ANALYZING THE RAMIFICATIONS OF PEER FEEDBACK PRACTICES LEVERAGING SELF-RECORDED MICROTEACHING VIDEOS FOR STUDENT TEACHERS AT A UNIVERSITY OF TECHNOLOGY

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Paseka Patric Mollo

Faculty of Humanities, Central University of Technology, South Africa

pmollo@cut.ac.za

Abstract

This study investigates how peer feedback on self-recorded microteaching videos influences student teachers' performance and reflective skills at the University of Technology. While existing literature highlights the advantages of video-based microteaching for teacher training, the specific uses and factors affecting their implementation remain underexplored. This research aims to address that gap by examining the impact of peer feedback in this context. The paper is couched from a social constructivist perspective, as outlined by Bandura's social learning theory, which suggests that individuals learn through observing and modelling others' behaviours. This qualitative study used a purposive sample of 20 third-year Bachelor of Education student teachers. Data was collected through observations, individual interviews, focus group interviews, and analysis of reflective documents. The collected data was thematically analysed. The findings suggest that using self-recorded microteaching videos and peer feedback effectively enhances preservice teachers' skills and reflective capabilities, aiding their transition into the teaching profession. It also boosts their pedagogic decision-making and professional development. The study recommends that teacher education programs implement clear guidelines for the peer feedback process, focusing on constructive feedback to create a collaborative and inclusive learning environment.

Keywords: *microteaching, peer feedback, self-recorded videos, student teachers, social learning theory*

INTRODUCTION

Microteaching has emerged as a prominent practice in teacher education programmes, offering student teachers valuable opportunities to develop and enhance their teaching skills within a supportive environment (Phatudi, 2015). A crucial component of the microteaching process is the provision of peer feedback, which aids student teachers in reflecting on their teaching and pinpointing areas for improvement (Shin, Wilkins & Ainsworth, 2007). The use of video technology in teacher education programs has received growing attention in recent years. Research has shown that video-based feedback can enhance preservice teachers' self-reflection, pedagogical knowledge, and critical analysis of their teaching practices. Additionally, the transition to online and hybrid learning environments has encouraged the exploration of video-mediated feedback methods. These approaches can lead to more personalised learning experiences and promote peer collaborative dialogue.

Existing research highlights the potential advantages of incorporating video in teacher education, demonstrating its ability to enhance both teacher and student learning (Christ, Arya & Chiu, 2017). Furthermore, studies indicate that engaging in self-reflective practices such as group and individual reflections on teaching strategies and microteaching experiences can deepen student teachers' comprehension of teaching strategies, pedagogies, and subject matter. Additionally, research suggests that providing peer feedback during early teaching experiences fosters more excellent reflection among student teachers, ultimately improving their teaching skills (Shin et al., 2007).

The significance of peer feedback in the development of student teachers cannot be overstated. Effective feedback practices, particularly with innovative technologies, can significantly enhance preservice teachers' reflective abilities, subject matter expertise, and overall readiness for the profession. This research paper explores the impact of integrating peer feedback practices with self-recorded microteaching videos to foster transformative learning experiences for student teachers. The study aims to investigate the effects of peer feedback among student teachers utilizing microteaching videos at the University of Technology. It assesses the role of video in teacher education and identifies the factors that may either facilitate or obstruct this approach, an area that has not been thoroughly documented. By examining these aspects, the study seeks to fill the existing gap in understanding the influence of peer feedback on student teachers who use self-recorded microteaching videos.

LITERATURE REVIEW

The integration of video in teacher education has been widely acknowledged as a valuable tool for enhancing reflective practice and facilitating professional development. Self-recorded microteaching videos enable student teachers to critically

assess their teaching strategies, pedagogical approaches, and subject knowledge, ultimately fostering greater self-awareness and improved performance (Hung, 2016). Video-based microteaching has become a common practice in teacher education programmes, offering preservice teachers the opportunity to practice teaching in a controlled environment and receive constructive feedback to refine their skills. Incorporating video recordings in this process further enhances self-reflection and peer assessment, essential components of the microteaching experience (Christ et al., 2017). Previous studies have underscored the advantages of using video-based microteaching in teacher education. For example, preservice teachers' ability to reflect on their teaching strategies, pedagogical techniques, and subject knowledge has improved with video technology support (Bowman, 2014). Research also indicates that the use of video can broaden opportunities for reflection and demonstrate knowledge among preservice teachers.

