

## *Writing collaboratively in Google docs: Effects in subsequent individual compositions*

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This study analyses whether writing collaboratively in Google docs results in improved performance, which transfers to subsequent individually written texts. Following a pre-post-test design, collaboratively vs individually written texts and students' perceptions were compared. Results indicated the former were better but subsequent individually written texts were not. Collaborative writing has been praised for offering increased learning opportunities and better texts (Villarreal & Gil-Sarratea, 2020; Wigglesworth & Storch, 2009), especially regarding accuracy (Lee, 2010; McDonough & García Fuentes, 2015), however, scarce research exists regarding whether those better results transfer to subsequent individual texts (Chen, 2019), especially in secondary school contexts working online. This study analyses whether writing collaborative in Google docs results in improved performance over individually written texts and whether any improvement which occurs remains in subsequent individually written texts. Following a pre-post-test design, a control (n=23) and an experimental group (N=23) wrote individually and collaboratively, respectively, using Google docs. Three weeks later, both groups wrote individual texts and completed a questionnaire to indicate their preferences. The initial (pre-test) and final (post-test) texts were analysed using CAF measures and a holistic rubric scoring content. Results indicated that although students writing collaboratively enjoyed the writing tasks more and perceived it as more useful and the collaborative written online texts were better than individually written in all CAF measures and holistically, the superiority of their performance was not reflected in the post-tests. Both groups improved from the pre to the post-test showing that writing online is beneficial, and the EG's individually written texts were similar to the CG's or worse in fluency, number of errors and holistic ratings. Our study illustrates the benefits of writing online and the enjoyment collaborative writing tasks bring to secondary school students, encouraging teachers to use that approach but combining it with some individually written work.