

Dialogic Peer Feedback at the Writing Lab

Skill-Up Festival

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Wageningen Writing Lab in a nutshell



team



location



services



since 2014

Goals for this workshop

1. Understand the main principles and effects of dialogic feedback
2. Learn how the Writing Lab coaches use dialogic feedback to help their peers
3. Explore how dialogic peer feedback can be part of the WUR curriculum

Challenges in traditional peer feedback

- Low feedback quality (focus on lower order aspects of the text)
- Students don't feel capable
- Students don't feel motivated
- Students prefer teacher feedback
- Student do little with the peer feedback they receive

1. Principles of dialogic peer feedback

Clip 1



Clip 2




Aben, Coupé, de Jong & Bouwer, 2024

1. Principles of dialogic peer feedback

Traditional feedback (monologue)	Dialogic feedback
The writer is passive	The writer is active
The reader sets topical agenda	The writer sets topical agenda
The reader takes ownership of the text	The writer takes ownership
The reader gives observations	The reader asks questions
The reader gives suggestions for improvement of the text	Strategies for improvement are explored by reader and writer

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Results in lower order revisions	Results in higher order revisions

2. Dialogic peer feedback at the Writing Lab

Aisling Wigman

MA Forest and Nature Conservation, MA Bioinformatics

Marit Schaap

MA Food Technology

Work at the Writing Lab since June 2023

2. Dialogic peer feedback at the Writing Lab

Types of questions

'I need help with structuring my text.'



Product

'I have to hand-in my paper in 4 weeks, but I need a push to finish it on time. How can I organise myself so that I finish it serenely?'



Process

'As I have ADHD it is very hard for me to focus on writing my thesis.'



Person

2. Dialogic peer feedback at the Writing Lab

1. Ask questions

2. Bounce questions back
3. Listen actively
4. Metacommunication
5. Share your reader experience
6. Be an ally

N should have come before Q.



Traditional feedback

What's your reason for putting Q before N?



Dialogic feedback

2. Dialogic peer feedback at the Writing Lab

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- 2. Bounce questions back**
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How am I supposed to do that?

What do you already have in mind?



2. Dialogic peer feedback at the Writing Lab

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I often encounter challenges when it comes to commencing a writing task and establishing a clear direction for what should be included and what can be omitted. The act of writing itself induces a significant amount of stress, which, in turn, makes it exceedingly arduous to initiate the process. I frequently find myself at a loss regarding where to begin and how to proceed in an organized and structured manner. This uncertainty leads me to procrastinate on my writing assignments.

So, X is the problem, right?



2. Dialogic peer feedback at the Writing Lab

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I can see you're feeling a bit unsure. What's causing that?

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Why is it important for me, as a reader, to read about Y?



2. Dialogic peer feedback at the Writing Lab

1. Ask questions
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3. Listen actively
4. Metacommunication
5. Share your reader experience
6. **Be an ally**

I had a hard time writing. I spent a whole day on just one paragraph.

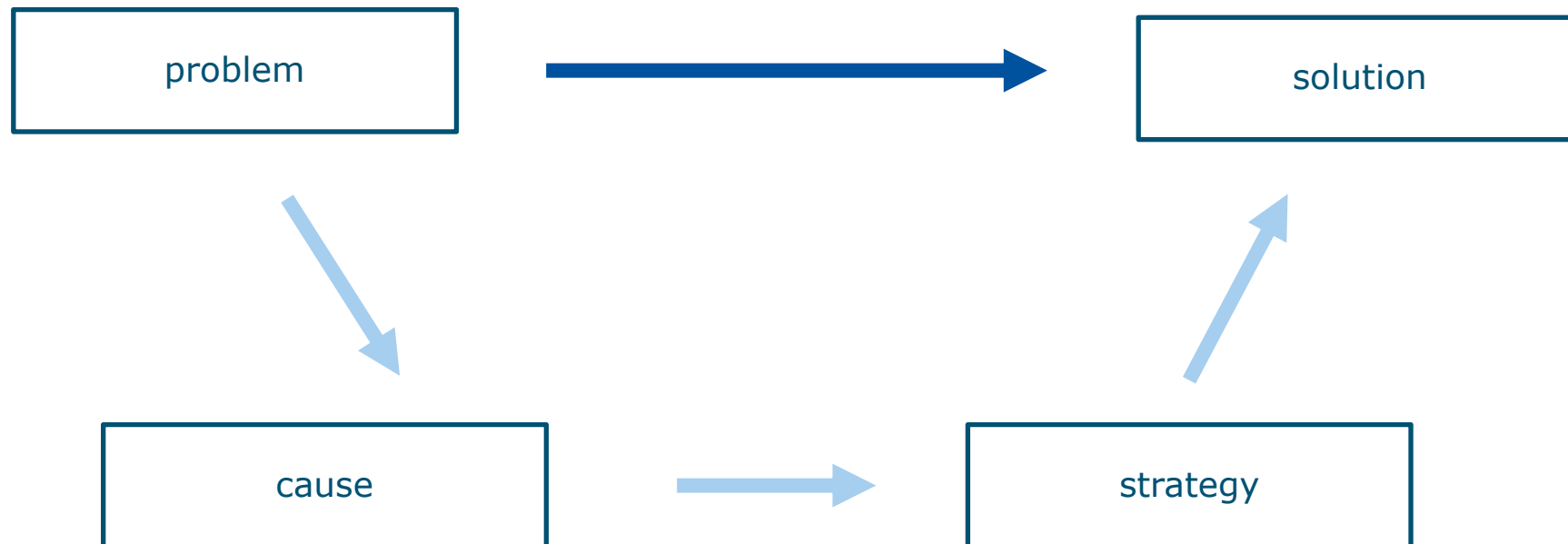
Oh yes! I experience that so often too.



