Investigating Teacher's Feedback on Creative Writing: A Qualitative Synthesis Study of feedback on two student cases.

Mantanee Saratis Gjerde

The National Reading Center, University of Stavanger

E-mail: mantanees@gmail.com

Address for correspondence:

Mantanee Saratis Gjerde, Fiskeholsveien 1, 4052 RØYNEBERG

Mantanee Saratis Gjerde has completed a master's degree in special pedagogy at the University of Stavanger, in spring 2024. She has previously completed a Bachelor of Arts Program in Psychology.

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Author: Mantanee Saratis Gjerde	Author signature
Supervisors: Per Henning Uppstad, Bente Rigmor Walgermo	
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In this master thesis, I have investigated teachers' feedback on student's creative writing, which is a part of the project Write as You Want to Write. It has been very interesting and exciting to be a part of a big project that will produce great benefits for young students. Creative writing, feedback, and assessment sound amazing and caught my attention to explore.

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Abstract

Creative writing instruction in classrooms can bring numerous benefits to students. However, for students to develop their potential as creative writers in educational settings, evaluation of their work is necessary. One common and effective way to evaluate students' writing is to provide written feedback. The current study aims to first investigate characteristics of the feedback given by 84 primary school teachers from a municipality in the south of Norway on the two students' creative writing and second, explore to what extent teachers provided individualized feedback to two different student cases. The teachers' feedback was categorized inductively in a thematic analysis based on three main categories: praise, informational, and correctional feedback, each consisting of subcategories. Results showed that the most frequent feedback given was informational feedback, followed by praise and corrective feedback. The finding of the teacher's feedback is likely to support the concept of creative writing assessment, especially in the originality and quality of language use. The findings also showed that over half of the teachers gave similar feedback to the two different student profiles, which means teachers should consider more often providing feedback that is tailored to each student's needs in order to improve their performance.

PART 1: INTRODUCTORY CHAPTER

Title: Investigating Teachers' Feedback on Creative Writing: Qualitative Synthesis Study of feedback on two student cases.

Introduction

The Norwegian curriculum (NOR01-06) emphasizes that teaching Norwegian subjects should open up creativity and promote a desire to learn (The Norwegian Directorate for Education and Training, 2020). Studies on writing instruction in Norwegian primary schools have revealed that a significant amount of class time is devoted to repetitive exercises that aim to help students become proficient writers (Graham et al., 2021; Håland et al., 2019). This means that early writing education often focuses primarily on writing accurately and efficiently, rather than on developing students' creativity and capacity for expressing their opinions. It is possible that when students are only taught to write for specific purposes, their enthusiasm for writing may decrease, and they may eventually find writing difficult and less interesting (Håland et al., 2019). Therefore, it is important to keep students motivated through learning activities that foster student's engagement and interest in writing (Graham et al., 2021).

The National Reading Centre's researchers have operated the project Write as You Want to Write to enhance students' creativity in Norwegian elementary schools. The project aims to encourage creative writing in Norwegian subjects. However, assessing student's writing work is still a challenge (Ersland, 2021). Currently, there are few established ways to systematically evaluate the creative expression in student's writing (D'Souza, 2021). Assessment of students' work is essential for teachers as it helps to measure their students' progression and help teachers evaluate the effectiveness of their classroom instruction (Bærenholdt, 2018; Black & Wiliam, 2009; Hattie & Clarke, 2019; Slemmen, 2011). To try to find the solution to this challenge, the author explored written feedback from teachers. The review of previous literature has found that feedback is one effective tool for the assessment of students writing in the educational setting (Van der Kleij & Lipnevich, 2021). When students receive feedback, they can use it to revise their work, which reinforces learning and helps retain high-performance levels. In addition, it encourages students to think critically about their writing strategies, which is a valuable skill that they can carry into higher academic levels (Francis, 2011). The feedback given by instructors has a considerable impact on students' revision process, as most students consider it a crucial factor (Taggart & Laughlin, 2017). With recent changes in the curriculum,

that have placed a greater focus on creativity, teachers still require practical ways to meet the requirements for creative writing in the classroom.

The objectives of this study are to comprehend the characteristics of feedback provided by teachers on students' creative writing and to illustrate how the teachers provided feedback to two students with different profiles. The present study is a qualitative thematic analysis study. The author obtained the data from the project Write as You Want to Write, which is led by The National Reading Center, University of Stavanger. This study addressed the two following research questions:

Research Question 1: What types of feedback do the teachers provide when they are asked to give on students' creative writing in primary school?

Research Question 2: How do the teachers provide feedback to diverse types of learners, and is the feedback suitable for the individual type of each student?

This master thesis is written in an article format and the author aims to submit it for consideration for publication in the journal New Writing after completion of the requirements for the master thesis. Therefore, the structure of the article relies on a combination of the guidelines for a master thesis written in article format at the University of Stavanger and the author guideline for the New Writing journal. The journal's author guide is attached in Appendix 2.

Theoretical framework

This section presents a complementary theoretical framework for the article. The related theoretical framework in this study is focused on practical effective feedback use in educational settings and students-centered feedback. The elaboration on the definition of creative writing will also be presented in this section, given its foundational nature in the present study.

Creative writing concept

Fay Weldon (2009) describes in the article "On Assessing Creative Writing" some important points on how to assess student creative writing. She outlines five elements in the assessment of creative writing itself: 1) originality and imagination, 2) language use, 3) structure, 4) expression of theme, and 5) maturity in the style of the student's writing. The literature on children and creative writing often emphasizes that teachers should prioritize the process of creation over the correct use of grammar and spelling (Weldon, 2009, p.173). However, Weldon (2009) suggests that it is essential to consider the reader and ensure that the text is interesting and easy to understand. By increasing reader awareness, the writers should write as legibly and neatly as possible because this will make the reader experience easier and more enjoyable. This balance between fostering creativity and considering the reader's experience is crucial in producing effective written work (Weldon, 2009). At the same time that the creative writing process also consists of the ability for self-insight, such writing training also makes arrangements for the students to be able to reflect and see the process they have gone through in their creative writing when they have worked, thought, read and so on wrote their final product (Weldon, 2009). Furthermore, Morris and Sharplin (2013) also point out the crucial criteria for assessing creative writing teachers search for a student's capacity to generate original ideas in their writing, which demonstrates creativity. Writing must be coherent and structured, employing effective use of details to bring the story or ideas to life. Additionally, language usage, such as word selection and adherence to writing conventions, is crucial. A well-written piece should evoke emotion in the reader, provide them with unexpected twists, and satisfy the assignment's objectives (Morris & Sharplin, 2013).

Hattie and Timperley (2007) have highlighted that feedback given to students on their writing should concentrate on three critical elements - 'Where am I going?', 'How am I going?', and 'Where to next?'. Effective feedback should provide clear objectives for students, and by setting challenging tasks and offering feedback directly linked to these objectives, students are more likely to engage in the writing process and improve their writing skills (Hattie & Timperley, 2007). It is essential to ensure that feedback given to students is focused on the specific goals of the writing task to guide student learning effectively. Effective feedback on writing should not only provide progress information but also offer guidance on how students can improve. Students need to know how they are performing in their writing tasks. This aspect of feedback is crucial in helping students understand their current writing abilities and areas for improvement (Hattie & Timperley, 2007). Feedback on writing should also include suggestions for the next steps in the writing process. By highlighting areas for improvement and providing strategies for enhancing their writing skills, students can develop greater self-regulation over their writing, deepen their understanding of writing concepts, and clarify what they do and do not understand. This forward-looking aspect of feedback has the potential to significantly impact student learning in writing (Hattie & Timperley, 2007).

Hattie and Timperley (2007) underlined that feedback is most effective when it is timely, specific, and actionable. Feedback should focus on the task or process rather than the individual and should provide both positive reinforcement and constructive criticism. The authors stress the importance of feedback being aligned with learning goals and criteria. They also suggest that students should have the chance to engage in self-assessment and reflection.

A meta-analysis study presented by Wisniewski and his colleagues (2020) investigated how feedback affects students' learning by reviewing 435 studies with over 61,000 students and found that feedback generally helps students learn better, but its effectiveness can vary a lot depending on how the feedback is given. They also indicate that the effectiveness of feedback is heavily influenced by its content. The feedback that gives detailed advice on the task, how to approach it, and how to improve oneself is very helpful, making students understand and correct their mistakes better (Wisniewski et al., 2020).

A study conducted by Butler and colleagues (2013) revealed that when students are provided with explanations along with the correct answers, they perform better on new and unfamiliar questions compared to receiving only the correct answers. The researchers carried

out two experiments where the subjects were required to study text passages, take tests, and receive different types of feedback. The results showed that feedback with explanation plays a significant role in enhancing learning transfer. This research suggests that traditional feedback methods, which usually concentrate on providing only the correct answers, may need to be reconsidered to incorporate explanations for better long-term learning outcomes (Butler et al., 2013).

Griffiths et al., 2023 conducted a study that emphasizes so-called agentic feedback which is intended to increase student agency by providing students with informative opportunities to independently revise their work and inviting them to be active participants in the learning process. By giving feedback that encourages students to take ownership of their learning through revision and problem-solving strategies, teachers can help students develop a more autonomous and self-directed approach to their education. The study suggests that when teachers offer feedback that promotes agency, it can foster student engagement, motivation, and self-efficacy. Agentic feedback also supports student self-regulation by engaging students in an active process of self-assessment and revision. This type of feedback is designed to give students more control over their learning by encouraging them to make their own decisions about how to improve their work, which is a key part of developing self-regulation skills. By offering choices on how to revise their work, agentic feedback supports students in becoming more independent learners, which is essential for self-regulation as it involves setting goals, monitoring progress, and adjusting actions based on feedback (Griffiths et al., 2023).

Student-centered feedback

The study by Jonathan Newman (2016) explores how teachers differentiate their feedback to respond to the individual needs of their students and to find ways of effectively differentiating feedback, which can help promote students' autonomy, motivation, self-efficacy, and academic performance (Newman, 2016). When teachers give feedback that fits each student's unique needs, it helps students feel more in charge of their learning, which makes them want to learn more and do better in school (Newman, 2016). The importance of seeing students as unique individuals. This approach acknowledges the diversity of learners in terms of their abilities, learning styles, interests, and cultural backgrounds. Teachers can provide more effective feedback by tailoring it to each student's unique characteristics (Newman, 2016). The study by Mandouit and Hattie (2023) revolves around effective feedback in educational settings

from the student's perspective. The study emphasizes that for feedback to be meaningful to students, it should include acknowledgment of what they have done well, indicate areas for improvement, and provide actionable strategies on how to improve. Students value specific and constructive feedback over generic praise, and they want future-oriented feedback, helping them to progress in their learning (Mandouit & Hattie, 2023).

Method

This section presents additional details related to the method section of the article, including a discussion on the selection of a qualitative research design, the method of data collection, the sampling process, and a detailed explanation of thematic analysis.

Qualitative research

The author decided to conduct this investigation in order to gain a better understanding of the types of feedback that teachers provide when they are asked to evaluate students' creative writing. Additionally, the author also would like to deepen the comprehension of the appropriateness of the individual teacher's feedback on different types of students. To achieve these goals, the author has chosen to employ a qualitative study, as it offers the most comprehensive approach to the research questions. Qualitative studies are commonly found in educational research, aiming to comprehend how individuals interpret their experiences. According to Maxwell (2013), qualitative methods let the researcher explore people's thoughts and feelings in deeper detail, helping to understand why they act in certain ways, which is something numbers alone cannot show. This approach is suitable for studying new topics or questions where there is not much existing information and providing a more nuanced understanding of your subject (Maxwell, 2013). Therefore, the purpose and research questions of this current study are aligned with qualitative approaches as we aim to investigate teachers' feedback on creative writing, an issue which is not widely used in elementary educational settings. Furthermore, the data analysis approach in qualitative studies is suitable for deep exploring and categorizing teachers' feedback.

Method of data collection

Data collection in this study was conducted by a group of researchers who lead the project Write as you Want to Write at the National Reading Centre, University of Stavanger. They collected the data by using a questionnaire operated via Nettskjema, a survey tool created by the University of Oslo. Nettskjema is a tool used for creating and administering online surveys, authorized by REK (Regional Committees for Medical and Health Research Ethics) and Sikt (Norwegian Agency for Shared Services in Education and Research), alongside services for Sensitive Data (TSD), to collect and handle strictly confidential data (Gulbrandsen, 2023).

