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# Peer feedback as communication in writing process

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“Learning in transformation”  
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# WRITING and LEARNING

Writing is...

... the most orderly form of thinking (Murray 1969: 118)

... and a way of structuring thoughts (Flower, Hayes 1981: 371-372).

Meaningful writing tasks help to acquire and consolidate new knowledge and more personally relate to what has been learned (Boscolo, Mason 2001: 101-102).

⇒ Therefore, writing in school is one of the main ways of learning and also checking what has been learned.



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# WRITING AS COMMUNICATION

The ability of the text to carry meaning is realized in communication with the reader (Lotman 1991).

In the writing process feedback is particularly important due to the social nature of writing (e.g. Nystrand 1989).



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# FEEDBACK



Feedback is a natural part of learning and it must **reduce the gap between current knowledge and the goal** (Hattie, Timperley 2007)

Feedback given at the right time and in the right form can be applied straight to the work in progress as it guides the writer **to implement the necessary changes in their text** (Court 2014, Huisman et al. 2018).

With feedback, the process only starts, not ends (e.g. Burke 2009).

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# What does feedback do to writing?



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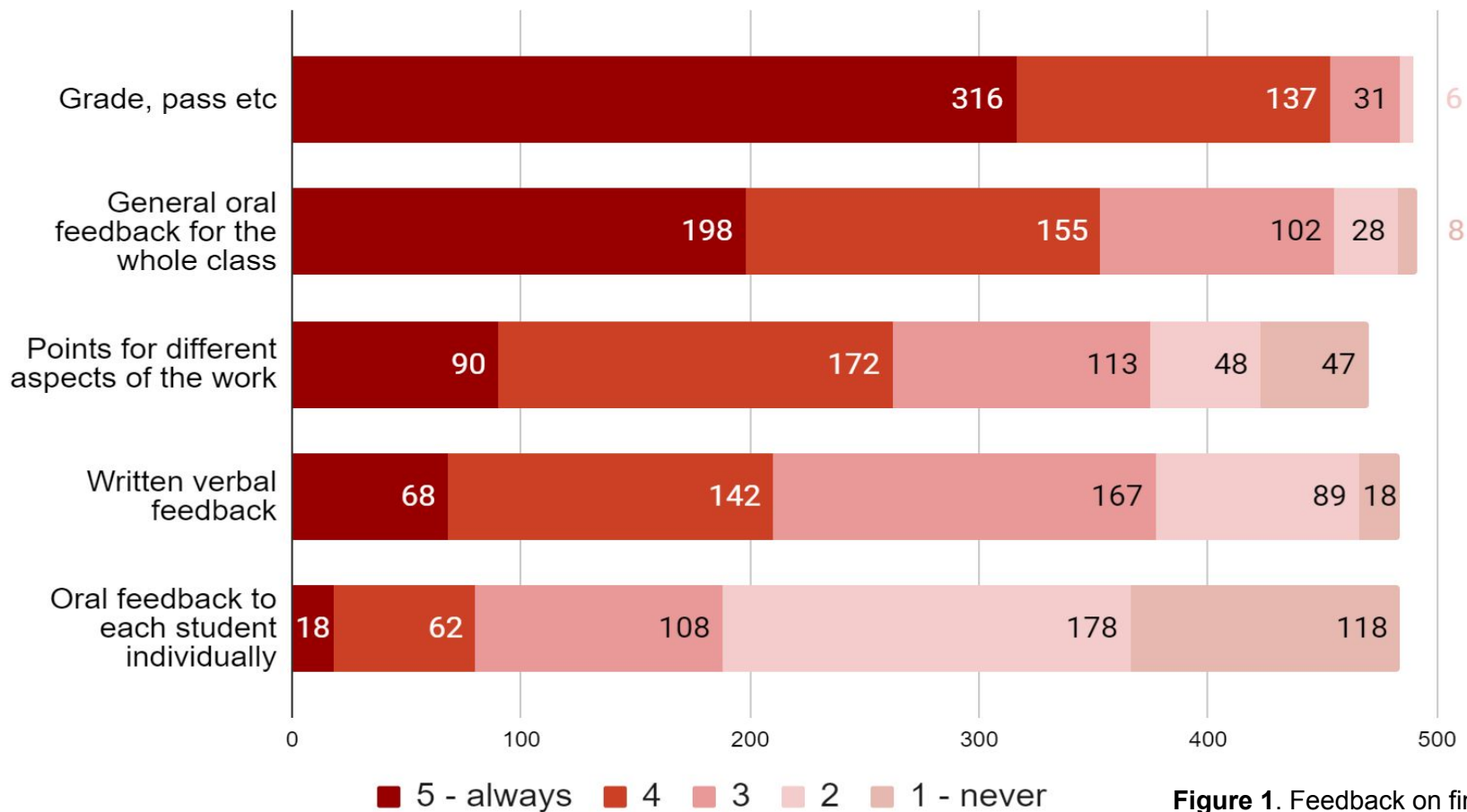
*Status quo* in Estonian school

