

A Study on the Use of Creative Digital Writing Activity

Hwa-Seon Kim and Kyeong-Ouk Jeong

Abstract—The purpose of this paper was to present the instructional curriculum design for a creative digital writing course with the use of nonlinear digital communication and examine the classroom implementation of creative digital writing activities in the university literary education. This research tried to reflect the changes in the perspectives and attitudes of university students who were participating in writing and reading activities in the era of digital revolution. Participants in this study utilized online links to write their own articles and then the researcher analyzed how the creative digital text produced by students made sense in the interweaving network of nonlinearly digital communication for their literary learning experience. While participating in the creative digital writing activities, students directly experienced the relationship between the whole and the part as well as the change in meaning that the new digital narrative structure had produced. In addition, the participants in this study experienced the relationship between collective intelligence and narrative structure. Students also had the experience of combining digital communication with writing activities. This experience had its significance as an example of applying the communication method of digital age to actual classroom writing education.

Research Keywords—Creative Digital Writing, Cooperative Writing, Digital Communication Education

1 INTRODUCTION

While modern society had been experiencing a revolutionary change in the every sector of the society through the advance of ICT technology, writing education in the university still have tendency of sticking to the conventional and somehow premodern way of presenting the writing framework to the students. Digital communication refers to a nonlinearly structured document, which is an interactive text structure that should read from top to bottom and from front to back. With the ICT development, digital creative writing has become the basic form of Internet documents and has been regarded as the basic unit of digital narratives in various forms. Digital creative writing was once considered as post-modern narratives. Within the current digital environment, the way of communication has also changed significantly, and the way of composing narratives has also changed accordingly.

This research tries to present the instructional curriculum design for a creative digital writing course with the use of nonlinear digital communication and examine the classroom implementation of creative digital writing activities in the university literary education while reflecting the changes in the attitudes of learners participating in writing and reading activities in the era of digital revolution. Participants in this study use online digital method to write their own articles and the researcher will analyze how the digital creative writing activities produced by students make sense in the interweaving network of nonlinearly digital communication. This would be a practical example of a nonlinear narrative structure in which the traditional narrative structure is transformed. The creative writing activities using nonlinear digital communication has been performed according to the designated stages of the classroom procedures.

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2 RELATED WORKS

The development of digital networks and information and communication technologies has changed the reading and writing activities, and consequently the concept of literacy has also changed. The thought-provoking and crucial reality - at this

turmoil of remarkable sociocultural, historical, technological, and economic paradigm shift - is that innovative digital technologies have penetrated so many levels of everyday life and everyday communication for many people [1].

Writing activities in the field of digital communication have inevitably changed the subject of writing and changed the process of writing [2]. Writing education should also be studied from a different point of view to accommodate these changes. Creative digital writing activities help instructors and students to interact in ways beyond the simple content delivery and support students to build a shared learning community through digital devices [3]. Creative digital writing texts using interactive online links would replace traditional printed texts with interwoven networks of communication and information, which could reflect diverse levels of technicality of the authoring tools for writing activities in the era of the fourth industrial revolution [4]. Collaborative writing activities could be facilitated by the interactive digital system which helped peers to exchange collaborative feedback to each other's writing output and also helped them to be integrated individual writing draft into coherent writing results [5] [6].

3 METHODOLOGY

The writing class using digital media was managed under the theme of "Reading our society through keywords" for a university writing course. The essential process of this digital writing activity was divided into two steps. First, individual students were advised to write their own texts independently which conveyed the designated meaning of the given topic of the writing activity. Next, the texts written by the individual students came together within their group in order to form the overall theme of their collaborative writing team. In other words, the essential concept was that each article plays the role of expressing the whole subject while being independent. Here, keywords played a very important role. The keywords that students selected were focal words of their own writing. At the same time, the keywords revealed the whole theme of the collaborative writing group. In addition, the keywords chosen by the individual students of the group should be repeated at least once in every four students' writing output.