The questionnaire employed an open-ended question to obtain teachers' feedback. The open-ended question is suitable for this study because it allows and encourages respondents to answer in an open-text format based on their complete knowledge, feelings, and understanding. Data collected in this study will exclusively be used for only this specific objective.

Sampling

The participants in this study were chosen by using convenience sampling. Convenience sampling is a type of non-probability sampling frequently employed in qualitative research. This method of sampling typically involves the selection of participants based on their accessibility or availability at a given time or willingness to participate in the research (Stratton, 2021), and using convenient sampling is selecting groups or participants whom the researcher considered that can establish the most productive relationships to best enable answering research questions. This type of sampling is a form of purposeful selection because it is intended to provide the best data for the study (Maxwell, 2013, p.134). The participants in this study were teachers who work in primary schools in the municipality in the south of Norway. These teachers were selected because they would be a good sample that would answer the research questions in this study. Participants in this study included 84 teachers from primary schools, who have education in their mother tongue. Participating teachers were invited to respond to a questionnaire on writing instruction in which creative writing was especially emphasized. The invitation was sent out by mail with an individual link to the digital questionnaire. The administrative person responsible for the project at the municipality level reminded the teachers to respond to the questionnaire two times, but they were not obliged to do so.

Coding and analyzing of data.

The purpose of this study is to enhance more understanding of what type of feedback teachers provide to students for their creative writing and how this feedback is appropriate to students' creative writing. This study employed the thematic analysis approach to analyze data collected which is teachers' feedback on two students' creative writing. Thematic analysis is a qualitative data analysis method that involves reviewing a set of data to identify patterns and themes in the meaning of the data. It is an active process that requires the researcher to reflect on their subjective experience to make sense of the data (Braun & Clarke, 2006). Thematic analysis is highly beneficial when working with large amounts of data, as it allows research to divide and categorize large amounts of data in a way that makes it easier to digest (Nowell et al., 2017). This study uses a data set from 84 teachers for this reason, and thematic analysis is considered to apply in this study. Moreover, thematic analysis is particularly useful when looking for subjective information, such as a participant's experiences, views, and opinions. For this reason, thematic analysis is often conducted on data derived from interviews, conversations, and open-ended survey responses (Braun & Clarke, 2006).

The data set from participating teachers was categorized to find the themes or categories to answer the research questions. According to Maxwell (2013), the categorization strategy of data is essential to developing a comprehensive understanding of the subject matter, generating accurate themes and theoretical concepts, and effectively organizing and retrieving data to test and support these ideas. Coding is one of the main categorizing strategies in qualitative research (Braun & Clarke, 2006; Maxwell, 2013), and it was considered an appropriate method for analyzing collected data in this study. This study developed feedback categories by using a comprehensive coding approach. The primary themes were precisely derived using the deductive approach, and the inductive approach was used for developing subcategories.

By operating the thematic analysis in this study, the author followed the coding step of Braun and Clarke (2006).

1). Familiarizing with data is the first step of the thematic analysis. This phase is about getting to know all data collection and need to spend time with it to understand its stories and secrets. This means reading and re-reading the information, whether it's interviews, surveys, or notes, to get what it's all about (Braun & Clarke, 2006, p. 87).

The data in this study comes in the form of written text from participating teachers as explained earlier in this study we collected data by using a questionnaire through Nettskjema.

At this stage, the author's first step was to familiarize by reading and rereading all the information to find out what feedback participating teachers gave to two different students' cases. Because one must immerse oneself to the extent that one is familiar with the depth and breadth of all the content of the collected data (Braun & Clarke, 2006, p.87). By doing this the author started seeing patterns and ideas that might want to be explored more. This early stage is quite important because it lays the groundwork for everything that comes next.

2). Generating initial codes, in this phase, researchers systematically analyze the data to generate codes that encapsulate specific features or patterns of interest. This involves a thorough examination of the data to identify elements that are noteworthy and relevant to the research goals (Braun & Clarke, 2006, p.89). To generate initial codes in this study, the author separated the data into groups to see the trend of teachers' feedback. In this phase, teachers' feedback was grouped into four. By searching for the code in this phase the author sorted teachers' feedback that presented the most features for each group by considering one by one teacher's feedback.

The first group is teachers' feedback which gives positive compliments and suggestions on how to improve writing text such as guides for writing correctness (grammar, spelling, and formality). The second group is teachers' feedback as questions to the students' text, to help the student expand their writing and make their text more complete. The third group is teacher feedback which only gives compliments without suggestions for further tasks. The fourth group is feedback with compliments and wondering questions about the student's text. However, all these four groups showed that they overlapped in this phase.

Teacher's feedback	Coded for
Have fun learning more about what you like. You write good sentences! Two tips on how they can be even better: 1. There is a difference between bake and bakke. "Bake" is about cooking, "bakke" is what you walk on. 2. See if you can find any words that are written in dialect and write them in Bokmål. *(Feedback from teacher no.2 in Henrik's text: 19A).* *It comes across very nicely that you like traveling to Denmark and that this is closely linked to previous experiences. To create the same feeling in those who read the text, it may be wise to use conjunctions between the sentences. Remember that "körte" is not written with an "s" in front, otherwise it can easily be confused with a skirt. (Feedback from teacher no.33 Frida text: 19B).*	Group 1: positive compliments and suggestions related to grammar and spelling.
Can you describe a little more about the things you do? For example, what happened, or did you do while you were on the ferry? *(Teacher no.1 on Fridas text)* *What kind of muffin, tell about grandma.* *(teacher no.39 Henrik's text).*	Group 2: questions as helping to elaborate text.
Nice text Henrik. Have fun reading about what you like. *(Teacher no.4 Henrik's text).* *Good job. Nice trip you've been on. (teacher no.27 from Fridas text)*	Group 3: Only complement without useful suggestions.
Have fun hearing what you like! Wish you explained even more. *(teacher no.11 Henriks text).* *It sounded nice to go to Denmark! Can you describe what it looked like there? Smells, tastes, sounds? (teacher no.38 Fridas text).*	Group 4: Compliment and question.

*Figure 1:* Generating initial codes for teacher feedback.

3). Searching for themes which redirects the analysis towards a broader level of themes instead of codes, entails categorizing the various codes into potential themes and gathering all the relevant coded data extracts under the identified themes. Basically, the process includes analyzing the codes and considering how different codes can come together to form comprehensive themes (Braun & Clarke, 2006, p.89).
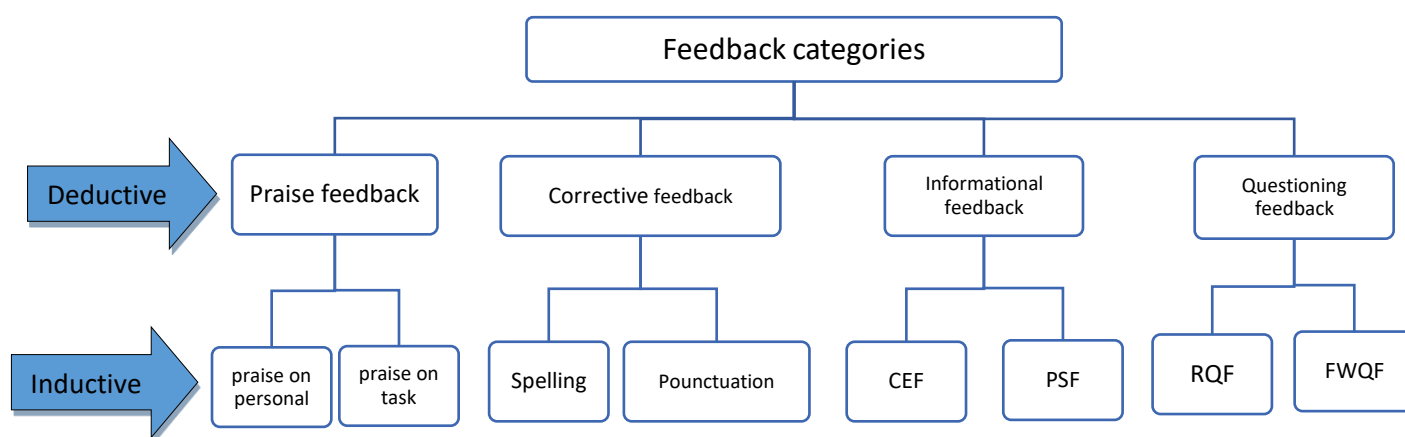
Figure 2: The first development of the feedback category map, illustration of four main categories and subcategories.

In this stage, the author developed four main categories of feedback. These four categories were developed with a combination of deductive and inductive approaches. The main categories which are Praise, Corrective feedback, Informational feedback, and Questioning feedback were developed based on theoretical frameworks about effective feedback practices. At the same time, subcategories also were developed from participating teachers' feedback.

4). Reviewing themes commences once a collection of potential themes has been formulated, and it encompasses the process of enhancing those themes. Throughout this phase, it will be apparent that certain potential themes do not truly qualify as themes. The data contained within the themes should cohesively correspond, and there ought to be evident and distinguishable differences among the themes (Braun &Clarke, 2006, p.90).
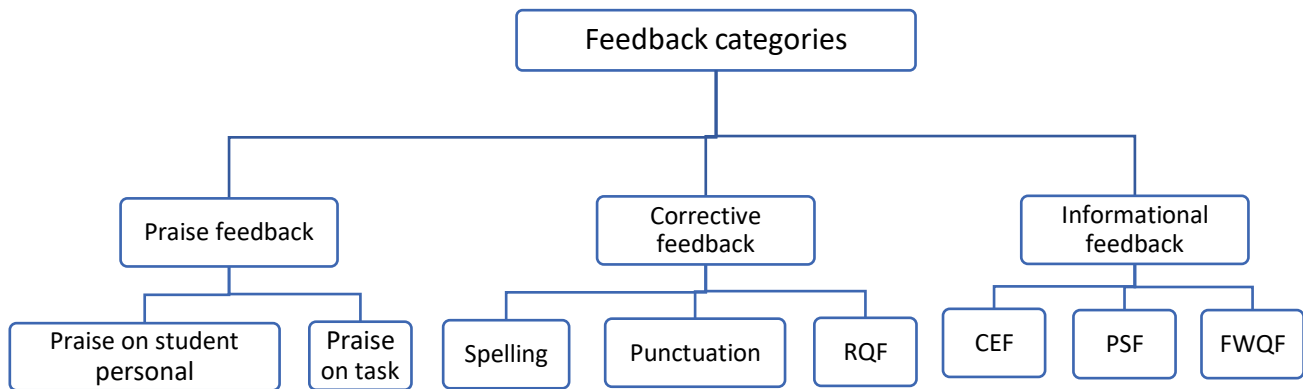
Figure 3: The second development of the feedback category map, illustration of three main categories and subcategories.

In this step, the author found out that subcategories in Questioning feedback were more coherent with other main categories than the Questioning feedback. Consequently, the two subcategories of Questioning feedback were moved to Information feedback and Corrective feedback because these two subcategories are likely to be more cohesively correspond in the category of Corrective feedback and Informational feedback than Questioning feedback. FWQF (facilitating writing question-based feedback) was moved to the Information feedback category, while RQF (reflection question-based feedback) ended up in the corrective feedback. Therefore, there are only three main categories, which are Praise feedback, Corrective feedback, and Informational feedback.

