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Electronic Peer Feedback in a Collaborative Classroom

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by

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Abstract

This study examines the ways in which frequency and reflexivity affect student engagement with the peer feedback process. I study the peer e-feedback sessions conducted via *My Reviewers* in a pilot model of Composition 2 at a large research university in the southeast in order to determine if an increased focus on the peer feedback activity might enhance the effectiveness of the process. Through textual analysis and survey results, I determine that an increased focus on electronic peer feedback along with an increase in frequency and reflexivity helps to minimize some common criticisms of the peer feedback process. In this pilot model, the instructor plays an increased role in the peer feedback process and students are also asked to create a detailed revision plan. These elements of the process help to address the criticism that students have difficulty addressing the validity of peer feedback and minimizes the likelihood that students will incorporate incorrect feedback into their revision plans (Ferris; Stanley). Additionally, students in this study demonstrate an increased understanding of the purpose of the feedback process through an increase in revision-oriented comments as they gain more experience with the activity.

Introduction

In an ongoing effort to develop a curriculum that attends to student needs, the First Year Composition Program at a large research university in Florida is piloting a Collaborative Model. The Collaborative Model Pilot uses the same base curriculum as the traditional sections of ENC1102, which is the second course in the first-year composition sequence. However, in contrast to the traditional classroom model, this pilot model, according to the course's website, "emphasizes a variety of teaching modalities and learning spaces by negotiating not only the traditional classroom space, but also one-on-one, small group and online spaces/literacies" (Composition II). The collaborative model allows students to work within a variety of spaces, both physical and virtual, with various groups. In addition, the course seeks to, according to its syllabus, offer "more attention to peer review and increased opportunities for students to receive individual attention through one-on-one teacher-student conferences and teacher-student group conferences" (Composition II). By providing the opportunity for students to engage in traditional classroom meetings, small group and individual conferences, and peer e-feedback, the collaborative model enables students to practice communicating in a variety of situations.

Given the prevalence of digital compositions and the problematic nature of peer feedback, this study investigates the ways in which the frequency of peer e-feedback offered by the collaborative model can allow students to become more comfortable with and participate more effectively in the peer feedback process. While students traditionally

FYC Collaborative Model Review and Revision Process

Cycle One

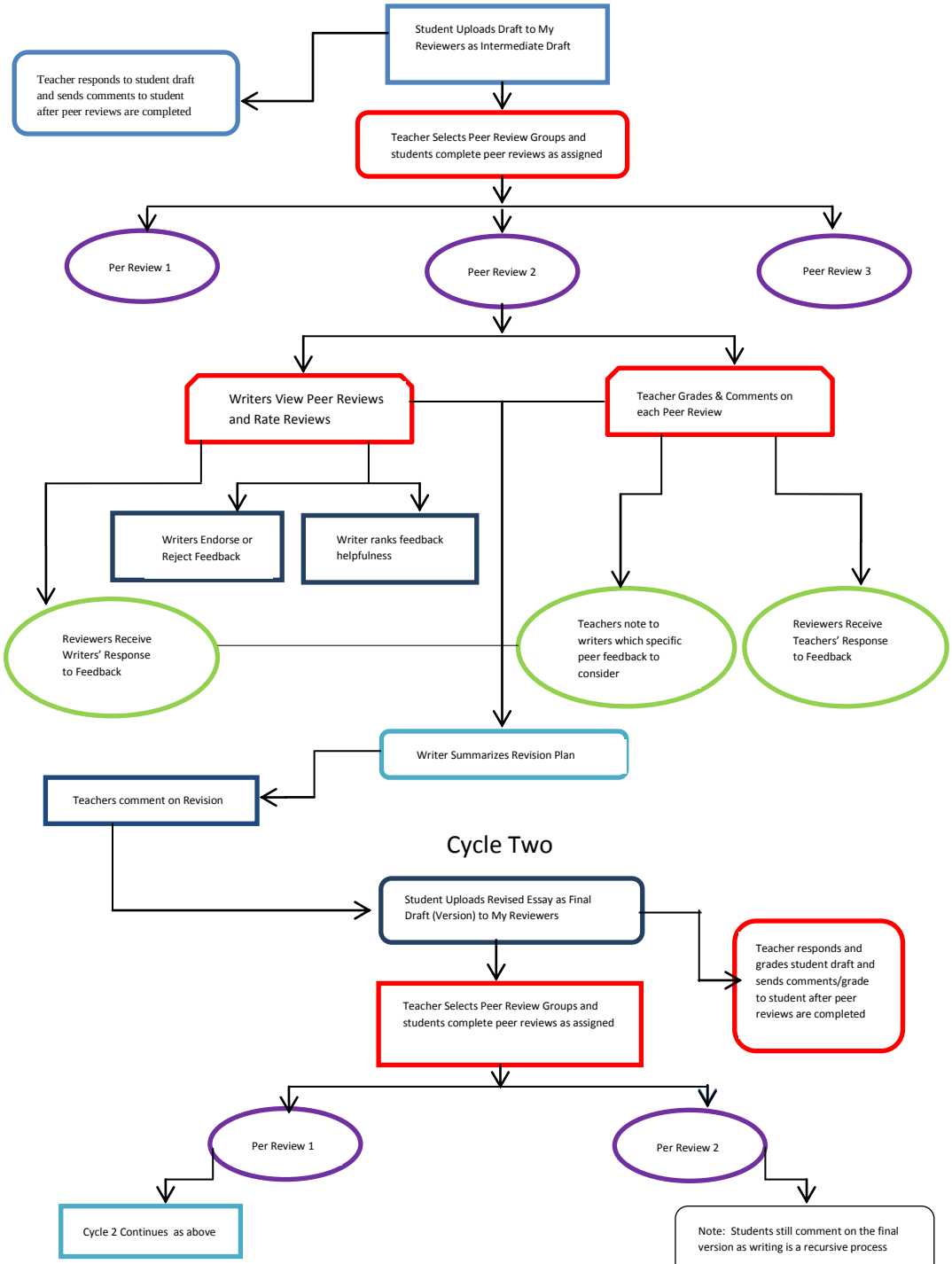

Figure 1: Collaborative Model Workflow Diagram for Revision.

engage in peer-feedback once per project in a face-to-face setting, the online collaborative model workflow (see figure 1) encourages students to engage in two peer e-feedback sessions per project via *My Reviewers*, an internally developed program that facilitates both teacher and peer e-feedback on writing projects.

Students in the collaborative model courses are required to complete three drafts of each major writing project and will provide e-peer feedback for multiple students in each feedback session. As seen in the collaborative model workflow diagram (see figure 1), Cycle One of this process asks student to upload intermediate drafts to *My Reviewers* for both peer and instructor feedback. The instructor will then assign students to peer feedback groups and the students will provide feedback to each of their group members. The workflow diagram (figure 1) recommends that students be placed in groups of 4, allowing each student to provide peer e-feedback to three peers, but this may not always be possible due to variables such as class size.

