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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

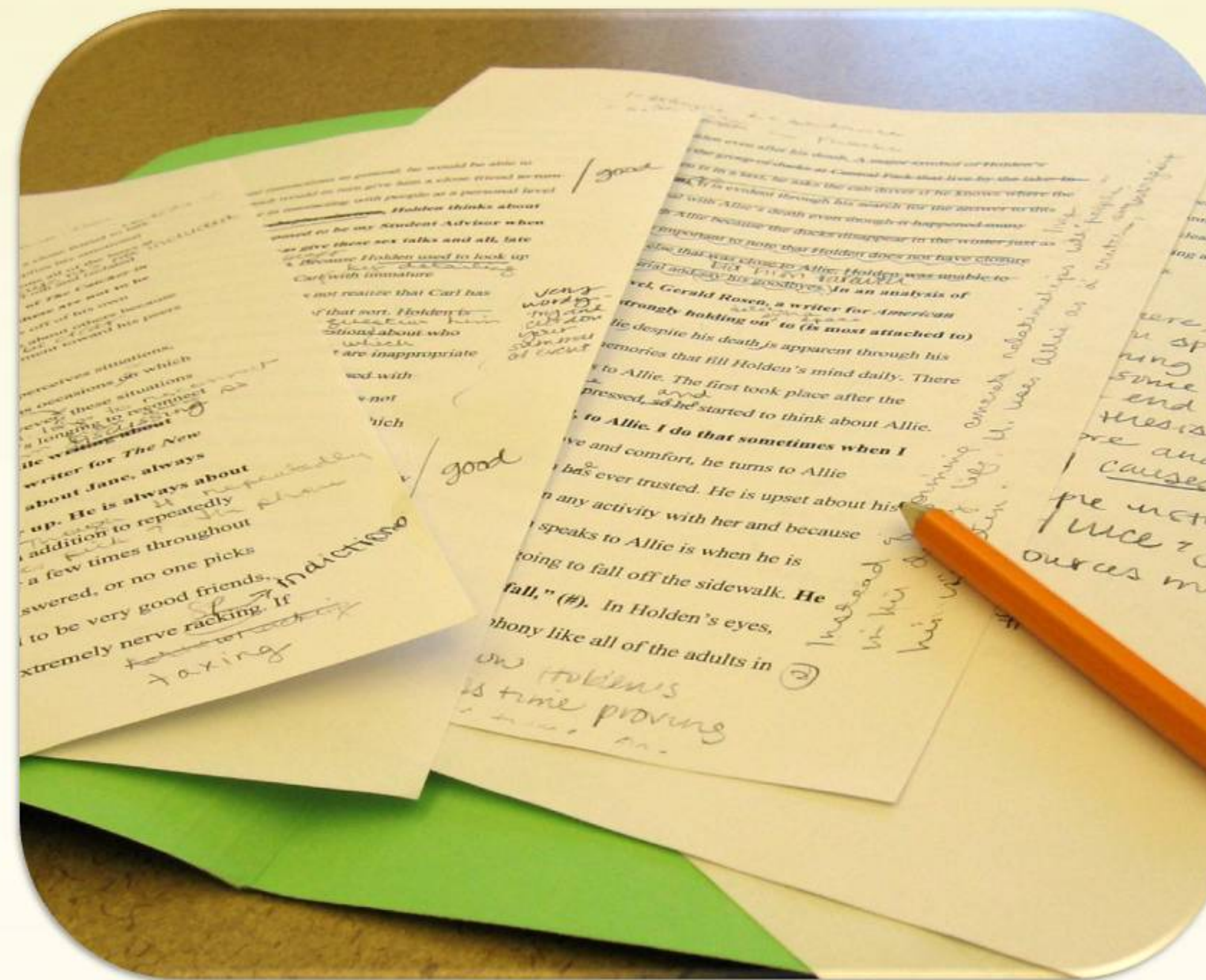
1. What types of written comments result in the most effective revision?
2. Do instructional strategies such as multiple drafting and individual conferencing increase effective revision?