5). This stage is 'refining and defining' the themes and potential subthemes within the data. Ongoing analysis is required to enhance the identified themes further. The researcher needs to provide theme names and clear working definitions that capture the essence of each theme concisely and punchily. At this point, a unified story of the data needs to emerge from the themes (Braun &Clarke, 2006, p.92).
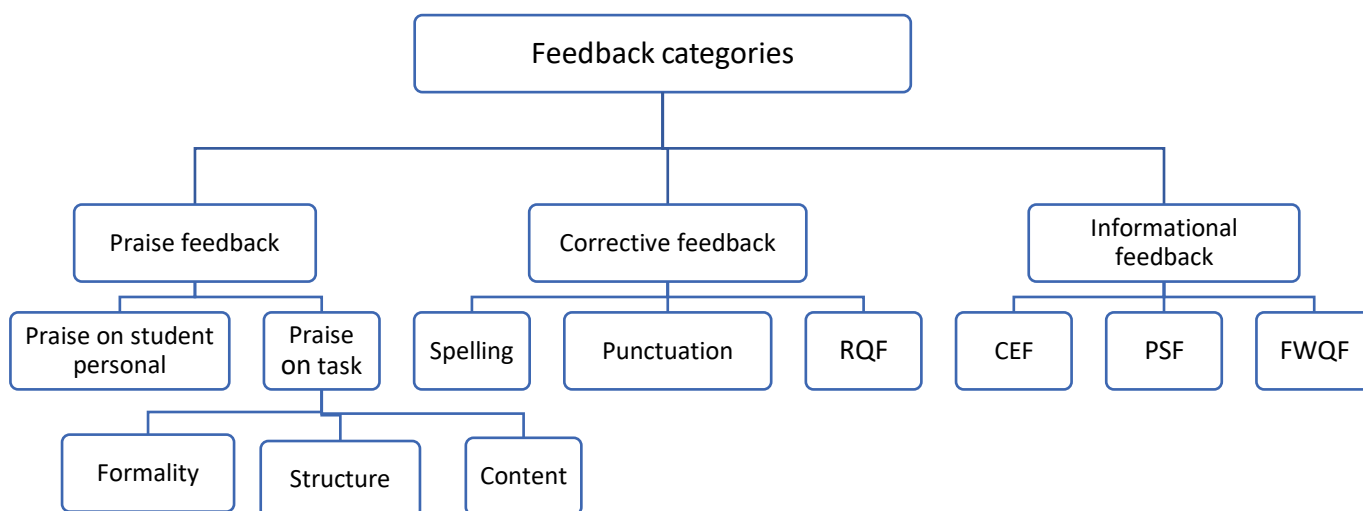
Figure 4: The final development of the feedback category map, illustration of three main categories and subcategories.

In this phase, three sub-subcategories were developed under the subcategory of praise on task. Upon analyzing teacher feedback several times, the author defined more subcategories under praise on task from participating teachers' feedback. When teachers gave praise on a task, it showed that their praise on the task pointed out three different aspects of the task: formality, structure, and content. Finally, we have three main categories that were developed from the deductive approach and eight subcategories that emerged from the inductive approach, while one of the subcategories has three sub-subcategories. The last step of this analysis is reporting the themes, and in this study, the report of teachers' feedback is presented in the article in the result section.

Validity and reliability

Throughout the research process, it's crucial to carefully consider validity and reliability. Both validity and reliability play a significant role in ensuring the quality and trustworthiness of qualitative research. When one discusses quality in qualitative research, it is regularly focused on validity, reliability, and generalizability (Johannessen et al., 2010). Therefore, the purpose of this section is to discuss the quality of this current study.

Validity

According to Maxwell (2013), validity in qualitative research ensures that the study accurately reflects the real-world situations, behaviors, and experiences of the participants. It helps researchers understand if they are truly capturing what they intend to study. Addressing validity helps in identifying and minimizing the impact of biases and assumptions that might distort the findings. By actively seeking out and considering evidence that might challenge their conclusions, researchers can strengthen the trustworthiness of their study (Maxwell, 2013).

Johannessen et al. (2010) and Thagaard (2018) point out that researchers can strengthen the validity of the study by emphasizing theoretical transparency by using existing literature that supports interpretations (Johannessen et al., 2010; Thagaard, 2018). This study applied existing theories throughout the processes for the readers to see which theories the analysis of data are based in and how the results are interpreted.

Larsen (2017) explains that it is important to consider validity throughout the research process. The method that researchers use to collect data is also essential to concerns about validity (Larsen, 2017). In order to ensure validity of the current questionnaire we have to consider the content validity of the questionnaire. Content validity refers to the extent to which a measurement system accurately represents the most important aspects of a concept within a specific context (Keeley et al., 2013). This current study aims to investigate particular aspects of teachers' feedback on students' creative writing. The questionnaire provided important aspects of what this study aims to investigate, concerning presenting them with two students' cases designed to be as authentic as possible, given the data collection method.

The feedback provided by participating teachers is a source to our understanding of the types of feedback they offer to students in creative writing and how they tailor their feedback to the two different types of learners in the present study. It is however important to consider threats to construct validity in the present study. Cook and Campbell (1979) describe the two most common threats to construct validity to construct underrepresentation and construct irrelevance (Cook & Campbell, 1979). Construct underrepresentation is when a measure is too narrow to grasp central aspect of the phenomenon we seek to measure, while construct irrelevance is when a measure is not specific enough, leading it to measure things that are irrelevant to the construct in question. In the present study, it can be argued that the two cases that the teacher gave feedback to are sufficiently representative for the construct and contain an acceptable level of irrelevant features of the construct. It is for instance uncertain whether

teachers possess a clear understanding of creative writing in comparison to other writing forms. Further research could involve comparing teachers' feedback to identify potential disparities between feedback on general writing and creative writing. This approach would serve to validate our survey responses and provide a more comprehensive insight into how teachers perceive the creative writing process.

Even though we received a decent amount of data from the participants, we could not observe the situation and the setting in which the participating teachers provided feedback for this study. This means we cannot be certain if some teachers sought to give really good feedback because they knew that their feedback was for a project. The feedback from teachers in this study was very detailed and their written feedback looked higher quality than one could give to primary school students. Even though the questionnaire required that they should provide only two feedback responses, the data showed that the teachers provided more than two feedback responses. It is important to note that we could not determine if the feedback we received from teachers was of the same type as the feedback they normally provide to students in their daily classroom situations. To reduce this validity threat, future research maybe should also investigate what types of teachers' feedback they would give to students in a typical classroom situation. These two feedback situations should then be compared to see if there were differences.

This study is a qualitative design, but we also applied numbers and charts to enhance the precision and clarity of the results of the teacher's feedback categories. Maxwell (2013) claimed that the proper use of numbers allows researchers to assess the amount of evidence in their data that relates to a specific conclusion or issue. Additionally, numbers are important for identifying and communicating the variety of actions and perspectives in the study settings and populations which can help to enhance the credibility of the study (Maxwell, 2010, s. 475). The numbers that were present in this study were derived from an analysis of teachers' feedback on creative writing. These numbers were used as complementary in qualitative data and serve as supporting evidence that strengthens qualitative findings. Using numbers in this study provides clearer information about the frequency of what type of teachers' feedback categories that teachers provided most concerning the creative writing concept. Additionally, it also helps to understand more what tendency of feedback teachers gave to two different cases. To apply numbers and charts in this study, the author has considered that these numbers do not overshadow the qualitative aspects of the study, but they are used for more explicit and precise analysis and to answer the research questions.

Generalization in qualitative research refers to the extent to which findings from a study can be applied to broader contexts or other groups beyond the specific sample studied (Maxwell, 2013). When we discuss transferability or generalization, the sampling of in study is one important factor related to generalization. This study utilizes convenience sampling to access participators, some scholars explain that convenience sampling gives less generalizability (Stratton, 2021). This study employed convenience sampling from a single rural municipality, which may make it challenging to generalize the findings. However, the data from participating teachers can still provide insights into feedback practices.

Another perspective about transferability related to the qualitative study is the saturation of data. Data saturation is a concept that states that no new data will be expected to expand on research findings. In other words, saturation implies that there is no need to collect additional data because the results of the data collection or analysis have not changed (Saunders et al., 2018). In the coding process, saturation was obtained in the sense that the scope of the codes was confirmed at an early step in the process, yielding that a larger sample likely would not get a different picture.

Reliability

Creswell (2009, p.173) emphasizes that reliability in quantitative studies refers to the consistency of a measurement method. If the same result can be consistently obtained using the same methods under the same conditions, the measurement is considered reliable. In a qualitative study, reliability also strongly refers to the stability of responses from multiple coders of data sets (Creswell, 2009).

We notice that a reliability issue for this study, related to consistency, is whether the task was really understood as a creative writing task, or whether the teachers did "fall back" into general feedback practices to writing. To ensure reliability, future studies could use method triangulation when collecting data for instance, one could have interviewed the teachers about their comprehension of the task. We have not done this in the current study, but it should be done in a replication study. By this, we see that issues of reliability and validity are intertwined.

Furthermore, this study analyzed data from participants by utilizing a thematic analysis approach. Braun and Clarke (2006) explain that in thematic analysis, reliability can be achieved by having multiple researchers code the data independently and then comparing their codes to

ensure consistency. This helps in refining the themes and making the analysis more robust. Therefore, it is vital to ensure inter-coder reliability to increase the quality of the study. To address the accuracy of coding teacher feedback in this study, the author considered using the percent agreement of the researchers in a team. By doing this, it will help to reduce bias in the study and increase the reliability of collected data (Richards & Hemphill, 2018). To find the percent agreement of intercoder in this study, the author cooperated with the experts. The coders in this study, coded data by leaning on a codebook. After coding the data, the research team calculated the percent agreement, which showed high consistency (94%). Percent agreement is a simple way to measure inter-rater reliability. It calculates the percentage of times that two or more coders agree on a specific observation or measurement. The percentage represents how often coders agree on the same code out of the total number of units (O'Connor & Joffe, 2020). Even though this approach is simple, it is useful for tracking improvements in intercoder reliability.

Ethical considerations

Since qualitative research includes individuals who are willing to participate, it involves ethical issues. In the process of collecting data, the researcher in the project Write as You Want to Write was carried out in line with the provisions of the Personal Data Protection Act (Ersland, 2021). That means all information about the project participant will be treated confidentially and following applicable laws and regulations. Only the researchers in the project can have access to the data material. Everyone who participates in the project at the University of Stavanger and in Lindesnes municipality plays a vital role and has a duty of confidentiality. After the end of the project, all information where people can be identified will be deleted. Participation in the project Write as You Want to Write is voluntary, and participants can withdraw their consent at any time during the project without providing a reason. All personal data will be deleted upon withdrawal, and there will be no negative consequences for leaving the project (Ersland, 2021). The data subjects have the right, within the boundaries set by the law, to access personal data, to have incorrect data rectified, to have data deleted, to have data processing limited, and to have data portability (Ersland, 2021).

Closing comments

This master thesis aims to investigate the characteristics of teachers' feedback on students' creative writing and understand more how teachers provide feedback to two different students' cases. The inspiration for conducting this study started from the project Write as You Want to Write from The National Reading Centre, University of Stavanger. This study investigated teachers' feedback on students' creative writing. The collected data from participating teachers was analyzed by coding through a thematic analysis approach.

The study revealed that the feedback provided by teachers falls into three main categories; praise feedback, corrective feedback, and informational feedback, each of which is divided into three to four subcategories. Of these three major categories, Informational feedback appears slightly more than Praise feedback. Upon analyzing the feedback provided by teachers in the two student sample cases, we discovered that more than half of the teachers gave similar overall feedback displayed in major categories, namely praise feedback, corrective feedback, and informational feedback.

Teachers' feedback that we have found in this study aims to motivate students and invite them to identify and reflect on the existing errors in their texts. Incorporating strategies such as asking questions, and offering explanations helps to promote students' autonomy according to previous studies. Moreover, the feedback provided by teachers in this study is likely to support the idea of creative writing, in terms of originality and quality of language use.

Furthermore, we also gained more understanding that most of the participating teachers tended to give similar feedback to two students with different profiles. This finding is an important message for teachers, that they may need to consider more of the student's traits together with what students need to improve in their writing, because some previous studies have shown that when teachers offer feedback that focuses on students' needs, it will enhance their academic performance that aligns with their learning style and needs (Hargreaves, 2013; Newman, 2016). This finding is interesting to elaborate on further why teachers offered similar feedback to students with different profiles. This can be because teachers whether they were focused on how students should improve in writing, or they did not have in mind that two student cases are different.

Reflection on Research Quality

The participants were suitable for this study's goals and research question. The collected data from the participating teachers helped to answer the research questions to a certain extent. The answers from participating teachers gave us information about the type of teachers' feedback and whether these types of feedback are appropriate for two student cases. In this study, the result in the article was presented with a combination of numbers that helps to provide clearer information about the frequency of different types of teacher feedback. It also aids in understanding the tendencies of feedback in different cases. Moreover, in the process of collecting data, the researchers followed ethical considerations seriousness and handled all gathered information following the applicable privacy regulations.

Even feedback from participating teachers helped us to answer the research questions to a certain extent, but we noticed that the feedback from teachers in this study was very detailed, and seemed more advanced than teachers would provide to primary school students in an ordinary classroom. We are uncertain whether the feedback that teachers give to students in the classroom has the same features as the feedback provided for this study. To enhance the validity of our findings, it may be necessary to compare the features of teachers' feedback given to students in a real classroom setting versus the feedback provided for the study project. This comparison will help us ensure that our study accurately reflects real-world situations.

