more flexible structure. This approach acknowledged the diverse needs of different teaching teams and fostered a more inclusive and tailored learning environment. This phase emphasised progression and continuity in academic writing, supporting lecturers in developing sustainable and context-sensitive literacy practices. During this phase, the focus expanded to include the identification and integration of professional writing. Subject lecturers explored how to better prepare students for writing in professional contexts and how to address these demands through course design and instruction.

Learning Activities

Writing theories and tools were provided during the workshops. A reading list was also made available for each session. Before the workshops, the subject lecturers chose themes they wanted to delve into. Each workshop included recurring learning activities:

- Introduction with feedback from the previous workshop,
- Mini-lecture or guest lecture,
- Cross-programme small group discussion,
- Programme-specific work,
- Joint reviews, and
- Documentation of the workshop work.

The workshops began with feedback from the previous session and a presentation of the current work. A short mini-lecture or guest lecture was included to introduce key concepts, provide inspiration, or offer new perspectives relevant to academic literacy development. Guest lecturers were invited and brought specialised expertise in areas such as professional writing or writing processes. Early in the session the participants engaged in small-group discussions to share experiences and explore theoretical concepts. Time was also allocated for questions and discussions of the assigned reading. A significant portion of the workshop was devoted to programme-specific work. The workshops concluded with a full group gathering where each programme/subject reported on the writing-development work they had carried out during the workshops, the insights gained and the goals they set for their continued development work. The ongoing process was documented in a digital portfolio on a shared platform.

The goal was for the teams to further embed literacy instruction in their curriculum. The collaborative effort resulted in a writing plan presented in workshop 10, outlining how literacy instruction could be integrated into each educational context. As the groups had different goals, their progress varied: some produced a writing plan that needed to be anchored within their faculty, while others developed ready-to-go methods.

Initially workshops took place on campus, but during the pandemic they migrated to a digital platform. This allowed participants to join from anywhere and facilitated cooperation across different sites. The workshops covered a range of themes. During these sessions, LDPs focused on several key aspects of Academic Literacies theories as well as on the design of reading and writing tasks and the instructions given to students. Below are some examples:

- **Creating writing progression:** subject lecturers work on developing a clear progression for writing skills that can be implemented over time. This helps students build their writing abilities and advance their skills throughout their studies.
- **Developing intended learning outcomes:** subject lecturers define explicit learning outcomes for reading and writing within their study programmes. This ensures that writing competences are integrated into the curriculum and aligned with the programme's goals.
- **Assessment:** subject lecturers explore different assessment strategies and criteria related to writing proficiency. This includes developing clear guidelines for evaluation and for providing feedback on students' writing assignments.
- **Writing process and feedback:** subject lecturers emphasise the importance of making the writing process and feedback visible early on. This involves guiding students through the different stages of writing, providing constructive feedback, and fostering a supportive learning environment.
- **Collegial cooperation:** the workshops encourage collaboration among subject lecturers within study programmes. This includes sharing insights, experiences, and best practices related to academic literacies and writing instruction.

By addressing these aspects, subject lecturers strengthened their capacity to integrate academic literacies and writing instruction into their teaching practices, ultimately benefiting students' development. The workshops further contributed to their professional growth by deepening their understanding of Academic Literacies theory, pedagogical approaches, and effective instructional strategies. Each team developed a writing plan to implement the discussed approaches, ensuring that the insights were carried into practice.

To provide a clearer overview of the structure and progression of the workshops, Table 1 presents the key themes, activities, and theoretical tools introduced throughout the ten-session series.

Table 1. Workshop Schedule: Activities and Writing Tools Across Sessions 1–10

Workshop	Activities and lectures	Writing theory, tools and concepts
EXPLORATORY PHASE: 3 WORKSHOPS		
WS 1	Introduction, inventory of academic and professional writing, and expectations	Academic literacy, exploratory and presentation writing
WS 2	Reflective text, continued inventory	Writing process, text triangle, framing and scaffolding
WS 3	Guest lecture, teaching practices, programme-specific goals, continued inventory	Text activities

DEVELOPMENTAL/CONSTRUCTIVE PHASE: 7 WORKSHOPS		
WS 4	Guest lecture, subject-integrated writing, progression, inventory assessment	Examples of learning objectives for academic writing
WS 5	Guest lecture, feedback, continued programme work	Writing process, text triangle, dialogic feedback
WS 6	Feedback discussions, continued programme work	Local/global text aspects, writer's voice
WS 7	Guest lecture, professional writing, normative aspects, continued programme work	Grading and assessment criteria
WS 8	Writers' toolbox, digital resources, start writing plan	Text norms
WS 9	Writing centre tutors, writing support, continued programme work	Writing plan development
WS 10	Presentation of completed work and writing plan	Final presentation

Abbreviation: WS = Workshop.

Challenges of Institution-Wide Support

Implementing institution-wide support for academic literacies involves structural and collaborative challenges that require sustained coordination across different levels of the university. For study programmes, a central challenge is ensuring that the strategies developed in the Writing Boost workshops are taken forward and embedded consistently across courses. This requires continuous collaboration between subject lecturers, departments and LDPs. One recurring challenge was engaging staff who had not participated in the workshops. In several cases LDPs and educational developers were invited to present the principles behind the Writing Boost Project and the concept of embedded academic literacies to such colleagues. These sessions were well received and played an important role in anchoring the initiative into the institution.