Additionally, the use of video in teacher education has been linked to the promotion of dialogic feedback and engagement among student teachers. A study examining video viewing practices in teacher education programs across various countries highlighted the need for more frequent and diverse applications of video methods to fully leverage this approach's benefits   (Christ et al., 2017). Additionally, video recordings in microteaching have been shown to enhance the peer feedback process. Student teachers can review both their teaching performances and those of their peers, allowing for deeper reflection and identifying areas needing improvement (Christ et al., 2017).

During microteaching sessions, student teachers can practice their teaching skills and receive feedback from their peers, which can help them reflect on their instructional strategies, pedagogical knowledge, and overall teaching performance. The integration of video technology into teacher education is widely acknowledged as a powerful means of enhancing reflective practice and promoting professional growth. Self-recorded microteaching videos allow student teachers to critically assess their teaching strategies, pedagogical approaches, and subject knowledge, ultimately fostering greater self-awareness and improving performance. Additionally, video-based feedback facilitates personalized engagement, promoting deeper learning and peer collaboration (Hung, 2016).

The role of feedback in the development of student teachers cannot be overstated. Effective feedback practices, particularly those that leverage innovative technologies, can significantly enhance preservice teachers' reflective abilities, subject knowledge, and overall preparedness for the profession (Phatudi, 2015; Bowman, 2014). Peer feedback is widely acknowledged as an essential element of teacher education, as it

cultivates critical thinking, collaborative learning, and reflective skills. Incorporating self-recorded microteaching videos into peer feedback practices further enhances these advantages by offering a shared visual reference for discussions, which enables more detailed and constructive feedback (Bowman, 2014). Research has found that student teachers generally appreciate the influence of video technology in the feedback process, as it encourages greater interaction, personalised learning, and engaged participation. Moreover, video-based feedback has been shown to facilitate the development of cognitive and social strategies, allowing student teachers to improve both the fluency and accuracy of their oral feedback, reach their cognitive objectives, and collaborate effectively to generate ideas for future enhancement (Hung, 2016).

Furthermore, developing a supportive and constructive feedback culture within teacher education programs is crucial. Encouraging a trust, respect, and open communication climate can foster a more positive and productive feedback experience for student teachers.

Existing literature has highlighted the benefits of employing self-reflective strategies, including the use of teaching videos and group/individual reflections, to support the professional growth of preservice teachers (Phatudi, 2015). Moreover, studies have demonstrated the potential of video technology to enhance feedback provision, fostering more personalized learning and attentive engagement (Hung, 2016). However, the extent to which teacher educators have integrated video-based peer feedback practices and the associated challenges and opportunities remain underexplored.

This study investigates the ramifications of leveraging self-recorded microteaching videos and peer feedback practices in teacher education programs. Specifically, it examines the impact of this approach on student teachers' self-reflection, pedagogical knowledge, and ability to analyse their teaching practices critically.

Drawing on the existing body of research, this study will explore the following research questions: What are the benefits and challenges associated with integrating self-recorded microteaching videos and peer feedback practices in teacher education programs? How do these practices influence student teachers' self-reflection, pedagogical knowledge, and ability to critically analyse their teaching? To address these questions, the study will employ a qualitative research method.

THEORETICAL FRAMEWORK

The social constructivist perspective, as described in Bandura's social learning theory, offers a valuable framework for understanding self-recorded microteaching videos and peer feedback practices among student teachers. This perspective suggests that

learning is a social process where individuals construct knowledge through interactions with others and their environment (Palincsar, 1998). It emphasizes that learning is deeply influenced by the interactions within a community and the observation of peers.

Bandura's Social Learning Theory has been a foundational framework for understanding how individuals acquire and modify behaviours through observational learning (Baepler & Reynolds, 2014). This theory posits that individuals distinctly acquire behaviours, skills, and norms through observing others, modelling behaviours, and the feedback generated in social interactions (Bandura, 1978). This framework underscores the importance of active engagement, collaborative dialogue, and reflective practice as vital elements of effective educational environments. This theory emphasizes the crucial role of modelling, where learners observe the actions and consequences of others and then incorporate those behaviours into their repertoire (Zimmerman & Kleefeld, 1977).