At this point in Cycle One, students have received e-feedback from their peers as well as from their instructor. Now, the instructor will grade and comment on the peer e-feedback students have provided, allowing the reviewer to better understand his strengths and weaknesses as a reviewer. Instructors will also compose a note to the writer, with recommendations as to which specific elements of peer feedback the writer should consider. This element of the process is designed to guide students in the process of negotiating feedback.

After receiving feedback from their peers and instructor, students are given the opportunity to rate the peer e-feedback they have received. In these notes to the

reviewers, student writers are asked to rate the helpfulness of the feedback. Additionally, students are asked to either endorse or reject the specific elements of the feedback provided. This element of the cycle is unique – reviewers often have no idea which elements of their feedback were or were not helpful for revision purposes. By allowing writers to explain to reviewers which elements of their feedback were (or were not) helpful and why, reviewers might begin to better understand how to provide useful feedback.

In the final step of Cycle One (see figure 1), writers create a revision plan, explaining which elements of instructor and peer feedback the writer will incorporate into the final draft. The instructor comments one final time on this revision plan, and the student completes the final draft. It is this element of reflexivity that makes the collaborative model unique: students are held accountable for considering the feedback they receive from their peers, and reviewers are given the opportunity to understand which types of comments are most helpful for writers.

Cycle Two of the process reveals another unique element of the collaborative model (see figure 1). In order to highlight the recursive nature of the writing process, students are required to offer peer e-feedback on final drafts as well as intermediate drafts. Since students typically remain in the same peer e-feedback group throughout the course of each project, providing feedback on the final draft allows reviewers an additional opportunity to see the ways in which the writer accepted, or discarded, their suggestions for revision. After submitting the final drafts of their projects, the instructor and peer e-feedback process begins again (see figure 1). The model asks students to offer feedback to two peers for the final draft, rather than the three recommended for the

intermediate draft peer feedback sessions, and students are not required to create an additional revision plan at this stage, as no additional revisions will be made. Since students are aware that the comments they provide during the final peer review will not result in revision, they are encouraged to comment on strategies that the writer might apply to future writing projects. I argue that while this process has the potential to increase students' awareness of the reflexive nature of the writing process through an increased attention to peer review, the frequency with which peer reviews are conducted also has the potential to increase the students' understanding of and comfort with the process.

Not only are students in the collaborative model offered more frequent opportunities to engage in peer e-feedback, students also receive feedback on their feedback, which enables them to consider the ways in which their comments are, or are not, useful and appropriate. This study examines the extent to which the frequency and reflexive nature of peer e-feedback available in the collaborative model will affect the students' ability to engage meaningfully with the task. Primarily, I am interested in exploring the ways in which the collaborative model's frequent and reflexive peer e-feedback may address some of the most commonly identified problems with peer feedback. This question will guide my inquiry: How does the frequency and reflexive nature of peer e-feedback conducted via *My Reviewers* affect peer e-feedback sessions for students?

This investigation begins with a review of the literature concerning both face-to-face and electronic peer feedback in order to identify both benefits and criticisms of the peer feedback process, followed by a detailed description of the studies' methodology.

Finally, I present my findings, addressing the ways in which the frequency and reflexivity of peer feedback in the collaborative model helps students to better understand the purpose of the feedback task, leading to an increase in content-based changes over time, while the increased role of the instructor in the peer feedback process helps students to better assess the validity of peer feedback, minimizing the risk that students will incorporate incorrect feedback or ignore valid feedback.

Literature Review

This study seeks to identify the ways in which increases in frequency and reflexivity in peer e-feedback can increase the effectiveness of the peer feedback process for students. This examination begins with a consideration of noted benefits and criticisms of peer feedback generally, moving into a discussion of noted benefits and criticisms of e-feedback.

Peer Feedback

Peer feedback is often utilized in the composition classroom, but both teachers and students alike are often confused by the task (Berg 216; Ferris 69; Zhang 209). While teachers are often unsure as to how to make the peer feedback task useful and productive for students, students are often resistant to the activity, wondering about the purpose behind the task. Although numerous benefits of peer feedback exist for students, including co-construction of knowledge for both writer and reader (Bruffee; de Guerrero and Villamil; Ferris; Tsui and Ng; Villamil and de Guerrero) and the benefit of multiple audiences (Ferris; Guardardo and Shi; Tsui and Ng), criticisms regarding the activity also persist. Critics of peer feedback argue that students often focus on non-revision based changes (Ferris, Newkirk, Stanley, Tsui and Ng) and that the process can be ineffective because students are often unsure of their group roles and unfamiliar with the purpose of the feedback process (Nelson and Carson; Stanley; Villamil and de Guerrero).

Noted Benefits of Peer Feedback

Numerous beneficial characteristics of peer feedback have been identified for students. Bruffee identifies peer feedback as a collaborative task, arguing that through the process of peer feedback, students become better readers and, as a result, better writers (61). In a study of 54 second-language learners, Villamil and de Guerrero conclude that partnered peer feedback offers an opportunity for both reader and writer to participate in and learn from the activity (69). The students observed in this study demonstrated "bilateral, rather than unilateral, participation and learning" (69). Both writers and reviewers gave and received help related to writing and revision, typically by providing scaffolding to a partner by "advising and responding to advice, eliciting and responding to elicitation, reacting, and requesting clarification" (61). This study and others indicate that readers benefit from reading the texts of their peers and critically thinking about the text in order to offer suggestions for revision, while writers benefit from their peers' suggestions for revision (de Guerrero and Villamil, 65; Ferris, 76;Tsui and Ng, 165; Villamil and de Guerrero, 69). Peer feedback has the potential to identify and create awareness of student limitations, which allows for ZPD (Vygotsky's Zone of Proximal Development) access, enabling learning to occur through mutual scaffolding (de Guerrero and Villamil, 65; Tsui and Ng, 165; Villamil and de Guerrero, 69). Bruffee argues that, through the peer feedback process, students are able to co-construct knowledge without the instructor (49).

Ferris concludes that peer feedback is beneficial in that it offers the opportunity for more feedback than the instructor could possibly provide alone (251). Furthermore, peer feedback presents the writer with more diverse audiences, consisting of non-experts

with multiple perspectives, which enables the writer to enhance clarity and facilitate proper delivery of her message (Guadardo and Shi, 456; Tsui and Ng, 162-3). In a comparison of peer and teacher feedback, Tsui and Ng find that, for the six students interviewed, peer feedback "foster[ed] ownership of text" (164, 167). The more feedback students received (especially through collaborative learning), the more they began to maintain a sense of autonomy, enabling them to pick and choose which feedback was the most useful for revisions (166).

