


Peer feedback for teaching professional development: conditions for it to take effect

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ABSTRACT

Research on peer feedback has proven that it enhances learning by fostering student agency and providing a deeper understanding of assessment criteria and greater capacity for self-reflection, which become key strategies for self-regulated learning. However, peer feedback does not seem to have been systematically involved in teacher training processes, especially in ongoing training. The previous literature on this topic reports both the scarcity of practices and the difficulties in their implementation. The absence of institutional support, the lack of training (which affects the quality of feedback) or the existence of non-peer relationships nor collaborative processes are some of the problems highlighted. The results show that peer feedback practices have benefits for the improvement of teachers' competencies but that these practices must be developed in teacher collaboration settings, within safe environments. As a conclusion, a decalogue of proposals is drawn up for the design of peer feedback experiences in ongoing training processes and teacher professional development.

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Introduction



Feedback in learning processes

The effects of feedback on performance

The effects of feedback on learning processes seem to have been amply demonstrated. (Hattie & Clarke, 2018). Similarly, peer feedback processes have frequently been an object of analysis, both in terms of teacher students (Nicol et al., 2014; Carless, 2020; Ibarra-Sáiz et al., 2020) and practising teachers (Ridge & Lavigne, 2020). Although there are interesting contributions on feedback linked to Lesson Study (Baumfield et al., 2022) or Professional Learning Communities (Admiraal et al., 2021), it seems necessary to explore what research indicates about the conditions that must be met for peer feedback to take effect. Therefore, the objective of this study is to conduct a scoping review of the literature on the topic.

Conditioning factors of the impact of feedback

Current research has obtained evidence about the positive effects of peer feedback on motivation and performance (Chiappe et al., 2016) if some criteria are met. These characteristics are related to the way feedback is understood, to how the feedback process is carefully planned and to what extent the role played by the student is active enough, which depends on having some training, being involved in the assessment criteria understanding and achieving some assessment literacy. These conditions can be analyzed separately.

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Conceptualisation of feedback. Over time, the conception of what feedback changed (Table 1). The first way of understanding feedback is to reduce the gap between how an assignment is currently done and its ideal performance. In this sense, feedback is information about the performance or understanding of a task that the student receives (Hattie & Timperley, 2007). This rather unidirectional vision, where the student only receives information, is overcome by dialogic feedback (Carless, 2006), understood as the dialogue between the agents involved in the learning process. This model has potentialities (Utheim-Steen & Wittek, 2017) such as emotional and relational support, opportunities for students to express themselves, and the contribution of the other to individual growth. Finally, at present, feedback can be understood as the 'process by which learners make sense of the information they receive from different sources and use it to improve their work and/or learning strategies' (Carless & Boud, 2018, p. 3). Therefore, the focus is on the role of the learner.

Design of feedback processes. The design of experiences participated by the students can be pathed back to the classic work of Topping (1998) to take into account the several variables to consider in the process (objective, product, relationship with the teacher's assessment, type of match, etc.) and be guided by the conditions set by Panadero et al. (2016). Following these proposals, the feedback should be designed so that the student can apply the information received in a future task or process, putting into practice the decisions derived from the suggestions or advice received. This leads to working in interactive circles, in the form of loops (O'Donovan et al., 2016) or spirals (Carless, 2019). These loops information allow to feed forward, turning external feedback into internal feedback (Nicol, 2020) but for it to be done some scaffolding should be provided at first. Other elements that could also influence the impact of these practices are keep it over time (Scott, 2017) or the assessment literacy of students, for which prior training is needed (Tai et al., 2018; Winstone & Boud, 2019).

Engagement of the learner and active role. Finally, depending on the feedback design, the learner's role will be stated. The active role of the learner is revealed as essential (Winstone et al., 2017). Several authors state that feedback will only be effective when students actively use it to self-regulate their learning process (Black and William, 2018; Winstone et al., 2017). Carless (2020) proposes some strategies that can develop this role, such as think-aloud techniques or reflective writing. Tai et al. (2018) show that some strategies that require deeper participation of students -in fixing the criteria and applying them to peers' tasks, as well as their own assignments- can also achieve a greater impact on performance.

Therefore, participation fosters commitment and co-responsibility (Carless, 2020; Ibarra-Sáiz et al., 2020), increases assessment literacy (Carless & Boud, 2018), and evaluative judgment, understood as the ability to make decisions on the quality of one's work and that of others '(Tai et al., 2018, p. 472).

In short, peer feedback contributes to what has been called student agency (Deeley & Bovill, 2017; Adie et al., 2018). Although this relationship is transferable to teacher training processes that seek

Table 1. The agency depending on the conception of the feedback.

Feedback concepts	Definition of feedback	Implications on the role of trainers and students
Feedback as information	Information about the performance or understanding of a task that students receive (Hattie & Timperley, 2007).	It is a teacher's responsibility, who must help to cover the gap between the students' current performance the expected performance.
Feedback as an interaction	Dialogue about a task to promote learning in both formal and informal situations (Carless, 2006).	It is a shared responsibility. It is about dialogue to deepen the sense of a well performed task.
Feedback as a sustainable action (<i>uptake</i>)	Set of actions that students take to make sense of the comments received and use them to improve (Carless & Boud, 2018).	It is the responsibility of students to encourage the learner's agency . After receiving information on the learning process or assignment, students should be actively involved to apply the suggestions received and improve the future task.

Source: Prepared from Carless (2019).

Table 2. Classification of the content of the analyzed articles.

