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Student Agency in Virtual Writing Feedback

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STUDENT AGENCY IN VIRTUAL WRITING FEEDBACK



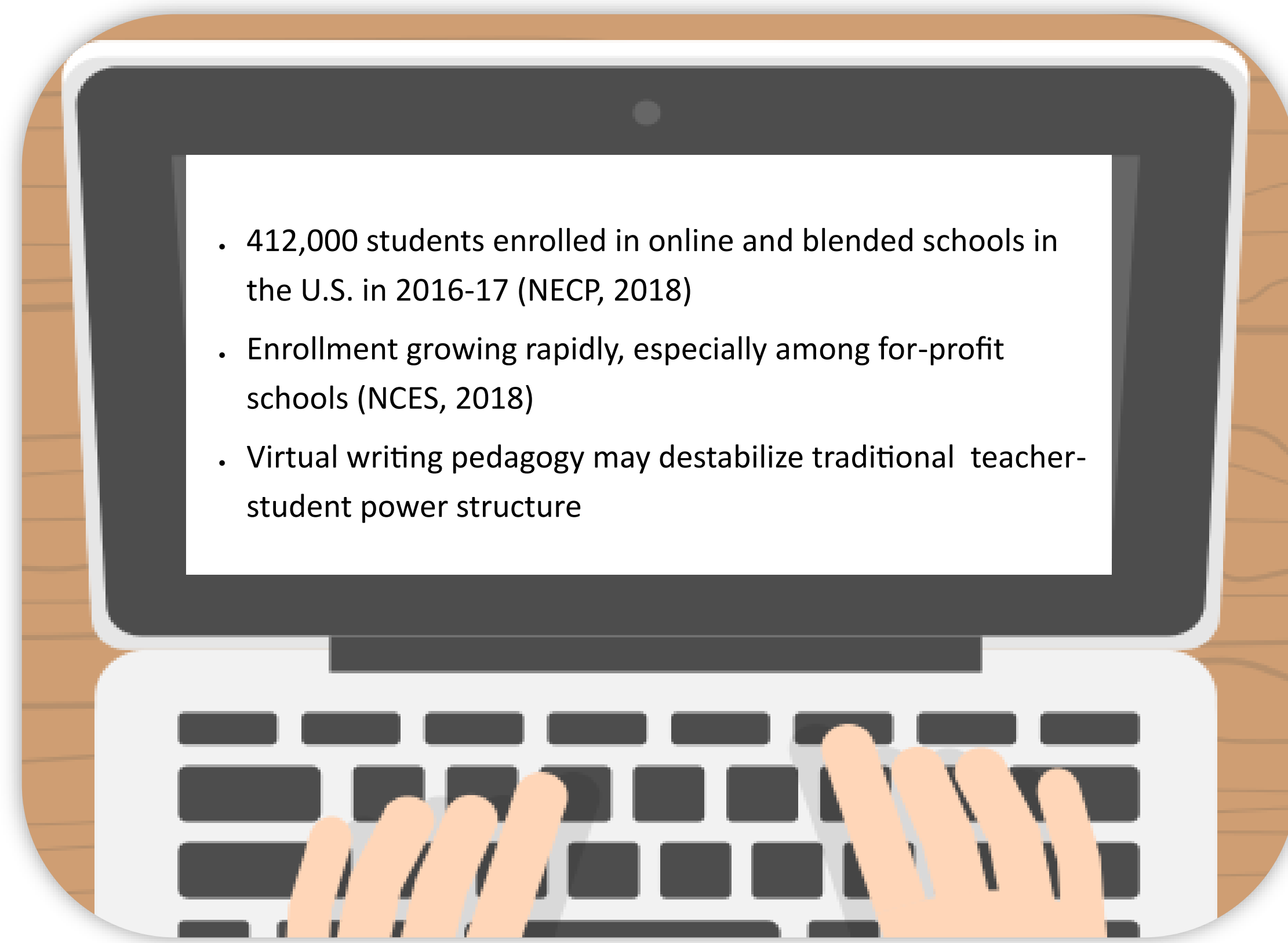
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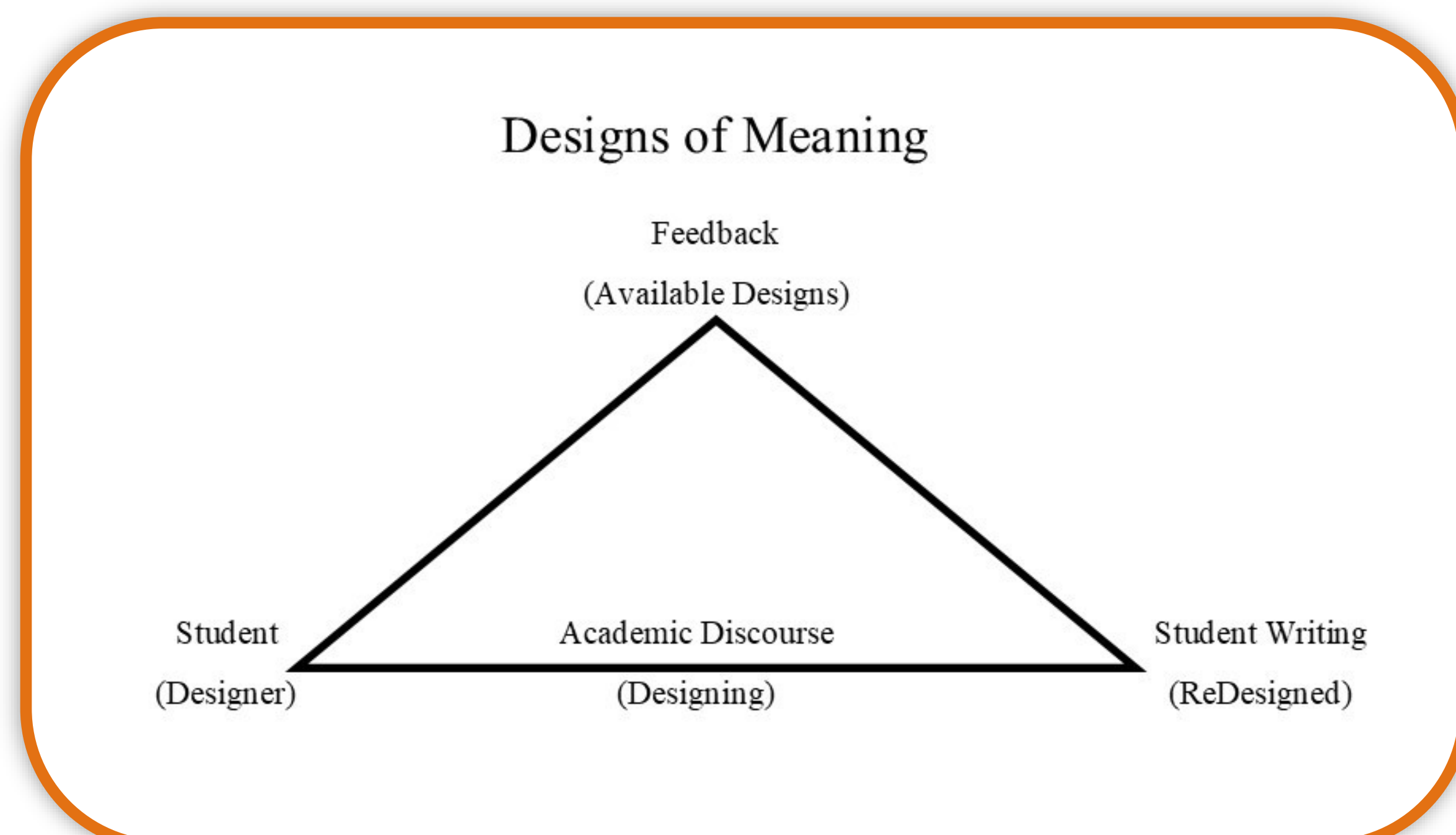
College of Education