Noted Criticisms of Peer Feedback

Research on the efficacy of peer response is not, however, entirely positive. Students often have difficulty assessing their roles in the peer feedback process, making it difficult for them to clarify or elicit information from peers (Stanley 219), causing some students to exhibit excessive levels of passivity or authoritativeness (Villamil and de Guerrero 65). Unfamiliarity with group rules and a lack of awareness regarding the intended purpose of peer feedback can also lead students to focus on surface errors and resort to "inappropriate rubber stamp advice" (Stanley 219). Nelson and Carson argue that non-native speaking students often identify their role as assessor in terms of short-term revision or editing, viewing their role strictly in terms of error identification (128). For students who understand the purpose of feedback as error correction, peer review is seen as a short-term activity meant to identify errors, instead of as an activity intended to improve writing skills for long-term use.

Additionally, Tsui and Ng note that peer comments do not enable "macro-text-based" changes, or content-based revisions (167), finding that students believed that only teachers were capable of providing such macro-level comments (162). Additional studies

examining the effect of peer revision on global issues suggest that students tend to supply meaning when reading their peers' essays, assuming that logical gaps in content are instead a fault in the ability of the reader to understand the prose (Newkirk 306; Stanley 219). Students also have difficulty assessing the validity of peer feedback, which can lead to students incorporating incorrect feedback into subsequent drafts of their essays (Ferris 72; Stanley 219). These studies indicate that for peer feedback to be effective, students must be encouraged of their peers' ability to thoughtfully engage and assist them in revision and must also be instructed and guided in how best to undertake the task (Bruffee 68; Newkirk 310).

E-Feedback

Innovations in e-feedback have started to change the peer feedback task. The introduction of computers into the classroom has required investigation and research into how technology has affected and effected the experience of peer feedback. Jin and Zhu note that the influx of technology into the classroom "has offered new possibilities for instructional innovation," but how accessible and "instructional" technology is in the classroom has researchers divided (285).

Noted Benefits of e-Feedback

Guardado and Shi's study, which examines Japanese exchange students at a Canadian university, finds that the task of reading and engaging with another paper is the most beneficial aspect of the e-feedback process. Guardado and Shi note that, when using the e-feedback tool, students tend to write feedback in a narrative form rather than in the style of a list, requiring them to engage in syntactic structuring such as transitions, segues, and cohesive devices in order to make rhetorical moves from giving positive

segues, and cohesive devices in order to make rhetorical moves from giving positive comments to negative comments and vice versa (452).

Two studies, conducted by Liu and Sadler and Tuzi, find that e-feedback increases the overall percentage of comments made by students in the peer feedback process. Liu and Sadler closely examine the types of peer feedback given in a cross-cultural classroom, making comparisons between a traditional peer feedback group and a computer-mediated communication group (CMC) that utilizes Microsoft Word's commenting capabilities to provide feedback (197). The CMC group benefits from not having a prompt sheet to guide them through the peer review process; instead, they felt liberated in using Word's comments feature to provide feedback in far more locations than the traditional group did (221). Tuzi, investigating non-native speaking students who use both e-feedback and oral feedback, finds that e-feedback enables more revisions than traditional feedback, works to generate ideas, and opens up the audience through the use of a web-based interface (230, 232). Van der pol et al.'s study of a Dutch Virtual Learning Community finds that, for college students, e-feedback increases student participation and time spent writing, while the presence of annotation features in the e-feedback tool help to increase student revision (van der Pol et al., 1816).

Additionally, Liu and Sadler's study finds that the CMC group not only has a larger percentage of both local and global comments, but they also have a larger percentage of revision-oriented comments (218). This finding contrasts that of Tuzi, who concludes that although e-feedback is incredibly useful for enabling "larger level additions," the revising of structural issues is more prevalent (229).

Noted Criticisms of e-Feedback

While there have been many benefits found to spring from e-feedback, there are just as many criticisms. Many studies have found, not surprisingly, that peers oftentimes prefer and respect teacher feedback more than peer feedback. Guardado and Shi's study states that students choose to ignore comments from peer feedback. This problem is not necessarily exclusive to e-feedback since traditional face-to-face peer feedback experiences similar problems (456). Part of the goal of Guardado and Shi's study is to see if e-feedback fosters not only higher quality comments from peers but if peers would value those comments further; unfortunately, this was not the case. Some students missed the interpersonal experience of face-to-face feedback even though they failed to take advantage of the dialogue capability the technology permitted (457). Guardado and Shi note, above all, that e-feedback is not a simple alternative to traditional feedback. Tuzi is also skeptical about e-feedback as being a replacement for traditional feedback; he emphasizes that it is not an alternative to classroom interaction but another form of it (231).

While Liu and Sadler found some benefits to e-feedback within their CMC group, they also found several problems related to technology use. While the CMC group overall made more comments, including global and revision-oriented ones, the CMC group did not make as many revisions as the traditional group (214-15). Liu and Sadler attribute this to the post-feedback negotiation process. The CMC group attempted to discuss the comments they received from their peers via a MOO (multi-user object oriented) where multiple users are online talking at the same time (similar to a chat room). The MOO proved unsuccessful in allowing the students to ask for clarification on

comments given due to the chaotic nature of the tool and much of the discussions involved conversation maintenance turns, allowing for late log-ins, keeping users up to speed on the conversation, etc (218-19). For users who lacked typing skills, this proved to be extremely challenging. A lack of technological skills can also be difficult for technologically proficient students taking part in synchronous e-feedback, as found by Jin and Zhu in their study of two international students. These two students conducted e-feedback using instant messenger technology (IM). One of the students, out of frustration with a peer who lacks technological skills, uses the computer to engage in non-task-oriented activities; thus, the technology becomes a type of distraction in its ability to transform motives (296). This study indicates that without the alignment of motives, tasks (in this case e-feedback) do not get accomplished.

Method

Participants

The collaborative model consists of 18 sections, taught by 11 instructors (with 4 instructors teaching only one section). The maximum enrollment of each section is 22 students and only 5 sections are under the cap, with 21 students each, for a total of 391 students. While the curriculum for the collaborative model is the same curriculum that is taught in the traditional ENC 1102 courses at the university, the class structure and teaching style is varied in an effort to provide a higher level of individualized instruction. The collaborative model balances one-hour a week of class time with one-and-a-half hours per week of small group conferences, along with the increased focus on peer feedback and the recursive nature of the writing process.

In order to examine the peer e-feedback process, I analyze the digital library of students' texts that is aggregated within *My Reviewers* in order to determine the ways in which the collaborative model has affected the peer e-feedback process for students. I analyze data from a small sample size of 22 students, randomly selecting one student from each class, except for in the case of the five instructors who are only teaching one class—two students were selected from these classes. I chose to select two students from each instructor in order to eliminate bias that may exist from different teaching styles and/or varying directives for the task.

