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Video-Based Reflection and Peer Coaching in Enhancing TEFL Student-Teachers' Teaching Practices of Receptive Skills

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Abstract

This study examines the effect of selfie video reflection, model lesson video reflection, and peer-coaching relating to model lesson videos and selfie videos on TEFL student-teachers' receptive skills teaching practices. An observation checklist of (11) teaching practices was used by the participants during reflection. Four groups of (6) participants carried out two practice teaching days each week for three months and met with the researcher monthly. The first group recorded their lessons and reflected on them. The second watched model lesson videos and reflected on the teacher's performance. The third watched videos of model lessons, reflecting on them with peers, as well as recording their practice teaching and reflecting on their performance with peers. The fourth received only educational supervisors' and mentor teachers' feedback. The results reveal that the use of peer coaching with the model lesson and self-recorded videos enhances teaching practices relating to receptive skills.

Keywords: Video-based reflection, Model lessons, Peer coaching, TEFL student-teachers, Teaching practices, Receptive skills.

Contents

Contribution of this paper to the literature
This study encourages TEFL student-teachers to critically watch videos of practice teaching in the classroom and follow systematic steps to reflect on those videos. In addition, it calls on practicum training departments to urge student-teachers to start recording their practice teaching and reflect on their own lessons through peer coaching.

1. Introduction

Practice teaching is one of the most important courses included in teacher preparation programs in faculties of education at higher education institutions around the world. The course aims to provide an opportunity for student-teachers to combine theory and practice by applying their theoretical learning in a practical way. Impedovo and Cheneval-Armand (2016) noted that this training helps student-teachers "bridge the gap between theory and practice … and link pedagogical knowledge to classroom practice." Additionally, it allows student-teachers to observe all the components of the physical and human school environment to learn the roles and relationships of each individual and their own expected role as future teachers. In other words, they get to "assume the full range of duties of a teacher during this hands-on training period" (Aglazor, 2017). Practice teaching also builds positive attitudes toward teaching and allows student-teachers to learn more about the strengths and weaknesses of their teaching skills. In Palestine, practice teaching courses are mandatory for all student-teachers in education faculties. Most educational programs in Palestinian universities allocate six credit hours to two practice teaching courses over two semesters. On a full-time basis, this means that student-teachers teach in real schools for one to two days per week in addition to two intensive weeks between the two semesters. The *Practice Teaching* courses start from the beginning of the first semester of the fourth/final academic year and continue until the end of the second semester of the same year. Student-teachers must attend all practicum days and submit a portfolio, which includes *lesson plans, a reflection on each lesson, a thesis statement, reading logs*, and *favorite collections*. The educational supervisor meets student-teachers several times during the semester for guidance and feedback, while the mentor-teacher provides student-teachers with advice, guidance, and feedback at the end of each day or lesson. Both the educational supervisors and the mentor-teacher officially evaluate the student-teacher at the end of the Practice Teaching course.

Many TEFL student-teachers face difficulties when trying to integrate their knowledge into the practical context of the classroom (Impedovo & Cheneval-Armand, 2016). There are several reasons for this. It could be due to a lack of sufficient pedagogical knowledge, insufficient training, insufficient feedback, or not having observed model sample lessons presented by other/expert teachers. Hence, some studies have focused on testing the use of various reflection strategies to develop the teaching practices of student-teachers in practice training courses, for instance, reflection on selfie videos and/or observing the performance of others and reflecting on it individually or with peers. Other studies have suggested other strategies to escape the traditional system that still dominates several teacher preparation programs, which depends on the educational supervisors and mentor-teachers observing the student-teacher's performance and providing feedback to individual student-teachers only.

