

THE COMMENT ADOPTION TENDENCY OF PEER ONLINE PEER REVIEW

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Abstract: Whether online peer reviews can be adopted is an important indicator to measure the effect of peer reviews. However, in peer evaluation activities, what kind of comments are most valuable to peers, which type of comments is easy to be adopted, and why they are adopted, the current research has not yet reached a clear conclusion, and there is even considerable debate. In this study, through the analysis of comment data and the tendency to adopt comments in the online peer-review activities of a university's "Modern Educational Technology" course, it is found that: 1) In peer-review activities, the type of peer-feedback comments has a significant effect on the emotional experience of college students. difference. 2) College students' emotional experience of peer feedback comments will significantly affect their tendency to adopt the comments. 3) In emotional comments, college students are more inclined to adopt support comments that praise and recognize their works; in cognitive comments, college students are more inclined to adopt guidance and suggestion comments that propose specific revisions for their works; in Among metacognitive comments, college students are more inclined to adopt evaluation comments that conduct in-depth analysis of their works. Finally, this study puts forward suggestions to improve the acceptance rate of college students' online peer peer evaluation from the aspects of creating a mutual evaluation atmosphere, formulating evaluation rules, and guiding evaluation attitudes.

Keywords: Peer evaluation; Evaluation classification; Evaluation acceptance; Emotional experience

1. INTRODUCTION

Online peer evaluation has gradually become an important part of college course teaching. Online peer assessment is a cooperative learning model in which peers provide feedback to each other. Learners help each other in the proximal development zone of the learning community and carry out learning activities together [4]. Peer evaluation activities require learners to give grades or comments on the level, quality, and value of peer learning outcomes [15]. Studies have shown that peer assessment can not only enhance students' critical and reflective abilities [10], but also promote students to have a deeper understanding of learning objectives and teaching content, so as to complete learning tasks more effectively and improve learning effects [21].

In the field of peer evaluation research, scholars pay more attention to the characteristics of the comments themselves and the effects of peer evaluation, but lack of attention to the role of individual characteristics of students in peer evaluation. In peer evaluation activities, students' emotional experience when they see peer comments and their tendency to adopt comments directly affect the value and significance of peer peer evaluation. Studies have shown that peer feedback comments will affect the emotional experience of the evaluators [1-5]. If peers' feedback and comments stimulate positive emotions, the evaluators are more willing to adopt the comments given by their peers, and then reflect on and improve their own learning outcomes. If peer comments stimulate negative emotions, the evaluators are more inclined to refuse to accept peer comments, which will affect the quality of their learning outcomes [6,7]. However, what kind of comments are most valuable to peers, which type of comments is easy to adopt, and why they are adopted in peer-to-peer mutual evaluation activities has not yet reached a clear conclusion, and there are even disputes. Based on this, this study explores the tendency of college students to adopt peer reviews from the perspective of college students' emotional experience of peer reviews, and deeply analyzes the relationship between the types of reviews and their adoption, so as to provide practical reference for college teachers to carry out online peer review activities. It provides a basis for the formulation of peer-review rubrics and the design of evaluation strategies.

2. LITERATURE REVIEW

2.1 Categorization of Comments and Their Impact on Acceptance of Comments

Combing the research on the classification of peer reviews, it can be found that researchers have divided the types of reviews generated in peer reviews from different dimensions. Zeng Shengchao et al. according to the characteristics of comments in peer evaluation, divided comments into strengthening type, didactic type, corrective type and suggestion type [8]. Nelson et al. divided the types of comments into two dimensions of emotion and cognition [8]. Cai Jinzhong divided the comments of mutual evaluation from the dimensions of emotion, cognition and metacognition [10].

Some scholars have analyzed the effects of different types of comments in depth based on the proposed comment type framework. Researchers pay more attention to the impact of comment types on students' learning effects and the relationship between comment types and comment adoption [10,15]. Aiming at the research on the relationship between

comment types and students' work scores, Cheng Kunhong et al. explored the influence of emotion, cognition and metacognition and other comment types on students' work scores, and found that cognitive comments in mutual evaluation are more important than emotional comments, metacognition, etc. Cognitive comments can improve the quality of students' works [11]. Students receiving positive emotional feedback from their peers in peer evaluation activities can help improve the quality of their works [12]. For the research on the relationship between comments and their adoption, researchers mostly regard the type of comments and the dimensions of students' usability of comments as factors that affect students' acceptance of comments. Zundert explored the factors that affect the acceptance of comments from the dimension of comment type, showing that students tend to accept comments of the type of guidance and advice [13]. Ma Zhiqiang explored the impact of comments being adopted from the perspective of the type of comments and the judgment of students' usability of comments through peer evaluation activities in English courses, and showed that there are differences in the adoption of different types of comments by students. Students' judgment of the usability of comments will significantly affect their acceptance of comments, and it is proposed that follow-up research can broaden the scope of disciplines and explore the relevant factors that affect the acceptance of comments in mutual evaluation activities [14].

