

Computer Supported Collaborative Writing

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Computer Supported Collaborative Writing

Hewett, Beth L., Robidoux, Charlotte



Computer Supported Collaborative Writing:

Computer Supported Collaborative Writing Mike Sharples, 2012-12-06 M Sharples 1 1 The Collaborative Tradition Collaborative writing is nothing new The description below is from the introduction to a book published in 1911 Every page however has been debated and passed by the three of us Our usual method has been first to pick up a subject that interested us perhaps a subject we had been talking about for a long while then to discuss it and argue over it ashore and afloat in company and by ourselves till we came to our joint conclusion Then on a rough day in a set to discussion I would take down notes which frequently amounted in length to more than half the finished article From the notes I would make a rough draft which after more discussion would be re written and again after revision typewritten We would go through the printer s proofs together and finally after reading the matter in print we have once more revised it for book publication Collaboration could not be more thorough Reynolds et al 1911 p x The book *Seems So A Working class View of Politics* was written by an academic working closely with two fishermen A Framework for the Study of Computer Supported Collaborative Writing ,1991 The Use of Audio and Video in Synchronous Computer-supported Collaborative Writing ,2004 **A Web-based Computer Supported Collaborative Writing System** Xin Bi,2002 *Studies of Computer Supported Collaborative Writing* ,2002 **Computer Support for Collaborative Learning** Gerry Stahl,2002 Proceedings of CSCL 2002 meeting in Boulder Colorado January 7 11 2002 *Knowledge Building Using Wikis in a Computer-supported Collaborative Writing Task* Jeong Won Woo,2011 The purpose of this study was to investigate how Scardamalia s 2002 socio cognitive determinants of knowledge building emerge in a computer supported collaborative writing task and to understand students perceptions of knowledge building experience and the use of tools including wikis to support the collaborative writing process The setting of this study was a graduate level online course on Computer Supported Collaborative Learning CSCL in which all course activities were conducted collaboratively in an online environment Data sources included transcripts of online inputs in the wiki areas interviews with 15 participants participants reflective journals transcripts of asynchronous online discussions and synchronous chats Data were analyzed using content analysis for the transcripts of wiki areas and grounded theory approach Strauss Corbin 1998 was used in the analysis of data from the interviews Results of the data analysis indicated that the three groups in this study participated in the collaborative knowledge building activity in different ways The three factors that influenced their participation in the activity included group dynamics collaborative writing task and collaborative writing tools These factors interacted with each another and impacted their knowledge building discourse in the following ways improvable ideas constructive use of authoritative sources epistemic agency and embedded and transformative assessment As a result of their engagement in knowledge building discourse participants successfully completed the collaborative writing project and shared a strong sense of community and co ownership of the knowledge product The findings of this study may shed light on the strategies and environmental factors that encourage knowledge building discourse as well as the synergetic

combination of technology tools and knowledge building task In addition understanding the process of knowledge building in a computer supported collaborative writing task and the participants perception of knowledge building and the use of tools may help instructor better prepare learners to become collaborative learners and effective knowledge workers

Synchronous Computer-mediated Collaborative Writing in the ESL Classroom Allyssa Blythe Chamberlain,2010

Virtual Collaborative Writing in the Workplace: Computer-Mediated Communication Technologies and Processes Hewett, Beth L.,Robidoux, Charlotte,2010-06-30 This book investigates the use of computer mediated communication technologies and collaborative processes to facilitate effective interdependent collaboration in writing projects especially in virtual workplace settings Provided by publisher **Computer-supported Collaborative Writing**

Chahida Corsen,2013 *An Investigation Into Computer Support for Collaborative Writing* Simon R. Phillips,Paul Layzell,University of Manchester Institute of Science and Technology. Department of Computation,1997 *Collaborative Writing in a Computer-supported Classroom* Meng-ying Daphne Lin,2015 **The Effects of Computer-supported Collaborative Learning in a First-grade Writing Program** Marilyn Farrens,2010

