Research / Report

Peer Observation, Peer Feedback, Self-Analysis and Self-Reflection Among Students

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Yerevan – 2021

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INTRODUCTION

When people's lifestyle with whom we are socially connected changes some changes enter to our life precisely the same way. For example, if one person in a social network gains weight or changes his behavior in any way, then this is reflected in his close contacts. Something like a wave-like effect may occur: friends and friends of friends also begin to rapidly change the same habits. By analogy, our social circle affects us much more than we think. Changes in one person (both positive and with a minus sign) they lead to transformations of the entire network. Positive habits are also infectious. For example, when one of my Facebook friends started running in the morning, I was amazed to discover at one point that 3-4 people among my friends on social networks also started the same habit with a difference of one or two months before and after her. Such example can be found in everyone's life.

The same scheme applies to the dissemination of any learning skills, behavioral attitudes in school/university. When at least one teacher lights up with a pedagogical idea, the effect spreads throughout the organization, like ripples on water after stone falls.

Peer observation among students concerns the fact of using an assessment during class training, peer and self-assessment as an effective approach to increase students learning quality. Direct training of students on evaluating their own work and work of their peers, has many advantages. This contributes to an understanding of his studies and provides opportunities for critical analysis of their own efforts, encouraging them to become more independent.

Peer observation works alongside other forms of training and development.

This study is devoted to the study of the relationship between the functions of peer observation, peer feedback, students' perception and motivation to act as feedback with their groupmates (understanding and agreeing with feedback) and the probability of feedback between students. The feedback functions studied included four cognitive functions related to identification, explanation, decision, suggestion, and two affective functions mitigation and approval. Logistic regression analysis showed that:

(1) understanding and agreement is directly correlated with the predicted feedback of the implementation of actions;

(2) having a solution to the predicted understanding of feedback;

(3) mitigation and approval as feedback;

(4) explanation and hedging of the projected realization separately from the perception effects.

The theoretical and practical implications of the results indicate a deeper understanding of how feedback affects implementation through students' perceptions.

CHAPTER 1: EFFECTVE METHODS OF PEER OBSERVATION

Peer observation refers to the participation of students in making judgments about their peers' learning products using grades and written or oral feedback. In other words, peer assessment can be either summative, thus focusing on assessing learning outcomes as right or wrong, or quantifying, or formative, if they focus on in-depth qualitative

assessments of different types of learning outcomes. Formative peer assessment refers to any type of student-led assessment that provides enlightening feedback that the student can use to improve their learning. Formative peer assessment focuses on cognitive, social, affective, and metacognitive aspects of learning, and often takes a multimode approach that results in a more holistic profile instead of a single point. It is aimed at building a complete picture of the competencies of students; it is an integral part of the learning process and is carried out several times during the course, and not only at the end, as in the final assessment of peers.

The problem of peer observation among students and its impact on academic performance, as well as students' perception of the need for education, is becoming more urgent. Since peer observation and feedback is studied by many different educational research communities, a variety of terms have been used.

Innovative ways to encourage students and make students feel valued are very important for every educational institution. Sharing the experience that helps them share their knowledge and skills in learning and create a more reliable and meaningful idea of what they know and can do with the material given by tutors.

When students choose the types of activities they are engaged in, they get more opportunities in learning. One way to achieve this is to give students the opportunity to work with each other, observe each other's work and give feedback at the end of the project. This approach not only empowers students, but also allows tutors give more individual feedback. The tutor can move around the classroom, learn more about students and their needs, facilitate communication and build relationships, which is the key to student growth.

Stages

1. Planning for joint observation of the learning process

2. Conducting a preliminary monitoring meeting

3. Observation of Learning - Criteria and Methods

4. Conducting a post-observation feedback meeting

5. Individual action plans

Some general schema principles suggested here will also need to be explained and discussed:

- the principle of confidentiality in feedback from individual students;

- emphasis on development rather than judgment.

Peer observation can be considered as not just a means to achieving the goal. It is also an effective pedagogical strategy for teaching students critical thinking skills, providing and receiving feedback, and taking responsibility for their own learning. A study summary by the Education Endowment Foundation for England notes that teaching practices are more effective when they include peer observation, peer feedback, peer learning, collaborative learning and self-assessment. The mentioned are components of effective peer feedback.[1]

Methods for peer observation:

Peer triads: the group is divided into groups of three; all students took part in the learning and idea sharing process:

- sessions on the observation of the learning process; each member of the group notices the other two members of the group and

- provides personalized feedback; they meet as a group, identify common / common issues; one player from each group,

- the group presents it as a kind of its group to other groups of s representatives; in general, the report is distilled with comments and

- discussion of repetitions discussed and agreed upon in the whole meeting of the department.

