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# Fostering collaborative language learning with Google Docs

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# Agenda

## Part 1: Collaboration

- Activity 1: Hands-on Collaboration
- How to create and implement Google Documents
- Activity 2: Brainstorming activities & discussion

## Part 2: Theory and Practice

- Theory and practice behind collaborative activities
- Example of a student project

# Activity 1: Collaborating with Google Slides

- Click on [Activity 1](#).

*All links can be found at this URL:*

[bit.ly/google4elt](https://bit.ly/google4elt)

## Reference: Creating Google Drive Activities

- Click on [Reference: Creating Google Drive Activities](#).

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## Activity 2: Google Drive Activity Brainstorm

- Click on [Activity 2](#).

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# Defining collaborative learning

- Two or more contributors
- Not necessarily the same as 'co-authoring' (Storch, 2013)

# What goes on in a collaborative task?

- Can be multimodal (speech and writing)
- Promote generation of ideas
- Deliberation and negotiation are necessary in task design

# Interaction

Negotiation of meaning useful for language learning (Long, 1983, 1996)

- Assign roles to students to make their involvement clear.
- Learners can offer suggestions, corrections, etc. to one another.



# Benefits for learners

- Have an audience for their writing
- Have a clear goals for activities/tasks
- Produce & negotiate meaning through multiple modes
- Share knowledge

# Planning & Editing

Through collaborative writing, learners get a chance to plan and try out their ideas with one another.

# Collaborative vs. individual writing tasks

Advantages of collaborative writing:

- learners get feedback from one another (Storch, 2009, 2013)
  - especially on comprehensibility of meaning.
- Learners discuss language use and content.

# Designing collaborative activities

## Equality

- How can you ensure participants contribute?
- Avoid parallel contributions - learners should interact, not just work alongside one another.
- Promote pre-determined roles for collaborators OR
- information gap where each participant brings different knowledge/preparation to the task.

# Designing collaborative activities

To consider in task/activity design:

- Novelty of collaboration may affect performance
- Learners are used to having individual writing tasks
- What language skills do they need to employ to complete activity?
- What is the goal of the activity? Meaningful communication or accurate language use?
- Should the activity be synchronous and in-person or outside of class time?

# Types of activities

## Task-based language activities

- Information gap activities
- Collaborative problem-solving
- Opinion gaps
- Compiling data (e.g., survey tasks)

# Assessment

How do you assess collaborative projects?

- Like group projects - have the group identify who did what
- Use tracking functions to see who contributed what (if using logins)
- Have each student use a different font color
- Use collaborative assignments as planning/practice work to develop individual projects.

# In practice, Google Docs...

Can be accessed from any web-enabled device.

Is free software with lots of tutorials and low tech requirements

Can be used to create:

- Presentations (like this one)
- Text documents
- Surveys, spreadsheets, drawings, interactive maps

Can be used to share other types of files and weblinks.



# Resources

Go to the link to find:

- Our presentation
- References and recommended readings:
- Google documents tutorials on using Google Docs

[bit.ly/google4elt](https://bit.ly/google4elt)

## Example Student Project

- Click on the [Example Student Project](#).

*All links can be found at this URL:*

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# Questions/Discussion?

Thank you for your participation.

-Bill & Jon

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