Furthermore, we did not inquire with the teachers about their understanding of creative writing. Creative writing is a new teaching concept for primary school teachers in Norway. Therefore, it's possible that when some teachers provided feedback, they may have been referring to general writing rather than creative writing. This lack of clarity may have affected the reliability of the study in terms of consistency. To increase reliability, we can apply a combination of data collection methods such as using a questionnaire together with interviewing teachers to ensure that they have a clear comprehension of creative writing ideas.

This study still has limitations in terms of transferability since this study used convenience sampling from a single rural municipality, which may pose challenges in terms of generalizability. It's uncertain whether the teachers in Lindesnes municipality are a good representation of all teachers in Norway, but the data can still provide valuable insights into feedback.

Implication Limitation and Future Study

In the article, I have presented the implications and limitations of this study. In this section, I will explain more about the implications related to the project Write as You Want to Write. The current study helps us understand more about the features of teachers' feedback on student's creative writing on different profiles of students. The finding of this study could provide a valuable beginning for the project Write as You Want to Write, for further refining and expanding the methods used to assess creative writing for students.

As mentioned, this study has limitations and needs further study to ensure its validity and enlarge transferability. To reduce this limitation, future research could be done when teachers gave feedback on students' general writing text, and compared it against their answers in the questionnaire, to see if there were notable differences between the feedback on general writing and creative writing. Additionally, one could have interviewed the teachers about their comprehension of the task. This was not done in this study but should be done in a replication study.

Even though the features of teachers' feedback likely align with the concept of creative writing in terms of originality and quality of language use, it is still important for further research to explore more in another dimension of creative writing that is wider than we have found in this study. Another thing related to interpretation in this study is that we focused mainly on the positive side of feedback, but several investigations also discuss about disadvantages of feedback such as corrective feedback and even the negative effect of praise. For future studies, the researchers should also include the disadvantages of corrective feedback related to creative writing by investigating students' experiences with the feedback they receive (Van der Kleij, 2024).

Furthermore, this study presents only two types of student cases and two examples of creative writing texts in the questionnaire, as it may not cover the diverse needs of students in a classroom because classrooms consist of various types of learners and their writing styles are broader in a real classroom situation. To address this limitation, we recommend that future research should study various students' creative writing in real situations. Studying in actual situations will contribute to a better understanding of how teachers provide feedback to their students on the actual student text. Investigating in a real classroom situation could give us new perspectives on student-centered feedback because teachers have more profound insights into their students' unique characteristics and needs, than in the two presented example cases.

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PART 2: ARTICLE MANUSCRIPT

Title: Investigating teacher's Feedback on Creative Writing: A Qualitative Synthesis Study of feedback on two student cases.

Abstract

Creative writing instruction in classrooms can bring numerous benefits to students. However, for students to develop their potential as creative writers in educational settings, evaluation of their work is necessary. One common and effective way to evaluate students writing is to provide written feedback. The current study aims to first investigate characteristics of the feedback given by 84 primary school teachers from a municipality in the south of Norway on two students' creative writing and second, explore to what extent teachers provided individualized feedback to two different student cases. The teachers' feedback was categorized inductively in a thematic analysis based on three main categories: praise, informational, and correctional feedback, each consisting of subcategories. Results showed that the most frequent feedback given was informational feedback, followed by praise and corrective feedback. The finding of the teacher's feedback is likely to align to support the concept of creative writing assessment, especially in the originality and quality of language use. The findings also showed that over half of the teachers gave similar feedback to the two different student profiles, which means teachers should consider more often providing feedback that is tailored to each student's needs in order to improve their performance.

Introduction

Instructional creative writing in school is an excellent way for children to express their thoughts and emotions. It allows children to develop their unique voice (Alves-Wold et al., 2023) and style beyond learning technical skills (Assemakis, 2023). Additionally, creative writing can help students improve their critical thinking (Clifton, 2022; Rakhmanbergenova, 2022; Urrego & Valencia, 2022) and can increase students' self-confidence, motivation, and interest in writing (Kristoffersen et al., 2022). In educational settings, assessment of student work is crucial for teachers as it helps to measure their students' progression and help teachers evaluate the effectiveness of their classroom instruction (Black & Wiliam, 2009), as well as when implementing creative writing in schools. However, assessing creative writing presents a challenge due to its subjective nature, as highlighted by Donnelly (2015) and Weldon (2008) that creative writing involves personal ideas and styles that are unique to each writer, making it difficult to measure using traditional evaluation methods. The traditional evaluation methods, like grading, may not fully capture the essence of what is important in creative writing processes and what creative writers need to improve (Donnelly, 2015). This can potentially discourage students from exploring new writing styles and diminishing their interest in writing. Therefore, the challenges in evaluating creative writing lie in the subjective nature of the craft and the limitations of traditional assessment techniques (Donnelly, 2015). Feedback is one of the powerful techniques used for formative assessment (Van der Kleij & Lipnevich, 2021) in writing and several studies have shown that teachers' feedback is broadly used to enhance students' writing skills (Black & Wiliam, 2009; Hattie & Clarke, 2019; Hattie & Timperley, 2007; Ruiz-Primo & Brookhart, 2018; Wisniewski et al., 2020) and feedback works well when used as an evolution in the context of creative writing (D'Souza, 2021). Although there is several evidence that feedback can enhance students' learning, sometimes its effectiveness can be reduced due to the diverse needs of learners. This can render certain feedback inappropriate for a student's needs (Boud & Molloy, 2013; Dawson et al., 2019; Hargreaves, 2013; Newman, 2016; Williams, 2010). Therefore, it is crucial to ensure that teachers' feedback aligns with the individual needs of their students rather than just what the teacher prefers (Alves-Wold et al., 2023).

Numerous studies have shown the influence of feedback on students' writing, but research specifically focusing on feedback as a formative assessment related to creative writing and how teacher feedback is appropriate to individual students are lacking. The purpose of the current study is to address these gaps by investigating the feedback characteristics of 84 primary

teachers written responses to two student cases and to explore how the teachers provided feedback differently to the two different cases.

Theoretical foundations and review of research

Evaluating creative writing helps to ensure that students learn how to express their ideas clearly and engage readers effectively, which are critical communication skills (D'Souza, 2021; Weldon, 2009). Creative writing is seen as a multifaceted process that combines originality and quality. The writer uses their knowledge of language to create their technically correct and coherent work (D'Souza, 2021; Göcen, 2019; Mansoor, 2010). According to Morris and Sharplin (2018), when evaluating creative writing, it is important to consider certain essential criteria such as originality of ideas, coherent structure, and language usage. Additionally, it is crucial to make the written work interesting and understandable for the readers as noted by Weldon (2009). However, the subjectivity of creative writing indicates that what one person perceives as good may not be viewed the same way by another individual. This subjectivity makes it challenging to determine what is considered the best or correct approach in creative writing evaluation (Donnelly, 2015; Weldon, 2009).

Assessment in the classroom is important in an educational setting and feedback is one technique used for formative evaluation writing for students and teachers, feedback is essential to evaluate the effectiveness of teaching methods (Black & Wiliam, 2009; Hattie & Timperley, 2007; Mandouit & Hattie, 2023; Nelson & Schunn, 2009; Ruiz-Primo & Brookhart, 2018; Wisniewski et al., 2020). A systematic review study by D`Souza (2021) explores creative writing and underlines that feedback plays a crucial role in the development of a writer's work. Feedback given by instructors can significantly impact students' willingness and ability to use that feedback for revision. Students receiving specific and positive comments as praise on their writing, it will encourage them to continue putting in the effort to write more (Robins, 2012; Truax, 2018). Feedback that supports a so-called growth mindset (Dweck, 2017) i.e. a mindset that depicts that writing skills are dynamic and can be developed, has been shown to make students more motivated to write (Mueller & Dweck, 1998; Truax, 2018; Yeager & Dweck, 2012). Praise that focuses on tasks will link to better long-term motivation and can boost self-confidence because it values the student's progress and efforts (Hattie & Clarke, 2019; Mueller & Dweck, 1998; Robins, 2012). However, it is important to consider when praising students, some researchers have illustrated that praise can also lead to negative consequences such as

focusing only on a student's characteristics or lack of task-related details (Hattie & Timperley, 2007; Ruiz-Primo & Brookhart, 2018). Lipnevich et al. (2023) conducted a study indicating the negative consequences of praise that can make students show less motivation when they receive praise together with comments, while students who get only elaborative comments can be more motivated in their writing (Lipnevich et al., 2023).

Furthermore, the study by Butler et al., (2013) revealed that feedback with explanation plays a significant role in enhancing learners' understanding of concepts deeply. For better long-term learning outcomes, teachers may need to reconsider incorporating correct answers with explanations (Butler et al., 2013). According to Wisniewski et al. (2020), feedback that gives detailed advice on the task of how to approach and improve is very helpful, making students understand and correct their mistakes better (Wisniewski et al., 2020). Feedback that offers explanations will help writers comprehend their mistakes and guide them toward making necessary changes in their writing and students are more inclined to revise their writing when they receive feedback that explains how this could be done (Nelson & Schunn, 2009). Providing constructive feedback to students is important to let them reflect on their work by asking them to identify and fix the errors (Ruiz-Primo & Brookhart, 2018, p.59). Receiving questioning feedback is vital for enhancing writing skills by promoting reflection and identification of areas for improvement (Duijnhouwer et al., 2012; Nguyen & Le, 2022; Saeed et al., 2022; Williams, 2004). The reflection process starts with recognizing a problem and taking steps such as comparing, analyzing, and planning (Duijnhouwer et al., 2012). When students receive questions through feedback, they tend to ponder more about their ideas and ways to explain them better because questions that seek choices and reasons aid students in exploring their thoughts in greater depth (Anseel et al., 2009; Mohamad & Tasir, 2023). A study by Griffith et al., 2023 indicates that agentic feedback which includes questions and information that encourage students to think and decide by themselves, helps to promote agency because agentic feedback aids student self-regulation by involving them in self-assessment and revision processes (Griffiths et al., 2023).

The effectiveness of feedback is not only based on teachers' perspectives, but considering students perspectives and their needs is also essential to increase the effectiveness of feedback (Alves-Wold et al., 2023; Boud & Molloy, 2013; Dawson et al., 2019; Gamlem, 2022; Hargreaves, 2013; Mandouit & Hattie, 2023; Newman, 2016; Williams, 2010). Feedback that includes student perspectives is important in designing curriculums because it provides opportunities for students to develop the skills needed to assess their learning effectively (Boud

& Molloy, 2013; Williams, 2010). Students generally view feedback as effective when it is clear, and actionable, that they can use to improve their work (Dawson et al., 2019; Gamlem, 2022; Mandouit & Hattie, 2023). Feedback in classroom interaction is influenced by various factors like students' learning styles and needs (Hargreaves, 2013). By recognizing these individual characteristics, teachers can tailor their feedback in such a way that is more relevant, personal, and effective for each student, ultimately supporting their learning processes and needs (Newman, 2016).

Previous studies demonstrated that assessing creative writing can be problematic for teachers, particularly when it comes to finding an appropriate evaluation method that assesses students' creative writing skills. Traditional assessment techniques such as grading may therefore not be effective for this type of writing (Donnelly, 2015). Previous studies, however, suggest the advantages of feedback as a powerful formative assessment. Furthermore, D'Souza (2021) has indicated that feedback can aid students in enhancing their creative writing skills. Therefore, we need more knowledge about which feedback practices teachers are equipped with to evaluate creative writing in primary school. Additionally, there is still a need for more research on the assessment of creative writing by using teacher's feedback.

The current study

The present study aims to address central gaps in the literature by examining 84 primary school teachers' feedback on creative writing from two students' cases, i.e. two different texts from two different student profiles. The teachers' feedback on the two cases is seen as a window into the mere distribution of feedback provided on creative writing in general as well as to what extent teachers provided similar feedback to the two different cases. This study will address the following questions:

Research Question 1: What types of feedback do the teachers provide when they are asked to give on students' creative writing in primary school?

Research Question 2: How do the teachers provide feedback to two student cases, and is the feedback suitable for the individual type of each student?

