Transfer as Positive Attitudes towards Knowledge and Specific Behavior

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Abstract: This article draws on social psychology's research into attitudes and values to explain how transfer of writing knowledge may be facilitated through attitude formation and change. The theoretical writing knowledge as stated in Threshold Concepts of Writing explains that writing is a tool that mediates human interactions, enacting and evolving ideologies and identities within activity systems and discourse communities. Such an understanding, we hope, encourages students to see the context-specific nature of writing, and the specific ideologies and beliefs that exist within communities whom students are addressing as they write. I want to propose that if students are to transfer such theoretical writing knowledge across contexts, teachers must 1) define transfer of writing knowledge as beyond the general definition of repurposing of knowledge, to a more specific list of behaviors such as active reading, questioning, listening, and participation within a discourse community—behaviors which would facilitate understanding of specific writing genres, conventions, and community ideologies, beliefs, and interests; 2) understand that transfer is likely to happen when students have positive attitudes towards both theoretical knowledge and specific behaviors, given Fishbein and Ajzen's Theory of Planned Behavior, which suggests behavior is more likely when individuals believe in the positive consequences of the behavior, the subjective norms of such behavior, and also, in their self-efficacy in overcoming potential obstacles when engaging in the behavior; 3) encourage students to have positive attitudes by showing how theoretical knowledge and transfer behavior fulfill values. Invoking values (for example, by exemplifying how learning our knowledge and engaging in information-seeking and community participation may contribute to effective writing for one's families, cultures, and communities, thus fulfilling values of security and benevolence from Schwartz's model), may provide students motivation for elaboration and opportunities for self-affirmation, as we encourage positive attitudes and beliefs towards writing theory and transfer behavior.

Keywords*:* Transfer, Attitudes, Values, Student motivation

Introduction

In a specific time and place, writing addresses the needs of an audience —or of a community. The community can include disciplines of a university such as biochemistry or social psychology. The understanding that writing is an activity within communities are part of the threshold concepts of writing, which are the writing knowledge and theory undergoing consolidation in Writing Studies, or First-Year Composition, by scholars and teachers who emphasize that teaching writing knowledge, besides writing process, is crucial, if students are to successfully write in different disciplines of the university (Yancey, 2018; Robertson & Taczak, 2018; Downs & Robertson, 2015). Threshold concepts of writing, in part, explain that writing mediates human interactions, while creating and enacting ideologies and identities within activity systems (Scott, 2015; Adler-Kassner & Wardle, 2015). Such an understanding, we hope, encourages students to see that writing is context-specific and to make choices in their writing according to the conventions, knowledge, beliefs, and interests of different disciplines in the university.

I want to propose that if students are to transfer writing theory or threshold concepts of writing across contexts, teachers must 1) define transfer of writing knowledge as involving both cognition (such as making rhetorical choices) and specific behaviors, such as active reading, questioning, listening, and participation—behaviors that would facilitate understanding of specific writing conventions and genres, along with community ideologies, beliefs, and interests; 2) understand that transfer is likely to happen when students have positive attitudes towards both theoretical knowledge and specific behaviors, given Fishbein's and Ajzen's Theory of Planned Behavior, which suggests behavior is more likely when individuals believe in the positive consequences of the behavior, the subjective norms of such behavior, and also, in their self-efficacy in overcoming potential obstacles when engaging in the behavior; 3) encourage students to hold positive attitudes by showing students how theoretical knowledge and transfer behavior fulfill human values, or guiding principles, as discussed by Schwartz, Rokeach, Steele, and Maio. Ultimately, I will argue that articulating to students how writing theory and transfer behaviors fulfills human values may encourage students to hold positive attitudes towards writing theory and the behaviors necessary for effective writing across time and place.

