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Abstract
Many teachers consider themselves digital immigrants who struggle to keep up with student digital natives. Whether or not this dichotomy still holds true, in a 21st Century context of teaching and learning, is debatable not least of all because of the exponential development of apps and mobile learning technology. Nevertheless, it is sometimes difficult for educators to know where to begin and for students to know how best to use it to advance their studies and improve their writing.

Focusing on university students at a pre-university English as Second Language (ESL) program in Dubai, this paper discusses how mobile learning and the use of a range of apps can foster peer and self-editing, aid noticing and enhance ownership of the writing process. It is argued that flipping corrective feedback helps students to notice their errors and spend more time developing their writing.

Keywords
Peer editing, Self-editing, Mobile technology, Flipped learning

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The Triple Flip: Using Technology for Peer and Self-Editing of Writing

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Many teachers consider themselves digital immigrants who struggle to keep up with student digital natives. Whether or not this dichotomy still holds true, in a 21st Century context of teaching and learning, is debatable not least of all because of the exponential development of apps and mobile learning technology. Nevertheless, it is sometimes difficult for educators to know where to begin and for students to know how best to use it to advance their studies and improve their writing. Focusing on university students at a pre-university English as Second Language (ESL) program in Dubai, this paper discusses how mobile learning and the use of a range of apps can foster peer and self-editing, aid noticing and enhance ownership of the writing process. It is argued that flipping corrective feedback helps students to notice their errors and spend more time developing their writing.

INTRODUCTION

The research initially focused on the apps Explain Everything, Notability and Edmodo which were explored to facilitate peer and self-editing to enhance ownership of the writing process. Subsequently, following an initial pilot, and in view of the expanding market of apps, the paper incorporates apps that are categorized according to function. These include: Powtoon, Thinglink, Showbie, Schoology and others. The overall process is termed the ‘Triple Flip’ and seeks to integrate self and peer editing processes with authentic publishing opportunities.

The limitations of teacher driven corrective feedback on ESL student writing have been extensively studied as has research emphasizing the value of student self-editing based on the Noticing Hypothesis. When teachers provide corrective written feedback highlighting learners’ weaknesses, the process is passive. The Noticing Hypothesis states “SLA is largely driven by what learners notice and become aware of the input structures in order to be acquired once the learner notices it, which is when it is consciously registered.” (Iwanaka & Takatskuka, 2007, p. 57). Essentially, Schmidt came up with the Noticing Hypothesis based on his own personal experiences as an adult learner of Portuguese. As a result, he hypothesized that only when L2 learners become aware of the linguistic form in the input, do they begin to acquire it. His basic claim is that input can only be acquired once the learner notices it, which is when it is consciously registered. Schmidt & Frota (1986) indicate that being exposed to information in class is not enough for input to be retained and/or used. They argue that it is a must for the learner to consciously notice and become aware of the input structures in order to be able to use them. As such, their L2 premise is that there is no L2 learning without conscious noticing. Relating to the current research project, learners were given the opportunity to notice their errors in writing through the use of the mobile apps for their writing.

With the development of mobile learning there has been a huge interest in flipped learning. Teachers have been encouraged to make videos and presentations that learners can access outside the classroom. However, it is debatable to what extent this is student-centered, proactive or beneficial. Also it is incredibly time consuming on behalf of teachers. Conversely, the study arises out of concerns over the extent to which mobile technology really enhances learning and which theoretical basis it stems from. It could be argued that the emphasis still seems to be on the teacher rather than being student centered. Other concerns are that technology is diluting learning and that mobile learning practices are a kind of ‘tech fluff’ or ‘edutainment.’

The research therefore investigates how mobile learning and the use of a range of apps aid peer and self-editing, enhance noticing, improve writing and increase student ownership. It considered how the structuring of app architecture facilitated a cascade of peer and self-editing processes to develop writing as well as providing authentic publishing opportunities.

STATEMENT OF PROBLEM

Although the limitations of teacher driven corrective feedback on student writing have been extensively studied, as has research emphasizing the value of student self-editing based on the Noticing Hypothesis, there is currently very little in-depth research relating to the use of apps to improve academic writing.

