Feedback and Revision in College Writing - A College Research Study

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Abstract

This research project was carried out for the purpose of attaining data on college students in the feedback-related writing process. The process consists of receiving feedback on written work and implementing that feedback as well as altering, improving, and proofreading work through revision. The process is not well carried out in college classrooms by students and faculty despite its principal role in writing. Therefore, inspecting the frequencies of such efforts as well as views of students on their experiences with the process will aid in further efforts to implement these strategies. A study was completed of 20 Illinois State University students through a survey for the achievement of this information. The survey revealed a minimal amount of peer work and a dissatisfied student perspective. These results indicate that more collaborative work and opportunity for students to provide feedback to their peers is needed along with additional guidelines on the instructors end in the college classroom to create for more effective work. Productively, it has been established that a writing-related feedback deficiency is present as an issue, and additional implementations of such work in classrooms would be the solution. Looking ahead, this research should be advanced through additional exhaustive and inclusive surveys, and clearing the way for college students to make the ultimate best of their work should be a sought out goal in an effort to bring about education, initiative, and change.

Feedback and Revision in College Writing - A College Research Study

The concepts of receiving feedback and revising in writing are fairly familiar to college students. They are essential components to the process of successful composition. Without them, student work is left vulnerable to mistakes and can experience a lack of exercised potential. This being said, it becomes vital to know how often it is that students engage in these tactics with their academic work. Yet, research delving into these concepts are often overlooked and are simply absent. Dr. Katherine Batchelor of Miami University researched into variegated modality methods in regard to revision and, along the way brought up that "[revisionary practice] is an understudied topic and oftentimes viewed as an afterthought in classrooms rather than a central facet at the heart of quality writing" (2018). Batchelor provides that the concept is in need of more and fresh researched information. Fitzgerald of the University of North Carolina wrote a scholarly article titled "Research on Revision in Writing" (1987). In it, she spoke of the same idea. "…[T]he amount of research on revision is still relatively meager…" (481). Thus, the specificities of such research should be established.

The quantitative frequency at which students revise their work as well as receive feedback from peers and faculty should be inspected. Additionally, unveiling student perspectives of the revisionary and external feedback process is pertinent. Results would serve the purpose of bettering the student experience in writing as well as providing students views on the writing process for future use in the classroom. They could also indicate significance in particular areas in writing, necessitating attention or notable patterns across responses having to do with the collective student perspective of writing-related feedback in college classrooms. Therefore, engaging in a thorough scrutinization of these notions would warrant a need for further execution of feedback-oriented activities in the college classroom and would serve the mass population of college instructors in regard to improving effectuation with allocating writing assignments.

Researcher Wendy Bishop describes several different necessary facets to how peer writing groups can succeed in her study titled, ""Helping Peer Writing Groups Succeed" (1998). One of them is, "[The g]roup learns to identify major writing problems such as organization, tone, and focus, as well as minor writing problems such as spelling errors, and so on" (Bishop 1998). Bishop notes the essential need, power, and usage of both the *editing/proofreading* and *response* portions of the process. She states that these aspects, such as organization, focus, and spelling errors are the tactics of successful writing groups.

Revision happens following the receipts of feedback from peers, faculty, and other resources. Fitzgerald declared the urgency and momentous use of revision.

> Revision is commonly regarded as a central and important part of writing. Revision is significant partly because under certain circumstance it may enhance quality of final written work and partly because, when writers use revision to rework thoughts and ideas, it may powerfully affect writers' knowledge. Revision enables writers to muddle through and organize what they know in order to find a line of argument, to learn anew, and to discover what was not known before. (481)

Fitzgerald discourses revision as a means of discovery. Oftentimes, revision will teach the writer more than the act of writing itself. She also emphasizes the idea that one cannot truly progress with improved and more skillful writing if they are not receiving feedback and engaging in revisionary practice.

Mollie Mitchell, a junior English Education major at Illinois State University offered a rational for how peer-review assignments allow for an advantage on both sides of the table. She said, "...[S]tudent tutoring helps not only the student's comprehension, but also the skills of the tutor (or reviewer). Peer review is a mutually beneficial tool that aids both the helper and helped. Essentially teaching/reviewing is the best form of learning" (2020). If teaching is the ideal way

to learn, feedback-oriented collaboration of students in college classrooms will support extensive writer improvements. With benefits to both the reviewer and the recipient, these activities are essentially treasure for students and faculty.