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Threshold Concepts of Writing as Specific Behaviors

Firstly, I believe it is important to define the theory of activity systems which undergird threshold concepts of writing, so that I may show that, if the goal is for students to learn and transfer writing theory, transfer should be defined as more than the repurposing of prior writing knowledge to new writing situations (Wardle, 2012), or the application of prior writing knowledge to new contexts (or cognitive moves writers make), as transfer is commonly defined, but, also defined as that which encompasses specific behaviors. Activity systems may be defined (perhaps in simplistic way) as a group of people who use tools, such as specific genres of writing, to express, reinforce, and evolve the shared motives, purposes, beliefs, and ideologies of the group (Russell, 1997). An activity system can encompass large, or even small, units, of people including (and not limited to), "a family, a religious organization, an advocacy group, a political movement" (Russell, 1997, pg. 5). Examples of writing genres include a family to-do list in the activity system of a family, and research studies and articles in scientific disciplines of the university. Wardle (2009) explains that activity systems are crucial to understanding why exercises in mechanics or grammar and the general "academic essay" taught in traditional first year composition classes are not enough: each discipline is an activity system of their own, and writing is different in every discipline to the extent that different communities, such as the discipline of biology and engineering, not only have different genres and conventions of writing, but diverging interests, purposes, and goals that shape their disciplines as well as their disciplinary writing practices. Writing conventions and content (including methods of research), ultimately, is defined by the community, and therefore Wardle (2009) argues that the hypothetical academic essay, which is often used in traditional freshman writing classrooms, cannot capture the unique ideologies, knowledge, and culture, which students must understand, or at least tacitly recognize, as they write in their disciplines.

Instead, writing scholars (Adler-Kassner & Robertson, 2015; Downs & Robertson, 2015), emphasize the importance of teaching writing knowledge as discussed in the threshold concepts of writing, which are influenced in large part by theories of activity systems, in order to help students recognize that writing needs to be adjusted according to the specific situation and the community one is addressing. Threshold concept 1 states that writers are connected to other human beings (as parts of existing culture or communities such as disciplines of the university) as writers address "the needs and interests" of a specific audience (Roozen, 2015, pg. 17). Threshold concept 2 (Bazerman, 2015) discusses the importance of genres as tools to address specific needs or situations. Threshold concept 3 (Scott, 2015) explains that writing creates and enacts identities and ideologies, and that writing shapes and is reinforced by the culture or the community the writer is addressing. Overall, these concepts express that writers craft their writing based on their knowledge of both the situation and the needs of an audience—and also a strong understanding of the beliefs and the culture with which the community identifies. This means writers must recognize that the audience and the self (as the writer) are parts of the fabric of a culture, community, or an activity system, with shared commonalities, such as shared beliefs, ideologies, and goals. Such a theory would help students understand that writing is not just about the act of writing, but about perceiving and recognizing distinctions of particular writing conventions, and, also, of the beliefs, ideologies, and purposes that shape different communities. Therefore, writing means simultaneously holding a mindset of actively engaging in continuous learning: in fact, threshold concept 4 examines how all writers, ranging from expert to novice, always have more to learn about writing (Rose, 2015), because there is always more to learn about the specific situation and the audience of different communities or activity systems. Such knowledge would help writers craft effective and appropriate language (Matsuda, 2015) based on disciplinary conventions, knowledge, and practices.

Because the threshold concepts of writing emphasizes making necessary writing adjustments based on knowledge of a discipline or community, I would suggest that applying threshold concepts of writing to different situations, or transferring writing theory, constitutes both adjusting and repurposing writing knowledge and, also, attempting to gain a complex understanding of an audience as groups of individuals who share identification with specific cultures, conventions, and beliefs. That is, transferring writing theory also means one must engage in knowledge-seeking behaviors that would help writers understand the culture, the ideologies, the identities, and the beliefs, as much as the writing conventions, of a community. Therefore, successful application of writing theory in different contexts may mean that students should, at the very least, find and read the available texts produced and circulated by a community, interact with community members by asking questions and listening, and participate in community gatherings or events, along with a number of other potential behaviors which would facilitate students' deep understanding and appreciation of the particular culture of the audience or the community whom the writer is addressing.