Whilst students may have a lack of knowledge about how to improve their writing in a second language, some teachers could be doubtful or lack the skills to use technology to help students peer and self-edit. Nevertheless, 21st Century teaching and learning are reframing traditional pedagogies, contexts for learning as well as the direction and reception of knowledge.

Therefore, it is within this spirit that a discussion of how a layering of apps, or a construction of app architecture, can create a dynamic learning environment for students to improve their own writing through increasing their autonomy and sense of control. The process, termed ‘The Triple Flip,’ was not seeking to replicate traditional pedagogies but aimed to harness technology to create new structures and training for peer and self-editing of writing. The learning process is not restricted to the classroom or bound within traditional hierarchies of teacher – student control and reception. Potentially, flipping corrective feedback therefore becomes a win-win situation for both teachers and learners by using technology to create new structures and processes for noticing, improving and sharing written work.

Innovation and Value of the Triple Flip

The Triple Flip has a number of key affordances that foster innovative digital collaboration between learners and teachers. It offers greater interactions between learners and teachers in a manner that overrides the (imagined) division between digital natives and immigrants.

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Simultaneously, the approach provides a structure for shifting traditional writing activities of the classroom from an individual to a group activity and vice versa, thereby creating a flexible and customizable approach to the transactional and collaborative writing tasks that students will engage with in the workplace and situate learning within the sociocultural theory of learning (Kalin, 2012).

In the process, incorporating both synchronous and asynchronous features, provide an articulation of structured digital collaborative activities for producing, processing and sharing writing that are not bounded temporally or spatially.

**Participants**
The female students are all enrolled in a foundations English program at University. Their ages ranged between 18-21 years old. All the students in this study were of Arabic ethnicity with no differences in their nationalities. All participants had their own iPads with the necessary apps for this study. As part of the students’ class objectives, they were required to write a problem-solution essay referencing external sources of information. These essays served as the cornerstone for the current research.

The first group consisted of pre-intermediate level of English learners. A current IELTS Band 3-5. 9 out of 10 students used the technology to notice their errors; assist acquisition and encourage learner ownership and autonomy.

In terms of SLA, learners must be exposed to appropriate input to produce accurate output. Van Lier (1996), drawing on Vygotsky (1978) and Thorne (1982), advances three essential factors affecting the input for this study, which include awareness, autonomy, and authenticity. To achieve these variables, Van Lier stresses peer interaction is essential to provide the necessary scaffolding and motivation.

In terms of writing pedagogy, teacher-driven corrective input is argued as a way of improving students' awareness of their errors by providing an atmosphere for noticing and learning the difference between the produced interlanguage and target language forms.

By noticing errors; assist acquisition and encourage learner ownership and autonomy. In order to notice their errors, providing an atmosphere for noticing and learning the difference between the produced interlanguage and target language forms. By noticing errors; assist acquisition and encourage learner ownership and autonomy.

**Hypothesis**
According to Thorne (1982), teachers’ academic writing was anticipated due to the socially collective practice of peer editing, forum discussions and authentic publication opportunities.

**Review of the Literature**
Drawing on insights from Interactionist approaches to language and the Noticing Hypothesis, we believe that mobile applications can be effective tools for self-editing as they aid students in noticing errors; assist acquisition and encourage learner ownership and autonomy.

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**Research Questions**
In terms of writing pedagogy, teacher-driven corrective input is argued as a way of improving students’ awareness of their errors by providing an atmosphere for noticing and learning the difference between the produced interlanguage and target language forms.

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The study was conducted in three stages reflecting the teaching and seeks to answer the following questions:

**RQ1:** How effective are apps that allow teachers to flip the learning environment and provide materials and videos offering careful cues and models in guiding students’ peer and self-editing through structure, content, and language? 

**RQ2:** How do apps and mobile learning platforms, such as Edmodo and Schoology, provide authentic publishing platforms, audience and peer discussion forums to motivate learners to improve their writing?

**RQ3:** How will mobile learning technology be harnessed to structure a more purposeful and process based approach to writing?