Pairs with external sampling

Students are divided according to subject interests and then paired. Each member of the pair observes the other member, and an external observer takes samples from the entire group. The group meets with an external observer to agree on general issues that are sent to the department.

Peer feedback is defined as comments provided by a student to his/her group mate regarding the strengths and weaknesses of the document, as well as constructive recommendations for improvement. Feedback function refers to the structural components

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[1] EEF. 2021. Peer review process. [online] Available at:
https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/evaluation-guidance-and-resources/peer-review-process?utm_source=/projects-and-evaluation/evaluation/evaluation-guidance-and-resources/peer-review-process&utm_medium=search&utm_campaign=site_search&search_term=peer%20re
[Accessed 6 November 2021].

of feedback comments, such as whether they explicitly describe a problem or give an assessment, sometimes called feedback content.[2]

The term "feedback" is used differently in linguistic, psychological and pedagogical researches. Feedback between participants of the peer observation as an organized and structured process allows establishing constructive communication, using elements of the results gained at the process of observation, make progress in teaching and learning, increase the level of teachers' and students' involvement in the educational process, positively affect student satisfaction, promote personal growth of teachers as professionals.

The term "feedback" originates from the field of programming and in the broadest sense means the supply of a signal to the input of the system, which is proportional to its output signal. In this interpretation, the emphasis is on the communicative exchange between the sender of the signal and its recipient. The verb "feed" means "to nourish" – that is, information exchange acquires the metaphorical meaning of feeding. Thus, even the nomination of the phenomenon under discussion reflects the importance of the response as vital. However, the meaning put into this concept at the present time goes beyond a simple backlash.[3] Feedback in the educational system, being a consequence of educational activity, in addition to information saturation[4], has transformative potential, and can contribute to "cognitive, technical and professional development of personality".[5] Consequently, the central function of feedback (along with correction, support, diagnosis, "reference" evaluation) is delayed in time personal development.[6]

The problem of feedback in education has received quite a wide coverage in socio-pedagogical, psychological studies, most of which are focused on the study of feedback provided by the teacher to teacher in the result of observation and teachers to students in some other projects of development.

However, the study of feedback from students based on the results of the group work done, the addressee of which is the teacher, as well as the subsequent response of the

[2] Stelmakh Ya.G., Kochetova T.N. 2016. Vector of Independent Work Organization of Technical University Students // Azimut of Scientific Research: Pedagogy and Psychology. Vol. 5. No. 4 (17). pp. 246-249.

[3] Hattie, J. and Timperley, H., 2021. The Power of Feedback. [online] Columbia.edu. Available at: http://www.columbia.edu/~mvp19/ETF/Feedback.pdf [Accessed 4 November 2021].

[4] Ovando, M. N. (1994). Constructive feedback: A key to successful teaching and learning. International Journal of Educational Management, 8 (6), 19-22.

[5] Archer, J. C. (2010). State of the science in health professional education: effective feedback. Medical education, 4 (1), pp. 101-108.

[6] Price, M., Handley, K., Millar, J. & O'Donovan, B. (2010). Feedback: all that effort, but what is the effect? Assessment & Evaluation in Higher Education, 35 (3), 277-289.

teacher to the feedback received deserves closer consideration, since the impact of these "learning events" on the activities of both the teacher and students is difficult to overestimate.

It is believed that different feedback functions affect the implementation of student feedback in different ways. Many researches on the topic investigated whether the influence of feedback changes as a function of different information content in the feedback.[7] The feedback effect values were highest when the students received feedback about the task and how to effectively complete the task; the effect sizes were lower when the feedback focused on goals, as well as the effect size was lowest when the students had just received praise, reward or punishment.[8]

In addition, Tishkov D.S. and others described several levels at which feedback can be carried out, going beyond binary classifications, such as evaluation and information feedback components or simple and complex feedback components[9]. At the first level, feedback can be performed at the task or product level (for example, identifying the correctness of the work or providing corrective feedback). The second is at the process level with an emphasis on information processing or the learning process (for example, providing explanations, suggestions or solutions). The third level is related to personal assessments, such as praise. They argued that personal evaluations are the least effective and that providing too many reviews at one level may be ineffective.

Based on these levels to which feedback can be directed, the general functions of peer feedback can be classified as follows:
- identification of problems (level 1);
- explanation, suggestion and solutions (level 2)
- praise (level 3).