Therefore, if teachers want students to be successful writers in diverse writing situations, teachers have to encourage students to learn writing theory and to apply such theory through specific behaviors, or what I will call "transfer behavior," within the communities students will eventually join both inside and outside the university. I believe such encouragement can be facilitated through persuasion as it is understood in social psychology; after all, if transfer of threshold concepts of writing is the goal, then, as much as writing teachers should focus on students learning threshold concepts of writing, writing teachers should also consider persuading students to engage in specific behaviors that constitute the application, expression, and practice of such theories in different contexts. In the next section, I will discuss briefly what research in persuasion entails and why persuasion may be crucial for students accepting, holding onto, and transferring knowledge through specific behaviors.

Relevance of Attitude Formation and Change

The scientific research into persuasion is also known as the research into attitude formation and change. "Attitudes" in social psychology are discussed as either positive, negative, or ambivalent evaluations (or respectively, in very simplistic descriptions, "likes," "dislikes," or both "likes" and "dislikes") an individual has towards an object, including abstract objects such as knowledge and beliefs (Maio, Haddock, & Verplanken, 2019). In social psychology, persuasion is a matter of how one forms attitudes (or how one forms a "like" or a "dislike") in the first place, and how one might change his or her prior attitudes. I would suggest that attitude formation and change are central to encouraging transfer behavior, because attitudes contribute to human behavior in general. In other words, persuasion is a matter of not just encouraging someone to like or dislike an object, such as writing theory, but encouraging one to hold evaluations in order to promote the individual's specific behaviors in relation to the object, such as encouraging positive attitudes towards threshold concepts of writing so that students apply the concepts outside of the composition classroom.

Furthermore, I believe attitudes can contribute to whether students accept and learn writing theory in the first place, before any transfer takes place. Students may simply dislike, or hold negative attitudes, towards disciplinary knowledge (such as threshold concepts of writing) and the lessons (or the general curriculum) that express such knowledge. Some students may find the writing knowledge useless, difficult, or as that which challenges their prior beliefs. In such cases, transfer would be difficult as students may be motivated to learn just for the sake of passing the course and to let go of the knowledge outside of the classroom. The issue of students' resistance to learning theory will be discussed more in the section discussing the Elaboration Likelihood Model of persuasion, which explains the possibility of student's being motivated to defend prior attitudes and to process lessons merely to reinforce negative attitudes towards disciplinary knowledge. For now, I want to merely suggest that persuasion may be a matter of utmost importance in writing pedagogy's focus on transfer, because there may be a relationship between learning and practicing one's learning and persuasion: students' learning, holding onto, and practicing disciplinary knowledge, such as threshold concepts of writing, may be simultaneously linked to students' positively evaluating (or holding positive attitudes towards) disciplinary knowledge and practices.

Before I explain any persuasive strategies to encourage students' positive attitudes towards threshold concepts of writing, I will first discuss two theories, in order to explain how the strategy I discuss in the penultimate section (in which I suggest the importance of articulating the link between values and threshold concepts) follows and addresses such theories of attitude formation and change: 1) the theory of planned behavior, which suggests attitudes are linked to behaviors, only when an individual intends to engage in the behavior 2) the Elaboration Likelihood Model, which is a model of persuasion that explains how, why, when persuasion happens, and a model which spurs writing teachers to consider how the lessons in the classroom may invoke students' defensiveness in maintaining prior beliefs about writing.

