


**READING AND TEXT PRODUCTION: ACADEMIC WRITING IN PRACTICE, A CASE STUDY IN THE CONTEXT OF THEOLOGY GRADUATION****LEITURA E PRODUÇÃO DE TEXTO: A ESCRITA ACADÊMICA NA PRÁTICA, UM ESTUDO DE CASO NO CONTEXTO DA GRADUAÇÃO EM TEOLOGIA****LECTURA Y PRODUCCIÓN DE TEXTOS: LA ESCRITURA ACADÉMICA EN LA PRÁCTICA, UN ESTUDIO DE CASO EN EL CONTEXTO DE LA GRADUACIÓN EN TEOLOGÍA** <https://doi.org/10.56238/sevened2025.022-008>**Eliene Pereira da Silva-Dias****ABSTRACT**

This article presents an experience report on the development of academic writing skills among students of the Reading and Text Production course in the Bachelor of Theology. The course went beyond the analysis of reading concepts and textual genres, challenging students to study a specific topic and using a rapid writing technique that helped them produce a well-constructed academic article in a short period of time, aligned and well-founded in relevant studies and research, and complying with academic writing standards. The objective of this report is to describe the practical application of this methodology, highlighting the challenges faced and the results obtained, including the production of 11 articles, currently in the publication phase. The relevance of this report lies in highlighting how innovative pedagogical practices can transform academic training, promoting competence in academic writing and stimulating scientific production. At the end of the semester, the students overcame the initial difficulties, some with the help of colleagues, and contributed to a collection approved for publication, demonstrating the effectiveness of the methodology employed.

**Keywords:** Academic Writing. Higher Education. Reading and Text Production.

**RESUMO**

Este artigo apresenta um relato de experiência sobre o desenvolvimento da escrita acadêmica entre alunos da disciplina de Leitura e Produção Textual do Bacharelado em Teologia. A disciplina foi além da análise de conceitos de leitura e gêneros textuais, desafiando os alunos a estudarem um tema específico e utilizando uma técnica de escrita rápida que os auxiliou na produção de um artigo acadêmico bem construído, em um curto espaço de tempo, alinhado e fundamentado em estudos e pesquisas relevantes, e em conformidade com os padrões de escrita acadêmica. O objetivo deste relato é descrever a aplicação prática dessa metodologia, destacando os desafios enfrentados e os resultados obtidos, incluindo a produção de 11 artigos, atualmente em fase de publicação. A relevância deste relato reside em evidenciar como práticas pedagógicas inovadoras podem transformar a formação acadêmica, promovendo a competência em escrita acadêmica e estimulando a produção científica. Ao final do semestre, os alunos superaram as dificuldades iniciais, alguns com a ajuda de colegas, e contribuíram para uma coletânea aprovada para publicação, demonstrando a eficácia da metodologia empregada.

**Palavras-chave:** Escrita Acadêmica. Ensino Superior. Leitura e Produção Textual.

## RESUMEN

Este artículo presenta un informe de experiencia sobre el desarrollo de habilidades de escritura académica en estudiantes del curso de Lectura y Producción Textual de la Licenciatura en Teología. El curso fue más allá del análisis de conceptos de lectura y géneros textuales, retando a los estudiantes a estudiar un tema específico y utilizando una técnica de escritura rápida que les ayudó a producir un artículo académico bien estructurado en poco tiempo, alineado y fundamentado en estudios e investigaciones relevantes, y cumpliendo con los estándares de escritura académica. El objetivo de este informe es describir la aplicación práctica de esta metodología, destacando los desafíos enfrentados y los resultados obtenidos, incluyendo la producción de 11 artículos, actualmente en fase de publicación. La relevancia de este informe radica en destacar cómo las prácticas pedagógicas innovadoras pueden transformar la formación académica, promoviendo la competencia en escritura académica y estimulando la producción científica. Al final del semestre, los estudiantes superaron las dificultades iniciales, algunos con la ayuda de colegas, y contribuyeron a una colección aprobada para publicación, demostrando la eficacia de la metodología empleada.

**Palabras clave:** Escritura Académica. Educación Superior. Lectura y Producción Textual.

## INTRODUCTION

The production of high-quality academic texts is a recurring challenge in Higher Education, especially in courses that, at first, do not have a direct focus on writing or academic research. In the context of undergraduate programs, it is often observed that students have difficulties in structuring arguments, articulating bibliographic references coherently, and developing writing consistently (Germani, 2022) and (Silva, 2006). In this scenario, methodologies emerge that aim to enhance the development of writing, promoting both research and scientific communication skills.