The first critical elements of this theory are Observation and Modelling. According to Bandura (1978), people learn new behaviours by watching others, especially when these others are perceived as competent or have authority status. Observational learning involves attention, retention, motor reproduction, and motivation, all contributing to the acquisition and replication of observed behaviours (Bandura, 1978). For example, a student teacher may observe an experienced teacher managing a classroom and adopt similar techniques. The second critical element central to the learning process encompasses Attention, Retention, Reproduction, and Motivation. Attention involves the focus required from learners to observe the behaviour effectively. Retention refers to the ability of learners to remember the behaviour for future reproduction. Reproduction is the stage where learners actively practice and attempt to emulate the behaviour. Finally, Motivation pertains to the positive reinforcement or incentives that encourage learners to adopt the behaviour (Baepler & Reynolds, 2014).

The third component of this theory is self-efficacy. In the context of Social Learning Theory, self-efficacy is a critical concept that pertains to an individual's belief in their ability to execute specific behaviours or achieve goals. These beliefs about one's own capabilities are essential in shaping overall motivation, effort, and perseverance. They significantly impact the choices individuals make, the goals they pursue, and their emotional responses when faced with challenges (Heffernan, 1988).

Self-efficacy is a powerful determinant of how people think, feel, and act; it affects the level of effort they are willing to invest and the degree of persistence they demonstrate in the face of obstacles. Individuals with strong self-efficacy beliefs tend to tackle complex tasks with confidence, establish more ambitious goals, and recover more swiftly from setbacks (Heffernan, 1988). In contrast, those with low self-efficacy may shy away from challenging situations, underperform, and become easily discouraged. Thus, self-efficacy is a critical component of Bandura's Social Learning Theory,

elucidating how an individual's beliefs about their capabilities can shape their behaviours and ultimately influence their life outcomes (Bandura, 1978; Heffernan, 1988). For instance, a student teacher who possesses confidence in their teaching skills is more likely to engage in and persevere with new practices, such as trying out innovative instructional techniques.

The fourth element of this theory is reciprocal determinism. Bandura introduced this concept to illustrate the dynamic interplay between a person, their behaviour, and their environment. Learning is shaped by personal factors, such as attitudes and beliefs, behaviours, and the social context, which continuously influence one another.

In the context of this research article, the social constructivist is highly significant. The study investigates how self-recorded microteaching videos, along with the subsequent peer feedback process, can improve student teachers' pedagogical skills and reflective practices (Tseng & Tsai, 2006). From a social constructivist perspective, sharing and discussing teaching experiences within a collaborative learning community, as outlined in the study, can deepen student teachers' understanding of effective teaching practices. Analysing their own and their peers' teaching videos serves as a catalyst for critical reflection, allowing them to connect specific classroom situations to broader educational theories and frameworks (Rish & Slocum, 2015). Through the peer feedback process, student teachers are afforded the opportunity to gain diverse perspectives that can challenge their existing beliefs, ultimately leading to the co-construction of new knowledge about teaching (Tseng & Tsai, 2006).

METHODOLOGY

Research Paradigm

This study is grounded in the interpretivist paradigm, which posits that reality is formed through individuals' unique interactions with their surroundings (Maree, 2007). People actively construct the social world by sharing meanings and engaging with one another (Maree, 2007). Within this framework, research aims to deepen our understanding of human nature. Consequently, this study explored the nature and effectiveness of peer feedback during microteaching sessions, emphasizing its influence on student teachers' comprehension of teaching methods, pedagogical knowledge, and overall reflective practice.

The ontological assumptions of the interpretive paradigm indicate that multiple socially constructed realities exist, formed through interactions with others (Junjie & Yingxin, 2022; Creswell, 2013). Daily routines, conversations with peers, discussions, and the texts individuals engage with all contribute to their understanding of their social context, thereby shaping their reality (Alharahsheh & Pius, 2020; Creswell, 2013). As

a result, reality is constructed through human interactions and social engagement (Alharahsheh & Pius, 2020; Creswell, 2013).

Within the epistemological dimensions of the interpretive paradigm, it is asserted that the world is comprehended through interpretive mental processes shaped by social interactions within a specific context (Junjie & Yingxin, 2022; Alharahsheh & Pius, 2020; Creswell, 2013). Knowledge is fundamentally individualised; research participants develop their understanding through experiences in real-life or natural environments (Junjie & Yingxin, 2022; Thanh & Thanh, 2015; Creswell, 2013).

Interpretivists argue that knowledge and meaning emerge from acts of interpretation, indicating that no objective knowledge exists independently of human thought and reasoning (Thanh & Thanh, 2015). Within this framework, researchers and participants engage in a collaborative dialogue, listening, reading, and writing process. This interactive approach promotes more personalized and dynamic methods of data collection (Junjie & Yingxin, 2022; Thanh & Thanh, 2015). Such attributes have enabled me, as a researcher, to construct reality through my interactions with student teachers, understand situations through intellectual engagement, and draw conclusions by effectively utilising my listening, reading, and writing skills.

