Arab World English Journal
INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327
مجلة اللغة الانكليزية في العالم العربي

Arab World English Journal (AWEJ) Special Issue on CALL No.3 July 2016

Pp.258- 287

Successful Online Learning Collaboration: Peer Feedback and Technology Integration in English Composition Courses

Kimberly Bunts-Anderson
Language and Humanities Department, Northern Marianas College
Saipan, Commonwealth of the Northern Marianas Islands, Marianas Pacific, USA

Abstract

The following paper describes learning processes that occurred in six classrooms of approximately 97 advanced and novice English composition students studying at an American university in the Middle East. The students came from multicultural backgrounds; including African, Middle Eastern, Asian, European and American. Due to scheduling issues (long breaks and accelerated lectures), students were highly encouraged to integrate technologies to extend their learning outside of the classroom and to develop collaborative learning groups. Assigned tasks required students to use a collaborative editor to provide support in synchronous and asynchronous learning contexts. Peer feedback on writing errors and content was requested. The learning objectives were to develop skills in locating and classifying data, summarizing literature, and reviewing and applying composition formatting and content information provided. Learners were expected to produce individual compositions in narrative form (Novice Writers) and academic report formats (Advanced Writers). Throughout the courses, self-correction of writing errors increased in quantity and quality. Autonomous Learning was evidenced in the individual compositions produced. Student Satisfaction was high with learning experiences across the groups described, as supportive of critical thinking and highly motivational. Retention and pass rates for the six courses reported were significantly higher than the average outcomes reported typically for those courses by the institution. A key factor in these successful outcomes appears to be the participation in online collaborative learning both self-directed and instructor assigned. Convenience factored greatly in what technologies were selected and used by individuals.

Keywords: CALL, error correction, learner autonomy, online collaborative learning, peer learning

Introduction

The research on collaboration and Computer-Assisted Language Learning (CALL) described in this paper came about through chance and pragmatic necessity. I was working, as an adjunct instructor, at an American university in the United Arab Emirates (U.A.E.), and had been assigned to instruct three advanced writing courses and three composition courses for novice learners. The three novice courses were scheduled back to back during the mornings and the classrooms were next to one another. I realized that the scheduling offered a convenient opportunity to extend to a much larger group of peer learners if needed. The advanced courses ran over two terms; the first in the fall, 2013 semester and the other two in the following accelerated summer session. Initial assignments for both groups were designed as a means of practicing summarizing and classifying literature and the students' first attempt at writing a complete essay (novice students) and an academic research report (advanced writing students). Due to the fact that much of the work required of assignments would take place outside of the classroom, I encouraged students to interact in collaborative small group discussions in class and to form working partnerships with peers outside of class. A variety of computer tools were introduced to assist with continuing dialogues on readings, composition planning, and peer feedback, and were to be employed outside the courses, throughout the terms and over the scheduled breaks.

Review of Literature

Collaborative Writing

The collaboration described in this paper is focused on the outcome of students learning the basic skills of writing acceptable academic essays' The subject matter taught in many ways, combines the old and new. 'The old', in terms of writing objectives, refers to the attention paid, by the instructor, learners, and learners' peers, to the basic wording, grammar and writing of sentences. These are then developed into paragraphs that focus on main ideas which are supported by individual's experiences. Finally, those paragraphs, through the use of transitions and other cohesive devices, are tied together in a composition. The final outcome is when the writer hopes to present their ideas and experiences in a united, cohesive manner that is comprehensible and interesting to the reading audience.

In terms of collaborative approaches, the class based research presented in this paper used a variety of collaborations, such as peer evaluations of individual's drafts described by Ede & Lunsford (1990) as an old or traditional approach to collaborative writing, most commonly applied in expository and composition theory courses (p.15). A more recent trend, the 'multi-authored' approach, where learners work together, in groups, to develop a single text, is also used. This approach to rhetoric has been argued, by some, as being closer to real world writing or expected social collaborations in the work place (Coe, 2002). In a tertiary context, the newest collaboration used in the study would be the use of coordinated computer support where summarizing the literature and jointly planning the writing processes allowed learners to interact and work together in both synchronous and asynchronous environments. Arguably from a young collegiate student perspective the use of CALL and mobile technologies may often be viewed as the norm or expected communication tool applied in daily communications and not viewed as "new" at all. For those working in formal academic settings, however, the active integration of technologies in classroom and in extended outside learning contexts is still viewed as a new

phenomenon which has been rapidly integrated in teaching and learning contexts over the last fifteen years.

CALL Participation, Interactions and Productivity

In college classrooms today, Computer Assisted Language Learning (CALL) participation has become the norm. In multi-lingual classrooms where spoken and written interaction continue to be the primary focus "the how" to use technology productively is still being explored. As Beaker (1995) claimed, the impact human/computer interactions have on productivity and collaborative learning has been at the forefront of Educational Research discussions for some time, yet the successful use of these technologies in educational planning is still developing. The rapid surge of CALL and other technology applications has come about through the affordability and portability of handheld devices and the prolific development of freeware or low cost software which has allowed computers to be actively integrated in tertiary classrooms (Bunts-Anderson & Campos, 2010; Snyder, 2008).

Over a decade ago, Ragoonaden & Bordeleau (2000) claimed that the interactive use of the internet, such as e-mail and hypertext navigation should provide learners with the chance to participate actively in the learning process and to communicate easily with others (para. 1). Today, easy access to online browsing, searching, and instant communication applications are available on most computers and mobile technologies. Thus the opportunities to extend and support online learning have become more evident and pragmatic. CALL has had a great impact on English composition writing in particular, due to the learners' current ease in accessing information and composition models. For teachers, the need to seek out, understand and apply coordinated online support for the actual outlining and drafting required of writing processes has now become crucial (Erkens, Jaspers, Prangsma, & Kanselaar, 2005). For both instructors and students, it is this coordination of CALL and the active participation in collaborations both within and outside classroom contexts that is now viewed as a key component and skill required in the output of quality composition texts.

Peer Review and Technology Integration

The process of students reviewing other students' work termed "Peer Review" is often used in educational contexts to achieve specific learning objectives. The change of roles from student to collaborative learner or teacher is thought to support higher order learning processes. In composition writing, the Peer Review process is believed to be particularly helpful in text development as it allows the writers opportunities to self-evaluate and evaluate others through exploration of texts from micro and macro perspectives. In education, there are a variety of forms in which peer reviews can be used. They may be planned from a traditional standpoint to mimic the scholarly review process used in the sciences to improve quality. Peer Reviews may also be organized around "team based" perspective where learners are viewed to benefit through the collaboration and mentoring opportunities provided by working with others. Some learners have also been asked to be "Peer Graders" and formally mark classmates' work. This appears to work better for some projects or subject areas than others.

In the area of writing, the practice of peers grading peers tends to receive more negative than positive reviews from the learners. Generally comments such as differences in ability, differences in effort applied, lack of expertise, privacy issues and competitiveness appear to be

constant in students' reports of peer grading experiences. Despite the issues reported with peer grading, most reports continue to tout the benefits of self-assessment and peer-feedback to the writing students' learning processes. Consequently, many teachers today, seem to agree that the assessment of students' writing should not be limited to one instructor. Likewise, when the outcomes of peer reviews are reported either in the literature or through various instructors' reports, the findings typically suggest that students who go through a peer review process tend to do better than those that don't. The opportunities to comment, reflect draft and redraft appear to benefit students in assessing their own writing processes and progress. Graham (2008) argues the peer review process is especially powerful if students assess their writing performance in relation to self-or teacher-identified writing goals. According to The Teaching Center at Washington University at St. Louis (n.d.), participating in peer review can specifically help students in the following ways:

- Learn how to read carefully, with attention to the details of a piece of writing (whether their own or another writer's);
- Learn how to strengthen their writing by taking into account the responses of actual and anticipated readers;
- Make the transition from writing primarily for themselves or for an instructor to writing for a broader audience–a key transition for students as they learn to write university-level papers and as they prepare for post-graduate work;
- Learn how to formulate and communicate constructive feedback on a peer's work;
- Learn how to gather and respond to feedback on their own work.

(Using Peer Review, para. 1)

The use of peer-review in the class-based studies reported is particularly relevant in that assignments and tasks selected encouraged and required students to develop all five of the skills listed as helpful. The processes of completing these objectives were supported by the provision of easy access to a variety of technology tools. Students were asked to interact and extend their learning outside of the classroom through selecting technologies they viewed as most useful and helpful to achieving their individual course goals.

Technology integration is a broad term however, for the study reported it will be defined as the use of technology tools such as computers, and mobile devices like smartphones and tablets. This integration also includes the use of social media platforms, networks like Blackboard and Facebook, interactive software applications like Google Docs, chats and forums, and the Internet to support classroom practices. Successful technology integration is achieved when the use of technology is readily available for the task at hand, supports specific curricular goals and helps students to reach their goals in easy, pragmatic ways. Technology integration is at its best, when students or teachers do not need stop and think about why or how they are using a particular technology. Instead they are actively engaged in the process of learning and the tools used have become a natural, seamless part of the process (Snyder, 2008).

Methodology

Context

Participants in the first stage of the study described originally totaled 107 students enrolled in six courses, with 55 Novice Writers and 52 Advanced Writers. However, owing to the university's policies of enrolment, withdrawals due to lack of attendance and low performance, only 48 novice and 47 advanced students remained enrolled after the first month, and only 45 novice and 44 advanced students completed the entire project. Novice students' ages ranged from 16-22 and advanced students' ages ranged from 17-27. The students came from mixed multicultural backgrounds, which included African, Middle Eastern, Asian, European and American learners. The university where the research took place is an American university in the Middle East named the American University of Sharjah (A.U.S.). The A.U.S. enjoys a reputation as a high quality institution of higher learning and students from all over the region, and abroad attend the university. The majority of students in both cohorts were international students, with 10 students from the local area enrolled in the novice level classes and 7 students from the local area enrolled in the advanced classes. Thus, across the total of both groups, 15.89% of the students were U.A.E. residents.

Students enrolled in the novice courses were placed in a writing bridging course based on the scores they received on the international TEFOL exam and on the university's own entrance assessments. Students enrolled in the advanced writing courses had completed their Freshman English composition requirements and were typically enrolled to either gain research writing experience and did so purposefully or as a course requirement of their major area of study. The A.U.S. enrolls approximately 5,259 students annually and the campus is located in University City, Sharjah. Designed specifically as a location for multiple tertiary campuses, University City has very few housing facilities. Thus, the majority of students, enrolled in the courses reviewed, commuted between 30 minutes to 2 hours or more to attend classes. This commute and the distance between student residences factored highly in the need for the extended online collaboration reported. All courses at A.U.S. are taught in English.

The majority of students enrolled in both courses came from areas where languages other than English (LOTE) were spoken. Experiences with English varied across the group. Most often, English was the second language (ESL) of their home countries. For some, English was a foreign language (EFL) used primarily for international business. English oral language skills were limited with some of the novice students; however, all of the students enrolled in the advanced courses were fluent English speakers. A majority of the students across both courses had attended educational institutions which taught subjects in English previously.