My Reviewers

As described on the university's First-Year Composition webpage, the *My Reviewers* tool is "an online student evaluation program designed specifically by and for FYC […] to help teachers review, grade, and provide feedback for students on their essays." Students are also able to use this tool, the same tool that their instructors will use to grade their essays, to engage in peer e-feedback. Some of the benefits of this program are immediately clear—through the tool, students gain familiarity with the rubric that will be used to evaluate them, and as a result, will develop an increased understanding of the task. The program also offers students a variety of tools with which to conduct peer e-feedback. Students have the option to make end-notes in a text-box, which invites narrative analysis and response to the text, while also having the option to attach "sticky notes" within the text to respond directly to specific areas.

Methodology

Data is coded according to a model based on the work of Stanley (223-26) and Min (126). Data is coded after each peer e-feedback session and compared to the data from subsequent sessions. By comparing this data, I hope to determine the ways in which frequency and reflexivity influences the peer e-feedback process for students. Additionally, I will examine the ways in which this model may help to overcome some common criticisms of peer feedback.

In addition to the coding of data aggregated by *My Reviewers*, I administer a survey to students enrolled in the collaborative model (Appendix 1). The goal of this survey is to determine the ways in which students in the collaborative model feel about and understand the peer feedback process. By examining the data from these surveys in

conjunction with the textual analysis of the students' peer feedback comments, I hope to draw some conclusions as to the ways in which frequency and reflexivity affect student perceptions of the peer e-feedback process.

Coding Scheme

I, along with three additional coders[1], use a two part coding scheme to analyze the e-peer feedback sessions of 22 students in the collaborative model. The first part of the coding scheme is adapted from a model created by Jane Stanley for face-to-face peer feedback sessions (1992). All of Stanley's original categories for reader responses were retained, but as her coding scheme was designed for face-to-face peer feedback sessions, definitions were adapted when necessary to account for the differences in the communication process (see table 1). Stanley also provides a coding model for writer responses, but I will not be using this portion of her coding process in the scope of this research project.

The portion of the coding scheme represented in table 1 allows comments to be classified according to type. This allows us to determine what areas of revision evaluators are likely to focus on. However, I am also interested in knowing what types of changes these comments will likely have on the text, if incorporated by the writer. In order to analyze this information, a second tier of coding, based on a coding scheme developed by Min (2006), is employed (see table 2). While each of Min's original categories were retained, I have modified some of his terminology in order to better fit the constructs of this project. Two additional categories were also added to this portion of the coding process: none and unknown (see table 2).

[1] Danielle Farrar, Laura Hennessey, and Megan McIntyre; University of South Florida

Table 1: Overview of Stanley's (1992) coding scheme.
This is the first portion of the coding scheme used in this study and functions to classify comments by type. The examples are actual comments from this study.

Code	Description	Example
Pointing	Reviewer directly quotes the text of the student before responding.	"('first sentence') is not a good quote" (in-text)
Advising	Reviewer provides the writer with suggestions for revision.	
	Specific advising: Reviewer provides advice that refers to a specific text section.	"maybe start the intro with a statistic" (in-text)
	General advising, blanket remark: Reviewer provides advice the form of a general, overarching statement.	"try to be more clear on your side" (end-note)
	General advising, representation of audience: Reviewer offers general advice that encourages the writer to consider her audience.	"This may confuse readers." (in-text)
Collaborating	Reviewer works with the writer to develop content and offers words for the writer to use, either by paraphrasing the writer's words or by composing an original phrase or sentence for the writer to incorporate in the piece.	"…modify the sentence to something like "the scenes from the ad stereotype how a typical husband should look" (sic)" (in-text)
Announcing	Reviewer identifies specific areas or elements of the text.	
	Announcing text sections: Reviewer identifies the function of specific areas of the text.	"Paragraph 1 is the introduction." (in-text)
	Announcing thesis statements or topic sentences: Reviewer identifies a sentence as either a thesis statement or a topic sentence.	"The thesis is the first sentence in the second paragraph." (end-note)
	Announcing missing elements: Reviewer identifies elements that are absent from the text.	"This paper might be missing a page." (end-note)
	Announcing a 'rule': Reviewer reminds the author of a writing 'rule'.	"In-text citation needed here to avoid plagiarism." (in-text)
Reacting	Reviewer makes a purely evaluative remark.	
	General reacting: Reviewer makes an evaluative remark that pertains to the text as a whole.	"Overall, you did a really good job!" (end-note)
	Specific reacting: Reviewer makes an evaluative remark that refers to a specific component of the text.	"Sentence sounds a bit awkward." (in-text comment)
Eliciting	Reviewer attempts to encourage the writer to critically examine the argument.	"what side are you for [?]" (in-text comment)
Questioning	Reviewer attempts to challenge the writer in some way.	
	Questioning elements of the text: Reviewer questions the effectiveness or relevance of particular elements of the text.	"The conclusion doesn't answer the so what question." (end-note)
	Questioning the logic of the argument: Reviewer exposes logical gaps in the writer's argument or questions the writer's conclusions.	"Just work on the compromise because if someone commits murder at age 60 then is he executed immediately?"

Source: Stanley, Jane, "Coaching Students Writers to be Effective Peer Evaluators," *Journal of Second Language Writing* 1 (1992): 217-233, Web.

Table 2: Overview of Min's (2006) coding scheme
This is the second portion of the coding scheme used in this study and classifies comments according to probable effect on revision. The examples are actual comments from this study.

Code	Description	Example
Surface Changes	Sentence-level changes that will not alter the meaning of the original text.	"don't use 'this ad' to start all of your sentences (end-note)
Text-Based Changes	Changes that affect meaning.	
	Organizational-Based Changes: Changes that might affect sentences, paragraphs, or the text as a whole but that will not change the summary of the text as a whole.	"This paragraph presents two different ideas. Make a paragraph break and add a transition sentence." (in-text)
	Content-Based Changes: Changes that alter the overall summary of the text.	"I think that the black guys in track suits may infer something other than poverty…taking recognition for the speed of these black runners and implying the speed of these athletes is comparable to the speed of the product." (end-note)
None	Comments that are purely evaluative or related to minor formatting issues.	"This essay is written pretty good." (end-note)
Unknown	Coders could not determine how a comment would affect revision. These comments typically displayed high levels of ambiguity.	"Also the ideas in the thesis is (sic)presented clearly but not effectively." (end-note).

Source: Min, Hui-Tzu, "The Effects of Trained Peer Review on EFL Students' Revision Types and Writing Quality," *Journal of Second Language Writing* 15.2 (2006): 118-141, Web.

Results

Project 1: Intermediate Draft

Of the 22 randomly selected students, two did not complete the peer e-feedback activity. Additionally, four students did not seem to be assigned a peer feedback activity for this draft and one student's digital library could not be accessed as a result of a server error. The remaining 15 students who completed the peer e-feedback sessions for this draft represent 13 of 18 sections and 9 of 11 instructors and completed 35 distinct peer e-feedback sessions, resulting in 380 total comments, or an average of 10.86 comments per session, with a high of 31 comments in a session and a low of 2 comments in a session.