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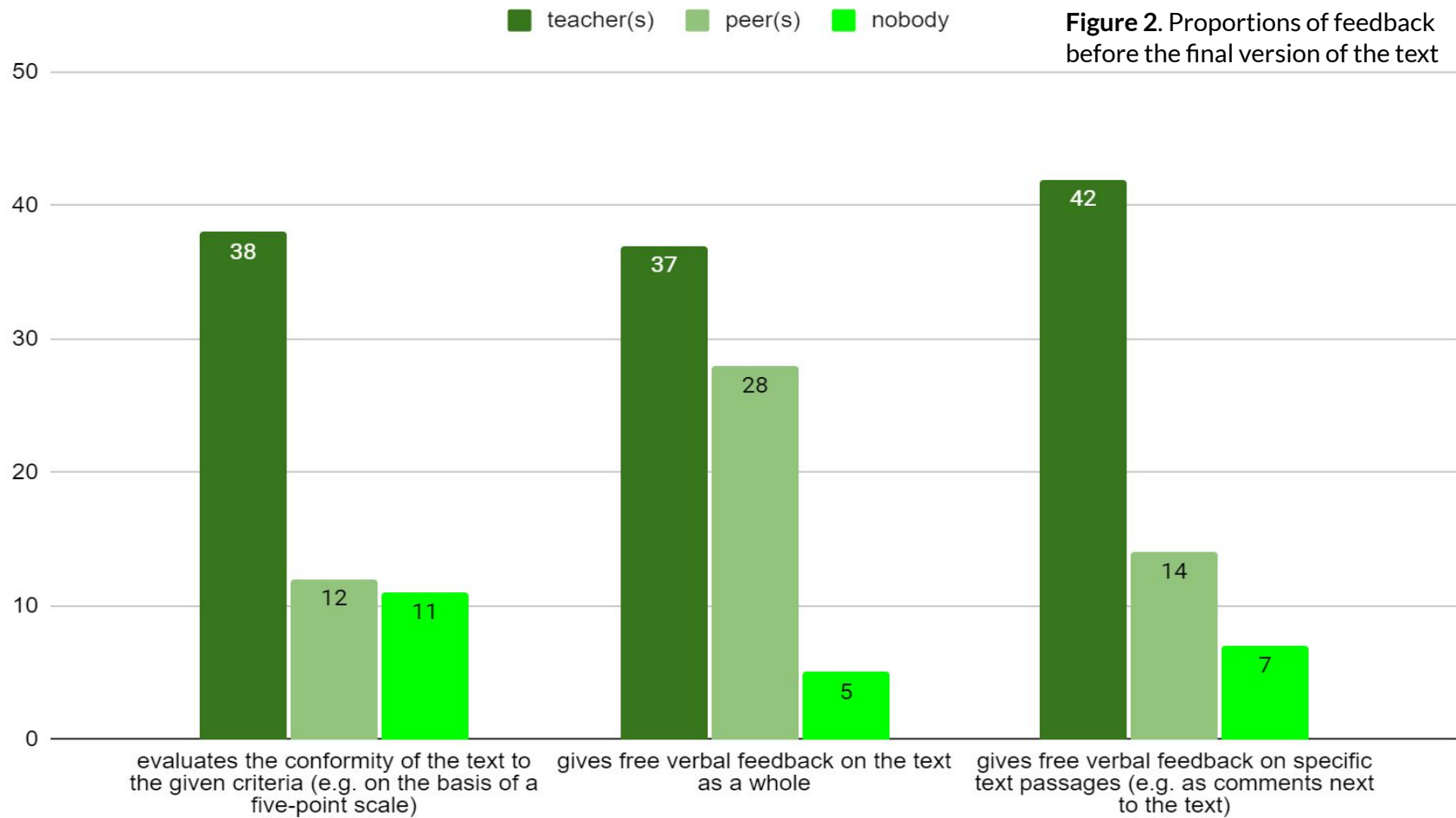
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## survey “Students and writing”