The size of the praise effect is small, but in some studies, no distinction was made between general praise (i.e., pure praise comments) and mitigating praise tied to criticism, in addition to the fact that it does not focus on peer feedback, which may have various

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[7] Kolodeznikova S.I., Tarasov A.E. 2016. Organization of Independent Work of Students In The Context of The Competence Approach Implementation //Baltic Humanitarian Journal. Vol. 5. No. 3 (16). pp. 122-124
[8] Klinkov G.T. 2018. The specificity of manifestation of pedagogical communication as a special construct // The vector on Balkanite is learned. No. 1. pp. 51-52
[9] Tishkov D.S., Brusentsova A.E., Peretyagina I.N., Sinkovskaya N.S. The role of educational work with students of the Faculty of Dentistry at the modern educational stage of modernization of higher education. The successes of modern natural science. 2014. No. 12-3. p. 289

necessary functions in contrast to expert feedback (for example, the need to convey a sense of expertise).[10]

Both pure praise and softening praise are often found in peer feedback, and softening praise is, by definition, provided in the context of information that can shape improvement. Another related feedback feature that has not been considered before is the use of hedging (for example, maybe or maybe), which peers can also use to mitigate the impact of negative comments. Regardless of whether a problem is identified, whether a suggestion is given or praised, a collegial comment can be made with confidence or with various forms of hedging that indicate the uncertainty of the reviewer. However, students tend to worry about the competence of their peers and comments suggestive of the reviewer's uncertainty may be ignored during implementation, as they may give the impression of low competence.

In order to better understand the mechanism of the influence of functions on the implementation of feedback, it can also be grouped into two types according to the types of information transmitted: information about emotional relationships (for example, I like it) and cognitive information, such as information about facts, assumptions, beliefs. In particular, we propose a model in which the affective and cognitive nature of feedback functions will determine the impact of feedback on implementation by changing the perception of feedback by the author (understanding or consent).

CHAPTER 2: RESULTS OF PEER FEEDBACK, SELF REFLECTION AND SELF ASSESSMENT AMONG STUDENTS THE IMPACT OF FEEDBACK FUNCTION ON THE PERCEPTION OF STUDENTS

In this chapter, we will discuss peer feedback one of the ways to implement which is group work. Students should be given the opportunity to work in small groups - communities as early as possible and actively participate in the exchange of feedback,[11] since this will allow them developing the skills of organizing their own training and take on more responsibility for the assessment process carried out by the teacher, group mates,

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[10] 11. Enikeev M.I. General and Social Psychology: Textbook / M.I. Enikeev. - M.: Norm. 2019. - 224 c
[11] Blair, A. &McGinty, S. (2013). Feedback-dialogues: exploring the student perspective. Assessment & Evaluation in Higher Education, 38 (4), 466-476

independently.[12] In other words, the educational activities under consideration can contribute to the development of self-regulation in learning.

Self-regulation is the degree of activity and self-control of participants in the educational process within their own learning and acts as one of the central accents of educational practice, laying the foundation for a proactive position in relation to the educational process.[13] This behavioral strategy becomes possible if the individual has formed knowledge of learning activities, the ability to analyze their stages and evaluate self-efficacy, that is, to regulate their own behavior and manage it. In other words, there is a close interdependence between the development of metacognitive skills and self-regulation.

Reflection on the strengths /weaknesses of personal behavioral patterns determines the desire for their possible correction and/ or development. It is personal development that becomes the most important outcome of this process.[14] Reflection, in turn, includes self-reflection procedures, as well as assessment of peers – group mates. [15]

Self-assessment and self-reflection involves students reviewing their work and reflecting on their learning progress. This helps students participate in and take ownership of their own learning.

Through self-assessment and self-reflection, students can:

- Evaluate their work against a set of criteria.
- Track their learning progress.
- Identify areas of strengths and weaknesses in their skill set and knowledge.
- Set realistic learning goals.
- Reflect on their learning style and processes.
- Act on feedback given from their teacher or peers to improve performance.

In it, according to a five-point assessment scale, the student had to evaluate their own activities in the process of group discussion and the results of the activities of the group members. The headings for evaluation concerned the following characteristics of

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[12] Nicol, D. J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in higher education, 31 (2), 199- 218.

[13] Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory into practice, 41 (2), 64-70.

[14] Harvey M., Coulson, D. & McMaugh A. (2016). Towards a theory of the Ecology of Reflection: Reflective practice for experiential learning in higher education. Journal of University Teaching & Learning Practice,13(2), 1-20.

