The handle http://hdl.handle.net/1887/65378 holds various files of this Leiden University dissertation.

Author: Huisman, B.A.
Title: Peer feedback on academic writing: effects on performance and the role of task-design
Issue Date: 2018-09-12
tasks that both positively affect students’ performance and that are optimally supported by the students. Educational policy makers can weigh the findings and arguments in this thesis into their decisions that affect the teaching staff’s capacity for designing peer feedback tasks. By stimulating teacher training programs and by supporting the availability of peer feedback software packages, for example, educational policy makers can facilitate higher education teachers in designing effective peer feedback tasks that help students to improve their academic writing skills.
References


Internet and Higher Education, 25, 78-84. doi:10.1016/j.iheduc.2015.02.001


Appendices

References
References


Helps Students Improve Their Scientific Writing Skills.


Summary

In 2008, Leiden University initiated the Taskforce Study Success, whose primary aim was to provide recommendations for increasing study success and decreasing student attrition across bachelor programs. Within the context of the Taskforce’s (2009) broader set of recommendations, this thesis focused on the design of formative peer feedback on academic writing tasks and the effects thereof on students’ performance. In particular, this thesis investigated to what extent formative peer feedback impacts higher education students’ academic writing performance and how particular aspects of peer feedback task-design affect this performance. This thesis aimed to combine both theoretical and practical significance. To advance scientific knowledge, a quantitative focus on students’ academic writing performance was combined with relatively well-controlled research designs in authentic educational contexts. To be of practical value for higher education teaching staff, this thesis focused on aspects of peer feedback task-design that were perceived as relatively controllable for higher education teachers.

Five studies were conducted. In chapter two, a meta-analysis was reported to assess the impact of formative peer feedback on higher education students’ academic writing performance. Results indicated that the effects of formative peer feedback on academic writing performance tend to be larger than that of either no feedback or self-assessment, whereas the effects of peer- and teacher feedback appeared to be similar. In addition, two moderator analyses were conducted to investigate the role of two controllable aspects of peer feedback task-design: the nature of peer feedback and the number of peers engaged with during peer feedback. The results of these analyses indicated that a combination of both peer comments and –scores tends to have a larger effect on writing performance than either peer comments or –scores alone, whereas the number of peers with whom a student engaged during peer feedback did not moderate subsequent writing performance. These results suggest that higher education teaching staff can be confident that peer feedback positively affects their students’