ACHIEVE WRITER'S HELP for LUNSFORD
Flexibility and Peer Review Enhance Instruction

PRODUCT USED	Achieve Writer's Help for Lunsford	
STUDY DESIGN	Evaluation Study with Descriptive Analyses	CalPolyPomona
COURSE	Composition	
INSTRUCTOR	Kristy Hodson	

How Achieve's flexibility and peer review are easy to use and foster engagement in a hybrid classroom at a large four-year university

The Challenge

Piloting Hybrid Class and Holding Students Accountable for Learning

Instructor Kristy Hodson's English Composition classes are taught to largely multi-ethnic (not international) and first-generation college students. Traditionally, she teaches twenty-five students in a face-to-face course at California State Polytechnic University-Pomona. (She also teaches online at another university.) Hodson has been piloting teaching the course as a hybrid in order to help with classroom capacity challenges at the institution (change from quarterly to semester system), teaching one day a week face-to-face and one day a week asynchronous. Instructor Hodson notes the constant challenge of engaging students in reading and their own learning: *"Students want to race through the reading and rely on classmates in discussion."*

Achieve Implementation

Using Achieve Writer's Help Peer Review to Benefit Students

Instructor Hodson raves about Achieve's peer review, noting *"I love it! It is so much more robust than what I can do inside of Blackboard and makes it easier for students to give feedback instead of just smiling at the person sitting across from them and saying, 'Everything is great.'"*

Using Achieve's Flexibility to Enhance Instruction

Instructor Hodson appreciates the flexibility of Achieve, allowing her to personalize the course. For instance, she adds in reading assignments, is able to add comments to the rubric if she wishes, and generally makes the course relevant to her assignments and what her students are doing. This flexibility is a highlight when recommending Achieve to colleagues at Cal Poly-Pomona as it means there is no need to change their chosen reading and essay assignments. Features such as the handbook, assessments, quizzes and reflection activities enhance learning and save time. As Hodson states, Achieve *"cuts back on work grading the small assignments that are more for the benefit of the student."* Peer review and Achieve's flexibility meant a seamless transition to fully online from her hybrid class after the spring 2020 COVID-19 changes.

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The Results
Achieve keeps students engaged and is easy-to-use.

Easy To Use in Any Environment
When Instructor Hodson transitioned to fully online due to COVID-19, she notably did not lose any students due to overwhelm (as compared to her non-Achieve-using section of the course). She credits this to the ease of continuing with the course online and student comfort with the platform: *"I didn't have to scramble to do instructor feedback and groups and scratch my head and wonder how to do peer review. What we were going to do, we were still going to do."* Hodson specifically notes the ease of seeing student progress in the Achieve homework. Hodson's advice for other instructors: *"Take advantage of all of the support and help and learning that is offered through the platform."* Instructor Hodson expressed that her transition to teaching fully online after COVID-19 was *"really easy. Achieve made everything seamless."*

> *"Achieve peer review makes it safer and easier to talk about writing and give feedback."*

Fostering Engaged Students
Students like that Achieve is a medium they are accustomed to using (online and on devices). *"If we can trick them into using their devices to do their schoolwork, they don't complain!"* Instructor Hodson states that it is simple to see students' progress and scores. *"It is not just telling them to do homework and hoping they do it; I can see what they have accomplished."* Hodson has seen improved engagement in the peer feedback and revision process. Beyond the peer review, students have to take action with the feedback. *"I like that it is connected to a revision plan that students have to come up with and make a plan for based on the feedback."* She also appreciates additional benefits such as that Achieve *"levels the playing field"*; for instance, it might be prohibitive for some students without access or funds to share multiple printed copies of their essays. Online peer review *"saves the environment."*

> *"Achieve made everything seamless."*

School Background
California State Polytechnic University-Pomona is a public four-year college offering bachelor's, master's, and doctoral degrees. The institution serves over 26,000 undergraduate students and has one main campus in Pomona, California. The college has a 17% admission rate and the student to faculty ratio is 28 to 1. Student demographics are 47% Hispanic/Latino, 21% Asian, 15% white, 4% two or more races, and 3% Black. A majority (81%) of the students are under 24 years old and 97% are in-state students. (NCES)

About the Professor
Kristy Hodson is an experienced English composition instructor with more than fifteen years teaching English at two institutions: California State Polytechnic University-Pomona and L.A. Pacific University. She uses Achieve Writer's Help for Lunsford to teach composition and has been using it since Fall 2019.

Study Limitations
Although the data are rich, the findings of this case study are specific to the instructor who participated. They cannot be generalized to all institutions who use Achieve. The results are also descriptive and should not be used to infer causation.

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