

# WELCOME!

## Paper Chase Collaborative Writing

Instructions while we wait for everyone to get settled:  
Using the pen & piece of paper in front of you,  
respond to the following questions in written form on the back:

*If asked to create a collage using this piece of paper,  
what might that look like (what form would it take)?*

*What might you title this piece of work?*

*What would your process be for creating this art?*

“If we can do it, anyone can”:  
Paper Chase Collaborative  
Writing Exercise for Engaging  
Students in Research  
Dissemination”

Alicia Dahl & Jessamyn Bowling



# Agenda

## Topics Covered

1. Background/Rationale
2. The Paper Chase Method
3. Our Implementation  
(what and how)
4. Activity
5. Impact
6. Q&A



# Who we are

Alicia Dahl

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# Background

One **barrier** for students and faculty is **time and mentorship** required in preparing manuscripts (Nosek and Bar-Anan, 2012)

Partly due to competing priorities

Especially affects BIPOC faculty and faculty who are women

Student involvement in academic research has multiple **benefits**

Tangible skills (e.g. understanding primary literature, scientific writing), mentorship, and clarification of a career path, intrapersonal benefits like self-confidence (Lopatto, 2007)

Writing skills for students are **not often focused on developing peer-reviewed journal manuscripts** (Clughen and Connell, 2012)