While there was a use of a range of apps, the research was not app specific but rather concerned with the processes of how mobile apps were used and what benefits could be anticipated. So, instead of students listening to lectures in class then doing the practice at home, they read/watch the materials before coming to class and then engage in active learning while in class. By inverting the traditional model in which teaching-learning has always been the roles of the learners and their instructors have also shifted.

As with any other approach to teaching and learning, the flipped classroom was not merely an isolated model. According to Fulton (2012), the benefits of the flipped classroom can be listed in a few points. In the flipped classroom, students learn at their own pace; the teachers get a deeper awareness of their students’ learning. The flipped model is not a new concept; further research shows that the flipped model could be apprehensive and resistant to it because it requires them to do their work on their own at home. That is why many students may come to class unprepared, which will defeat the whole purpose of flipping the class. Also, the input materials must be carefully tailored to the needs of the specific group of students. Finding high quality online resources can be challenging for some teachers and so they have to resort to creating their own. This research study investigated the expected outcomes of the project are the effects of flipped classes on students’ process writing. The working hypothesis was that student engagement would increase in classroom academic writing. Self perceived writing performance was noted to improve, and that errors would decrease as a result of self-peer editing.

Support for the use of peer editing in writing process instruction can be found in Vygotsky’s theory on learning (1925, 1978). To Vygotsky, social interaction is an essential element of cognitive learning. Learning takes place in social settings and collaborative learning.

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**Methodology**
Qualitative research methods were triangulated to include data collected from a survey, unstructured interviews, narrative practices and observations of the students’ writing at each stage of the writing process. Students were also required to keep a reflective journal of their writing experiences. Each student was asked to reflect on how they make student engagement more purposeful, meaningful, and communicative. (Kalin, 2013). Additionally, teachers provided written feedback on students’ medical alert cards to facilitate students to identify the strengths and weaknesses in their peer editing. That is why it is more manageable for the students to apply, as it is also less threatening and more specific and effective for revision at times. 

The current research study investigated the impact of flipped classroom on students’ process writing. The literature indicates that training teachers is necessary in order for the learners to give useful feedback on content and language structure. Moreover, the interaction between the editor and the writer can lead to long-term improvements in the quality of writing. The marriage between the flipped model and peer editing can have advantageous results on the process of writing provided the learners are exposed to enough training.

**The Triple Flip**

To achieve this, teachers must educate their students in the “multiliteracies of technology – functional, critical, and rhetorical” in order to involve them in the conversation about the use of technology. (Kalin, 2012, p.2). This is achievable through the use of collaborative technologies in the classroom, in which will prepare the students for collaboration in the real world. Kalin explains, “Collaborative learning promotes knowing, thinking and working as a group. These skills are essential to provide the necessary scaffolding and motivation.” (p.2).

This is why in the way in which students already communicate in modern times, technology and collaborative learning have become intertwined. As such, no collaboration in the modern classroom is complete without the use of technology. There is a real need and importance of collaborative technologies in the classroom, which in turn will prepare the students for collaboration in the real world. Kalin explains, “Collaborative learning promotes knowing, thinking and working as a group. These skills are essential to provide the necessary scaffolding and motivation.” (p.2).

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Kalin indicates that it is the teachers’ mission to provide the students with this awareness in order for them to become more than just users, but actual “producers of content” (p.2).

To sum up, flipping the writing process to include collaborative peer editing and feedback is an effective practice for teaching academic process writing. The literature indicates that training teachers is necessary in order for the learners to give useful feedback on content and language structure. Moreover, the interaction between the editor and the writer can lead to long-term improvements in the quality of writing. The marriage between the flipped model and peer editing can have advantageous results on the process of writing provided the learners are exposed to enough training.
Data Collection
Firstly, students completed a survey questioning them on three stages of the writing process. This survey consisted of attitudinal questions to gather data about their subjective responses. Secondly, they engaged in unstructured interviews, in both English and Arabic, to ensure the data they provided could reflect verbally on their experiences of the process. Thirdly, writing samples they had produced individually were collected from each stage of the writing process. The Trio Flip process. The researchers felt that this triangulation was important to preserve both subjectivities of the students while maintaining a robust and empirical quality to the project.