Previous research points to a clear shortage of revisionary work in the college setting. According to the journal article "The Importance of Revision in Writing Composition" published in *Education Digest* by Mark Christiansen, Professor of English Education in the Department of Curriculum and Instruction at the University of Tennessee, Knoxville, fewer than 1% of students' time in the writing process is given to revision while professional writers give up 25% of their time (1990). Christiansen sought out ways in which it occurs more often among students while also examining the fact that instructors, themselves offer feedback when it is the least necessary: after grading. "…[T]hey place scant emphasis on revision either before or after grading, and, consequently, do not come to value this important writing…," Christiansen declared regarding the common timing of any form of revision in the classroom (70). He also discussed the necessity of the revisionary tactic when he said, "…[R]evision is a most neglected aspect of teaching composition. Students need to learn techniques for editing papers so that what they finally submit is not equivalent to a first draft" (1990, 70). Evidently, there is a sprawling issue demanding attention. Statistically, college students are not engaging in one of the most essential parts of writing.

Revision is what a student engages in to modify and improve their work, often based on feedback. A student cannot correct mistakes, learn of better methodology, or build on their work in any way if they are not revising their written work and receiving feedback prior to final drafts. Meanwhile, revision is a single element of the many included and necessary within the process of writing. If revision is missing, it is more than likely the editorial portions are missed as well as the response-oriented feedback from peers and faculty since they must be gone through *prior* to revision.

Qing Ma in the Department of Linguistics and Modern Language Studies at The Education University of Hong Kong at Tai Po conducted a study on peer feedback in English to understand its effectiveness as well as the type of feedback received. It was found that the critical comments from peers were aligned with the students' grades in that the comments provided accurate feedback (Ma 2020). Students scoring lower on their papers had comments critical to a higher degree and vice versa. Therefore, the peer responses to the students were adequate predicting factors for the recipient students' grades. The study also found that the feedback from students were centered around the content and semantics of student writing in contrast to grammar-related critiquing. In the field of English, peer response is known to be the commentary and content-building assistance received from peers. This finding supports the concept and ensures the process to go through extensively. Lastly, it was found that the peer feedback was verifiably impacting on the recipient students' abilities therein after. In all, the study provided a confirmation for peer response in the academic setting and its abilities as a tool in writing.

Considering existing research as well as the goal of initiating more peer-reviewing in college classrooms, a study of college students has been conducted to retrieve desired information on the student writing experience, and the following organizes and displays the method of data collection, the empirical findings, the student voice and perspective, a data analysis, potential conduction setbacks, and future directions.

Method

With knowledge of feedback in the college setting being incomplete in its ample process and usage of benefits, it is more transparent the need for an investigation of the concept. In order to acquire this desired information, an empirical study was conducted with the use of an online survey. The survey was distributed and taken through Google Forms of 20 students at Illinois State University (ISU) in Bloomington/Normal, Illinois. It was conducted by junior ISU English 100 student, tutor, and campus news reporter Yasmin Odeh under the supervision of Dr. Bob

Broad, ISU English professor, director of the <u>Illinois State Writing Project</u>, and author/co-author of three books and two journal articles. The study was carried out for an English Studies Research Project in the English 100 course at ISU taught by Dr. Broad.

Within the survey, demographical questions and 28 content-related questions were presented. The majority of participants were of a junior-standing from Dr. Broad's English 100 roster while 35% were sophomores and 10% were seniors. There were 16 female and four male participants between the ages of 19 and 23 with 40% being 21.

Several aspects of the student experience in writing were examined such as the revisionary, editorial, and response-oriented components. In the overview section of the survey, definitions were provided to students by Dr. Broad of the eminent concepts within the survey for their reference. **Response** was defined as "feedback on the actual content of written work." **Editing/Proofreading** was defined as feedback and/or modification on/of grammar, punctuation, visible format, etc." The general concept of **Feedback** was noted to account for "Response AND Editing/Proofreading." **Revision** was defined as "internal/personal modification and application of external feedback." Peers are fellow students of participants, and Faculty account for students' instructors and other staff. Participants utilized these key terms throughout the survey to better understand the question content and to respond informatively and accordingly.