Can help them engage with peer-reviewed literature

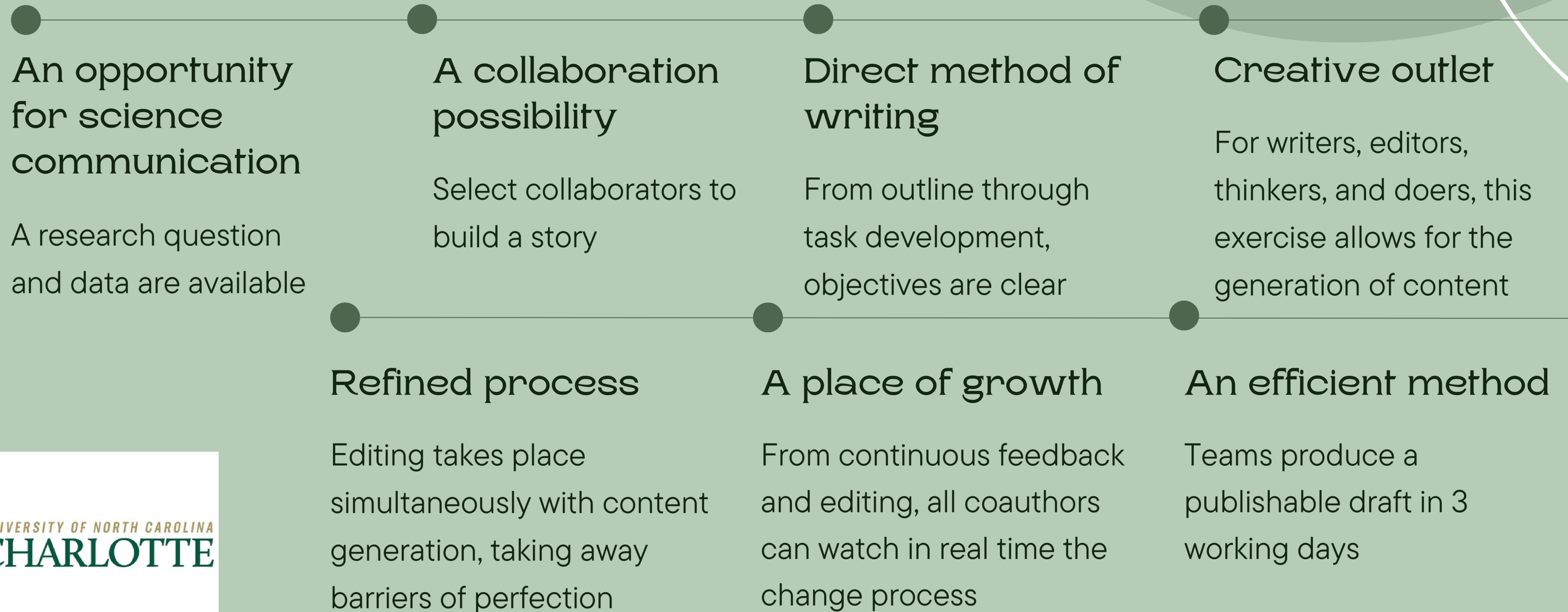
# Collaborative Writing

- A high-impact practice (Kuh 2008)
- Can promote deeper learning (Quitadamo and Kurtz, 2007)
- Reduce concerns for less experienced writers (e.g. perfectionism; Cameron et al., 2009)
- May have issues like "passengers" who don't contribute (Scotland, 2016)





# What is the "Paper Chase"



# But how does it work?

- Teams of 4-6 people
- Research topic & data already determined
- Each person is assigned a writing block and set of tasks to complete; once a block is over, the roles and responsibilities rotate until the paper is completed, editing along the way.





# Roles & Responsibilities

Block 1	Block 2	Block 3	Block 4
Results/Disc	Discussion	Intro/Methods	Discussion
Results	Results	Results	Methods/Abstract
Discussion	Intro	Discussion	Methods/Abstract
Results	Results	Results	Discussion
Abstract	Intro	Discussion	Results
Methods	Discussion	Intro	Results
Intro	Methods/Abs	Results	Discussion

	Shanika	Farida	Sophie	Annalise	Alicia	Priyanka
<b>9:00-9:30 AM</b>	<b>Welcome &amp; Agenda Setting</b>					
<b>9:30-10:30 AM</b>	<b>Results</b> <i>Goal: summarize findings from survey analysis</i>	<b>Methods</b> <i>Goal: detail data analysis methods; review research process details</i>	<b>Introduction</b> <i>Goal: write <u>section on SDoH and pregnancy</u></i>	<b>Discussion</b> <i>Goal: write <u>section on strengths and limitation</u></i>	<b>Introduction</b> <i>Goal: write <u>section on public health outcomes related to Black pregnancies</u></i>	<b>Methods</b> <i>Goal: detail recruitment &amp; data collection processes</i>
<b>10:30-10:40 AM</b>	<b>Break (10 minutes)</b>					
<b>10:40-11:45 AM</b>	<b>Results</b> <i>Goal: summarize findings from <u>analysis</u></i>	<b>Results</b> <i>Goal: summarize findings from <u>analysis</u></i>	<b>Introduction</b> <i>Goal: write <u>section on coping strategies for mental health</u></i>	<b>Discussion</b> <i>Goal: write <u>section on recontextualizing reader</u></i>	<b>Introduction</b> <i>Goal: write <u>section on COVID related to Black pregnancies</u></i>	<b>Methods</b> <i>Goal: paragraph form - detail the survey tools with # of items, measures used, sample items</i>
<b>11:45-12:00 PM</b>	<b>Group Check-In &amp; Goal Setting for <u>next</u> session</b>					
<b>12:00-12:45 PM</b>	<b>Networking &amp; Lunch</b>					
<b>12:45-1:50 PM</b>	<b>Methods</b> <i>Goal: detail data analysis methods</i>	<b>Results</b> <i>Goal: summarize findings from <u>analysis</u></i>	<b>Methods</b> <i>Goal: paragraph form - detail the survey tools with # of items, measures used, sample items</i>	<b>Introduction</b> <i>Goal: write <u>section on COVID-19 and prenatal care (racism, access, etc.) continuing covid problems</u></i>	<b>Journal</b> <i>Goal: draft cover letter</i>	<b>Results</b> <i>Goal: describe sample demographics</i>

