# Motivating Effective Revision through Teacher Feedback

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#### **Research Questions**

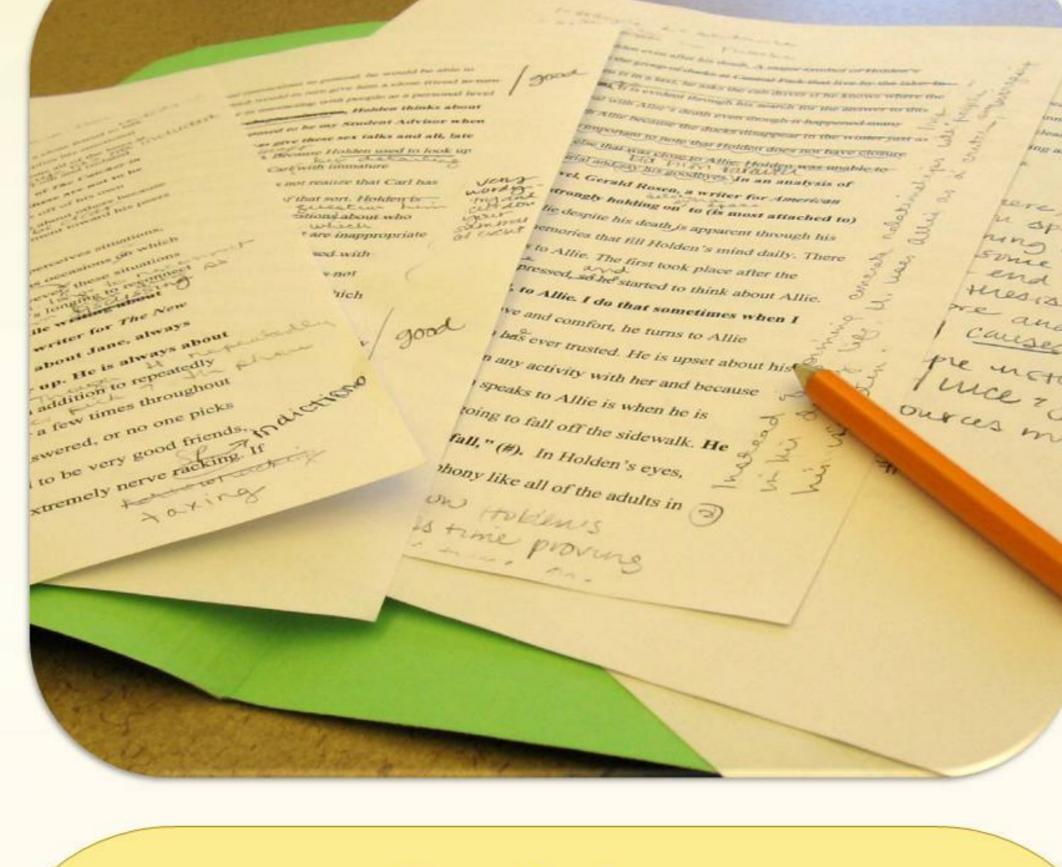
- 1. What types of written comments result in the most effective revision?
- 2. Do instructional strategies such as multiple drafting and individual conferencing increase effective revision?

### **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



#### 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

#### 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 | Effective |
|----------------------------------|-----------|-----------|
|                                  | revision  | 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              |