Throughout the survey, the arenas explored were through questions warranting first-hand accounts for empirical results. It was sought out how important ISU students find the act of receiving editorial and response-oriented feedback from their peers as well as faculty. In addition, how much students value their own revisionary work following external feedback was scrutinized. The frequency at which students are allowed to engage in activities with collaborative feedback as well as how often they receive assistance overall were questioned.

Lastly, the way in which students feel about the current conditions of their classroom-implemented feedback processes was obtained.

Results and Pointers

After the successful relaying of the study concerning student perspectives on the feedback process in college writing, the results indicate a lacking in opportunities for students to give and receive feedback and an overall appreciation and desire from students for all forms of feedback. The most valued form of feedback for students was response. Students prefer, for the most part, to receive feedback on their content and ability to relay information over receiving feedback on grammar/punctuation or the accessories of written work. They also desire their instructors' or other faculties' feedback rather than from their peers. Sophomore Therapeutic Recreation major Maëlle Perez commented on why she prefers faculty feedback. "Faculty have more experience in knowing the right corrections to put vs students telling me personal opinions," Perez said. Many other students wrote responses along similar lines, emphasizing that instructors have expertise on the matter, and students often do not know what to look for.

Sophomore English Technical Writing and Rhetorics major Reese responded to the question regarding what makes her choice of response-oriented feedback more important than the latter.

> Reader response tells me whether my writing "does the thing," or not. I think reflection is the lifeblood of the writing process, and reflection only happens during assessment of reader response. Regardless of who responds to my writing, that feedback can point to genre convention dissonance, grammatical/organizational confusion, and argumentative fallacy, e.g., which may then be addressed with editing/proofreading. Both of these steps in the writing process are important. But, if I prioritized editing over evaluating reader responses, I think I would be editing

without proper direction, skipping the most potent opportunities to understand the

shape and effect of my writing.

Reese gave a through explanation of her reasoning behind why she believes response outweighs

editing/proofreading as feedback. Her experience demonstrates a potential increase in

response-oriented feedback assignments in college. Reese offers evidence for why it benefits

students more, and in enhancing the student experience education-wise, it may aid in

spearheading progression and comfort with written work. This provided guidance in the

direction of the study in that it provided insight into making advancements in the college

classroom.

A few students did value peer feedback over faculty feedback as well. One student said, "I feel as

though peers will be more honest with you because they are doing the same things you are".

Another student said they find feedback from their peers to be unique. Overall, those who

favored peer feedback were minimal but emphasized the leveled benefits of receiving feedback

from a source parallel to one and because peers are often the readers of a student's complete

work.

On average, when rating the likelihood students will ask someone to proofread or offer

feedback on their writing, students went with 3.6/5 on average. This demonstrates a clear lack

of initiative or potential fear on the students' end.

Moreover, 65% of students voted they only receive adequate feedback from peers *sometimes*.

Figure 1: Perception of Peer Feedback below displays the accommodating pie chart.

For the most part, do you feel that you receive adequate feedback from your peers in class?
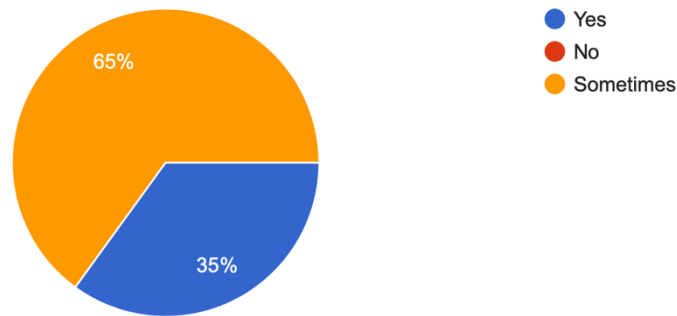20 responses

Figure 1: Perception of Peer Feedback

Additionally, 40% of students rated the degree to which they feel their peers take peer-review assignments of their work a 3/5. *Figure 2: Peer Review Seriousness Perception* displays a waterfall/bar chart of these findings.

