PEER FEEDBACK ON STUDENT TEACHERS' TEACHING PRACTICE THROUGH MICROBLOGGING WITH INSTAGRAM

Lilia Indriani
Universitas Tidar, Magelang, Indonesia
indriani@untidar.ac.id

Abstract
Technology integration in the foreign language classrooms is a prerequisite in this post-pandemic era. Social media technologies have a great promise to boost the efficacy of language learning and students' engagement. As one of the social media platforms, *Instagram* rapidly gained popularity, with one billion registered users in 2018 and it is still growing bigger today In teaching practice, the learning engagement is reflected by giving peer feedback. Creative and innovative peer feedback can encourage the student teachers' professional development as a teacher. Therefore, this study sheds light on the use of *Instagram* as the media for giving student teachers peer feedback after they have teaching practice in the form of microblogs by using carousel photos and hashtag on *Instagram*. Thus, the qualitative method is chosen to capture the objective of the study by questionnaire, documentation and semi-structured interview. The subjects are 78, third year students, who take micro teaching class in one of state university in Indonesia. The data are analyzed qualitatively. The result showed that the student teachers have positive attitudes toward peer feedback by using microblog in *Instagram* as the feedback giver and feedback receiver.
Keywords: Peer feedback, micro blogging, *Instagram*, teaching practice

INTRODUCTION

In this post pandemic era, the blooming of technology usage in ESL/ EFL language teaching is mushroomed because there is a swift in the teaching learning process from face-to-face to online class. The integration of online and face-to-face classroom learning opportunities is known as blended learning which proposes innovative ideas and educational practices and alters the roles to be played by the teacher as well as students (Krasnova et al., 2015). Blended learning combines both online and face-to-face learning which involves collaborative and group learning opportunities (Sharpe et al., 2020). While Lomer & Palmer (2021) do a case study about the students' perception of the implementation of Active Blended Learning (ABL) which integrates active and blended learning. The result shows that there are many factors affecting students' engagement including the importance of communication, ease of access to technology, relationships, institutional infrastructure, and issues of learning design. Several meta-analyses find that blended learning also increases the students' grades (Schmid et al., 2014; Liu et al., 2016; Spanjers et al., 2013) . It can be said that blended learning gives positive results in the students' engagement and also scores.

High-quality teaching is the central point of higher education teaching practice. Based on Harrison et al. (2022), in their systematic meta-review from six electronic data based from 2009 to 2019, it revealed that high-quality of teaching includes some approaches: student feedback, self-assessment tools, peer review of teaching and the use of teaching portfolios.

Peer feedback is a socio-constructivist dialogic process that involves collaborative meaning-making and evaluative judgement regarding the quality of work (Filius et al., 2018; Zhu et al., 2018; Carless, 2022). There are two kinds of feedback or review: formative and summative. The first is conceptualized as a structured framework for the ongoing improvement for teaching and learning practice through peer collaboration, collaboration and mutual learning (Chalmers et al., 2016). The process of gaining feedback and receiving guidance through the individual teaching practice is also described as formative peer review (Cottman et al., 2011). It has positive role in improving the teaching quality for student teachers (Chalmers et al., 2016; Thomas et al., 2014). The second is usually used in the context of academic promotion for evaluating teaching quality against organizational standards (Brown et al., 2009). Feedback is essential for student teacher when they do their teaching practice.

There are two categories of feedback based on Nelson & Schunn (2009). They are cognitive and affective categories. Cognitive categories deal with the content of the teaching practice that involves specifying, analyzing, explaining, and summarizing. The feedback is given about the student teachers' teaching competence, knowledge, critical thinking, problem solving, and professional relationship with others. Peer feedback activates crucial cognitive process that contributes to gain the learning goal for the student teachers in their teaching practice (Lu & Law, 2012). While affective categories target the quality about the student teachers' feelings. It deals with the student teachers' reluctant feeling of criticized or being criticized and worried about delimitating their true opinion to their peers. Affective feedback also gives socio-emotional support for peers and boosts their motivation, interest, and self-efficacy that can enhance their teaching performance (Lu & Law, 2012; Price et al., 2011).

