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สถาบันวิจัยเศรษฐกิจสร้างสรรค์ มหาวิทยาลัยกรุงเทพ

แบบบันทึกสรุปลงความรูที่ได้จากการผลิตผลงานเพื่อใช้เป็นสื่อการสอนหรือกรณีศึกษา

1. ข้อมูลผลงาน

1.1 ชื่องานวิจัย/Title: Students' Peer Feedback Engagements in Online English Courses Facilitated by a Social Network in Thailand

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2. สรุปผลและ/หรือองค์ความรู้ที่ได้จากการผลิตผลงาน เพื่อใช้เป็นสื่อการสอนหรือกรณีศึกษา / Summary of the results and / or knowledge gained from the production of the work.

1st Findings: EFL Students' Engagements in Online Peer Feedback Activities Are Positive

The results of descriptive statistics indicate that there is a favorable perception of the feedback process and a high level of engagement in peer interactions. The students perceived their peers' feedback as valuable, and they demonstrated a significant level of involvement in reviewing their peers' written work and providing constructive feedback. The present study's results align with those of Pham et al. (2020) in Vietnam and Al-Abri et al. (2021) in Oman, as they also reported that students were able to overcome cultural obstacles and participate in peer feedback, leading to increased self-assurance and decreased social anxiety. The provision of an assessment rubric as review guidelines to students during the OPF activities may have facilitated their understanding of evaluation criteria and fostered the development of critical evaluation skills.

However, it is acknowledged in this study that individual differences could potentially influence students' performance and their inclination to accept peer feedback (Daweli, 2018; Waluyo & Tuan, 2021). The results are corroborated by the themes that surfaced during the qualitative analysis of the data, wherein the students articulated the advantages of utilizing online peer feedback (OPF) and its positive impact on their writing proficiency. The

engagement in OPF activities facilitated the identification of errors and enhancement of their abilities in providing explanations, utilizing proper grammar, and refining their writing proficiencies. The engagement in peer review activities was perceived to enhance proficiency, acquire knowledge, and hone report writing skills. The findings of various empirical studies on OPF indicate that students who participate in OPF activities tend to exhibit enhanced higher-order cognitive skills, including critical thinking, reflective thinking, improved writing abilities, increased capacity for meaning-making, knowledge construction, and evaluative judgement (Van Popta et al., 2017).

Furthermore, the participants reported on the collaborative learning and knowledge exchange procedures that took place during the online review sessions. The exchange of opinions, suggestions, and collaborative teaching and support were highlighted by the participants. The utilization of peer feedback activities has been observed to create an environment conducive to brainstorming, collaboration, and idea-sharing. This finding is consistent with the results of a study conducted among EFL students from Arab countries by Saeed et al. (2018). The students acknowledged the significance of peer review as a means of evaluating the quality of their work and enhancing the level of engagement in the classroom.

2nd Findings: Students' Engagements Are Unrelated to Their Writing Outcomes

The correlation findings reveal a significant positive relationship between students' engagement in providing and receiving peer feedback. However, there were no significant correlations observed between engagement in peer feedback and performance on the specific writing tasks, indicating that other factors, such as individual writing skills and task complexity, may have a greater impact on task outcomes. While previous studies in Indonesia, the Netherlands, and Korea have shown positive effects of online peer feedback on student outcomes, contradicting these findings, the present study does not support such claims. Additionally, Huisman et al. (2018) found that both providing and receiving feedback led to comparable improvements in writing across different groups. The unique experience of engaging in online peer feedback for the first time in a fully online English course may contribute to these results, as suggested by Daweli (2018) and Zhang et al. (2022). Recent research by Wu and Schunn (2023) highlights the significance of constructive activities, such as explaining and implementing suggested revisions, in fostering learning, whereas passive and active engagement may not always yield similar outcomes. These findings challenge earlier studies conducted in Thailand by Ekahitanond (2013) and Wichadee (2013).

Within the qualitative data, the students voiced their apprehensions regarding their language proficiency, specifically grammar, and how it affects their confidence in delivering feedback. They described struggling with grammar, feeling uncertain about correctness, and harboring doubts about the usefulness of feedback from peers with lower English proficiency. Despite these concerns, they recognized online peer feedback (OPF) activities as an opportunity to receive feedback on grammar, vocabulary, and content, leading to personal growth. Similar findings have emerged in OPF research, where students acknowledge the benefits of receiving peer feedback but express doubts about their own ability to learn from providing feedback due to potential embarrassment among their peers (Cao et al., 2019). To address this issue, it is crucial for students to receive descriptive and constructive feedback, focusing on the substantive aspects rather than emotional or descriptive elements (Jin et al., 2022; Kerman et al., 2022). This approach enables students to grasp the main ideas through scaffolding, facilitates knowledge exchange through both giving and receiving feedback and resolves writing issues through revisions guided by peer feedback.

3rd Findings: Students Recommend Enhancement of Feedback Quality and Quantity, Inclusion of Teacher Feedback and Guidance, and Improving the Process and Experience.