How seriously do you think your peers take their peer-reviews/responses to your work?
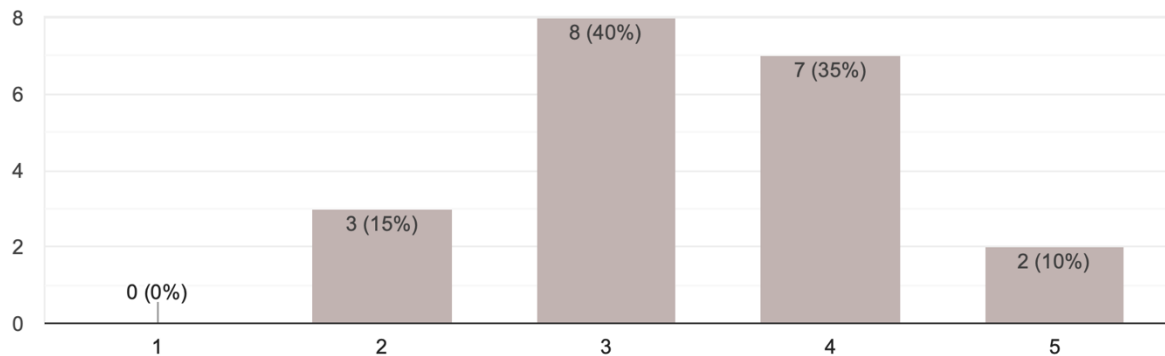20 responses

Figure 2: Peer Review Seriousness Perception

This goes to show the need for instructions for peer review from teachers or some guidance and direction as to how valuable feedback can be translated between peers. It may even be an issue with a collective student lack of incentive.

Moving on, 55% of students claim they are only grouped with other students for peer-reviewing assignments *sometimes*. 40% said *often* and 5% said *all the time*. 40% of students followed this up by saying the frequency at which they are group with students for peer work is *not enough*. 90% of students find it helpful to be grouped with students for such tasks and to be allowed class time to engage in peer feedback assignments/work. A Sophomore English Studies student remaining unnamed commented on their feelings toward peer feedback time.

> It is only helpful if the students all take the same amount of time to provide helpful feedback. I finished peer-reviewing two essays and spent about two hours on each, and I didn't get a peer review from one of the people I was supposed to, so in this instance, it was not helpful but instead incredibly frustrating.

Being allowed time to receive feedback in the classroom is largely favored, but Emily Argent, a sophomore Theatre Studies major observes the downside: "I feel like I rarely get feedback unless it's been required or we've been given time to do it in class."

Junior English Publishing major Elizabeth said, "It is nice to hear what multiple different people think of my writing! The more opinions, the better." There is also an appreciation for the diversity in feedback received from peers.

When asked about how often it is that students receive feedback from their instructors prior to submissions, 60% said *sometimes*. 20% said *often*, and the remaining 20% said *never*. There is a minute group of students who report instructor feedback for improvement to be prevalent while a much larger group, 80% report it to be minimally or not at all.

The question preceding the previous asked students how they feel about the frequency of their instructors offering them feedback prior to due dates, and a similar 80% of participants said that instructors should offer feedback more often. 20% reported the amount of feedback to suffice.

Figure 3: Instructor Feedback Frequency below displays the data along with the two additional options that remained unchosen.

How do you feel about the frequency of your instructors offering feedback to your work prior to due dates?
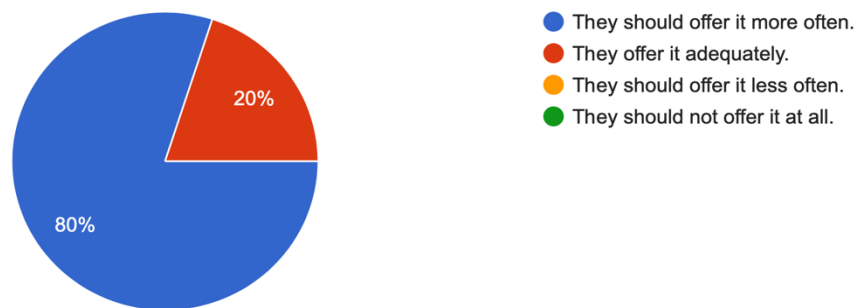20 responses

- They should offer it more often.
- They offer it adequately.
- They should offer it less often.
- They should not offer it at all.

Figure 3: Instructor Feedback Frequency

Furthermore, none of the student participants have ever utilized a tutoring center for writing assistance while one student has used their writing center. 55% of students report using the Purdue Writing Lab website, and 35% use the online Grammarly service, which automatically checks spelling and wording on browsers as users type.