Process
The initial pilot of the project surveyed students across three stages of being taught a discursive essay. Findings from the pilot indicated that the students needed to be guided more carefully in the editing process and to be given clear instructions about what they should edit for. As a result, a series of editing activities were developed that involved a checklist of processes that included micro-editing for grammatical issues as well as macro concerns including structure and organization; content and ideas; style and register.

There was a general view that more preparation was necessary as part of their program. As such, the app was chosen for the teaching of this project, 60% answered they felt the training provided allowed them to read each other’s work and to comment and give feedback. The feedback was generally positive with 79% indicating more user-friendly apps should be found. It also suggests that students held traditional perceptions of what factors influenced them to write more carefully than if she had been handing it in solely to the teacher. An analysis of students’ writing samples did provide evidence of improvements in students’ work. These improvements were particularly in terms of content and style although the same number and type of grammatical errors were still occurring. Their ability to discuss their writing with one another and with the teacher also developed as the students started to acquire a meta-language or critical criteria for assessing their writing.

DATA RESULTS AND ANALYSES

Group 1: Results of the survey and unstructured interviews
In response to whether enough writing models were provided, the feedback was generally positive with 79% answering that a good number of examples were given. Conversely, 14% answered that there were too many models and an equal 14% also said there were not enough. These variables relate to individual differences with the majority of the group responding favorably to the use of written models.

Opinions relating to the use of video support for writing, 71% found the videos useful although only 14% said they watched them outside the classroom. In terms of the flipped classroom concept, this variable indicates that learning was occurring within the traditional classroom context rather than beyond a mobile device. What is not clear is how often they would have viewed the videos outside the classroom if they did not the opportunity to watch them within. In terms of the editing apps, Notability and Educreations for peer review processes to be showcased, catalogued and integrated. Edmodo provides the platform for the app bound digital writing and rhetorical digital literacies by sharing the collaborations that have made them self-conscious. As regards peer editing, responses were far more positive with 14% finding the process very useful; 78% finding it useful and 14% finding it a waste of time. So whilst some of the students were skeptical about the particular apps and their specific features they were enthusiastic about the process they facilitated. This indicates more user-friendly apps should be found. It also suggests that students need to be consulted in terms of app selection and their preferences should be considered. In terms of the overall study, the feature of the Trio Flip that is it process rather app specific.

The study was based on the premise that traditional teacher corrective feedback was a passive activity on behalf of students. However, if students were to read and comment on each other’s submissions for further editing. They added comments, voice notes, and annotations to others’ essays. There were also some interesting class discussions that came about naturally from the essays. In the third flip, the researchers/teachers monitored the forum and participated in the discussions to prompt certain points for clarification. The researchers/teachers were then asked to utilize their drafts taking into concern the peer editing comments and tips from the third flip. Finally, as a last step, learners submitted their edited essays for a grade.

Flip process, group codes can be assigned to individual classes or webfeeds educational resources, discussion forums and features for similar to Facebook. With more than 6.5 million users, it hosts Edmodo is a social networking site with layout and design features

Once the students published their second drafts in Edmodo, drafts were published in Edmodo for class sharing as the Third Flip. Finally, as a last step, learners submitted their edited drafts taking into concern the peer editing comments and tips from the third flip. In the third flip, the researchers/teachers monitored the forum and participated in the discussions to prompt certain points for clarification. The researchers/teachers were then asked to utilize their drafts taking into concern the peer editing comments and tips from the third flip. Finally, as a last step, learners submitted their edited essays for a grade.

In terms of whether students felt their writing had improved through the Trio Flip process, 28% said their writing was much better and 34% thought it was improved. In the body of the sample it felt that it had not improved. Attitudes about what had helped their writing to improve were interesting since only 14% felt that peer editing was useful; 35% felt that using technology had helped and 78% felt that commenting on others’ work was important. These results could indicate that traditional teacher feedback is the most important factor for improving writing. Alternatively, it could indicate that the students held traditional perceptions of what factors influenced their writing. Consequently, a combination of traditional teacher driven feedback, peer review and technology are all significant variables that help students improve their written work.