In this regard, Wass and Rogers (2021) asserted that video-recorded observations combined with peer mentoring and student feedback could enhance teaching quality by providing teachers with contextual, relevant, and individualized professional development. Along the same lines, Dávila (2020) revealed the central role of lived experiences in developing pre-service student-teachers' pedagogical and didactic knowledge and teaching skills in an EFL teacher education program. In addition, Melekhina and Barabasheva (2019) emphasized the positive attitude of trainees toward peer coaching and revealed the aspects of their newly adopted educational strategy that participants perceived as highly motivational for professional development. Impedovo and Cheneval-Armand (2016) provided useful information by describing the process of professional learning and, at the same time, supporting the integration of video into pre-service teacher training as a reflection tool. Yee (2016) pointed out that peer coaching is an impactful tool for professional development because it offers teachers opportunities for self-reflection, sharing classroom experiences, and mutual growth in teaching. Additionally, Abuiada (2013) demonstrated the positive impact of the peer coaching strategy on the teaching skills of EFL student-teachers and their attitudes toward the teaching profession. Pellegrino and Gerber (2012) examined the utility of video recording and self-analysis as an effective means of reflective practice for teachers. Santagata and Angelici (2010) suggested that the lesson analysis framework facilitates pre-service teachers' learning by elaborating on what they observe and proposing alternative teaching strategies. In addition, the framework provides a structure for an evidence-based evaluation of observed instruction. Kram (2008) tested the nature of peer coaching and framed it as a developmental tool that can enhance personal and professional development. Finally, Overman (2002) examined the role of peer coaching in developing the skill of providing relevant and expert feedback.

Based on the evidence in the prior literature for the desirability of employing video-based strategies and peer coaching in teacher training programs, and based on the fact that the current strategy in most faculties relies on the educational supervisors' and the mentor teachers' observations as the only method to develop student-teachers' teaching practices, the current study aims to narrow the research gap in this field. The current investigation, therefore, tests the effect of using video-based reflection and peer coaching on the development of student-teachers' practices in teaching receptive skills. Moreover, the suggested strategies can be used by student-teachers as self-learning strategies for their future professional development.

1.1. Video-Based Reflection

This strategy "originated in the 1960s at Stanford University, to train people in specific skills, following a modeling approach" (Santagata & Angelici, 2010). Video-based reflection or video-based instruction is an effective and powerful audiovisual learning tool that is recorded by the teacher him/herself or by another/unknown teacher during the teaching process in the classroom and subsequently viewed to reflect individually or with peers as a tool for professional development (Obid, 2022; Sonmez & Can, 2010; Woolfitt, 2015). The related literature points out the benefits of a video-based strategy for training student-teachers as it allows them to observe their performance as well as learners' performance. At the same time, teachers can analyze the strengths and weaknesses of their performance and determine what is relevant in a classroom situation (Masats & Dooly, 2011). In other words, the

video-based reflection strategy presents an "example of authentic classrooms and teaching to supplement lectures and provide more exposure to real teachers in the act of teaching" (Newhouse, Lane, & Brown, 2007). Impedovo and Cheneval-Armand (2016) added that using video-based reflection enables student-teachers to relate "their university learning to their classroom methods, while also bridging the gap between theory and practice."

1.2. Types of Video-Based Reflection

The previous literature lists three types of videos that are used to train teachers:

1- *Talking head* or *selfie videos,* in which teachers themselves record their classroom practice. It helps teachers "revisit the lesson or activity as if they were instantly transported back to that classroom" (Gibbons & Farley, 2019). In this type of reflection, teachers can observe their practices and analyze their strengths and weaknesses during the classroom lesson. Moreover, the teachers can focus on specific parts of the lesson to reflect on and acquire an understanding of their own teaching (Inman & Myers, 2018; Lampert & Ball, 1998). As a result, the practices of teachers improve, along with the achievement of learners.

2- *Video-modeling* by an expert; in this type, the video includes a lesson taught by an unknown/another teacher. It aims to model the way specific skills are practiced and construct attitudes toward authentic classroom practices. Accordingly, it is "a visual teaching method that occurs by watching a video of someone modeling a targeted behavior or skill and then imitating the behavior/skill watched" (Watch Me Learn, 2020). This strategy grabs teachers' attention, specifies target practice/s to focus on, and includes visual stimuli that enable teachers to process lesson stages and reap benefits by observing the steps of the lesson (Corbett & Abdullah, 2005; Franzone & Collet-Klingenberg, 2008). Famously, it "is easier and acceptable to analyze unknown and other's works" (Gaudin & Chaliès, 2015). So, student-teachers can analyze and criticize unknown teachers' performances freely and constructively.

3- *Video-coaching* by peers offers a source of discussion and the opportunity to compare opinions in an interactive process in which two or more teachers reflect on a lesson to solve a problem of teaching practice, share ideas or opinions, and draw valuable conclusions (Masats & Dooly, 2011; Yee, 2016). Kram (2008) suggested three steps to successful peer coaching: (1) building the developmental relationship, (2) creating success in development, and (3) internalizing the learning tactic by applying the peer coaching process in future relationships.

