Experimental group 1

1. **Perceived Writing Skill Improvement**: The table indicates varying degrees of improvement across different aspects of writing skills. Most participants reported at least moderate improvement in overall writing skills, content, organization, and mechanics due to peer feedback.
2. **Effect of Peer Feedback**: The majority of respondents felt that peer feedback had a moderate to considerable influence on the quality of their final essay. This suggests that peer feedback was beneficial in enhancing the overall quality of writing.
3. **Openness to Feedback**: The responses show that participants were generally open to implementing suggestions and feedback from their peers, which can be indicative of a positive reception to the peer review process.
4. **Comfort in Giving Feedback**: There is a mix of comfort levels reported when it comes to giving feedback. While some participants felt very comfortable, others were neutral or even uncomfortable. This could reflect individual personality differences or the need for more structured guidance in giving constructive criticism.
5. **Comparison to Teacher Feedback**: A number of participants felt that peer feedback was better than or about the same as teacher feedback in helping them improve their writing. This could point to the value of peer feedback as a complementary approach to traditional teacher-led instruction.
6. **Willingness to Recommend**: Many participants would probably encourage other classes to participate in peer feedback sessions, indicating a positive overall experience with the process.
7. **Satisfaction with the Process**: Satisfaction levels with the peer feedback process in the context of collaborative document editing varied, with many participants feeling somewhat satisfied. However, there are also notable instances of dissatisfaction or neutrality, suggesting areas that might need addressing.
8. **Qualitative Feedback**: The comments section provides qualitative data that can add depth to the analysis. For example, some participants appreciated the different approach of peer teaching, while others noted the lack of feedback from peers or suggested improvements for group dynamics and clarification of tasks.

Experimental Group 2

Include that this Group did not receive as much feedback training as the other experimental group. They were on an internship during 1 week and had to go through some feedback sessions independently. This can explain why they don’t value the peer feedback as much.

1. **Perceived Improvement in Writing Skills Due to Peer Feedback:**
	* Most respondents reported at least moderate improvement across different aspects of writing skills due to peer feedback, with 'Organization' often cited as the area with significant improvement.
	* There is variation in the degree of improvement across different categories (Overall Writing Skills, Content, Organization, Language Use, Mechanics) but no one reported a lack of improvement.
2. **Effect of Peer Feedback on Essay Quality:**
	* Respondents generally felt that peer feedback had a positive effect on the quality of their final essay. Terms like "moderately" and "significantly" suggest that the feedback was useful, though the degree to which it was useful varies among individuals.
3. **Openness to Feedback:**
	* Openness to feedback varied, with several participants feeling very comfortable with implementing suggestions, while a few were somewhat uncomfortable or neutral.
4. **Comfort in Giving Feedback:**
	* Comfort in giving feedback also varied, with some respondents feeling very comfortable, and others feeling neutral. This suggests a mixed experience with the role of giving feedback.
5. **Comparison with Teacher Feedback:**
	* All respondents felt that peer feedback was about the same as teacher feedback in terms of helping improve their writing. This suggests that peer feedback is seen as equally valuable as teacher feedback.
6. **Willingness to Recommend Peer Feedback:**
	* Responses were mixed regarding recommending peer feedback to other classes. Some respondents were probably willing to recommend it, while others were neutral.
7. **Satisfaction with Peer Feedback Process:**
	* Satisfaction with the peer feedback process in the context of collaborative document editing was varied, with responses ranging from very satisfied to somewhat dissatisfied.
8. **Personal Experiences and Suggestions:**
	* Personal comments indicate a generally positive experience, with some students highlighting specific beneficial aspects such as learning in steps and immediate feedback after tasks.
	* Suggestions for improving the process were not extensively detailed in the data provided.

In summary, the survey results indicate that peer feedback is perceived as a valuable tool for improving various writing skills, although the level of improvement and comfort with the process varies among individuals. Students appreciate the structure and immediacy of feedback, and while some are fully open to and comfortable with the process, others may require more support to fully engage with it. There's also a recognition that peer feedback can be as valuable as teacher feedback, though the willingness to recommend it to others is not unanimous, reflecting the subjective nature of the experience.