

Collaborative spaces at the university – writing consultation from students for students: a collaborative space for academic writing

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EXTENDED ABSTRACT

1. Introduction

This presentation explores the concept of collaborative learning in higher education, focusing on student-to-student writing consultations as a model for academic support. Collaborative learning, a process where individuals contribute their expertise and work together to achieve shared learning outcomes, has proven to be highly effective for knowledge acquisition, particularly in writing.

2. Methodology

I will focus on peer tutoring model, as introduced by Bruffee, highlights the importance of social interaction in learning environments, emphasizing that students often learn best from one another. Through writing consultations, both the consultant and the writer benefit from this collaborative process, developing skills such as critical reflection, academic writing proficiency, and active listening. This approach fosters a deeper understanding of academic content and promotes the development of problem-solving abilities and emotional and motivational aspects of learning. In this paper the writing consultation from students for students will be introduced to give other Universities the opportunity to think about implementing peer writing consultation as one model for collaborative learning. I am going to present the principles of the writing consultation from students for students and I will also tell the audience from my experience as former (one of the first writing peer tutor in Germany) and as director of the Writing Center about how the writing consultation from students for students works.

3. Results and Conclusion

Ultimately, I like to advocate for the creation of more collaborative learning environments in higher education, suggesting that institutional support, resources, and recognition of these formats are essential for their success.

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