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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

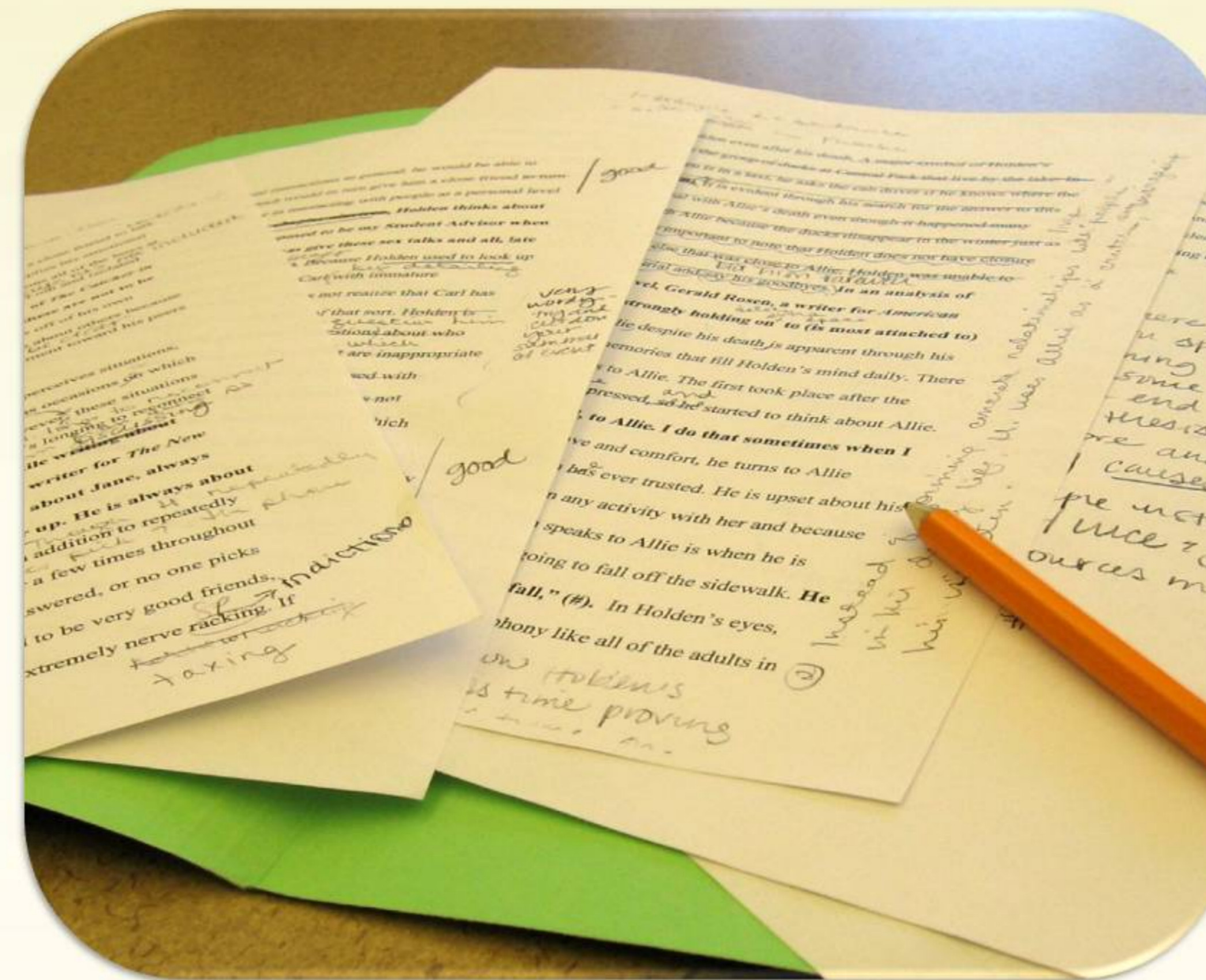
1. What types of written comments result in the most effective revision?
2. Do instructional strategies such as multiple drafting and individual conferencing increase effective revision?