[15] Evans, C. (2013). Making sense of assessment feedback in higher education. Review of educational research, 83 (1), 70-120.

group activity: participation in a group discussion, offering useful ideas, the level of preparedness for discussion, the amount of work done, the quality of work done, helping the group to concentrate on the task. After the table of evaluation it was proposed to answer three questions:

- What did you particularly like about working together as a group?
- What would you like to change in the work of the group next time?
- What would you change about your own work in the group next time?
- All headings and questions were formulated in English.

Thus, in the proposed feedback form, reflection on the completed task was associated with self-assessment, assessment of group mates and concerned the analysis of the pros and cons of the educational event that took place, as well as forecasting how taking into account shortcomings can improve group work in the future.

As a result of the analysis of feedback forms, several problem areas were identified that require some elaboration and adjustment on the part of the teacher.

Firstly, students' assessment of the components of the activity carried out and the total assessment of group work were often inconsistent, not representing a holistic picture. For example, according to the criterion "preparation for a group discussion", an excellent grade was given to all members of the group, while in the comments on what the student would like to change next time in group work, an answer was offered: "I would like the members of the group to be better prepared." A similar situation was noted when evaluating according to the criteria "helping the group to concentrate on the task" and "offering useful ideas". Such "discrepancies" indicate an insufficient formation of the assessment skill. This fact is consistent with research confirming that students perceive the task of self-assessment and evaluation of group mates as quite difficult.[16]

Secondly, we can talk about the tendency of not quite responsible attitude to the task of providing feedback. Not all participants in the group discussion provided the required form; in addition, in a number of forms, the answers to the final questions were not filled in. This, of course, reflects the organizational and disciplinary component of learning; however, it also indicates that in the minds of students, elements of active learning may be something optional and little familiar.

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[16] Hattie, J. &Timperley, H. (2007). The power of feedback. Review of educational research,77 (1), 81- 112.

Another problematic area was the answers to the last three questions, which were often too generalized and non-specific. For example, answering the question *"What did you particularly like about group work together?",* answers were offered, such as "*Everything" / "Nothing";* to the question "*What would you like to change in the work of the group next time?" – "I wouldn't like to change anything";* to the question "*What would you change in your own work in the group next time?" –* the answer is *"I don't know".*

The unformed ability to analyze one's own learning experience and identify the strengths and weaknesses of both one's activities and group mates, as well as to design future activities, may indicate an insufficient degree of conscious attitude to learning and, as a result, poorly developed self-regulation..

Questions for discussion

The analysis of feedback forms gave an idea of the degree of formation of students' assessment skills, the ability and willingness to express a critical perception of the experienced "educational" event, in general, the seriousness of the attitude to a new type of work for most students in the "post-phase" of the task. The information received contributed to the identification of a number of problems in the procedure for fixing the results of reflection by students and allowed the teacher to "work out" them with students in order to minimize them in the future.

It is obvious that the feedback from a student to student can solve a whole range of developmental and educational tasks: on the part of students, it is the development of reflection, awareness, assessment and self-assessment, critical thinking; responsibility; organization; the ability to structurally "analyze" the positive and negative sides of the activity carried out. These competencies allow them to reach a new level of learning – the level of self-regulation.

By itself, the task of filling out the feedback form only partially activates these processes. They can get real effectiveness if there is also a response from the teacher. They should also have teacher's feedback on the feedback from students that allows achieving progressive shifts in improving the quality of active education.

If students are trained and able to provide high-quality feedback – that is, they possess the ability to critically comprehend the work done – it is highly likely that they will treat the feedback from the teacher with great attention, using it constructively and

effectively.[17] It is also worth noting that the significance of the skill in question goes beyond the university, since it refers to "soft skills", the basic competencies of professional demand and plays an important role in the professional life of university graduates.

Suggestions on the feedback organizing process

Based on the case study we have distinguished the following suggestions on taking feedback:

Data Preparation

- no negative feedback, no positive feedback;
- there is just feedback - data, facts;
- the data must be of the highest quality;

Awareness of your goals (intentions)

- only valuable intention is to raise awareness;
- if the intention is to prove your case or to thwart anger, it is better not to give feedback;

Regulation of emotional charge

– our emotional reaction is present in almost everything we say, even against our will;

- the emotional charge needs to be realized and managed;

– if the emotional charge is stronger than the goal, it is better not to give feedback at this moment.

Providing effective feedback is challenging.