Student teachers, also called pre-service teachers, according to Rahimi(2015) and Pawan et al. (2017), refer to students who have attended pre-service training or education, which is a course of study that student teachers undertake before they begin teaching. As student teachers and digital natives, social media such as *Instagram* gives a huge impact in their everyday life. They can spend hours just to access it through their laptop of mobile phone. Therefore, these platforms and popularities can be adapted by the teacher to develop certain activities in language learning, can be actively used to keep in touch with students or to organize activities online (Zhang, 2013). *Instagram* can be one of the media to give peer feedback after student teachers do their teaching practice.

Instagram (https://www.instagram.com) is a free photo and video sharing apps available on iPhone and Android. It can share photos and videos to followers or with a selected group of friends by using hashtag. They can also view, comment and like posts shared by their friends on *Instagram*. Hashtag (#) on *Instagram* is a metadata tag used on microblogging and photo sharing, that enables cross-referencing of content by topic or theme. Microblog is an online broadcast medium, but it is different from traditional blog. The content is typically smaller in both actual and aggregated file size. It allows users to exchange small elements of content such as short sentences, individual images, or video links or sometimes called micro posts.

Previous research has established that technology-mediated peer feedback supports the learners to have better understanding and navigate processes involved. Wood(2022), in his qualitative study, argues that online feedback dialogues helped learners better understand and co-develop actionable feedback points and process some of the socio-affective and relational aspects of feedback engagement. The technology could also mediate multiple, recursive task-oriented discussions over space and time in emergent collaborative learning spaces. The results provide evidence for a new understanding of technology-mediated dialogic peer feedback as an online community practice and have implications for practitioners working in online and blended conditions.

There is lack of research on the role of peer feedback in the online contexts, especially in blended learning environment. This study wants to shed light on the use of *Instagram* as the media for giving student teachers peer feedback after they have teaching practice in the form of microblogs by using carousel photos and hashtags on *Instagram*.

METHOD

The qualitative method is chosen to capture the objective of the study through questionnaire, semi-structured interview, and documentation. Micro teaching is a safe place for student teachers to practice, develop, and explore their abilities as professional English teachers. They implement Genre Based Approach (GBA) or Scientific Approach, active learning strategies and Technology Enhanced Language Learning (TELL) for their teaching practice in blended learning environment.

The student teachers consult the lesson plan to the teacher and incorporate the approach, strategy and technology for their teaching. Their peers are acted as the students. One of the peers acted as the observer. The observer takes some notes based on the teaching practice rubric given by the teacher (lesson plan and teaching practice rubric). The lesson plan rubric includes objectives, materials, media, teaching and learning scenario, sources, and assessment. Then, the teaching practice rubric includes opening the class, ability to deliver the materials, implementation of strategy and technology, interaction between teacher and students, language use, teacher's performance, time management, and the implementation of the assessment.

The observer gives direct feedback and also indirect feedback. Direct feedback is given impromptu too after the student teachers had their teaching practice based on the rubric above. While indirect feedback is given at least one day after their teaching practice in micro blog by using *Instagram*. The feedback in microblog by using *Instagram* highlights the implementation of the strategy and technology, and opinion and suggestion about the student teachers' competence and performance.

There are 128, third year students, who take micro teaching class in one of state university in Indonesia. But, only 78 student teachers give the respond in questionnaire. The questionnaire is adapted from Debulaela (2013) about students' perspective about peer feedback in micro teaching class but not in blended learning environment, so the writer adapted it for the blended learning environment. It is divided into 2 parts: Part A (as feedback receiver) and Part B (as feedback giver). Each part consists of 8 questions (5 questions are taking about cognitive aspect and 3 questions about affective ones). The students answered it with Likert Scale (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree).

Semi structured interview is used to add explanation and the reason with the student teachers' choices. The interview is done by using *WhatsApp*. Documentation is taken from *Instagram* in the form of pictures (PNG format).

RESULTS AND DISCUSSION

The results of the student teachers microblog in *Instagram* are consisted minimum 4 slides. They expose the teaching strategies, technologies, media which are used in the teaching practice. Then, they expose the strengths and weaknesses of the strategies and their friends' teaching practice. First, the observer usually mentions the name of the strategy which is used in teaching practice. Besides that, he or she also writes the name of the student teacher and the observer (Figure 1).