Research Design

The study examined how student teachers engaged with self-recorded microteaching videos and peer feedback practices and how these elements influenced their professional development. Utilising qualitative methods, the researchers explored the perspectives and experiences of the student teachers to uncover the meaningful impacts of this pedagogical approach. By analysing the rich, contextual data obtained through interviews and observations, the study highlighted the complexities and nuances involved in integrating self-recorded microteaching videos and peer feedback into teacher education programs. This qualitative inquiry yielded invaluable insights that can enhance the design and implementation of effective teacher preparation practices, ultimately advancing the field.

This study's application of qualitative methods reflects the increasing acknowledgment that teaching is a complex and multifaceted practice that cannot be fully understood through quantitative measures alone. Video recordings of teaching practices have emerged as a valuable tool for promoting critical reflection and enhancing pre-service teachers' comprehension of the teaching and learning process (Rish & Slocum, 2015; Powell, 2005; Gould-Yakovleva et al., 2020). As the study indicates, these video-mediated pedagogies encourage pre-service teachers to link their specific classroom experiences to broader educational frameworks and theories, fostering a more profound understanding of teaching as a dynamic form of inquiry and experimentation.

Population and Sample

This study focused on student teachers' perceptions at the Central University of Technology in South Africa. To gather comprehensive data from this demographic and gain a clearer understanding of the issue under investigation, a purposive sample of 20 third-year Bachelor of Education (B.Ed.) students was selected. Participants were approached and interviewed using open-ended, self-administered questions. The sample comprised four groups of five students each: seven males (35%) and thirteen females (65%). Each group represented different specializations, including Economics and Management Science, Computer Sciences and Technology, Languages, Mathematics, and Natural Sciences.

Purposive sampling is frequently used in qualitative research to enable the researcher to concentrate on specific characteristics of a population that align with the study's objectives. This method is called subjective, selective, or judgmental sampling (Cohen et al., 2017). The researcher intentionally selects the units, as their traits and qualities clearly understand the study's core concepts and questions (Denzin & Lincoln, 2011; Cohen et al., 2017). The participants chosen for this study possessed relevant information and practical experiences connected to the issue being investigated, making them well-suited for the research.

To carry out this research, permission was obtained from the university, and the researcher followed the university's ethical guidelines throughout the process. Before conducting the group interviews, informed consent was secured from the participants, and their willingness to engage in the study was assessed. Participants were assured that their personal information would be safeguarded, and steps were taken to ensure the privacy and security of their data.

Data Collection

Data for this study was collected through observations, individual interviews, focus group interviews, and document analyses. Observations serve as a fundamental methodology for data collection within research, particularly in examining behaviours, interactions, and environmental contexts in real time (Cohen, et al., 2017). Researchers commonly employ observational techniques to meticulously document the nuances of an event or setting, recognizing that such intricacies may elude comprehension through surveys or interviews alone. This approach facilitates a deeper understanding of the dynamic factors, enriching the research findings (Cohen et al., 2017; Denzin & Lincoln, 2011). In this research, student teachers were observed as they were presenting their microlessons, and their videos were viewed as part of giving them feedback for their assignments.

Face-to-face interviews were conducted from March to May 2024. The researcher employed semi-structured interviews for this study, favouring this approach over structured and unstructured formats. Semi-structured interviews provide the flexibility to modify questions, enabling a more adaptable conversation (Cohen et al., 2017;

Denzin & Lincoln, 2011). Ten semi-structured questions were developed in advance, encompassing themes such as establishing student teachers' Observation and Modelling, Self-efficacy, and reciprocal determinism. Furthermore, personal questions on how self-recorded videos have improved their skills and reflective capabilities and other spontaneous questions were asked throughout the interview to clarify responses. To preserve structure during the interviews, the researcher allowed flexibility in deviating from the list to examine significant themes further (Roberts, 2020). Probing questions were also used during these interviews to keep the participants interested, summarize the topic, manage the flow of the talk, and ensure understanding. According to Roberts (2020: 108), the objective of probes is to sustain engagement, summarize significant ideas, and promote smooth discussion flow throughout interviews. Using these interviewing techniques, the researcher hoped to get participants to provide insightful and in-depth answers, enabling them to share their experiences with the value of peer feedback when used with self-recorded videos for microteaching.