Data Collection

Qualitative/Quantitative

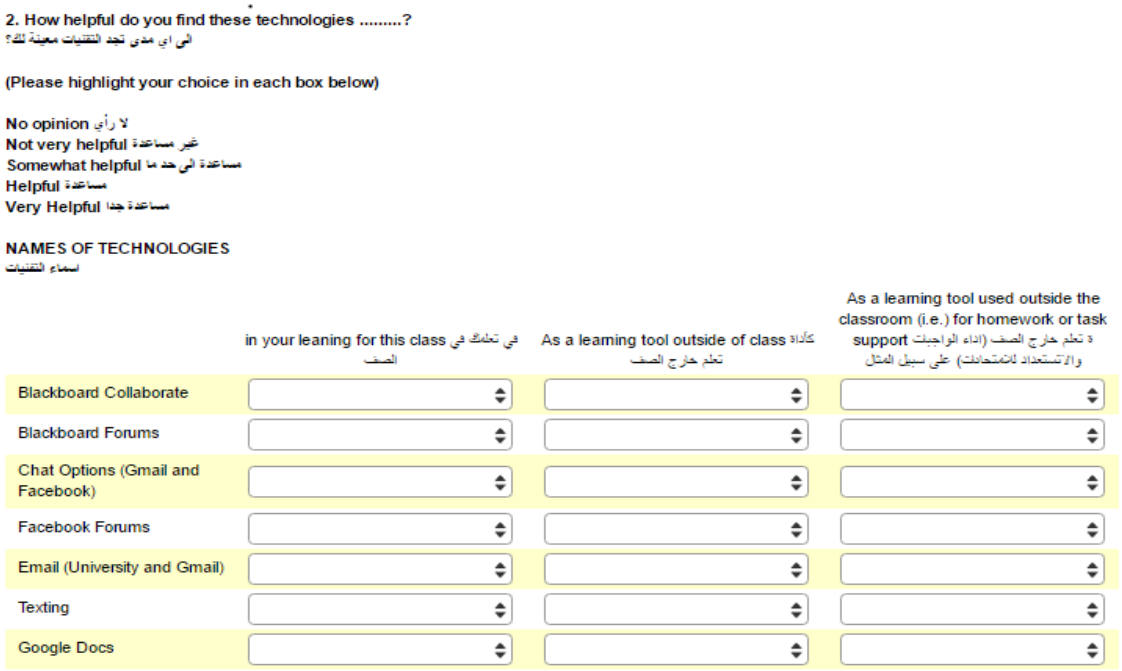
Data for the six course study reported was collected in a number of ways using a mixed methodology approach. Enrollment data and course completion rates were reviewed and then compared and contrasted with the reported institutional averages for those courses. Peer feedback on two similar but level appropriate tasks 1) a summary of literature and, 2) and a critical analysis of literature were given to both groups and assessed. Additionally, an Ethnographic perspective was applied by collecting additional materials as they emerged, and were recorded throughout the course. This purposeful collection of various materials was done to

provide a rich, holistic perspective on the processes and outcomes of course collaborations and technology integrations. This methodological approach was inclusive of all perceptions gathered from participants. Therefore, oral reflections of individual learning processes described by students in their end-of-course presentations, instructor observations of classroom discourse and teacher notes were also collected.

Technology participation across both groups was measured and compared. The usage of collaborative tools provided by the instructor such as, (Black Board Collaborate, Facebook forum and chat, Blackboard group chats, institutional emails, Google Doc comments and Gmail chats were counted. Additional technologies, such as text messages, alternative chats and forums used by students were later provided to the instructor for course collaboration points and were also counted.

Questionnaire and Independent Assessments

In an attempt to assess the student satisfaction with their course learning outcomes and collect information regarding their opinions on CAL usage, a questionnaire was developed and institutional assessments, already in place, were used (Appendix A). The questionnaire asked students to specifically rate the usefulness or helpfulness of various technologies used in the course. These questionnaires were distributed individually to the students by the instructor in the one-on-one consultation time provided with their courses and returned at the end of the course. Responses were anonymous and questions on the questionnaire were written in English and Arabic to increase clarity, particularly for novice level students Figure 1.



2. How helpful do you find these technologies .....?
الى اي مدى تجد التقنيات معينة لك؟

(Please highlight your choice in each box below)

No opinion لا رأي
Not very helpful غير مساعدة
Somewhat helpful مساعدة الى حد ما
Helpful مساعدة
Very Helpful مساعدة جدا

NAMES OF TECHNOLOGIES
اسماء التقنيات

	in your leaning for this class في تعلمك في الصف	As a learning tool outside of class كأداة تعلم خارج الصف	As a learning tool used outside the classroom (i.e.) for homework or task support ة تعلم خارج الصف (اداء الواجبات والاستعداد للامتحانات) على سبيل المثال
Blackboard Collaborate			
Blackboard Forums			
Chat Options (Gmail and Facebook)			
Facebook Forums			
Email (University and Gmail)			
Texting			
Google Docs			

Figure 1. **Question sample Technology Integration Questionnaire.**
This figure illustrates a sample question asking participants to rate the helpfulness of technology options provided in a learning environment.

When asked to evaluate the computer and electronic devices used to assist with out of class communications. Students from both levels claimed that these types of support were "very helpful." However, when rating which tools or services were the most helpful the data collected for each class was not always consistent with the other two classes in that area. Comparisons between the two language levels were also dissimilar on various items. This is because for some segments, within classes, certain items were considered by the learners to be uniquely beneficial. For example, one group of peers who interacted regularly outside of class reported Black Berry texting as the "most helpful communication device" because they had all owned Black Berry phones and had found the texting option free and very convenient. The only other group of peers to mention texting in the Novice Level classes reported only that it was helpful in setting up face-to-face meetings outside of class. The novice courses as a whole reported only limited use of texting peers. In contrast, the advanced writing students, as a whole, classified texting as either the "most helpful or a "very helpful" communication device" for interacting with outside the classroom.

Another anomaly found was in the use of the Black Board Collaborate conferencing feature. Across both cohorts, students described Collaborate as "unhelpful" and too difficult to use. Some claimed that individual training would be required and that the system was not user friendly. Some students in all six classes admitted that the requirements to register, schedule meeting times and log in were too complicated and time consuming so they had not attempted to use it. However three students in one novice level class reported the Collaborate system as the most helpful electronic support and reported they had tried it and worked through the initial learning of the functions together. The Collaborate system was considered very helpful to this group because it allowed for live conversations with group members who had to travel overseas during the project.

Two outside independent sources of data were also collected and used. First, the Student satisfaction comments regarding course and CALL tools used in the course were collected from the students' institutional course evaluations. These institutional evaluations were done on-line, anonymously directly by the institution and results were provided to instructors after the term had ended. Secondly, to further assess the quality of learning outcomes the researcher requested that the final compositions and research reports be reviewed independently by administrative course heads and directors of both departments to garner a third party perspective on the quality of the final compositions developed.

Course Assignments and Tasks Assessed

Group writing: Synthesizing & Classification Essay. One of the primary goals for the courses was to develop students' academic writing skills, to a level that would be acceptable, as an academic essay, in their future courses. This was a complex task, as it entailed the synthesizing of a number of readings and developing new writing skills, for the students. Both groups of students would need to be able to cite information using APA for in text and end of text referencing, and they would need to use academic formatting throughout. Students were also asked to include the sentence types modeled in academic essay introductions, body paragraphs and conclusions. Both learning groups were also expected to use formal writing styles in the second or third person and proofread their work for errors particularly in wording and grammar use before submitting their final assignments.

Due to differences in writing and reading abilities the levels of reading materials and writing formats expected for both groups were different. For instance, the novice learners were asked to review a group three readings on a topic of their choice from narrative essays that had been published on the This I Believe site's published essays as the material for classification (A Public Dialogue about Belief, 2016). The cohort as a whole was asked to select four topics from the numerous topics published on the site and use the site's indexing feature to locate 3 articles on the topics they chose. In contrast, the advanced learners were asked to locate 5 academic readings from the university library including data bases on the topic they were researching for their final course project. The final course project would entail a literature review and a report of findings on primary data they collected over the course. The research topics and readings were individually chosen by each student. Two of the readings selected had to be studies reporting findings in the area they were interested in.

Once the novice level students had located their three readings they were asked to summarize what they had read and write an academic summary paragraph. The advanced level students were asked to read the 5 articles they selected and then categorize and summarize them then write out summaries in a five paragraph classification essay. Initially, both groups would do this task in a written draft form and share with their peers online for interactive feedback. They would then apply the feedback and share a second draft with their instructor. The instructor would review the draft and provide feedback to individual students which they would then apply before submitting their final drafts of the task for a grade.

Group Writing: Narrative Essay & Academic Research Report

The second assignment assessed for the Novice Writers was a five- paragraph essay in narrative form. The students were asked to follow the guidelines published on the *This I Believe* site and to tell a story, about what they believed, writing in first person in 500-600 words. Students were asked to clearly name their belief, to remain positive and be personal in their essays (A public dialogue about belief, 2016). The second assignment for the Advanced Writers was a 5 page persuasive academic essay which acted as a proposal for their research projects. The proposal needed to include all the sections presented in the course and specifically required a section that built upon the literature earlier reviewed, a section that explained how the data for the primary research would be collected and, a section that described their plans and a tentative schedule for their investigation.

Both groups of students were given opportunities to receive feedback from their instructor on a rough draft and had the option of sharing their written work with peers for face to face in class and electronically through interactive technologies they were required to give and receive collaborative feedback, prior to final submission. In addition to submitting their written compositions for a grade the students were also asked to share individual essays and reports with the class in final presentations. The novice students were asked to read their essays out loud, and the advanced students were asked to present their reports to the class orally and visually in PowerPoint or another visual option chosen by them, to the class.

To assist with outside dialogues, the instructor developed asynchronous forums on Facebook and through Blackboard and through using Gmail, the university email system or private services for the individuals to comment and communicate. The shared document feature

provided through Google Docs was used by groups to share and provide feedback on each other's' work interactively. Synchronous learning opportunities were available through video conferencing options on Google chat live and private services and institutionally provided through Blackboard's 'Collaborate' web conferencing feature and folder sharing features. Students were also asked to email and text each other if they found that convenient. Peer communication outside of class time, was also encouraged by the awarding of points, for active participation, in the group collaboration.

Online collaboration can be broken down into two types according to Zhu (2012) this can be viewed as task based collaboration (teacher assigned) and non-task based collaboration (student selected). To provide easier access to task based collaborations the instructor designed interactive features on group and course pages (Appendix B) with click icons based on topics the students had selected to write about. Live URL links were included to easily navigate to institutional provided technologies, assigned peer-feedback tasks and to easily locate schedule updates and class contact information.

