How can writing centers and supervisors engage students to employ dialogic approaches in their use of sources to create new meaning and good writing processes?

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Our contribution shows how dialogic strategies develop good writing processes, which can counterweigh the traditional academic normativity (Bakhtin, 1987). We experience that students at all levels express uncertainty when they encounter the academic genres. They need an introduction to academic genres. Academic discourses are manifold and polyphonic. Using dialogic strategies can lead the way in to write, think and work within an academic milieu (Dysthe and Samsara, 2006; Dysthe et al. 2012; Elbow 1998; Rienecker, 2012). These strategies involve open ended questions, confrontations and discussions to explore ways of working where the students utter their voices.

However, many students are introduced to their subjects by textbooks which often represent monologic genres. Many textbooks represent authoritative and normative voices; the goal is to present main ideas, not to engage students into dialogue. Textbooks' use of implicit sources may mislead the students to think that there is just one answer, or view of the field. The absence of dialogue with the source material influences the students: Why should they enter into dialogue with different sources and texts when it is difficult to find that in the textbooks they read?

Writing centres aim to offer tutoring to students during their writing processes. The goal is to get the students to give voice to their work (Brodersen et. al, 2016; Kavli et. al, 2014). We use dialogic guidance when meeting students and discuss possible sources and how to use them in order to assist students developing their own academic voices. We avoid presenting "correct" sources and concluding answers, but rather ask: Which sources would be suitable in your research? And how can you use them?

The source in itself does not carry the answer, but can be used and learned from to create new meaning (Dervin, 1999; Holliday 2013). By entering into dialogue with the sources, students develop understanding and create new meaning.

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