

A Practical Guide to Collaborative Writing Assignments as a Pedagogical Technique in Higher Education Implemented in an Economics Course

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ABSTRACT

Collaborative writing is now an established pedagogical technique in higher education. Since most educators do not have training in the design, execution and evaluation of writing assignments, implementing such tasks has proven difficult. This paper firstly proposes a framework for a collaborative writing assignment based on a literature study, and adopting a writing-to-learn concept. It then describes the research undertaken and shows how this framework was implemented in an economics course, at an Algerian university, with undergraduate students. Finally, using a mixed methods design, it examines the students' perceptions of what they have learned about collaborative writing. Preliminary results show that group assignments will always be a challenge, but with careful planning and structure, a collaborative writing assignment can be used effectively to help students improve their analytical and critical thinking abilities, research and group work skills, as well as writing proficiency. Students have a positive experience of working in a team and identified a wide variety of different team skills that they have learned through the process.

Keywords: Collaborative writing, research assignment, students' perception, writing-to-learn