Analysis & Findings

Data Technology Use: Benefit

Data for the six course study reported was collected in a number of ways. Peer feedback on two tasks 1) a summary of literature and classification essay, 2) and peer comments on a narrative composition and research proposal were shared online were assessed (see samples Appendix B and C). Additional technologies used by students not as part of an assignment and later provided to the instructor for course collaboration points were also counted and included such as text messages, and alternative chats and forums. The two most popular communication tools across the group as a whole were the shared document function in Google Docs and the use of emails to communicate. Respondents were then asked to rate the items they had used in terms of benefit to their learning Figure 2.

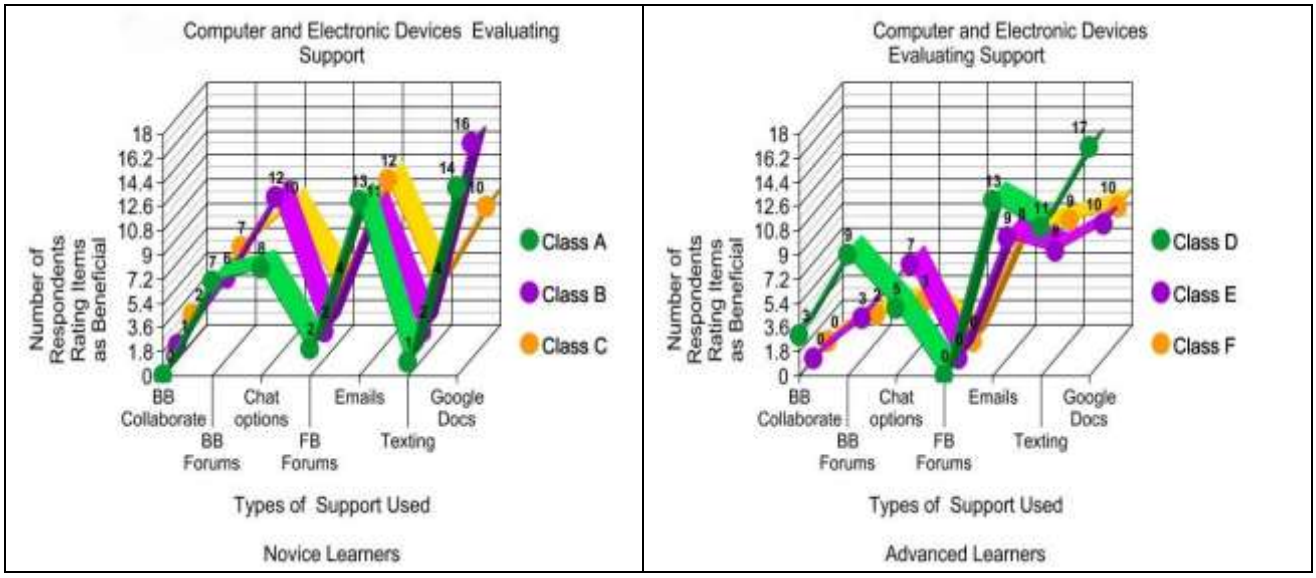


Figure 2. **Evaluations of novice and advanced learners self-selected technology support.**

This figure illustrates actual technology collaborations of students in three novice classes and in three advanced classes over a term.

Of all the collaborative tools used, evaluations indicated that both groups self-selected Google Docs interative support most frequently to collaborate on their written work outside of class. Within Google Docs they also used the chat and comment opptions frequently. This is understandable as this support tool allows for direct feedback and asynchronous communication on writing with peers and instructor. Both novice and advanced groups consistently used email to interact with one another and it was the second most used tools in both courses. Evaluations of the usage showed that the university supplied emails and personal emails were selected with similar frequency. Black Board Collaborate the only synchronus or "live" service option supplied by the university was reported as least used by both groups. This suggests that many individuals selected which email and networking tools to use based on convence and preference rather than maintiaining or using assigned services which provided institutional labeling.

There was some indication that when more than one technology was offered that provided similar services. Students' selection could be influenced by whether collaboration was task based or not. For example, the Novice Learners rated the Blackboard chats as being twice as useful as the Facebook chats. The two reasons given for this were that the Blackboard chats were automatically awarded bonus points for participation and the group forums were private from the rest of the class members. Facebook was rated positively, as many students already had accounts. However the Facebook forums were criticized for not providing the privacy that Blackboard did. Again, convenience was factored into the selection decisions of students as it was faster to have points automatically added than to take the time to provide the instructor with collaborations for course points later.

Another difference across the groups was in the use of social networking tools. The novice group used chat options much more frequently than the advanced group. The novice group used Facebook a similar amount to chat options however the advanced group did not use Facebook at all. Varience was also found in the use of texting and smartphone communications. The advanced group used their smartphones much more frequently (30 discussions) to collaborate than the novice group (5 discussions). A likely reason for this is the difference in the amount of contact groups had with one another. For example the Advanced Writers who took summer courses (Classes E and F) met daily often scheduled meeting to discuss their work , in person, before and after class. Whereas the novice groups who took their courses during the regular term met less often, had different scheduling requirements and less opportunities to meet in person. Thus they may have had the need to rely more on online communication tools .

This heavier reliance on online technology tools by the novice groups was also indicated through the technology participation on tasks, assigned by the instructor, and was measured across both groups. The usage of collaborative tools provided by the instructor (Black Board Collaborate, Facebook forum and chat, Blackboard group chats, institutional emails, Google Doc comments and Gmail chats were counted Figures 3 .

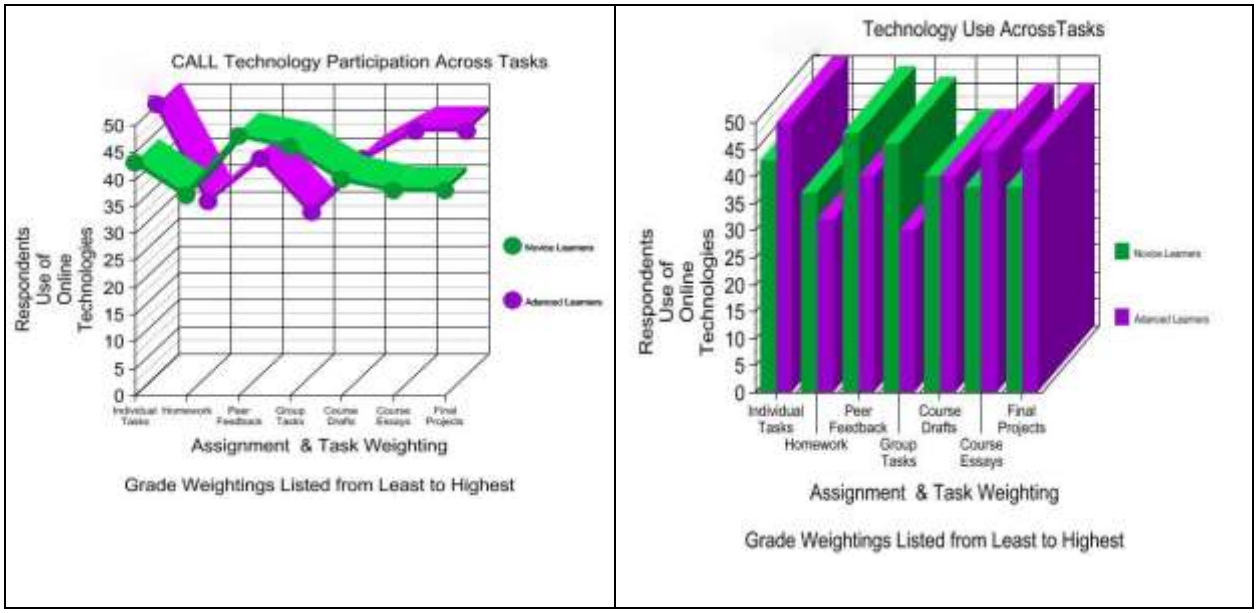


Figure 3. **Measured technology use of novice and advanced learners on assigned tasks.** This figure compares and contrasts technology use over a term and with assignment and task weighting.

Overall, the Novice learners used supportive technology on assigned coursework more than the Advanced Learners (Figure 2.). In Figure 2.2 the bar graph indicates that while the novice groups' use of collaborative technologies remained generally consistent throughout the course the advanced groups' use of collaborative tools peaked when individual tasks, essay drafts and final projects were presented. There were also differences in when the technologies were used during the courses. At the start of the course, the usage for both groups was high however; during the course Advanced Writers' usage fluctuated greatly whereas the usage by Novice Writers remained more consistent. The usage pattern across groups were similar in that usage peaked around the midterm however at the end of the course there was a sudden surge of technology activity on assignments by the advanced learners (Figure 2.).

The Advanced Writers had higher language abilities, more experience with composition writing and higher developed study skills than the Novice Writers. Thus, there are a couple of possible reasons for this sudden surge in advanced groups' online usage; 1) Collaborations may have been focused on time periods when class points required usage or when course assessments were imminent rather than a consistent need for peer feedback, 2) Advanced students may have needed the collaboration and peer-feedback when new tasks were introduced and due such as the task to analyze academic literature given at midterm and the final project reviews due at the end of the course. The technology employed in the classrooms, of both groups, was limited to supplementary and lecture materials viewed with overhead projector and the use of the computer lab for specific tasks.

Students across both groups indicated the overhead projector use to be supportive of classroom learning and beneficial. However the sessions where computer lab time was incorporated into the course teaching were viewed to be "very helpful". In particular individual

grammar and writing exercises that were interactive and individually assessed were stated as being "most useful" and suggestions that they be used more in the course were given.

Collaboration, Error-Correction

As a whole, both groups of learners found in-class collaborations with peers and instructor, to be the most important factor in their learning. A collaborative sometimes termed student-centered approach to teaching is one that supports frequent interactions between students and students and students and instructor Yiqiao (2014). The use of activities and tools that promote meaningful conversation and active reflection on writing has been supported in a large body of literature for some time. Nevertheless, in the study presented, the Novice Writers viewed online collaboration to have a greater impact on their overall performance than the Advanced Writers did. This may be contributed simply to the fact that as novices they had more skills to develop and thus believed they could learn faster and more by being part of group than doing so individually. According to Haythornthwaite, (2012) for the learner the perception of time management can factor greatly in the goals that learners set to achieve in online environments. Therefore it is understandable that online collaborations would appeal more to those who did not have the opportunity to frequently meet face-to-face. Whereas for those who could easily converse with peers in person or faced obstacles when using internet or technology tools online collaborations would probably be considered a waste of time or less productive.

Perhaps due to the more consistent online collaboration of the novice cohorts the social groupings that were formed appeared to be stronger than those described by the advanced cohorts. These social groupings seemed to be very important part of how Novice Writers in particular, viewed the process of acquiring knowledge. For example, one group, on collaborative assigned tasks, argued that the same grade be given to a group member that participated less than the others. In another instance, group members risked their individual grades to allow one member more time in completing and submitting their portion of the work.

The consistent self-directed online participation of the novice learners as group participants beyond that which was assigned suggests that learners view some significant learning as occurring outside the formal classroom. These real-world contexts are particularly relevant when the learners come from a language background that is different from the language the subject is taught in (Bunts-Anderson, 2012). Theoretically this supports the paradigm that learning occurs through interaction and through socially constructing knowledge through interacting online in groups that share similar interests and with the variety of sources technology now provides.