It is important to note that although the collaborative model workflow suggests that students engage in three peer feedback sessions for the intermediate draft, this was only the case for eight of these 15 students. Four students engaged in two peer e-feedback sessions at this juncture and three students engaged in only one session. This variance in the number of peer e-feedback sessions for this draft may be a result of several variables, including individual instructor preference, student failure to complete all assigned peer e-feedback sessions for the draft, failure of a group member to submit a draft for review, or the necessity for a smaller group resulting from an uneven class size.

As a result of comments that fulfilled the characteristics of multiple categories within each coding scheme, the data reveals a greater number of codes than comments. When the 380 project 1 intermediate draft peer e-feedback comments were coded by

type, 80 comments were assigned two codes and seven comments were assigned 3 codes, resulting in 473 codes classifying comments by type. When classifying the codes by perceived impact on revision,17 comments were assigned two codes and two comments were assigned three codes, resulting in 401 total codes.

As evident in table 3, several types of comments are used much more frequently than others. At this stage of the process, students are relying heavily on "specific advising" comments, with this category representing 30.66% of the total codes for type of comment. Of the 145 specific advising codes that emerged (see table 4), 65 (45%) of these comments were perceived to result in surface changes, while 72 (50%) of these comments were coded as organizational-based changes. These results indicate that students are aware of their role as reviewer and that they are attempting to provide specific advice to help assist their peers in the revision process. While these comments are not as effective as they could be, 95% result in some level of change.

Table 3: Type of Comments, Project 1, Intermediate Draft.
Coding results for type of comment, project 1, intermediate draft. Based on a data pool of 380 comments, resulting in 473 total codes.

Code	# of codes	% of total codes	Average per feedback session
Pointing	3	.63%	.09
Specific Advising	145	30.66%	4.14
General Advising, Blanket Remark	31	6.65%	.89
General Advising, Representation of the Audience	7	1.48%	.20
Collaborating	8	1.69%	.23
Announcing Text Sections	53	11.21%	1.51
Announcing Thesis Statements or Topic Sentences	8	1.69%	.23
Announcing Missing Elements	15	3.17%	.43
Announcing a Rule	24	5.07%	.06
General Reacting	53	11.21%	1.51
Specific Reacting	115	24.31%	3.29
Eliciting	4	.85%	.11
Questioning Elements of the Text	4	.85%	.11
Questioning the Logic of the Argument	4	.85%	.11

Another positive characteristic of comments coded as specific advising is the potential for content-based changes to emerge from this type of comment—although only six specific advising comments were coded as affecting text-based changes, this category resulted in

Table 4: Cross-referencing of Type and Potential Impact on Revision, Project 1, Intermediate Draft. Cross-referenced data highlighting relationships between type of comment and potential impact on revision, project 1, intermediate draft. Based on a data pool of 380 peer e-feedback comments, some of which received multiple codes (see above, pg. 21).

	Surface	Organizational -Based Changes	Content-Based Changes	None	Unknown
Pointing	0	1	1	0	1
Specific advising	2	72	6	65	0
General advising: blanket remark	3	14	1	9	4
General advising: rep. of audience	0	3	0	3	1
Collaborating	0	3	1	2	0
Announcing text sections	47	4	2	0	1
Announcing thesis/topic sentences	6	1	0	0	1
Announcing missing elements	2	7	3	1	2
Announcing a 'rule'	0	7	0	15	2
General reacting	34	9	1	5	4
Specific reacting	81	12	2	15	5
Eliciting	0	2	2	0	0
Questioning elements of the text	0	3	1	1	0
Questioning the logic of the argument	0	0	3	0	1

a larger number of text-based changes than any other category of comments in this selection of data (see table 4.)

Another widely used type of comment (see table 3) is specific reacting, which results in 115 codes (24.31% of the total codes for type of comment). Not surprisingly, 81 (70.43%) of these codes were viewed as affecting no change in the revision of the text (see table 4). Interestingly, however, the way in which these comments were delivered seems to mimic the commenting style of many writing instructors who prefer to offer the writer praise prior to criticism. However, most likely as a result of being somewhat

uncomfortable with the peer e-feedback task, students demonstrated an overreliance on specific reacting, failing to balance out their praise with constructive criticism.

Also evident at this stage of the peer e-feedback process is the overwhelming number of comments that are perceived to have no effect on the revision process (see

Table 5: Potential Impact on Revision, Project 1, Intermediate Draft.
Coding results for potential impact of comment on revision, project 1 intermediate draft. Based on a data pool of 380 comments, resulting in 401 total codes.

Code	# of codes	% of total codes	Average per feedback session
Surface	99	24.69%	2.83
Organizational-Based Change	107	26.68%	3.06
Content-Based Change	18	4.49%	.51
None	164	40.90%	4.69
Unknown	13	3.24%	.37

table 5). Of the 401 total codes related to impact on revision, 164 (40.90%) comments were believed to have no impact of the writer's revision, while 99 (24.69%) comments related to surface level concerns. The high percentage of organizational-based changes (26.68%) is encouraging, however. The presence of comments related to organizational-based revisions indicates that students are attempting to provide feedback that will be useful for revision purposes. The low number of comments addressing content-based revision (4.49%) is to be expected at this juncture as students are beginning to learn how to negotiate the peer e-feedback task.

Project 1: Final Draft

Of the 22 randomly selected students, two did not complete the peer e-feedback activity. Additionally, two students did not seem to be assigned a peer feedback activity for this draft and one student's digital library could not be accessed as a result of a server error. The remaining 17 students who completed the peer e-feedback sessions for this

draft represent 14 of 18 sections and 10 of 11 instructors and completed 34 distinct peer e-feedback sessions, resulting in 257 total comments, or an average of 7.56 comments per session, with a high of 25 comments in a session and a low of 1 comment in a session.

It is important to note that although the collaborative model workflow suggests that students engage in two peer e-feedback sessions for the final draft, this was only the case for seven of these 17 students. Five students engaged in three peer e-feedback sessions at this juncture and five students engaged in only one session.

As seen before, the data reveals a greater number of codes than comments. When the 257 project 1 final draft peer e-feedback comments were coded by type, 36 comments were assigned two codes and three comments were assigned three codes, resulting in 299 codes classifying comments by type. When classifying the codes by perceived impact on revision, two comments were assigned two codes, resulting in 259 total codes.

When analyzing this subset of data, it is important to remember that the students are aware that no further revisions can be made to the draft based on their commentary. This likely explains the increase in the percentage of reacting comments, with specific reacting making up 28.76% of the total number of codes (as opposed to 24.31% for the previous data set), and general reacting at 13.38% of the total number of codes (a slight increase from the 11.21% in the previous data set). As seen in the previous data set, comments coded as specific advising are popular, representing 29.77% of the total codes for type of comment (see table 6.)

