

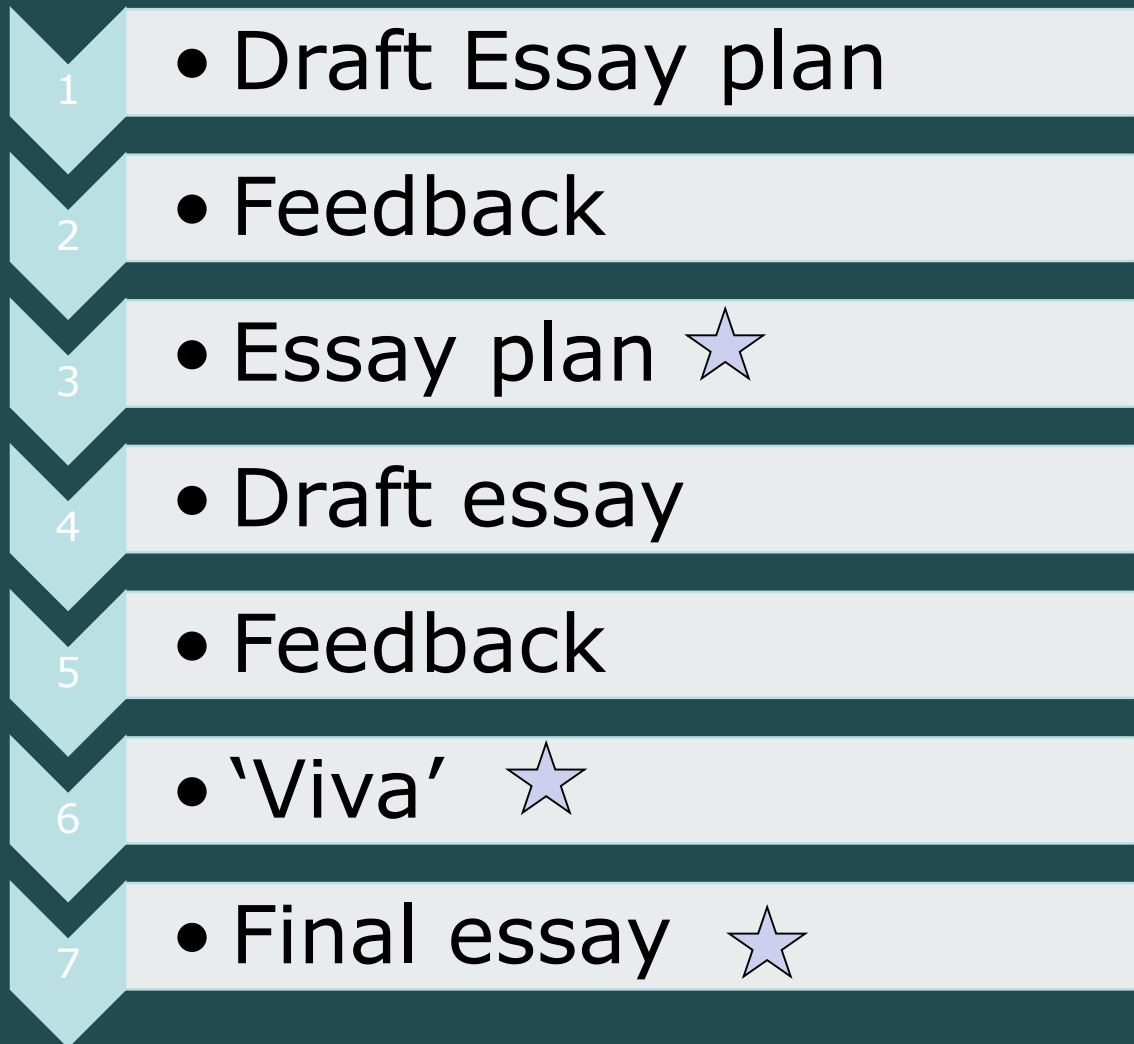
**BREAKING DOWN BARRIERS:**  
Increasing Student Engagement In  
Feedback Through Collaboration.