2.2 Emotional Experience Category

Emotion classification research mainly divides categories from two perspectives: 1) According to the valence or experience mode of emotions, emotions can be divided into positive emotions, negative emotions and neutral emotions. Positive emotions refer to the emotions accompanied by pleasant feelings produced by individuals due to internal and external stimuli and events satisfying individual needs, usually including happiness, satisfaction, pride, etc. Negative emotion is an emotion accompanied by obviously unpleasant subjective experience, which will reduce the individual's activity ability and enthusiasm, and weaken people's will [16,17]. Negative emotions usually include disappointment, depression, anxiety, etc. Neutral emotion means that the individual has no obvious emotional response. 2) According to the degree of pleasure and arousal, the emotions are divided into positive emotions and negative emotions, both of which include two states of high arousal and low arousal. Among them, positive high arousal emotions include happiness, hope, and pride; positive low arousal emotions include calm, relaxation, and satisfaction; negative high arousal emotions include anger, anxiety, and shame; negative low arousal emotions include depression, boredom, etc. [18].

2.3 Emotional Experience of Comments and Acceptance of Comments

Existing studies have explored the impact of peer reviews on students' emotions from different perspectives. Han Qingnian et al. pointed out that in peer evaluation activities, other people's comments will have a greater impact on students' emotions. Zhang Xiaorui pointed out that different types of comments have a significant impact on anxiety, and failure feedback is more likely to cause students' anxiety than success feedback. Based on grounded theory, Mahfoodh divides the emotional experience that feedback comments stimulate students into three dimensions: negative, neutral, and positive. Malec analyzed quantitative and qualitative data, and coded the feedback received by learners according to three categories of positive, neutral and negative emotional experiences, and explored the feedback and comments that caused learners to experience different emotions. feature. From the above studies, we can see that there is a correlation between learners' emotions and the characteristics of peer feedback comments [13-15].

In peer evaluation activities, students' emotional experience of feedback comments will affect the way they deal with comments. Rowe's research shows that learners' emotional experience of peer feedback comments will directly affect whether they will adopt the comments. Ryan et al. proposed that if peer comments arouse learners' negative emotions, they are more likely to reject or ignore the comments. The research of Jones et al. believes that the emotional experience caused by feedback comments will affect how they use comments [19].

To sum up, peer comments can trigger learners' different emotional experiences, and there is a close relationship between students' emotional experiences and comments adoption, which provides a theoretical basis for this study. This study further explores which types of comments learners are willing to adopt and the reasons behind them. Based on this, this study intends to explore three questions: 1) How do different types of peer feedback comments affect students' emotional experience? 2) Does college students' emotional experience of peer feedback comments have a significant impact on the acceptance of comments? 3) What type of comments do college students tend to adopt? Why?

3. RESEARCH DESIGN

3.1 Sample and Course Design

The samples in this research are 48 third- year undergraduate students who are electives in the course of "Modern Educational Technology" in Nanjing Normal University. Among them, there are 8 boys (16.67%) and 40 girls (83.33%). The course has a total of 54 class hours and is a compulsory course for teachers. The teaching team uses project learning to carry out online and offline blended teaching. Face-to-face teaching requires students to display their

coursework on the course platform (Lan Moyun Class) and conduct peer-to-peer peer evaluation online, so as to improve students' enthusiasm for learning, deepen students' mastery of course knowledge, and improve their ability to apply information technology. Since students can use the online course platform proficiently and have the ability of peer evaluation and mutual evaluation, the smooth development of mutual evaluation activities can be guaranteed.

3.2 Design of Research Tools

3.2.1 Peer review type coding table

Cai Jinzhong (2015) and others divided the types of comments into emotional, cognitive and metacognitive dimensions, including 7 subcategories. Since the comment content analysis table it proposed was applied to the "English Writing Course", this study improved the peer feedback content analysis table it constructed on the basis of the comment texts generated by peer peer review activities. Cai Jinzhong defined the "C2 personal opinion" of the cognitive dimension as expressing the evaluator's personal opinion. This study believes that there is an inclusion relationship between this subcategory and other subcategories, so this subcategory is deleted, and through the analysis of mutual evaluation process The characteristics of the generated comments were included in the subcategory of "C2 euphemistic correction" in the cognitive dimension, and a comment type coding table was constructed (see Table 1).

