

PEER FEEDBACK IN TEACHER PROFESSIONAL DEVELOPMENT: A SYSTEMATIC REVIEW

Systematic literature review to examine the empirical evidence of the benefits of peer feedback for teacher and institutional Professional Development from a symmetrical and reciprocal relationship.

De la Iglesia, B., Forteza, D., y Duma, L. (2024). El feedback entre iguales y el desarrollo profesional docente: revisión sistemática [Peer feedback in teacher professional development: A systematic review]. *Revista Española de Pedagogía*, 82 (288), 335-358. <https://doi.org/10.22550/10.22550/2174-0909.4044>

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Introduction

This systematic review of the literature contributes to enriching the current state of evidence-based knowledge on teacher-to-teacher feedback, focusing exclusively on the collaborative and symmetrical model, among teachers with similar levels of experience, at the basic education stage.

Research objectives

Provide answers to :

1. What kind of research has been done in the last 10 years on feedback among primary and secondary school teachers, and what conclusions are drawn?
2. What kind of feedback is defined as effective in relation to teaching practice and Teacher Professional Development (TPD)?

Methodology

PRISMA Protocol

3 Phases:

Document research and evaluation - VOSViewer. Selection and filtering of documents. Analysis of documents.

7 Databases:

Scopus - WOS - Dialnet Plus - ERIC - APA PsycArticles - APA PsycInfo and Teacher reference.

Keywords: Feedback / Professional development/ Teaching agency

Results

- **Year of publication:** 43.33% of the publications have been published within the last 3 years.
- **Location:** 43.33% in Europe - 23.33% in North America - 23.33% in Oceania - 9.99% in Asia.
- **Educational level:** 59.99% primary education - 6.66% secondary education - 33.33% do not specify, or base their study on a multiple/mixed model of levels in basic education.

Results

Symmetrical feedback: 43.33% of the publications analyse how pairs of two teachers give feedback to each other - 30% feedback is to the group - 6.66% do not specify feedback

Prior training in feedback: 36.66% provide specific training in feedback - 23.33% provide training in some content or skills related to the observation and feedback process - 33.33% do not provide prior training