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## Context:

- Six week pre-sessional course
- In the UK and in China
- Modular course structure.
- Emphasis on: “Integrated Skills” and “Reading into Writing”
- Culminating in summative assessment (high stakes)
- Draft essay: 20%



★ = summatively assessed stages

# Feedback process:

## • Essay plan

FEAP – Draft Essay Plan – Feedback Sheet

Name \_\_\_\_\_

Group \_\_\_\_\_

Date \_\_\_\_\_

**Argument**

	COMPETENT	PROGRESSING	NEEDS WORK
There is a statement of argument.	X	X	
Your statement of argument is clear.	X		
Your statement of argument fully addresses the title prompt.		X	

**Well done \*\*\*\*\***, this is an impressively detailed essay plan. You have clearly thought hard about the topic, and you have improved your use of topic sentences significantly since your globalisation essay. By having specific claims for each paragraph, you have improved your overall coherence.

**Your thesis:**  
This essay will argue that although social media networks provide beneficial affordances to modern society, the negatives significantly outweigh the benefits they create, particularly in five areas: Education, health care, family, relationships, media.

**To improve:**  
**Answering the essay question:**  
Your stance is very clear in your thesis, which is good, and overall your essay supports your thesis; however, you have not addressed 'affordances' in your thesis or in your essay. You need to think about how you can include these within your essay format.  
**Grammar:** You have some grammar issues with your thesis statement. Please review your statement and see if you can identify what these are and correct them (try asking one of your peers to help you).  
You have complete sentences in this plan. You must reduce your plan to note form (including the interpretation sentences). We have talked about this in class.

	COMPETENT	PROGRESSING	NEEDS WORK
Point.	X		
Your argument.	X		
Evidence.	X		
Each other:		X	

Specific claims for each paragraph has created a coherent argument.  
Subject is directly addressing the prompt of 'critically evaluate' – well

Instances in every paragraph.  
Similar points, which could create repetition in your actual essay.  
Your opposing argument is the same as the opposing argument for your essay, try to ensure that paragraph 5 is not a paraphrase of

Paragraph is still about healthcare, but that it not clear in your claim.  
Your claim.

Paragraphs are different. So, when you write your essay, make sure you or claim for paragraph 7 (as it does not link to paragraph 6). This

Paragraphs seem similar. Either combine them, or when you write your sufficiently different to avoid repetition.

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	COMPETENT	PROGRESSING	NEEDS WORK
Which of the sources will be used.			X
Where you will use your sources.	X	X	

Have thought about how to use the sources to support your stance.

State when sources you are using. State the author and the date. This will help you to write your essay in class, as it will help you to cite efficiently.

Think about how you can synthesise more. Remember: if you use information from a (so Murthy), that was from a different author you still need to cite Murthy. Use

	COMPETENT	PROGRESSING	NEEDS WORK
Plan is clear so it will be easy to use in essay.	X		
Points:			
Your is clear.			

Information and ask me if there are any questions.

# Feedback process:

- **Essay:**
- Direct, written corrective feedback (*GradeMark*),  
*plus:*
- Feedback form
- Examples...

# Essay Feedback:

- Grademark

This essay will argue that Social media strengthens affordances by connectivity, accessibility and search ability in the society.

Social media can make people connect each other more convenient and efficient. Although romantic jealousy might be promoted from Facebook and it make people feel more stress (Fox and Moreland, 2015) It seems that Facebook make people's relationship conflict and stressed their feeling.

However, the position in which social media gadgets are placed in the home are major factors in the type and promote the communication between children and adults by social media (Chambers, 2013). Second, social media's websites (like Facebook) have integral medium for communicating to different social group members, such as Facebook profile is interacted or modified to self-esteem. It also affords the chance to improve week ties, keep the relationships and define otherwise ambiguous relationship. (Moreland,2015)

Third, Cockley (2016) report that, how illustrators and artists use social media. As his report, artists and illustrators use Twitter and Instagram to communicate and build their own audiences from their online work show. Artists and illustrators want to capitalize and evolve the relationship with a willing audience that is actively opting in to see their messages (Jullien, 2016). For those reason, social media make different social group member closer by

Annotations: WF, Link - cohesion, Unclear, Extend, Link - cohesion, Pronoun/noun Cohesion, Link - cohesion, Unnec, Link - cohesion, Unnec, Link - cohesion, Unnec, Link - cohesion, Summary

# Essay Feedback:

## • Feedback Form

PEAP 2016 – Feedback on Essay First Draft

Student Name: *****	Group: *
Student Number: *****	
Date: **/**/****	
Teacher: *****	

Essay title:  
With reference to the source texts and at least two texts from your field, critically evaluate the extent to which social media helps to bridge divides.

