

Computer Supported Collaborative Writing

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Computer Supported Collaborative Writing

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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 **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 **Proceedings of the Fourth European**

Conference on Computer-Supported Cooperative Work ECSCW '95 H. Marmolin,Y. Sundblad,K. Schmidt,1995-09-30 Computer Supported Cooperative Work CSCW is an interdisciplinary research area devoted to exploring the issues of designing computer based systems that enhance the abilities to cooperate and integrate activities in an efficient and flexible manner for people in cooperative work situations This volume is a rigorous selection of papers that represent both practical and theoretical approaches to CSCW from many leading researchers in the field As an interdisciplinary area of research CSCW brings together widely disparate research traditions and perspectives from computer human organisational and design sciences The papers selected reflect a variety of approaches and cultures in the field Audience Of interest to a wide audience because of the huge practical impact of the issues and the interdisciplinary nature of the problems and solutions proposed In particular researchers and professionals in computing sociology cognitive science human factors and system design *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

Computer-supported Collaborative Writing Chahida Corsen,2013 **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 *Digital Writing Technologies in Higher Education* Otto Kruse,Christian Rapp,Chris M. Anson,Kalliopi Benetos,Elena Cotos,Ann Devitt,Antonette Shibani,2023-09-14 This open access book serves as a comprehensive guide to digital writing technology featuring contributions from over 20 renowned researchers from various disciplines around the world The book is designed to provide a state of the art synthesis of the developments in digital

writing in higher education making it an essential resource for anyone interested in this rapidly evolving field In the first part of the book the authors offer an overview of the impact that digitalization has had on writing covering more than 25 key technological innovations and their implications for writing practices and pedagogical uses Drawing on these chapters the second part of the book explores the theoretical underpinnings of digital writing technology such as writing and learning writing quality formulation support writing and thinking and writing processes The authors provide insightful analysis on the impact of these developments and offer valuable insights into the future of writing Overall this book provides a cohesive and consistent theoretical view of the new realities of digital writing complementing existing literature on the digitalization of writing It is an essential resource for scholars educators and practitioners interested in the intersection of technology and writing

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

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.

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

The New Writing Environment Mike Sharples, Thea van der Geest, 2012-12-06

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.

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

[Cooperative Systems Design](#) Mireille Blay-Fornarino, 2002

Annotation: The main goal of the COOP conferences is to contribute to the

solution of problems related to the design of cooperative systems and to the integration of these systems in organizational settings The main assumption behind the COOP conferences is that cooperative design requires a deep understanding of cooperative work in groups and organizations involving both artifacts and social practices The COOP 2002 conference is mainly devoted to the following issues the gap between virtual and material artifacts in human collaboration collaboration among mobile actors the WWW as a platform for cooperative systems and changing practices and organizations in the wake of the cooperative systems

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