How is the theory of Design and Discourse present in the ways students view teacher feedback on writing?

Significance of the Study



Theoretical Framework



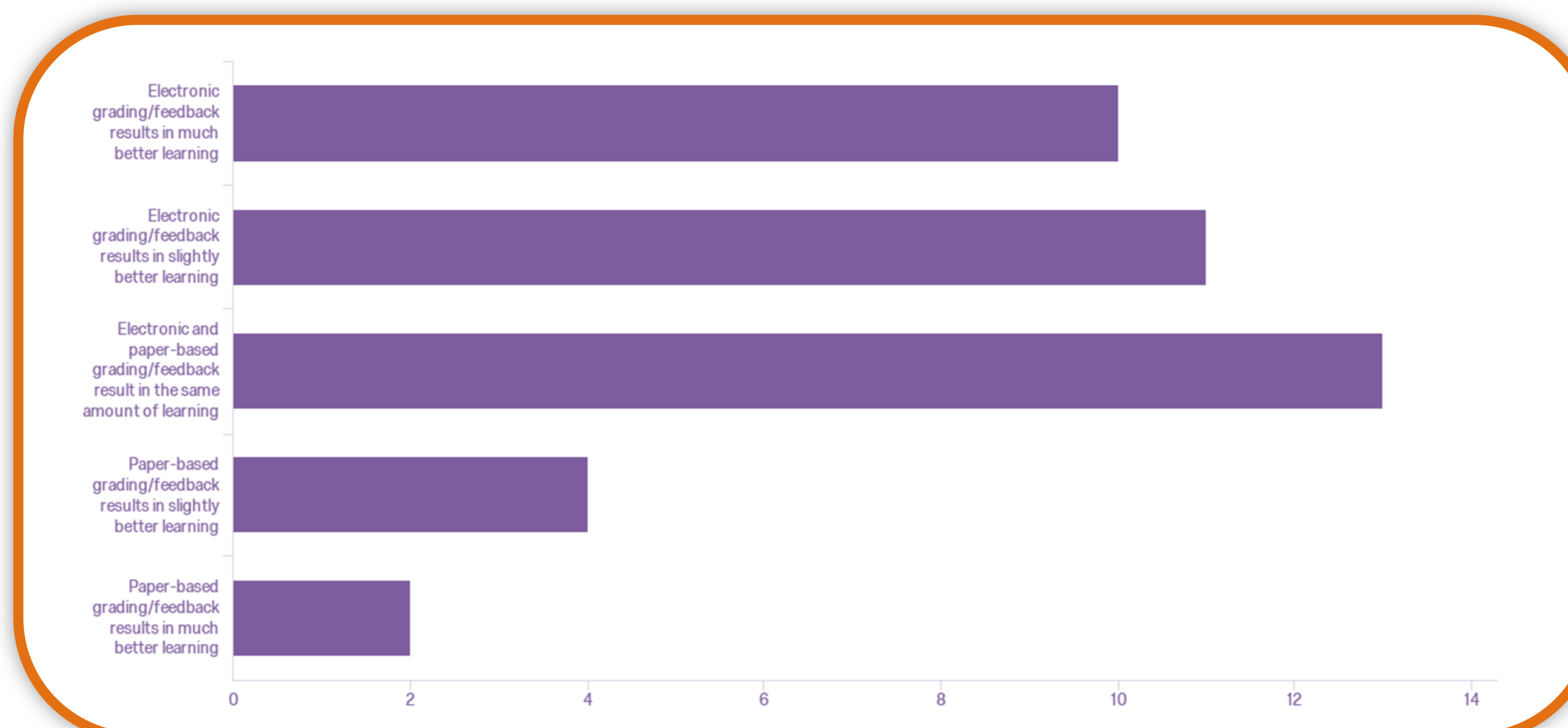
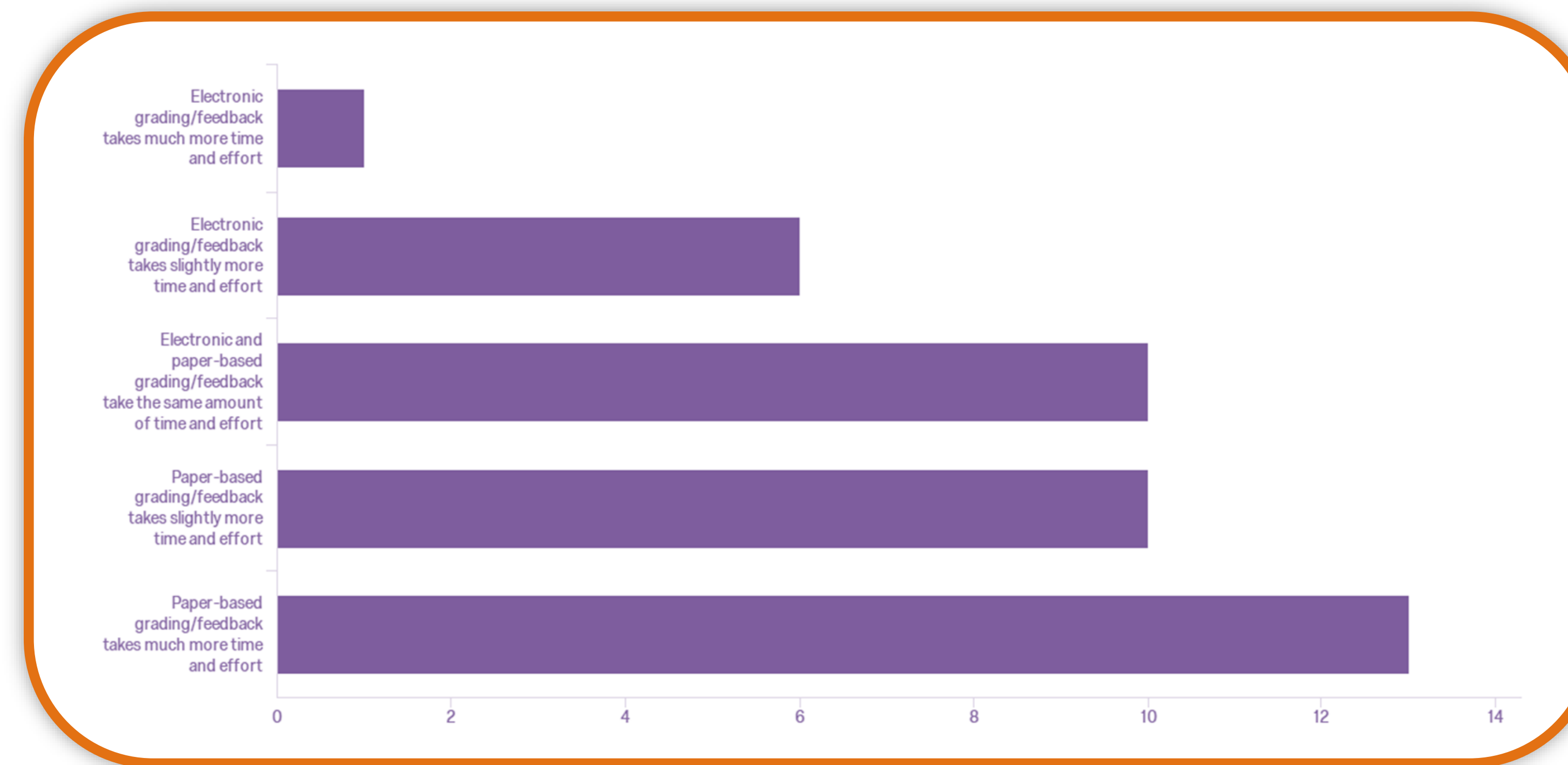
Results