The 84 teachers' feedback will be evaluated from the perspective of effective feedback (Hattie & Timperley, 2007; Griffiths et al., 2023; Nelson & Schunn, 2009; Robins, 2012; Ruiz-Primo & Brookhart, 2018), formative assessment (Black & Wiliam, 2009; Ruiz-Primo &

Brookhart, 2018), and student-centered feedback (Boud & Molloy, 2013; Dawson et al., 2019; Hargreaves, 2013; Mandouit & Hattie, 2023; Newman, 2016; Williams, 2010).

Method

This study forms a constituent part of the "*Write as you want to write*" by The National Reading Centre, University of Stavanger, financed by the Research Council of Norway (RCN). During this project, the researchers worked in close partnership with teachers, students, and school administrators in Lindesnes municipality. Data was collected by using Nettskjema, a survey tool created by the University of Oslo, which is a web-based application that enables users to generate, retain, and oversee surveys and data compilation. The individual links to Nettskjema were dispatched via electronic mail to all participants in spring 2023. The researchers in this project regarded privacy with utmost seriousness and handled all gathered information following the applicable privacy regulations.

Participants

This research includes 84 teachers from Norwegian primary schools, located in a municipality in the south of Norway. The age range of the involved participants spanned from 25 to over 60 years old, with a majority 76.2% of teachers identifying themselves as females, while 22.6% as males. A small proportion of 1.2% of the participants chose not to disclose their identity. Of the 84 teachers, 57% are engaged in instructing students from the fourth to the seventh grade, while 43% are instructors for students in the first to the third grade. The majority of the individuals involved in this project, approximately 80%, are responsible for teaching the Norwegian language within their instructional settings.

The survey indicated that the initial three majorities of the educational backgrounds of the teachers involved are as follows: 48.8% possess a primary school education along with additional academic qualifications, 29.8% have a primary school education background, and 10.7% are subject teachers who have received practical-pedagogical education. Furthermore, 8.3% of the teachers have obtained a degree in preschool pedagogy education, while 2.4% are subject teachers.

Design and Procedure

The present research employed a qualitative thematic analysis methodology (Braun & Clarke, 2006) to discern the feedback provided by teachers to students' creative writing and to describe how teachers give feedback to different types of learners. This approach was considered suitable for this study, as it aligned with the research objective. The study utilized primary data from Nettskjema and subjected them to descriptive analysis.

In the questionnaire, the teachers were presented with two writing sample texts which belong to two different cases. The objective of the tasks is for the teachers to peruse two writing samples and envision them as their students, to whom they must provide two feedback for each student on the written text in order to revise it. In the example texts, the student has been assigned to compose a text that commences with the phrase *"I like"*. Student's trait information and writing texts are demonstrated with English translation text retaining the original language style in Figure 1.

Henrik (male)	Frida (female)
Henrik 's information Henrik is in third grade. He is a positive student who requires little attention. Preferably, he would like to use his time at school to draw. When the teacher explains what they have to do in class, he always follows closely. This means that he can get what he needs done in the shortest possible time. That way he gets more drawing time. He has written this story.	**Frida's information** Frida is in the sixth grade. She has many friends and in her free time, she plays with everyone from her classroom. She is a positive resource. If the teacher gives input on this text that she has written, then she will most certainly do as the teacher suggests.
Henrik writing text *(Original language)* Æ lige å bakke mufins. Mi bakke hos bestemor. Så spise mi *(Translated version)* Me lice to bakke mufins. Wi bakke at grandmothers (house). Then wi eat.	**Fridas writing text** *(Original language)* Jeg liker Danmark. Vi dro til Danmark sist sommer. Først skjørte vi ferje. Så var vi i Legoland. Jeg tok Skybatle. Pappa tørte ikke. Jeg fikk litt vont i magen. Det gik fint. *(Translated version)* I like Denmark. We went to Denmark last summer. First we tdrove the ferry. Then we were in Legoland. I took Skybatle. Daddy didn't dere. I had a bit stomach ace. It wen well.

Figure 1: Henrik and Frida characteristic information and texts which present for teachers to provide feedback.

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Coding process

This study used thematic analysis along with the coding process. The coding process was developed using both deductive and inductive approaches. The primary themes, including praise feedback, corrective feedback, and informational feedback, were precisely derived using the deductive approach. This approach is based on the theoretical framework (Butler et al., 2013; Hattie & Timperley, 2007; Lipnevich et al., 2023; Robins, 2012; Ruiz-Primo & Brookhart, 2018). The subcategories were developed by the inductive approach when going thoroughly through the data. (See Appendix 1 full code book).

Praise is one specific type of feedback that can serve as a motivator for the receiver. When individuals receive positive feedback or praise for their work, it can act as a motivator and encourage them to continue putting effort into their writing or revision activities. (Robins, 2012; Hattie & Timperly 2007). As long as we have in mind that it can sometimes be adapted negatively if students feel they have done enough by receiving praise (Lipnevich et al., 2023). From the teacher's feedback two subcategories emerge, i.e. praise on students' personal qualities (POSP) and praise on tasks (POT). Praise on task was then divided into three subcategories which are formality, content, and structure.

The corrective feedback category concerns specific advice on how to fix mistakes in the students' work, aiming to help students understand the right way to do something by pointing out what is wrong and how to improve it (Hattie & Timperley, 2007; Ruiz-Primo & Brookhart, 2018) For this category, three subcategories were defined, depicting what the correction was directed at spelling, punctuation, and reflection question-based feedback (RQF).

Informational feedback involves providing explanations or reasons for the feedback given. This type of feedback refers to statements that provide motives or clarification of the feedback's purpose. It helps the writer understand why a certain revision or suggestion is necessary (Butler et al., 2013; Hattie & Timperley, 2007; Nelson & Schunn, 2009; Ruiz-Primo & Brookhart, 2018). Three under-subcategories developed from teachers' feedback: content explanation feedback (CEF), Providing solution feedback (PSF), and Facilitating writing question-based feedback (FWQF).

To ensure the reliability of this study, two coders independently analyzed 50 % of the data and created separate analysis datasets. The percentage agreement was considered to ensure the intra-coder reliability. After analyzing the teachers' feedback, the coders achieved a 94% agreement in the coding of teachers' feedback.

Result

The purpose of this study is to explore what type of feedback teachers provide to students for their creative writing assignments. Additionally, the author sought to investigate whether teachers' feedback provided to individual students is appropriate for them. The results are organized by main categories that answer the research question.

Research question 1: What types of feedback do the teachers provide when they are asked to give on students' creative writing in primary school?

Figure 2: Overview of the main categories of teachers' feedback provided to the two student cases.

After obtaining the responses from the 84 teachers, it was revealed that the teacher's response rate was 95 % for Henrik's text and 96 % for Frida's text. Upon conducting a thorough thematic analysis of the responses obtained from the participating teachers in this study, the author was able to identify and categorize the feedback into three major categories which were informational feedback (over 40%), followed by praise feedback (about 36%) and corrective feedback (about 20%). As described above, each of these categories was found to comprise three to four subcategories that further elaborated on the feedback provided by the participants.
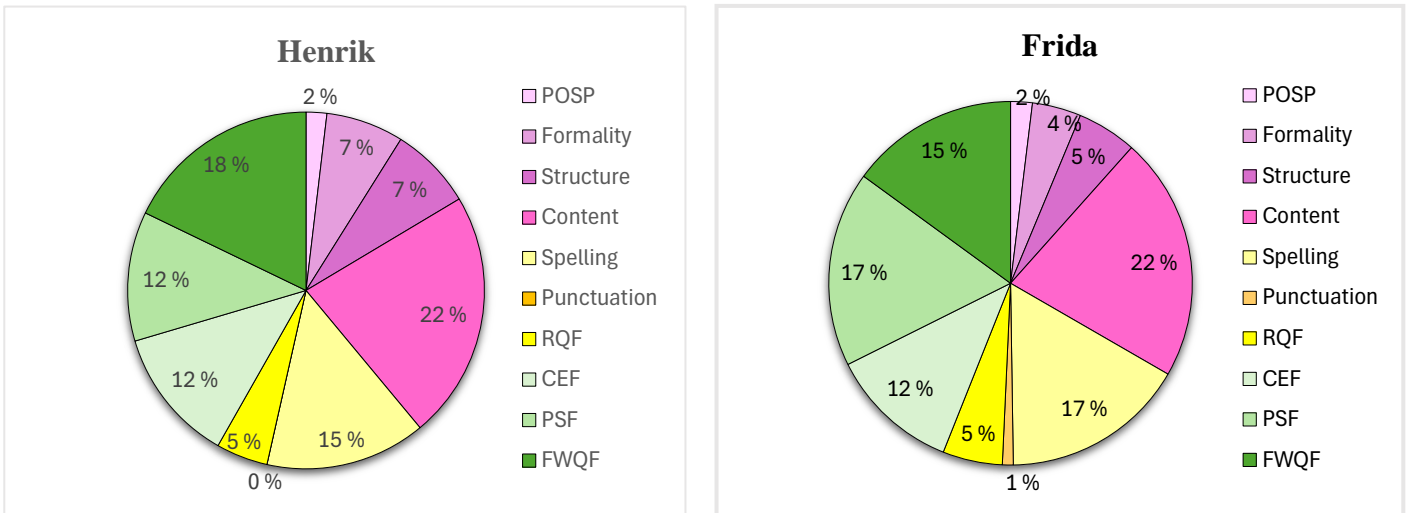
Figure 3: Frequency of teacher feedback relative to each subcategory

Note: Abbreviation: Praise on student's personal characteristics (POSP), Reflection question-based feedback (RQF), Content Explanations Feedback (CEF), Providing Solution Feedback (PSF), and Facilitating Writing Question-based Feedback (FWQF). Pink represents praise feedback, yellow represents corrective feedback and green represents informational feedback.

Category 1: Praise feedback

Praise feedback refers to participants' phrases and sentences that aim to give positive comments that make the receiver feel good about their work or ability. The overview of participant analysis revealed that about 36% of them provided feedback as praise, and most of the feedback was focused on the content of the task, and the result presented under 10% of teachers' feedback given on student personal qualities (POSP). The feedback category for praise was split into two subcategories: praise for student personal qualities (POSP) and praise for the task (POT), with POT being further divided into three subgroups (Formality, Structure, and Content).

> *You have written nice sentences. You have remembered capital letters and periods, good! I also like muffins. It's really good. (teacher no.12 on Henriks text).*
>
> *Great text. Here you have learned both capital letters and period. You are also very correct about the spelling, great! ………… You have described several things you did in Denmark. (excerpt from teacher no.75 on Frida's text).*

Figure 4: Presentation example of praise feedback on task (POT).

> *You are good at telling stories and drawing……… (excerpt from teacher no.37: Henrik text). ………you are tough that took Sky battle……. (excerpt from teacher no. 26: Frida text).*

Figure 5: Presentation example of praise on student personal qualities (POSP).

Figure 4 presents teachers' feedback that consists common theme of praise on task (POT). These praise instances were directed toward tasks that demonstrated good formality, structure, and content. Figure 5 demonstrates praise on students' personal qualities (POSP) that teachers use to express admiration for students' personal qualities or traits.

Category 2: Corrective feedback

An overview of data analysis of teacher feedback has shown that approximately 20% of teachers primarily focused on providing corrective feedback on students' creative writing. Corrective feedback is typically used by teachers to point out errors or missing points in students' text. Upon analysis of three subcategories in the corrective feedback provided by the participants, we found that corrective feedback focused mostly on spelling. Very few of the teachers gave feedback on punctuation or sentence fragments in the students' texts. However, about 5% of teachers provided reflected question-based feedback (RQF), meant to help students identify and rectify their writing errors by themselves.

> *Can you read the text out loud? Do you notice any words that should have been written differently? (excerpt from teacher no.70 on Henrik's text).*
>
> *Take care of "skj" and "kj" and when it suits. Have you looked carefully through the text for spelling? Can you do it one more time? (feedback teacher no.35 on Frida text).*

Figure 6: Example of corrective feedback in subcategory: spelling and reflection question-based feedback (RQF).

> *Something I think you can work on a bit further is the use of commas. Now you write relatively short sentences, but your text will become more alive if you are able to write longer sentences by using commas (excerpt from teacher no.21 on Frida's text).*

Figure 7: Example of corrective feedback on punctuation.

