

SMU Classification: Sensitive



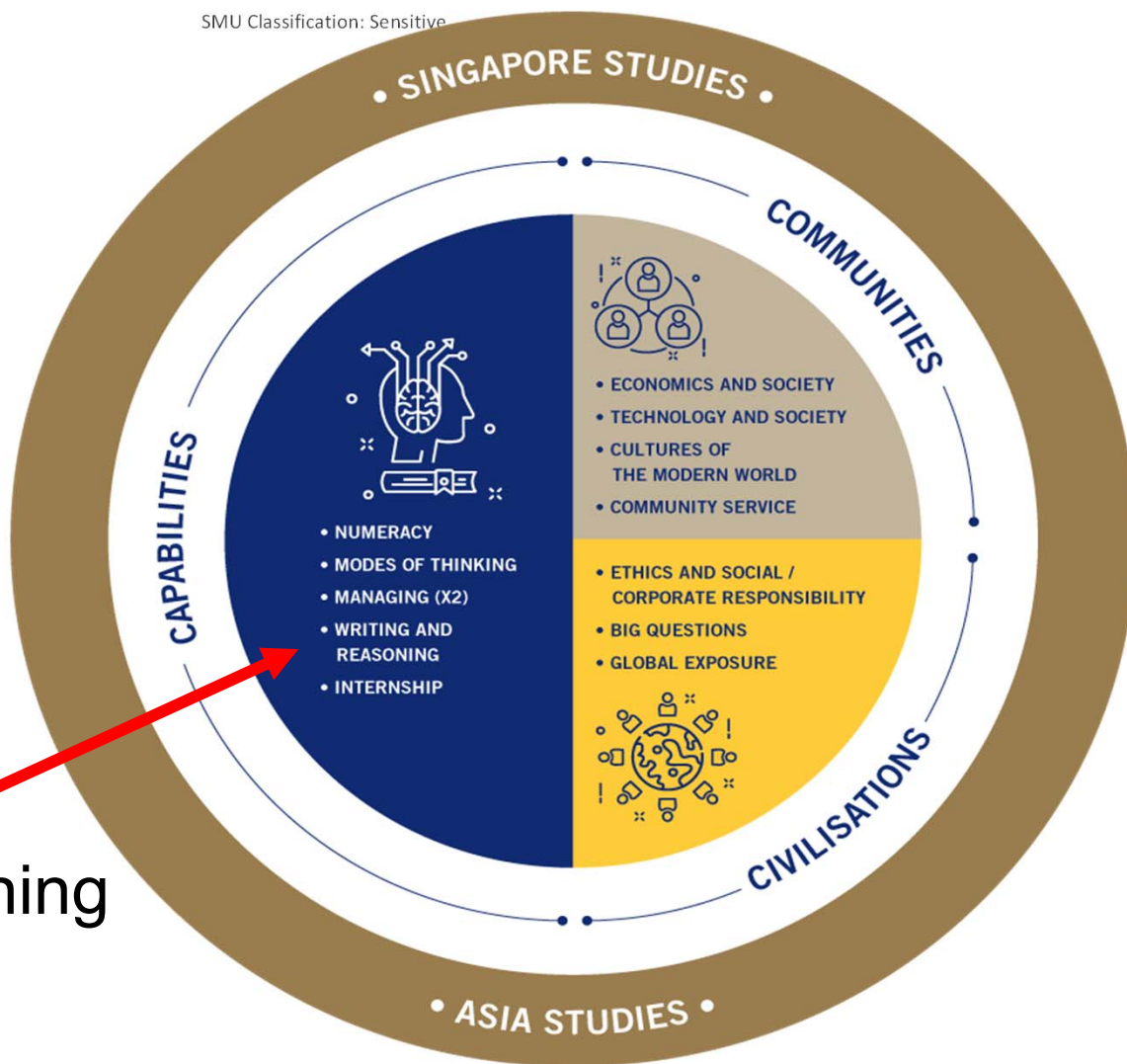
Centre for  
**English Communication**

# Scaling Up 21<sup>st</sup> Century General Education Through Technology: Eli Review

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# SMU Core Curriculum



CEC's Role  
Writing & Reasoning



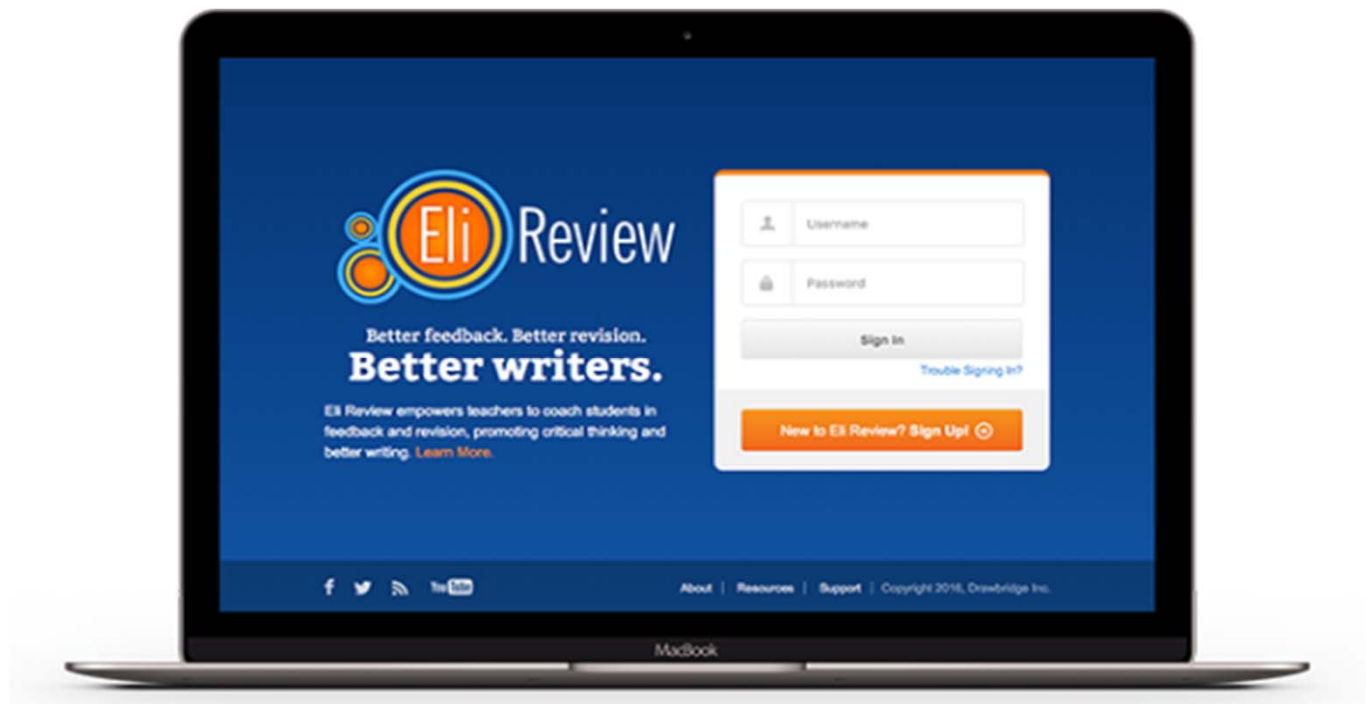
# **Goal: Better Writing Instruction at Scale**

- Process and Product
- Differences between expert and novice writers
- Contextual information in Singapore

Which technology would enhance learning and teaching of writing?

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# What is Eli Review?



Eli Review was invented at Michigan State University in 2007 by Jeff Grabill, Bill Hart-Davidson, and Mike McLeod.

