

PEER REVIEW ASSESSMENT DEMONSTRATES INCREASED CONFIDENCE AND IMPROVED WRITING SKILLS AMONG ONLINE GRADUATE STUDENTS

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A common frustration of graduate program directors is the student's inadequate writing capabilities. This study was conducted in two UW-Stout online courses. The research questions were: (1) Does the peer-review of writing during initial assignments increase the student's ability to identify ideal characteristics of skillful writing? (2) Does the peer-review improve the student's self-perception, thus reporting a more confident attitude regarding their personal writing? A mixed method questionnaire was used as a pre- and post-survey in both programs' introductory courses. For the research question (1), the survey results showed no increase in the students' ability to identify ideal characteristics of skillful writing. However, the survey results for research question (2) indicated a 5% increase in their response to how confident they were of their personal writing skills; this was further supported by the post-survey essay question in which 90% of the participants reported "phenomenal" experiences with the peer review process.