1. Feedback should be specific, clear and clear to students.

For example, it is not easy to evaluate the student's actions with the words "right" or "wrong", but to give more detailed positive comments: "You did it well, because ...".

2. Compare what the student is doing right now with what he has been doing wrong for some time before:

"I see that you have chosen this way of solving. Indeed, it is much better than you have done so far."

3. Encourage and support further efforts of students.

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[17] Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. Assessment & Evaluation in Higher Education, 35 (5), pp. 535-550.

But to do it sparingly, not intrusively. It is necessary to give specific instructions on how to improve, and not just tell students when and where they made a mistake.

4. Feedback should be provided in solving complex goals and objectives or goals.

Students should not only accept, but also get used to, get used to the feedback system being introduced. It is not necessary to change the "rules of the game" during the term. It is better to introduce the necessary adjustments during the summer holidays. And then, at the beginning of the school year, to familiarize students with the changes in detail.

Digital feedback tools certainly make the teacher's work easier. However, they should fit harmoniously into the learning process, without replacing "live communication" with students.

In the following part of the chapter, we will discuss the relationship between peer feedback functions, student perception and the urge to act as feedback with their classmates (understanding and agreeing with feedback) and the likelihood of feedback between students. In the course of the study, reviews of peers, comments and assessments of 100 graduate students were analyzed. The studied feedback functions included four cognitive functions related to identification, explanation, decision, suggestion and two affective functions mitigation and approval.

The model of feedback functions, feedback perception and feedback implementation, which was tested, shows: first, two key intermediaries of perception, understanding and agreement with the feedback received, should predict the probability of feedback implementation by students. Secondly, feedback functions are conceptually divided into cognitive and affective functions, and cognitive functions should predict the understanding of feedback, and affective functions should predict the consent of feedback. Thirdly, there should be no direct connection between feedback functions and implementation, except for their mediation through understanding and consent (i.e. it is assumed that the effects will be completely mediated). The following section presents specific feedback functions and feedback perception measurements that need to be tested, as well as a description of important control variables that should be considered in connection with correlated feedback functions.

The students of the group were given a task to write an essay. After they sent the essay to the online system. The system randomly distributed each essay to four students in the group anonymously. Each student had to review four essays for this project. They

commented on each essay on the Internet and rated it according to the aspects given before writing the essay and tasks fulfilled. Students had to provide at least one comment for each aspect of the assessment.

The Preparation Phase. Before implementing the project the teachers held a small training session in the group on how to use the system, choose the assessment parameters and gave some useful advices on the project.

In the second phase of the project after revising each of the reviews received assessed the usefulness of peer feedback using a five-point scale and provided comments explaining their usefulness rating. Later the students, as authors made a self assessment, commented on the strong and weak sides of their essays.

Nearly among the 80% of the students The accuracy of the grades and the usefulness of the reviews contributed to the students by their peers motivated every student to develop their self assessment and to edit their essays and make them 2-3 times better.

Results

Perceptions of feedback (whether the students understood or agreed with the feedback) were important predictors of the implementation of mediators, both problems and constructive comments. The effects were quite significant. When they understood the problem, the students were 3.8 times more likely to implement the comment than when they did not understand, with a similar effect of agreeing with the stated problem. The effect of understanding the solution was slightly less, but still great: the probability of implementation is 2.7 times higher when they understood the solution than when they did not. The greatest effect was in agreement with the solution: students were 4.4 times more likely to apply the solution when they agreed with it than when they did not.

For problems, the explanation directly predicted the implementation of feedback in revisions (i.e. not through intermediaries). For constructive comments, two functions - explanation and hedging - predicted the implementation directly. In particular, students were about twice as likely to implement a change when an explanation was included in the comment, and less likely to implement it when the proposal/solution was made with hedges.

It is important to note that since all these relationships were discovered when the intermediary perception variables were included, these relationships with the

implementation are not related to whether they affect the understanding of the comment or whether they affect the level of explicit agreement of the author with the commentator.

Lesson Plan as an Extracurricular Activity

Topic: Clean Air!

Primary, 4-5 grades

Length of Lesson: 45 minutes

Focus:

Students will demonstrate an understanding of why clean air is important after reading a short story and observing pictures. They will be able to identify some of the causes of air pollution, including solutions on how to prevent it.