To help student-teachers achieve the benefits of video-based classroom lessons, performance assessment, or self-reflection, Newhouse et al. (2007) asserted the need for student-teachers to use a specific tool to direct their focus toward the teaching practices to be studied while watching the video. For this reason, an observation checklist of teaching practices of receptive skills lessons was prepared for use by student-teachers during video-based reflection.

1.3. Receptive Skills

Palestinian teachers face many difficulties teaching English because, in Palestine, English is considered a foreign language. Undoubtedly, these student-teachers face greater challenges during the practice teaching courses. Listening and reading are two important skills in which the teacher has to train learners to extract meaning from a spoken or written discourse by reading/listening using suitable strategies without the need to produce a message (El-Dakhs & Amroun, 2021; Lenchuk, 2020; Obid, 2022). Among in-service and pre-service teachers, efforts are made to design more effective pedagogical techniques to teach receptive skills in a way that improves learners' performance (Marlina, 2018). In this respect, it is notable that most TEFL literature, such as Rhalmi (2019); Karakoc (2019) and Harmer (2003) presents PDP (pre, during, post) as a framework for planning and presenting receptive skill lessons in which students are motivated, engaged, and active before, during, and after (pre, during, and post) the listening or reading lesson. First, in the pre-reading/listening stage, approximately 5-10 minutes, the teacher prepares students for the reading/listening text by making predictions, brainstorming, and generating interest in the topic through the use of attractive activities, getting learners to predict the general idea of the text and activating learners' schemas on the topic. Secondly, during the reading/listening stage, approximately 20- 25 minutes, the teacher engages students in sequenced activities that range from general to specific and from easy to difficult to gain a deep understanding of the topic and details. Thirdly, in the post-reading/listening stage, approximately 10-15 minutes, the teacher encourages learners to apply what they have understood and gained from listening/reading to the text by doing further work with the text or connecting the topic to their own real-life situation, personalizing and applying what they have learned to the world outside the classroom.

In light of the above, TEFL student-teachers must learn to help their students develop a large number of reading/listening skills during the receptive skill lessons. There are numerous reasons teaching receptive skills can be thought-provoking, such as language, topic and genre, comprehension tasks, negative expectations, lack of effort to understand and concentrate, different pronunciations of words, the speed of speech, the length of the sentences, determining the main idea, and lack of vocabulary (Al Badi, 2016; Harmer, 2003; Wallace, 2007). Hence, Rhalmi (2019) called on teachers to focus on developing learners' comprehension skills to understand spoken or written texts instead of focusing on letting them get the meaning by training them to use suitable reading/listening strategies.

2. Statement of the Problem

Educational supervisors and mentor teachers have noted the difficulties TEFL student-teachers experience when teaching receptive skills. One cause of this difficulty is the lack of alignment between pedagogical knowledge and authentic classroom practice. Most complaints of TEFL student-teachers, educational supervisors, and mentor teachers focus on the steps followed in each stage of the lesson framework. Student-teachers do not select suitable activities to achieve the aims of each stage, are unable to engage and activate learners through the stages, and fail to consider time management throughout the different stages. These reasons and others have combined to motivate the researcher to try video-based reflection and peer coaching to enhance teaching practices in receptive skills lessons taught by TEFL student-teachers. Accordingly, the researcher formulated the study problem as follows: what are the effects of selfie video reflection, model lesson video reflection, and peer coaching strategies on the teaching practices relating to receptive skills among TEFL student-teachers?

3. Research Question and Hypothesis

The research question and hypothesis can be stated as follows:

1. Which teaching practices relating to receptive skills are intended to be enhanced in this study?
2. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of the teaching practices of receptive skills among the mean scores of the control group and the experimental groups in favor of the experimental groups.

4. Research Methodology

4.1. Participants and Procedures

This study uses an experimental research design, which means testing "the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that come" (Creswell, 2009).