Collaboration: Social Groups and Instructor Models

This connected learning is described and supported by Brindley, Walti and Blaschke (2009) in an article titled, *Creating Effective Collaborative Learning Groups in an Online Environment.* The article reports on a study conducted of 15 cohorts over a three year period and details factors that tend to support effective online collaborations. A detailed description of the importance that the novice students viewed "team work" and social grouping to have on their learning is discussed in-depth in an early publication titled Students as Teachers 1: *Novice Writers Using Collaborative Technologies to Improve Written Communications* (Bunts-Anderson, 2014). With the novice students in particular the effectiveness peer learning, peer

teaching and perceived positive impact online participation is viewed to have on individual grades as mentioned by others such as Chiong, & Jovanovic, (2012) descriptions of learners perceptions in their online Game Based Learning (GBL) study.

A review of oral comments in the teacher's notes taken during the one-on-one consultations with students indicated a general preference for face-to-face feedback with peers and the instructor. When asked to report which collaborative process was most helpful and which was the least helpful to their composition process, responses were mixed across classes. In general, students reported that the face-to-face peer feedback on work was better than the electronic comments. A few stated that the instructor's feedback comments were very helpful but that some of the peer comments were not. The majority reported that the peer feedback on written work was helpful and very helpful. Three students in the novice group and five students in the advanced group mentioned that the process of providing feedback to peers was too time consuming and that they preferred feedback from the instructor.

Another important factor that emerged in the study was the students' use of instructor provided models in informing the online comments given to peers on their work. The importance of models or guidelines in scaffolding self-reflection and peer-comments has been well documented in EFL literature. For instance in a recent study involving 71 Indonesian students taking an Essay Writing course Cahyono &Amrini (2016) argue the benefit of instructor provided "guides" or clear models for students to apply when self-correcting and providing peer-feedback as effective in increasing students writing proficiency (p.178). In the study presented, the application of task models was highlighted thru the repetition of comments regarding essay structure, summary writing and analysis that continually appeared in the online shared essay drafts.

It was expected that the students with more developed writing skills would be able to provide stronger peer-feedback on written errors than those with less ability. A difference in complexity of feedback was evident when comparing the feedback provided by both groups of learners. The Advanced Writers for example often mentioned multiple error types supported by specific examples in a single statement and often provide a location as an example. To illustrate, within one comment student 44527 provides feedback on content, format and language use. Student 44527 refers to a content error, a citation error with location and the need for literature support. Interestingly both students apply a citation term provided in APA citation guidelines for paragraph (Appendix C). The application of the instructor supplied model of an academic review of literature in essay format is evident when mentioning the need for support, appropriate language use and comments on the draft essays' structure.

> **Student 44527—***"In first para* (paragraph), *you mention many results, tables and graphs in appendix of results may be helpful to refer to-remove any first person language-you mention a fallacy, be specific with what fallacy it is."*
> **Student 44529—"***you mention things about second study but provide no rephrased statements or quotes-Dont just leave a quote unexplained (first para)* (paragraph),*"*

Initially, Student 44527 suggests their peer should reorganize their research draft and not include all the results initially in the first "para" (paragraph). The student infers that findings should be provided within the essay and with detail and suggests using an appendix. The student

also points out that in a formal academic essay first person is not a good choice and that the use of "fallacy" is not clear to the reader. Similarly, Student 44529 points out an error in content as there is no support for a study mentioned. They suggest that citations such as paraphrasing and quotes from the literature should be used and then point out a comprehension error in that there is an unexplained quote in the first paragraph inferring that it may also not be cited correctly.

In contrast, the Novice Writers often limited their feedback to one or two error types either describing errors in detail within one statement or providing different statements for each error type noted. The novice students often highlighted grammar errors and generally focused on content and format errors that were provided in the model but not included in their peer's draft. However there are similarities in the application of the instructor supplied model of an academic summary of articles in an essay format. The scaffolding that the model supplied is evident when students describe the need for support, appropriate language use and comments on the draft essays' structure in the peer-feedback provided (Appendix D). In both examples below the novice students' feedback is less complex and contains more errors than the advanced students. However the novice groups did highlight multiple areas in their comments such as style, structure, content and the need for support.

> **Student49332—"***I liked the style and the structure. i think You only miss the References."*
>
> **Student48805—***"I think you should include more details from the articles to support your statement. Your introduction is attention grabbing and you have a good use of vocabulary. If you only use and in text citation it will be perfect."*

One significant distinction was in the manner that feedback was provided between members of both groups. For the advanced learners feedback was often direct in manner. Some comments were authoritarian almost like an order "you will" or critical simply highlighting errors. "There are no…" Most were succinct and brief therefore they may have been easy for respondents to apply.

> **43834** *–"there is no use of quotation marks"*
> **44526-"***Instead of naming and stating the two studies synthesize them into one."*
> **37541** –"…*You will give particular cases of shortcomings and qualities you have specified."*

In contrast, Novice Learners often provided comments that appeared to be more suggestive than authoritarian. Often these comments contained complimentary phrases such as "good job", "great point", "I liked…" On the other hand, feedback sometimes lacked specificity which may have made the errors more difficult to find and the feedback more difficult to apply for the respondent.

> **47477-** *"You have done a good job at introducing each of the articles and giving an insight into each one of them but I think your introduction lacks an intriguing opening sentence to interest your readers."*
> **48805-** *"Pay attention to subject-verb agreement in the first two lines of the essay. I liked your conclusion especially your own opinion in the last sentence.*

50011- *"Your conclusion did not provide a clear sum up of your whole essay; however, you provided a great point about both article's strategies which is "Argumentative".*

Both groups described peer feedback as helpful. Individuals from both groups also claimed that the feedback provided on individual work by the instructor was "more helpful". This study did not set out to specifically measure how the type of feedback and the manner in which it was voiced or perceived by the respondent impacted how it was used. However given the interactive nature of online comments and the ability for others to view these comments it should be an area of significant focus in the future. Another factor that should be looked into is the difficulty level of the assignment and subject area for the students. Again this was beyond the scope of the current investigation but is a factor that needs to be measured if the goal is to better understand the impact of collaboration on specific work.

In reviewing these tasks and the feedback provided it is important to consider context. One cultural point that should be noted is that many of the students particularly those enrolled in the novice English composition courses came from oral learning backgrounds and were not generally strong writers. Many of the students at both levels frequently did not have a history of reading literature and were weak in literacy skills. Thus the summarization of reading texts in written form required of both tasks presented was considered quite difficult for some. Thus, assignments which required illustrating reading comprehension through composition by producing new skills such as "summarizing" and "analyzing" texts were sometimes avoided due to perceptions of difficulty or through procrastination by the students.

Although there were clear differences in writing abilities and composition skills between the novice students and the advanced students it should be noted, that there was also a difference in tertiary learning experiences. All of the students enrolled in the novice English composition courses were in their first year of tertiary studies, most had not developed the planning, organizational study skills required of doing a larger assignment. In contrast, all of the students enrolled in the advanced writing courses had completed at least one semester of their tertiary studies and most were in the second or third year of study.

Course Enrollment and Passing Rates

The Enrollment data and course completion rates were reviewed and compared with the reported institutional averages for those courses. Participation & Productivity were one of the clear outcomes of the project. A relationship between participating in the collaborations and remaining enrolled and productive throughout the courses was reviewed Figure 4.

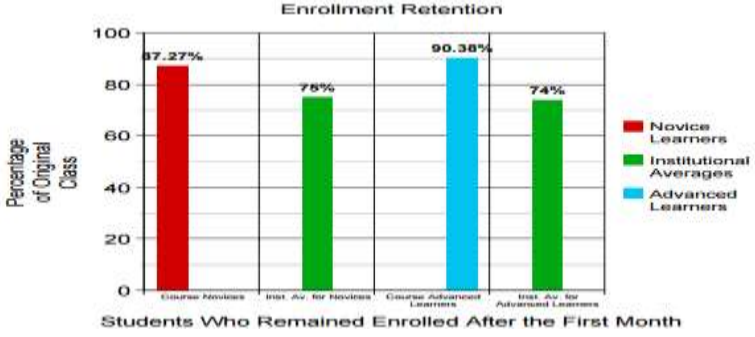


Figure 4. **Early enrollment retention.**

This figure compares and contrasts retention rates of novice and advanced learners with institutional averages.

One aspect of teaching in the English and Writing Departments at AUS was the tendency of students to start off keen and end with a decided flop. Most students were unable to keep up their momentum over an entire course. Perhaps due to the relationships which developed through collaboration the momentum of staying with the group, somewhat like boarding a train, the collaborations, essentially pulled the weaker students along for the ride. The early enrolment percentage points for both classes were higher than the average for both the Advanced Writers and the Novice Writers.

The average institutional completion rates for specific courses over a long period were not published or shared with instructors at the time of this study. A comparison of the students that completed both courses with the same course completion rates offered for that semester and provided with the course evaluation indicated that the completion rates for both groups were higher than that term's average .For the novice classes the average completion rates were 13.75 percentage points higher than those reported for all first year composition courses that term. The advanced classes were significantly higher than those reported for that term. Particularly, for those students who had enrolled in the summer accelerated courses. My summer advanced classes were the only ones to run during the summer thus the numbers were compared with those provided the previous spring semester. The average for the three Advanced level courses was 25.62 percentage points higher than those reported by similar cohorts for that term Figure 5.

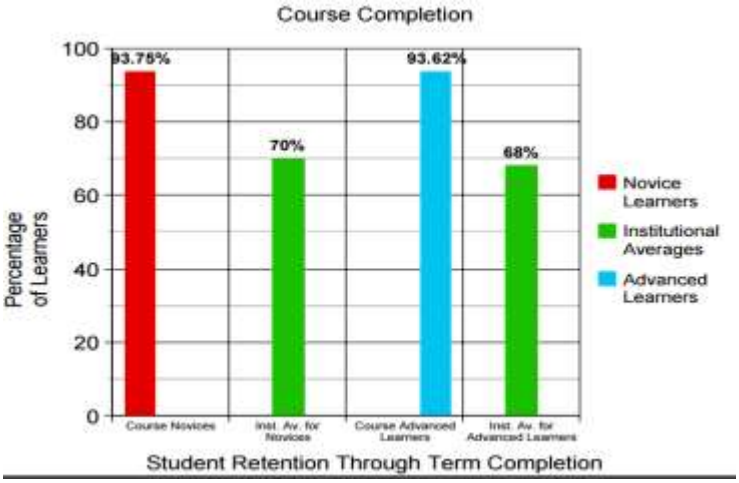


Figure 5. **Course completion rates.**
This figure compares and contrasts completion rates of novice and advanced learners with institutional averages.

It should be noted that the summer accelerated course completion and passing rates were higher than my regular term course. These results may have been influenced by scheduling differences. For example students in the summer met daily instead of weekly. This consistency appeared to help them stay on course and complete their projects more successfully than students that took the course during the regular term and more problems with procrastination.

