

Ecologies of Collaborative Selves in the Writing Classroom

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While group work and peer review are nearly ubiquitous in the university writing classroom, they have changed very little since the Bruffee-Trimbur debates. Often, focus is on assessment and outcomes, rather than the ways writing is always emerging from collaboration with other people, objects, and ideas. Through the University of Hawai'i at Mānoa's mentoring program, we worked with students to better understand what makes them effective collaborators. Findings show that collaboration comes from a place of self-efficacy, a sense of responsibility within the collaboration. Self-efficacy and collaboration are thereby entangled and ontological, not isolated activities or skills to be mastered.