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

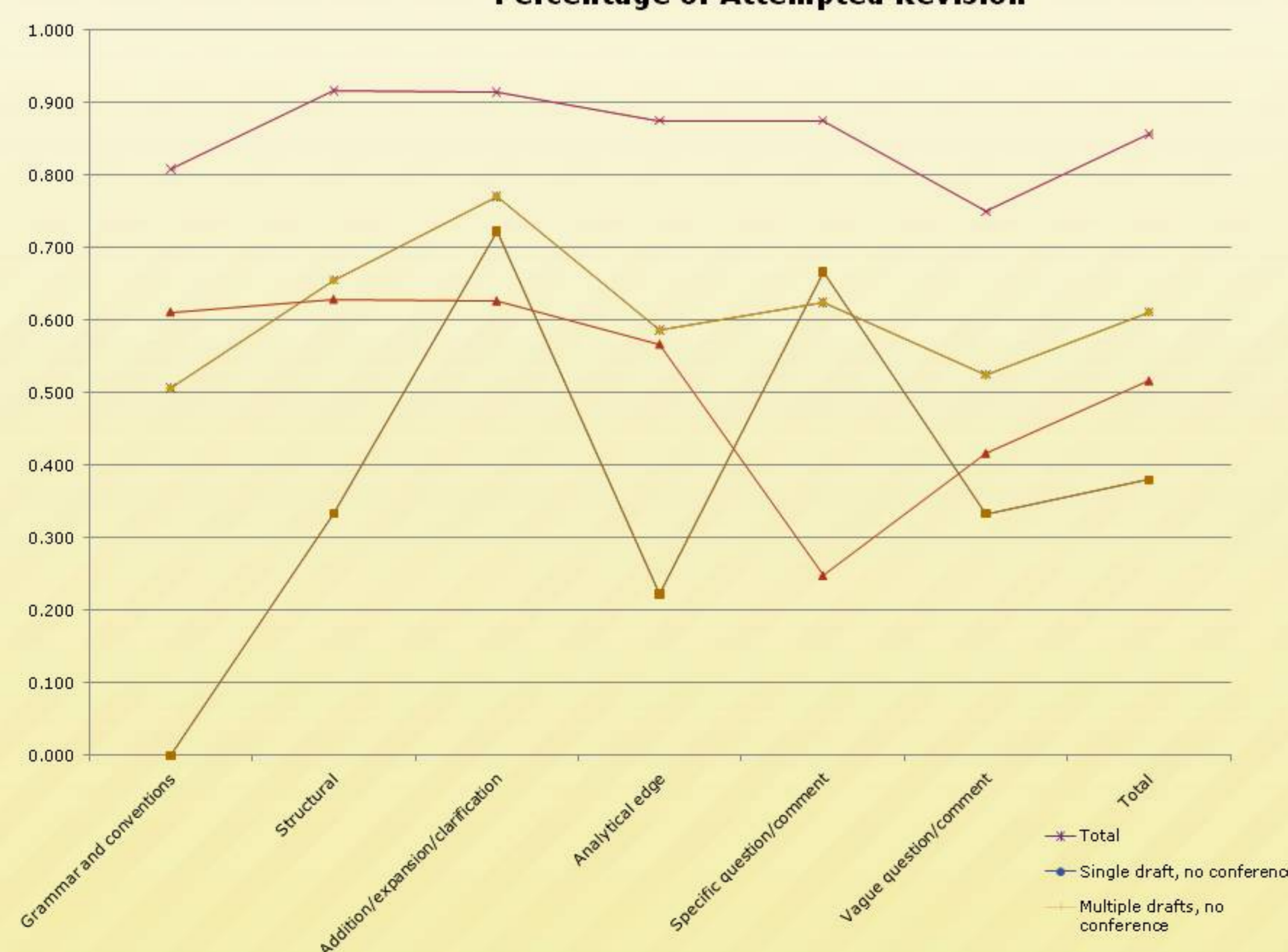
- Average total revision for each student group:

	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