Effects of Computer-Supported Collaborative Learning on Students' Writing Quality and Conceptions of Writing Pui-Yee Wong,□□□,2017-01-27 This dissertation Effects of Computer supported Collaborative Learning on Students Writing Quality and Conceptions of Writing by Pui yee Wong was obtained from The University of Hong Kong Pokfulam Hong Kong and is being sold pursuant to Creative Commons Attribution 3 0 Hong Kong License The content of this dissertation has not been altered in any way We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation All rights not granted by the above license are retained by the author Abstract Abstract This study examined the effects of computer supported collaborative learning on the English writing quality and conceptions of writing of secondary four students in Hong Kong Two intact secondary four classes were selected Each of them consisted of 42 students The experimental group received the instructional design of process approach in English writing through cognitive strategy instruction on Knowledge Forum a computer supported collaborative learning environment The comparison group received the traditional writing instruction and was not introduced to Knowledge Forum Students were compared on the quality of English writing and their conceptions of writing Data were collected from the pre posttest writing open ended questionnaires and students learning dairies in the Knowledge Forum database Statistical analyses indicated that the instructional design was effective in enhancing students writing quality Besides the experimental students showed more improvement in their conceptions of writing Student involvement in the knowledge building discourse on Knowledge Forum correlated with the improvement in their writing quality and conceptions of writing Qualitative analysis showed that students worked collaboratively to construct knowledge and understanding Results of the study suggested that it was worth incorporating Knowledge Forum into the teaching writing DOI 10 5353 th_b3026900 Subjects English language Computer assisted instruction China Hong Kong Group work in

education Computer assisted instruction China Hong Kong *Collaborative Writing* Bruce W. Speck,1999-07-30 Covers theoretical and practical developments in collaborative writing in academic and nonacademic settings from the early 1970s to 1997

Exploring and Supporting Today's Collaborative Writing Dakuo Wang,2016 Collaborative writing has become increasingly common and complex Many researchers in Human Computer Interaction HCI have conducted extensive research on this topic for the last 25 years Technologies were built and tested in the laboratory I continue this stream of work by revisiting computer supported collaborative writing within today s context Today many commercially available word processors have built in features to support collaboration such as supporting synchronous editing and archiving editing history Now that these features are available outside laboratories how are people actually using these new capabilities in the wild In my dissertation project I aim to explore this question using both quantitative and qualitative research methods In addition to analyze the collaborative writing practices utilizing the detailed behavioral data traces I have built an information visualization system DocuViz that complements existing research methods This dissertation work contributes both a visualization system and the novel research approach of using these visualizations to study collaborative writing This work also reveals various features and practices that people use to write collaboratively By quantifying collaboration markers such as styles of work or participation equity the statistical analyses reveal the relationships between the practices that people use and the quality of the documents that they produce Our results suggest that people write collaboratively more often than they used to and they use various styles of working e g outline then divide and conquer or template to coordinate their collaborations A few factors e g power dynamics privacy and community s norms influence the practices that people choose Some group behaviors e g having a leader or equal participation are associated with higher quality outcomes In summary I construct a holistic understanding of the users perceptions and practices that they developed in adapting to today s collaborative writing technology By synthesizing both the findings from my research and previous literature I extend the existing research framework of collaborative writing propose behavioral guidelines for users who want to write together better and generate design implications for system designers In addition I offer two visualization tools used in this research that might be useful to authors themselves as well as to future research

Effects of Computer-supported Collaborative Learning on Students' Writing Quality and Conceptions of Writing Pui-yee Wong (M.Ed.),University of Hong Kong,2004

Analysis of the Effect of Networking on Computer-assisted Collaborative Writing in a Fifth Grade Classroom Gracie Gayle Allen,1993

Cooperation in Parallel Benjamin Mako Hill,2007 This thesis builds on theory from the fields of computer supported cooperative work and computer supported collaborative writing and the example of work in the free and open source software development communities to describe cooperation in parallel A mode of collaborative writing among parties with diverged goals and distinct documents It examines the social and technological requirements of cooperation in parallel for writing and considers the effectiveness of existing technologies ability to address them It then presents the

design and evaluation of TextNet a wiki for document writing that uses techniques from software development including branch creation and tracking features and introduces a text specific interface for merging changes and representing and resolving conflicts It concludes by arguing that TextNet makes important steps toward the support cooperation in parallel for writing

The New Writing Environment Mike Sharples, Thea van der Geest, 1996-06 Information technology is changing the way we write Special features such as outliners spelling checkers and graphic facilities have transformed word processors into document processors document processors have in turn integrated with other electronic resources such as e mail and the Internet to provide a complete writing environment The New Writing Environment examines the knowledge that is needed in order to develop use and evaluate computer based writing environments The emphasis is firmly on practical issues tasks performed by writers at work problems they encounter and documents they actually produce Writing is defined within a wide social and organisational context in order to give an accurate assessment of how the new technology affects the social and cooperative aspects of authorship The result is a wide ranging and comprehensive assessment of the relationship between writing and computers

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