Improve students’ academic writing, critical thinking and autonomy

**CONTEXT**

Over the course of 13 weeks, this class offered Korean language courses at various levels, focusing on developing intercultural understanding and writing skills for foreign language study. The course objectives included improving students’ understanding of Korean language and culture, with feedback activities providing a chance for students to review and reflect upon their knowledge of various aspects of language. The course was assessed using a peer review system for assignments, which was monitored and logged by the instructor to ensure anonymity and fairness. The system worked where necessary, e.g., if a student missed out on certain parts of the assignment. This helped to identify areas where improvement was needed.

Prior to using FeedbackFruits, each student received feedback on their work from a peer, allowing for a more efficient use of class time. This was particularly beneficial for language students, who often struggled with time, especially those with diverse backgrounds. The system also enabled students to focus on their own errors, leading to more effective learning. The instructor decided to use FeedbackFruits after writing their assignments with a red pen from the instructor, providing specific feedback on each assignment with a rubric. Prior to using FeedbackFruits, each student received feedback on their work from a peer, allowing for a more efficient use of class time. This was particularly beneficial for language students, who often struggled with time, especially those with diverse backgrounds.

**CONSTRUCTIVE ALIGNMENT**

**Learning objectives**

- Students improve their academic writing, critical thinking and autonomy.
- Students evaluate their own writing and that of their peers.
- Students receive and give feedback on their writing.
- Students learn about different types of feedback.
- Students improve on their receptive (listening and reading) and productive (speaking and writing) skills.

**Learning activities**

- Peer review and grading with FeedbackFruits, allowing for a more efficient use of class time.
- Immediate and detailed feedback on writing assignments.
- Self-reflection and peer feedback on writing assignments.
- Use of learning technologies to support student engagement.
- Use of technology to support student learning.

**Assessment of learning outcomes**

- Peer evaluation was used to assess students’ writing ability, with feedback activities providing a chance for students to review and reflect upon their knowledge of various aspects of language.
- Students self-report on their writing and that of their peers.
- Students provide and receive feedback on their writing.
- Students use learning technologies to support student engagement.

**FeedbackFruits features**

- Immediate and detailed feedback on writing assignments.
- Self-reflection and peer feedback on writing assignments.
- Use of learning technologies to support student engagement.
- Use of technology to support student learning.

**Results**

- Improved students’ academic writing, critical thinking and autonomy.
- Students received and gave feedback on their writing.
- Students improved on their receptive (listening and reading) and productive (speaking and writing) skills.
- Students engaged with technology to support their learning.
- Students improved their understanding of Korean language and culture.

**Conclusion**

FeedbackFruits is an effective tool for improving students’ academic writing, critical thinking and autonomy. It provides immediate and detailed feedback on writing assignments, allowing for self-reflection and peer feedback. Students can engage with technology to support their learning, improving their receptive and productive skills. FeedbackFruits is a valuable tool for language courses at various levels, providing an efficient and effective way to assess and improve students’ skills.