**Argument and organisation**

**Well done:**

- You have organised your essay into sections that relate to the essay question.
- You have clearly thought about the topic, and selected ideas from the texts to help you explore the subject.

**To improve:**

- You need to work more on your thesis, as it currently does not address the essay question. You have stated that ‘...social media strengthens affordances.’ The essay question does not ask you what social media does to affordances, and because the affordances are functions of social media, it is not possible for social media to change them (it would be the other way round). You need to communicate your stance in relation to the extent to which social media bridges divides.
- You have some paragraphs that seem to be focussing more on the advantages/disadvantages of Social Media, rather than how much it connects people. For example: *social media helps people get solutions*.
- You need to use ‘author’s voice’ to link between the ideas in your paragraphs. I have indicated various places on your essay where you need to do this. Currently your paragraphs lack cohesion, because the ideas you are trying to synthesise together are too different. Look for the phrase ‘link-cohesion’ to see where this is.
- You also need to extend some of the more significant ideas that you introduce in your paragraphs. Look for the word ‘extend’ to see where some of these are. For example, in your first paragraph you have citation that mentions that the placement of IT devices increases communication in the home, but you do not explain how this occurs. Instead, you move onto another claim about Facebook modifying self-esteem. The link between these two ideas is not clear, and it is not clear how they connect to your paragraph claim.

**Language, style and presentation**

**all done:**

- you have used some vocabulary that is specific to the topic.
- you have included a cover sheet.

**improve:**

- you have some examples of vocabulary that is not academic. For example: *gadgets* (*devices is better*) and *things*.
- you have examples of fragment sentences (see your essay). Please revise sentences structure for compound and complex sentences (going to the grammar session on Thursdays will help you with this).
- some of your sentences are not clear. Remember to use subject, verb, object structure when you are writing sentences. For example:  
*While online and mobile technologies are “more distracting than helpful to students” (UTU PEAP reading into writing, page 17) and less experiences from children to unsafe activities by social media, such as the receipt of sexual messages or cyberbullying (Hammers 2013).*
- in the above example, there is no link between the first clause (that starts with ‘while’) and the second clause ‘and less experiences’. Please keep your sentences simpler, do not use transitional words like ‘while’ without being fully confident of their meaning first.

**Use of sources and referencing**

**all done:**

- you have read the source texts, and thought about how some of the ideas can be used in your essay.
- you have found sources from your subject area and integrated it into your essay.

**improve:**

- you need to paraphrase more, as some of your citations are too close to the original (I have indicated some areas in your essay where this has happened).
- you have instances of incorrect citation, for example: *(UTU PEAP reading into writing, page 17)*.

refer to a lot in your essay. Please refer to the other side how they could help you think of

more than one paragraph.

start to your essay.

need to be addressed before you submit how you could extend your work more, as part.

questions.

# Problems – For the students

- Cognitive overload in processing direct written feedback  
*"...feedback overload, with students being unable to see the wood from the trees."*
- Low level of engagement from Ss
- Aversion to tackling some of the more complex issues
- Quality of articulation about essay in 'vivas'
- Lack of attempted improvements in final draft submission



# Problem – student perspective

- Aversion to tackling some types of feedback over others.
- Feedback types students DO typically engage in:
  - Language (word form, spelling, wrong word choice, register etc)
- Feedback types where students RESIST engagement:
  - Coherence
  - Cohesion
  - Task achievement (answering the essay question)
  - Citation

# Problem – student perspective

- Aversion to tackling some types of feedback over others.
- Feedback types students DO typically engage in (**MICRO**):
  - Language (word form, spelling, wrong word choice, register etc)
- Feedback types where students RESIST engagement (**MACRO**):
  - Coherence
  - Cohesion
  - Task achievement (answering the essay question)
  - Citation

# Problem – for teachers

- **Marking burden:**

- Turnaround time for one student = 1.5/2 hours.
- Average class size 12 – 14 students.
- Feedback turnaround time very tight (approx. 2.5 days)

- **Demotivation:**

- Suspicion that students only read the annotated script.
- Students lack of engagement /understanding

- **Standardisation issues:**

- Volume
- Code consistency

# Solution

## 1) **Feedback in two stages.**

- 'Macro': argument & organisation, use of sources
- 'Micro' : language and style

## 2) **Feedback from two teachers**

- Feedback given on different days.