Table 1 Comment type coding table

| comment type | Subcategory | definition |
|---------------|-------------------------------|---|
| emotion | (A1) Support Comments | Express approval and praise the work of a fellow |
| | (A2) Objecting to comments | express objection, file an objection to a companion work |
| cognition | (C1) Direct correction | Directly point out the problems with the work |
| | (C2) Euphemistic correction | On the basis of praising the work, point out the problems existing in the work |
| | (C3)Guidance Recommendations | Give comments or suggestions on how to modify the work |
| Metacognition | (M1) Evaluation | Assess the knowledge, skills or strategies embodied in the work |
| | (M2) Doubt | Use interrogative sentences to ask the partner's works that they don't understand or have doubts about, and ask the partner to reflect on their own works |
| irrelevant | (IR) Irrelevant Comments | Comments not related to the work |

3.2.2 Emotional experience and comment acceptance questionnaire

In order to explore the relationship between emotional experience and comment adoption among middle school students in online peer-review, this study designed a questionnaire on the relationship between emotional experience and comment adoption to understand the following four questions :

- 1) Which comments sparked your positive emotional experiences?
- 2) Which comments triggered your negative emotional experience?
- 3) Which 1 feedback comment has the greatest impact on your emotions?
- 4) How willing are you to adopt the comments selected in question 3? (A 5-point Likert scale is used).

4 questions of the questionnaire are all presented in the form of multiple-choice questions, and the options for questions 1, 2 and 3 are peer comments collected by learners in each mutual evaluation activity. Respondents' feedback and comments on each work are listed in the options of Question 1, 2 and Question 3. The setting of survey question 4 aims to investigate the influence of the emotional experience that the comments make students have on the tendency to adopt the comments.

3.3 Experimental Process

The experiment went through 6 rounds in total, with 3 implementation stages in each round. In the first stage, the teacher publishes the requirements, evaluation standards, and evaluation requirements of each assignment to the course platform; in the second stage , the students complete the homework, submit the homework to the course platform, and comment on the peer's homework; in the third stage, the researcher organizes Peer feedback and comments obtained by students' works, generate a questionnaire on the relationship between emotional experience and comment adoption, and distribute and collect the questionnaire information filled by students.

4. RESEARCH RESULTS

6 rounds of peer evaluation were carried out in the study , 291 valid questionnaires were obtained, and 1194 student comments were collected, of which 1127 were valid. The researchers used the content analysis method to classify the

comment texts according to the comment type coding table, and then used SPSS to conduct statistical analysis on the data. In order to ensure the reliability of the coding, the quantification process was coded by two researchers separately. If the codes of the two researchers are inconsistent, further negotiation will be required. Emotional experience is counted according to three categories: positive, neutral, and negative.

4.1 The Influence of Feedback Comments on Students' Emotional Experience

4.1.1 Comment type statistics

From Table 2, it can be seen that the emotional comments generated by peer peer evaluation are the most, followed by cognitive comments, metacognitive comments, and irrelevant comments. Among the emotional comments, most of the supportive comments praised the works of the companions. Among cognitive comments, euphemistic correction comments were more than direct correction and guidance suggestion comments. Among the metacognitive comments, there are more evaluation comments on the use of knowledge and technology use, while less interrogative comments.

Table 2 Statistics of comment types

| comment type | Subcategory | Quantity (bar) | Percentage(%) |
|---------------|---------------------------------|----------------|---------------|
| emotion | (A1) Support Comments | 344 | 30.5 |
| | (A2) Objecting to comments | 127 | 11.3 |
| cognition | (C1) Direct correction | 110 | 9.8 |
| | (C2) Euphemistic correction | 152 | 13.5 |
| | (C3) Guidance Recommendations | 125 | 11.1 |
| Metacognition | (M1) Evaluation | 235 | 20.9 |
| | (M2) Doubt | 19 | 1.7 |
| irrelevant | (IR) Irrelevant Comments | 15 | 1.3 |

4.1.2 Emotional experience category statistics

The statistical results show that 553 comments (accounting for 49.07%) stimulated students' positive emotional experience, 378 comments (accounting for 33.54%) had no obvious impact on students' emotions, and 196 comments (accounting for 17.39%) stimulated students' positive emotional experience. students' negative emotional experience.