Data Analysis

The effects of peer feedback practices were examined through thematic analysis, a qualitative data analysis method designed to identify, analyse, and report patterns or themes within a dataset. This approach can offer a comprehensive understanding of how student teachers perceive and respond to the feedback they receive from their peers (Rodgers et al., 2014).

The thematic analysis presents several advantages in this context. First, it enables researchers to uncover the underlying themes and patterns that emerge from student teachers' experiences, thereby providing a nuanced and context-specific understanding of the peer feedback process (Esfehani & Walters, 2018). Furthermore, it can reveal the intricate interplay among peer dynamics, self-reflection, and incorporating feedback into teaching practices.

Additionally, thematic analysis can elucidate how student teachers navigate the complexities of integrating peer feedback into their educational practices. By exploring the themes that arise, researchers can gain insights into the specific strategies and challenges student teachers encounter when translating peer feedback into meaningful revisions in their lesson planning and classroom instruction. This analysis can also highlight the importance of self-reflection in the peer feedback process, showcasing how student teachers interpret and internalize the feedback from their peers. Moreover, thematic analysis can shed light on the dynamics present within peer feedback groups, revealing factors that either facilitate or impede constructive exchanges of ideas and perspectives.

Ultimately, the insights derived from a thematic analysis of peer feedback practices can inform the development of more effective and supportive teacher education

programs that empower student teachers to grow and improve through collaborative learning. Additionally, this analysis can deepen our understanding of how student teachers utilize self-recorded microteaching videos to enhance peer feedback and self-reflection, providing valuable insights for better-integrating technology into teacher education programs.

FINDINGS AND DISCUSSIONS

This research paper explores the impact of utilising self-recorded microteaching videos to enhance peer feedback practices among student teachers at the University of Technology. The findings provide valuable insights into this approach's potential benefits and challenges, thereby informing ongoing efforts to improve teacher preparation programs (So et al., 2009).

Existing research has underscored the importance of video-based feedback in teacher education. Current studies delve deeper into the specific dynamics of peer feedback practices that leverage self-recorded microteaching videos. Results indicate that this method can positively influence student teachers' learning and development by fostering critical self-reflection, enhancing teaching skills, and boosting overall confidence (Andrés et al., 2013; Baepler & Reynolds, 2014; Roche et al., 2021; So et al., 2009).

Qualitative analysis of observations revealed that student teachers actively engaged in the peer feedback process, demonstrating high levels of dialogue and dialogic feedback exchange. They exhibited a robust understanding of teaching strategies, pedagogies, and subject knowledge, which they could articulate and refine through the feedback process. The researcher's observations also posited that the interactive use of video databases can establish a knowledge base for teaching, allowing student teachers to share experiences and reflect on their practices within a collaborative learning community. Moreover, the integration of video technology in teacher education has been examined, with researchers identifying its potential to enhance self-reflection and peer discussions (Roche et al., 2021). These observations also highlight the engagement and confidence-building effects of incorporating digital video assignments in writing courses, suggesting that a similar approach could benefit teacher education.

The interview data provided valuable insights into student teachers' experiences and perceptions regarding using self-recorded microteaching videos and peer feedback practices. Participants emphasized the importance of receiving personalized feedback from their peers, which allowed them to develop a more nuanced understanding of their teaching performance and identify specific areas for improvement. Additionally, participants noted that reflecting on their teaching through video recordings heightened their awareness of their strengths, weaknesses, and opportunities for

growth. The collaborative nature of the peer feedback sessions also fostered a sense of community and camaraderie among the student teachers as they engaged in productive discussions and exchanged ideas to enhance their instructional practices.

The data gathered from focus groups further supports these findings, with student teachers reporting enhanced confidence in their communication and teamwork abilities and a deeper understanding of teaching strategies alongside their own instructional strengths and weaknesses.

An analysis of the student teachers' lesson plans, reflections, and other artifacts revealed that peer feedback significantly influenced their instructional decision-making and professional growth. These educators could integrate their feedback into their subsequent lessons, resulting in notable improvements in their teaching practices.

These findings align with prior research emphasizing the advantages of self-reflective practices and peer feedback during early clinical experiences in teacher education. This study provides evidence that incorporating microteaching videos and peer feedback can effectively enhance preservice teachers' skills and reflective capabilities, which are essential for a successful transition into the teaching profession.

The findings of the study, which suggest that certain types of peer feedback (e.g., reinforcing, suggestive) may be more beneficial for student learning than others, further align with the social constructivist emphasis on the role of social interaction in the learning process (So et al.,2009; Tseng & Tsai, 2006).

