



Assessment of Collaborative Learning Practices in the Writing Classroom. Collaborative Class Content Encourages Student Engagement

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Abstract

Student involvement and learning shifts and expands when they are asked to help design their own curriculum. By looking at the effect of the democratic practice of collaborative learning we can consider the effect of student engagement on the writing process. Writing pedagogy suggests that writers who exhibit greater engagement are more successful in their writing courses. Creating classroom spaces where students are allowed to make meaning of the texts that they are working with, in addition to having opportunities to share their findings with other students, academics, instructors, and University stakeholders, allows for a long term impact on a student's learning and campus involvement.

One way that we can use collaborative learning practices is by understanding the difference between process and product oriented results. The "professional student" is looking to create a product that receives a rating or grade within the class. Academic writing calls for students to engage within a process that is recursive in nature, and that allows for continual inquiry and revision. By encouraging students to be critical thinkers and engage in a process how do they respond to the demands of the course work? By considering in depth student learning practices and ability to move out of a product orientated style of learning and into an engaged process is a tool educators can use to foster student success in the writing classroom.