4.1.3 Differences between feedback comment types and emotional experience

Take the type of feedback comments as the design variable (independent variable) and the emotional experience as the response variable (dependent variable) for chi-square test. The results show (see Table 3) that the Pearson chi-square value is 387.422a, the degree of freedom is 14, and the significance probability value is $p < 0.05$, reaching a significant level of 0.05. Therefore, there are significant differences in the emotional experience of college students to different types of comments.

Table 3 Chi-square test results of different types of feedback comments on emotional experience categories

| | value | degrees of freedom | Asymptotic significance (two-tailed) |
|--------------------|----------|--------------------|--------------------------------------|
| pearson chi square | 387.422a | 14 | 0.000 |
| likelihood ratio | 472.725 | 14 | 0.000 |
| N in valid case | 1127 | | |

a. 2 cells (8.3%) had an expected count of less than 5; the minimum expected number was 2.61.

The cross-tab analysis shows the type distribution of comments of different types of emotional experiences of college students (see Table 4).

The data shows that supportive comments, evaluation comments and guidance suggestions mostly trigger positive emotional experience of college students. Euphemistic correction comments can easily lead to neutral emotional experience of college students. Opposing comments, direct corrections, doubts and irrelevant comments can easily lead to negative emotional experiences for college students.

Table 4 Cross-tabulation of feedback comment types and emotional experience

| comment type | Subcategory | category of emotional experience | | |
|-----------------------|-------------------------------|----------------------------------|-------------|--------------|
| | | positive(%) | Neutral (%) | Negative (%) |
| emotion | (A1) Support Comments | 46.90 | 16.80 | 5.00 |
| | (A2) Objecting to comments | 0.20 | 19.80 | 26.00 |
| cognition | (C1) Direct correction | 1.10 | 15.90 | 22.40 |
| | (C2) Euphemistic correction | 13.90 | 14.00 | 11.20 |
| | (C3) Guidance Recommendations | 12.80 | 10.50 | 8.20 |
| Metacognition | (M1) Evaluation | 24.00 | 20.40 | 20.00 |
| | (M2) Doubt | 0.50 | 1.30 | 3.60 |
| Cannot be categorized | (IR) Irrelevant Comments | 0.60 | 1.30 | 3.60 |

4.2 Emotional Experience of Emotional Comments

Supporting comments can easily lead to students' positive emotional experience, accounting for 46.9%. Comments against comments can easily lead to students' negative emotional experience, accounting for 26.0%.

In the comments of supporting comments, peers express support or praise for the works, which can easily make students think that their works have been recognized, and then easily produce positive emotional experiences. Comments against comments mostly directly point out the problems existing in the works of the companions. The method is relatively direct, and it is easy for students to have negative emotional experiences.

4.3 Emotional Experience of Cognitive Comments

Students mostly have negative emotional experience for direct correction comments, neutral emotional experience for euphemistic correction comments, and positive emotional experience for guidance and suggestion comments.

In direct correction comments, peers directly point out the problems existing in the work, so such comments often lead to negative emotional experience. While euphemistically correcting comments praise the merits of the companion's works, they also point out the problems existing in the works. Because of its euphemism, students often have neutral and positive emotional experiences. Guidance and suggestion comments will point out the problems of the companion works and provide targeted revision suggestions. Students think that such comments are helpful to themselves, so they often trigger positive emotional experiences.

4.4 Emotional Experience of Metacognitive Comments

Evaluation comments lead to 24.0% of students' positive emotional experience, while interrogative comments mostly lead to students' negative emotional experience.

Evaluation comments mostly review peers' homework from the aspects of knowledge and technology, and provide their own opinions. Such comments are specific and in-depth, so they often trigger positive emotional experiences of the evaluators.

5. CONCLUSIONS AND SUGGESTIONS

Different types of comments lead to significant differences in the emotional experience of college students. College students are more inclined to adopt comments that lead to their positive emotional experience. In emotional comments, college students are more inclined to adopt supportive comments. Among cognitive comments, college students are more inclined to adopt guidance and suggestion comments. In metacognitive comments, college students are more inclined to adopt evaluation comments.