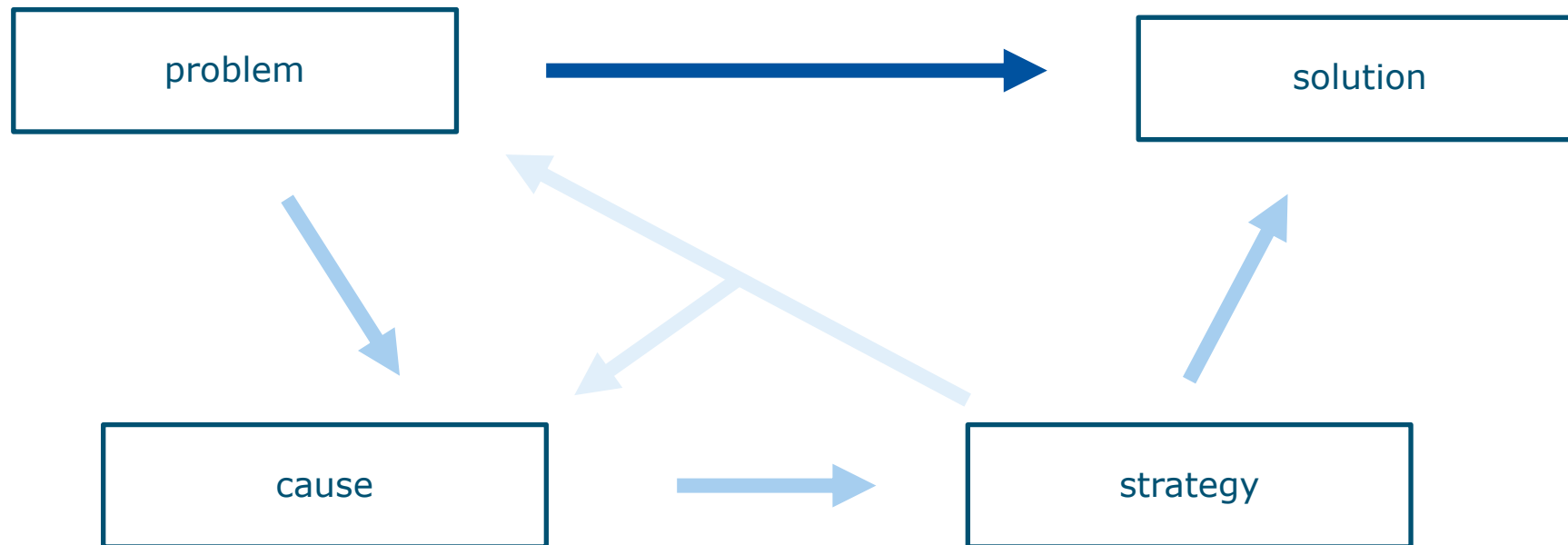
2. Dialogic peer feedback at the Writing Lab



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Research on dialogic peer feedback



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UU



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Radboud Writing Lab



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writing researcher
RU

Effects of dialogic peer feedback: **after a 20 minute instruction**

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3. Dialogic peer feedback in the WUR curriculum

Discuss in groups of three

How is peer feedback currently used in your study program?

Where in your study program could dialogic peer feedback work?

What challenges or obstacles do you see?

How could you overcome them?

Learn more about dialogic peer feedback



Encouraging student engagement with higher-order text concerns through dialogic peer-feedback conversations

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¹ Radboud University Nijmegen, The Netherlands

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Research Aims

When revising their writing, students tend to focus more on local revisions—such as grammar and punctuation—than on global revisions that address overall content, structure, and coherence. This tendency is problematic, as global revisions are more crucial for enhancing the overall quality of the text. Therefore, it is essential to explore ways to encourage students to prioritize global concerns during the revision process. Recent theories highlight the potential role of dialogue, which can be used to address higher-order concerns about both the product and their use. We investigated the effects of dialogic peer feedback on (a) how it can effectively prompt students to address higher-order concerns, (b) the engagement of writers during discussions, and (c) the revision process.

‘Ik wilde eigenlijk beginnen met vragen...’

Naar dialogische peerfeedbackgesprekken bij academisch schrijven

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Thanks a lot!

To explore
the potential
of nature to
improve the
quality of life