According to Figure 6 feedback provided by teacher no.70 on Henrik's text and no.35 on Frida's text, they expressed a desire for students to actively engage in the process of identifying and rectifying spelling errors in their written work. In Figure 7 Teacher feedback was presented as corrective feedback that related to using of punctuation in students' text.

Category 3: Informational Feedback

The analytical result in the informational feedback category revealed that over 40% of teachers provided feedback that was identified as informational feedback. This feedback category refers to feedback in the context presented as information provided to learners that they can use to enhance their performance, elaborate on their text, and make them reflect on their writing.
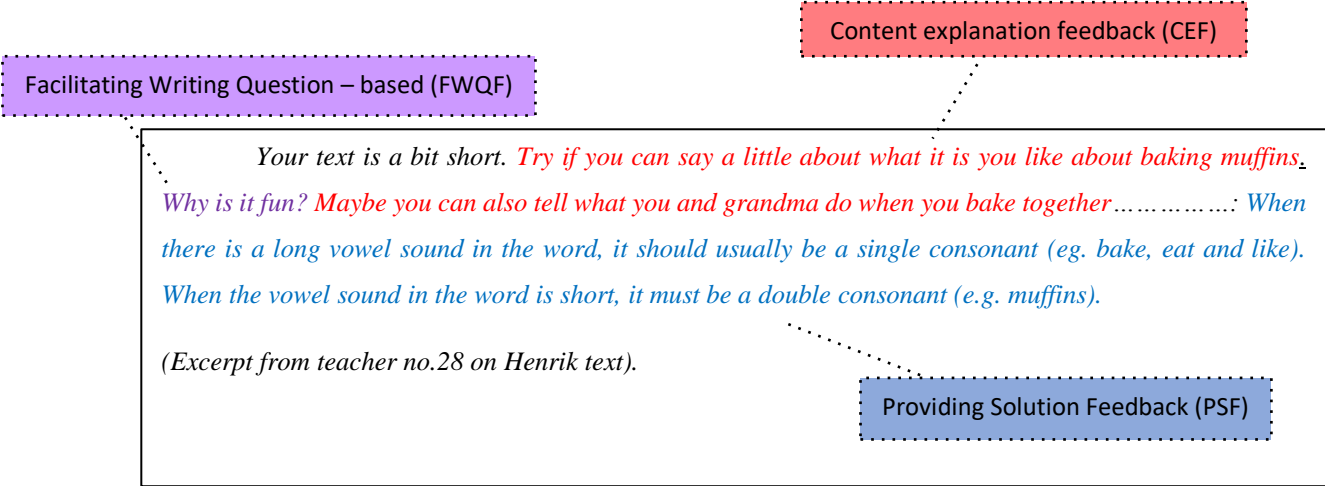
Figure 8: Example of informational feedback presented in three subcategories.

Figure 8 presents three subcategories of informational feedback, which include 1). Content explanation feedback (CEF) that motivated students to explain or write their text in more detail, 2). Facilitating writing question-based feedback (FWQF), that encourages students to express their ideas while incorporating teacher input through questions, and 3) Providing solution feedback (PSF) that presents a potential answer to guide students towards improving their performance or finding a resolution to existing issues in students' writing. After analyzing each subcategory of informational feedback, it was found that teachers' responses constituted mostly Facilitating Writing Question-based Feedback (FWQF).

Research question 2: How do the teachers provide feedback to two student cases, and is the feedback suitable for the individual type of each student?
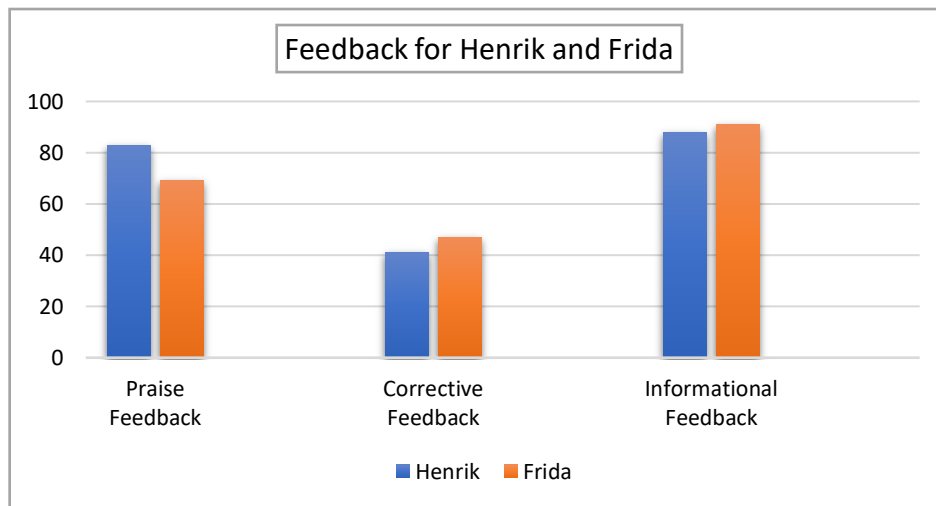
Figure 9: Feedback tendencies in main categories for Henrik versus Frida

The purpose of this comparison was to evaluate how the teacher gave feedback to two students with different characteristics. Based on the analysis of entirely teacher feedback given to two different learners in terms of main categories, namely praise feedback, corrective feedback, and informational feedback, it was observed that the teachers tended to provide more praise feedback to Henrik as compared to Frida. On the other hand, they gave a slightly higher frequency of corrective feedback and informational feedback to Frida.

In a comprehensive analysis of the feedback provided by teachers in two student cases, we found that over 50% of the teachers gave feedback that shared a common type in the main categories (Praise, Corrective, and informational feedback). This noteworthy similarity in the feedback provided indicates a trend in the approach that these teachers take when providing feedback on student work, i.e. by giving the same feedback to two students with different profiles. These similarities of teachers' feedback were identified by comparing the main categories of feedback given by the same teacher to both students. Figures 10 and 11 present examples of the similarities provided feedback between Henrik and Frida by teacher number 75.

You have made a good start with your text. Here you have caught a capital letter at the beginning of the sentence, and a full stop at the end. Until next time, I want you to fill in your text and try to describe a little more. Why do you like baking muffins? How do the muffins taste? What do you do when you bake? Who is eating? Read through your text and see if you can find any words that should be spelled differently.

(teacher no.75 on Henriks text)

Figure 10: Teacher's feedback on Henrik's text that shows similarity with Frida's text

Great text. Here you have learned both capital letters and periods. You are also very correct about the spelling, great! Look a little extra at the words "skirted, dry and go". You have described several things you did in Denmark. Until next time, I want you to try to describe the things you did. What made you like it? What is Skybattle? How was the ferry? Maybe there is more that makes you like Denmark?
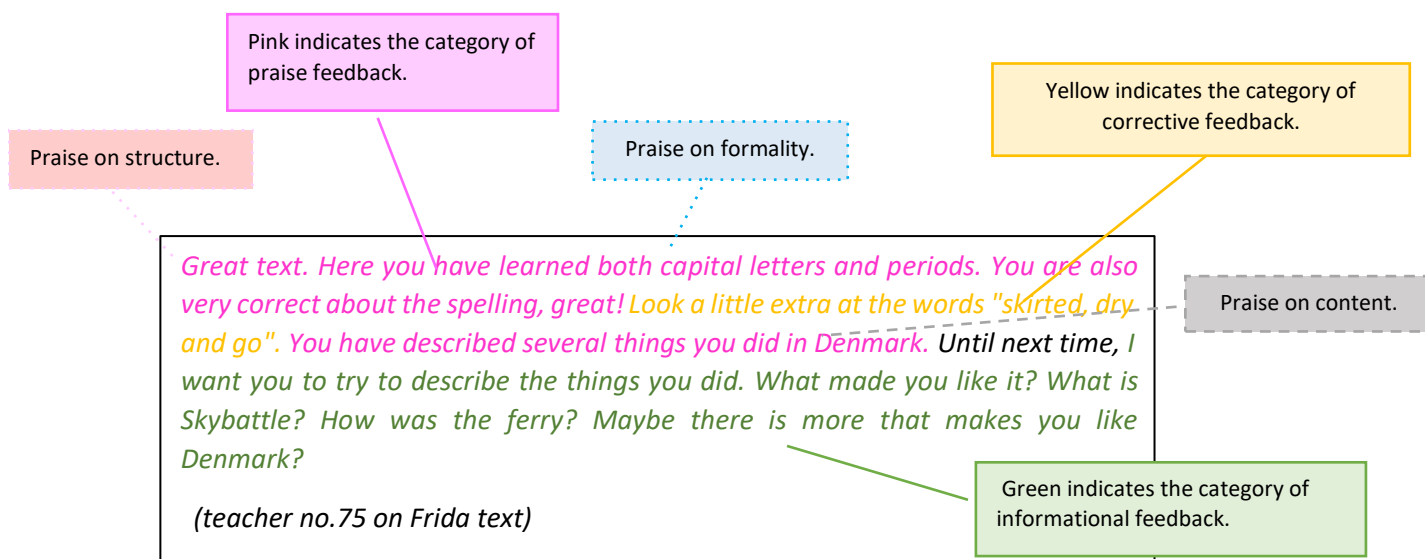
(teacher no.75 on Frida text)

Figure 11: Teacher's feedback on Frida's text that shows similarity with Henrik's text

Figures 10 and 11 illustrate the responding feedback from teacher no. 75 on Henrik and Frida's text consists of similar major feedback categories: praise, corrective, and informational feedback. Although teacher no. 75 provided similar feedback to both students regarding the main feedback categories, when we analyzed each subgroup attentively, the result showed slight differences between Henrik and Frida in the praise categories. In Henrik's text, the teacher provided praise on formality and structure but praised Frida on all under-subcategories on task (formality, structure, and content). As we examine the feedback textbox from teacher number 75, we can observe that the teacher tends to provide feedback in a particular style. This style begins with praise for both cases and then proceeds to provide other types of feedback. Interestingly, several other teachers also follow a similar pattern in their feedback.

Even though over half of the teachers tend to provide similar feedback concerning the main categories, it is still essential to consider the other part of teachers who provided feedback to two students differently according to three main categories. Figures 12 and 13 below are examples from teacher no. 37, who provides differentiated feedback for two learners.

Pink indicates the category of praise feedback.

You are good at telling stories and drawing. You are good at writing sentences in the right order so that it becomes a small story. You remember capital letters and periods too - good :) I was curious and would like to know more about a time you baked at grandma. Who did the baking together, and what kind of muffins did you bake? :)

(teacher no.37 on Henrik text)

Green indicates the category of informational feedback.

Figure 12: Teacher's feedback on Henrik's text that shows differences from Frida's text.

Pink indicates the category of praise feedback.

Green indicates the category of informational feedback.

Yellow indicates the category of corrective feedback.

Who went to Denmark? Is it called skirted or driven, do you think? Where did you stay overnight when you were in Denmark, or were you there on a day trip? Can you tell us more about what Skybattle is? It is good that you remember to capitalize your proper names. Is there a word you have forgotten mute d perhaps? Is there a word you forgot double consonant? :)

(teacher no.37 on Frida text)

Figure 13: Teacher's feedback on Frida's text that shows differences from Henrik's text.

The feedback provided by teacher no. 37 on Henrik and Frida's text highlights the difference in how teachers give feedback to different types of students. When providing feedback to Henrik, the teacher began with positive feedback on the student's personal qualities and tasks, followed by informational feedback without much emphasis on corrective feedback. However, when providing feedback to Frida, the teacher preferred to focus on informational feedback and a small emphasis on corrective feedback and praise.

Discussion

The feedback received from teachers who participated in the study can help us understand the types of feedback they provide to students on their creative writing and how they tailor their feedback to different types of learners. The study revealed that the feedback provided by teachers falls into three main categories; praise feedback, corrective feedback, and informational feedback, each of which is divided into three to four subcategories. Of these three major categories, Informational feedback appears slightly more than Praise feedback. Upon analyzing the feedback provided by teachers in the two student sample cases, we discovered that more than half of the teachers gave similar overall feedback displayed in major categories; however, when we delved deeper into each of the subcategories, we noticed slight differences in how teachers expressed their feedback. The purpose of this section is to answer the following questions by discussing the results of this study in light of the previous studies and theoretical frameworks.

Research Question 1: What types of feedback do the teachers provide when they are asked to give on students' creative writing in primary school?