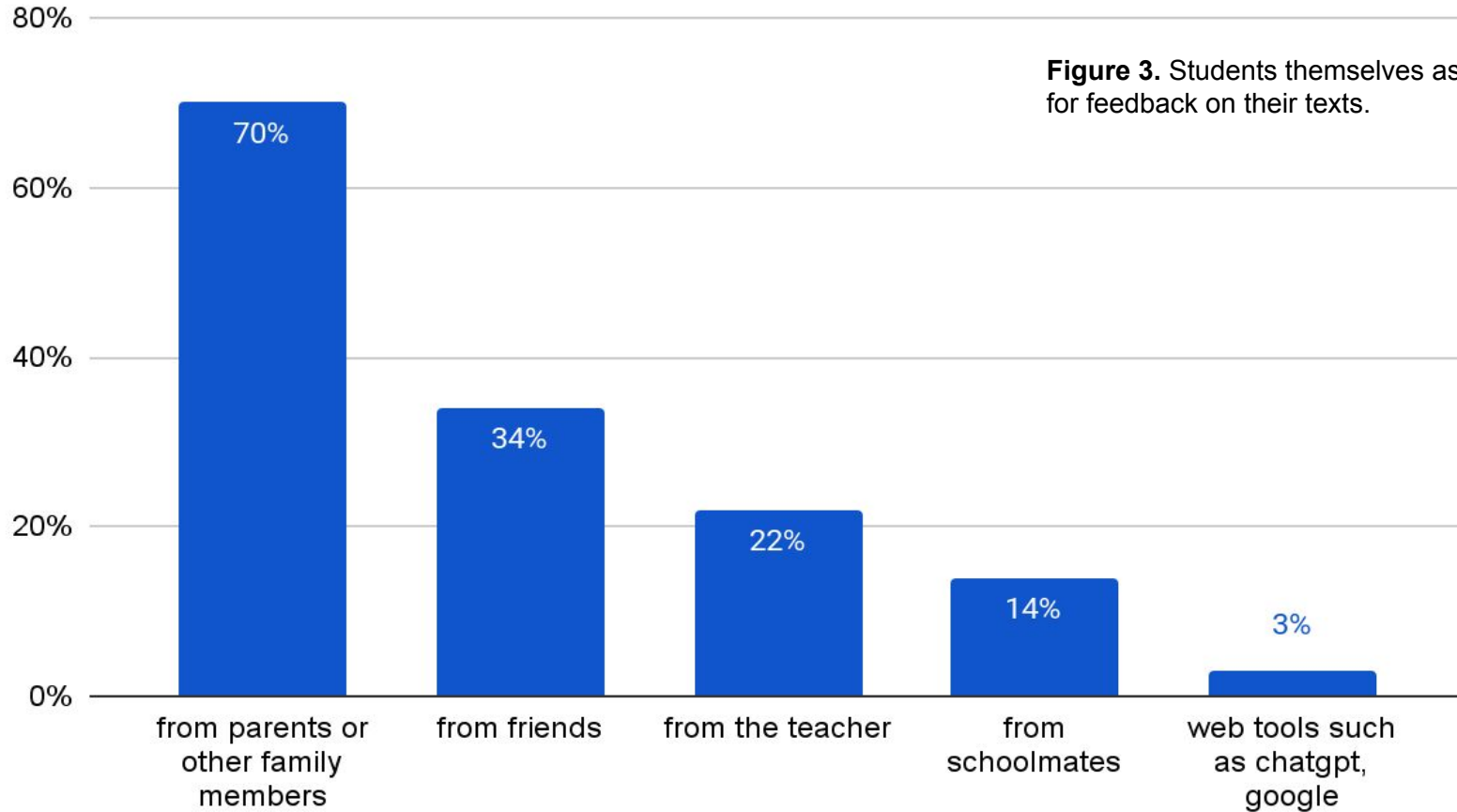
- ❑ target group: all Estonian high school and vocational secondary education students (16-19 years old)
  - ❑ respondents: 501 students
  - ❑ LimeSurvey 1.06.2023–7.11.2023.
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**Figure 1.** Feedback on finished texts



\* Here 100% = 349



**Figure 3.** Students themselves ask for feedback on their texts.

# Some conclusions

## Final texts:

- mostly a grade
- sometimes general oral feedback to the whole class

## Texts produced in the process:

- grade from teacher
- teacher's feedback for specific text passages
- in free wording for the text as a whole both from teacher and  
\_\_\_\_\_ from a fellow student

# What next?

- communicational situations in teaching
  - texts produced in the process
  - the students themselves ask for feedback on their texts
  - meaning-making
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