This study found that there are significant differences in the emotional experience of students produced by different types of comments. This research conclusion is different from the research results of scholars such as Mahfoodh [20], Malec and Li Yang [22]. This study not only found that peer comments can stimulate students to produce different emotional experiences, but also explored the emotional experiences of college students produced by different types of peer comments based on the dimensions of cognition, emotion and metacognition. Peer comments contain words that recognize students' works, and when the expression is euphemistic or the comments are helpful for students to improve their works, it will trigger positive emotional experiences of college students. When peer comments are expressed directly and simply, they will trigger negative emotional experience.

one of the important factors affecting the acceptance of comments . This is consistent with the research results of Ryan , Rowe and others [23]. The emotional experience of students caused by peer comments will affect their acceptance of

the comment. This study also found that if peer comments lead to negative emotional experience for college students, they are more likely to reject the comment and more inclined to adopt the comment that brings them positive emotional experience. The theory of emotional psychology shows that students' emotional factors will significantly affect students' attitudes towards knowledge acceptance, which mainly solves the problem of students' willingness or not. Positive emotional experience will prompt students to take the initiative to accept knowledge and initiate learning behavior voluntarily. Therefore, if peer comments can lead to positive emotional experiences for students, they will tend to adopt the comments.

In emotional comments, students are more inclined to adopt supportive comments that praise and recognize their works. In the cognitive type of comments, students are more inclined to adopt the guidance and suggestion comments that put forward specific revision suggestions for their works. In metacognitive type comments, students are more inclined to adopt evaluation comments that can analyze their works from aspects such as knowledge and technology. This conclusion is similar to that of Ma Zhiqiang et al. However, there are differences between this study and current related research [16].

5.1 Conclusions of Influencing Factors

On the one hand, Ma Zhiqiang and others mainly carried out mutual evaluation in English writing courses, proving that students' judgment on the usability of comments is a factor that affects the acceptance of comments. This study broadens the scope of disciplines, conducts peer evaluation in courses with strong practicality, and explores the factors that affect the acceptance of comments. On the other hand, other studies pay more attention to students' subjective judgment of comments, and explore the relationship between the usability judgment of the evaluators and the acceptance of comments. This study starts from the emotional experience of the evaluators on the comments, and confirms that the emotional experience that mutual evaluations make students produce is one of the factors that affect their acceptance of comments, which enriches the relevant research conclusions.

In order to improve the adoption rate of peer review comments, this study puts forward the following suggestions for college teachers to implement online peer review activities:

5.1.1 Create a positive and pleasant mutual evaluation atmosphere

When designing online peer-review teaching, teachers need to pay attention to students' emotional experience of comments, which will significantly affect their tendency to adopt comments, and then affect the effectiveness of peer-review comments. Teachers can create a positive and pleasant mutual evaluation atmosphere by consciously guiding comments, giving comments praise, and putting high-quality comments at the top, and combining students' joint exploration of knowledge with positive emotions, so that students can learn from peers Experience the joy of learning from each other in mutual evaluation.

5.1.2 Accurately grasp the evaluation rubric

Teachers can guide and standardize students' peer evaluation through evaluation rubrics, thereby improving the effectiveness of peer peer evaluation. There are significant differences in the tendency of students to adopt different types of comments. When the comments received by students are encouraging, contain specific improvement suggestions, or conduct in-depth analysis of the problems existing in the work, they are more inclined to adopt the comments. Therefore, teachers can provide detailed evaluation rubrics to guide students to generate comments with the above characteristics, so as to effectively improve the actual effect of peer evaluation.

5.1.3 Treat praise and criticism in peer evaluation dialectically

Studies have shown that praiseworthy comments are indeed more likely to make college students have positive emotional experiences. However, general praise can also cause college students to have negative emotional experience, while euphemistic criticism combined with in-depth improvement suggestions can stimulate college students' positive emotional experience. Therefore, taking into account the emotional experience of students, peer evaluation does not mean blind praise.

Before the peer evaluation activities are carried out, teachers need to train students on peer evaluation, so that students can fully understand what kind of comments are more likely to be accepted by peers; teachers need to guide students to be rational about peers' inaccurate, in-depth or even wrong comments, A tolerant attitude, a dialectical view of praise and criticism in peer evaluation, and reduce the negative emotional experience caused by peer evaluation.

Finally, there is also the problem of insufficient sample representation in this study. For example, the research object should be expanded to college students of different levels and disciplines. The adoption tendency of peer comments obtained through the investigation is also subjective. Follow-up research can allow students to improve their works after the peer assessment activities, and measure the degree of students' acceptance of comments from the degree of improvement of their works, so as to more objectively judge the emotional experience of students' comments. adoption impact.

Research on emotions shows that emotional experience is also affected by factors such as gender and age of students. Women are more likely to experience emotions and to a greater extent than men [8]. Students of different ages have different levels and characteristics of emotional experience, and the ability to manage emotions gradually increases with age. Follow-up research can expand the research object to different school stages and age groups.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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