Interestingly, only 13.49% of the total comments coded as specific advising were perceived to result in surface changes in the revision process (see table 7), while 82% were coded as organizational-based changes, in comparison to the data from the

intermediate draft of project 1, in which 45% of the specific advising comments were coded as surface changes and 50% were coded as organizational-based changes (see table 4). Again, this may be a result of student awareness that these drafts will not be revised,

Table 6: Type of Comments, Project 1, Final Draft.
Coding results for type of comment, project 1, final draft. Based on a data pool of 257 comments, resulting in 299 total codes.

Code	# of codes	% of total codes	Average per feedback session
Pointing	8	2.68%	.24
Specific advising	89	29.77%	2.62
General advising: blanket remark	6	2.01%	.18
General advising: representation of audience	3	1.00%	.09
Collaborating	1	.33%	.03
announcing text sections	27	9.03%	.79
Announcing thesis statements or topic sentences	14	4.68%	.41
Announcing missing elements	9	3.01%	.26
Announcing a 'rule'	5	1.67%	.15
General reacting	40	13.38%	1.18
Specific reacting	86	28.76%	2.53
Eliciting	3	1.00%	.09
Questioning elements of the text	5	1.67%	.15
Questioning the logic of the argument	4	1.34%	.12

Table 7: Cross-referencing of Type and Potential Impact on Revision, Project 1, Final Draft. Cross-referenced data highlighting relationships between type of comment and potential impact on revision, project 1, final draft. Based on a data pool of 257 peer e-feedback comments, some of which received multiple codes (see above, pg. 25).

	Surface	Organizational-based changes	Content-based changes	None	Unknown
Pointing	1	2	1	3	1
Specific advising	12	73	2	1	1
General advising: blanket remark	1	5	0	0	0
General advising: rep. of audience	0	3	0	0	0
Collaborating	0	1	0	0	0
Announcing text sections	0	4	0	23	0
Announcing thesis/topic sentences	0	1	0	13	0
Announcing missing elements	2	5	1	1	0
Announcing a 'rule'	2	3	0	0	0
General reacting	2	4	0	36	0
Specific reacting	1	15	0	70	0
Eliciting	0	3	0	0	0
Questioning elements of the text	0	4	0	1	0
Questioning the logic of argument	0	2	2	0	0

causing students to be less concerned with surface changes. This may also be, however, a reflection of the students' increasing comfort with the task. The students appear to be beginning to develop an awareness of the function of feedback for revision and are attempting to offer suggestions that the writer will be able to apply to subsequent writing projects. An overall decrease in surface changes can be seen in this data set (see table 8). Surface changes represent 7.72% of the total codes for the final draft of project 1, while 24.69% of the codes for the intermediate draft of project 1 were coded as surface changes. However, the amount of comments coded as resulting in no effect on revision also increased, representing 51.35% of the total codes, as opposed to 40.90% in the previous data set. This may not be as dismal as it seems, though. Because the students

Table 8: Potential Impact on Revision, Project 1, Final Draft.
Coding results for potential impact of comment on revision, project 1 final draft. Based on a data pool of 257 comments, resulting in 259 total codes.

Code	# of codes	% of total codes	Average per feedback session
Surface	20	7.72%	.59
Organizational-Based Changes	98	37.84%	2.88
Content-Based Changes	6	2.32%	.18
None	133	51.35%	3.91
Unknown	3	1.00%	.09

understand that the texts they are reviewing will not be revised, they are offering less comments related to surface changes. This is good. But, because students need practice to provide quality feedback that addresses text-based concerns, they begin by providing comments related to organizational-based changes. At this point, instructor feedback becomes increasingly valuable. Through modeling, instructors can offer students suggestions for transforming their comments from those that address

organizational-based changes to those with the potential to result in content-based changes.

Project 2: Intermediate Draft

Of the 22 randomly selected students, one did not complete the peer e-feedback activity. Additionally, twelve students did not seem to be assigned a peer feedback activity for this draft. The remaining 9 students who completed the peer e-feedback sessions for this draft represent 7 of 18 sections and 5 of 11 instructors and completed 21 distinct peer e-feedback sessions, resulting in 307 total comments, or an average of 14.6 comments per session, with a high of 42 comments in a session and a low of 5 comments in a session.

Although the collaborative model workflow suggests that students engage in three peer e-feedback sessions for the intermediate draft, this was only the case for three of these nine students. The remaining six students engaged in two peer e-feedback sessions at this juncture.

Again, the data reveals a greater number of codes than comments. When the 307 project 2 intermediate draft peer e-feedback comments were coded by type, 55 comments were assigned two codes and six comments were assigned three codes, resulting in 307 codes classifying comments by type. When classifying the codes by perceived impact on revision, one comment was assigned two codes, resulting in 308 total codes.

This data set reveals that reviewers still rely heavily upon specific advising and specific reacting comments (see table 9). Specific reacting comments occur in 18 of the 21 sessions, resulting in 127 codes (33.96% of codes for type). This is an increase from both previous data sets. Unfortunately, 81% of specific reacting comments in this data set

are perceived to result in no change in revision (see table 10). Analysis of specific advising comments, however, reveal more positive results. Of the 75 specific advising

Table 9: Type of Comments, Project 2, Intermediate Draft.
Coding results for type of comment, project 2, intermediate draft. Based on a data pool of 307 comments, resulting in 374 total codes.

Code	# of codes	% of total codes	Average per feedback session
Pointing	3	.80%	.14
Specific advising	75	20%	3.57
General advising: blanket remark	11	2.94%	.52
General advising: representation of audience	2	.53%	.10
Collaborating	8	2.14%	.38
Announcing text sections	30	8.02%	1.43
Announcing thesis statements or topic sentences	27	7.22%	1.29
Announcing missing elements	14	3.74%	.67
Announcing a rule	21	5.61%	1.00
General reacting	40	10.70%	1.90
Specific reacting	127	33.96%	6.05
Eliciting	2	.53%	.10
Questioning elements of the text	9	2.41%	.43
Questioning the logic of the argument	5	1.34%	.24

Table 10: Cross-referencing of Type and Potential Impact on Revision, Project 2, Intermediate Draft.
Cross-referenced data highlighting relationships between type of comment and potential impact on revision, project 2, intermediate draft. Based on a data pool of 207 peer e-feedback comments, some of which received multiple codes (see above, pg. 29-30).