# Eli Review puts the writing process in one place.



Assign and Write  
Small Bits



Guide and Give  
Feedback



Process and  
Debrief Feedback



Guide and Plan  
Revision



Analyze and  
Iterate

## 2 Feedback Cycles, 2 Writing Assignments: *Writing & Reasoning*

Active Tasks **4**Archived Tasks **0**[Clone This Course](#)[Create New Task](#) ▼

Task Type	Link	Task Name	Due Date	Progress	Archive
Review	<a href="#">🔗</a>	Eli Task 4: Peer Review	2019-11-02	0%	<a href="#">Archive</a>
Writing	<a href="#">🔗</a>	Eli Task 3: Writing Task	2019-10-30	0%	<a href="#">Archive</a>
Review	<a href="#">🔗</a>	Eli Task 2: Peer Review	2019-09-28	96%	<a href="#">Archive</a>
Writing	<a href="#">🔗</a>	Eli Task 1: Writing Task	2019-09-25	96%	<a href="#">Archive</a>

# Writing & Reasoning writing task

## Writing Task: Eli Task 3: Writing Task

### Student Submissions

- 100.0% Complete
- 25 of 25 Submissions Received
- [Task Overview](#)
- [Clone This Task](#)
- [Student Preview Mode](#)
- [Detailed Submission Report](#)
- [Download Submissions](#)



### Writing Task Report

This display brings together all student submissions to this writing task. See the task details below, or see individual student submissions by clicking their names in the roster. [Learn more about writing tasks.](#)

### Task Details

<b>Title</b>	Eli Task 3: Writing Task
<b>Status</b>	Locked; only due date may be edited ( <a href="#">learn more</a> )
<b>Due Date</b>	2019-10-30 at 11:45 PM SGT <a href="#">Edit</a>
<b>Submission Method</b>	Students Compose in OR Copy & Paste into Eli Review
<b>Instructions</b>	<p>This early draft prepares you for your assessment 3 which is due in week 13 (Friday, 15 November), limited to 1000-1200 words, and worth 35% of the course grade.</p> <p><b>For this Eli task, compose a first draft of the introduction and 1 body paragraph. Please include APA style in-text citation and reference list.</b></p> <p>Context: You are a young business professional and you are responsible for driving a short-term project to achieve the objective set by a client under your charge. Choose ONE of the options indicated in your assessment document and write a business proposal for your client. Justify your recommendation to your client in your business proposal. In crafting your arguments, you need to analyse the benefits, risks and feasibility of the business proposal.</p> <p>Remember to include an executive summary, action plan and estimated costings in your <b>final version</b> of the business proposal.</p>
<b>Revision Task</b>	<a href="#">Create a revision task for this writing.</a>



# How Students Write Compared to Effective Writers



Revision decisions happen in feedback & revision plans.



## **How does the technology enhance learning?**

- Focuses attention on what readers get from the text
- Aligns criteria in ER tasks with rubrics for assessment & key learning outcomes
- Encourages both reader and writer roles

## What do the students like?

- The peer reviews which enable us to give each other reviews besides having reviews from the professors.
- This course stimulates our mind and forces us to be more clear and concise about what and how we write. The Eli Review during class is really useful as it helps us to apply and learn directly from the portal. Because we get to give feedbacks for our peers, we learn during the process as well. Hence, the Eli Review is a useful tool for the course.
- I also find that the Eli Review system is very useful as it allowed us to be more open minded about giving comments and receiving them.

## So is the technology successful in enhancing learning?

- 6025 students over 3 years: consistency of feedback.
- Goal of better writing instruction at scale
  - *More attuned to reiterative process that effective writers use: writing → revising → writing, etc*
  - *Expert writers actively seek feedback in a community of writers and readers*
  - *Less dependence on instructor.*

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**Thank you!**

## Limitations?

- Cost
- Negative Feedback: Need to encourage students' attitude toward the process and tool
- Fear of Plagiarism

# Big Questions Peer Review task

## Peer Feedback on Problem Statement

[Return to task details](#)

### Reviewer Groups

[Edit Reviewer Groups](#)

[Conceal Names for Projector](#)

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**⚠ No Reviewer Groups**

Arrange students into groups of two or more using the [Edit Reviewer Groups](#) tool.