In this present study, it was found that teachers tend to provide a slight overweight on Informational feedback, followed by Praise feedback to their students' creative writing. Informational feedback is aimed at enhancing the learners' performance and elaborating on their text (Nelson & Schunn, 2009; Ruiz-Primo & Brookhart, 2018). More specifically, in the present study, when teachers want their students to add greater detail and depth to their ideas, they provide Content Explanation Feedback (CEF). Additionally, teachers often use Facilitating Writing Questions-Based Feedback (FWQF) to encourage students to expand their writing by asking questions that can be helpful for them to elaborate their ideas. This approach not only involves asking students to improve their work in ways that teachers have identified as important but also gives them hints through relevant questions related to their work. When teachers provide CEF and FWQF, we can understand that teachers aim to increase students' agency and invite students to actively participate in their learning process. This aligns with the ideas presented by Griffiths and colleagues (2023) that when teachers give agentic feedback which is a type of teacher's written comment that helps students take charge of their learning by giving them specific suggestions or asking questions that encourage them to think and make decisions on their own. This kind of feedback focuses on giving students the information and

opportunities they need to revise their work independently. It includes practices like asking students to add more details or pointing out areas where they can improve (Griffiths et al., 2023).

Another and slightly different subcategory identified within this category is known as Providing Solution Feedback (PSF). Teachers use PSF to suggest potential answers to students, with the intention of improving their writing skills. According to a study by Nelson and Schunn (2009) students are more likely to revise their writing when the teacher provides answers for them because it allows students to understand their mistakes and learn the necessary changes required to improve their writing (Nelson & Schunn, 2009). However, the feedback can be more beneficial if teachers provide answers along with additional information on why the changes are needed. It is also important for teachers to describe in detail what is wrong with the student's work and guide them toward ways to improve, rather than simply providing answers and corrections. (Butler et al., 2013; Ruiz-Primo & Brookhart, 2018). The feedback received from participating teachers indicates both with and without additional explanations. As Butler et al. (2013) and Ruiz-Primo & Brookhart (2018) have highlighted the advantages of providing additional explanations to students. Therefore, teachers should consider offering Providing Solution Feedback in combination with explanations to maximize their effectiveness.

Furthermore, praise feedback is one of the feedback types that several teachers provide to students creative writing. The data from the present study showed that teachers tend to start their feedback with praise. Robins, (2012) noted that praise is known as a motivator for the receiver and can encourage the writer to continue their effort in their activities. When teachers give such positive feedback to students, it can help to increase students' self-confidence (Hattie & Timperley, 2007). As present among the participating teachers in this study, praise is common feedback that teachers use as a motivator. When we analyzed further subcategories, it was found that teachers tend to praise students more on their task performance than on their personal qualities. Providing praise to students on tasks or efforts can lead to better long-term motivation as it highlights their progress and learning objectives (Dweck, 2017; Yeager & Dweck, 2012). In contrast, feedback that praises a student's personal qualities may lack specific task-related details and necessary information for their writing development (Hattie & Timperley, 2007; Robins, 2012; Ruiz-Primo & Brookhart, 2018) Furthermore, Robins (2012) underlined that when it comes to motivating individuals, praising their tasks and effort can be vital. Instead of just acknowledging the outcome, praising the effort and strategy can promote a growth mindset (Dweck, 2017; Robins, 2012). This, in turn, encourages individuals to persist

through challenges and eventually improve their performance. Praising effort can also help learners feel more competent and autonomous, which are key components of intrinsic motivation (Robins, 2012). Giving praise could be a good motivator and help students raise their self-efficacy, as illustrated in teachers' feedback in this study. However, teachers should also be aware of that giving praise along with elaborative comments is not always the best practice. Lipnevich et al. (2023) found that students who received comments together with task-related praise were less motivated and showed less improvement than students who received only elaborate comments. The negative effects of praise in the study may be due to where students focus more on the praise and less on the constructive feedback, leading to less effort in improving their work (Lipnevich et al., 2023).

Corrective feedback is another category teachers provide for students' creative writing. Corrective feedback found in this study aims to help students develop a clearer understanding of the errors they have made, and the corrections needed (Hattie & Timperley, 2007; Ruiz-Primo & Brookhart, 2018). It is however noticeable in the data from the present study that when teachers tend to point out spelling, they often provide reflection-questions-based feedback (RQF). From this perspective can be interpreted that teachers tend to stimulate students to reflect on their work. Teachers' feedback that was identified in RQF subcategories mainly asked students to engage in the process of identifying and rectifying spelling errors by themselves. Some scholars have emphasized that questioning in feedback plays a significant role in the pedagogical approach, encouraging critical analysis and knowledge formation among students (Duijnhouwer et al., 2012; Saeed et al., 2022; Williams, 2004). The utilization of questions in feedback will stimulate dialogue and interaction, prompting learners to reflect on mistakes in their writing and respond actively. (Nguyen & Le, 2022; Ruiz-Primo & Brookhart, 2018; Saeed et al., 2022; Williams, 2004). Feedback that incorporates questions, especially those that prompt students to reflect, consider choices, and engage in open-ended thinking, can significantly enhance the impact of feedback on student performance and lead them to a deeper understanding and improved learning outcomes (Anseel et al., 2009; Mohamad & Tasir, 2023).

When we search for the implications of using feedback from teachers for assessing students' creative writing, it is crucial to consider the characteristics of creative writing. As D'Souza, (2021), Göcen (2019) and Mansoor (2010) defined creative writing as a multifaceted process that combines originality and quality. It involves expressing thoughts and feelings through language in unique and imaginative ways. Writers use their knowledge of language and text to create works, technically correct, stylistically coherent, and appealingly valuable.

Features of teachers' feedback in this study embody qualities that align with the criteria of creative writing. It can be observed that when teachers provide corrective feedback, they aim to uphold the quality of language use in the writing. The corrective feedback we discovered in this study not only identified errors in students' text but also fostered the use of reflective and critical thinking skills, empowering students to self-assess their writing through RQF. This process of students learning to analyze the correctness of their text lays a solid foundation for achieving quality of language use in creative writing that refers to technical correctness and writers' knowledge of language (D'Souza, 2021; Göcen, 2019; Mansoor, 2010). But, even bearing in mind that an all too big focus on correctness may overshadow the children's creative process in their creative writing, one has to be aware that corrective feedback is also an important component in assessing creative writing. Weldon (2008) states that it is equally essential to consider the reader's perspective and ensure that the text is engaging and easy to comprehend. To enhance reader comprehension, writers should focus on writing legibly and neatly, as this will make the reading experience more enjoyable and effortless. From Weldon's (2008) perspective, corrective feedback will foster a balance between creative writing and the quality of language use from the writer to the reader. Morris and Sharplin (2018) also highlight the crucial criteria for assessing creative writing that writing must be coherent and structured, employing effective use of details. But at the same time, one has to bear in mind that the definition of creative writing is the possibility to express one's ideas and feelings, breach of conventions, and the absence of strong formal demands, so it is always a balance between all these different factors, to not hinder the children's creative writing processes.

Moreover, when we look at the features of informational feedback, the purpose of this type of feedback is to encourage the writers to enhance and elaborate on their text. One of the important concepts of creative writing is that the writers express their thoughts through their creative text. From this perspective, teachers offer informational feedback to stimulate students to articulate their thoughts and ideas more effectively while preserving the originality of students' ideas. When teachers provide CEF, they often use it along with FWQF, which involves questions derived from students' written work, designed to facilitate students' expression of their ideas deeper. This feedback approach meets criteria for creative writing by supporting students to expand their imagination while maintaining originality (D'Souza, 2021; Göcen, 2019; Mansoor, 2010).

When we look at the category of praise feedback, we have found that when teachers give compliments on tasks - related, they emphasized obviously on content, structure, and

formality. In connection with creative writing, these three components are also important regarding the quality of creative writing. Receiving such praise for one's writing that target something concrete can greatly enhance a writer's self-confidence and motivation to continue pursuing their passion. When writers receive such positive feedback or acclaim for their work, it can reinforce their belief in their abilities (Dweck, 2017; Yeager & Dweck, 2012). Moreover, receiving praise not only boosts a writer's confidence but also fosters a sense of validation and recognition, letting writers know that their work is appreciated and valued (Hattie & Timperley, 2007). In terms of providing praise feedback and enhancing creative writing skills, we can posit that praise feedback, especially task-oriented feedback, can function as a means of reinforcing students' commitment to maintaining and increasing the quality of their writing.

Teachers' feedback that we have found in this study aims to motivate students and invite them to identify and reflect on the existing errors in their texts. Incorporating strategies such as asking questions, and offering explanations helps to promote students' autonomy according to previous studies and theoretical frameworks. The feedback provided by teachers in this study is likely to support the idea of creative writing, in terms of originality and quality of language use.

Research Question 2: How do the teachers provide feedback to two student cases, and is the feedback suitable for the individual type of each student?

The outcome of the analysis demonstrates that teachers overall gave a greater amount of praise feedback upon one of the students, Henrik in comparison to the other, Frida. Conversely, it was observed that Frida was on the receiving end of slightly higher corrective and informational feedback. To analyze this outcome regarding the feedback provided by teachers to Frida and Henrik, it is crucial to take into account the students' respective backgrounds. Henrik, a third-grade student, is described as facing challenges related to a lack of enthusiasm for writing and school tasks. He tends to swiftly complete assignments to dedicate more time to drawing. Based on his background, it is apparent that Henrik has received a higher amount of praise feedback compared to Frida. This may be due to teachers utilizing such feedback to motivate him, considering his low level of drive in writing. When teachers provide feedback that encourages a growth mindset such as praising the effort, self-regulation, or task, this approach is suggested to help students progress in their writing abilities and increase their motivation to write, as opposed to just focusing on criticisms that may hinder growth and

motivation (Robins, 2012; Truax, 2018; Yeager & Dweck, 2012). Upon observation of Frida, it is evident that her characteristics differ from Henrik. Frida is a sixth-grade student, displays a high level of motivation, and tends to accept feedback from her teacher eagerly. Based on her background traits, it is apparent that Frida already possesses a strong motivation for learning, and she exhibits a slightly higher level of maturity compared to Henrik. Consequently, teachers tend to provide her with more corrective and informational feedback rather than praise because teachers acknowledge that Frida will enhance and improve her writing after the teacher's suggestions.

Nonetheless, an examination of teacher feedback by comparing the feedback given to Frida and Henrik by the same teacher reveals that more than fifty percent of teachers provided similar feedback to both distinct cases concerning the primary feedback categories of praise, corrective, and informational feedback. When teachers give feedback that fits each student's unique needs, it can help promote students' autonomy, motivation, self-efficacy, and academic performance (Boud & Molloy, 2013; Mandouit & Hattie, 2023; Newman, 2016). In this analysis, we can claim that the teachers provided feedback that most focused on students' work, and what they need to enhance in their writing rather than focusing on students' profiles. The two students' cases have different profiles, which means they should also receive feedback that is appropriate for their needs to promote their performance rather than concentrate on the standpoint of the teacher.

As presented in the result section it is also essential to discuss the other part of teachers who provide different types of feedback to two students cases. When we analyze attentively the content of teachers' feedback, we have observed that teachers tend to provide feedback that aims to enhance students' writing skills while considering students' unique needs such as providing more praise to Henrik than Frida and encouraging him to draw some pictures in his writing because teachers acknowledge that Henrik likes drawing. Regarding Frida, she received more corrective and informational feedback on her writing, and some feedback tends to challenge her to read text again by herself to check spelling, while the same teachers prefer to read text for Henrik and check spelling together.

Less than half of participating teachers provided substantially different feedback to the two different student cases, even though previous studies have shown that students should receive individually tailored feedback that is appropriate for their exact needs, to promote their performance. The findings show that a large proportion of feedback practices still take the teacher's perspective rather than the student-centered perspective.

Conclusion

Teachers' Feedback plays an important role in enhancing student learning. Evidence from previous studies indicates that teacher feedback is an effective tool for assessing student learning, Nevertheless, feedback that targets students' creative writing still needs to be better understood. Returning to the research question we have found that elementary school teachers from a municipality in the south of Norway provide three major categories of feedback; Praise, corrective feedback, and informational feedback, which incorporate strategies such as asking questions, offering explanations and solutions, and motivating. According to previous literature (Black & Wiliam, 2009; Hattie & Timperley, 2007; Mandouit & Hattie, 2023; Nelson & Schunn, 2009; Robins, 2012; Ruiz-Primo & Brookhart, 2018), teachers' feedback categories in this study include features of effective feedback, and these features meet the concept of creative writing concerning perspectives of originality and quality of language use in creative writing (D'Souza, 2021; Gocen, 2019; Mansoor, 2010; Weldon, 2009).