Attitudes Towards Knowledge and Behavior

Ajzen, Fishbein, Lohmann, & Albarracin (2019) explain that general attitudes toward an object does not predict behavior towards that object. For example, if students do hold positive attitudes towards writing theory, this does not guarantee that students would hold onto and apply the theory across contexts—or transfer their knowledge— just as we cannot assume that one simply liking a politician should predict that he or she will vote for the politician. However, according to Ajzen et. al (2019), an individual's intention to engage in a behavior tends to highly predict behavior; but such an intention is based on the compatibility between an attitude and

behavior in terms of the "Target," "Act," "Context," and "Time" (TACT). That is, liking writing theory (Target), and *also* liking the behavior of transferring that writing knowledge (Act) in a future classroom (Context) in the following year (Time), may predict student's intention to transfer in that classroom in the following year. This is, students are more likely to engage in specific behaviors, such as transfer, firstly, if they hold positive attitudes towards writing theory, and secondly (perhaps more importantly) hold positive attitudes towards specific transfer behaviors as occurring in specific contexts. Furthermore, according to the the Theory of Planned Behavior, Ajzen et al. (2019) explain that intentionality is the antecedent predictor of a behavior, but such intentions to engage in a behavior are formed through three variables or beliefs that also contribute to positive or negative attitudes towards the behavior: 1) the individual reasons out beliefs about the positive and negative consequences of the behavior; 2) the individual also reviews beliefs about whether the behavior is promoted or demoted by people whom the individual respects or identifies with; 3) the individual considers beliefs about his or her perceived behavioral control or personal agency in overcoming potential obstacles to the behavior. Therefore, if we hope students transfer writing knowledge through repurposing and adjusting writing theory, and by engaging in the behaviors of active reading, listening, and interacting within communities, along with a potential of other knowledge-seeking behaviors, we need to encourage students to hold beliefs that 1) such behaviors will help promote positive consequences, 2) that such behaviors are or should be the norm for good writers, and 3) that students have the agency and self-efficacy to engage in such behaviors across contexts, while overcoming potential barriers.

The Theory of Planned Behavior opens up a bottleneck for my discussion. I do not yet know how we might help students to overcome the challenges students may face in different contexts, especially, because I do not know what those challenges might be. Perhaps repurposing writing knowledge and community engagement are more difficult in certain contexts, and there might also be personal obstacles or variables that prevent students from effectively engaging with, and thus transferring writing knowledge to, a community (for e.g., see Driscoll & Wells, 2012). I believe this requires further research into how diverse variables in personalities and contexts or communities can pose as obstacles to transfer behavior, or knowledge-seeking behaviors. Future research can consider how different mindsets or other solutions may help students address potential obstacles to community engagement and transfer behavior.

Yet what we might take away from the Theory of Planned Behavior is the need to encourage students to hold positive attitudes towards writing theory *and* specific behaviors that express the application of that theory in different contexts, by conveying to students several beliefs that address the three variables above. The next step is then considering how students might process these beliefs, because merely conveying to students the belief that there are positive consequences of transfer behavior, that such behaviors are the norm, and that they should be able to overcome potential obstacles, are not enough for all students to listen; some students may feel that what teachers convey through their lessons do not deserve their attention—and I believe motivation to listen or understand disciplinary knowledge is an issue especially in general education courses, such as freshman composition courses, which students are required to take. In such cases, any beliefs and information the teacher conveys may be disregarded. To address this issue, I will draw on the Elaboration Likelihood Model (ELM) of persuasion, because I believe the model provides insight into how students process the lessons we teach in the classroom as (at least, tacitly) persuasive messages which students either care deeply about or completely disregard. In the next section, I will discuss how ELM provides a framework for understanding what goes on as students process lessons about threshold concepts of writing, and also why students might resist such knowledge (for e.g., see Adler-Kassner, Majewski, & Koshnick, 2012).

Elaboration Likelihood and Resistance

Petty and Cacioppo's (1986) The Elaboration Likelihood Model (ELM) discusses two ways by which attitude formation and change takes place as people process persuasive messages. I believe the ELM is crucial for teaching and learning, because students may be processing lessons and lectures in the classroom, not only as persuasive messages that convey positive attitudes towards a particular object (such as writing theory and transfer behavior), but also through the two routes of message-processing discussed in the ELM: either through the peripheral route or central route. Students may process our lessons through the peripheral, or low elaboration, route, when they have low motivation, ability, or high distraction, and thus process information under low-levels of thinking, relying on exterior cues, such as source and message attractiveness, to form an attitude towards the lessons that convey disciplinary knowledge. Thus unmotivated students or those who may have difficulty processing lessons may make evaluations about the knowledge based simply on cues such as

their first impressions about the teacher, or how exciting or boring the lesson, which conveys the knowledge, appears to be.