# The use of technology



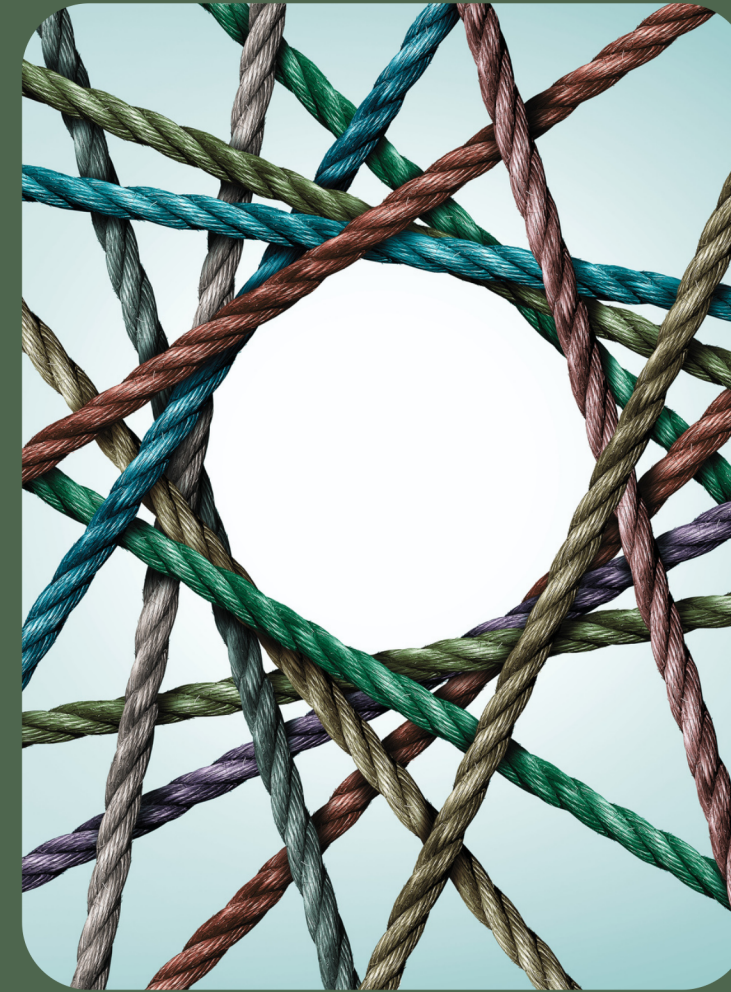


# What we've done



## Online vs. in-person

Online (n=34) for when necessary, but in person (n=25) has more synergy



## Unfamiliar vs. familiar teams

*Unfamiliar:* more networking, interdisciplinarity, more inclusive of marginalized students  
*Familiar:* more deep thinking, more evolution of ideas



## Course project vs. event

For classes with a writing development component





# Participating in the Paper Chase...

Increased participants' sense of being **cooperative in their writing** ( $t=3.13$ ,  $p=0.004$ ) and **made problem-solving easier** ( $t=2.81$ ,  $p=0.009$ )



"This was a great experience working with people and allowed me to see a brighter side to working with a group. I was able to bounce ideas off different individuals and learn from my group mates."

