



Let's Review: Types of Feedback Given in an Agricultural Writing Intensive Course

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Introduction

- 85% of students across disciplines are at a basic writing level (Cho & Schunn, 2007).
- Written text is important for student **SUCCESS** (Brandt, 2005; Geiser & Studley, 2001; Leggette, 2015).
- Student writing is a predictor of success in their first year of undergraduate coursework (Geiser & Studley, 2001).
- Universities use writing intensive courses (WIC) to enhance writing skills.





Writing in Agriculture

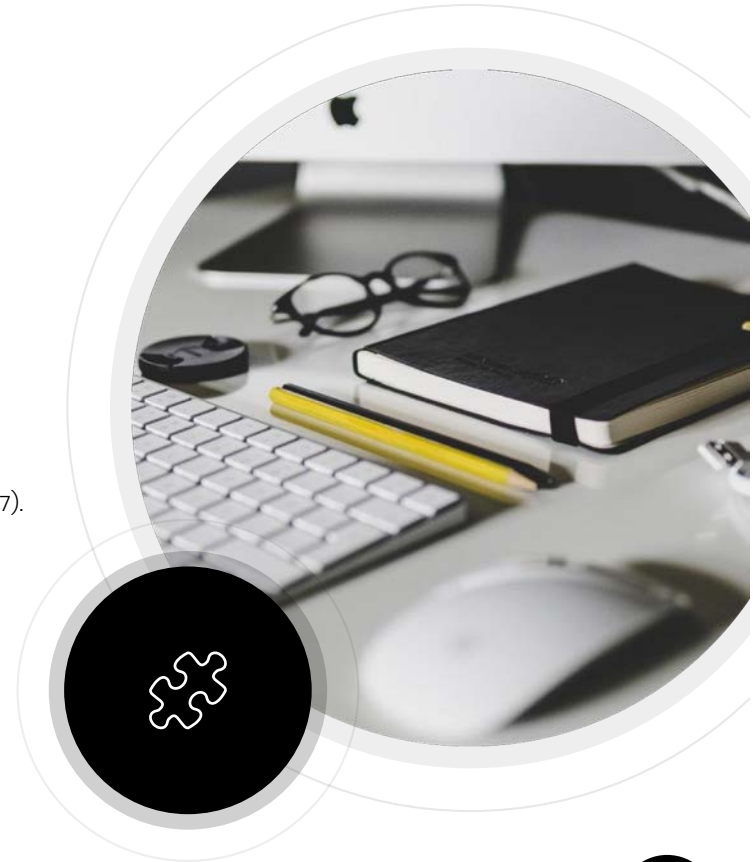
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OREGON STATE UNIVERSITY

Writing Intensive Course (WIC) | 3 Cr.

Peer Review

- Peer review offers several benefits
 - Additional writing practice
 - Increase in content knowledge
 - Builds community (Cho & Schunn, 2007; Ertmer et al., 2007).
- The quality of student peer reviews varies (Cheng, Liang, & Tsai, 2015).