Do students have a choice to use feedback or not?

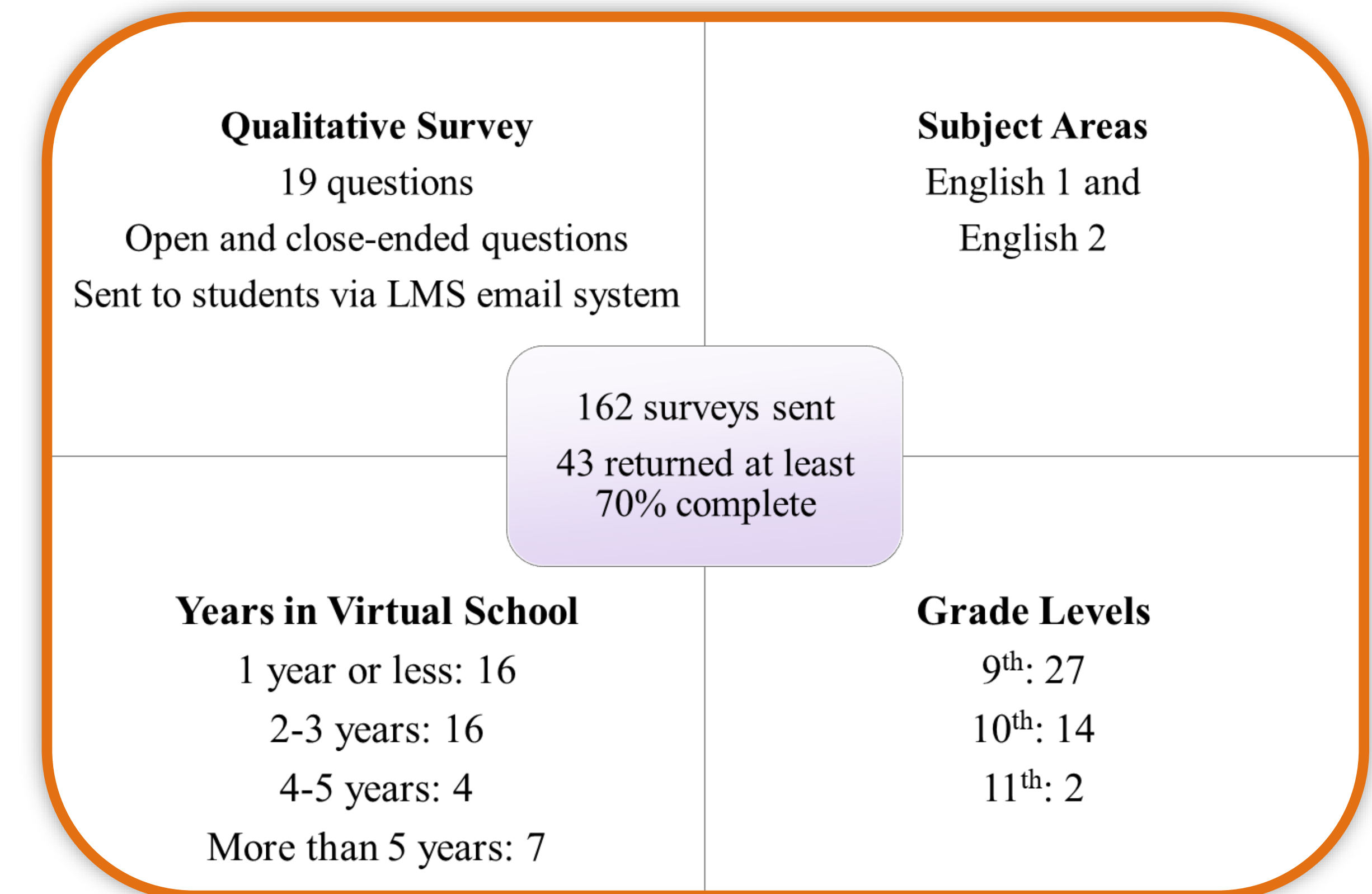
- Majority said yes (1 student: yes and no; 1 student: no)
 - 19 students mentioned grades as reason for using feedback, in spite of stating students have a choice
- Key quotes
 - "If I don't use the feedback, how will I get a better grade?"
 - "Do have a choice "due to the high level of independence that online school places on students."

Main purpose for feedback?

- Improve grades and/or writing skills
- Key quotes
 - "So that you can fix your mistakes and earn a better grade."
 - "As students, we are all writers in progress - we are still getting the grasp of how to write properly and effectively. When teachers give us feedback we learn qualities that we need to change in our writing. The main purpose for teachers giving writing feedback is to help us understand how we can progress as writers both in our academic life and future."



Methods



Discussion

- Students are aware of academic Discourses
- Students feel they have a choice when implementing feedback, but that choice is mitigated by their understanding that teachers hold the power of grading
- Students may view themselves as Designers, but with limited power
- Students did not seem to view class assignments as places where they could Design upon teacher feedback to revise (ReDesign) their writing

Limitations and Future Research

Limitations

- Low response rate: 26.5% students (up from 8% in first pilot study)
- Late responders are thought to better reflect non-responders- over half of responders completed the survey after the second reminder (Dillman & Bowker, 2000)

Future Research

- Compare student and teacher responses
- Multiple case study with teacher-student pairs

References

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