Simply, completing the work or the final research project did not ensure that students passed their courses. As a skill based course the beginning level English writing students had to demonstrate the ability to apply the skills taught in the course. Those that failed due to the quality of the work submitted or because of missing assignments and assessments were often the same individuals reported by their peers to be not participating in their group work. For the advanced composition and research students the project had a number of components that needed to be included and the project needed to be written at higher academic standard than the general composition courses required. As the number of students that completed the courses was higher than the average posted for that time period it follows that the impact on the passing rates for these courses would be higher as well.

Although I am unaware of the specific percentile for typical course pass rates of novice writers in first semester courses, at that institution, I was told by management and experienced instructors that it wasn't unusual to lose a quarter, of the students to early withdraws and absenteeism. Similarly, the course pass rates for the advanced composition courses were also not available. However experienced instructors stated that it was common for half the students enrolled to fail the course due to attendance issues and non-completion of projects. A comparison of those comments and the passing rates for both groups using online collaboration tools in Figure 6., indicates that the passing rates for those six classes were much higher than the passing rates typically expected.

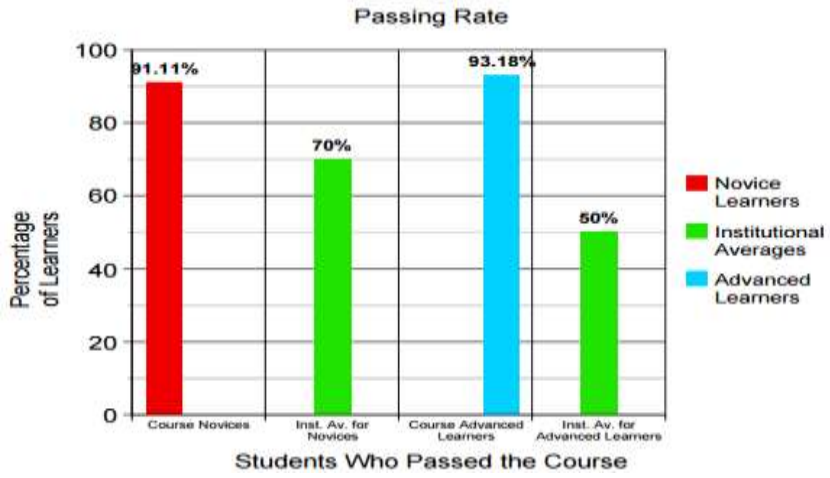


Figure 6. **Student passing rates.**
This figure compares and contrasts passing rates of novice and advanced learners with institutional averages.

Productivity, most notably, for some of the weaker students in the novice courses improved. One class, "Class C", had a number of low language level students and a number of high language level students with not many falling in between. At the lower English levels some of the weaker students were foreign students that simply lacked the language ability and skills to follow the course lectures and take notes. Many of these weaker students had fallen behind at the start of the term and by midterm 9 weaker Novice Writers were identified across three classes as being "at risk". Perhaps due to their ability to work with mentors in their extended groups and the opportunity to meet with their instructor outside of class, for additional help, by the end of the project, 5 of these students had brought up their skills to a level that allowed them to pass the

course and move on. An additional 2 students completed the course work but were asked to repeat the course to further strengthen the writing skills they had started to develop.

Course Satisfaction: Ethnography

A variety of materials, institutionally driven or emerging from the courses themselves, were collected to inform the research. Data on student satisfaction regarding course and CALL was collected from institutional course evaluations. Comments from students in one class from each cohort provided contrasting views. When asked about the role that technology played in their course three Advanced Writing students' comments covered a range of perspectives. One complained that the lack of technology due to mechanical problems in IT had a negative impact, Another simply stated that it was "too much" and the third stated there was good use of technology in the course. In general, comments suggested that the students viewed the technology use as supportive and necessary but also at times a struggle (Appendix E).

Question: Please enter specific comments, if relevant on the role that Information Technology plays or could play in this course. (Three Advanced Writers)

- *"IT could not get my professor on ILearn which greatly affected my understanding and interest in the subject ...".*
- *"too much"*
- *"The instructor makes good use of technology ... does get overwhelming at times."*

In contrast, in response to the same question, three novice students comments indicated that the use of technology in their course had been positive but were not specific as to why (Appendix F.) (Novice Learners)

1) "IT plays an integral role."

2)" A good role."

3) "It plays in this course."

When asked about the instructor and about course satisfaction the Novice Learners' comments were all positive and complimentary but also general in nature. A few did provide additional detail such as the student below who was happy with the course content.

4) This course was amazing. We learned more than what was required which is a good thing. I look forward to taking more courses with Dr. Anderson.

Unfortunately, there were no institutional evaluations taken on the two Advanced Writing and Research courses held over the summer so there were no institutional measurements to evaluate and compare the course satisfaction levels or the perceptions of technology use in those classes with the same cohorts within the institution. The institution's formal evaluation and comparison of the novice level courses however, indicated that the novice students' perceptions of their courses were rated higher than those with the same cohorts within the institution and when contrasted with all courses held in the department . When measuring course satisfaction the average mean for Class A was 4.375, for all Fundamentals of Academic Discourses classes 4.25, and for all courses in the College of Arts and Sciences 4.3375 Figure 7.

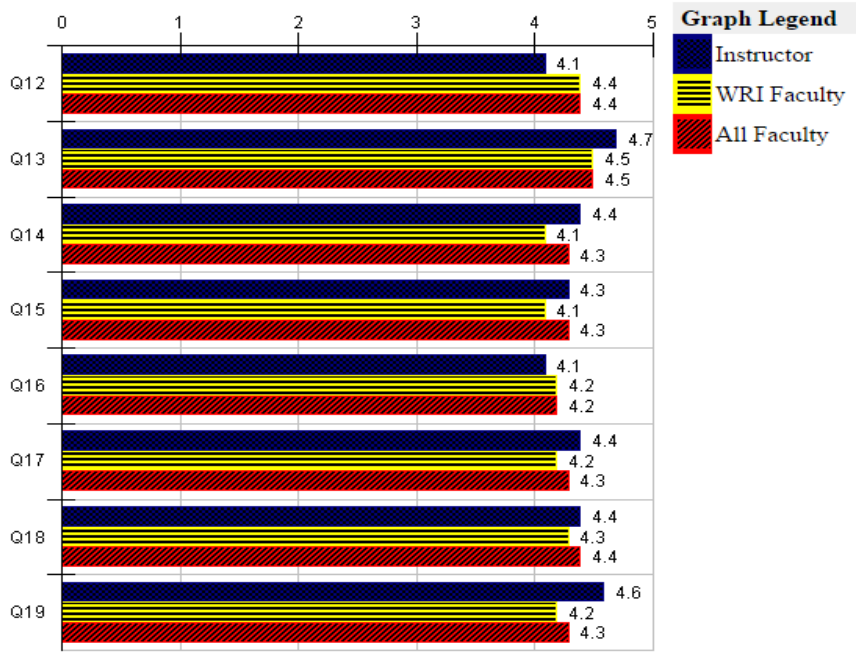


Figure 7. **Institutional comparison of a novice level course with cohorts and department**

Final compositions and research reports were reviewed by administrative course heads, directors and senior instructors to assess the quality of the final compositions reported and the course outcomes generally (Appendix G.). For the novice writing courses the Head Instructor and two senior instructors reviewed the overall coursework produced positively stating that the final compositions were "The writing quality and comprehension skills exhibited are generally higher than those produced from students at this level" and that the completion of curriculum plus additional work was "impressive". However the Head Instructor felt, that the content of the additional assignments may have been "too challenging" for that skill level.

The advanced writing courses were reviewed by the Head Instructor and the Department Coordinator both were pleased with the completion of the curriculum as variance in quantity and quality of work for that course had been issue. The Head Instructor was interested in the technology integration and stated that the retention and pass rates were much higher than expected particularly for the two summer courses. Both felt the quality of compositions were high and selected samples to be kept in the Department's Archives for future instructors and students to review".

Conclusion

Much of the literature published today on the topic of technology integration in mixed language background writing courses is focused on the evaluation of a particular tool or an attempt to measure the productivity of a single teaching or learning factor. The study reported, differs in that the task based computer and electronic device integration reported was selected to encourage peer-evaluations and multi-authored learning. The perspective is unique in that student selected private technologies were also included in the analysis. Results indicate that

learners at both the Advanced and Novice levels preferred the Google Docs shared features for synchronous collaboration on written draft revision.

Peer Feedback comments on shared documents were focused on grammar errors, syntax, formatting, structure and cohesion. The use of terms and samples derived from the instructor's models highlighted the important scaffolding these provided in essay revisions. They also supported earlier studies that report the benefits of "guided" peer evaluations. Differences in the manner in which feedback was provided were noted. The Novice Writers tended to be more supportive and general whereas the Advanced Writers tended to be more critical and informative. Although literature would suggest the latter as being more effective the perceptions of the two groups differed. The Novice Writers viewed the processes of peer-evaluation (feedback and multi-authored texts) as "very helpful" whereas the Advanced Writers' opinions varied between "helpful" and "time consuming". Similar to previous reports, students preferred instructor feedback over peer feedback however there was a difference in perceptions of peer-feedback in relation to writing level competence.

When analyzing outside of class collaborations the Novice Writers also tended to use social networking tools and interactive chat forums more than the Advanced Writers did. This finding may have been impacted by differences in course scheduling and the type of course work assigned. The novice course was graded over a number of essays submitted throughout the course and the advanced course marks were heavily weighted by an end-of term project and presentation. The nature of the study described, lends itself to reporting, outcomes in terms of productivity and the application of specific writing skills outlined in a course curriculum. The development of literature summaries and the construct of a literature analysis were complex tasks, as they entailed synthesizing a number of readings and the development of new critical strategies and writing skills.

Separate reviews of course productivity and learning for both groups indicated that the quantity of work completed was higher than typically found and that production of written work was a higher standard and more comprehensive than generally expected from the departments. Institutional surveys indicated that course satisfaction for novice learners was generally higher than that reported by similar cohorts in the institution. In addition, the overall completion and pass rates for both groups appeared to be significantly higher than expected. However longitudinal data was not available to quantify those results. Analysis of technology integration and collaboration across the six courses suggest that effective implementation of online collaboration tools should be flexible to allow the incorporation of outside tools and services. Findings also supported previous studies indicating that 'privacy' is regarded by some as a factor in selecting technologies to use. Significantly, students seem to view ease of access and convenience as key factors when selecting tools and assessing technology impact on their overall learning.

About the Author:

Dr. Kimberly Bunts-Anderson, completed her MEd at Sydney University and got her PhD in Linguistics from Macquarie University in 2006. She is a Faculty member in the Department of Languages and Humanities, Northern Marianas College, Saipan, Marianas Pacific, U.S.A.. Her

specialties are TEFOL (Teaching English as a foreign language), English Language Teaching Across the Curriculum, Rhetoric, Technology Integration and Qualitative Methodologies

References

Baecker, R. M. (1995). *Readings in human-computer interaction: Toward the year 2000*. Morgan Kaufmann Pub.