Undergraduate student, in person group



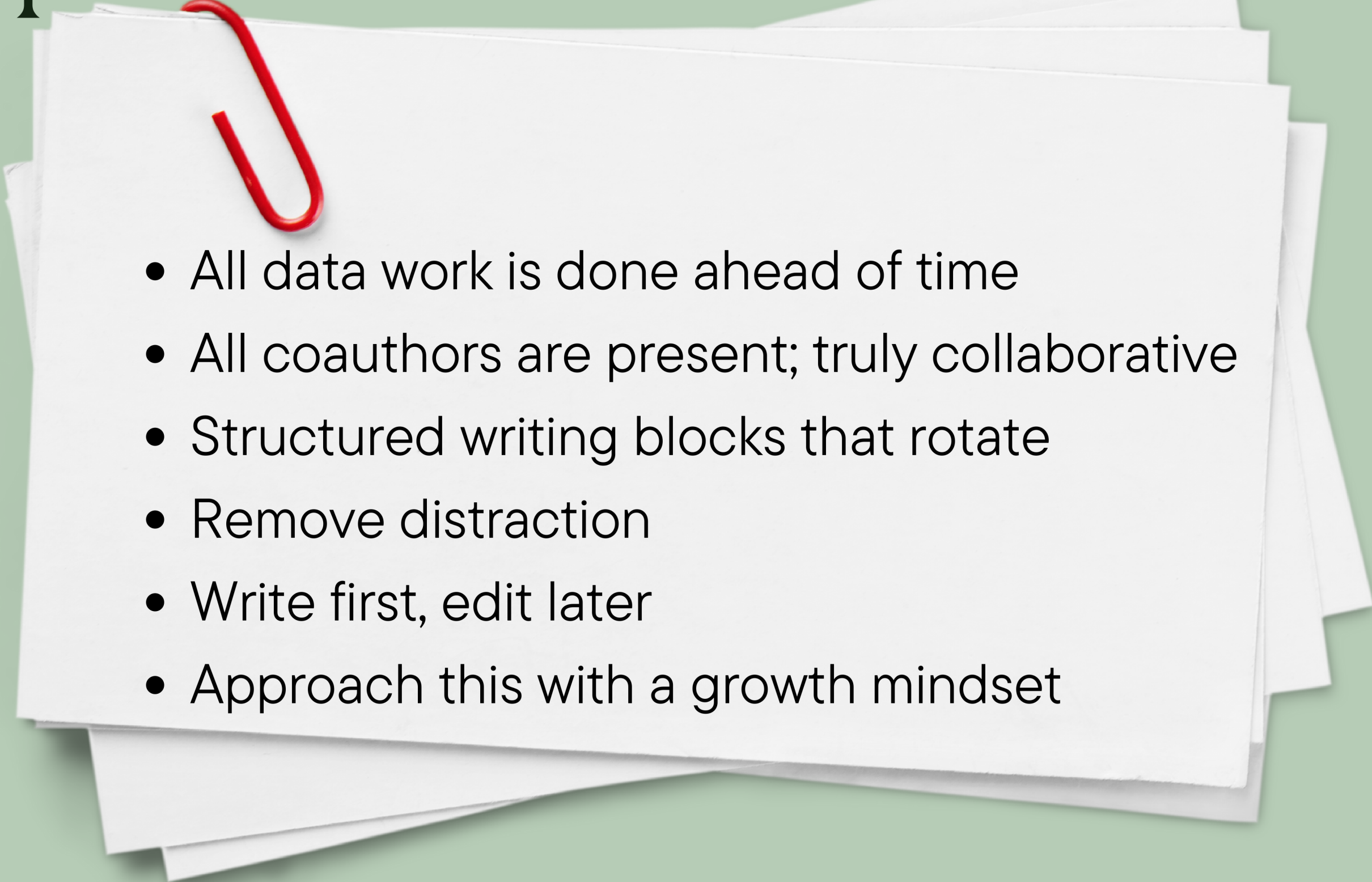
“It gave me insight about the manuscript writing and submission process. It also showed me a different form of academic writing.”

Undergraduate student, virtual group

“It helped me gain confidence in my writing and editing skills and made me work more efficiently.”

Graduate student, virtual group

# Recipe for Success

- 
- All data work is done ahead of time
  - All coauthors are present; truly collaborative
  - Structured writing blocks that rotate
  - Remove distraction
  - Write first, edit later
  - Approach this with a growth mindset



# Demonstration Activity

The background is a complex abstract collage. It features several overlapping layers of paper and paint. A large, textured green area is at the top. Below it, a wavy, torn edge separates a gold-colored section from a grey and black splattered section. Further down, there are more layers of gold, orange, and black paint splatters on a white background. The overall composition is dynamic and layered, with various textures and colors.



# Create a collage

In teams of 3 – 1 task per person

We will be developing a masterpiece in largely, unfamiliar groups, similar to our Paper Chase program. We've assigned each person a role for three rounds of the exercise.

Task 1: Trace template onto papers

**these will become the pieces of your collage**

Task 2: Sketch out & cut the outline for the large collage

**develop a design for the masterpiece**

Task 3: Create multiple small tape rolls

**to tie the story together**

ROUND 1:  
Goal – Generate content



# Create a collage

In teams of 3 – 1 task per person

We will be developing a masterpiece in largely, unfamiliar groups, similar to our Paper Chase program. We've assigned each person a role for three rounds of the exercise.