Students were later asked if they ever shy away from seeking assistance with their academic writing. 45% noted that they do, and 35% said *sometimes*. The remaining participants, 25% said that they do not.

The following are student responses regarding why they shy away from seeking assistance.

- ❖ **Junior English Publishing Studies major Alphonse McLean:**
  - ➢ "I want feedback but get worrisome that people won't like my work."
- ❖ **Unnamed junior English Education major:**
  - ➢ "I get anxious that I will be told everything is bad and needs to be changed."
- ❖ **Sophomore English Education major Jackie:**

➢ "I don't want to burden faculty with more work."

❖ **Sophomore English Education major Leah:**

➢ "Other than faculty, I don't have many options that I would go to for who can provide assistance with academic writing."

❖ **Junior Secondary English Education major Kelly:**

➢ "It can be quite daunting to have someone look over your writing. You may fear judgment or fear it isn't good enough."

❖ **Unnamed Junior English Publishing Studies major:**

➢ "I feel uncomfortable asking for help, like it's admitting to a weakness or something."

A majority of the student responses were along these same lines; they were all almost identical to one another. Most students seem to fear judgement from their reviewers and also harming their own pride. Students also noted not knowing where to go to get assistance, which may alert staff of a need for widespread student knowledge concerning the existence of such resources at their colleges.

Overall, students heavily hesitate to reach for help, and if they need it, they are secluding themselves from the readily open and available resources they could potentially be making use of in accordance with their writing needs.

In regard to students receiving reviews of their work from external resources, 35% reported only having only one person typically reviewing their work to none. 45% said one to two people do, and 20% said three to five. 70% of students communicated that these people are their peers, 55% said friends, 50% said family, and 45% said instructors.

The last question of the survey asked Bob Broad's ENG 100 students in particular how they viewed the amount of collaborative feedback activities from the course. All of the participating students noted the frequency of these activities to suffice in the course and even surpass their

expectations, as 100% of Dr. Broad's student participants chose that they felt there is an adequate amount of peer work and feedback carried out in the class. They answered that the peer work is exceedingly helpful in the writing they have to engage in. Students elaborated by agreeing his course has:

- Taught students ideas they had not known prior

- Offered a well-balanced ratio of peer work and other work

- Allowed adequate time to complete peer reviews

Students expressed appreciation for their professor and the amount of peer work assigned overall.

Dr. Broad assigns several peer-review assignments over the course of a semester. He allows for designated groups of students to meet with one another during class time on a near daily basis. He allows and requires students to choose time slots to meet with him for one-on-one checkups/conferences and discussions of current progress. He offers individual feedback to each student for every assignment. Dr. Broad's courses incorporate much of the student preference, as seen from the empirical findings of the survey. With the perspectives of Dr. Bob Broad's students regarding his course, it is demonstrated that this amount of peer work and feedback-evoking activities may be exemplary in the college classroom.

Student Recommendations/The Student Voice

Within the last few questions of the survey, students were asked what they appreciate about their experience with collaborative feedback on writing in the classroom, what they would appreciate more of, and what their overall views of such feedback is. Their responses will be presented objectively and neutrally for reader analysis and insight. The following will encompass the three questions with bulleted lists of summarized, student notes. Bulleted points in *italics* were the most frequently written responses by students.

I. **What do instructors already do in the classroom in relevance to collaboration and feedback in writing that you find helpful?**

    a. Required peer reviews

    b. Required self-assessments

    c. Receiving verbal and written feedback

    d. Required writing center attendance

    e. *Group work with peers to discuss assigned topics or topic ideas*

    f. *Professors leaving questions, comments, suggestions, affirmations, and critiques on students' first drafts*

    g. Professors meeting with students for miniature conferences to discuss work before final drafts and/or having available times for students to reach them for one-on-one work

II. **What could instructors do differently, if anything to better encourage or facilitate feedback in writing, whether from peers or faculty?**

    a. Require self-assessments

    b. *Require peer review assignments*

    c. Require writing center attendance

    d. Have students focus on only one peer review at a time.

    e. *Professors should offer more feedback on early drafts.*

    f. *Provide a rubric, instructions, or guidance for peer-review assignments.*

    g. *Offer more time and opportunities for peer-review assignments during class time.*

    h. Have small peer group meetings with a present professor for longer durations than usual.

    i. *Professors should be more approachable and specific about the help they can offer to students.*

      j.   Offer more opportunities for one-on-one conversations with both professors and students individually.

      k.   Professors should inform students of available resources like the writing center, tutoring center, and others more frequently and every time papers are assigned.