Brindley, J. E., Walti, C., & Blaschke, L. (2009, June). *Creating effective collaborative learning groups in an online environment*. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/675/1271

Bunts-Anderson, K. (2014, November). Students as teachers 1: Novice writers using collaborative technologies to improve written communications. *ICERI2014 Proceedings*, pp. 4058-4067 Available from https://library.iated.org/view/BUNTSANDERSON2014STU2

Bunts-Anderson K., & Campos M. (2010).The surge of mobile technology use by female students in two Gulf universities, *EDULEARN10 Proceedings*, pp. 2725-2732. Available from https://library.iated.org/view/BUNTSANDERSON2010THE

Bunts-Anderson, K. (2012, July). *Relations between teachers' conceptions of in-class and out-of-class interactions and reported teaching practices: Teachers' belief study*. Retrieved from http://www.awej.org/index.php?option=com_content&view=article&id=114:kimberly-bunts-anderson&catid=20:theses-dissertations&Itemid=117

Cahyono, B.Y., & Amrini, R. (2016, March). *Peer feedback, self-correction, and writing proficiency of Indonesian EFL Students*. Retrieved from http://www.awej.org/images/AllIssues/Volume7/Volume7Number1March/12.pdf

Chiong, R., & Jovanovic, J. (2012). *Collaborative learning in online study groups: An evolutionary Game Theory Perspective*. Retrieved from http://jite.informingscience.org/documents/Vol11/JITEv11p081-101Chiong1104.pdf

Coe, R. M. (2002). The new rhetoric of genre: Writing political briefs. *Genre in the classroom: Multiple perspectives*, pp.197-207

Ede, L. S., & Lunsford, A. A. (1990). Singular texts/plural authors: Perspectives on collaborative writing. SIU Press

Erkens, G., Jaspers, J., Prangsma, M., & Kanselaar, G. (2005). Coordination processes in computer supported collaborative writing. *Computers in Human Behavior*, 21(3), pp.463-486.

Graham, S. (2008).*Effective writing instruction for all students*. Retrieved from http://doc.renlearn.com/KMNet/R004250923GJCF33.pdf

Haythornthwaite, C. (2012). *Facilitating collaboration in online learning*. Retrieved from http://olc.onlinelearningconsortium.org/sites/default/files/v10n1_2haythornthwaite_0.pdf

Ragoonaden, K., & Bordeleau, P. (2000). *Collaborative learning via the internet*. Retrieved from http://www.ifets.info/journals/3_3/d11.html

Snyder, B. (2008, October). *Learn2luvcell: A powerful multipurpose mechanism for learning.* Retrieved from http://www.edutopia.org/cell-phones-classroom-education

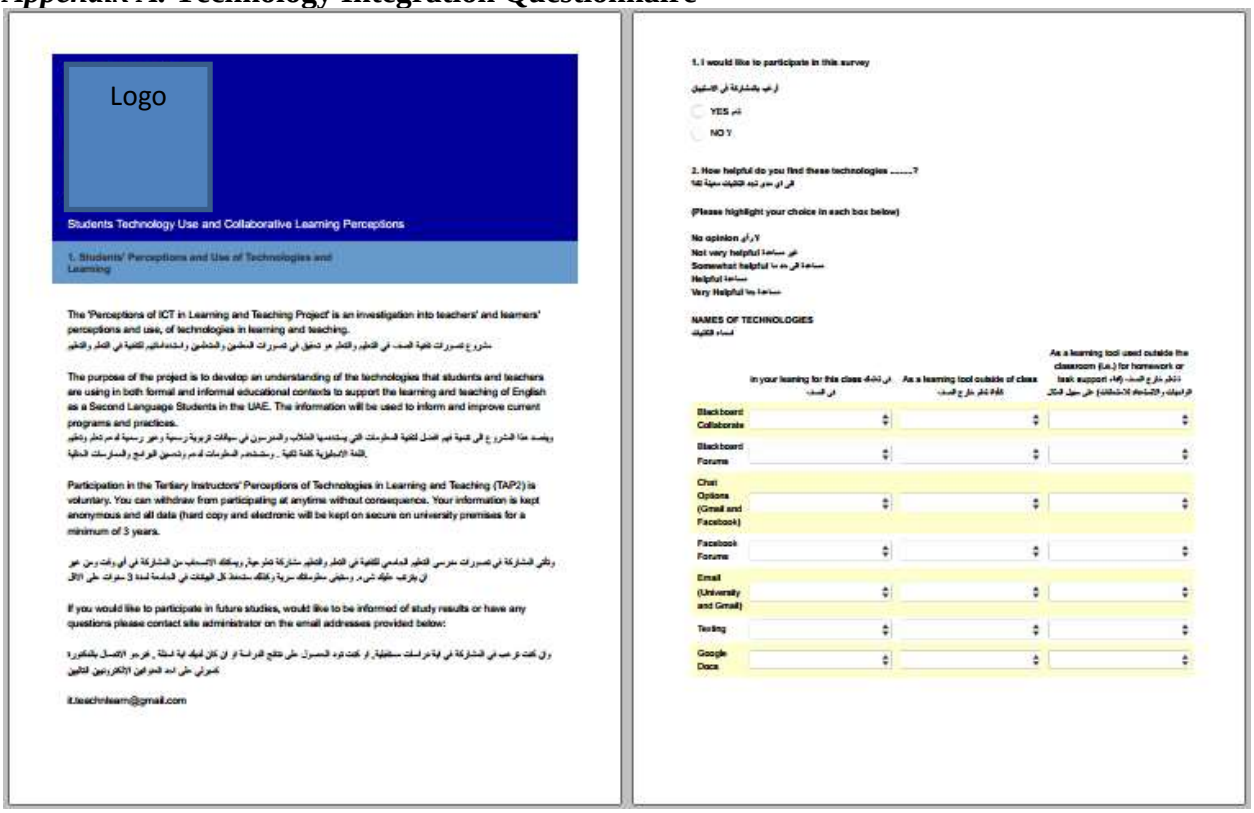
The Teaching Center (n.d.). *Using peer review to help students improve their writing.* Washington University in St. Louis, M.O. Retrieved from https://teachingcenter.wustl.edu/resources/incorporating-writing/using-peer-review-to-help-students-improve-their-writing/

This I Believe. (n.d.). *This I believe | A public dialogue about belief — One essay at a time.* Retrieved June, 2016, from http://thisibelieve.org

Yiqiao, W. (2014, August). *Encouraging discourses and English language teaching in university classroom interaction*. Retrieved from http://*www.atlantis-press.com/php/paper-details.php?id=13760*

Zhu, C. (2012). *Student Satisfaction, Performance, and Knowledge Construction in Online Collaborative Learning*. Retrieved from http://www.ifets.info/journals/15_1/12.pdf

Appendix A. **Technology Integration Questionnaire**



Logo

Students Technology Use and Collaborative Learning Perceptions

1. Students' Perceptions and Use of Technologies and Learning

The 'Perceptions of ICT in Learning and Teaching Project' is an investigation into teachers' and learners' perceptions and use, of technologies in learning and teaching.

The purpose of the project is to develop an understanding of the technologies that students and teachers are using in both formal and informal educational contexts to support the learning and teaching of English as a Second Language Students in the UAE. The information will be used to inform and improve current programs and practices.

Participation in the Tertiary Instructors' Perceptions of Technologies in Learning and Teaching (TAP2) is voluntary. You can withdraw from participating at anytime without consequence. Your information is kept anonymous and all data (hard copy and electronic will be kept on secure on university premises for a minimum of 3 years.

If you would like to participate in future studies, would like to be informed of study results or have any questions please contact site administrator on the email addresses provided below:

it.teachnlearn@gmail.com

1. I would like to participate in this survey

YES

NO !

2. How helpful do you find these technologies .....?

(Please highlight your choice in each box below)

No opinion

Not very helpful

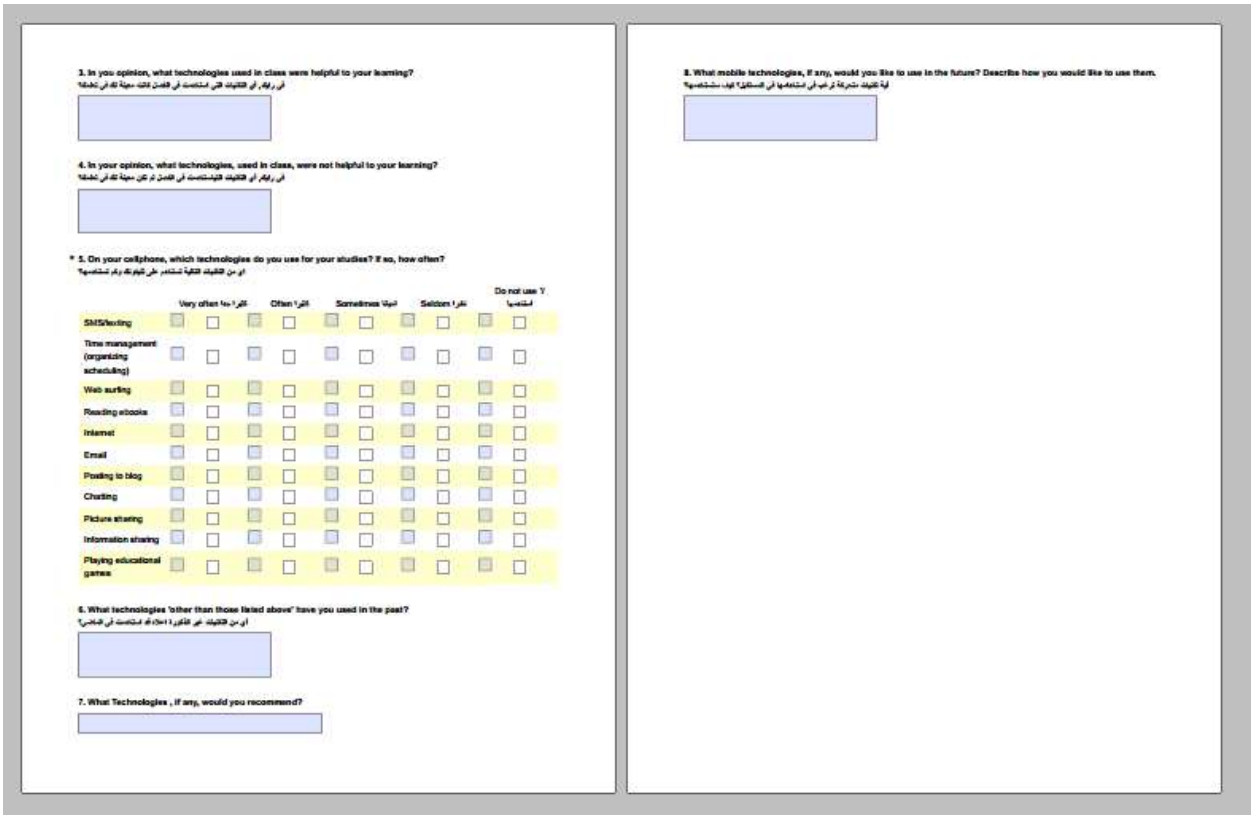
Somewhat helpful

Helpful

Very Helpful

NAMES OF TECHNOLOGIES

	In your learning for this class	As a learning tool outside of class	As a learning tool used outside the classroom (i.e.) for homework or task support
Blackboard Collaborate			
Blackboard Forums			
Chat Options (Gmail and Facebook)			
Facebook Forums			
Email (University and Gmail)			
Texting			
Google Docs			



3. In you opinion, what technologies used in class were helpful to your learning?

4. In your opinion, what technologies, used in class, were not helpful to your learning?

* 5. On your cellphone, which technologies do you use for your studies? If so, how often?

