

Introductory assignment: Formative feedback: how and why?

Read the student text below and focus on the teacher's feedback. The text concerns a student's draft in a research seminar. It is an introduction to a research proposal. Based on the teacher's feedback, the student will need to rewrite the introduction.

- 1) What is your impression of the teacher's feedback?
- 2) How would you characterize the teacher's focus and tone?
- 3) What will be the effect on the student writer?
- 4) What will the student learn from this feedback?

Research proposal: Writing on social media

Introduction

Writing is an activity with a dual nature: the composition of text has both social and individual aspects. Writing is social in the sense that writers interact with readers in contexts that are shaped by social, cultural and historical tools, practices and understandings. Its individual character is clear from the fact that writers bring their personal goals and resources to the act of writing (Pieters & Horndak 2013, p3).

I think qualitative approaches in writing research are an important way to do research in how people write, in a professional organisation or in an educational setting. Qualitative research (talk about texts) tells us more about the how and the why people write texts. Hyland (2009, p 144) describes that writing research tends to favour data gathered in naturalistic rather than in controlled conditions. Qualitative approaches in writing research are: discourse analysis, other interpretative methods including interviews, focus-/discussion groups, observations, case studies, ethnographic research, error analysis and content analysis. I think ethnographic research is a very important method a researcher can use to explore more about the how and why people write in (professional) settings. In my opinion methods as interviewing, observation and casestudies can all be labelled as part of the ethnographic methodology.

In organisations employees can spend a good deal of their day writing. In some organisations people are trained to write professionally and in other organisations employees are not trained to write professionally. In customer service departments of organisations employers provide service by phone, e-mail and also by social media. Offering service by social media is one of the new trends in providing service to customers. Writing via social media is a very different way of working. For employers, providing service through social media a very different way of working than when they provide service over the phone. Employees of the Top-webcare team receive a one-day training, when they are trained to be an employee of the Top-webcare team. In this training, employees learn how they can enter into conversation (with Tweets and Facebook Posts) with the customer. Employees learn - by using different examples and using different guidelines - how to write on social media. After a day of training, they receive one week counselling.

Because the use of social media by employees of organizations (to go to the conversation with the customer) is new, it is interesting to examine how these employees write on social media. It is also very interesting to examine what problems people experience when they write with social media. Hyland (2009, p 144) describes that writing research tends to favour data gathered in naturalistic rather than in controlled conditions. To investigate how employees of a webcare team experience to write for social media, in this study employees of a webcare team will be interviewed in their workplace setting.

This study gives us more insight into how people learn to write for social media. And what problems they experience writing on social media. This study will also describe what conditions are important for writing for social media, for employees of the webcare team of Top.

Comment [A1]: for!

Comment [A2]: The title doesn't cover the subject of the proposal

Comment [A3]: The relevance of this paragraph is unclear. And: plagiarized?

Comment [A4]: No!

Comment [A5]: !

Comment [A6]: !

Comment [A7]: !

Comment [A8]: Present your choices from a less personal and more objective and professional perspective

Comment [A9]: again: relevance? coherence?

Comment [A10]: here and elsewhere: wordy

Comment [A11]: style

Comment [A12]: awkward

Comment [A13]: style

Comment [A14]: go into

Comment [A15]: no capital

Comment [A16]: no capital

Comment [A17]: analyzing? use another verb

Comment [A18]: grammar and style

Comment [A19]: awkward

Comment [A20]: 'interesting' is not good enough

Comment [A21]: for

Comment [A22]: elaborate on the relevance of this study and write a separate paragraph on the methodology, with a more thought-out motivation.

Comment [A23]: states (use another verb)

Comment [A24]: explain how this relates to your methodological choices

Comment [A25]: don't start a sentence with 'and'.

Comment [A26]: for

Comment [A27]: what exactly is your research question?

Comment [A28]: General remark: you really need to improve your writing and more fully consider the relevance, research question and methodology.