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**Motivation to Write: Redeemed Through A Collaborative Feedback Loop**

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## **Abstract**

This qualitative research study reveals the effects of completing a writing unit where a collaborative feedback loop was implemented as a means of motivating students to write and revise two essays. The study was conducted in a small rural high school of approximately 450 students in northwestern New Jersey. The study was designed in order to promote self-efficacy when writing and revising essays. To encourage students to take on such responsibility, instruction was designed using collaborative and interactive teaching methods so as to promote the use of a feedback loop consisting of quality feedback where students were constantly reflecting on their writing with a teacher and their peers. Using the structure of mini-lessons to promote using mentor texts, students were able to interactively engage in discovering how to revise their writing based on genre-based expectations.

Data were collected throughout the study consisting of student surveys, student artifacts from formative assessment minilessons as well as two essays, and observations. Analysis of the data overall revealed students were more motivated to revise their writing as a result of engaging in a collaborative feedback loop among peers and the teacher. As a result of a co-constructivist environment, where students had time in class to engage in using quality feedback students were also more likely to be involved in taking ownership of what they needed to

revise in their writing in order to develop and improve; thus, illustrating their ability to be self-efficacious.

Given that students became more independent when making revisions to their writing since they felt more confident, it became apparent that scaffolding instruction with minilessons that highlighted the use of mentor texts motivated students to make essential revisions to their writing, placing emphasis on their abilities to be able to know how and what to revise in their writing.