	Very often	Often	Sometimes	Seldom	Do not use
SMS/texting					
Time management (organizing scheduling)					
Web surfing					
Reading ebooks					
Internet					
Email					
Posting to blog					
Chating					
Picture sharing					
Information sharing					
Playing educational games					

6. What technologies 'other than those listed above' have you used in the past?

7. What Technologies , if any, would you recommend?

8. What mobile technologies, if any, would you like to use in the future? Describe how you would like to use them.

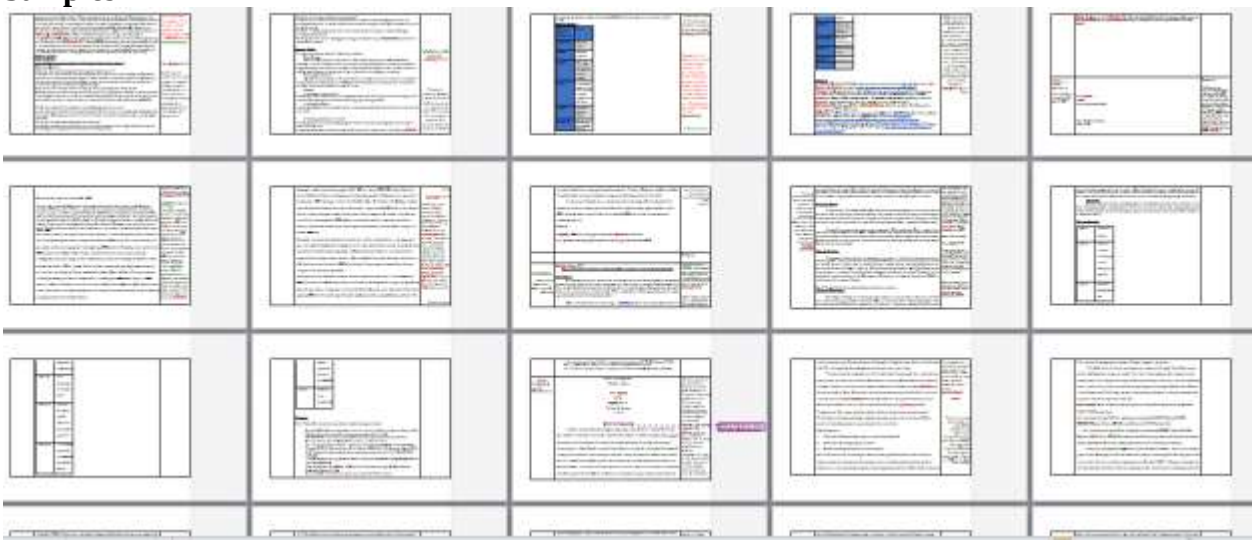
Appendix B Group page and course page

Each Individual needs : 5 readings per person on the topic uploaded, Need 1 academic summary





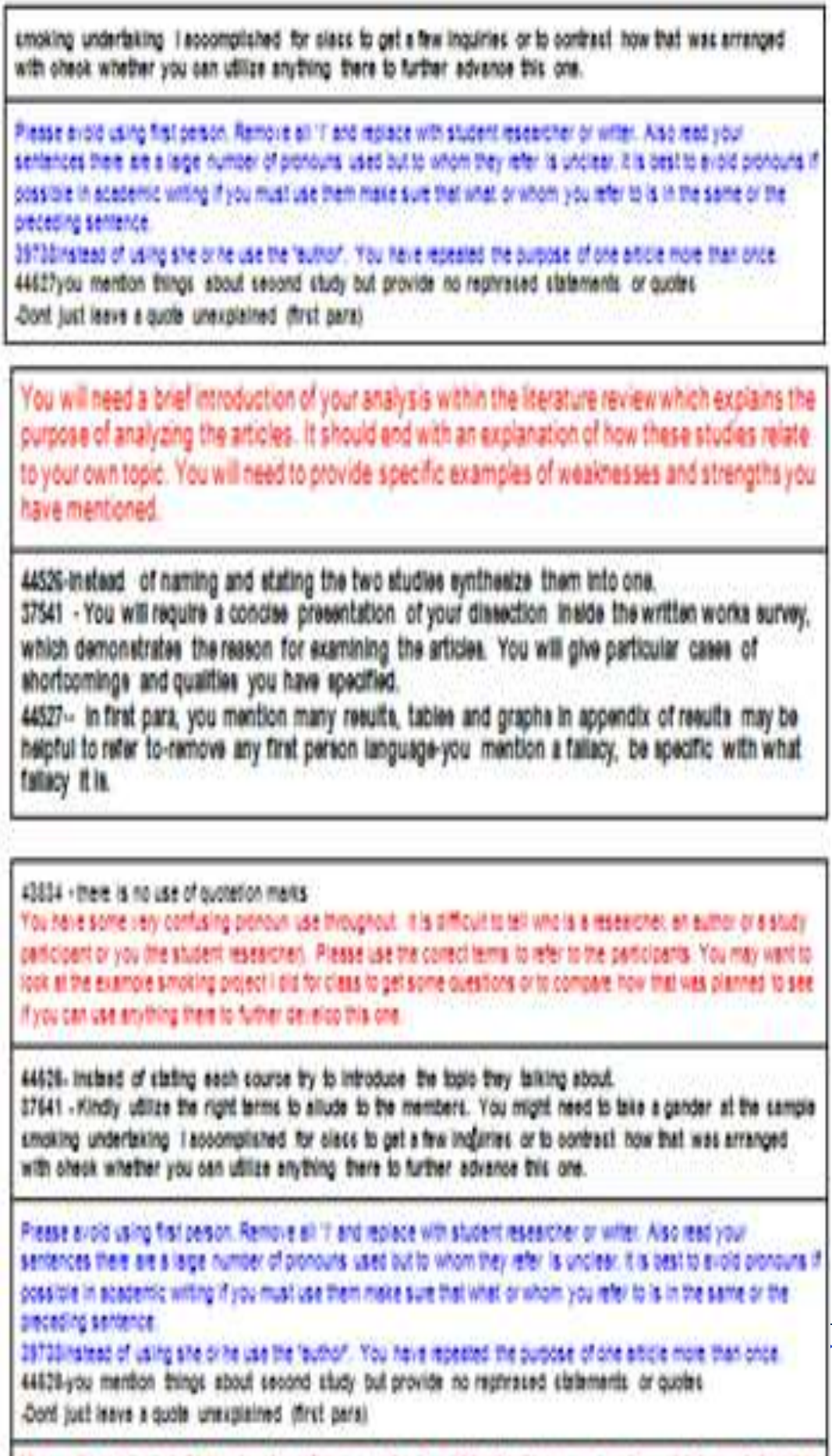
Appendix C. **Advanced Students Comments Using Google Docs: Essay Draft and Literature Summary and Critique**
Samples



43724- - It would be better if you include recommendations in your conclusion.
- Break your body of literature to small paragraphs. (It would be easier to read)
42972: - you have provided good studies to support your research.
- I like how you start your introduction with an explanation of what non-violent protesting means.
((43971))First of all, the introduction is fantastic; you defined the topic and gave a history about it. In the body you explained what the studies talk about in overall, but you should talk more about the two studies.
-33373amazing introduction, your work is good, but I think it will be better if you add some statistical information or studies.
46625 -Very nice presentation of topics. Maybe if you synthesize your sources a bit more by presenting some more information regarding your topic will make it better.
42989Your introduction is well thought of but you should consider adding more recommendations. Also try using the grammar software provided by Professor Kimberly
43659- Your introduction got my attention and your conclusion is successful, it included everything. You might need to elaborate more in your studies and include some statistics.

44743-I like your introduction , definitely got me interested in the topic but I think you should explain more about the studies, to be more clear I think you should address them more critically and show us what u intend to fill in the literature that is available now

((43971))
You have not give a definition about your topic in the introduction.
your body paragraphs should discuss more in depth about the sources; in other words, there should be more explanation because there are a lot of audience who does not know a lot about the issue.



smoking undertaking I accomplished for class to get a few inquiries or to contrast how that was arranged with check whether you can utilize anything there to further advance this one.

Please avoid using first person. Remove all 'I' and replace with student researcher or writer. Also read your sentences there are a large number of pronouns used but to whom they refer is unclear. It is best to avoid pronouns if possible in academic writing if you must use them make sure that what or whom you refer to is in the same or the preceding sentence
39730Instead of using she or he use the 'author'. You have repeated the purpose of one article more than once
44627you mention things about second study but provide no rephrased statements or quotes
-Dont just leave a quote unexplained (first para)

You will need a brief introduction of your analysis within the literature review which explains the purpose of analyzing the articles. It should end with an explanation of how these studies relate to your own topic. You will need to provide specific examples of weaknesses and strengths you have mentioned.

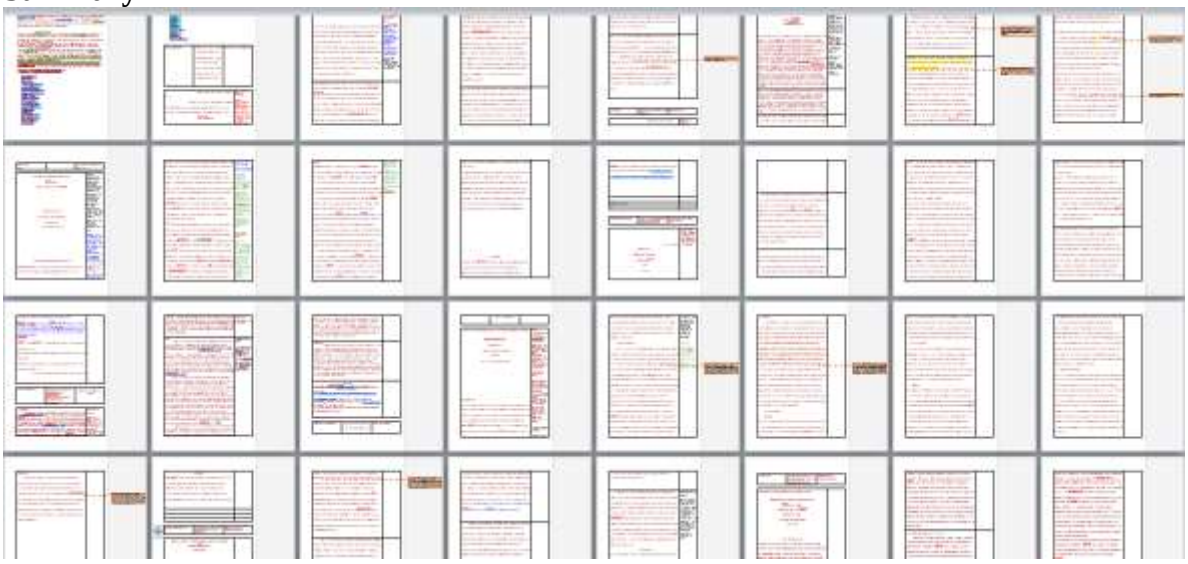
44526-Instead of naming and stating the two studies synthesize them into one.
37541 - You will require a concise presentation of your dissection inside the written works survey, which demonstrates the reason for examining the articles. You will give particular cases of shortcomings and qualities you have specified.
44527- In first para, you mention many results, tables and graphs in appendix of results may be helpful to refer to-remove any first person language-you mention a fallacy, be specific with what fallacy it is.