Figure 1. Microblog "Card Sort Strategy"

(Source: https://www.instagram.com/p/CcZB1E6vI31/)

Second, the observer explains briefly about the strategy which is used by the student teachers in his or her teaching practice. He or She also mentions the strengths and weaknesses of the strategy (Figure 2).

Figure 2. Definition, Strengths and Weaknesses

(Source: https://www.instagram.com/p/CcZB1E6vI31/)

Third, the observer also describes the technology used in the teaching practice whether the technology is varied, applicable, and user friendly or not (Figure 3).
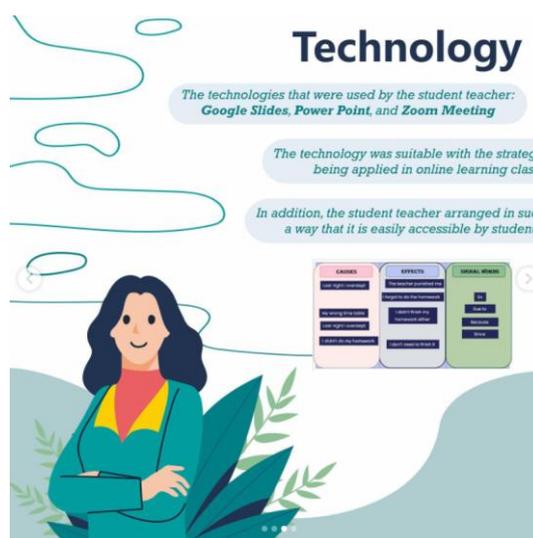
Figure 3. Technology

(Source: https://www.instagram.com/p/CcZB1E6vI31/)

Fourth, the observer gives his or her feedback for the student teacher (Figure 4).

Figure 4. Peer Feedback

(Source: https://www.instagram.com/p/CcZB1E6vI31/)

Student teachers' attitudes as peer feedback receiver

As peer feedback receivers, the student teachers' attitudes are discussed from two aspects (cognitive and affective aspects). The first cognitive aspect is "After I am given feedback using microblog in *Instagram*, I am motivated to be better in my teaching." The result surprisingly shows that 35.9% of the student teachers strongly agree with the statement, 55.1% of them agree and 9% is neutral. It can be said that peer feedback by using microblog in *Instagram* helps them to improve their motivation to be a better teacher in micro teaching. It is supported by the result of the interview:

(1) *"I know what is missing in my teaching practice and I can improve myself for the next teaching practice."* (Student A)

(2) *"Because I learned from my friend's evaluation and I got new knowledge from it."* (Student B)

(3) *"I agree that I got my friend's feedback using microblog, would be more motivated me to be better in my next teaching."* (Student C)

The second important finding on the cognitive aspect with the statement "After I am given feedback using microblog in *Instagram*, I know what to be improve in my teaching", indicates that 51.3% of the student teachers strongly agree with the statement and 48.7% of them agree. Surprisingly all the student teachers are agreed that giving feedback by using microblog in *Instagram* helps them to know what to be improve in their teaching. This finding is consistent with the result of the interview:

(1) *"I need feedback from my friends because I realize that I can't see clearly what is my drawback in teaching."* (Student A)

(2) *"I can know my mistakes that I make in my teaching practice. After I know, I can improve myself to be a better teacher."* (Student B)

(3) *"Before creating a microblog and posting it on Instagram, my friend should understand the teaching strategy well. Therefore, giving feedback can improve my teaching in the future."* (Student C)

The third finding dealing with cognitive aspect on the peer feedback with the statement "After I am given feedback using microblog in *Instagram*, it increases my relationship with friends." Finds that 21.7% of the student teachers are strongly agree with the statement, 51.3% of them agree and 29.9 % are neutral. The data shows that peer feedback using microblog in *Instagram* improve their relationship as the student teachers in micro teaching class. The student teachers have discussion about their teaching practice in *Instagram* so they think it increases their relationship. But some answer it with neutral, they are not sure that there is relation between giving feedback and their friendship. This result may be explained by the fact on the interview result:

(1) *"It does not give any improvement for my relationship with my friend because we are just friend and I am rarely chat with her"* (Student A)

