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# Motivating Effective Revision Through Teacher Feedback

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# Motivating Effective Revision through Teacher Feedback

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## Research Questions

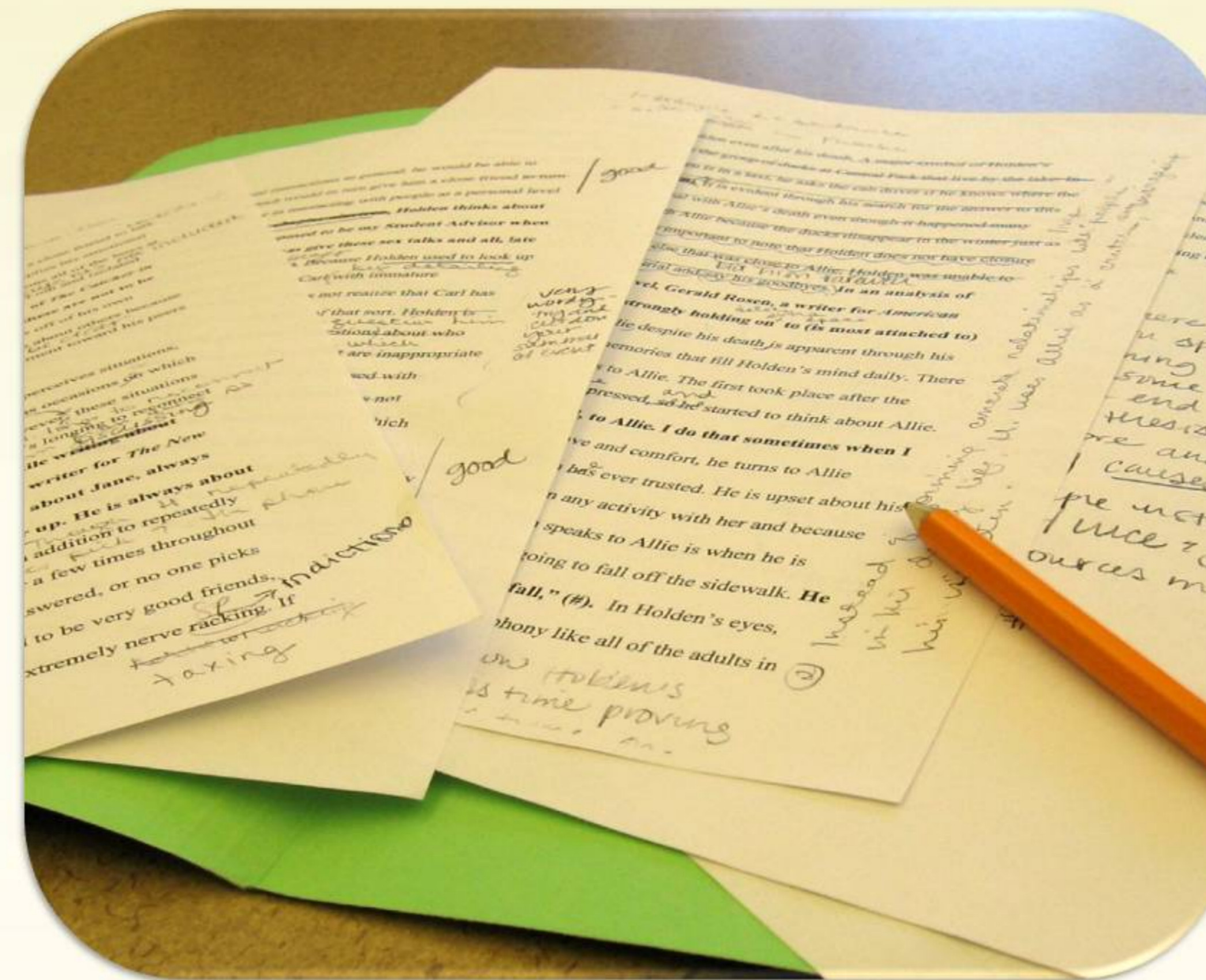
1. What types of written comments result in the most effective revision?
2. Do instructional strategies such as multiple drafting and individual conferencing increase effective revision?

## Participants

- **Who:** 10 senior students (5 male, 5 female) enrolled in a “college-bound” literature course
- **Where:** a high school in the Midwest
- **What:** writing researched analytical 3-4 page papers on *The Catcher in the Rye*, after completing a plan sheet with thesis statements/topic sentences

## Methodology

- Gathered writing folders from all students
- Coded feedback according to 6 categories:
  - Grammar and conventions
  - Structural
  - Additions/expansions/clarifications
  - Analytical edge
  - Specific questions/comments
  - Vague questions/comments
- Determined whether the student revised or not in response to feedback and if the revision was effective
- Organized data to determine the percentage of attempted revision and effective revision for each student and category
- Compared percentages between 3 student groups:
  - One draft with no conferencing
  - Multiple drafts with no conferencing
  - Multiple drafts with conferencing



## Results

- Students attempted to revise 61.1% of the time
- Students effectively revised 38.4% of the time
- Vague comments resulted in least amount of effective revision
- Average of all students according to each category and as a whole:

	Attempted revision	Effective revision
Grammar and conventions	0.507	0.445
Structural	0.655	0.467
Addition/expansion/clarification	0.770	0.457
Analytical edge	0.587	0.408
Specific question/comment	0.625	0.336
Vague question/comment	0.525	0.193
Total	0.611	0.384

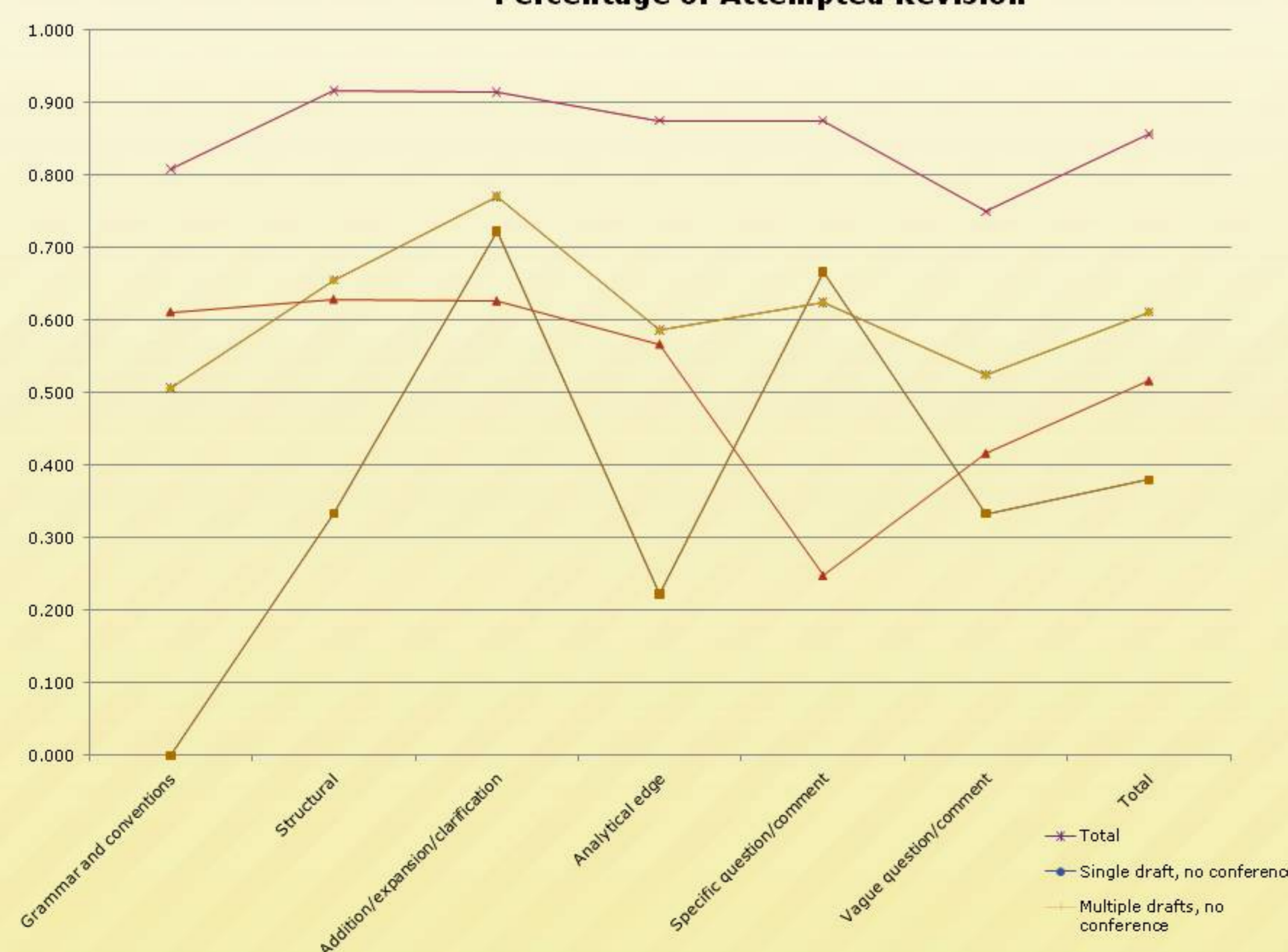
- Average total revision for each student group:

	Attempted revision	Effective revision
Single drafts without conferences	0.38	0.111
Multiple drafts without conferences	0.516	0.267
Multiple drafts with conferences	0.857	0.677

## Conclusions

1. What types of written comments result in the most effective revision?
  - Students attempted most revision in response to comments asking for additions, expansions, or clarifications
  - Effective revision was around 40% for most categories, with the exception of vague comments which was significantly lower at 19.3%
2. Do instructional strategies such as multiple drafting and individual conferencing increase effective revision?
  - Single drafts without conferencing (the minimum requirements) result in the least amount of revision, both attempted and effective
  - Multiple drafts with conferencing (engaging in both optional strategies) result in the most amount of revision, both attempted and effective

Percentage of Attempted Revision



Percentage of Effective Revision