	Surface	Organizational -based changes	Content-based changes	None	Unknown
Pointing	0	0	2	1	0
Specific Advising	25	36	10	2	0
General Advising: blanket remark	0	10	0	0	1
General advising: rep. of audience	0	1	0	1	0
Collaborating	1	2	5	0	0
Announcing text sections	0	8	0	22	0
Announcing thesis/topic sentences	0	1	0	26	0
Announcing missing elements	1	6	7	0	0
Announcing a rule	4	12	3	2	0
General reacting	1	8	1	30	0
Specific reacting	1	20	0	103	3
Eliciting	0	1	1	0	0
Questioning elements of the text	3	5	1	0	0
Questioning the logic of the argument	0	0	4	0	1

codes present in this data set, only 2 resulted in no revision (see table 10). Thirty-six (48%) were perceived to influence organizational-based changes and 25 (33.33%) were believed to affect surface changes. Impressively, the remaining 10 (13%) specific advising codes were perceived to result in content-based changes. This is a significant increase from the previous data sets: 4.14% of specific advising codes resulted in text-based changes in the intermediate drafts of project 1 and 2.25% of specific advising codes resulted in text-based changes in the final draft of project 1. This increase suggests that students are, in fact, beginning to better understand the peer feedback process, and are becoming more comfortable providing comments that will allow the writer to affect global changes in the revision process.

This conclusion is supported by the data relating to the comments' overall impact on revision (table 11). Text-based changes were suggested in 14 of the 21 peer e-feedback sessions analyzed in this data set, resulting in 34 text-based change codes (11.04% of the total codes for impact on revision). This is a definite improvement from the 2.32% of codes in the final draft of project 1 and the 4.49% of codes in the intermediate draft of project 1 that resulted in text-based changes.

Table 11: Potential Impact on Revision, Project 2, Intermediate Draft.
Coding results for potential impact of comment on revision, project 2, intermediate draft. Based on a data pool of 307 comments, resulting in 308 total codes.

Code	# of codes	% of total codes	Average per feedback session
Surface	38	12.34%	1.81
Organizational-based changes	72	23.38%	3.43
Text-based changes	34	11.04%	1.62
None	160	51.95%	7.62
Unknown	4	1.30%	.19

Surface changes, consisting of 12.34% of the total codes (see table 11), have dropped by approximately 50% in relation to the intermediate draft of project 1. Although these comments have increased in relation to the final draft of project 1, this is likely a result of students' understanding that the final draft of project 1 can no longer be revised, making them more comfortable 'glossing over' surface changes in order to focus on more global issues. The decrease in surface changes from the intermediate draft of project 1 to the intermediate draft of project 2, however, suggests that students are, indeed, becoming more aware of the character of peer feedback. This decrease suggests a willingness to revise rather than edit, and an interest on the part of the reviewer to provide comments that will allow the writer to consider revising elements of the text that might result in significant improvement in the text as a whole.

Survey

Although all of the students in the collaborative model were invited to take the survey (see Appendix 1), only 27 students elected to do so. Of these 27 students, 12 are males, 15 are females, 23 are native speakers of English, and 4 are non-native English speakers, representing native languages of Spanish, Chinese, and Vietnamese. Each of the non-native English speakers identified themselves as speaking English for at least two years.

This survey was designed to assess students' experiences with peer feedback and also to gauge their feelings about the task. Only one student identified as having no previous experience with peer feedback. Seven reported having very little experience with peer feedback (1-2 sessions in a previous course(s)), while 10 reported moderate peer feedback experience (3-5 sessions in a previous course (s)) and 9 reported having

extensive peer feedback experience (more than 5 sessions in a previous course(s)). Twenty students reported having experienced peer feedback in an English Composition 1 course, six reported engaging in peer feedback in other university courses, and 11 students had engaged in peer feedback activities in high school. Additionally, 17 students had experienced oral, face-to-face peer feedback, 19 students had experienced written, face-to-face peer feedback, five students had experienced synchronous peer e-feedback, and 11 had experienced non-synchronous peer e-feedback.

Only two survey respondents displayed overwhelmingly negative perceptions of peer feedback. Both of these students are males who identified themselves as being uncomfortable with the process of giving and receiving critique, a characteristic shared by only six other survey respondents. In response to a question asking students to explain their preference for either electronic of face-to-face feedback, one of these two students responded: "I don't not (sic) believe that people taking a composition class have any authority or strong enough writing skills to tell someone what to write. I believe that only teachers and TAs can help me." This comment is reflective of the findings of Tsui and Ng, whose study on peer feedback revealed that students felt that only teachers were capable of providing content-based comments (167). However, the majority of survey respondents indicated an appreciation for the peer feedback process.

Of the 27 survey respondents, 16 students either agreed or strongly agreed peer feedback helps them to improve both local and global writing concerns. Twenty-one students agreed or strongly agreed that their peers suggestions for revision help them to improve their own writing, and 20 agreed or strongly agreed that peer feedback provides them with a better sense of audience, again corroborating the findings of Tsui and Ng

(162-63). When asked if reading their peers' writing helps them to improve their own writing, 18 students agreed or strongly agreed, while 14 agreed or strongly agreed that providing feedback for peers helps to improve their own writing. This indicates that students see value in both parts of the revision process, both in reading and responding to their peers, as well as in receiving feedback. These findings support those of previous studies that argue that the peer feedback process is beneficial for both writers and readers (de Guerrero and Villamil, 65; Tsui and Ng, 165; Villamil and de Guerrero, 69). It is also interesting that 16 students agreed or strongly agreed that engaging in peer feedback helps them to become more confident in their future writing projects by providing them with a sense of control over their writing. This response seems to support the collaborative model's focus on the recursive nature of writing.

The final subset of data emerging from the survey responses reveals student preferences concerning peer feedback styles. While ten students indicated a preference for face-to-face peer feedback and nine students indicated a preference for electronic peer feedback, students responses to their preference for anonymous peer feedback seems to contradict these results. Sixteen students indicated that they would prefer to engage in peer feedback anonymously, while 11 would prefer to know who is reviewing their paper. When asked to explain their preference, 12 of the students preferring to engage in peer feedback anonymously indicated a concern for fairness, stating that anonymous peer feedback sessions make it easier to "avoid confrontation" and "to provide quality feedback" without the physical presence of the other. In contrast, however, most of the students who did not wish to engage in peer feedback anonymously were concerned with

the ability to clarify comments: “Id (sic) like to know who is reviewing my paper in case something isn’t clear or if I have questions for them.”

These results seem to indicate that while most students have had some experience with peer feedback prior to their enrollment in English Composition II and can see value in the peer feedback process, they are still unsure of the best way in which to negotiate this process. However, it seems that the reflexivity and frequency of peer feedback via *My Reviewers* that is provided by the collaborative model is uniquely designed to help students to better understand the character of peer feedback.

Conclusions

Although I do believe that the analysis of peer e-feedback comments in conjunction with the survey results indicate that the reflexivity and frequency of peer feedback in the collaborative model addresses some of the common criticisms of peer feedback, this study has several limitations. One limitation of the study is that, due to time constraints for this project, I was unable to follow students' progression throughout the entire semester. Growth is evident in the data pool that I have analyzed, and it would be interesting and useful to know if this trend will continue throughout the remainder of the semester. Another limitation of the study results from the random sampling of students. While 22 students were originally selected, most of these students did not complete all of the peer feedback activities. In fact, only six of the selected students engaged in peer e-feedback for all three drafts. As a result, the data represents a slightly different population of students at each drafting stage, which may skew the data.