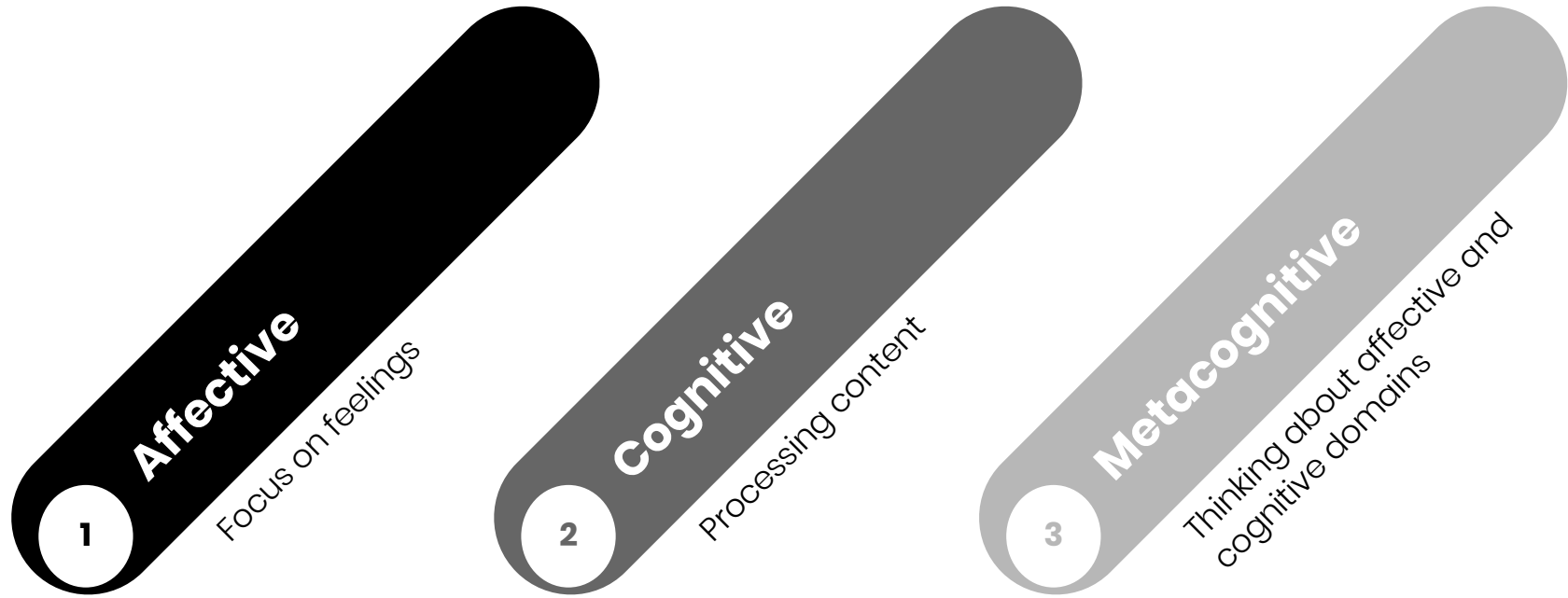


Framework

- Role of Feedback Messages in Undergraduate Students' Writing Performance During an Online Peer Assessment Activity (Cheng, Liang, & Tsai, 2015).
- Built upon previous studies which examined the messages from affective, cognitive, and metacognitive perspectives (Cheng & Hou, 2015; Tsai & Liang, 2009)).



Framework





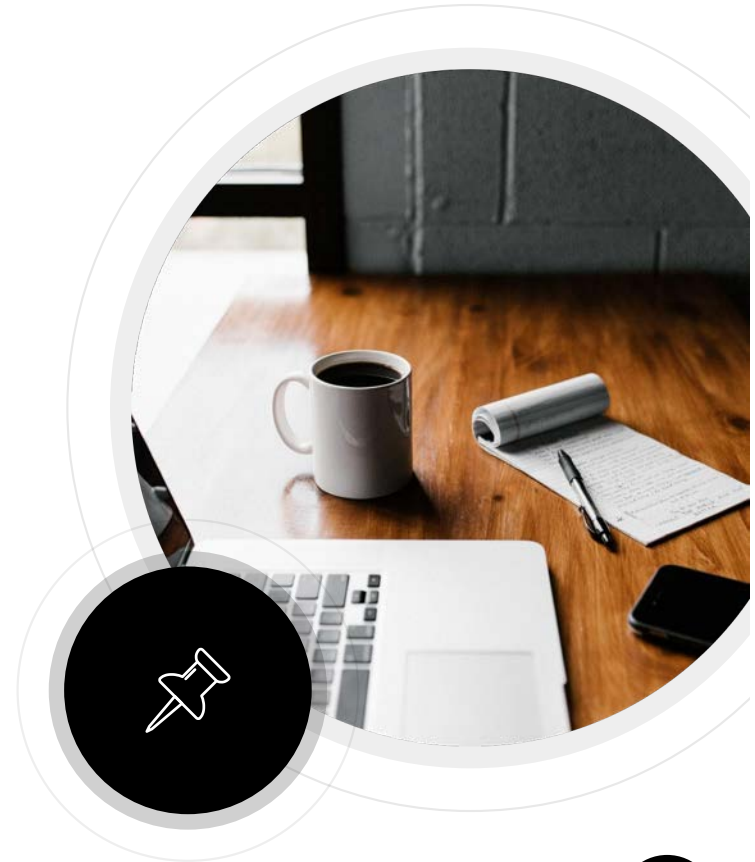
Research Questions

The purpose of this study was to describe the types of feedback used by students in an agricultural writing intensive course.

- To what extent are Agricultural Science students at Oregon State University using affective, cognitive, and metacognitive feedback?
- How does the frequency of affective, cognitive, and metacognitive peer review feedback change over an academic term in a writing intensive course?