The participants are (24) fourth-level female TEFL student-teachers at Al-Azhar University who were enrolled in the practicum course at the faculty of education in the first semester of the academic year 2021/2022. They were purposefully chosen to take part in the experiment for (3) months and (2) weekly teaching practices. The participants were distributed among four groups: Group A, with (6) participants, practiced teaching receptive skill lessons, recorded their lessons, and then reflected on their performance using the observation checklist by watching the selfie videos; Group B, with (6) participants, watched model lesson videos and reflected on unknown teachers' performance by using the observation checklist and then practiced teaching receptive skills in their classes. Group C, with (6) participants, watched model sample lesson videos and reflected on unknown teachers' performance with peers and then practiced teaching receptive skill lessons in their classes, recording their lessons to reflect on the selfie videos with peers. The length of each video was (40) minutes, which is the usual class duration in schools. The participants were asked to write action points for their subsequent teaching practice based on their reflection. The researcher met with each group monthly to discuss the reflection and to deal with any problems arising in the think-aloud session. Group D, on the other hand, did not experience any change because this was the control group; participants practiced teaching receptive skill lessons in schools and then conducted a feedback session with the educational supervisors and mentor-teachers in which they reflected on their performance in normal feedback sessions. Pre- and post-observation checklists were completed for all four groups.

4.2. The Tool and Data Collection

The observation checklist was the main instrument to measure the effect of selfie video reflections and model lesson video reflections. It included three main sections: (5) teaching practices for the pre-reading/listening stage of teaching, (5) teaching practices for the "during" stage, and (1) teaching practice for the post-stage. A five-point Likert scale (very good, good, acceptable, poor, very poor) was used to evaluate the TEFL student-teachers' teaching practices of receptive skills. To referee the study tool, the observation checklist was given to a panel of English language supervisors and English language teachers. The suggestions of the referees focused on re-writing the teaching practice of the post-stage, turning it into one practice with different types of activities, and their viewpoint was taken into account. To check the internal consistency of the tool, the Pearson correlation formula was used to calculate the correlation between the general degree of each teaching practice on the observation checklist and the general degree of the whole. Table 1 shows these correlations.

Table 1. Pearson correlation between the general degree of each teaching practice and the general degree of the whole observation checklist.

Teaching Competencies	Pearson Correlation	Teaching Competencies	Pearson Correlation
1	0.652**	7	0.627**
2	0.627**	8	0.674**
3	0.738**	9	0.710**
4	0.633**	10	0.786**
5	0.628**	11	0.688**
6	0.783**		

Note: ** Correlation is significant at the 0.01 level (2-tailed).

As Table 1 shows, the correlation values of the teaching practices are high, which indicates the reliability of each teaching practice, and they are significant at (0.01). The reliability of the observation checklist was further checked by asking another educational supervisor to observe the participants' teaching practices in receptive skills lessons and complete the observation checklist, as well as the researcher. Holsti's equation

($R = \dfrac{agreement\ points}{agreement\ points + disagreement\ points} * 100$) was used to calculate the reliability of the tool. The reliability was (0.89), which is an acceptable percentage and means that the tool in this study is reliable.

5. Results

To answer the first question of the study (Which teaching practices relating to receptive skills are intended to be enhanced in this study?), the researcher thoroughly reviewed the related literature and asked a panel of referees to review the list of teaching practices. The final receptive skill teaching practices that were included in the observation checklist are provided below:

Pre-reading/listening skills

    1- Introduces general topic.
    2- Gets learners' interest.
    3- Activates learners' linguistic schema, background knowledge, and vocabulary.
    4- Introduces topic and genre of text.
    5- Allows learners to speculate on content.

During reading/listening skills

6- Asks learners to skim to check prediction/get a general understanding (main idea and general information).

7- Asks learners to scan for specific details (facts, details, specific information).

8- Asks learners to read for detailed understanding.

9- Asks learners to read to infer the meaning of unknown words from the context.

10- Asks learners to read to infer indirect information from the context.

Post-reading/listening skills

11- Sets up pair/group work on integrated skills tasks related to the reading/listening text, such as: interpreting the text, summarizing the message, transferring the message to pictures, maps, tables, or diagrams.

To test the hypothesis of the current study (There are statistically significant differences at ($\alpha \leq 0.05$) in the level of the teaching practices of receptive skills among the mean scores of the control group and the experimental groups in favor of the experimental groups), the post-implementation results of the four groups' observation checklists were compared. A Kruskal-Wallis test was used to statistically analyze the data of the post-implementation of the observation checklist. The following table summarizes the results:

Table 2. Kruskal-Wallis results of the difference among the four groups.