This article proposes to analyze the application of a fast writing technique, known as **"1in10"** (Asensi, 2021), as a strategy to improve text production by students of the Bachelor of Theology course. The methodological proposal in question is based on a structured script that guides the writing process over ten hours, starting from an initial "skeleton" to the final version of the article. Although experience reports on innovative pedagogical practices are relatively common in different areas, according to Cruz and Malta (2022) there are few investigations that specifically address the adoption of accelerated writing techniques in Theology courses in the Brazilian context, especially with an emphasis on concrete results, such as the publication of collections.

In general terms, the following question arises: How does the adoption of the "1in10" method impact the development of academic writing by Theology students, especially with regard to the organization of ideas, argumentative coherence and motivation for scientific publication?

The relevance of this research comes from the growing demand for practices that promote the quality of academic writing, an essential condition for the involvement of undergraduate students in research activities and for admission to graduate programs in Brazil (2020) and Moran (2000). In addition, Theology, as a field of knowledge, has expanded its dialogue with other areas such as the Human Sciences, Education, Social Studies, Linguistics, thus requiring more rigorous and well-structured textual productions (Germani, 2022).

In view of the above, this article has the general objective of describing and critically analyzing the practical application of the "1in10" method in the discipline of Reading and Text Production of a Bachelor's Degree in Theology, evidencing both the challenges faced in the process and the results achieved, which culminate in the organization of a collection of articles by the students themselves. In this sense, it seeks to understand the main difficulties of academic

writing presented by students before adopting the method, as well as to elucidate the stages of implementation of the speed writing technique, emphasizing the organization of meetings, the feedback system, and the qualitative evolution of textual production Scheinvar et al. (2021) and Street (2010). Thus, it seeks to analyze to what extent aspects such as coherence, clarity, theoretical basis and respect for academic standards Marinho (2010) and Ohlson (2019) were improved throughout the process, in addition to verifying the influence of the joint elaboration of a collection on students' motivation for research and scientific publication.

To achieve these purposes, a qualitative design of a descriptive-exploratory nature was adopted by Diascânio (2020) and Flick (2013). Data collection included participant observation in the classroom, logbook records and analysis of the texts produced by the twelve students during the three proposed stages (planning, writing and review). The interpretation of the information followed the principles of content analysis (Gaspi, Maron, and Magalhães Júnior, 2023), relating the findings to the theoretical framework about academic writing and active teaching methodologies Marques et al. (2021) and Minuzi et al. (2019).

After this introduction, the Theoretical Framework is presented, which brings together studies on academic writing, innovative pedagogical methodologies and the use of accelerated writing techniques. Next, the data collection and analysis procedures are detailed in the Methodology section. Next, the Analysis and Discussion section contextualizes the results in the light of the theoretical framework adopted. Finally, the Conclusions summarize the main contributions of the research, its limitations and perspectives for investigations future.

In this way, it seeks to offer subsidies for educators and researchers from different areas to reflect on the applicability of accelerated writing strategies, contributing to the debate around methodologies that promote competence in academic writing and encourage scientific production at undergraduate levels.

## **THEORETICAL FOUNDATION**

In order to contextualize the fundamentals that guide the discussion on the formation of readers and writers in Higher Education, this section initially describes the importance of reading and the production of texts in undergraduate



courses, with emphasis on the problem of academic literacy. Next, the constructionist perspective is addressed, which values the active construction of knowledge by students, highlighting its implications in the teaching of reading and writing.

Finally, the adoption of teaching techniques and practices to face reading and writing difficulties is discussed, including a brief presentation of the "1in10" method (Asensi, 2021, 2023) as a strategy to improve academic performance in textual production.

## READING AND TEXT PRODUCTION IN THE UNDERGRADUATE CONTEXT: THE CHALLENGE OF ACADEMIC LITERACY

Reading and the production of texts are essential skills for success in Higher Education, as they allow students not only to absorb information, but also to elaborate arguments and actively participate in scientific communities (Marinho, 2010). However, several studies indicate that many students enter undergraduate courses without full mastery of literate practices, presenting difficulties in interpreting complex texts and in the preparation of texts of an academic nature (Donida and Blanco, 2021; Peres and Mousinho, 2017).

This scenario suggests the existence of a problem of academic literacy, characterized by the insufficiency of skills and strategies that enable the student to move fluidly through the different genres and modalities of scientific production. From this perspective, the term "academic literacy" involves not only the ability to understand and interpret scientific texts, but also to produce texts with methodological rigor, articulating coherent argumentation based on specialized literature (Zucoloto, 2002). When these practices are not properly encouraged, the student tends to reproduce difficulties inherited from previous training, evidencing gaps that hinder both performance and effective participation in the academic culture, as pointed out by Sousa and Andrade (2018).

For Marinho (2010), writing in the university environment is not restricted to the application of grammatical or stylistic norms, but implies developing a habit of critical reading, argumentative organization and appropriation of the specific conventions of each area of knowledge. The importance of investing in strategies that promote the overcoming of these difficulties is directly related to the quality of scientific production in Higher Education.

