

Investigating The Gains of Feedback Providers in Micro-Teaching Via Microsoft Teams Videoconferencing

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Abstract

Previous studies predominantly focused on the benefits feedback recipients gain, and more attention should be paid to feedback providers. In the peer feedback process, understanding the role of feedback providers may facilitate students' engagement in feedback practices and make them more capable of improving their learning. With the Covid-19 pandemic of 2019, videoconferencing platforms have become a new norm for teaching and learning. Although studies found that students perceived Microsoft Teams as an effective virtual learning platform in fostering interactive learning, there is a dearth of research to examine whether Microsoft Teams can facilitate virtual peer feedback and help feedback providers to gain more insights into micro-teaching practices. This qualitative multiple-case study recruited 36 students in language, mathematics, science, and social science education with varying levels of teaching proficiency. Semi-structured interviews, reflective journals, and online classroom observations were used to collect data. It has been found that Microsoft teams provide synchronous and asynchronous learning, video, audio, messages and texts to allow students to provide written and dialogic feedback. The challenges of Microsoft teams are social isolation in an online context (affective constraints), personal factors such as lack of motivation, and feelings of pressure or embarrassment to give critical or negative feedback to peers (psychological constraints). The results reveal that feedback providers benefit from cognitive and socio-affective aspects resulting from providing different types and levels of feedback in audio or text-based mode.

Keywords: online peer feedback, feedback providers, micro-teaching practices, Microsoft Teams videoconferencing