The study's findings suggest that utilizing self-recorded microteaching videos and peer feedback can positively influence student teachers' self-efficacy, confidence, and engagement in the learning process, aligning with the principles of social knowledge construction. Bandura's social learning theory highlights the importance of observation, modelling, and social interaction in learning. Self-recorded microteaching videos allow student teachers to observe and reflect on their teaching practices. The peer feedback process also fosters social interaction, enabling student teachers to receive and provide constructive feedback, ultimately enhancing their understanding of effective teaching strategies (Tseng & Tsai, 2006; Baepler & Reynolds, 2014).

Existing research supports applying social constructivist principles in peer feedback and video-based learning. For instance, studies indicate that reinforcing peer feedback can assist students in developing superior projects, whereas didactic or corrective feedback from peers may yield less favourable outcomes for subsequent improvements. Moreover, incorporating video technology can enhance the feedback experience, allowing learners to leverage cognitive and social strategies to improve the precision and fluency of their feedback (Hung, 2016).

Furthermore, the approach of video-mediated teacher inquiry, as explored in the article "Video-Mediated Teacher Inquiry with Pre-Service English Teachers," aligns with the

social constructivist perspective. This method encourages pre-service teachers to connect specific classroom experiences with broader educational frameworks, facilitating knowledge construction through critical reflection and social interaction.

The social constructivist perspective, rooted in Bandura's social learning theory, offers a valuable theoretical framework for understanding the empirical research surrounding using self-recorded microteaching videos and peer feedback practices among student teachers. Research on the application of Bandura's Social Learning Theory within the context of these peer feedback practices indicates that this approach is a powerful and multifaceted tool for enhancing the professional development of student teachers. The combination of observational learning, critical reflection, and immediate, targeted feedback that this methodology provides aligns closely with the core principles of Bandura's theory. It empowers student teachers to systematically refine their teaching skills, knowledge, and repertoire through a collaborative and iterative learning process.

This cyclical observation, reflection, and implementation process allows student teachers to continually learn from their own experiences while gaining insights from their peers. Engaging in this dynamic learning cycle fosters a rich and comprehensive understanding of effective teaching practices while promoting the self-awareness and adaptability necessary to navigate the complexities of the classroom. Ultimately, this collaborative learning environment supports student teachers' holistic growth and development as they transition into their professional roles as educators.

Integrating Bandura's Social Learning Theory with self-recorded microteaching videos and peer feedback practices can transform teacher education. By nurturing a collaborative learning atmosphere, student teachers can cultivate a deep understanding of teaching, enhance their skills, and develop the essential qualities needed to succeed in their future roles as educators. Through an ongoing observation, reflection, and implementation cycle, this approach empowers them to become more self-aware, adaptable, and effective in their teaching.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, this study has highlighted the potential of integrating self-recorded microteaching videos and peer feedback practices within teacher education programmes. By offering student teachers opportunities for self-reflection, personalized feedback, and collaboration with peers, this approach can significantly contribute to developing essential teaching skills and knowledge.

The findings of this research carry important implications for lecturers and policymakers aiming to enhance the quality of teacher preparation and support the professional growth of student teachers. Additionally, lecturers must provide thorough training and support regarding the effective use of video technology and the delivery

of constructive peer feedback, ensuring that these practices foster a positive and collaborative learning environment.

Furthermore, additional research is necessary to investigate the long-term impact of these practices on the teaching effectiveness and career trajectories of student teachers and their potential for scalable and sustainable implementation across diverse educational contexts.

Ultimately, this study presents compelling evidence for integrating self-recorded microteaching videos and peer feedback practices into teacher education programs, as these methods can significantly enhance the professional development of student teachers. By adopting a holistic approach that combines video technology with collaborative peer feedback, teacher education lecturers can empower student teachers to become reflective practitioners, improve their teaching skills, and ultimately enhance the quality of education for their future students.

The study offers several key recommendations: First, teacher education programmes should integrate self-recorded microteaching videos and peer feedback practices as essential components of their curriculum, as research demonstrates that these methods greatly enhance the professional development of student teachers. To facilitate the successful implementation of these practices, comprehensive training and support must be provided for both student teachers and teacher educators.

Second, programmes should ensure comprehensive training and support are available to utilize these practices effectively. Finally, programmes should establish clear guidelines and protocols for the peer feedback process, emphasizing the significance of constructive and supportive feedback in fostering a collaborative and inclusive learning environment.

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