According to Brasileiro (2020), these challenges require pedagogical strategies

that offer opportunities for regular reading practice and textual production, as well as continuous feedback. The absence of such strategies reinforces the reproduction of inequalities among students (Donida and Blanco, 2021), especially in courses focused on specific areas, such as Theology, where writing demands an integration between religious, philosophical, and theoretical perspectives (Germani, 2022). According to this author, the mastery of academic reading and writing impacts the student's ability to critically relate to the texts in his area.

Thus, the development of reading and writing practices in undergraduate courses demands not only attention to curricular content (Brasil, 2007a), but also to the formation of an *investigative habit*, which allows students to critically participate in research and publication practices (Bussolaro et al., 2023)

In this sense, the university environment must offer conditions for the constant improvement of academic literacy, through teaching methodologies that favor reflection, systematic writing practice, and interaction with peers and professors (Donida and Blanco, 2021).

## THE CONSTRUCTIONIST APPROACH AND KNOWLEDGE BUILDING IN PRACTICE

To overcome the limitations of academic literacy, it is essential to adopt a conception of teaching in which the student is the protagonist of his or her learning, which characterizes the constructionist approach (Herrera, 2017; Ruiz, 2021). From this point of view, knowledge is not transmitted passively, but actively constructed from the student's interaction with the environment, with his peers and with the teacher, who acts as a mediator as he explains (Marinho, 2010).

In the context of reading and text production, constructionism implies the organization of activities that allow the student to experience writing as a reflective and continuous process, relating theory and practice in an organic way (Cruz and Malta, 2022). The proposition of tasks in which the student needs to research, structure arguments, and critically review their writings stimulates awareness of linguistic and conceptual aspects, strengthening autonomy and the development of self-regulation strategies (Krause, 2023).

In addition, social interaction and collaboration are foundations for the construction of knowledge. Through collaborative processes — such as peer review or study groups — students can gradually appropriate academic genres, learning to argue more solidly (Afonso and Ludgero, L. de L., 2021). This dynamic is relevant in

courses such as Theology, in which the dialogicity between various sources (religious, historical, social) demands a lot of textual articulation (Germani, 2022).

## ADOPTION OF TEACHING PRACTICES AND TECHNIQUES TO COPE WITH READING AND WRITING DIFFICULTIES

In the constructionist context, teaching is focused on the proposition of formative practices that integrate the students' experience with the elaboration of texts and authorial reflections (Luiz, 2018). Initiatives such as writing workshops, collaborative review and systematic guidance are pointed out as promising tools for overcoming obstacles in academic literacy (Peres and Mousinho, 2017). However, curricular overload and reduced deadlines in higher education can make it impossible to adopt more extensive methodologies, resulting in insufficient training for the preparation of scientific texts (Krause, 2023; Tellesi and Leiriaii, 2014).

In this context, the proposal for fast writing techniques emerges, such as the "1in10" method (Asensi, 2021b), which seeks to condense the academic writing process into ten hours of intense work, starting from the definition of a "skeleton" for the text, through the collection and organization of references, to the final elaboration of the article. By reconciling constructionist precepts (Carneiro, 2019), in which the student is responsible for its production and revision, with the urgency and focus typical of Higher Education, this technique offers a practical approach to fill gaps in writing in short-term situations. The 1in10 method, by proposing a clear and temporally defined roadmap, can reduce the anxiety generated by the lack of definition of steps and deadlines, promoting a learning environment in which the student feels challenged, but also supported by a guidance structure (Asensi, 2021b). In this way, the elaboration of articles or chapters of collections becomes an opportunity to exercise autonomy, joint review and the development of reading and argumentation skills, in line with constructionist principles (Carneiro, 2019; Marinho, 2010).

In short, the practices and techniques adopted in teaching, combined with systematic teacher monitoring, can provide significant gains in overcoming reading and writing difficulties, contributing to train undergraduates who are more apt to participate in the scientific universe.



## METHODOLOGY

This topic presents the methodological design adopted in the investigation developed in the context of the discipline of Reading and Text Production, a curricular component of the Bachelor's Degree in Theology at Faculdade Batista de Brasília (FTBB). The chosen approach was qualitative, of a descriptive-exploratory nature, allowing us to understand the experience of students in the development of academic writing throughout the phases of production of scientific articles.

The research is based on the observation of teaching practice and the analysis of student interactions, especially through the teacher's monitoring in face-to-face activities and interactions carried out in a virtual environment, via WhatsApp. The analysis was deductive, guided by the theoretical categories extracted from the literature on academic literacy and reading and writing difficulties in higher education (Donida and Blanco, 2021; Marinho, 2010; Peres and Mousinho, 2017).