## 3) **Revision of 'Viva' stage**

- Learner Driven (Maas, 2016), based around use of 'feedback grids'.

Draft  
Essay

- Students submit essay to Dropbox
- Sat 19<sup>th</sup> Nov

Marking  
Macro

- I.S Tutor marks MACRO elements (Grademark)
- Tues 22<sup>nd</sup> Nov

- Students access MACRO feedback Tues 22<sup>nd</sup> Nov
- Students create feedback grid 1

Marking  
MICRO

- RiW Tutor marks MICRO elements (Word: *Track Changes*)
- Thurs 24<sup>th</sup> Nov

- Students access MICRO feedback Thurs 24<sup>th</sup> Nov
- Students create feedback grid 2

'Viva'

- I.S tutor holds learner-driven feedback conference 'viva'

# New process **MACRO** feedback (Grademark) Tutor A

The affordance of accessibility to information in social media improve the teaching system in higher education through student collaboration and interaction. However, it is important to recognize that, we only utilize one or two functions of social media service. Moreover, student may struggle if he asked to use other function (Poor, 2014). Though it is valid point to mention that social media is flexible and easy to manipulate. It is simple for Student to create their learning path through websites that may lead to put the education at the center (Poor, 2014). Furthermore, educators find social networking useful and convenient to assess student work online (Poor, 2014). It can be concluded that, accessibility affordance is a dominant tool to be creative, easy to find information for research and it is easy to learn.

The affordance of connectivity through digital media enhance educator teaching quality. Specifically in relation to course material delivery and student feedback. Others believe that, students will not be able to separate their privat and academic life because they will be confused. Furthermore, educators assume that their students are competent because they are digital native (Poor, 2014). Even though this is true, it still derive student to what called "social constructivism". This type of environment teach student the collaboration, the participation and information sharing through their interaction in social media (Poor, 2014). In relation to educators, they are using several social networking tools such as blogs, wikis and others to enhance student interaction and to construct creative community (Poor, 2014). This type of communication will improve student technical skills that may support them when they are employed (Poor, 2014). This affordance is consider one of its strongest in social media, where the communication and collaboration is curial for student at the university level. Moreover, it promote educators academic profession.

Annotations on the right side of the page include:

- Trans
- Extend
- Q 2
- Extend
- Faulty
- Summar
- Q 3
- Evidenc
- Extend
- Faulty
- Extend
- Faulty
- Pronou
- Evidenc
- Extend
- Extend
- Synthes
- 2

# Macro compared to previous:

This essay will argue that Social media strengthens affordances by connectivity, accessibility and search ability in the society.

Social media can make people connect each other more convenient and efficient. Although romantic jealousy might be promoted from Facebook and it make people feel more stress (Fox and Moreland, 2015) It seems that Facebook make people's relationship conflict and stressed their feeling.

However, the position in which social media gadgets are placed in the home are major factors in the type and promote the communication between children and adults by social media (Chambers, 2013). Second, social media's websites (like Facebook) have integral medium for communicating to different social group members, such as Facebook profile is interacted or modified to self-esteem. It also affords the chance to improve week ties, keep the relationships and define otherwise ambiguous relationship. (Moreland,2015)

Third, Cockley (2016) report that, how illustrators and artists use social media. As his report, artists and illustrators use Twitter and Instagram to communicate and build their own audiences from their online work show. Artists and illustrators want to capitalize and evolve the relationship with a willing audience that is actively opting in to see their messages (Jullien, 2016). For those reason, social media make different social group member clear by

Annotations: WP, Link-, Link-cohesion, Unclear, Extend, Pronoun/noun Cohesion, Link-cohesion, Unnec, Link-cohesion, Paraphr. Orig., Unnec, Paraphr., Summary

PREVIOUS

The affordance of accessibility to information in social media improve the teaching system in higher education through student collaboration and interaction. However, it is important to recognize that, we only utilize one or two functions of social media service. Moreover, student may struggle if he asked to use other function (Poor, 2014). Though it is valid point to mention that social media is flexible and easy to manipulate. It is simple for Student to create their learning path through websites that may lead to put the education at the center (Poor, 2014). Furthermore, educators find social networking useful and convenient to assess student work online (Poor, 2014). It can be concluded that, accessibility affordance is a dominant tool to be creative, easy to find information for research and it is easy to learn.