However, the data does reveal ways in which the collaborative model's focus on peer e-feedback begins to address some common criticisms associated with the peer feedback task. One extremely useful component of the collaborative model workflow (see figure 1) is the instructor feedback, to both writer and reviewer, in relation to the peer feedback provided by students. This instructor feedback serves several functions, as mentioned above. Additionally, this feedback can help to address several criticisms. Ferris and Stanley both argue that it is difficult for students to assess the validity of peer

feedback, often resulting in students' inclusion of incorrect feedback into their revision plans (Ferris 72; Stanley 219). However, this risk is minimized when the instructor provides the writer with guidance concerning which elements of their peer feedback should be considered for revision. Newkirk suggests that in order for peer feedback to be effective, students must be encouraged of their peers' ability to help them; the instructor feedback to the writer helps alleviate this concern as well (310). By seeing that their instructor values the feedback of their peers, students may become more confident in their peers' ability to offer valid and useful suggestions for revision.

The role of teacher feedback may also help to combat the perception that students view their role as reviewer in terms of error identification (Nelson and Carson 128). Reviewers benefit not only from receiving instructor feedback regarding the usefulness of their comments, they also receive a note from the writer, which is intended to clarify for the reviewer which elements of the feedback will and will not be incorporated into the next draft. This note from the writer, in which the student is asked to endorse or reject their peers' feedback (see figure 1), might also help to address Guardado and Shi's concern that students simply choose to ignore comments from peer feedback (456). By asking students to consider and evaluate each component of the feedback, students are more likely to consider, and incorporate, the elements of peer feedback that are the most useful.

The results of this study also address some of the common criticisms associated with peer feedback involving non-native speakers, or students with limited writing proficiency. Zhu indicates that, in face-to-face peer feedback sessions, non-native speakers are likely to take fewer turns and are less likely to contribute to the peer

feedback process than native speakers. However, because *My Reviewers* enables students to take their time when both reading their peers' papers and when providing comments, some of the pressure is removed from students who are concerned about their abilities to communicate effectively. This concern was also evident in the survey data, in which several students indicated a preference for e-feedback because it allowed them to take their time when reviewing, without the pressure of the writer being present. Furthermore, the *My Reviewers* tool allows students the option to write narrative end-notes, as well as to provide in-text comments with a "sticky note" tool. Most students took advantage of both of these opportunities. As Guardado and Shi observe, providing feedback in a narrative form provides students with additional writing practice (452), while the presence of an annotation feature, according to Tuzi and van der Pol et al, helps to increase the amount of student revision. Students using the *My Reviewers* tool have the benefit of using both the annotation feature and the end-note tool.

Finally, this study reveals interesting trends in relation to the intended effect of revision on comments. Stanley discusses the tendency of students to focus on surface errors when providing peer feedback, a trend that is evident in the comments for the intermediate draft of project 1. However, the amount of surface changes decreased 50% between the intermediate draft of project 1 and the intermediate draft of project 2, indicating that students are becoming more aware of their role as reviewer in terms of global revisions, rather than error identification.

Previous studies also indicate an inability for student comments to result in content-based revisions (Tsui and Ng, 167; Tuzi, 229). While the data clearly reveals that comments resulting in content-based changes are the minority, the percentage of content-

based changes increased approximately 10% from the intermediate draft of project 1 to the intermediate draft of project 2. This indicates a growing ability of students to consider larger level concerns, while focusing less on local concerns. Instructor intervention, through the process of providing feedback on peer feedback, likely affects the growth in content-based comments as well. Through the process of encouraging students to address larger level concerns, while leaving local concerns for the editing process, students can begin to better understand their role in providing feedback.

The collaborative model curriculum, in conjunction with the *My Reviewers* tool, seem to provide a model that, through an increased focus on peer feedback and an increased amount of instructor intervention in the feedback process, begins to address and eliminate some of the most common criticisms of the peer feedback process. While students may benefit from a short, face-to-face debriefing session, in which they are able to clarify comments from their peers, the focus on responding to feedback and creating a revision plan encourages students to value the peer feedback process.

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Appendices

Appendix A

1. Please provide your U#:
2. Gender:
3. Is English your native language?
4. If not, what is your native language and how long have you been speaking English?
5. Please tell us about the peer feedback situations you have experienced. Check all that apply.
    a. none
    b. I have my friends/family members read my work and offer me suggestions for revision.
    c. I have engaged in peer feedback in high school.
    d. I have engaged in peer feedback in English Composition 1.
    e. I have engaged in peer feedback in university courses other than English.
6. Please describe the amount of experience you have had with peer feedback prior to this course.
    a. none
    b. very little (1-2 peer feedback sessions in a previous course)
    c. moderate (3-5 peer feedback sessions in a previous course or courses)
    d. extensive (more than 5 peer feedback sessions in more than one previous course)
7. What type of peer feedback have you participated in previously?
    a. oral, face-to-face peer feedback
    b. written, face-to-face peer feedback
    c. synchronous, real-time, electronic peer feedback
    d. asynchronous electronic peer feedback
    e. none
8. What type of peer feedback do you prefer?
    a. face-to-face peer feedback
    b. electronic peer feedback
    c. I have only experienced face-to-face peer feedback.
    d. I have only experienced electronic peer feedback.
    e. I have never engaged in peer feedback.
9. If you answered “a” or “b” to Question 8, why do you prefer this method of feedback?
10. When engaging in peer feedback activities, how often do you receive a prompt sheet/instruction sheet from your instructor to guide you through the activity?
    a. always
    b. usually
    c. sometimes
    d. never

Appendix A (Continued)

11. When receiving peer feedback on a writing project, how much time do you spend revising based on the peer feedback you have received?
    a. none
    b. less than 15 minutes
    c. between 15-45 minutes
    d. over 45 minutes
12. Engaging in peer feedback helps me to become more confident in my future writing projects by providing me with a sense of control over my writing.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
13. Peer feedback helps me to improve local concerns, such as grammar, punctuation, word choice, etc.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
14. Peer feedback helps me to improve global concerns, such as critical thinking, organization, etc.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
15. Reading my peers' compositions helps me to improve my own writing.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
16. Providing feedback to my peers on their writing helps me to improve my own writing.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree

Appendix A (Continued)

17. My peers' suggestions for revisions help me to improve my own writing.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
18. Receiving feedback from my peers provides me with a better sense of audience.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
19. I do not find value in any type of revision.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
20. Getting and/or giving critique makes me uncomfortable.
    a. strongly agree
    b. agree
    c. no opinion
    d. disagree
    e. strongly disagree
21. I prefer to share my writing with my peers:
    a. face to face
    b. electronically
    c. neither
    d. no preference
22. Do/Would you prefer to engage in peer feedback anonymously?
    a. yes
    b. no

    Why or why not?