## COURSE CONTEXT AND PARTICIPANTS

The discipline of Reading and Text Production makes up the matrix of the Theology course and was offered in the second academic semester of 2023. The class consisted of 12 students, with varying levels of experience in academic writing. The proposal sought to overcome the traditional approach of analysis of textual genres and critical reading (Zucoloto, 2002), challenging students to produce original scientific articles related to theology and contemporary themes.

The course was planned and executed by the research teacher, who followed all stages of orientation and textual production, adopting participant observation as a strategy for analyzing the engagement, recurring doubts, and individual progress of students (Azevedo et al., 2024). The interactions were recorded through the analysis of message exchanges in the discipline group created on WhatsApp, used as a channel for guidance, support and sharing of partial productions.

## QUALITATIVE DESIGN AND COLLECTION PROCEDURES

To analyze the students' formative process, a qualitative approach was adopted, considering that it allows capturing meanings, motivations and transformations throughout the pedagogical path (Flick, 2013). Data collection was carried out through:

- **Participant Observation:** The teacher followed the discussions, orientations



and productions in person, intervening when necessary and recording the main difficulties, advances and strategies mobilized by the students to overcome the challenges of academic writing.

- **Virtual Interactions (WhatsApp):** Interactions in the discipline group were monitored as a source of data to understand the process. There, students shared doubts, excerpts of text, reading suggestions, and received quick feedback from the teacher and colleagues, which promoted a collaborative dynamic in the writing path (Ruiz, 2021).
- **Analysis of Written Productions:** The preliminary and final versions of the articles produced by the 12 students were analyzed, with the aim of identifying the progression in textual organization, adequacy to standards, and theoretical foundation (Dias and Ludgero, 2021).

## PHASE 1: INITIAL PLANNING AND ORIENTATION

In the initial phase, students were presented with the proposal to write a scientific article related to the theological theme. The planning included:

- **Definition of Theme and Elaboration of the Skeleton:** Students were instructed to select a theme, formulate research questions and organize a structural outline of the text based on preliminary references (Brasil, 2007a). The "skeleton" was shared with the teacher for suggestions and adjustments.
- **Academic Standards and Schedule:** Guidance on structure, citation, use of sources and standardization was given. A schedule was prepared and shared in the discipline group, organizing the stages of the project and the delivery deadlines (Luiz, 2018; Dias and Ludgero, 2021).
- **Virtual Support:** The creation of the WhatsApp group allowed the sending of formatting tutorials and script templates. The dynamics of exchanges in this space contributed to the clarification of doubts and strengthening the students' sense of belonging to the academic production process (Krause, 2023).

## Phase 2: Textual Production and Collaborative Monitoring

Once the planning phase was completed, the students started writing their texts, using the rapid writing technique proposed by Asensi (2021a, 2021b), the

"1in10" method, which aims to structure an academic article efficiently in up to ten hours of segmented work.

- **Continuous Writing:** Textual production was stimulated uninterruptedly, suspending revisions to maintain the argumentative flow. Students were encouraged to express their ideas based on the previously structured skeleton, deepening the readings and consolidating the theoretical argumentation (Asensi, 2021).
- **Interaction and Collaborative Review:** The texts in progress were shared in the virtual group, allowing comments and suggestions from colleagues and the teacher (Paris, 2024; Ruiz, 2021). This strategy, anchored in constructionist assumptions, favored the development of autonomy and critical reflection (Carneiro, 2019).

### PHASE 3: FINAL REVIEW AND PREPARATION FOR PUBLICATION

The last phase of the project focused on the review, finalization and validation of the articles, with a view to publication in a collection. Each article went through:

- **Technical and Argumentative Review:** Aspects of cohesion, coherence, theoretical basis, and compliance with citation standards were adjusted (Dias and Ludgero, 2021). The professor acted as a reviewer and co-author in some texts, ensuring the quality of the productions.
- **Organization for Publication:** After the reviews, the 11 approved articles were designed and submitted to a publisher. The students themselves followed the editorial process, which made it possible to learn about the dynamics of academic publishing (Silva-Dias, 2024).

### CONTENT ANALYSIS AND VALIDATION CRITERIA

The data analysis followed the principles of content analysis according to Bardin (2004), structured in three main axes:

1. **Writing difficulties:** Organization of ideas, use of fonts, text structure and standardization.
2. **Strategies for overcoming:** Peer review, use of sketches, support from the teacher, application of the "1in10" method.
3. **Motivation and engagement:** Sense of belonging, appreciation of the published work and cooperation among students.

The triangulation of the data (Flick, 2013), through the comparison between observation, virtual interactions and produced texts, gave robustness to the analysis and consistency to the findings.

