



Collaborative thesis writing

A 10-step journey to guide students in the thesis writing process

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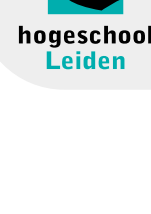
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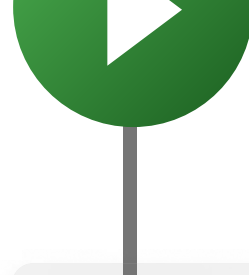
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Start



Pre-class preparation

Asynchronous Individual Offline

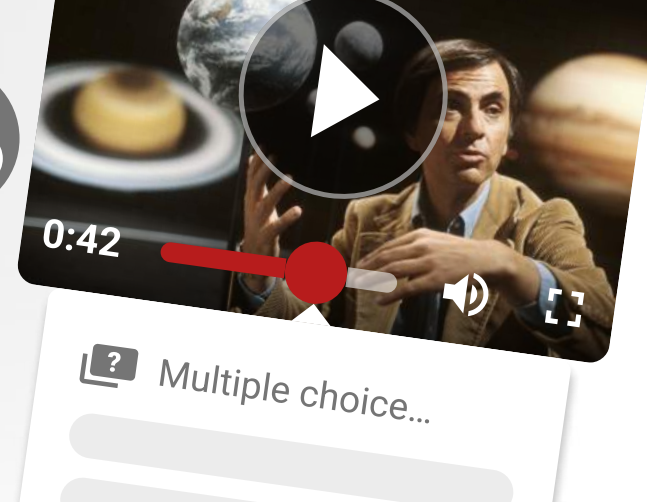
Students study the course materials (syllabus and introduction video) to understand the focus and requirements, such as feedback delivery or how to create a video presentation. This step makes sure students are well-prepared for the second phase: in-class discussion with instructors and peers.



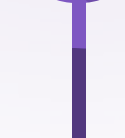
Asynchronous Individual

Record a pitch video

Students meet with supervisors and discuss the thesis topics and problems. Based on the discussion, each student records a pitch video (or an interactive presentation) summarizing their initial plan for the thesis: topic, suggested questions, methods, and such. The recording should also include students' burning questions, challenges, and limitations regarding the completion of the thesis project.



Multiple choice...



Students peer review the pitch video

Asynchronous Individual

Students upload the pitch video to [Peer Review](#), where they first receive peers' feedback while providing comments on others' videos based on a set of criteria. Supervisors can set specific requirements for completing the peer feedback, such as the number of comments and deadlines to finish.

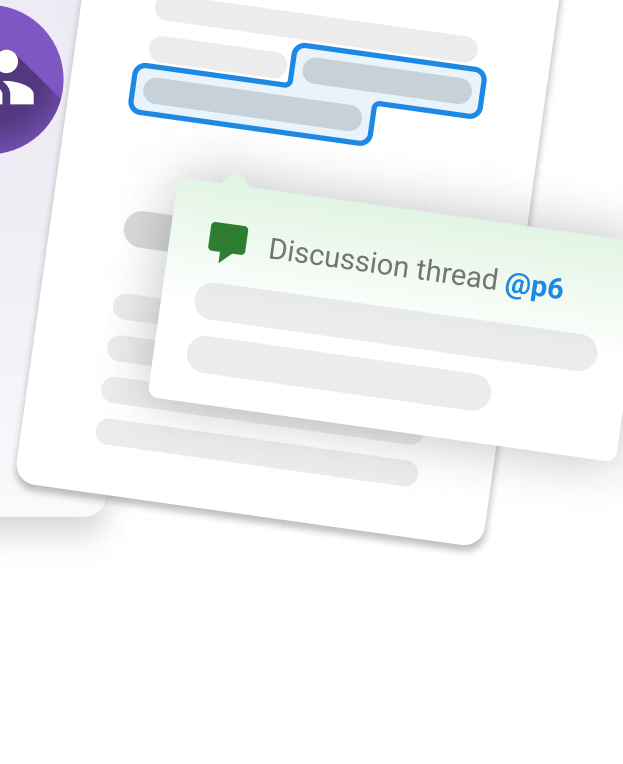
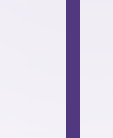
This step allows students to access multiple perspectives and opinions, which helps address the challenges they encounter when drafting the thesis such as forming questions, finding a theoretical framework, choosing appropriate research methods, and more.

Criteria	Self-assessment
Intellectual humility	5 out of 7 Improvement needed
Opposite perspective seeking	3 out of 7 Improvement needed
Source verification diligence	4 out of 7 Improvement needed
Fair and proportional representation	6 out of 7 Improvement needed

Asynchronous Individual

Supervisors respond to peer comments

At the same time, supervisors respond to the peers' feedback, provide additional advice and guide students' conversation in the right direction. Based on the peers' and instructors' feedback, students come up with a list of action points for the first draft of their thesis.



Students work on 1st draft of thesis

Asynchronous Individual

Students proceed to structure and produce draft 1 of their thesis, using the insights and advice provided by peers and supervisors during the previous step.



Asynchronous Individual

Personalized feedback on writing formalities

Students upload their drafts to [the Automated Feedback tool](#), which automatically crawls the entire writing and generates instant, formative feedback on a set of criteria on technical writing aspects like spelling, grammar, citation, and structure.



Criteria	Self-assessment
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Source verification diligence	4 out of 7 Improvement needed
Fair and proportional representation	6 out of 7 Improvement needed



Revision for 2nd draft

Asynchronous Individual

Students improve the first draft based on the AI-generated feedback, then submit the revised versions to the [Assignment Review tool](#) to receive instructors' feedback and respond to these comments. Supervisors access the analytics dashboard within the tool to identify and summarize the prominent challenging areas, most common flaws, and questions regarding the revised thesis.



Synchronous Class

Clarification session

An in-class or synchronous clarification session is organized, where supervisors clarify the misconceptions and highlight the common flaws that students encounter in their thesis through an interactive presentation.



Final submission

Asynchronous Individual

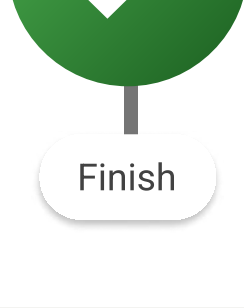
Based on supervisors' feedback, students finalize the thesis and submit them for final grading.



Asynchronous Individual

Self-reflection on the writing process

Within Assignment Review tool, students reflect on the entire thesis writing process: the impact of recording the pitch video, what feedback was helpful to them, which feedback they decided not to implement and why, and how these help them improve their final work. This step can help with their self-regulatory learning, and reflect on how they took action, what they want to improve, and how.



Finish

Key values

- ✓ Nurture collaborative learning in the thesis writing process
- ✓ Accommodate all course modalities, class sizes, and learning needs
- ✓ Help students address common problems in writing thesis