However, if students are motivated and have the ability to do so, students may process lessons through the central, or high elaboration, route in which students would engage in effortful thinking about the lesson. Such effort in high elaboration constitutes high quality and quantity of thoughts, including (but not limited to) integrating inferences, weighing the likelihood the knowledge in question possesses a particular attribute (such as usefulness), and engaging in metacognition (Wegener, Clark, & Petty 2019). For example, if students process lessons about writing theory under high elaboration, they may actively participate in trying to understand writing theory, and reflect on and question whether it possesses positive or useful attributes, perhaps in the context of their own lives, while even, metacognitively, reviewing their initial impressions about the theory. According to Wegener et. al (2019), the significance of the elaboration-route is due to research that shows how attitudes that have formed through high-elaboration last longer than attitudes formed through the peripheral route—that is, elaboration tends to create attitudes that persist over time and place. Therefore, if our goal is to have students transfer, such a goal should be interwoven with strategies that encourage students to elaborate on writing theory and transfer behavior, so that students form attitudes towards writing theory and specific behaviors that persist over time and place.

Furthermore, ELM also suggests some caution about elaboration. Simply motivating students to elaborate on the lessons is not enough, because high elaboration does not guarantee that students will hold positive attitudes towards the lessons. Wegener et al. (2019) discuss that even with high-elaboration, some individuals may be motivated to defend their prior attitudes, such as one's prior negative attitudes towards writing theory—and they will defend their attitudes through the process of elaboration. That is, effortful thinking, when interacting with the variable of a defense motive, may bias the processing of information, so that even when some students are highly motivated to think about their lessons, they may be simultaneously motivated to think in a way that will reinforce their negative attitudes towards writing theory, thus potentially reinforcing negative attitudes.

Research into transfer from Writing Studies provides some insight into why some students may be motivated to defend negative attitudes towards writing theory. Studies by Reiff and Bawarshi (2011) have shown that students who are confident in misconceptions of prior writing knowledge (such as the belief that writing is solely about mechanical competence, grammar, and about the individual author who writes only for his or her teacher so as to receive a grade), or those who are generally confident in their overall writing abilities, have difficulty in adjusting to new writing situations. Furthermore, the interaction between high confidence and problematic beliefs about writing is also seen by other studies from Writing Studies (Sommers & Saltz, 2004; Robertson, Taczak, &Yancey, 2014). From an attitudinal perspective, students' high confidence may be a reflection of students' strong positive attitudes towards prior beliefs about writing such as that writing in college (with the 5-paragraph format, for example) is the same in every classroom, with the writer solely speaking to his or her teacher, which might thus cause negative attitudes towards contradictory knowledge (from threshold concepts of writing) such as that writing is always context-specific and circulates cultural identities, expressions, and knowledge within communities. Given the possible motives to uphold positive attitudes towards prior beliefs about writing and negative attitudes towards writing theory, we need to consider ways for students to elaborate on our message without invoking a defensive motive.

I would suggest the importance of linking disciplinary knowledge to values as discussed in social psychology in order to address the two theories discussed above. The Theory of Planned Behavior suggests that if we want students to engage in specific behaviors, teachers may need to persuade students to hold positive attitudes towards both knowledge and the behaviors that express that knowledge (or transfer behavior); teachers must also convey positive beliefs about transfer behavior, in order for students to hold the intention (the antecedent to behavior) to engage in such transfer behaviors in the first place. However, the ELM suggests that students must be motivated to think deeply about the lessons that convey writing theory and transfer behavior, in order for students to hold positive attitudes that persists across time and place. ELM also suggests that the attitudes formed through high elaboration may not always be positive attitudes; while the ELM suggests the importance of motivation in elaboration, it also provides insight into the potential of invoking students' defensiveness when students are faced with contradictory beliefs and knowledge. Drawing on these theories, I will suggest simply one strategy to persuade our students: articulating the link that I believe already exists between threshold concepts of writing and the values students may hold of high importance. In the next section, I will discuss values as theorized by several social psychologists and explain how we might articulate to students that threshold concepts of writing and transfer behavior may help students fulfill their most cherished values.