In an interpretation of how teachers gave feedback to different types of student cases, we discovered that teachers tended to give similar feedback to two students with different profiles. From this conclusion, teachers may need to take an account more of the students' characteristics together with what students need to improve in their writing. As stated in some studies when teachers' feedback is student-centered, it will lead students to better academic performance as it aligns with their learning style and needs (Hargreaves, 2013; Newman, 2016).

The current study helps us understand more about the features of teachers' feedback on student's creative writing on different profiles of students. As highlighted in the introduction of this study feedback is important in assessing creative writing. This study fills a crucial gap in the literature concerning how Norwegian teachers assess creative writing using feedback. It is designed to assist researchers, who are actively seeking a comprehensive method to evaluate creative writing for young learners, particularly in the Norwegian education context. This context, which has recently placed a strong emphasis on fostering creative critical thinking in students (The Norwegian Directorate for Education and Training, 2020), requires a quality assessment that is not only robust but also aligns with their unique school culture. Moreover, this investigation gives educators a sharper perspective into the different types of feedback and importantly that one type of feedback does not suit all students, as a classroom is comprised of various types of learners' backgrounds. Teachers need to understand that when giving feedback to students, it is vital to recognize the individual differences among students. While some teachers may believe that the feedback they provide is exceptional and helps students

effectively, they should also emphasize student-centered feedback that may enlarge their effect of providing that feedback.

Limitations

There are some limitations associated with the present study. Firstly, we are uncertain whether the feedback that teachers give to students in the classroom has the same features as the feedback provided for the student cases that were used in this study. To enhance the validity of our findings, it may be necessary to compare the features of teachers' feedback given to students in a real classroom setting versus the feedback provided for the study project. This comparison will help us ensure that our study accurately reflects real-world situations. Secondly, we did not inquire with the teachers about their understanding of creative writing. Therefore, it's possible that when some teachers provided feedback, they may have been referring to general writing rather than creative writing. This lack of clarity may have affected the reliability of the study in terms of consistency. To increase reliability, future studies should apply a combination of data collection methods such as using a questionnaire together with interviewing teachers to ensure that they have a clear comprehension of creative writing ideas.

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PART 3: APPENDIX

Appendix 1: Codebook

Appendix 2: Questionnaire

Appendix 3: The Author guidelines for the New Writing journal

Appendix 1: Codebook for Teachers Providing Feedback for Students' Creative Writing

Primary category	Subcategory	Definition	Example from data Collection
1.) Praise feedback	1.1). Praise on student's personal qualities. (POSP)	Positive phrases or words that teachers use to express admiration for students' personal qualities or traits.	You are good You are good at telling stories and drawing So great that you followed the task closely. You who are so good at drawing. You are tough who took Skybattle ….. you were tough who dared to take the scary roller coaster. You are good at describing.
	1.2). Praise on the task. (POT)	Positive phrases or words that teachers use to express admiration that relate to students' writing tasks. This subcategory is divided into three types of feedback: - Formalities - Structure - Content	
	1.2.1) Formalities	This type of feedback refers to teachers using positive phrases	So fun that you have written the text in dialect.

		or words to compliment students' tasks that focus on using proper grammar, spelling, punctuation, and language.	You make good and nice sentences with good punctuation. Great that you remembered to capitalize the proper names. Good that you have a capital letter first, and good that you have a full stop. You remember capital letters. Good work! You start with a capital letter and end with a period. GOOD!
	1.2.2) Structure	This feedback type refers to teachers using positive language to praise students for their work on organizing and structuring their writing.	You have written nice sentences. You write sentences...Good! Great text. Such a nice text! Great text! So well written! Greatly written! You write nice sentences that are not too long, good! Great, you're well on your way! Great structure of the text. Good start…

	1.2.3) Content	This type of praise feedback is composed of positive phrases or words teachers use to express admiration, referring to what students write about in their text, such as information and elements. It also includes how students incorporate the given task into their writing.	It sounds fun in Denmark….and you are good at describing. Great that you start your text with whatever you like. Great text, with a lot of content. Here you had included a lot in the text that you like to do. Exciting and slightly scary holiday. Nice story. There were many good thoughts here. It sounds cozy! .... a nice story about Denmark. So great, you've got a lot to say about your holiday here, exciting to hear! This was a good start to the story. You write very well.
2.) Corrective feedback	2.1). Spelling	Corrective feedback under the spelling mode refers to the correct spelling of words, capital letters, word inflection, single and double consonants, official writing language (dialect vs. bokmål), kj-lyden.	Read through and double check consonants. Looking up the word "tdrove" in the dictionary. ….try to stop and think whether it should be a single or double consonant. Look at the word drove and pain. I see you have some typos here, because you write as you speak.

			Look at the word I and like.
			It's a word that we need to look at Bakke - bake.
			Double consonant.
			...that there is no double consonant in "to bake".
			You only need to correct a couple of typos, and (then) your text is completely ready!
			Watch out for "skj" and "kj" sounds, and when it suits.
	2.2). Punctuation	This type of feedback refers to punctuation in writing such as full stops, commas, and sentence fragments.	I would like you to practice using commas. Something I think you can work on a bit further is the use of commas.
	2.3) Reflection question-based feedback. (RQF)	Feedback that included teacher-provided questions to the students to help them identify existing errors in their writing and improve their overall composition. These errors included grammar, sentence - length, spelling, formality, structure, and content.	How do we spell it right? What do you feel yourself soundsmost correct? Can you read these two words for me: bakke - bake. Is there any difference? Can you find a skj/kj error in your text? Is it called tdrove or drove, do you think? …What do you want to do? I would have asked him what tdrove means and read the word that he has written……

| | | | Can you see one or more words with mistakes in them?

Can you fix it?

Have you looked carefully through the text for spelling?

Can you do it one more time?

Do you think your sentences are a little short? |
|---|---|---|---|
| **3.) Informational feedback** | 3.1) Content explanation feedback (CEF) | This type of feedback guides the student to elaborate in greater detail and depth on their statement and ideas. | Feel free to write a slightly longer text.

Write more about what you like to do together.

Wish you could explain more.

Try to explain why you like Denmark.

Next time I would like to hear about why you like Denmark, and more about what you felt and thought when you were on the trip.

Tell us more about the ferry trip. |
| | 3.2) Providing solution feedback. (PSF) | This feedback type is to guide students towards improving their performance or finding a resolution, by presenting a potential answer to a problem or issue. | Remember the text must start with "I like"

See suggestions for words I write that you can replace them with. Lige - like. Mi – We.

Instead of writing Æ, you can write Jeg.

"tdrove" to "drove".

Bake with one k, muffins with two f. |

			Remember that "bake" is only written with a single "k"
			The text will be better if you use several conjunctions, for example the words: and, but, so, therefore and nevertheless.
			I would introduce "because".
			You also don't have to start on a new line for every new sentence you write.
	3.3) Facilitating writing question-based feedback. (FWQF)	This type of feedback is intended to encourage students to expand on the text using their own imagination/idea and express their opinions and thoughts, while also incorporating the teacher's input by using questions.	Can you tell us a little bit about why you like making muffins?
			How do you make them? Why do you like Muffins?
			Is grandma good at baking?
			What do you like?/ How did you feel when you took Skybattle?
			Can you write why you like Denmark so much?
			Can you write this in a different way so that you get slightly longer sentences?
			What do you like so much about Denmark, other than taking the ferry and going to Legoland?
			What is Skybattle?

Appendix 2: Questionnaire from the project, Write As You Want to Write

> The questionnaire only included the parts that were used in this study.

∿ Nettskjema

Spørsmål om skriving

Kjære lærer!

Takk for at du deltar i forskningsprosjektet Skriv til meg.
Vi tar ditt personvern på alvor og behandler all informasjon vi samler inn i tråd med gjeldende personvernreglement. Høyreklikk for å åpne denne lenken i en ny fane for å lese mer om dette.
Læreplanen slår fast at «Norskfaget skal gi elevene litterære opplevelser og mulighet til å uttrykke seg kreativt og skapende.» Lindesnes kommune har fått finansiert innovasjonsprosjektet Skriv til meg! (forskningsrådet) der vi skal finne frem til måter og verktøy for å skape tekster. Som del av dette får du dette spørreskjemaet som retter seg mot arbeidsmåter for skapende, kreativ skriving slik du gjør det i dag i ditt/dine klasserom.
Ved å gå videre samtykker du til å være med i denne undersøkelsen. Vi har fått listen med e-poster fra Lindesnes kommune, og vil kun bruke de til dette formålet. I løpet av 2024 vil dere få denne undersøkelsen igjen, etter det vil vi slette alle e-postadresser.

E-postadresse

Er du kvinne eller mann?

Kvinne
Mann
Annet/ønsker ikke å svare

Hvor gammel er du?
(1) Under 25
(2) 25-29
(3) 30-39
(4) 40-49
(5) 50-59
(6) 60 eller over

Hvilket av alternativene beskriver din utdanningsbakgrunn best?

(1) Allmennlærer/grunnskolelærer
(2) Allmennlærer/grunnskolelærer med videreutdanning
(4) Førskolelærer/barnehagelærer
(3) Førskolelærer/barnehagelærer med videreutdanning
(5) Faglærer
(6) Faglærer med PPU
(7) Helse- og/eller sosialfaglig utdanning
(8) Annet

Hva er den høyeste formelle utdanningen du har?

(1) Videregående skole
(2) Universitets- eller høgskoleutdanning (mindre enn 3 år)
(3) Bachelorgrad (for eksempel 3- eller 4-årig lærerutdanning)

(4) Mastergrad / hovedfag (NB! Lærerutdanning og flere års videreutdanning kvalifiserer ikke til Mastergrad / hovedfag.)

Underviser du i norsk?

Ja

Nei

1. Hvilke trinn har du undervist mest på de siste fem årene?

1–3

4–7

19. Hva ville du gjort...

Les elevportrettet under og tenk at dette er din elev som du skal gi tilbakemelding på tekst til med tanke på at teksten skal revideres. Elevene har fått i oppgave å skrive en tekst som begynner med ordene "jeg liker......". Tekstene skal de senere henge opp i klasserommet, slik at foreldrene kan lese dem når de kommer på foreldremøte.

Henrik går i tredje klasse.

Han er en positiv elev som krever lite oppmerksomhet.

Helst vil han brukte tiden på skolen til å tegne.

Når læreren forklarer hva de skal gjøre i timen følger han alltid godt med.

Det gjør at han kan få gjort det han må på kortest mulig tid.

På den måten får han mer tegnetid.

Han har skrevet denne fortellingen:

Æ lige å bakke mufins.

Mi bakke hos bestemor.

Så spise mi.

Skriv to tilbakemeldinger til eleven, slik du ville gjort det om dette var din elev. Svar raskt, og uten å tenke deg noe særlig om!

19b. Les elevportrettet under og tenk at dette er din elev som skal gi tilbakemelding på tekst med tanke på at teksten skal revideres. Elevene har fått i oppgave å skrive en tekst som begynner med ordene "jeg liker.....".   Tekstene skal de senere henge opp i klasserommet, slik at foreldrene kan lese dem når de kommer på foreldremøte.

Frida går i sjette klasse.
Hun har mange venner og i friminuttene leker hun med alle
I timene er hun en positiv ressurs.
Hvis læreren gir innspill på denne teksten hun har skrevet, så vil hun ganske sikkert gjøre som læreren foreslår.

Jeg liker Danmark.
Vi dro til Danmark sist sommer.
Først skjørte vi ferje.
Så var vi i Legoland.
Jeg tok Skybatle.
Pappa tørte ikke.
Jeg fikk litt vont i magen.
Det gik fint.

Skriv to tilbakemeldinger til eleven, slik du ville gjort om dette var din elev.
 Svar raskt, og uten å tenke deg noe særlig om!

Appendix 3: The Author guidelines for the New Writing journal

Instructions for authors

Thank you for choosing to submit your paper to us. These instructions will ensure we have everything required so your paper can move through peer review, production and publication smoothly. Please take the time to read and follow them as closely as possible, as doing so will ensure your paper matches the journal's requirements.

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