For the third question, seven selected, quoted, student responses are availably listed with unique specialties and takeaways.

III.   What are your views on external feedback overall in academic writing? How do you feel about giving and receiving feedback? Talk about the advantages and/or disadvantages.

1. Sophomore English Technical Writing and Rhetorics major Reese:

➢ "External feedback is VITAL to the academic writing process. When I give feedback, I feel responsible for supporting my peer; when I receive feedback, I feel my peers have invested in my success. The uptake for me is that writing is pretty scary, and if we are alone from start to finish, it's almost impossible. Avoiding, ignoring, or rejecting external feedback is detrimental to creation, and in the case of academic writing intended for an audience, it may endanger the value of your work. Giving and getting external feedback on academic writing can be tricky... Though it can reciprocally increase writer confidence, some feedback is sure to be subjective and/or biased in some way. However, even this can be seen as a reason to get as much external feedback as possible: understanding reader responses and learning to accept what resonates with your author identity is as vital as anything."

2. Junior English Creative Writing major Yossarian:

➢ "External feedback is one of the greatest assets you could receive when it comes to academic writing. I also love giving and receiving feedback because it not only helps me with my work but also stuff raised up about one person's work could help others in

the group over what they could improve with their own work. On the topic of disadvantages, there are moments when you appreciate the attempt at critique but sometimes a critique does not make sense or the reviewer does not explain themselves well enough."

3. **Unnamed Sophomore English Studies major:**

   ➢ "I absolutely love giving and receiving feedback. I don't think there are any disadvantages to providing feedback because from there it's the writer's decision if they want to incorporate this info."

4. **Sophomore English Education major Kelly:**

   ➢ "I love receiving feedback to know how to better my writing before final submission. A downside would be some people just do it because it's required, they don't actually engage in your writing."

5. **Senior Secondary English Education major Jane Doe:**

   ➢ "I love giving and receiving feedback. It's helpful to me. Sometimes I get paired with people who do not take feedback seriously, and it can be frustrating."

6. **Junior Early Childhood Education major Jack:**

   ➢ "Helps you better your own paper, gives unique perspectives that you may not think of on your own."

7. **Junior English Publishing Studies major Alphonse McLean:**

   ➢ "I feel as though feedback is only good if you are in a mindset to receive it."

Data Analysis

Student views and feedback on their experiences with the constructive aspect of the writing process demonstrate a need for better executed revisionary practices and groupwork in college classrooms. Without these implementations, college students will continue to be lacking in their educational experience. Post-college is always an entrance into a world of writing, no matter a

student's major. It is a crucial aspect of all careers, one way or another, and understanding the basics and complexities behind it and the process entailed within writing is essential to student success in the workforce. Students should be informed of the trends and patterns seen across colleges so that change may be inflicted upon the self and introspectively. Further, instructors should be more mindful of these trends and, therefore incorporate supplemental activities centered around collaborative assistance as well as revision.

Writer Grant Wiggins discusses the importance of purpose and content of writing, comparing genuine semantics and bland academic writing in his journal article, "Real-World Writing: Making Purpose and Audience Matter" (2009). He says, "The point of writing is to have something to say and make a difference in saying it. Rarely, however, is *impact* the focus in writing instruction in English class… [Instructors should stress] the importance of authentic assessment in writing (29). Wiggins evidences the proficiency and usefulness of meaningful work, whether with composition, peer work, or revision. This aids in emphasis regarding the importance of engaging in the full writing process. Yet, Wiggins also bases much of his central point on the fact that usage of rubrics and formats for writing in the classroom is detrimental to students. He argues that it disables students from writing freely and conveying true purpose within content. Wiggins says, "[There is] unwitting harm caused by typically vapid writing prompts and rubrics, and rigid use of the so-called writing process. The point of writing is to have something to say, and make a difference in saying it" (2009, 29). Although purpose, a writer's oar, and materialistic essence within writing are indispensable, eliminating the organization and structure of academic works also removes the bulk of the actual learning process. If students are merely taught to write entirely loosely and disorderly, they will lack any understanding of writing sensibly. Their writing may be missing an actual thesis or claim of any type, evidence for uncommonly known claims, and may potentially contain false information due to a lack of utilizing resources and rather making educated guesses. Doing so can harm

rational and intellectual writing and incorporate insensible or imprudent information/writing into the real word. Fitzgerald would also disagree with Wiggins, as she believes in the power of format and organization. She noted the need because they allow for locating and sticking with a stance/claim, being able to modify and improve a piece, and discover new information, which cannot happen very effectively without research, and more (1987). For this reason, content and semantics along with format and syntax make for quality and ample work within college and thereafter.