## ANALYSIS AND DISCUSSION OF THE RESULTS

At the end of the semester, it was found that most students converted their initial ideas into consistent academic articles, following the publication standards and showing remarkable progress in textual organization. 11 articles were produced, later submitted to final review and included in a collection approved for publication.

This result highlights the potential of the discipline of Reading and Text Production as a propitious space to stimulate academic writing, even when students had limitations in the formulation of arguments and in the application of formal rules, as evidenced by the studies by Afonso and Ludgero (2021) and Bussolaro et al. (2023)

## OBSERVATIONS THROUGHOUT THE PROCESS

Many students showed insecurity in the delimitation of themes and in the formulation of a logical outline for their future articles (Donida and Blanco, 2021). Although most were able to identify theological topics of interest, some students had difficulties in relating these contents to academic research, requiring greater guidance on the use of references, as explained by Afonso and Ludgero (2021) in the Guide to Writing Academic Texts.

The first stage of the process focused on introducing students to the concept of speed writing and the importance of originality and cohesion in academic production. At this initial moment, the students were instructed to define a pertinent theme within the subject investigated, formulating research questions that could support a solid argumentation. Thus, they were guided in the elaboration of an initial draft, called the "skeleton" of the text, which would serve as a structural guide for the subsequent development of the articles.

After defining the theme and producing this skeleton, the preliminary texts were shared with the teacher responsible for the course, allowing the provision of personalized guidance and feedback. In this way, there was an opportunity to refine the arguments and adapt the formatting, ensuring compliance with academic standards. The selection of bibliographic sources was also encouraged from the

databases, with a view to the consistent foundation of the ideas presented (Brasileiro, 2020).

In this context, the main challenge identified by the students involved the delimitation of the object of study and the logical organization of ideas, in order to ensure argumentative coherence, as highlighted by Bussolaro et al. (2023). The inclusion of this activity in the discipline of Reading and Text Production, offered in the undergraduate course of the Theology course, favored the integration of the theoretical contents, since the themes worked on in the classroom served to support the initial constructions of the articles (Brasil, 2007b; Ohlson, 2019).

During the initial writing phase, greater collaborative participation was observed through WhatsApp conversations, in which students sent excerpts of text, asked for bibliography suggestions, or asked questions about citations Ruiz (2021). The constant notifications showed that engagement went beyond the classroom environment, consolidating a culture of exchange of experiences and mutual encouragement (Bussolaro et al., 2023).

This stage took place throughout the second semester of 2023, a period in which the class routine provided an environment for collective discussion, encouraging the joint search for solutions to the difficulties encountered. The previous elaboration of the skeleton of the texts and the systematic feedback of the teacher were important for the students to see the writing process, to improve and adjust the structure and development of their ideas, as well as to deepen the theoretical foundation before moving on to the next stages of writing.

In the second stage, attention turned to the textual production itself, involving the elaboration of an initial version of the article. The students were encouraged to write continuously, without interrupting the flow of ideas to make immediate corrections, so that the preliminary concepts related to the theme under study could be assimilated, considering that the search for information and the research of articles and academic works became fundamental to sustain the arguments, in order to give solidity to the "skeleton" of the text, structured in the previous step. As Cruz and Malta, , p. (2022, p. 1) point out, "writing is considered a primordial skill for the dissemination and production of knowledge in school practices as well as in the university, it consists of a practice to be constantly developed".

After defining the objectives and the content to be addressed by each student, the material produced went through peer review sessions. This practice aimed at collaborative learning, enabling the exchange of perceptions and recommendations

about central ideas and argumentative coherence. In this internship, the teacher was able to monitor the individual and collective progress of the students, verifying the consistency of the readings and research carried out according to the chosen theme. The students reported difficulties in maintaining a clear line of reasoning, especially regarding the data and reflections offered by the references found.

Despite the obstacles, the initial review stage proved to be a valuable moment for the improvement of the articles. The confrontation of different views, combined with constructive questions, allowed each student to improve the organization of the arguments and identify research gaps, reinforcing the importance of seeking adequate bibliographic support to consolidate the central propositions. In this way, the understanding that academic writing is configured as a layered process, which requires study, critical analysis and constant feedback in all phases was strengthened of elaboration.

The main challenges at this stage were time management and maintaining focus during the intensive writing process. The presentation of the preliminary version, based on the orientation of the construction of the promise and the topics (Cruz and Malta, 2022) was one of the evaluative activities of the discipline.

To monitor the writing, a WhatsApp group was created, so that the authors followed the entire process of organizing, reviewing and editing a book, after deciding to organize the texts in a collection. Also for the success of the project, a schedule was prepared (Figure 1), which was made available on WhatsApp so that everyone had a view of the process and each of the defined steps so as not to lose focus and meet the established deadlines.