Students provided insightful recommendations to enhance the effectiveness of peer feedback activities. They proposed the inclusion of grammar checks to address language-related concerns and suggested providing specific rationales for feedback, enabling students to better understand the reasoning behind suggestions and corrections. Additionally, students expressed a strong desire for increased interaction with their peers, seeking more comments and engagement to foster a collaborative learning environment. They emphasized the importance of direct communication to address issues and actively contribute to each other's improvement. Moreover, students expressed their expectations for extended review time, allowing for thorough feedback exchanges and revisions. They encouraged their peers to provide additional information and suggestions, aiming to enrich the feedback process and promote comprehensive improvements. Furthermore, students highlighted the value of incorporating teacher feedback and guidance, recognizing its unique role in providing expertise and addressing aspects that peers might overlook or not provide detailed feedback on (Ciftci & Kocoglu, 2012; Waluyo & Rofiah, 2021).

Regarding the review process, students favored anonymous reviews but stressed the significance of honest peer evaluations. They acknowledged the importance of face-to-face interactions and personal chats, which could mitigate concerns about receiving low grades and foster a more engaging feedback exchange (Lee & Evans, 2019; López-Belmonte et al., 2022; Wood, 2022). By emphasizing the benefits of open and transparent communication, students aimed to create a supportive and constructive atmosphere conducive to effective feedback. However, it is worth noting that the students did not specifically discuss the role of internet connectivity in enhancing the quality of feedback (Noroozi, 2022), nor did they mention the potential advantages of time independence in online peer feedback activities (Jongsma et al., 2023; Moreno-Guerrero et al., 2021; Rofiah, Aba Sha'ar & Waluyo, 2022). Further exploration of these factors could provide valuable insights into optimizing the constructive feedback process and maximizing the benefits of online learning environments (Waluyo & Apridayani, 2021).

**3. แนวทางการนำผลการผลิตผลงาน และ/หรือ องค์ความรู้ที่ได้ไปใช้ประโยชน์เพื่อใช้เป็นสื่อการสอนหรือ
กรณีศึกษา / Guidelines for the utilization of results of production, results and / or
knowledge.**

The following guidelines are proposed to effectively utilize the results, enhance the peer feedback process, and improve students' learning outcomes in similar educational settings:

1. Integration of Online Peer Feedback (OPF) in Curriculum

- **Implement OPF Activities:** Encourage the inclusion of structured OPF activities in the curriculum to foster active learning and improve students' writing skills.

- **Utilize Assessment Rubrics:** Provide clear assessment rubrics that guide students on evaluation criteria, which helps in developing critical evaluation skills.

2. Enhance Feedback Quality and Engagement

- **Improve Feedback Mechanisms:** Develop mechanisms for providing more descriptive and constructive feedback. This could include training sessions on how to give effective feedback and the use of digital tools that facilitate grammar and style checks.

- **Increase Interactivity:** Foster a more interactive peer feedback environment by increasing the frequency and depth of feedback exchanges. Encourage students to engage more critically with the feedback they receive and provide.

3. Teacher Involvement and Guidance

- **Incorporate Teacher Feedback:** Blend peer feedback with regular and structured teacher feedback. This approach ensures that students receive expert feedback on their writing, which complements the peer reviews.

- **Provide Continuous Guidance:** Teachers should actively participate in the feedback process, not only by providing their own feedback but also by guiding students in understanding peer comments and integrating them effectively into revisions.

4. Address Individual Learning Needs

- **Tailor Feedback to Individual Needs:** Recognize and address the diverse linguistic competencies and learning needs of students. This may involve personalized feedback or additional support for students struggling with language proficiency, particularly grammar.

- **Support Language Development:** Implement supplementary language support sessions or resources that focus on common grammatical issues and other language barriers identified through peer feedback.

5. Leverage Technology and Flexibility

- **Utilize Digital Platforms Efficiently:** Make effective use of social networks and other online platforms that support OPF activities, ensuring that they are accessible and easy to navigate.

- **Maximize Temporal Flexibility:** Exploit the benefits of online learning, such as flexibility in timing and pace, to allow students to engage with feedback at their convenience, enhancing the learning process.

By implementing these guidelines, educators can significantly enhance the effectiveness of online peer feedback systems, not only in improving students' writing skills but also in fostering a more interactive and engaging learning environment.

3.1 Summary of Content for Teaching (both students and faculty)

Among others, the findings may be implicated in the following aspects:

1. For teaching

The study's findings have the potential to enrich the curriculum of writing courses, such as IEN106-The Art of Writing, and other courses incorporating writing skills.

2. For teachers

The incorporation of OPF transforms instructional strategies and enhances pedagogical effectiveness. By observing how students give and receive feedback, teachers gain valuable insights into students' understanding and misconceptions, which can guide the tailoring of

subsequent instruction to better meet individual and class-wide needs. This process also alleviates some of the feedback workload on teachers, allowing them to focus more on providing targeted, high-impact guidance rather than addressing every single detail. As the students take on more responsibility for providing initial feedback, teachers can offer more strategic, overarching feedback that addresses common themes and errors, enhancing the overall quality of feedback received by each student. From an administrative perspective, teachers benefit from the distributed feedback process as it fosters a collaborative learning community, transforming the classroom environment into one where students feel more engaged and valued. This shift also allows teachers to move from being the sole source of knowledge to facilitators of learning, enhancing their roles and promoting professional development. Furthermore, integrating innovative practices like OPF keeps teachers at the forefront of educational methodologies, providing them with continuous professional growth and development opportunities.