(2) *"It increases my relationship with my friend because we communicate about it after the teaching practice, from the point of view of me and my friend. We have a discussion about the feedback further by using chat on WhatsApp"* (Student B)

(3) *"I'm not sure that giving feedback using a microblog can increase my relationship with my friends."* (Student C)

The fourth important finding from cognitive aspect with the statement "After I am given feedback using microblog in *Instagram*, it increases my knowledge in teaching" is supported the third finding above. 24.4% of student teachers are strongly agree with the statement, 69.2% of them are agree and 6.4% are neutral. The student teachers can read their friends microblog by finding the hashtag then they can learn new knowledge about the strategies, technologies, media, materials, the strengths and weaknesses of their friends' teaching practice. It is supported with the interview result:

(1) *"Sure, I get a new knowledge such as other media that can be used on my next teaching practice."* (Student A)

(2) *"Yes, of course, because I learned about new strategies. After reading the feedback on microblog, I know what I should do to improve my strategy and be a better teacher in the future."* (Student B)

(3) *"As I explained before, using a microblog that will be posted on Instagram can also increase my knowledge in teaching, particularly in teaching strategies."* (Student C)

Dealing with cognitive aspect, the fifth important finding with the statement "After I am given feedback using microblog in *Instagram*, it sharpens my critical thinking", is showed that 23.1% strongly agree with the statement, 56.4% agree, 19.2% neutral and 1.3% disagree. What is surprising is that 1.3% of the student teachers disagree with that statement. The critical thinking is improved when the student teachers try to make a good decision about the strategies, technologies, media, and teaching materials. It is reinforced on the interview result:

(1) *"Agree. After I read the feedback in the microblog, I want to prepare better for my next teaching practice, especially in the choice of the strategy, technology, material and media."* *(Student A)*

(2) *"Strongly agree. Because I have to solve problems, look for ideas, be creative and innovative. Furthermore, at the same time I should handle my nervousness, be a good speaker in front of my lecturer and friends."* (Student B)
(3) *"I strongly agree that after I got the feedback by using a microblog on Instagram, I tried to sharpest my critical thinking to catch whether the strategies were appropriate or not to be implemented in my class."* (Student C)

In the affective aspect, the first important finding with the statement "I felt comfortable receiving peer feedback by using micro blog in *Instagram*", is revealed that 21.8% of the student teachers strongly agree, 50% agree, 25.6% neutral and 2.6% disagree. Majority of the student teachers feel comfortable with the feedback given by using microblog in *Instagram* but on the contrary few students do not feel comfortable with that. It is revealed on the interview result:

(1) *"Yes, by using microblog in Instagram, I can understand easily the feedback because it is in the written form and I can open it every time and everywhere when I want to read it again and again. I also can read it privately and I do not feel being judge by my lecturer and friends"* (Student A)

(2) *"Agree. Instagram is my favourite social media. It can spread news, photos, comment, status, and video quickly. That's why the online engagement between friends in Instagram can make me comfortable reading the feedback for my teaching practice. Oya… I feel happy to read the feedback though sometimes the feedback a little bit harsh."* (Student B)

(3) *"I agree that using microblog to receive peer feedback is comfortable since I can read briefly and clearly what has been noted previously."* (Student C)

The second finding in affective aspect with the statement "I felt reluctant receiving peer feedback by using microblog in *Instagram*" shows that 6.4% student teachers strongly agree with the statement, 20.5% agree, 33.3% neutral, 30.8% disagree and 9% strongly disagree. The respond from the student teachers is varied. These results are likely to be related to the competence from their peers and they are tagged in *Instagram*. Tagging actually helps the student teachers notice about the feedback from their friend. It makes them anxious though they know the value behind the feedback. The result is expressed on the interview result:

(1) *"No, the feedback on Instagram really help me to improve my practice."* (Student A)

(2) *"Disagree. First, I can improve my teaching after I read the feedback from my friends. Next, the feedback in microblog can also be read by the other student teachers so they can also improve their teaching. I love to help my friends in their teaching practice too so I don't feel shame, angry or even afraid if my feedback on Instagram is read by others."* (Student B)

(3) *"Sometimes, I feel reluctant to receive my friends' feedback using microblog on Instagram because my name would be tagged."* (Student C)