Figure 1 - Schedule Stages of the Collection



Source: WhatsApp Print, (20224)

In the third and final stage, attention was focused on improving the articles, incorporating the feedback received and adapting the text to the current academic standards. At this time, the teacher played a fundamental role, providing more detailed guidance and proceeding to a thorough review of each production. As Brasileiro (2020, p. 61) points out, "the process of apprehending academic writing lacks investment by the student and the teacher, as well as curricular organizations consistent with what is expected for the student's education". Following this perspective, the joint effort between faculty and students sought to improve elements such as clarity, precision, and standardization of references (Afonso and Ludgero, 2021).

The emphasis was on correcting inconsistencies, standardizing citations, and ensuring that sources were properly cited. It should be noted that this stage, at the end of the semester, positioned students beyond strictly disciplinary limits, conferring on them the status of potential authors. Although the discipline of Reading and Text Production was no longer officially underway, the students dedicated themselves autonomously to the final revision, reinforcing the responsibility and maturity developed throughout the process.



In addition to the structural and technical demands, emotional and psychological challenges were also faced, including anxiety and uncertainties about one's own competence to produce quality texts. WhatsApp group interaction and mutual support played an essential role in overcoming these obstacles, creating a collaborative learning environment (Cruz and Malta, 2022; Ruiz, 2021). This collaboration extended to the decision to publish the works produced, which translated into additional motivation and so some students decided to help others in collaborative production.

To involve everyone in the collection, the teacher also participated in the co-authorship, assisting in the writing and systematic construction of the arguments, so that everyone participated as authors of the collection, consolidating the publication experience as a collective achievement.

The result evidenced not only the technical progress in the preparation of academic texts, but also the consolidation of a collaborative spirit, characteristic of pedagogical practices that prioritize active learning and group cohesion.

Regarding the quality of the writings, it was evident that the "1in10" method (Asensi, 2021a, 2021b) contributed to establishing objective deadlines and an intensive work pace, an aspect that, according to the students themselves, stimulated the overcoming of blockages and favored continuous elaboration (Peres and Mousinho, 2017). The teacher's support as a participating observer, noting impressions and offering punctual feedback, made it possible to correct flaws in textual cohesion and theoretical foundation still in early stages.

As the third phase progressed, the final review process showed that part of the students began to resort more frequently to databases and additional readings, which enriched the theoretical foundation of their articles (Germani, 2022). This proactivity suggests that the motivation generated by the prospect of seeing their work published played a catalytic role in improving scientific rigor (Silva-Dias, 2024).

The internal editorial validation, conducted by the professor who organized the collection, reinforced the perception of responsibility and commitment, resulting in 11 approved articles. Many students reported, in closing discussions, a greater understanding of the phases of knowledge construction, from the choice of the theme to the completion of the text, corroborating the constructionist approach in which the subject actively appropriates his or her formative process (Paris, 2024; Ruiz, 2021).



## PUBLICATION OF THE COLLECTION AND PEDAGOGICAL IMPLICATIONS

The effective publication of articles as book chapters represents a milestone in the academic training of the group, giving visibility to the process of training in writing and giving a sense of legitimacy to the effort invested (Germani, 2022; Marinho, 2010). In addition to tangible results, such as increased textual proficiency, the experience fostered a culture of research and the perception of writing as a means of producing knowledge — essential aspects in the development of an investigative mindset (Donida and Blanco, 2021; Luiz, 2018; Peres and Mousinho, 2017). It is noteworthy that the publication costs were apportioned by all, and some acquired extra copies, and thus, editorial services were hired for the publication of copies of the book.

From a pedagogical point of view, the findings corroborate the importance of methodologies that combine practical writing activities, continuous feedback, and reflections on the process, allowing a dynamic interaction between theory and practice (Cruz and Malta, 2022; Krause, 2023). It is also noteworthy that the constructionist approach stimulated the active participation of students, making them responsible for the advances and encouraging collaborative work. Thus, the success of the proposal can serve as a reference for other disciplines and courses that seek to develop reading and writing competence in a short period of time, without giving up academic rigor (Luiz, 2018).

## DEVELOPMENT AND KNOWLEDGE OF THE STRUCTURING, RESEARCH AND WRITING PROCESS

The adoption of strategies such as the elaboration of a structured schedule, the prior reading of bibliographic sources and the continuous sharing of outlines was fundamental to boost the acquisition of competencies in academic writing.

This set of actions provided students with a clearer monitoring of their own progress and an understanding of the particularities of scientific writing. When analyzing the process, Marinho (2010) points out the importance of demonstrating practical examples in the classroom, while Donida and Blanco (2021) highlight the role of theoretical and practical interaction in the evolution of formal and argumentative patterns. In this sense, the value of research and reading to consolidate an increasingly robust repertoire was evidenced, especially among those with little previous experience.

