

Collaborative Writing on Line with Apps During the Time of Pandemic: A Systematic Literature Review

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Abstract : Today's school is called upon to take the lead role in supporting students towards the formation of conscious identity and a sense of responsible citizenship, through the development of key competencies for lifelong learning. A role that requires it to be ready for change and to respond to the ever new needs of students, by adopting new pedagogical and didactic models and new didactic devices. Information and Communication Technologies, in this sense, reveal themselves to be useful resources that permit to focus attention on the learning of each individual student understood as a dynamic and relational process of constructing shared and participated meanings. The use of collaborative writing apps represents a democratic and shared knowledge way of construction through ICTs. It promotes the learning of reading-writing, literacy, and the development of transversal competencies in an inclusive perspective peer-to-peer comparison and reflection that stimulates the transfer of thought into speech and writing, the transformation of knowledge through a triological approach to learning generates enthusiasm and strengthens motivation. It represents a "different" way of expressing the training needs which come from several disciplinary fields of subjects with different cultures. The contribution aims to reflect on the formative value of collaborative writing through apps and analyse some proposals on line at school during the time of pandemic in order to highlight their critical aspects and pedagogical perspectives.

Keywords : collaborative writing, formative value, online, apps, pandemic

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