At this point, the selected keywords were handled as the form of online links. The purpose to arrange the keywords as the form of online links was based on the rationale that keywords processed by

online links would lead to nonlinear readings of the text. Also, the emphasis on keywords was to lead readers to be able to experience a nonlinear dualistic narrative structure. According to this intention, each student selected keywords one by one and wrote an article based on the selected keywords. Under the consultation with the collaborative writing team members, they revised the writing contents of the draft. Google documents were effectively utilized in this stage for the team members to work together while revising and editing their writing output. This type of writing reflected the digital communication structure of modern society developed by ICT and had the purpose to help the students to make use of digital media and to experience collaborative digital communication. The creative writing education using digital communication was performed according to the designated stages: Before-class stage, While-class stage 1-4, After-class stage. Table 1 shows the respective instructional stages for major classroom writing activities.

4 RESULTS AND DISCUSSION

Some of the students of a group chose the keyword "big data, communication, empathy, window" to write an article on the "Reading our society through keywords". While students wrote articles about the keywords they chose, they linked the photos and videos onto their writing that they uploaded to their cafe or blog. In addition to one keyword that they chose, they were required to use other words more than once and to insert the URL address of the online document created by another student and created a link to it.

In the while-class stage 2, students discussed the subject in advance and created the outline of the text in the next step. Therefore, the parts represented by each keyword could be naturally converged on the whole theme. Using the URL linking feature of the online documents, students could combine images and music in the free format. By clicking on the online link, the meaning could be organized in different orders depending on the reader. By making different readings possible depending on the subject of reading, this technique enabled to produce active readers, and the writer was also able to construct meaning in various ways thanks to the nonlinear features of digital communication. Moreover, since collective intelligence exerted its power through collaborative digital writing activities, creative digital writing activity has been a very exciting task for students.

Table 1. Stages for Major Classroom Writing Activities

Stages	Major teaching and learning activities	Using media and digital materials
Before-class	<ul style="list-style-type: none"> • Present the topic: Reading our society through keywords 	<ul style="list-style-type: none"> • Search and collect related materials (Internet and Library)
While-class 1	<ul style="list-style-type: none"> • Organize a team with 4 members • Confirm topics: Share meaning of text • Discussion topics: Text-based discussion 	<ul style="list-style-type: none"> • Read selected text using Drop Box
While-class 2	<ul style="list-style-type: none"> • Present the assignment: Writing an article for college newspapers or a magazine • Selecting a topic: Choosing a topic and selecting keywords for each topic 	<ul style="list-style-type: none"> • Use Google Docs and search Internet resources
While-class 3	<ul style="list-style-type: none"> • Make an outline based on keywords • Perform cooperative writing activities: Writing drafts • Peer discussion and peer editing 	<ul style="list-style-type: none"> • Use Google Docs and search Internet resources
While-class 4	<ul style="list-style-type: none"> • Organize digital text based on the selected keywords 	<ul style="list-style-type: none"> • Google Docs
After-class	<ul style="list-style-type: none"> • Read the text in the way that each student wants • Write a review 	<ul style="list-style-type: none"> • Google Docs

5 CONCLUSIONS

This research tried to present the instructional curriculum design for a creative digital writing course with the use of nonlinear digital communication while reflecting the changes in the attitudes of learners participating in writing and reading activities in the era of digital revolution. Participants in this study used online digital method to write their own articles and the researcher analyzed how the digital creative writing activities produced by students made sense in the interweaving network of nonlinearly digital communication for their literary

learning experience. By actively using the digital authoring tool, the participants in this study took part in collaborative writing activities and exchanged feedback to each other. The participants in this study realized that that it was a new format of writing process that simultaneously formed the whole narrative as well as their individual partial narrative. Thus, students were able to experience a new format of nonlinear digital narrative structure. This experience has had its significance as an example of applying the digital communication method to actual classroom creative writing education.

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