

SINGAPORE MANAGEMENT UNIVERSITY

Improving Feedback on Writing through Technology

Chia Mien Tan
cmtan@smu.edu.sg

Feedback on Writing: S'pore Context

- Writing is a process: but in S'pore context, prior to university, writing is a timed event, completed under pressure
- Feedback is often quantitative rather than qualitative
- Feedback is split into two broad categories:
 - Task Fulfillment
 - Language Component

Challenges of Providing Feedback on Writing

- Sheer volume of papers to grade: summative or formative assessments?
- Performance of student relative to past work and/or cohort?
- Feedback can be split into two broad categories:
 - Task Fulfillment – consideration of context, audience & purpose
 - Language Component – technical aspects (rhetorical appeals, structure, grammar)

Using Technology to Address Gaps

- SMU's Mission: *"SMU is committed to an interactive, participative & technologically enabled learning experience"*.
- CEC's Programme in Writing and Reasoning: uses Problem-based Learning approach to tackling writing tasks
- 4 summative & 9 formative assessments for the module

Feedback

- Essential component of teaching, especially for those involved in teaching language
- Help students learn & improve on current competencies
- Four levels of feedback (Hattie & Timperley, 2007):
 - Task level – have you fulfilled the task?
 - Process level – how well did you fulfil the task?
 - Self-regulation level – after getting feedback, how would you ensure you don't make the same mistakes again?
 - Self-level – what are your weaknesses? Have you improved?

Feedback: Peer Feedback

- As part of the editing process, students are encouraged to review one another's work
- Providing feedback allows students to reflect on task requirements & focus on key aspects of achieving task
- CEC uses ELI app review, a paid service

Task Type	Task Name	Due Date	Progress
Review	Peer Review 3	2016-11-06	100%
Writing	Propose a recommendation to your company	2016-11-02	96%
Review	Peer Review 2	2016-09-25	100%
Writing	Synthesising Sources	2016-09-21	100%
Review	Peer Review 1	2016-09-05	100%
Writing	Write a thesis statement for a comparative analysis	2016-09-05	100%

Group 1

[REDACTED]	100% (3/3)
[REDACTED]	100% (3/3)
[REDACTED]	100% (3/3)
[REDACTED]	100% (3/3)

Group 2

[REDACTED]	100% (2/2)
[REDACTED]	100% (2/2)
[REDACTED]	100% (2/2)

Group 3

[REDACTED]	100% (2/2)
[REDACTED]	100% (2/2)
[REDACTED]	100% (2/2)

Peer Feedback: ELI Review (Task Level)

- Students are put into groups of four or five
- Encouraged to read through one another's paragraphs with certain points in mind (provided in the form of prompts)

For the final sentence, maybe you could use "Since" to connect the last sentence with the previous sentence for more flow:)

[\[View in Context\]](#)

Rating: ☆☆☆☆☆



Endorse?

Hi [redacted] I like the idea and recommendation and i believe that it will be a hit if Seoul TouchUp does pursue your recommendation. I feel that the data you use to support your point is effective and impactful. Just some small minor sentence structure issues that I felt could have been improved as I stated in the contextual comments section:) Besides that I feel that the recommendation with accurate usage of APA citation will be a resounding success!

Rating: ☆☆☆☆☆



Endorsed

Peer Feedback: ELI Review (Task Level)

- Process of reviewing other people's work & getting reviews from peers work in the following ways:
 - Necessitates student to consider audience's (reader's) perspective: one of the most common failings in student writing
 - Gets students to think about & articulate what effective writing is (in their opinion)
 - Allows instructors to keep an eye on student writing & endorse particularly insightful feedback
 - Added benefit of providing instructors with a sense of where student needs help



Your Feedback in Context

Comments in Context

Company: Parkway Pantai Limited (PPL).

Intended Audience: Affluent customers who travel from various countries into Singapore for PPL's medical services.

Recommendations:

PPL should collaborate with Global Wellness Holdings (GWH) to extend the services we offer to our patients. GWH is a company that provides wellness services ¹. As the wellness and spa industry is increasingly popular as shown by GWI (2014) ², PPL should tap on this trend and offer post-medical wellness packages. We believe the medical tourism experience we provide should not be limited to medical services. We aim to differentiate ourselves by providing extensive post-medical experiences. By acting first among competitors, PPL can gain the first-mover advantage in providing post-medical wellness services that is increasingly popular in this current age.

Reference

Global Wellness Institute. (2014). *Global Spa and Wellness Economy Monitor*.

Global Wellness Institute (GWI). Retrieved from:

Feedback: Competency Analytics System (CAS) (Process & Self-regulation Levels)

- Started off as an analytics system for Information Systems students
- Adapted by CEC for writing assessments
- Graphic depiction of student's performance vis-à-vis rubrics/key competencies

The report also allows each student to gauge his/her performance with respect to the cohort, which is represented by the grey bar just below each color bar.