Besides two finding above, the third finding in affective aspect with the statement "I preferred peer feedback by using microblog in *Instagram* than direct feedback in class" displays that 16.7% student teachers strongly agree with the statement, 19.2% agree, 46.2% neutral, 15.4% disagree and 2.5% strongly disagree. This finding is unexpected because mostly student teachers answer it with neutral. They are tired for having almost 3 years online class because of the pandemic and they think direct feedback in class can engage more for their teaching improvement. Though, others feel comfortable with the online feedback. The interview results are:

(1) *"I am strongly disagreeing with the statement. First, I feel very tired with this online learning. Second, I prefer to have direct feedback in the class because I think it is more direct, honest and clear. The observer does not miss anything and if I have questions about the feedback, I can directly ask about it and directly get the answer. I also can directly ask to the lecturer if the explanation from the observer is not clear enough."* (Student A)

(2) *"My answer is neutral. I choose both peer feedback by using microblog in Instagram and direct feedback in class. Each has their own advantages and disadvantages. Not everyone has Instagram account."* (Student B)

(3) *"Sometimes, I preferred got my feedback directly in the virtual class because it will be easier to understand and clear."* (Student C)

Student teachers' attitudes as peer feedback giver

As peer feedback giver, the student teachers' attitudes also discuss from cognitive and affective aspects. The first cognitive aspect with the statement "After I give feedback using microblog in *Instagram*, it motivates me to be a better teacher" informs that 35.9% student teachers strongly agree, 60.3% agree, and 3.8% neutral. As the student teachers, they do reflection from their friends' mistake. It is the key success for teaching. The result is reported on the interview:

(1) *"Yes. Because I know what is missing on my friends' teaching practice and it can be my self-reflection too."* (Student A)

(2) *"Strongly agree, because I can see myself when I give feedback for my friends and it can be myself improvement too. I think sharing knowledge as a teacher is also something cool to do."* (Student B)

(3) *"I strongly agree that giving my feedback using microblog and then uploaded in Instagram would motivate me to be a great teacher."* (Student C)

The second finding in cognitive aspect with the statement "After I give feedback using microblog in *Instagram*, I know what to be improved in my teaching" explains that 33.3% student teachers strongly agree, 62.8% agree, and 3.9% neutral. The student teachers know that they teach each other in their teaching practice. It is mentioned on the interview:

(1) *"Yes. I can learn from my friends' mistake which I observe."* (Student A)

(2) *"Agree, because of the microblog, I know which one to evaluate."* (Student B)

(3) *"I expect that my feedback using microblog can help all my friends in their next teaching. Therefore, I know what to be improved in my teaching."* (Student C)

The third finding in cognitive aspect with the statement "After I give feedback using microblog in *Instagram*, it increases my relationship with friends" comes out with 20.5% student teachers strongly agree, 48.7% agree, and 30.8% neutral. The student teachers try to give positive feedback and there is no intention to hurt their friends. Some thinks that their friendship on *Instagram* would be the same as friends. It is stated on the interview:

(1) *"Not really. I rarely communicate using social media."* (Student A)

(2) *"Agree, after I give feedback in Instagram in polite way of course, we discuss about it, from the point of view of my friend and I. We have a chat on WhatsApp."* (Student B)

(3) *"After I give my feedback using microblog, I don't feel that my relationship with my friends would be increased."* (Student C)

The fourth finding in cognitive aspect with the statement "After I give feedback using microblog in *Instagram*, it increases my knowledge in teaching." reports 28.2% student teachers strongly agree, 64.1% agree, and 7.7% neutral. Majority student teachers agree with this statement. It is claimed on the interview:

(1) *"Yes. I can improve my knowledge especially in teaching media, teaching strategies, and technology in teaching."* (Student A)

(2) *"Strongly agree, I learn about learning strategies what should I do to improve my strategy and how to be a good teacher."* (Student B)

(3) *"After giving feedback using a microblog and then sharing it on Instagram, I feel that my knowledge has increased for my forthcoming teaching."* (Student C)

Dealing with cognitive aspect, the fifth important finding with the statement "After I give feedback using microblog in *Instagram*, it sharpens my critical thinking", is showed that 21.8% strongly agree with the statement, 65.4% agree, 11.5% neutral and 1.3% disagree. In line with the previous result, the student teachers also agree that it boosts their critical thinking. It is viewed on the interview result:

(1) *"Of course. When I am be the observer of my friends, I can see other things which cannot be seen when I am the teacher. I also can assess myself too."* (Student A)

(2) *"Agree, because I have to learn strategies and materials from my friends too. Then I look for mistakes and give feedback to my friends"* (Student B)

(3) *"I totally agree that using a microblog also sharpens my critical thinking skills."* (Student C)

Next, in the affective aspect, the first important finding with the statement "I felt comfortable giving peer feedback by using micro blog in *Instagram*" gives out that 16.7% student teachers strongly agree, 50% agree, 28.2% neutral and 5.1% disagree. The student teachers thin that using social media especially *Instagram* boost their learning engagement and lower their anxiety. It is expressed on the interview:

(1) *"True. I can think and arrange what I should say as the observer. I feel nervous when I give direct feedback and I think I cannot express myself."* (Student A)

(2) *"Strongly agree, because my friends and even friends who don't follow me in Instagram will know about the feedback I uploaded."* (Student B)

(3) *"I'm more comfortable giving peer feedback using a microblog because it is more concise and engaging."* (Student C)

The second statement in affective aspect with the statement "I don't think my friend will feel reluctant in receiving my feedback by using microblog in *Instagram*" concedes that 7.7% student teachers strongly agree, 26.9% agree, 51.3% neutral, 12.8% disagree and 1.3% strongly disagree. The student teachers are not sure about their friends true feeling because their friends just show gratitude toward the feedback. The result are added on the interview:

(1) *"Neutral. Because I don't know how my friend feels when he or she reads the feedback in Instagram. I try to use polite sentences so my friend will not feel uncomfortable when he or she reads it."* (Student A)

(2) *"Disagree, because some of my friends feel reluctant if I don't ask permission first."* (Student B)

(3) *"I am not sure whether my friends will accept my feedback or not."* (Student C)

The third finding in affective aspect with the statement "I don't face any difficulties in giving peer feedback by using microblog in *Instagram*" informs that 17.9% student teachers strongly agree, 44.9% agree, 32.1% neutral and 5.1% disagree. The student teachers face difficulties in designing the microblog to be creative and interesting, though there are no specific terms from the lecturer about the design. They want their *Instagram* account to look pretty so it is affected their friends' judgement about their life and their personality.

(1) *"Disagree. I find difficulty because I don't really master the technology to make the microblog especially in editing the layout and make it aesthetics and readable. I try my best to do so because it will be posted in my Instagram account and everyone will see it."* (Student A)

(2) *"Strongly disagree. I have to read and study my friend's strategy then I have to make my microblog looks interesting to read and see on my Instagram account. I find some difficulties and confused when I make the microblog."* (Student B)

(3) *"I think it's easy to give feedback using a microblog, it's just that we need to prepare a design to make it look attractive before sharing it on Instagram."* (Student C)

The average result shows that in the cognitive aspects student teachers as the feedback receiver 31.28% strongly agree, 56.14% agree, 12.9% neutral and 0.26% disagree. As the feedback giver the average result is 27.94% strongly agree, 60.26% agree, 11.54% neutral and 0.26% disagree. It can be concluded that peer feedback by using microblog in *Instagram* gives positive result for the student teachers. While in the affective aspects, the average result as the feedback receiver is 14.97% strongly agree, 29.90% agree, 35.03 neutral, 16.27% disagree and 3.83% strongly disagree. The average result as the feedback giver is 14.1% strongly agree, 40.6% agree, 37.20% neutral, 7.67% disagree and 0.43% strongly disagree. The result in the affective aspects is lower than the cognitive one.