The stage of the lesson	Group	No. of participants	Mean Rank	Chi-Square	Sig. level	Sig.
Pre-reading/listening	Group A	6	11.50	2.817	0.421	Not sig.
	Group B	6	9.17			
	Group C	6	14.92			
	Group D	6	14.42			
During reading/listening	Group A	6	7.08	11.157	0.011	Sig.
	Group B	6	10.58			
	Group C	6	19.83			
	Group D	6	12.50			
Post-reading/listening	Group A	6	11.17	4.249	0.236	Not sig.
	Group B	6	9.50			
	Group C	6	16.83			
	Group D	6	12.50			
Total	Group A	6	7.42	11.437	0.010	Sig.
	Group B	6	9.08			
	Group C	6	19.92			
	Group D	6	13.58			

The results indicate that at (0.010) the significance level is less than (0.05) for the total degree of the post-implantation results, as well as the degree of each teaching practice, which means that there are statistically significant differences in the level of teaching practices of receptive skills among the four groups due to the assigned strategy (selfie video reflection, model lesson video reflection, peer coaching on model lessons and selfie videos, and the ordinary strategy). In addition, Table 2 shows that there are statically significant differences among the four groups in the level of teaching practices during the reading/listening stage. However, there are no statistically significant differences among the four groups regarding their pre- and post-stage teaching practices.

To discover in favor of which group the differences were significant, the Scheffe test was used. The following table shows the results:

Table 3. Scheffe test for multiple comparisons among the four groups.

Stages	Groups	Mean	Group A	Group B	Group C	Group D
During the reading/listening stage	Group A	19.833		0.726	0.009	0.476
	Group B	20.666	0.726		0.085	0.975
	Group C	22.666	0.009	0.085		0.186
	Group D	21.000	0.476	0.975	0.186	
The total result of the observation checklist	Group A	45.000		0.993	0.011	0.406
	Group B	45.333	0.993		0.021	0.560
	Group C	49.333	0.011	0.021		0.277
	Group D	47.000	0.406	0.560	0.277	

As Table 3 shows, the significant differences were in favor of Group C in the "during" stage as well as for the total result of the teaching practices. This means that the strategy of peer coaching on model lesson videos and selfie videos helped TEFL student-teachers enhance their teaching practices relating to receptive skill lessons. In other words, there were statistical differences in the teaching practices of receptive skill lessons among the mean scores of the four groups in favor of group C.

The result was congruent with studies of Wass and Rogers (2021) and Impedovo and Cheneval-Armand (2016), who asserted the positive effect of using video-based reflection. Also, it is in line with the studies of Pellegrino and Gerber (2012); Melekhina and Barabasheva (2019); Abuiada (2013); Kram (2008), and Overman (2002), who confirmed that peer coaching enhances teaching practices.

6. Discussion and Conclusion

The results of this study could be attributed to the following:

The selfie video reflections provided TEFL student-teachers the opportunity to recall and notice all the procedures and performances of every single moment of the class. Through the act of reflection, student-teachers became learners again by analyzing the video practices objectively and trying to answer questions and discover justifications for specific practices.

The combination of the two methods (model lessons and self-recorded lessons) with peer coaching provided TEFL student-teachers the opportunity to observe their own as well as others' teaching practices and point out the strengths in each lesson; this motivated them to discuss ideas and opinions and allowed them to express themselves and listen to each other's opinions to arrive at the most successful teaching practices for receptive skills lessons. This is consistent with the conclusions of Newhouse et al. (2007), who reported that it is highly effective to ask student-teachers to observe and reflect on their classroom practices with collaborative partners or video themselves and then reflect on their lessons.

Moreover, student-teachers were asked to watch model lesson videos and reflect on them with peers, incorporate the discussion in their practice teaching, record their own lessons, and then reflect with peers using the guidelines of the observation checklist. These steps focused their attention on more detailed aspects of the classroom and the role of each aspect in achieving the objective of the lesson. More, these steps emphasized the teacher's role in managing the classroom and the time during the receptive skills lessons. In other words, it is a student-centered practice in which the student-teachers were engaged in substantial cognitive processing during the reflection time.