In this instance, C1 shows how competently the student has crafted his/her thesis statement

CAS (Process & Self-regulation Levels)

- Allows student to view his/her performance relative to others

A competency is deemed as **acquired** when the length of the bar exceeds the middle position (the threshold position) and is marked with a **green tick** otherwise is deemed as **not acquired** and is marked with a **red cross**.

The report also allows each student to **gauge** his/her performance with respect to the **cohort**, which is represented by the **grey bar** just below each color bar.

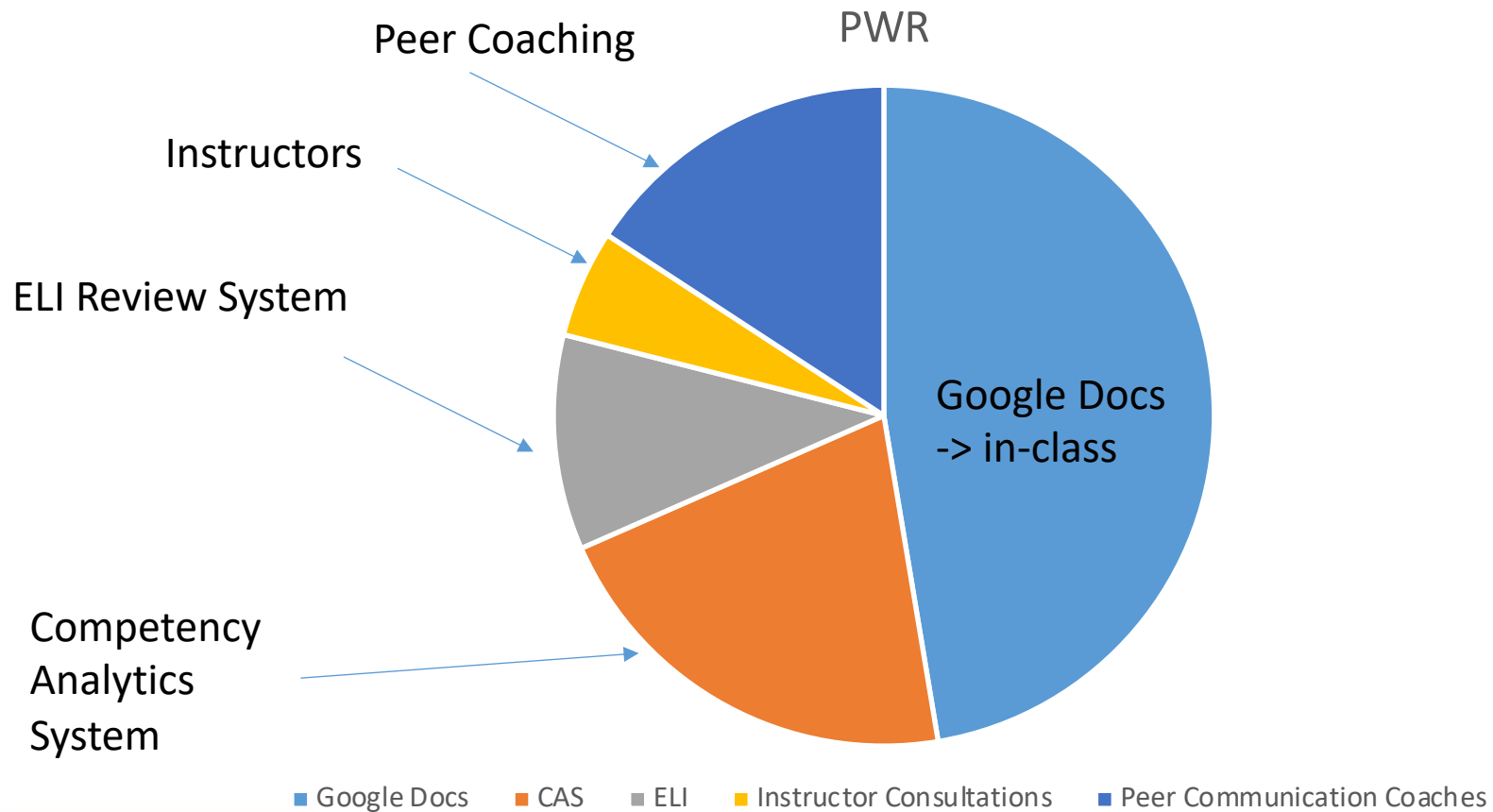


Technology-based Solutions & Feedback

- Provide students with more than one perspective on their writing
- In giving feedback to others, students are clearer about task
- Can match peer feedback on task with actual competencies when written work is returned
- Holistic approach to writing:

Draft 1 -> Editing (ELI) -> Draft 2 -> Consultation -> Draft 3 -> Submission -> Return of Marked Script & CAS

Feedback



Last Thoughts...

- How much feedback is too much?
- How do students respond to feedback?
- Feedback – proofreading?
 - Checking for errors or
 - Teachable moment/Do students really learn?