3. For students

The benefits are particularly pronounced in the fields of academic and personal development. OPF activities enhance students' writing and communication skills as they actively engage in critiquing their peers' work, which sharpens their analytical skills and deepens their understanding of the subject matter. This process also aids in identifying and improving weaknesses in their own writing, such as grammar, structure, and style. Beyond academic skills, OPF promotes higher-order cognitive skills like critical thinking and problem-solving, as students assess and integrate diverse viewpoints and critiques. Additionally, the reflective nature of the feedback process encourages students to consider their own work critically, fostering a reflective learning mindset. Socially and emotionally, engaging in peer feedback can reduce students' anxiety associated with academic evaluations and build confidence in their academic abilities, further supported by the normalization of receiving constructive criticism. Moreover, OPF facilitates cultural exchange and the development of interpersonal skills by requiring students to communicate effectively with diverse groups, enhancing their cultural awareness and collaborative skills.

3.2 Summary of content for relevant government agencies

The research findings from the study on students' peer feedback engagements in online English courses facilitated through a social network in Thailand hold significant implications for various stakeholders in the educational sector, particularly higher education institutions,

the Ministry of Education in Thailand, and other relevant educational agencies. Each of these stakeholders can leverage these insights to enhance teaching methodologies, curriculum design, and overall educational policies.

1. Implications for Higher Education Institutions in Thailand

For higher education institutions in Thailand, the findings underscore the importance of integrating Online Peer Feedback (OPF) into the academic curriculum to foster a more engaging and interactive learning environment. By incorporating structured OPF activities, universities and colleges can enhance students' writing skills, critical thinking, and reflective learning practices.

- **Curriculum Development:** Institutions should consider embedding OPF within their curricula across various disciplines, not just English or language courses. This would cultivate a culture of peer learning and constructive criticism, essential skills in the modern workplace.

- **Training and Resources:** Universities should provide adequate training for both faculty and students on effective feedback mechanisms. This training should focus on how to give and receive constructive feedback and utilize digital tools that support these activities.

- **Assessment Strategies:** Higher education institutions may need to revise their assessment strategies to incorporate peer feedback as a component of the grading rubric, acknowledging the educational value of peer interactions in the learning process.

2. Implications for the Ministry of Education in Thailand

The Ministry of Education in Thailand can take these findings as an opportunity to promote innovative educational practices that incorporate technology and peer learning, which are crucial for developing 21st-century skills.

- **Policy Development:** The Ministry could develop policies that encourage the use of social networks and digital platforms for educational purposes, ensuring these tools are accessible and effectively integrated into educational settings.

- **Support and Funding:** Providing support and funding for research into pedagogical methods like OPF can help in understanding their impact more broadly and refining their implementation for greater effectiveness.

- **Quality Assurance:** The Ministry could set standards and guidelines for OPF activities to ensure high-quality educational outcomes and the responsible use of digital platforms in education.

3.3 Summary of content for relevant international organizations

International organizations, especially those focused on education, technology integration, and development, can derive several benefits from these findings:

1. Promotion of Global Educational Standards:

International organizations can advocate for and help implement global standards for online education that include peer feedback as a core component. These standards can ensure consistency and quality in digital education platforms worldwide.

2. Support for Educational Equity:

The successful implementation of online peer feedback in Thailand suggests that similar models can be adapted in other regions to improve access to quality education. International organizations can fund and support pilot projects in underserved areas to promote educational equity.

3. Development of Cross-Cultural Competence:

Given the global nature of online learning platforms, organizations can facilitate cross-cultural educational initiatives that use peer feedback to enhance mutual understanding and cooperation among students from diverse backgrounds.

4. Capacity Building and Professional Development:

International organizations can organize workshops and training programs for educators worldwide to effectively implement and manage online peer feedback systems, thus enhancing the overall quality of online education.

3.4 Summary of content for researchers in the research topic

Researchers focused on online learning and peer feedback mechanisms have several new avenues to explore based on these findings. There is a rich potential for comparative studies to examine how differences in cultural, economic, and educational systems influence the effectiveness and reception of online peer feedback. This research could help tailor peer feedback systems to fit diverse educational contexts more effectively.

In terms of technology, researchers can investigate how various platforms can be optimized for educational use, exploring the role of emerging technologies like artificial intelligence and machine learning in facilitating peer feedback. Moreover, longitudinal studies are crucial as they can assess the long-term impacts of online peer feedback on students' academic performance, career readiness, and lifelong learning habits.

Researchers might also explore the nuances of feedback quality and depth, seeking to understand what makes feedback most effective from the perspective of the receiver. This includes the depth of feedback, the balance between positive and critical comments, and the clarity of feedback language. Additionally, integrating online peer feedback with other pedagogical approaches, such as blended learning or flipped classrooms, could yield insights into how these combined methods enhance learning