

ABSTRACT

JENNIFER L. BEDARD. Peer Review in ENG 101 & its Influence on Students' Attitudes, Beliefs and Feedback-Seeking Behavior. (Under the direction of Dr. Nancy Penrose and Dr. Brandy Grabow.)

Researchers in the field of rhetoric and composition have explored peer review as a classroom practice, considering factors that impact its educational value such as type of training method used for preparing students, instructors' roles in the process, student perceptions of the activity, as well as the classroom environment. While scholars have identified strategies that seem to correlate with greater student learning and more meaningful interactions during in-class peer review sessions, less is known about how in-class peer review influences students' independent feedback-seeking behaviors.

Building on Brammer and Rees' research on student perceptions of peer review, this mixed-method study aims to better understand a) how ENG 101 instructors in the First Year Writing Program at North Carolina State University use peer review in their classrooms; b) how students perceive those activities; and c) how their attitudes about, and behavior relating to, independently seeking out feedback on their writing might be affected by in-class peer review. Through theoretical review of the scholarship on feedback-seeking behavior and peer review as pedagogy, semi-structured interviews with participating instructors, and analysis of both instructor materials and student survey results, this research attempts to illuminate relationships between students' classroom experiences and their independent feedback seeking behaviors.

Study results identify peer review training as an important potential area of growth. Because many students independently seek out informal feedback from peers, friends, or family members and report finding this practice to be valuable, program instructors could positively impact learning by helping students get better feedback when they independently seek it out. In-class peer review may be more useful for students if instructors use modeling and individual student-teacher conferences to train students for these activities; research suggests that these methods are more effective than more commonly-used methods such as handouts and sets of guiding questions.