Task 1: Cut shapes traced during Round 1

**similar to how we use existing literature to build our paper narratives**

Task 2: Attach tape to clippings as they become available

**similar to how we link paper sections together**

Task 3: Place the pieces onto the large format outline

**consult with team members as needed**

ROUND 2:  
Goal – Fill in the gaps!



# Create a collage

In teams of 3

We will be developing a masterpiece in largely, unfamiliar groups, similar to our Paper Chase program. We've assigned each person a role for three rounds of the exercise.

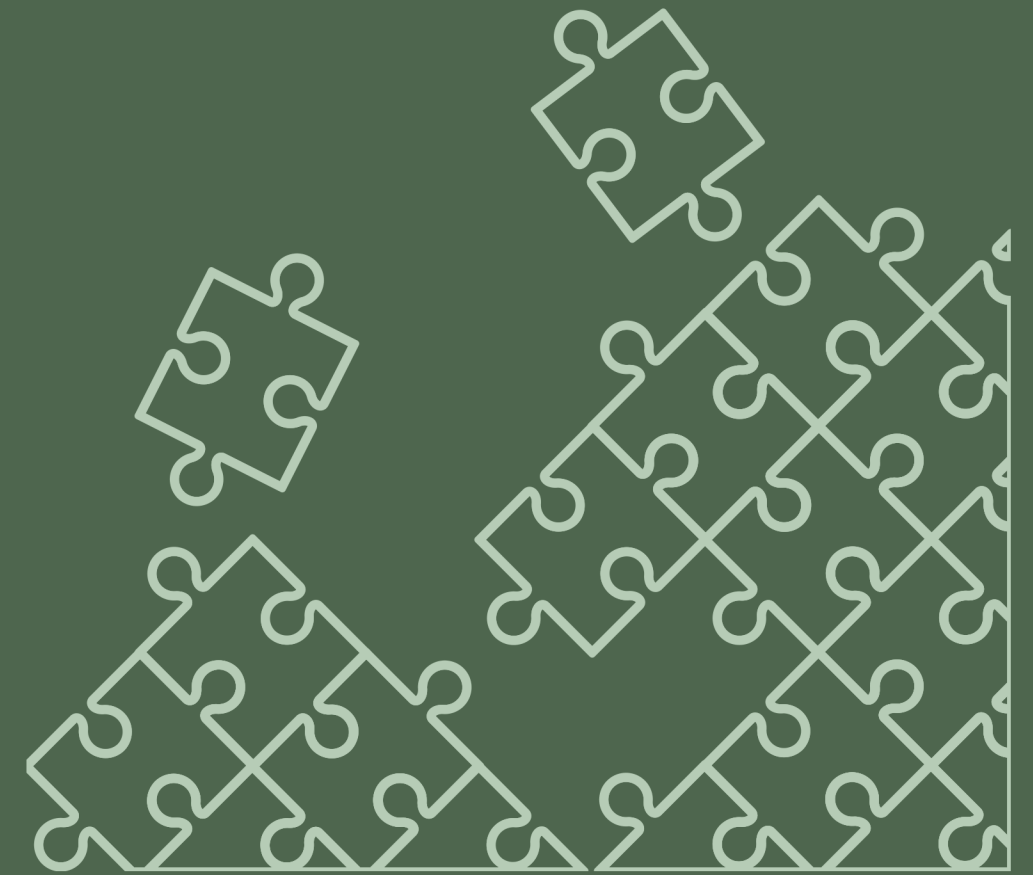
Collaboratively, use the remaining time to work together and finalize the collage on the large format outline using any supplies available.

ROUND 3:  
Goal - Collaborative edit





# Sharing



Lastly, choose how you want to cut the collage apart to let members take pieces home

# At what point in the activity did you consider:

1. Previous attitudes with teams or creating
2. Learning about the project
3. Creating a rough outline
4. Generating content
5. Editing for content, flow, singular vision/voice
6. Collective editing
7. Informing future writing and teamwork

What might be the impact of this approach to groupwork?

How might you integrate this model into your own work?



# Questions?

Check out our publication in *Active Learning in Higher Education*:  
“If we can do it, anyone can!”: Evaluating a virtual “Paper Chase” collaborative writing model for rapid research dissemination.”



# Thank you!

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## References

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