43834 - there is no use of quotation marks
You have some very confusing pronoun use throughout. It is difficult to tell who is a researcher, an author or a study participant or you the student researcher). Please use the correct terms to refer to the participants. You may want to look at the example smoking project I did for class to get some questions or to compare how that was planned to see if you can use anything there to further develop this one.

44626- Instead of stating each source try to introduce the topic they talking about.
37641 - Kindly utilize the right terms to allude to the members. You might need to take a gander at the sample smoking undertaking I accomplished for class to get a few inquiries or to contrast how that was arranged with check whether you can utilize anything there to further advance this one.

Please avoid using first person. Remove all 'I' and replace with student researcher or writer. Also read your sentences there are a large number of pronouns used but to whom they refer is unclear. It is best to avoid pronouns if possible in academic writing if you must use them make sure that what or whom you refer to is in the same or the preceding sentence
39730Instead of using she or he use the 'author'. You have repeated the purpose of one article more than once
44626-you mention things about second study but provide no rephrased statements or quotes
-Dont just leave a quote unexplained (first para)

Appendix D. **Novices Comments Using Google Docs: Essay Drafts and Literature Summary**



48028 Well I think your thesis does not explain the main point of each paragraph, although you direstly mentioned that its a compare and contrast critique, you should also mention what are the things that you will compare. Moreover, I think you need to talk more about the way both articles are written and organized instead of talking about the content of each article.
50011 - I think you should include the page number to your in text citations.
50011 - Your detailed thesis is well developed, it was able to convey the content of your essay.
50011 - You should explain more about how the author's organized their articles.
47430Your essay was well organized, and I followed your points clearly
47430I liked how you explained alot about how the author portrays the Imam in arnaldo and the arabs from "the arab world" maybe if you connected your analysations to writting styles it would help improve the essay, for example the author has a stubborn tone when describing arabs in "article name" because "author" seems to generalize ...ect...
48332I liked the style and the structure. I think You only miss the References.
48806 I think you should include more details from the articles to support your statement.
48806Your introduction is attention grabbing and you have a good use of vocabulary.
You have done a good job at introducing each of the articles and giving an insight into each one of them but I think your introduction looks an intriguing opening sentence to interest your readers. 47477
I like the way in which you contrasted between the articles in terms of their writing style but I believe there are other aspects that you can consider in your analysis such as the validity of the information, the quality, how well each of the writers each his/her purpose etc.47477

48332 You really worked on it and fixed many stuff. I think the comparison is really strong.
If you only use and in text citation it will be perfect.48806
Pay attention to subject-verb agreement in the first two lines of the essay.
48806I liked your conclusion especially your own opinion in the last sentence.
Your introduction and detailed thesis are great but I just think you need to pay more attention to your use of verbs and transitions. For example "...differences...remain..." The use of "on the contrary" does not seem correct. Instead you can say, "despite of such a constraint, this essay proves that there are two exquisite articles out there which stand out as rare educational pieces. 47477
The way in which you have introduced each of your articles along with their summaries is fantastic. Also, you have established a great comparison between the two. I just think the differences paragraph needs to breakup down into smaller paragraphs addressing each category i.e. the author's background, the writing style, etc.47477

48028I really like how you compared both articles but I think the second and third paragraphs should be under the introduction or you can just put them after the paragraph which talks about the authors of both article. Other than that you analysis was perfectly done.
48332 I think it is perfect. What you only miss, and what we all miss is an in text citation and a reference list.
48806 I liked your introduction that includes a clear detailed statement.
48806You should provide some direct examples from the articles about Arabia.
48806Your conclusion is strong and leaves a strong impact on the reader.
50011 - Your conclusion did not provide a clear sum up of your whole essay; however, you provided a great point about both article's strategies which is "Argumentative".
50011 - based on your thesis statement, why did you split it into two sentences, and why only show the similarities, what about the differences.

47477You have effectively introduced your articles and included an amazing summary of each of the articles. Also, you have considered differences in each of the author's writing styles but I think you need to also consider their background, hence reliability and other areas which can be critically analyzed within an article.
48332It's a very strong essay, you worked on the problems, I have nothing to say.
48332I loved your description in analyzing them. you also had good in text citation .Great work

46625-Very interesting topic, but you should have a very clear thesis in the introduction, and you should discuss the gaps that you are aiming to fill by this research.
42989Interesting topic but you should include a thesis statement at the end of the introduction. You could also summarize your conclusion a bit more.
43659- thesis statement in your introduction is not very clear. Your conclusion doesn't summarize your literature review. You have creditable sources though!
43724 You should include an APA reference list.
You should have a conclusion which summarize the the themes covered in the body of literature review, and some recommendations that may solve the problem.

33373good topic but I think you need to spend more time in organizing it.
1- try to write a conclusion.
44615 - # include in your introduction a detailed thesis statement, it should include your methodology in reviewing your literature and what is included in your body and conclusion.
Include in your conclusion another brief thesis statement and you should include information about the gaps that exists in your topic area.
Develop your conclusion paragraph well
42989Eye-catching topic but you should include your reference list and put in a detailed thesis statement in the introduction.
43659- You're missing the conclusion. Your literature review is a bit long, should be 3-5 paragraphs.

48028I really like how you compared both article, but you need to include more examples from each article to support your points.
00047430I really like the way you talked about the articles., briefly informing what it is about then explaining the writting styles.
00047430If you could give examples of why you think the authors writing style is the way it is comparing to the other authors style.
48806I liked your academic summaries, however I would have recommended that you separate the summaries in two independent paragraphs.
HDHia your conclusion, highlight some of your observations and results.
You have done a great job in selecting an attention grabbing title, however, I think there are enhancements you can make in your introduction such as instead of saying 'When.....and.....collide,this is where greatness collides' you can say 'When....and....'s writings meet, this is where greatness collides.'
47477Omar, you have made some very valid points here and have illustrated and supported a lot of them in general this is an interesting paper. The errors however detract from what you are saying and cause confusion those need to be proofed and corrected so that the reader can focus on 'what you are saying which is interesting rather than on mistakes - Instructor
I admire the way in which you brought in the two articles to meet. It was great, but I think it would be better if you started off with the academic summary of each of the articles and then moved on to critically analyzing them. In other words, instead of trying to integrate a summary with a judgement, fully develop your summary in a separate paragraph and then move on to looking at different aspects within the articles and bringing them together.)47477

00043175 I like the way you wrote the essay.. 48028 nice analysis but you should include an introduction with a detailed thesis and I think it would be better if you expressed the main point of each paragraph in a sentence in the beginning of each paragraph instead of using a sub-heading to do so.

50011 ..your In text citations should be in this way (Author, p.xx, 2012).
50011 ..you are using " : " in your paragraphs and I guess you should avoid using them. Try to make it a sentence.
50011 - your detailed thesis is not clear, in other words it does not explain the contents of the essay.
47430 If you compared and contrasted the styles more and explained why you interpreted the articles in this way maybe it would benefit from that, for example you state that the " author uses a typical style of informative writting" a support of the authors writting style would probably help with your point. :)
48832 I liked the argument You only lacked the comparing and contrasting reason. You just need to give more effort in the compare and contrasting method of this essay.
48806 Avoid writing information about the writers for this is irrelevant in the critical analysis.
The information available in your draft can eventually turn into a great piece, it just lacks some organization as well as the development of an introductory and concluding paragraph47477

Appendix E. One class -Advanced Students Comments

Faculty:	Anderson, Kimberly
Question:	Please enter specific comments, if relevant, on the role that Information Technology plays or could play in this course
Response Rate:	33.33% (3 of 9)

1	IT could not get my professor on iLearn which VERY MUCH AFFECTED my understanding and my interest in the subject, especially since everything my professor did was online. Nothing physical or paper or anything.. All via net.
2	too much
3	The instructor makes good use of technology, almost everything is done online. However, it does get overwhelming at times.

Appendix F. One class -Novice Students Comments

Faculty:	Anderson, Kimberly
Question:	Please enter below any comments on how the course should be improved
Response Rate:	42.86% (3 of 7)

1	Give more classwork than homework.
2	Reduce the pass mark
3	as it is

Faculty:	Anderson, Kimberly
Question:	Please provide your instructor with helpful suggestions for improving his/her effectiveness
Response Rate:	42.86% (3 of 7)

1	You are the best instructor I've had this semester."
2	YOUR EXCELLENT
3	Dr. Kimberly Anderson is very nice and helpful instructor

Faculty:	Anderson, Kimberly
Question:	Please enter specific comments, if relevant, on the role that Information Technology plays or could play in this course
Response Rate:	42.86% (3 of 7)

1	It plays an integral role.
2	A good role
3	it plays in this course

Faculty:	Anderson, Kimberly
Question:	Other comments
Response Rate:	57.14% (4 of 7)

1	This course was amazing. We learnt more than what was required(which is a good thing). I look forward to taking more courses with Dr. Anderson.

Appendix F. One class -Novice Students Comments

The Head Instructor and two senior instructors reviewed the overall coursework produced. The senior instructors stated, that the final compositions were "impressive" and "The writing quality and comprehension skills exhibited are generally higher than those produced from students at this level". The Head Instructor was pleased that all three classes had completed the work planned and surprised that they had produced an additional essay and summary. The Head Instructor was pleased that the students had all completed the work outlined by the department as she said this was "Atypical" however she also felt that the summary writing and analytical elements within the additional work might be "too challenging" for that level and best left for later composition courses.

For the advanced writing courses the Head Instructor and the Department Coordinator reviewed the students' final projects and compositions. The Head Instructor was pleased with the formatting, citation elements and that the projects contained all the elements described in the course guide lines. She stated, that advanced writing students found the course challenging and as a result the retention and pass rates were typically low. She also claimed that the quality and amount of work varied dramatically with instructor and that maintaining standards had been an issue. She mentioned that the quantity of work was often condensed during summer sessions. Therefore was "Very pleased" with the completion rate of all three courses and with the overall learning outcomes and selected samples to be placed in the Department's Material Library. The Department Coordinator stated that there had been "issues with the quality and content of final projects and compositions" and that "she was pleased to have "some current samples for future instructors and students to review".