Persuasion to Learn Disciplinary Knowledge and Practice Through Values

To introduce the concept of values in social psychology, I want to briefly discuss Scott's (2015) discussion of commonplaces (in his discussion of threshold concept 3): "in professional contexts…writers can gain credibility and persuasive power through showing they understand and share the beliefs and values that are commonplace, and markers of fuller socialization, within their professions" (2015, pg. 49). Scott suggests the persuasive power of invoking specific commonplaces relevant to a specific community or culture; I would suggest values also function as a kind of commonplace, except they may, as I will show below, transcend cultural boundaries, and thus may function as commonplaces that most, if not all students, have at least a tacit understanding of.

Schwartz's theory and circular model of human values are used in research into how values influence attitudes and behaviors. Schwartz (2012) explains that values are biologically and psychologically essential to all human beings, because values function as a kind of universal ideal, or, as Maio (2015) explains, guiding principles, which fulfill human needs of individual biology, social interaction, and group survival. Values "articulate appropriate goals" to fulfill such human needs through shared vocabulary, or "socially desirable concepts" (Schwartz, 2012, pg. 4). Schwartz defines these shared and socially desirable concepts as 56 values, divided into "ten value types," which include "power," "achievement," "hedonism," "stimulation," "self-direction," "universalism," "benevolence," "tradition," "conformity," "security." These values are placed under 4 more general categories of 1) "openness to change," which broadly defines values of creativity and independence of thought, action, and feelings; 2) self-transcendence, which broadly defines values of seeking the welfare and well-being of others; 3) self-enhancement, which defines values of individual achievement and power; and 4) "conservation" which defines values of preservation and protection of tradition and culture.

Furthermore, according to Rokeach (1973), values, or guiding principles, are central to the self-concept, or how we define ourselves. For example, our very professions with which we identify may be connected to specific values, even if we haven't explicitly defined "values" in the vocabulary of Schwartz's model. Teachers may be consciously driven by values of universalism (to help all students acquire a fair education), while conducting research for personal achievement, exploration, or creative purposes (for e.g. to fulfill achievement and self-direction values). Activists may fight for social justice, guided by the value of universalism, hoping for fairness and equality for all. People may work in large part to fulfill values of security, in order to protect and support their families. Perhaps we work to enjoy life and thus value hedonism, pleasure, adventure, and novel experiences. For many people, defining who they are—defining their self-concept—whether through their occupation, goals, or hobbies, may be simultaneously interwoven with the values that Schwartz describes in his model.

Drawing on Rockeach's theory that values are central to the self-concept, Steel's (1988) "self-affirmation theory" suggests that fulfilling values are also central to one's well-being. According to the theory, reflecting on values that one believes is highly important improves psychological well-being and may help mitigate defense motives that are caused by challenges to one's beliefs (Maio, 2017). Studies in self-affirmation theory have also shown positive neuroendocrine response, or positive hormonal reaction, to stress (Maio, 2017). Furthermore, self-affirmation has been used in research into health-related behaviorial changes. A metanalysis of several studies about self-affirmation and health behavior (Epton, Kane, Harris, and van Koningsbruggen, & Sheeran, 2015) has shown that self-affirmation promotes positive health intervention: specifically, when there is an interaction in an individual between reflecting on values and listening to persuasive health information, the individual is more likely to accept the health information and engage in positive behavioral changes based on the information.