The path of textual structuring – from the planning of the "skeleton" to the final revision – also reinforced the relevance of collaborative activities. As Ruiz (2021) and

(Paris, 2024) argue, the joint participation of students in discussion stages helps to solve obstacles related to the organization of ideas and argumentative coherence. It was observed that the support offered in the WhatsApp group, combined with the teacher's immediate return, favored an investigative attitude and the overcoming of blockages. Such practice is anchored in the constructionist perspective, in which cognitive development occurs through the mediation of colleagues and educators, according to Herrera's (2017) reflections on Vygotsky.

The comparison between the preliminary and final versions of the texts revealed significant changes in the way students articulated their ideas, moving from essentially descriptive narratives to discussions based on critical reading (Braga and Senem, 2024). In analyses by Peres and Mousinho (2017), this maturation is associated with a reflective posture in relation to the writing process itself, indicating the formation of a research habit.

This process, supported by theoretical foundations, for the construction of arguments coherent with the researched theme... The incorporation of academic norms and conventions, associated with argumentative clarity, highlights the formative character of the work, distancing it from a mere curricular obligation and bringing students closer to a professional practice that values written production based on conceptual bases, as highlighted by Afonso and Ludgero (2021).

The experience, described by Silva-Dias (2024), highlights the value of initiatives that reinforce students' authorship and responsibility for their own productions. From the point of view of qualitative analysis, Krause (2023) emphasizes the concept of "meaningful learning", which manifests itself when students not only finish their texts, but also understand publication as a means of insertion in the scientific community. Bussolaro *et al.* They also observe that this awareness expands the effective participation of students in academic debates.

The possibility of publishing chapters in a book also reinforced aspects of formatting and bibliographic standardization, which brought students closer to the role of "author". Donida and Blanco (2021) mention the increase in self-confidence that occurs when students perceive the social relevance of their writings, ceasing to consider writing as a mere curricular requirement. By transcending this limit, the practice of reading and writing becomes an opportunity for the student to perceive himself as an agent in the construction of knowledge, as Marinho (2010) underlines when dealing with the formation of subjects who actively participate in academic production.

## SUMMARY OF FINDINGS AND CONTRIBUTIONS

At the end of the training course proposed in the discipline of Reading and Text Production, the results obtained showed not only technical advances in the students' textual production, but also transformations in their academic posture, in the way they relate to writing and to the very process of knowledge construction. The initial difficulties, common in undergraduate courses where there is a lack of mastery of scientific writing practices, were gradually overcome as students became involved in a systematized and guided process, which combined planning, intensive writing, collaborative revision and continuous pedagogical monitoring.

It was found that the development of writing, based on the adoption of strategies such as the structured schedule, the use of digital tools for interaction, the support of the "1in10" method and the encouragement of theoretical research, promoted the strengthening of critical reading skills, logical organization of ideas and greater awareness of authorial responsibility (Silva, 2006; Silva-Dias, 2023). In addition, collective work and mutual support highlighted the importance of pedagogical practices that value cooperation, student protagonism and commitment to the production of knowledge.

The inclusion of the articles in a collection organized and submitted for publication represented not only the closure of an academic experience, but the symbolic milestone of the students' belonging to the sphere of scientific production. The social and academic recognition of his texts brought to light a new meaning for the practice of writing: it is no longer an activity restricted to the school environment and has come to be understood as a legitimate means of insertion in the academic community.

To objectively demonstrate the main contributions of this process, a synthesis of the relationships between the observed results and the adopted references is presented below:

Table 1 – Main contributions of the process in the writing and compilation of the collection in relation to the theory

Key Contributions of the Process	Analytical Description
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<b>1. Overcoming from Initial difficulties in structuring the text</b>	Students evolved from a predominantly descriptive writing to argumentative productions, thanks to exposure to practical examples, revisions and the exchange of guidelines in the classroom and on WhatsApp.
<b>2. Strengthening Of Collaborative practice</b>	The adoption of peer review and the use of digital media enhanced mutual contribution, fostering an environment that encouraged joint solutions to problems of cohesion, formatting, and argumentation.
<b>3. Development of research habits and theoretical foundation</b>	The intensive involvement with specific bibliographies and the faculty monitoring motivated the students to seek reliable sources, understanding the relevance of scientific basis.
<b>4. Application of intensive writing methodologies</b>	The "1in10" method and the definition of objective deadlines stimulated greater discipline, ensuring that creative blocks were overcome quickly and focused on production.
<b>5. Consolidation of a reflective and constructionist spirit</b>	The active and investigative posture, encouraged both in theological discussions and in writing techniques, made the students assume greater autonomy in the learning process.
<b>6. Motivation and recognition through compilation in collection -</b>	The final publication brought a sense of legitimacy and belonging to the scientific community, stimulating self-confidence and the perception of the relevance of the works produced.