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 |

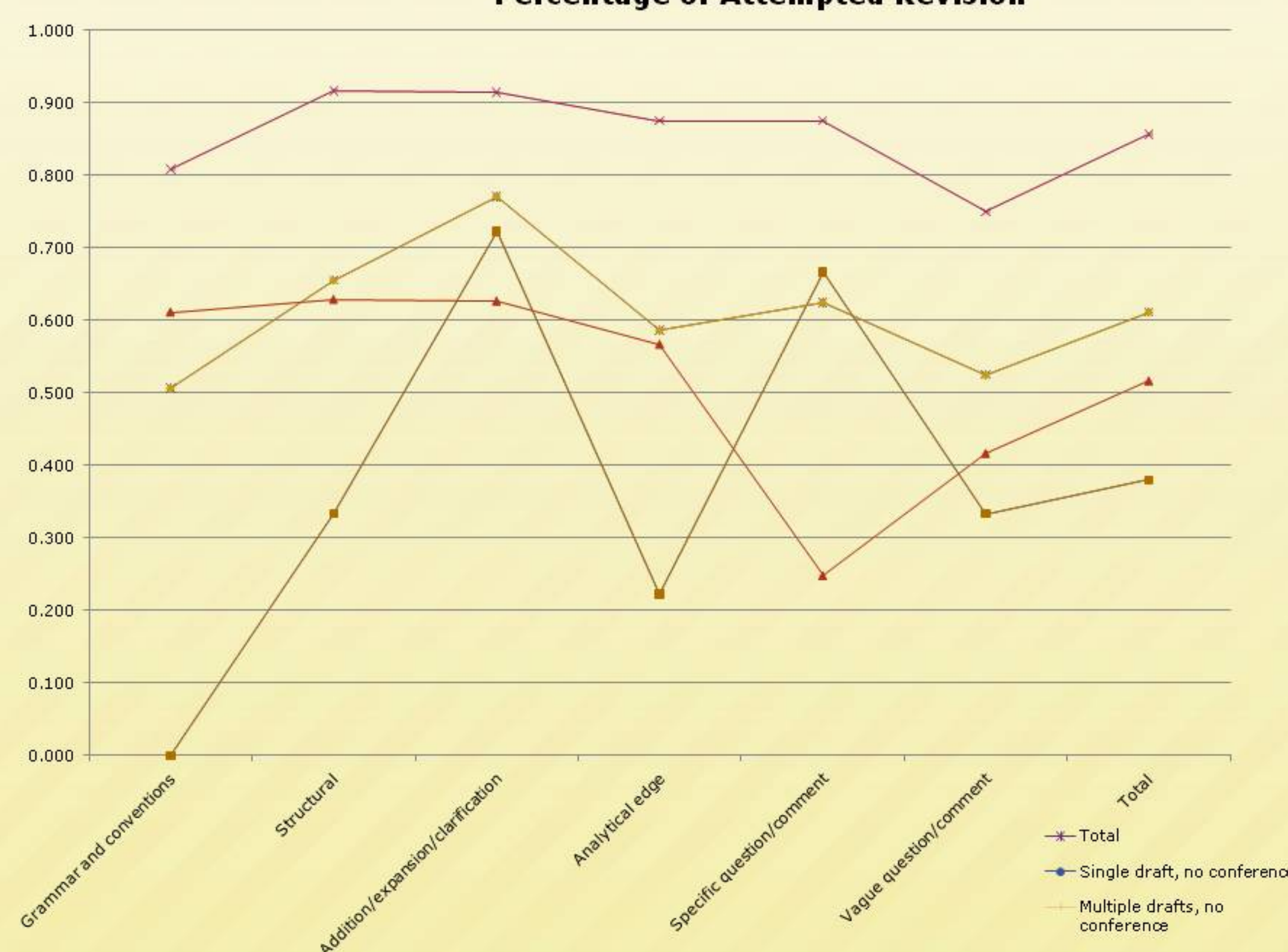
- Average total revision for each student group:

| | 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

