Scripting Collaborative Writing to Foster Student Learning and Resilience

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today's workshop

1. introductions
2. successful collaborative writing
3. collaborative writing & collaboration scripts
4. your collaboration scripts
5. why (not) scripts?
6. attention points

Introductions

- Create one shared post on Padlet that helps the rest of us get to know your group and why you are here today.

[padlet archived]

Successful Collaborative Writing

Individually [1-2 minutes]

1. Think back to a time when you learned an important lesson about successful collaborative writing.

Together [10-13 minutes]

2. Take turns each sharing 1 lesson learned. Listen and look for connections & common ground.
3. Decide how to turn these lessons into 1 piece of advice for future (successful) collaborative writers.
4. Choose one person to report back: have them open Padlet and create a post that shares the group's advice. Make sure the group approves the wording of the post.

Reflect & Debrief

What was **similar** about these tasks? **different**?

- Introductions vs. Successful Collaborative Writing
- what happened? what worked? what surprised you?

unscripted vs. scripted

collaborative writing

- "**producing a common written document … through shared planning, researching, writing, editing and reviewing by multiple authors**" (Heinonen et al., 2020, p. 2)
- highly complex, demanding, difficult
- can improve writing (e.g., Pham, 2023)
- can improve learning (e.g., Onruba & Engel, 2012)

but students need support

collaboration scripts

- successful collaborative learning requires **interactions** where learners build on each others' contributions in ways they could not on their own (transactivity; see Vogel et al., 2017)
- these interactions are *not spontaneous, but learned*
- "**A collaboration script is a set of instructions used to improve collaboration among students during the learning process.**" (Heinonen et al., 2020, p. 3)

scripts offer instructional scaffolding

MACRO-SCRIPTS

support organizational processes

- Who collaborates with whom?
- What is the group's task?
- What roles are distributed?

teams : 5-7 diverse students, assigned by instructor
roles: summarizer + listener
tasks: identify, recall, explain, monitor accuracy of, elaborate main arguments in a text…

(Fischer et al., 2007)

MICRO-SCRIPTS

support detailed work processes

- What activities are learners supposed to engage in?
- What should they do, exactly?

1. **individually**: read the text, taking notes that identify the main argument
2. **together:** the summarizer recalls and explains main points while the listener monitors for accuracy; the listener offers feedback…

EPISTEMIC SCRIPTS

help learners complete the task and engage with the knowledge using expert-like strategies

Read the text and find the main parts of an academic argument:

1. state of knowledge
2. knowledge gap
3. research goals
4. research methods
5. research findings
6. research contributions

(Weinberger et al., 2007)

SOCIAL SCRIPTS

help learners interact in ways that foster collaborative learning

LISTENERS

-flag possible errors or omissions (hedge)
-propose alternative interpretations (avoid absolutes)
-refer to your notes to provide reasons & evidence

JIGSAW coordination

"The students decide to share out different parts or different aspects of the activity and appoint someone to be in charge of integrating the individual contributions into a final document."

individually: write 1
individually: write 2
individually: write 3
together: integrate

CHAIN coordination

"One member of the group contributes a partial or complete possible solution to the activity; then this document is expanded and reviewed by the other members of the group in order to produce the final product for the activity."

individually: write
individually: review
individually: revise
together: merge

STAR coordination

"The students decide that they will all individually produce a full solution to the activity; then, based on these individual contributions, they will all compile a joint document."

individually^{n}: draft
together: merge

(Onrubia & Engel, 2012, p. 171)

your collaboration scripts

- **Think of one collaboration script you already use — as a collaborative writer, or when you teach collaborative writing.**
  - What is the script?
  - What do you like about it?
  - What gets in the way?
- Share if you're comfortable doing so.

why (not) scripts?

BENEFITS

- reduce cognitive load (Fisher et al., 2007)
- improve knowledge acquisition & collaboration (Vogel et al, 2017)
- improve writing & collaborative writing (Granado-Peinado et al., 2023; Lowry et al., 2005; Pham, 2023)
- improve collaboration & engagement (de Wever et al., 2015)

RISKS

- **overscripting** → can lead to shallow learning, obedience rather than collaboration (Onrubia & Engel, 2012)
- time consuming, effortful, conflict-riddled (Verster, 2024)
- can entrench prevailing scripts as "right" (Hesse, 2007)

attention points

MAKE TIME

- teams need time to (learn to) work together
- individuals need time for preparation
- teams need time for relationship building, coordinating, negotiating, reconciling, building consensus, managing conflict, reviewing

attention points

ADAPT SUPPORTS

- move from low- to high- risk tasks
  build trust (Verster 2024)
- move from high- to low- guidance
  let scripts fade (Rummel & Spada, 2005)
- provide a worked example of script use
  model success (Rummel et al., 2009)
- combine social & epistemic scripts
  model social interaction + knowledge building
  (Granado-Peinado et al., 2023)

attention points

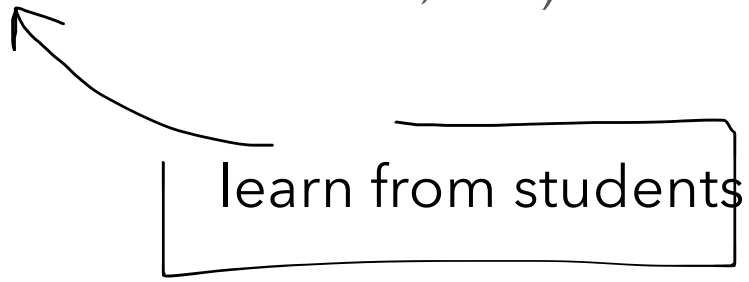
OFFER FLEXIBILITY

- offer scripts to choose from
- let students adapt scripts (appropriation)
- let students not follow a script
  (Onrubia & Engel, 2012; Heinonen et al., 2020)

attention points

LEARN FROM FEEDBACK

1. What did you do during the writing process? What steps did you follow?
2. What worked well? What was challenging? What might explain this?
3. Explain to students who will take this course next year what they should do to collaborate successfully. (adapted from Heinonen et al., 2020)



INCLUSION

- collaboration can foster *inclusion & exclusion* (Loes et al., 2018; Neimi & Vehkakoski, 2023)
  - monitor & support learners to ensure equal involvement (Kaendler et al., 2015)
  - make time for learners to share, process, and reflect on collaboration experiences (Grossman & Brown, 2023)
  - consider using culturally sensitive scripts (e.g., Popov et al.2014, 2019)

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