Maintaining momentum after the workshops remains essential. To ensure that academic literacies stay embedded in teaching practices, there must be mechanisms for ongoing development, including follow-up sessions and structured opportunities for reflection and collaboration. Without such structures, there is a risk that the initiative becomes isolated or dependent on dedicated individuals whose personal commitment, while valuable, may not be sufficient to ensure long-term sustainability (Söderlundh et al. 2017).

From a project management perspective, facilitating collaboration among institutional stakeholders, including subject departments, the library, the writing centre, and educational developers, was both necessary and complex. Stronger ties with the writing centre could further enhance alignment between embedded and individual student support. Key success factors included strong support from university management, sufficient funding, the exploratory and reflective nature of the workshops, and the emphasis on collegial learning.

Outcomes of the Workshops

The Writing Boost workshops led to pedagogical and programme-level development. Teaching teams from various disciplines explored conditions for academic literacy within their programs and identified areas for improvement. These were translated into shared goals and concrete actions, such as policy documents and new teaching methods, with a focus on subject-integrated writing instruction. The concepts of Academic Literacy and subject-integrated writing served as entry points to new understandings of academic and professional writing. Subject lecturers developed a shared metalanguage to discuss writing processes and text structures. Writing centre staff noted that participating subject lecturers became more confident and precise when requesting writing-related support for their students. However, progress varied across programmes due to differing conditions. In multi-subject programmes, such as teacher education, subject lecturers emphasised the need for time and mutual understanding of each subject's writing culture rather than striving for full consensus. The 100 hours allocated to each subject lecturer were crucial for making this development work possible.

Beyond teaching practices, the workshops also deepened participants' understanding of their teaching roles and the challenges students face in academic writing. Still, challenges remain, particularly in sustaining implementation and managing workload during the process.

Writing Boost 2.0: The Next Phase

One of the strongest sentiments expressed by participating subject lecturers in the workshop evaluations has been the desire for continued support in developing and implementing subject-integrated writing within their educational environments. Responding to this need, and following the allocation of funding in 2024, the Writing Boost Project entered a new phase in 2025, transitioning into 2.0, with a partially restructured design. The initiative continues to target programmes and subject environments at Mid Sweden University, engaging both previous and new ones. The Writing Boost Project also maintains its core objective: to enhance all students' opportunities to develop competence in academic literacies. To achieve this, the project offers tailored support to educational environments across the university. A key component involves the development, implementation and long-term maintenance of a subject-integrated writing plan.

The work is carried out in two distinct steps. *Step 1* targets educational environments that have not previously participated in Writing Boost 1 or are in the early stages of developing writing plans. These groups receive targeted support from LDPs to initiate and structure their writing plans. *Step 2* supports environments that have already developed a writing plan through earlier participation. These groups are offered continued support to implement and sustain their writing plans through tailored workshops per educational environment. The content and design of these workshops are co-created in collaboration with a coordinator appointed from each learning environment and this phase of work is planned to span one academic year. Learning environments participating in Step 1 will focus on exploring current teaching practices, identifying the writing competencies their students need, and pinpointing areas for development. In contrast, learning environments in Step 2 will receive content adapted to their specific needs. This work draws inspiration from the Writing-Enriched Curriculum Model developed at the University of Minnesota (Flash, 2021). This approach reflects a growing recognition that writing pedagogy must be responsive to visible and less obvious contextual conditions, including technological shifts and institutional structures (cf. Gustafsson & Ganobcsik-Williams, 2023). To encourage participation, each educational environment will be eligible to apply for up to 100,000 SEK in funding. Application should clearly specify how the funding will be used and outline the type of support requested from LDPs. As this expanded initiative is still in its early stages, it will be piloted in 2025 with three participating programmes: Law, Social Work and Business Administration. There has also been considerable interest in joining the initiative in 2026, although not all interested learning environments can be included.

The Writing Boost initiative has begun to generate ripple effects beyond Mid Sweden University. At Umeå University in Sweden, the *Skrivum* team (Lindenius et al., 2024), has launched a

similar Academic Literacies-informed programme, and the University of Helsinki in Finland is developing its [ALiSa programme \(Academic literacies in contemporary teacher education\)](#) including workshops for subject lecturers modelled on the Writing Boost approach. In addition, an anthology has been compiled in which more than 20 subject lecturers and researchers reflect on the work undertaken during the workshops and the outcomes of these activities (Edlund et al., 2024), offering evidence of the impact of embedded approaches on academic performance, in line with scholars such as Bassett and Macnaught (2024).

Although the Academic Literacies framework is often presented as an ideal, its practical uptake remains limited, and there is little systematic research on how the framework is implemented in everyday teaching. Putting such projects into practice is often challenging, as they require resources, institutional authority and expertise (cf. Olsson et al., 2021; Macnaught, 2024). To better understand the development and impact of the initiative, ongoing qualitative research is now being conducted, primarily through interviews with participating educators. This research aims to capture experiences, challenges, and insights that can inform future iterations of the project. There are also plans to examine teaching practices and students' experiences across different sites, including Umeå and Helsinki, enabling comparison across different contexts and providing a more comprehensive understanding of how the initiatives function in practice. Collectively, these strands of research strengthen the emerging evidence base and support the development of more sustainable, collaborative and inclusive approaches to academic literacy in higher education.

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