Source: Prepared by the author (2025)

The systematization of the contributions presented in the table reinforces that the pedagogical proposal adopted in this experience is in line with contemporary teaching-learning guidelines that value constructivist methodologies, collaborative practices and incentive to autonomy. Such elements, when articulated with concrete

objectives, such as academic publication, are capable of promoting significant advances in university education, especially in courses that historically face weaknesses in the field of reading and academic writing.

It is thus concluded that the process analyzed in this study not only resulted in a quality collective production, but, above all, constituted a transformative experience for the students, positively impacting their relationship with writing, research and their own identity as authors in training.

The collection concretized the training process, reiterating the importance of objective goals (publication) and pedagogical support that goes beyond lectures. The legitimacy attributed to these academic productions not only strengthened engagement of the students, but also broadened their understanding of the value of writing as an instrument of transformation and dialogue inside and outside the academy (Peres and Mousinho, 2017; Silva-Dias, 2024).

## FINAL CONSIDERATIONS

The general objective of this article was to describe and analyze the application of the "1in10" fast writing technique in the context of the discipline of Reading and Text Production, in a Bachelor's Degree in Theology, highlighting the challenges faced in the process and the results obtained, culminating in the publication of a collection with the students' articles. To achieve this purpose, we sought to answer the following research question: *how does the practical application of the "1in10" technique contribute to the development of academic writing and to the engagement of students in scientific production and publication?*

Throughout the qualitative analysis, it was observed that the students initially faced difficulties related to the structuring of the text, the thematic delimitation and the mastery of academic norms. However, organized planning, the use of collaborative strategies, and the motivation linked to the final publication enabled a significant advance in the construction of scientific writing skills. As a result, students not only elaborated more cohesive and argumentative texts, but also experienced a transformative pedagogical process.

The "1in10" technique, proposed by Asensi (2021a, 2021b), proved to be effective in offering an objective structure for the organization of academic thought and writing. Its application in this context has shown that it is possible to mobilize methodologies that combine agility, planning and quality, without giving up theoretical depth. In line with Germani (2022), it is understood that academic writing is a

continuous exercise, which can be taught, practiced, and improved, as long as the student receives follow-up, clear goals, and significant feedback during the process.

The motivation of the students played a fundamental role in the success of the project. Many of them, despite the initial limitations, found in the prospect of publication a concrete reason to commit themselves to writing. The compilation of the articles in a collection, made available in digital format on Amazon under the title "*Sin and Redemption – The Seven Deadly Sins in the Light of the Bible*" (Silva-Dias, 2024), represented not only an academic achievement, but also a symbolic milestone of authorial recognition. As Bussolaro *et al.* (2023), by understanding the writing process as a social practice, students began to realize the relevance of their productions in the scope of research and higher education.

In addition, the collective experience – marked by the use of digital tools for the exchange of guidance, peer review and constant teacher mediation – fostered the development of a collaborative learning environment. This social dimension of the process is indispensable for the consolidation of pedagogical practices that value the shared construction of knowledge.

From the academic point of view, the students demonstrated a greater understanding of the distinction between oral language, formal language and scientific writing, an aspect often pointed out as one of the main obstacles in higher education (Donida and Blanco, 2021; Marinho, 2010). Brasileiro (2020) highlights that the improvement of writing is directly related to intellectual autonomy and the insertion of the student in the academic culture, which was evidenced by the reports of progress and satisfaction expressed by the participants at the end of the semester.

Despite the positive results, some limitations of this study are recognized. First, the small number of participants restricts the generalization of the findings, although it allows an in-depth understanding of the case analyzed. Secondly, the absence of standardized instruments for writing assessment limits the quantitative comparison between the initial and final texts. Finally, it is important to highlight that the author of the research also played the role of teacher of the discipline, which, although it has expanded access to the students' experiences, may have influenced some perceptions recorded.

In view of this, it is recommended that future studies explore the application of the "1in10" technique in other contexts and undergraduate courses, especially in institutions that face challenges related to academic literacy. It would be pertinent, for example, to investigate the impacts of this methodology on incoming classes and

compare its results with more traditional approaches to teaching writing. In addition, the use of external evaluation instruments could contribute to validate the observed results.

It is concluded, therefore, that the experience reported in this article demonstrates the feasibility and pedagogical power of actions that combine real challenges, qualified mediation and concrete goals for the training of new authors in higher education. The publication of the collection represented more than a product, it was the materialization of a path marked by overcoming difficulties, cooperation between peers and valuing knowledge built from practice. It is a replicable, adaptable and promising proposal, which can inspire other initiatives aimed at critical, ethical and meaningful academic training.



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