Furthermore, as much as, or because, values are linked to how we define ourselves and our well-being, values are inextricably connected to many attitudes towards objects and behaviors (Maio, Haddock, & Verplanken, 2019). Some attitudes are influenced by an individual's identification with the values they hold in high importance (which are known as attitudes with a value-expressive function). Holding specific values in high importance may impact one's attitudes and behaviors towards many of the objects that one perceives to be relevant to the value. For instance, highly favoring self-transcendence values, and perceiving an object, such as threshold concepts of writing, or writing theory, as that which helps fulfill self-transcendence values, may cause one to hold positive attitudes towards the theory. However, in order for an (positive or negative) attitude with a value-expressive function to be activated (or reminded) by a specific object, such as writing theory, the object must be recognized as being linked to, or expressing, a specific value (Maio, 2017).

For example, students may recognize transfer-based writing curriculums that teach threshold concepts of writing, at least inherently, as fulfilling self-enhancement values, because the very purpose of transferring writing theory is that students learn writing knowledge in first-year composition class for the sake of writing in their respective disciplines of choice. While they may connect their future careers with diverse values such as self-transcendence or conservation, writing itself may only be a means to achieve success in the classroom on the path to practice their field. However, we should also consider motivational conflicts which are integral to Schwartz's circular model. The reason Schwartz arranges the values in a circle, is to represent how the ten value types and the four general categories are motivationally connected and conflicting: values that are placed next to each other (such as benevolence and universalism) are typically values that people will evaluate in the same manner, and thus evaluate as both being of high importance or low importance; values that are opposite of each other (such as self-transcendence and self-enhancement) are values that people will evaluate in opposition: people tend to favor one as being of high importance and the other as being relatively of low importance. Mao (2017) explains that research conducted in over 70 countries have supported such motivational congruence and conflicts within people's relative evaluations of each value.

If we consider motivational conflicts, we should consider that some students may instead be driven by values of self-transcendence, which are oppositional to self-enhancement; others may be driven by values of security and self-direction. Not all the students in a first-year composition class may be sure of their major and of their future, and not all students would be taken to the idea of writing as a means for success in higher education and in the workplace. If students hold different and diverging guiding principles with which they define themselves, and educators are interested in motivating as many student as possible, I believe that we need to articulate to our students how writing theory, such as the context-specific nature of writing, and transfer behavior, or knowledge seeking behaviors, such as active reading, listening, and other forms of engagement within communities, are also learning about ways to fulfill values of conservation, openness to change, and self-transcendence.

For example, we can articulate to students that we do not only write or hope to become stronger writers within the context of the university or workplace—nor do we ask questions and listen to other human beings merely within communities of a discipline. We might engage in these behaviors for the sake of understanding our loved ones—and to write to them. As threshold concept 4 states, there is always more that writers have to learn—and I would add that there is more that students can learn about the writing that takes place among their own families and friends, and within their own personal lives. To the extent that interacting and listening to members of a discipline is an effective strategy of understanding writing conventions and cultural commonplaces, such behaviors may lead to stronger understandings of the commonplaces that hold relationships together in our personal lives—such an understanding can be used as part of the rhetorical choices we make when writing to our friends and family. Thus threshold concepts of writing and transfer behaviors are an essential part of fulfilling values of security and benevolence—values that respectively means securing and protecting the internal harmony with family and friends, and supporting the well-being of the people to whom we are in close proximity (Maio, 2017).

Furthermore, we can explain that people write to an audience in seeking social justice and protection of the environment (to fulfill values of universalism). Effective writers might consider the type of communication and the genre that is most appropriate for the targeted audience, whether it be Twitter, Youtube, or an academic journal article; for the purpose of addressing purposes such as persuasion, writers may also seek to understand the unique culture and ideologies with which the target audience identifies. If one is targeting a community who does not believe in global warming in spite of scientific research, for example, writers may need to use more than scientific data for persuasion; writers may also need to read available texts, ask questions to, as well as listen and interact with, the members of the community, in order to understand the commonplaces and the complexities of beliefs and cultures that undergird the audience's perspectives and attitudes—or their resistance to scientific knowledge. Such an understanding can be used in deciding how to craft their persuasive writing in appropriate language for the community. For example, perhaps one can invoke specific aspects of a religion, or even the importance of family and preserving traditions and culture, in discussing the importance of protecting the environment. Furthermore, we can explain to students that writing theory and transfer behaviors facilitate values of hedonism or pleasure, along with self-direction or creativity. We write to form new human connections that are pleasurable and also explorative for the self. Such writing may be more effective when following behaviors that seek stronger understanding and appreciation of the people with whom we want to connect.