The result from the questionnaire, interview and documentation is supported by the study from Thomas et al. (2014) which said that peer feedback or peer review gives many benefits such enhancing motivation among teachers to be better in teaching and providing self-monitoring through peer feedback. Harrison et al. (2022) who gather self-reported data from 13 articles point out that peer feedback promotes collegiality, discussion around teaching

and learning, and enhances both teacher and observer in improving their teaching quality. They also say some challenges in doing peer feedback such lacking anonymity, requiring 'expert' observers, and time consuming. In the context of hybrid learning, the result shows that the student teachers as the peer feedback giver and receiver show positive attitude in cognitive and affective aspects. This finding is in line with the study from Demirbilek et al. (2015) that investigates the students' actual experiences and perception using social media, *Wiki and Facebook*, as the tool to provide feedback on students' instructional material project. The result shows that it improves critical thinking skill and the material produced. The study from Okumuş et al. (2014) want to determine the views of pre-service teachers on the use of Facebook for providing peer feedback on their microteachings provide positive result. It makes the student teachers aware with their weaknesses and strengths in their teaching. Related to the result that some student teachers prefer direct feedback in the classroom, the study from Hidayah et al. (2021) reveals that real-time feedback helped them positively and improve engagement between the student teachers.

CONCLUSION

The finding of this study is expected to provide new insight to develop engagement especially in giving feedback in the teaching practice for EFL student teachers in this hybrid learning. It shows that the student teachers have positive attitudes toward peer feedback by using microblog in *Instagram* as the feedback giver and feedback receiver. The student teachers get many benefits in peer feedback in this hybrid learning environment such knowing their needs, improving their knowledge, knowing what to be improve in their teaching, gaining critical thinking, and doing self-reflection as teacher. There are also some drawbacks in the use of technology to make the microblog especially in the designing and editing the microblog. It is hoped that there would be other researches on developing media for giving feedback by using artificial intelligence to improve student teachers' learning engagement.

REFERENCES

Brown, C., Mclean, J., Dalton, H., & Le Lievre, K. (2009). Peer review of teaching for promotion purposes. *Ltr.Edu.Au*. https://ltr.edu.au/resources/PP6-46_Peer review of teaching for promotion purposes Adelaide 2009.pdf

Carless, D. (2022). From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education*, 23(2), 143–153. https://doi.org/10.1177/1469787420945845

Chalmers, D., Education, L. H.-H. R. of H., & 2016, undefined. (2016). Evaluation of teaching. *Herdsa.Org.Au*, 3. https://www.herdsa.org.au/system/files/HERDSARHE2016v03p25.pdf

Cottman, C., Quinn, D., Allan, G., Report, N. P., Mckenzie, J., & Parker, N. (2011). *Peer review in online and blended learning environments*. https://opus.lib.uts.edu.au/handle/10453/19461

Debulaela, P. (2013). *Students' Attitude Toward Peer Feedback in Micro Teaching Class*. UKSW. https://repository.uksw.edu/bitstream/123456789/7271/2/T1_112008135_Full text.pdf

Demirbilek, M., Süleyman, T. C., & Üniversitesi, D. (2015). Social media and peer

feedback: What do students really think about using Wiki and Facebook as platforms for peer feedback? *Journals.Sagepub.Com*, *16*(3), 211–224. https://doi.org/10.1177/1469787415589530

Filius, R. M., de Kleijn, R. A. M., Uijl, S. G., Prins, F. J., van Rijen, H. V. M., & Grobbee, D. E. (2018). Strengthening dialogic peer feedback aiming for deep learning in SPOCs. *Computers and Education*, *125*, 86–100. https://doi.org/10.1016/J.COMPEDU.2018.06.004

Harrison, R., Meyer, L., Rawstorne, P., Razee, H., Chitkara, U., Mears, S., & Balasooriya, C. (2022). Evaluating and enhancing quality in higher education teaching practice: a meta- review. *Studies in Higher Education*, *47*(1), 80–96. https://doi.org/10.1080/03075079.2020.1730315

Hidayah, N., Language, L. I.-M. J. of E., & 2021, undefined. (2021). Real Time Feedback in English Microteaching Practice: A Case Study on Online Learning. *Jurnal.Untidar.Ac.Id*, *5*(2), 155–167. https://doi.org/10.31002/metathesis.v5i2.4004

Krasnova, T., Sciences, A. A.-M. J. of S., & 2015, undefined. (2015). Students' perception of learning in the online discussion environment. *Richtmann.Org*, *6*(6), 2039–2117. https://doi.org/10.5901/mjss.2015.v6n6s1p202

Liu, Q., Peng, W., Zhang, F., Hu, R., Li, Y., & Yan, W. (2016). The effectiveness of blended learning in health professions: Systematic review and meta-analysis. *Journal of Medical Internet Research*, *18*(1). https://doi.org/10.2196/JMIR.4807

