

An Analysis of Creative Writing Workshop Methods for Filipino Tertiary Students in the Remote Learning Context

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Abstract - The discussion of main pedagogic problems faced by tertiary education institutions during the pandemic has underscored the difficulty of translating practical teaching and learning methods to the remote learning format. In this context, a similar concern has arisen in the field of creative writing. The signature pedagogy of university-level creative writing programs is the workshop, which is characterized by: face-to-face interaction, the semester-long building of familiarity and openness among students, and the controlled environment of a classroom where all students have access to the same resources and opportunities, among others. However, there are major limitations on the design of course requirements and activities pertaining to the workshop, given the uneven resources available to students with disparate socioeconomic backgrounds. Thus, there has been a need to explore alternative platforms and adjusted methodologies in order to enact a successful creative writing workshop via remote learning platforms. This research explores the advantages and disadvantages of synchronous and asynchronous workshop models using a sample size of three classes under three instructors who studied three genres (fiction, creative nonfiction, and poetry) over the course of a semester, presenting a collation of successful practices, predominant concerns, and proposals for improvement of the remote workshop method for college students.

Keywords: creative writing, student workshop, remote learning, peer-to-peer learning