### Edit Assigned Review Task

Students have not responded to this task yet.

You can edit or delete this review task until students begin submitting feedback. After that, only the due date will be editable ([learn more](#)).

<b>Title</b>	<input type="text" value="Peer Feedback on Problem Statement"/>
<b>Due Date</b>	<input type="text" value="2019-11-13 11:45 pm"/>
<b>Anonymity</b>	<input checked="" type="checkbox"/> Make reviewer feedback anonymous to writers
<b>Tasks for Review</b>	<ul style="list-style-type: none"><li><a href="#">The Make Singapore Happy Again Campaign Problem Statement</a></li><li><a href="#">Edit selected writing tasks</a></li></ul>
<b>Instructions</b>	<p>Your goal is to help the writer make a more persuasive case about the problem.</p> <p><a href="#">Edit instructions</a></p>

# Big Question Peer Review task

## Select Response Types

[+](#) [Add Trait Identification Set](#) ⓘ

**Trait Identification Set** [Edit](#) [Delete](#)

Select all that apply

**Tick the box if the draft meet these requirements:**

- This problem statement section is 300-600 words (1-2 pages).
- The thesis/problem statement is a 1 or 2 declarative sentence that states clearly and concisely the main point that the author is trying to make. Establishes focus that clearly directs the body of the essay.
- Argues effectively by giving clear claims, reasons and evidence.
- Effectively addresses the Prime Minister and professor as the primary audience.

**Trait Identification Set** [Edit](#) [Delete](#)

Select all that apply

**Tick the box if the draft meet these requirements:**

- Effective structure and arrangement of ideas.
- Sentences are structured and words are chosen to communicate ideas clearly.
- Makes few errors in grammar, mechanics, and/or spelling.
- Sources are well integrated and support claims argued in the paper effectively. Sources cited conform to APA style format.



# Big Questions Peer Review task

[+](#) **Add Rating Scale** [i](#)

**Rating Scale** [Edit](#) [Delete](#)

**5-star rating scale:**

Where 5=strongly agree and 3=it's good but not great and 1=strongly disagree, indicate your agreement with the statements below.

Clearly establishes the stakeholders who will benefit from the proposed policy.

**Rating Scale** [Edit](#) [Delete](#)

**5-star rating scale:**

Where 5=strongly agree and 3=it's good but not great and 1=strongly disagree, indicate your agreement with the statements below.

The writer demonstrates a good awareness of context, audience and purpose to persuade the reader (the Prime Minister and the professor).

**Rating Scale** [Edit](#) [Delete](#)

**5-star rating scale:**

Where 5=strongly agree and 3=it's good but not great and 1=strongly disagree, indicate your agreement with the statements below.

Meaningfully draws conclusions by synthesizing examples, facts, and/or theories from more than one field of study or perspective.

# Big Questions Peer Review task

**Enable Contextual Comments** ⓘ

Highlight a phrase/sentence in this draft and offer a suggestion for how the writer can revise the argument to be more persuasive. Consider whether writers need to **offer more evidence and analysis** of those aspects.

Minimum: 3 comments per draft

Example comments:

- You explain that \_\_\_\_, but I don't agree because the information you've provided suggests that \_\_\_\_\_. To be convinced, I'd need to know \_\_\_\_\_.
- You have a source in paragraph \_\_\_\_ but there is no in-text citation.
- I can see that you are making connections among experiences outside of the formal classroom (including life experiences and academic experiences) to deepen understanding of the topic when you talk about \_\_\_\_\_.

[Edit Prompt](#)

**Enable Final Comment** ⓘ

In your view, is this problem compelling? Should the Prime Minister seriously consider a policy or program to address this problem? Explain your answer in at least 3 sentences.

[Edit Prompt](#)