Lomer, S., & Palmer, E. (2021). 'I didn't know this was actually stuff that could help us, with actually learning': student perceptions of Active Blended Learning. *Teaching in Higher Education*. https://doi.org/10.1080/13562517.2020.1852202

Lu, J., & Law, N. (2012). Online peer assessment: Effects of cognitive and affective feedback. *Instructional Science*, *40*(2), 257–275. https://doi.org/10.1007/S11251-011-9177-2

Nelson, M. M., & Schunn, C. D. (2009). The nature of feedback: How different types of peer feedback affect writing performance. *Instructional Science*, *37*(4), 375–401. https://doi.org/10.1007/S11251-008-9053-X

Okumuş, K., Fakültesi, C. Ü. E., Yurdakal, İ. H., Üniversitesi, P., & Fakültesi, E. (2014). Peer Feedback through SNSs (social networking sites): student teachers' views about using Facebook for peer feedback on microteachings. *Dergipark.Org.Tr*, *15*(4), 1206–1216. https://doi.org/10.17051/io.2016.17666

Pawan, F., Fan, W., Pei, M., Wang, G., Jin, W., Chen, X., & Yuan, N. (2017). *Teacher Training and Professional Development of Chinese English Language Teachers*. https://doi.org/10.4324/9781315648118

Price, M., Handley, K., & Millar, J. (2011). Feedback: Focusing attention on engagement. *Studies in Higher Education*, *36*(8), 879–896. https://doi.org/10.1080/03075079.2010.483513

Rahimi, M. (2015). The impact of a learning management system on student evaluation of teaching: The difference between pre-and in-service EFL teachers. In *Handbook of Research on Individual Differences in Computer-Assisted Language Learning*. https://www.igi-global.com/chapter/the-impact-of-a-learning-management-system-on-student-evaluation-of-teaching/134626

Schmid, R. F., Bernard, R. M., Borokhovski, E., Tamim, R. M., Abrami, P. C., Surkes, M. A., Wade, C. A., & Woods, J. (2014). The effects of technology use in postsecondary education: A meta-analysis of classroom applications. *Computers & Education*, *72*, 271–291. https://doi.org/10.1016/J.COMPEDU.2013.11.002

Sharpe, R., Beetham, H., & de Freitas, S. (2020). Understanding Students' Uses of Technology for Learning: Towards Creative Appropriation. *Rethinking Learning for a Digital Age*, 107–121. https://doi.org/10.4324/9780203852064-17/UNDERSTANDING-STUDENTS-USES-TECHNOLOGY-LEARNING-TOWARDS-CREATIVE-APPROPRIATION-RHONA-SHARPE-HELEN-BEETHAM

Spanjers, I., Könings, K., … J. L.-E. R., & 2015, undefined. (2013). The promised land of blended learning: Quizzes as a moderator. *Elsevier*, *15*, 59–74. https://doi.org/10.1016/j.edurev.2015.05.001

Thomas, S., Chie, T., Abraham, M., Raj, S. J., & Beh, L.-S. (2014). A qualitative review of literature on peer review of teaching in higher education: An application of the SWOT framework. *Journals.Sagepub.Com*, *84*(1), 112–159. https://doi.org/10.3102/0034654313499617

Wood, J. (2022). Making peer feedback work: the contribution of technology-mediated dialogic peer feedback to feedback uptake and literacy. *Assessment and Evaluation in Higher Education*, *47*(3), 327–346. https://doi.org/10.1080/02602938.2021.1914544

Zhang, L. (2013). Mobile phone technology engagement in EFL classroom. *Atlantis-Press.Com*, *Proceeding*(Advances in Intelligent Systems Research), 171–174. https://www.atlantis-press.com/proceedings/icsecs-13/8755

Zhu, Q., Development, D. C.-H. E. R. &, & 2018, undefined. (2018). Dialogue within peer feedback processes: Clarification and negotiation of meaning. *Taylor & Francis*, *37*(4), 883–897. https://doi.org/10.1080/07294360.2018.1446417

https://www.instagram.com

https://www.instagram.com/p/CcZB1E6vI31/ (Retrieved 24 May 2022)