Into the bargain, students being unaware of where to go for assistance poses a problem for them in the long-run and, in and of itself addresses a need for change in the faculty arena of colleges. They need to establish themselves as more accessible and approachable while also informing students of what resources are available to them both on and off campus. In addition, the fact that such a small number of students report receiving instructor feedback before they turn in their work warrants a solidified and prioritized need for instructor engagement.

Students also generally are shying away from seeking assistance. If students are too nervous to reach out for assistance when they need it, a more comfortable and accepting atmosphere must be worked towards. Students must know that they are not expected to be perfect writers, and utilizing resources is for the purpose of improving. Students are often misconceiving the process, believing they must have to impress their instructors or writing center coaches, when, in fact they are the last of all resources to judge a student's work, as their purpose is to lend students a helping hand.

Nevertheless, one student offered a valuable perspective on the upside of taking advantage of faculty and resources. Junior English Creative Writing major Yossarian said, "There is nothing wrong with seeking guidance for writing, especially as an English major. In fact, English majors should be the ones seeking writing help the most. Overcoming that fear of asking for help will do

nothing but favors for you when it comes to your writing." This student offers a new perception of such external assistance. Authors, journalists, and other professional writers should, indeed be of the crowd seeking advice and support. Another point Yossarian makes is that students have nothing to lose when doing so and can only improve. When students claim they simply do not need the help, this can be problematic because they are closing themselves off to resources they could use to excel. Even experts need and use all the help they can get (Christiansen 1990). Professionals *and* students should always be seeking to improve. No one can reach the top of the mountain of knowledge and information. There is always more to learn and room to grow. It is a matter of the mind and willpower over fear.

Generally, students complained about the peer feedback they receive from other students and the minimal effort they believe their peers put into their reviews. This quickly points to a need for guidance from faculty. Several students indicated their desire for peer-review rubrics, which could prevent and decrease the number of students who do not take the assignments seriously or who do not know how to properly, thoroughly, and sufficiently proofread/edit and respond to their peers' work with a resulting satisfied recipient.

People often claim that research projects will only place emphasis on the data they find that will boost their thesis or aid in proving their hypothesis. Yet, in this case, the alternative answers or lower percentages for responses that favor this study may seem unsignificant but are, in fact the opposite. This is because responses from students that establish any form of a lacking in the important aspects of the writing process should not be present in the first place. Even if one student feels they are not receiving the feedback they need or that they find their resources to be unapproachable, an issue in the system is existent, and improvements must be made.

Setbacks

The method of data collection was through the conduction of a survey. Setbacks and downsides of this method are as follows:

- Faulty Representation and Reduced Accuracy
    - Only 20 student participants
    - Only one school
- Lack of Exposure
    - Class project—minimal/minimized external views and usage of findings

Future Implications

The data and results produced in the wake and completion of this research project allows for a more intelligible understanding of the feedback process in writing as well as the possibilities for change. If a questionnaire similar to the one utilized in this project is recreated with a wider student pool, the data will become immensely more representative of the college student population. This will create for more accurate findings and an improved ability for implicatory usage and advancement of writing in college classroom.

The overall results point to a wide array of various needs that both students, professors, and college resources will benefit from attending to. The student experience in writing can be very much improved in the future of college instructors and beyond as well as with researchers' inspections of these findings. Incorporations of the presented trends, patterns, and student preferences into curriculums and classroom formats can occur.

In a situation such as the one where students shy away from seeking assistance, the pros will outweigh the cons of reaching out, which begs a question: What else is holding a student back? This question may be investigated in future research. Further, researchers may choose to survey college instructors with similar questions and goals for a more angled and comprehensive

perspective. These results paired with student responses can formulate a more precise direction

for the future of writing for college students.

Appendix: Survey Data Access

The complete summary of responses along with charts and exhaustive data can be found <u>here</u>.

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