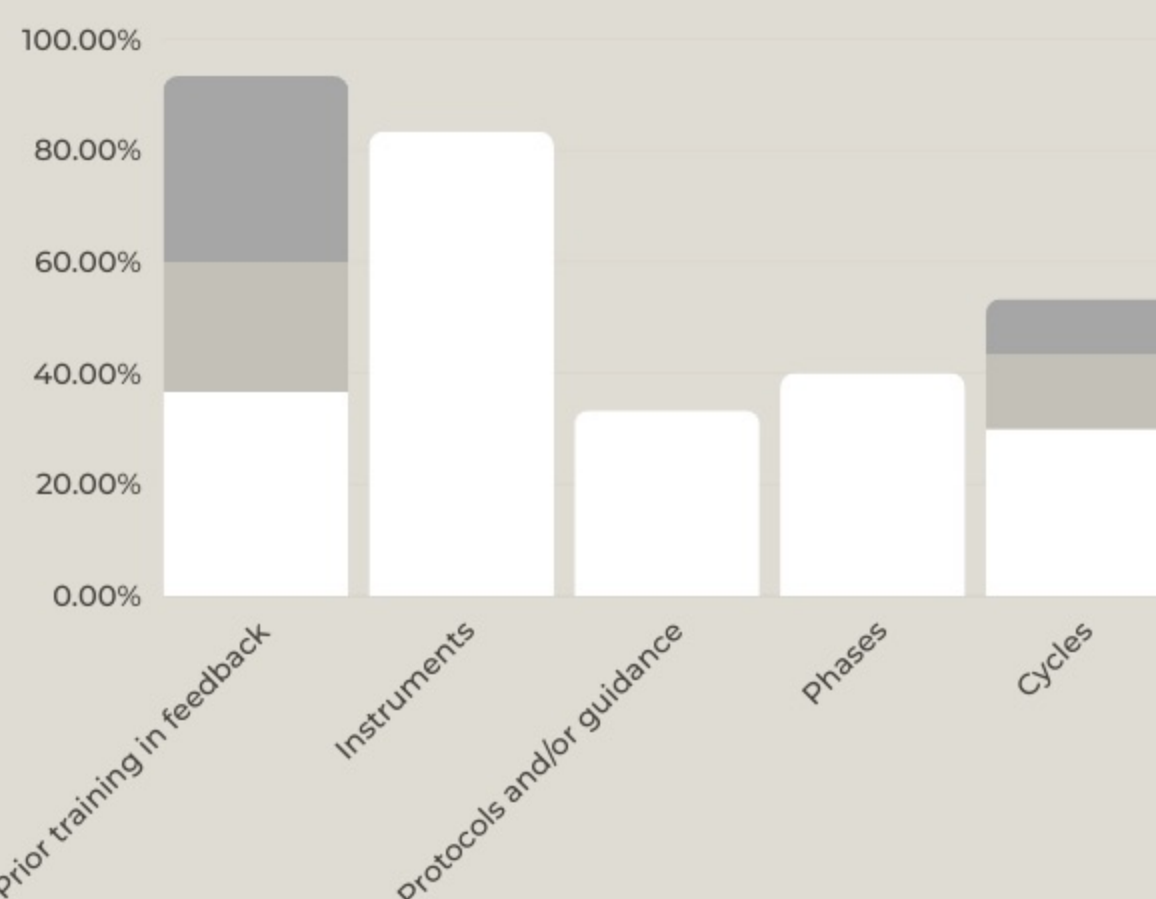
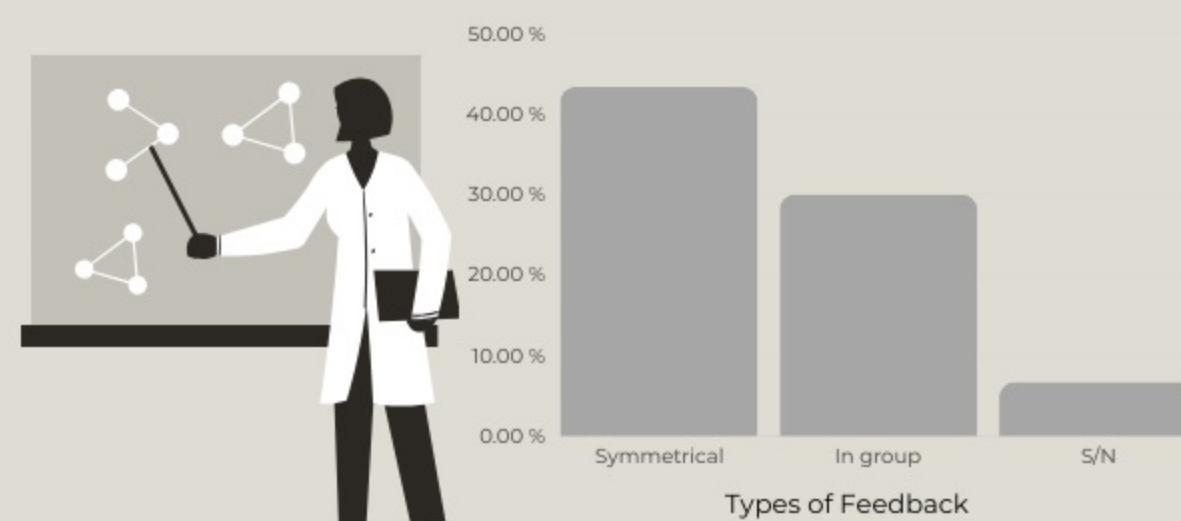
Instruments: 83.33% of the studies use at least one instrument for the observation and/or feedback phase.

Protocols and/or guidance: 33.33% of the articles use guidance or protocol to guide participants through the process.

Phases: 40% of the publications complete the phases of the process (pre-meeting, observation and feedback).

Cycles of observation and feedback: 30% of the studies complete between 1 and 3 cycles - 13.33% complete between 4 and 6 cycles - 9.99% complete 7 or more cycles. - 30% do not specify but guarantee 1 cycle.

30 SELECTED ARTICLES



Conclusions

The review of the 30 selected articles has shown a growing interest in this subject in the last decade, mostly in Anglo-Saxon countries, although it is widespread at international level, with a predominant focus on primary education.

The need for training to enable teachers to give and receive better quality feedback should also be emphasised.

Most of these studies use and recommend the use of an instrument to guide observation and/or feedback practices, as well as more than three cycles of observation to help sustain the practices over time so as not to discourage their impact.

Future research could be based on identifying changes in specific aspects of student performance that are known to correlate with student learning.

In the light of the data analysed, it can be concluded that the review presented here fills part of the gap in the scientific literature on the benefits of peer feedback. Thus, it has been shown that improvements in teaching practice can be obtained from a collaborative, symmetrical approach and through dialogical feedback.