

Title:**Beyond the Interface: Negotiating the Social and Technical Friction of Open Collaborative Writing****Abstract:**

While the digital mandate in contemporary classrooms emphasizes proficiency in multimodal composition and collaborative teamwork, the integration of these technologies often introduces unforeseen pedagogical "friction". This presentation re-evaluates the paradigm of "working in public"- the transparent documentation of student contributions on digital platforms. Drawing from a semester-long study of 60 trainee teachers at Universiti Malaysia Sabah, we move beyond viewing digital tools as mere facilitators to examine them as active participants in the negotiation of accountability and peer pressure. The study identifies a critical "Collaboration Workflow Barrier," specifically revealing that the editing stage remains the most significant technical and social hurdle for students. Findings indicate that while public visibility fosters measurable responsibility, it simultaneously generates intense psychological scrutiny and social tension that can impede the creative process. Furthermore, technical obstacles such as version control and merging conflicting edits often transform the software from a solution into a primary obstacle. We propose a shift in perspective: rather than seeking seamless technology integration, educators should adopt a "Staged Technology" framework. This approach advocates for matching tool types to specific cognitive writing stages—utilizing synchronous tools for drafting and asynchronous tools for version-heavy editing. Attendees will gain a strategic roadmap for implementation that balances digital literacy with the nuanced human dynamics of collaborative authorship, ensuring that technology serves the pedagogy rather than complicating the workflow.