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MACRO

# New process MICRO feedback

## Tutor B

Through digital technologies accessibility, homes are no longer a private space, family members are affected even though it helps households in their lives and homes can afford digital technologies. According to Madianou and Miller (2012, see Chambers, 2013:104), the decrease of the prices and accessibility of digital technologies has coincided with universal increase of living cost. This effect has resulted to media technologies like television and radio to be integrated into home and family lives (see Berker et al. 2006; Miller and Slater 2000; Silverstone and Hirsch 1992). Furthermore, Horst (2010: 168, see Chambers, 2013:107), indicates the use of social media in family-centred activities where family members were able to access family major events information on their website like family vacations and photographs. However, the accessibility of digital media in homes appear to endanger homes. Broadbent (2011, see Chambers, 2013:103) show that homes may look like privatised, but truly it became more permeable to the outside world by using digital tools like webcams and instant messaging while communicating with family members and partners and showing each other significant domestic contexts and objects. More importantly, the accessibility of digital technologies may be harmful to family members. Alters & Clark; Cassel & Cramer (2004; 2007; see Chambers, 2013: 105) demonstrate that parents worry about the time spent online by children and possible isolation may result in addiction of games and social network sites, expose to aggressive commercial targeting, sexual explicit material, and online violence. In addition, Bevan, Gomez, and Sparks (2014, see Fox and Moreland, 2015: 169) show that the overuse of social networking sites may result in lower quality of users. It is important for parents to control the access time of media technologies by children and restrict access of some contents and more importantly discuss and advise them how they can use it appropriately.

Barclay, Samuel I will start checking your work

Barclay, Samuel Use this pattern: the noun of

Barclay, Samuel Sing/pl

Barclay, Samuel is this about the benefits or

Barclay, Samuel BEP

Barclay, Samuel prep (hint: which preposition do)

Barclay, Samuel BEP

Barclay, Samuel object/verb complement

Barclay, Samuel Frag

Barclay, Samuel Do you mean homes or the

Barclay, Samuel S/A BEC

Barclay, Samuel WDBE

Barclay, Samuel WD

Barclay, Samuel W

Barclay, Samuel This idea seems unconnected

Barclay, Samuel Faulty citation

Barclay, Samuel You need to include a relative

Barclay, Samuel Not par

Barclay, Samuel W

Barclay, Samuel W/DG prep

Barclay, Samuel Make this a, b, and c.

Barclay, Samuel BEGO ref



# Example of a feedback grid: MICRO (created by student in response to feedback)

Type of Error	Example(s) of error from your essay	Your correction and explanation	Source of correction (e.g. dictionary, online grammar guide, classmate, teacher, etc.)
WW	1)language loss would lead to the loss of many part of world cultures  2)Globalization is the beneficial to spreading it	1)Correct: language loss will lead to the loss of many parts of world culture.  Explanation: "will" shouldn't be past tense  2)Globalization is beneficial to spreading it  Explanation:"Be beneficial to something" be +adjective	Grammar website    Teacher feedback/friend
unnec	the globalization compress the space and time, and we may not find the definite boundary in the future.	Correct: delete "the"  Explain:We do not need to use an article when we are talking about something in general terms.]	
s/v agr	As we know, globalization brings different kind of cultures to nearly every corner and impact all thing such as media, language and food.	Correct: impacts  Explain: globalization is singular form.	

