

# Types of Peer Feedback Training, the Feedback Provider, and Performance: Toward a Process/Product Perspective

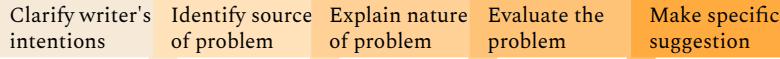
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Research Questions

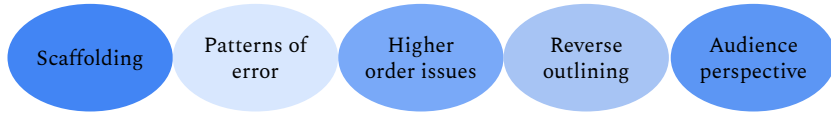
1. How do types of peer feedback training (revision vs. tutoring) affect the performance of the feedback provider's own writing?
2. How do types of peer feedback training affect the awareness of the feedback provider's writing processes?

Types of Peer Feedback Training

**Peer Revision Training:** (Min, 2006; Eli Review)



**Peer Tutoring Training:** (Fitzgerald & Ianetta, 2016; tutors' reflections)



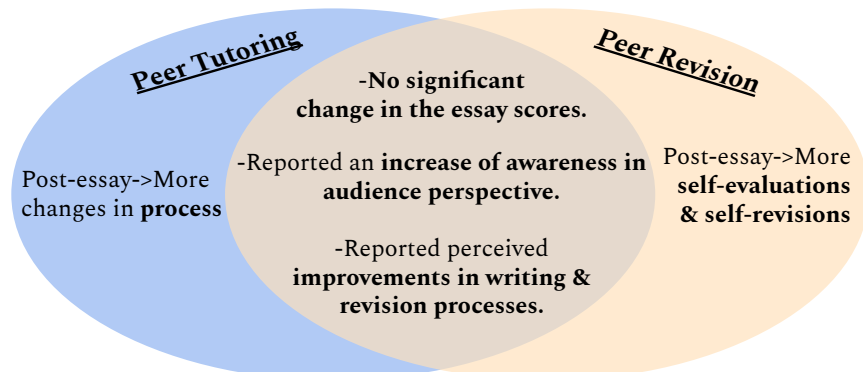
**Primary Distinction:** Peer Revision taught specific steps; Peer Tutoring taught broader strategies.

Methodology

1. **Pre-Essay Session:** Participants wrote an essay in response to a prompt while thinking aloud. They were recorded through Zoom.
2. **Feedback Training:** Participants completed a training session for their training group, then gave written feedback to a sample op-ed.
3. **Post-Essay Session:** Participants wrote an essay for the 2nd prompt. The procedure was the same as the pre-essay. They were interviewed.
4. **Essay Scoring:** Two writing faculty members scored the essays.
5. **Coding:** The think alouds were coded for self-evaluations and self-revisions. Only feedback concerning higher-order concerns was coded.

Training Group	Rubric Criterion	Pre-Essay		Post-Essay		Performance Change		P-Value
		Mean	SD	Mean	SD	Mean	SD	
Tutoring (N=11)	Total	7.37	1.32	7	1.23	-0.37	1.09	0.14
	Argument	7.68	1.28	7.34	1.3	-0.36	0.94	0.11
	Structure	7.34	1.32	7.04	1.21	-0.29	1.34	0.24
	Style	7.09	1.48	6.64	1.32	-0.45	1.2	0.12
Revision (N=11)	Total	7.09	1.19	7.53	1.23	0.44	1.51	0.17
	Argument	7.2	1.35	7.77	1.3	0.57	1.48	0.12
	Structure	7.06	1.17	7.59	1.21	0.52	1.69	0.16
	Style	7	1.19	7.23	1.32	0.22	1.58	0.32
Total Group (N=22)	Total	7.23	1.23	7.26	1.52	0.03	1.35	0.45
	Argument	7.44	1.31	7.55	1.61	0.1	1.3	0.36
	Structure	7.2	1.22	7.31	1.58	0.11	1.55	0.37
	Style	7.05	1.31	6.93	1.48	-0.11	1.42	0.36

Pre- and Post-Essay Performances



Future studies should center process along with performance to measure the effectiveness of peer feedback pedagogy.

Findings