Materials:

- Vocabulary cards for word wall — air, bicycle, bus, cars, pollution, smoke, walk, plus additional words that the students identify after reading the book
- Blank cards to write additional words for the word wall
- Air is All Around You by Franklyn M. Branley
- Why is the Air Dirty? By Isaac Asimov
- Photographs of a city with air pollution and a city without air pollution
- Large piece of paper for each pair of students
- Markers or crayons
- "What You Can Do to Prevent Air Pollution" student worksheet

Procedures:

- Begin the lesson by asking your students the following questions: What is air? What are some things you have noticed about air? How do people, animals or plants use air? Why do need air?
- Ask them to predict what the book is about after showing them the front cover. Have them read the title out loud with you. Depending on your students' reading

level you may wish to read Air is All Around You aloud to the class or have the students take turns.

- Ask your students: What is pollution? What is air pollution? Working together have them brainstorm a definition of air pollution, writing their responses as they formulate the definition. Prompt them and offer comments as needed. Have them share additional words they would like to add to their word wall.

- Have you ever seen air pollution? How do you know? Have you seen smoke coming from the tailpipe of a car or a smokestack at a factory? Did you think this is air pollution?

- Can you name some other ways that air becomes polluted? Why is clean air important? Do you think that people, animals and plants are affected by air pollution? It is important to understand the causes of air pollution, so we can come up with ways to have cleaner air.

- Show them select photographs from the book Why is the Air Dirty? Ask the students to describe what they see. Display a picture of a city without any air pollution and ask the students to describe what they see. Next show them a picture of a city with air pollution and ask the students to describe what they see. Which place would they prefer to live? Why? How does each picture make them feel? What are some things we can do to help prevent air pollution?

- Divide students into pairs, so that they can work together on their drawing.

- Provide each pair with a large piece of paper. Divide the paper in half by drawing a line down the middle. Each pair of students will draw a picture of a town, incorporating things they learned in this lesson that cause air pollution. On the other side, students will draw a picture of a town without air pollution, incorporating characteristics they learned in this lesson.

- After the students have completed their project have them return to their seats to complete the "What You Can Do to Prevent Air Pollution" student worksheet.

Teacher's Diary

Date:
Subject:

Class:

My most successful teaching moment today and why it worked	
My most challenging moments today, and what I learned about myself, learning or teaching through it	
Questions I am seeking to answer and how they came about	
What I learned about student learning today	
A connection I made with a student today and how I can build that into my planning/teaching	
A new assessment I used today and what I learned about my lesson or students	
How I incorporated community into my planning/teaching this week	
What I learned about adaptive technology and learning this week	
A goal I have for my next lesson	

CONCLUSION

Observing the work of peers - peer observation is a method of training and development of learners, involving monitoring the work of a more experienced group mate for the purpose of training and subsequent discussion of what he/she saw, conclusions drawn and plans for using what he/she noticed in the learning process with the peer. A simple observation of the work of other peers, which every student is engaged in, becomes precisely a method of training when certain goals are set ("What and why am I observing?"), roles are assigned and a conversation is conducted based on the results of observation.

The application of this method of observation and feedback includes three stages:

1. Preparation: the goals of observation, the discipline of observation, certain tasks, time, work situations that will become a source of new experience for the observer and the one who is observed are set. The necessary agreements are reached when implementing observation.

2. Observation. The student studies the given work implemented by the observes according to some earlier set points and evaluates and comments the work.

3. Self assessment. After the studding the comments the student himself asseses the work done by him, reveals its strong/weak sides found.

The problems of peer observation can be as follows:

- underestimate their own level of knowledge and skills, therefore, they may think that they have nothing to learn from them;

- they believe that employees will be able to learn everything on their own;

- they feel embarrassed if they are being observed by peers.

For a long time it was believed that feedback plays an important role in the performance of tasks, but the indirect influence of students' perception of feedback was often ignored in empirical studies. The present study contributed to a deeper understanding of how feedback influences implementation through students' perceptions.

Firstly, strategies should be developed to change students' perceptions, because perceptions are related to the implementation of students' feedback in revisions. For example, teachers can have discussions in a group to identify concerns about peer feedback and possibly how to address these issues and encourage students to provide feedback that will be received better.

In addition, recommendations on review can be provide headings that remind students of the importance of feedback with a detailed explanation of the problem and offer alternative solutions on how to improve writing.

In addition, affective factors should be taken into account. Constructive criticism (from teachers or peers) does not always reach students, because negative affective reactions form a kind of filter. Students are more likely to ignore comments if they cause negative emotions. Peer evaluation should remind students to provide positive feedback in order to mitigate negative comments through mitigation to create a friendly and non-threatening environment in which students are more likely to accept feedback.

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