By articulating the relationship between threshold concepts of writing and transfer behavior and the fulfillment of values, I suggest that we are persuading students to hold positive attitudes towards threshold concepts of

writing and transfer behavior by describing the positive outcomes of understanding such knowledge and practicing such behaviors. I believe we are also establishing subjective norms, or promoting beliefs that such knowledge and behaviors are, respectively, what all effective writers understand and engage in to persuade or connect with either family and loved ones or diverse audiences. I am also suggesting that such an articulation may induce elaboration, encouraging students to care and think deeply about lessons that convey threshold concepts of writing and transfer behavior, to the extent that values are central to one's identity and well-being, and students understand how threshold concepts and transfer behavior can help fulfill their most cherished values. Furthermore, students' understanding the link between a discipline and all of our shared value may help address possible defensiveness or resistance, because articulating the link may cause students to reflect on the values that are important to them. However, to make sure students are affirming their values, mitigating potential defensive motives and their resistance to knowledge that is contradictory to their prior knowledge, writing teachers can encourage students to write about their most cherished values as part of the writing curriculum.

Conclusion: Teaching as Persuading and Persuading as Teaching

All teachers from diverse disciplines may benefit from the psychology of persuasion, and by drawing on the Theory of Planned Behavior and the Elaboration Likelihood Model when crafting their curriculums and lessons, because teaching may also be persuading, and learning in the university may be as much about acquiring disciplinary knowledge and practices, as it is about developing positive attitudes towards such disciplinary practices and knowledge. Perhaps, more often than not, simply claiming knowledge is true and useful may not be the only way to motivate students to process and elaborate on the lessons that convey the knowledge. Some students may be strongly opposed to particular scientific knowledge or disciplinary theories such as threshold concepts of writing, because of the prior beliefs that students bring into classroom. Furthermore, motivational conflicts in values suggests that not all students may be spurred to learn and practice their learning through achievement values. For example, students who perceive lessons in the classroom as being exclusively relevant to the fulfillment of achievement values, may not elaborate on their lessons, if they identify with values other than self-enhancement. Therefore, it may be useful to invoke the relationship between all of the values in Schwartz's model and the discipline's body of knowledge and practices, in order to motivate all students to elaborate on the lessons. Furthermore, such a relationship provides opportunities for students to write about or reflect on their own cherishes values, which may function to mitigate some students' defensiveness to hold onto contradictory prior beliefs they bring into the classroom.

I believe Writing Studies in particular may need to consider persuasion and values, because writing teachers are often tasked with teaching students out of high school who may lack the conviction and motivation of older students, while some of the students come with strong resistance to writing knowledge and practices that are different from that which they have learned in high-school. Furthermore, as writing teachers, we take on the objective of preparing students to write across the disciplines, exploring and incorporating into our curriculum strategies and pedagogies that helps students hold onto, transfer, and repurpose their learning about writing. Such a goal, I suggest, would be facilitated (and is interconnected) with students holding positive attitudes towards threshold concepts and transfer behavior. Thus writing teachers should articulate to students that threshold concepts of writing are interconnected with knowledge-seeking behaviors which ascertain the complexities of unique cultures a writer chooses to be a part of, whether for personal success, for building strong relationships, for creative purposes, or for social justice. We can explain that values fulfill biological needs, and writing is an activity that can address our personal and collective human needs, so long as we make choices in our writing according to our context and to the commonplaces we discover through reading, listening, asking questions, and engaging with other human beings.

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