Methods

- Content analysis of feedback from students during peer review
- Participants included all 13 students enrolled in an on-campus agricultural writing intensive course during Spring 2018 quarter
- Coding scheme (Cheng, Liang, & Tsai, 2015)



Methods

Dimension	Category	Definition
Affective	(A1) Supporting	Comments containing support or praise
	(A2) Opposing	Comments simply showing negative feelings about the work.
Cognitive	(C1) Direct correction	Comments focusing on the correctness of the work (e.g., matching the requirements of the assignment or not, or technical problems about writing format).
	(C2) Personal opinion	Comments of general advice or personal opinions without indicating concrete directions to revise.
	(C3) Guidance	Comments containing concrete suggestions, concepts, or approaches to improve the work.
Metacognitive	(M1) Evaluating	Comments about verification of knowledge, skills, or strategies.
	(M2) Reflecting	Comments challenging the work for the writer to reflect on or think about thoroughly.
Irrelevant comments	(IR)	Irrelevant to affective, cognitive, and metacognitive comments

(Cheng, Liang, & Tsai, 2015)

Feedback Examples

- **Affective:**
 - *“This would be an amazing project to complete”*
 - *“I really enjoyed how clear your writing was”*
- **Cognitive:**
 - *“I feel that this could be elaborated upon some more.”*
 - *“I would try to find more citations/data for this section...”*
- **Metacognitive:**
 - *“You probably already know this, but grapes don’t ripen until like August or September, so where will they get the grapes?”*
 - *“Will the participating farmers be paid for their time or produce?”*
- **Irrelevant:**
 - *“Let me know if there is anything I can help with!”*

Findings

	Initial Feedback (n = 143)		Final Feedback (n = 208)
	Percent (%)		Percent (%)
Affective	33		41
Supporting	32		40
Negative	1		1
Cognitive	30		39
Direct Correction	0		7
Personal Opinion	23		26
Guidance	7		6
Metacognitive	15		13
Evaluating	8		6
Reflecting	5		7
Irrelevant	22		7