The self-reflection on the selfie videos helped student-teachers analyze the educational situation in a systematic and objective manner and allowed them to continuously check the development of their teaching practices. Furthermore, this encouraged TEFL student-teachers to compare their teaching practices with their peers and formulate appropriate ideas for increasing interaction in the classroom by selecting various types of activities to be used in each stage of the PDP framework and considering individual differences among learners.

Continuous selfie video reflection provided suitable opportunities for student-teachers to redress the weaknesses in their teaching practices and compare their current practices with previous ones. This enhanced the student-teachers' confidence to develop their performance and implement successful practices efficiently in a way that positively reflected on students' interactions and their acquisition of receptive skills.

Using the two strategies together provided TEFL student-teachers with two types of feedback: self and peer feedback. By watching peers and modeling unknown teachers' lessons, they became aware of various teaching practices. Through discussion with peers, they developed their knowledge about specific practices and got to know which practices would need to be developed in subsequent lessons. In addition, they compared their performance to that of their colleagues by watching the videos recorded for them, which helped them avoid the weak practices and focus on organizing the steps in a deliberate way that would serve to achieve the receptive skills lesson objectives.

Furthermore, selfie-video-based reflection increases student-teachers' desire to improve their practices and change their weak practices. This desire increases when they reflect on the selfie videos during peer coaching. In this regard, Calandra and Rich (2015) mentioned that teachers' desire to change their practices increased after reflecting on videos. Cattaneo and Boldrini (2017) agreed that video reflection on practice teaching plays a vital role in improving practices, and video reflection "allows teachers to assess, check, and provide comments on their pupils' work."

The use of the observation checklist guided student-teachers to focus on the target practices they had to acquire and understand the most important practices they had to implement in each stage of the lesson. Moreover, it guided them to plan successful lesson plans for receptive skill lessons that included a suitable number of steps and activities for each stage and divided the time wisely across the stages. Pellegrino and Gerber (2012) confirmed this point:

> *Participants articulated that engaging in this guided reflective activity brought a heightened awareness of teaching strengths and weaknesses. Specifically, participants noted that employing the observation instrument, coupled with the formalized act of video-recording analysis, allowed them to focus on details of teaching often overlooked in less formal reflective practice or formal evaluation.*

It is worth mentioning that in most education faculties, a single evaluation form is adopted to evaluate TEFL student-teachers' teaching practices without considering the differences and special practices required for the stages of the various frameworks of teaching English language skills. The observation checklist helped student-teachers to focus on selecting appropriate activities and systematic steps to help learners achieve the receptive skill lesson objectives.

Monthly meetings with the researcher for think-aloud sessions created more opportunities to discuss the model practices for each stage of the receptive skills lessons and guide TEFL student-teachers' attention towards valuable points to be considered or reinforced during each practice teaching session.

7. Implications for Practice and Further Research

The findings demonstrate that the use of peer coaching in combination with reflection on model lessons and selfie videos enhances TEFL student-teachers' receptive skills teaching practices. Based on this result, educational preparation programs in education faculties are advised to adopt peer coaching, selfie videos, and model lesson video reflection to enhance TEFL student-teachers' teaching practices. To achieve this, institutions of higher education must provide student-teachers with observation checklists and the practices required to teach English language skill frameworks so that they can use these tools to guide their teaching. In addition, they need to encourage student-teachers to evaluate their own and others' lessons wisely, objectively, and constructively to enhance their strengths and avoid their weaknesses. Reflection on selfie videos, model lessons, or peers' videos must be followed by the creation of an action plan for subsequent lessons to document the benefits of reflection and discussion. It is also necessary for TEFL courses and teaching courses to provide opportunities for student-teachers to combine theory and practice, such as selfie video reflections, model lesson videos, and peer coaching.

Future research should aim to investigate the effects of video-based reflection and peer coaching on enhancing the teaching practices of other language skills. In addition, empirical studies should be conducted to reveal student-teachers' self-efficacy and attitudes towards using selfie video reflection, model lesson video reflection, and peer coaching. Further study is also needed to examine the effect of video-based reflection and peer coaching on enhancing student-teachers' classroom management skills and their selection of suitable exercises and activities to assist learners' learning. Finally, researchers can prepare different observation checklists for other language skills lessons to be used in reflection and feedback sessions and investigate the measurable impact of these tools in enhancing teaching practices.

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