

Digital Collaborative Writing as a Group Assessment

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Outline

- * Background and rationale
- * Collaborative writing
- * Assessment tasks
- * Support materials
- * Self and peer moderation of group work
- * Evaluation and what's next

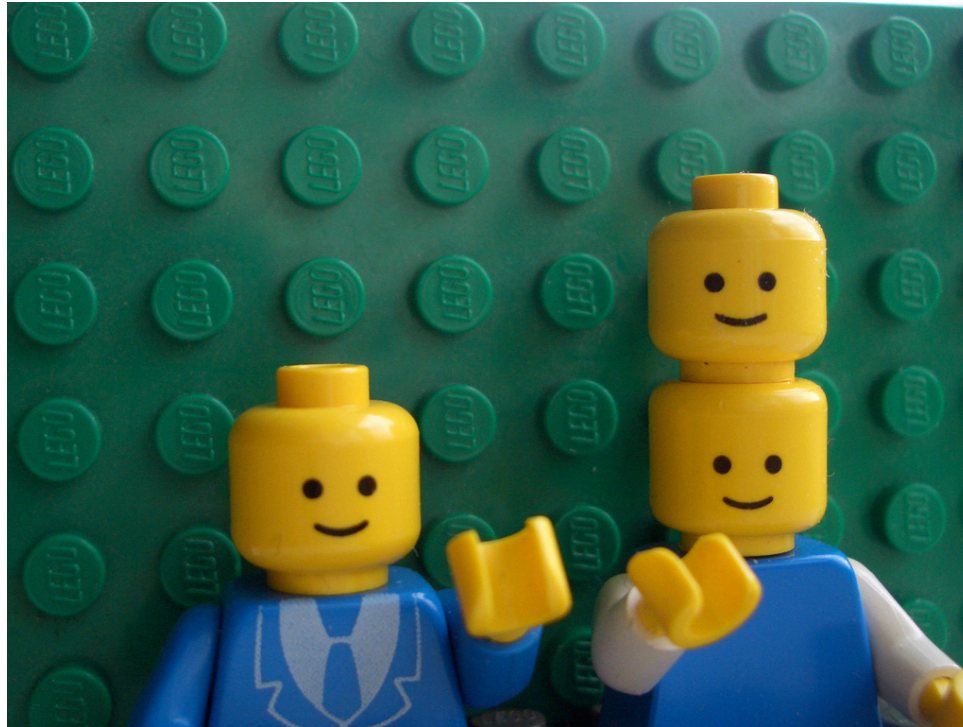
Background & Rationale

- * L4 Cyberpsychology module (Applied Psychology)
- * 2000 word critical appraisal of journal article
- * Social constructivist perspective of learning (e.g. Vygotsky, 1978)
- * Critical thinking skills through peer interaction (Guiller, Ross & Durndell, 2008)
- * Inquiry based learning approach (Healey & Jenkins, 2009)
- * Development of writing skills and a wider skills set
- * Address formative/summative balance and marking load

Collaborative Writing

- * Different processes, activities and tasks (Lowry et al., 2004)
- * Writing as a public act (e.g., Van Waes, 2004)
- * How can technology facilitate the processes involved?
- * Collaborative writing using Google Docs (Wang et al., 2015)

Are Two Heads Better Than One?



Depends on the heads and how they interact
(Wooley, Aggarwal & Malone, 2015).

Assessment Tasks

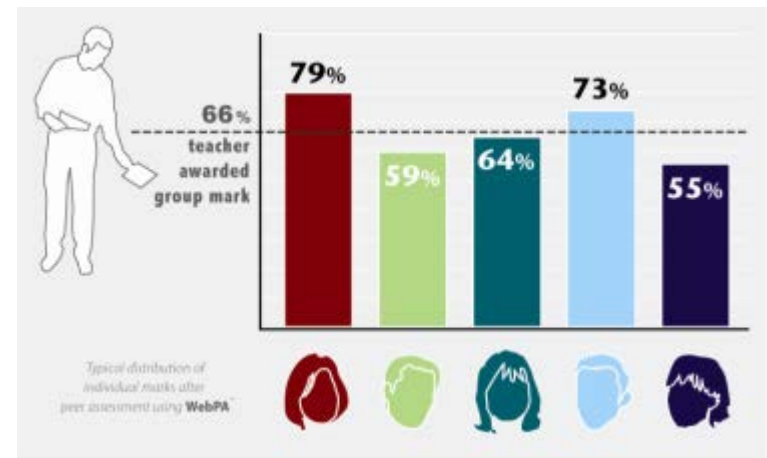
Deadline for completion	Task to be completed
Week 2 class	Join group and choose area of enquiry Select journal article to appraise
Week 4 class	Read article within area of enquiry Complete answers to Step 1 for discussion in class Read example appraisal and mark using rubric
Week 6 class	Complete answers to Step 2 for discussion in class
Week 8 class	Produce first draft of critical appraisal
Week 10 class	Receive feedback on first draft
Week 12	Submit final draft of critical appraisal through Turnitin in GCU Learn

Support Materials

- Guidelines for evaluating a journal article (Guiller, Durndell & Ross , 2008)
- Collaborative writing tips
- Example critical appraisal (and marked rubric)
- Project work template

Self and Peer Moderation of Group Work

1. Contribution to Step 1 & 2
2. Constructing the first draft
3. Communication and organisation
4. Overall contribution to final submission



Source: <http://webpaproject.lboro.ac.uk/wp-content/themes/Loughborough/images/explainwebpa.png>

Student Performance

	N	Range	Mean	SD
2014/2015	64	39-78	61	7.6
2015/2016*	63	51-80	67	7.0
2016/2017*	72	61-76	68	8.2

Comparison of student performance on the critical appraisal (*denotes move from individual to collaborative appraisal)

Evaluation



- Students value support, interactivity and draft feedback
- Self- & peer assessment process



- Group size
- Group dynamics
- Need for more guidance on giving feedback/editing

What's Next

- * Interactive Online Learning Resource – Guide to Collaborative Writing
- * Examine interaction strategies and patterns of collaboration and the relationship to performance

References

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