# Example of a feedback grid: MACRO (created by student in response to feedback)

<u>Dev.claim</u>	<u>1.Globalization</u> accelerates the development of media, which is one type of culture.	Correction: globalization facilitate the development of local media and enrich the global media.  Explanation:claim needs to be more specific	
interpretation	Now the situation of the media has changed and the media system is more complex than before.....  Media plays a critical role in the process of globalization,	Correction: i need add a link words to connect these two sentences or these two sentences could in one paragraph.  Explanation:i should interpret it clearly and link it with next sentences more closer	
unclear	<u>globalization</u> , which contact globalization firstly and under the influence directly.	Correction: change” under the influence directly” to “directly effected by globalization”	

# Feedback conferences '*viva*'

- Dubbed '*vivas*' on our course due to the summative assessment involved.
- 15 minutes per student (with five minutes at the end for the tutor to input)
- Learner driven

# Findings and Evaluation - **Positives**

- **STUDENTS:**

- Student engagement
- Lowering cognitive load
- Staging of feedback

- **TEACHERS:**

- Marking load
- Motivation

## Positives (student):

**'Each teacher can focus...is more good for our working...'**

'...I can go back to my feedback... improve my next essay...'

'Feedback tables make us really know our problems...'

'The claim or coherence problem is much difficult to fix by ourselves...'

'..I will know that my paragraph is too complex for my readers to understand.'

# Positives (teacher):

**'because two teachers were feeding back on the content I feel that the students focused harder on the activity...'**

'...[the] feedback table...compelled them to engage with their feedback more proactively...'

'...it might free up the IS teacher to focus on more substantive but also more ephemeral problems...'

'..I noticed more engagement in the process from the students'

'Marking for [macro]...enabled me to focus...thus engaging more effectively with the rhetorical flow of the essay.'

# Findings and Evaluation: **negatives**

- STUDENTS:
  - Potential for increased pressure in 'viva'.
  - Very weak students may struggle with the feedback grids.
- TEACHERS:
  - Increase marking burden on the Writing teacher.
  - Potential for duplication or omission
  - Collaborative feedback not demonstrably better than one teacher providing feedback in stages.
  - Logistics
  - Training time required for the students and teachers.

## Negatives:

'...quite a complex process in what is already quite a complex course...'

## '..difficult to roll out on a large scale...'

'Some students may not have the resources to be able to make changes to their writing based on corrections alone. Some kind of balance is needed'

'...not convinced there is an advantage to two different teachers providing feedback.'

(Student about Viva):  
'nervous because I don't know what to...I don't how to tell you what's my problem....'



# Limitations of study:

- **No control group**
- **Other variables in the process** (such as amendments to the assessment criteria, course materials, teaching cohort and standardisation)

# Next steps

- **Further exploration through amendments to the model:**

## **Pedagogical:**

- no collaboration (just one tutor)
- variations to the collaboration
- variations in standardization of the process
- variations in training the students

## **Research:**

- Control group
  - Longitudinal study
-

# Date for your diary!



NOTTINGHAM  
TRENT UNIVERSITY



## Intercultural Communication and English for Academic Purposes

BALEAP Professional Interest Meeting  
**18<sup>th</sup> November 2017**

Nottingham Trent University  
[www.baleap.org/event/intercultural-communication](http://www.baleap.org/event/intercultural-communication)

Plenary speaker: **Prof. Adrian Holliday** (Canterbury Christchurch Uni.)

# Reading list:

- Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing, 17*, 102–118.
- Bloxham, S., & Campbell, L. (2010). Generating dialogue in assessment feedback: exploring the use of interactive cover sheets. *Assessment & Evaluation in Higher Education, 35*(3), 291–300.
- Brinko, K. T. (1993). The Practice of Giving Feedback to Improve Teaching: What Is Effective? *Source: The Journal of Higher Education, 64*(5), 574–593.
- Chandler, J. (n.d.). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing.
- Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal*.
- Ferris, D., & Roberts, B. (2001). Error feedback in L2 writing classes How explicit does it need to be? *Journal of Second Language Writing*.

- Hyland, F., & Hyland, K. (2001). Sugaring the pill Praise and criticism in written feedback. *Journal of Second Language Writing*.
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- Nassaji, H., & Swain, M. (n.d.). A Vygotskian Perspective on Corrective Feedback in L2: The Effect of Random Versus Negotiated Help on the Learning of English Articles.
- Salimi, A., & Dadashpour, S. (2012). Task complexity and language production dilemmas (Robinson's Cognition Hypothesis vs. Skehan's Trade-off Model). *Procedia -Social and Behavioral Sciences*, 46, 643–652.