An analysis of students’ writing samples did provide evidence of improvements in students’ work. These improvements were particularly in terms of content and style although the same number and type of grammatical errors were still occurring. Their ability to discuss their writing with one another and with the teacher also developed as the students started to acquire a meta-language or critical criteria for assessing their writing.

Group 2: Results of Unstructured Interviews
The results demonstrate that the majority of the students enjoyed the overall experience of peer and self-editing as 53% indicated that it was a very useful approach to the writing process. Interestingly, they stated that the process helped them to find their own mistakes. Looking at the results specifically, 56% found the peer editing helpful explaining that they felt it improved their writing by increasing the quality of the text. Additionally, 46% found the tools provided by the apps useful.

As for the apps themselves, only 46% found Notability helpful in the editing process. Many expressed their dislike of this app as opposed to their commitment with Edmodo and Powtoon. Edmodo was the favorite of the three chosen apps with 40% of the students indicating they enjoyed using it especially because it allowed them to read each other’s work and to comment and give feedback. The Edmodo platform was a major motivator in their writing process. 67% said they benefited the most from allowing their classmates to read their work and comment on it. In Edmodo, 33% found the Powtoon videos to be useful as a reference as well as quite attractive. Only 3% were in favor of using Notability for the recording and editing. Regarding their confidence at editing their own writing after going through the training for this project, 60% answered they felt quite confident while 34% also felt that they had learned as well as content. They explained that the training provided allowed for noticing certain errors, which they hadn’t been aware of earlier. When it came to the confidence differences during this process, 60% said correct, 30% disliked rewriting their essays, and 10% did not enjoy explaining and discussing the errors with their classmates. There was a general view that more preparation was necessary before actually editing the essays.
Finally, according to our students’ answers, this experience of the writing process could be improved by offering more training and practice on how to edit, as they were not confident in their abilities as self and peer-editors. Also, they did not like having different partners in different stages of the re-drafting process. Instead, they preferred having the same editing partners throughout.

LIMITATIONS OF STUDY AND FUTURE RECOMMENDATIONS

The limitations of the study are size of the sample and relatively short period of time over which the study was conducted. Recommendations for future research would include a longer research period and comparisons with other classes and across other academic disciplines.

The next cycle would be for students to create their own Powtoons and videos in order to create their own content for learning. Ideally, teaching should also be flipped, and not just learning in order to make the whole process more student-centered.

Further avenues of research would also involve looking at teachers’ perceptions of the Triple Flip process and possible questions could be how they view their shifting role in the 21st Century ‘wall-less’ classroom. How do they feel about the erosion of the traditional teacher – student hierarchy? Do they feel that students’ writing is improving through this process? Another issue would involve perceptions of managing the peer and self-editing process. What are the practicalities of its facilitation; benefits and limitations of the process?

DISCUSSION AND CONCLUSION

Overall, this study looks into using technology to aid peer and self-review of writing suggests that students require careful guidance in both the writing review process as well as the required technology. It also reveals that students do not necessarily find this learner-centered approach an intuitive process and were also not convinced that this is beneficial.

These findings remind us that technology in the classroom, for the purposes of writing instruction, does not supersede the role of the instructor. Students in this study felt that the teacher was a vitally important participant in the teaching and learning cycle. The students’ responses, to the apps also indicate that students’ preferences and opinions about the values and usability of technology are vitally important. Students need to be convinced that the application is purposeful and efficient.

The current study argues that apps can aid in the self and peer-editing process provided the students undergo well-planned step-by-step training. This would be helpful to the students as well as teachers who have major time constraints and are unable to give one-on-one feedback. Nevertheless, duplicating the process of this study must be done with a major limitation in mind: the students all wrote a problem-solution essay, which had been taught and discussed at the university. How do they feel about the erosion of the traditional teacher – student hierarchy? Do they feel that students’ writing is improving through this process? Another issue would involve perceptions of managing the peer and self-editing process. What are the practicalities of its facilitation; benefits and limitations of the process?

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