Initial and final feedback by category and sub-category

Findings



Affective Feedback

Initial Feedback

33%

Final Feedback

41%

Affective Supporting

Initial Feedback

32%

Final Feedback

40%

Findings



Cognitive Feedback

Initial Feedback

30%

Final Feedback

39%

Cognitive Personal Opinion

Initial Feedback

23%

Final Feedback

26%

Findings



Affective Feedback

Initial Feedback

33%

Final Feedback

41%

Affective Negative

Initial Feedback

1%

Final Feedback

1%

Findings

Irrelevant Feedback

Initial Feedback

22%

Final Feedback

7%

Conclusions

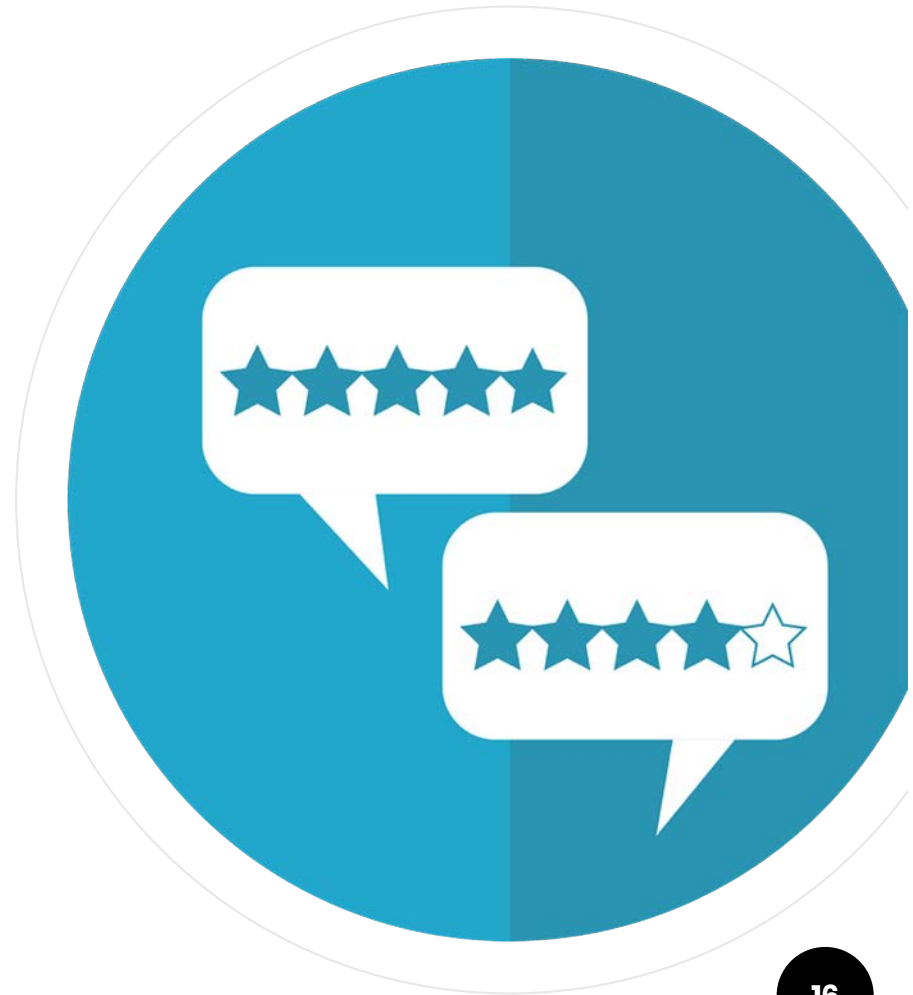
Affective & Cognitive

Initial Feedback

63%

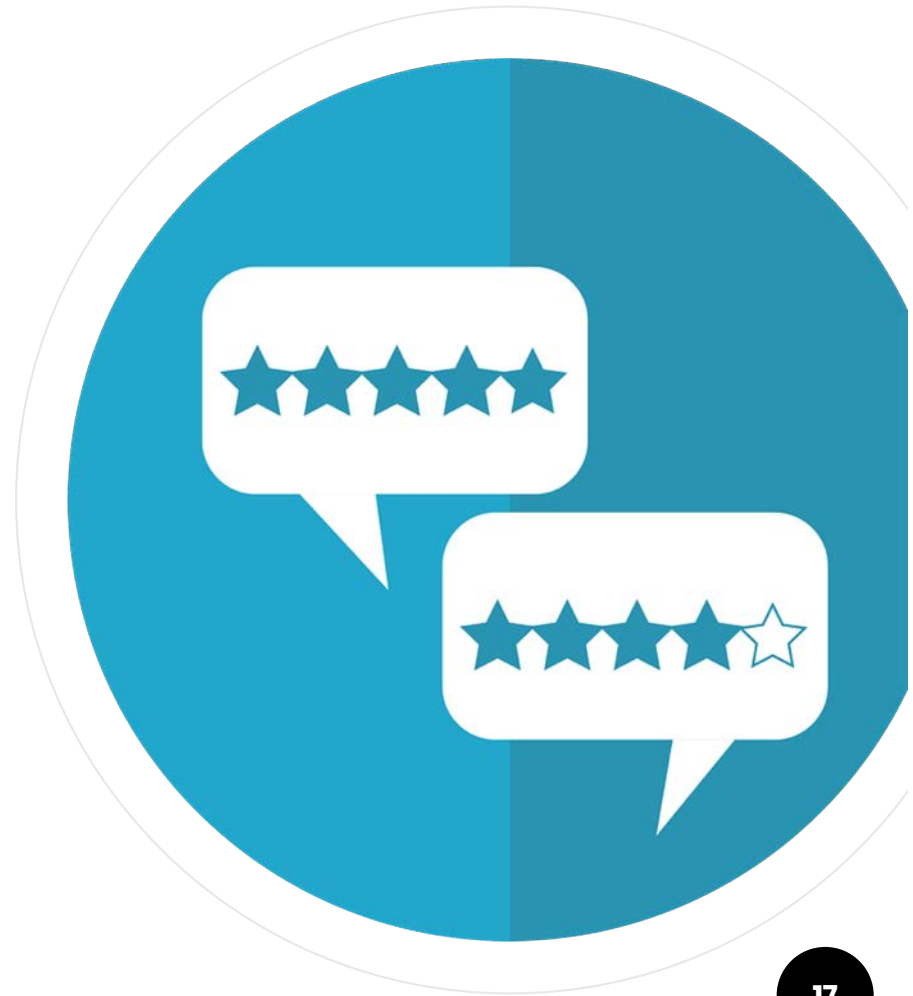
Final Feedback

80%



Conclusions

- Reluctance to give criticism and correction
- Students' reflection on peer review



Implications

Future Research

- Examine instructional strategies
- Evaluate review based on setting
- Role of peer feedback in revision
 - Writing/revision
 - Value
 - Writing Improvement
 - Roles of participants



Implications

Practice

- Development of strong peer reviewers
- Feedback effectiveness/use





**Thank
you!**