	Is it a Systematic Review? Systematic review of the literature	How peer feedback is developed (as internal proposal or as an official one)		Education Level		Methodology	
		Collaborative Processes	Official evaluation processes	University	Secondary education	Quantitative methodology	Qualitative methodology
Ridge and Lavigne (2020)	X		X			X	
Wass and Rogers (2021)		X		X			X
Maissan and Perry (2018)		X		X			X
Prieto et al. (2020)		X			X		X
Rhodes et al. (2017)	X	X					X
Lang et al. (2020)			X	X		X	
Torres et al. (2021)		X		X			X

professional self-regulation (Charteris & Smardon, 2015), it is not as usual in preservice and in-service teacher training.

Feedback in teacher professional development processes

Feedback in the initial teacher training processes

There is some research specifically on feedback in initial teacher training, where it is of specific significance, due to the possibility of transferring it to the primary classroom. Kramarski and Kohen (2017) confirm the convenience of teachers' self-regulation if they want to be effective in improving their students' self-regulation for the dual role that becoming a model implies. López-Pastor and Sicilia-Camacho (2017) show the benefits of shared evaluation in teacher studies, which involves setting learning goals and providing and receiving feedback throughout the process. In a similar way, Michalsky and Schechter (2013) had already studied how working with problems and success stories allows greater self-regulation of students through feedback. Van Dinther et al. (2015) confirm that the authenticity of the assessment processes and the feedback strategies have a positive influence on the self-efficacy of future teachers. Similarly, Xu and He (2019) show that the most relevant factor that mediates the change from the assessment conception towards a deep focus is the students' agency. That is the reason why they suggest strengthening the feedback for self-regulation. Charteris and Smardon (2015) found that 'giving' feedback undermines the capacity of teachers and does not contribute to a solid conception of their learning. Promoting the agency by enhancing the active role in feedback leads to professional development capable of transforming learning situations. This type of feedback is strongly similar to reflective practice (Husu et al., 2008; Kim et al., 2019).

Feedback in ongoing teacher training processes

Darling-Hammond et al. (2017) point to teacher evaluation ('teacher feedback and appraisal') as one of the axes for professional development. This feedback can be given (Fletcher, 2018) from an evaluative approach (linked to official teacher performance evaluation processes) or collaborative within the framework of peer coaching learning processes (Jiménez, 2012), co-teaching (Sachs & Parsell, 2013), or the creation of communities of practice, which is the purpose on which this analysis is focused on.

Regarding peer feedback in training processes, there are some valuable contributions, including the frameworks proposed by Boud and Brew (2012), who suggest linking teaching practice, under a collaborative, reflective, and situated model, with feedback experiences.

Therefore, peer feedback is essential for teacher professional development. It has already been stated by Gosling (2013) or by Muijs et al. (2018). Some authors emphasize its usefulness within the framework of peer learning processes, it helps to reach the final goal of self-evaluation and self-regulation, which contributes to the improvement of teaching and professional growth (Ross & Bruce, 2007). There is also evidence linking peer observation (for feedback to be provided) with increased individual commitment

or involvement (Center for Education Statistics & Evaluation, 2014) and collective and institutional improvement (Coldwell et al., 2017).

However, the analysis carried out by Lizasoain et al. (2015) from TALIS data confirms that 57.8% of teachers have never received feedback derived from direct observation in the classroom and 72.8% of teachers have not undergone self-assessment processes. In a similar way, the scope review done by Darling-Hammond et al. (2017) stated that including opportunities for feedback and reflection is, from the seven elements of effective Professional Development, the one with the lowest frequency. For this reason, it seems interesting to systematically analyse the contributions the available scientific literature makes about peer feedback in the processes of ongoing teacher training and professional development.

Methods

The aim of this documental search is to answer two main Research Questions: (RQ1) Which are the properly conditions for peer feedback to be provided? and (RQ2) What kind of effects these peer feedback practices promote?

For these research questions to be answered, a careful review of the types of analysis (meta-analysis, systematic review, scoping review, narrative review) was done following Anguera (2023), Codina (2024), and García-Peñalvo (2022) and it was decided a scoping review was the most appropriate to be done applying Prisma ScR (Page et al., 2021; Tricco et al., 2018). The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (<https://www.prisma-statement.org/>) have been followed for the search to be shown as well as for the results to be written.

To carry out an analysis of the most relevant contributions regarding the feedback related to teacher professional development processes, a search was made on 2022 April for documents from the last five years in the two main databases: Web of Science and Scopus. The inclusion criteria were only papers published in journals and related to Teacher Professional Development, Peer Evaluation, and Feedback in the last five years. At first, to ensure that the selected articles were aligned with the feedback conceptualisation, terms such as feedback as uptake or sustainable feedback were included, but there were no results of the search (Figure 1).

These 7 articles were downloaded and analysed. Of these 7, two were systematic reviews of the literature, four were related to university and one to secondary education, with no contribution to infant or primary education. On the other hand, 5 of these 7 documents considered feedback linked to collaborative peer evaluation processes and 2 of them considered feedback as part of an 'official' process for evaluating teacher performance, from an evaluative model (Fletcher, 2018). However, except for the two systematic reviews of the literature, which have their own procedures, all articles were qualitative studies. After this result a new search was conducted. The systematic literature reviews were searched with the following terms (Figure 2):

Only the remaining 13 documents were included in the analysis. Despite the selection criteria, the documents found were both systematic reviews and investigations that, after a scope review, reported the results of teacher evaluation processes. They were divided into two segments, as the Tables 3 and 4 show.

The analysis procedure consisted of carefully reading, summarizing ideas and separating them into true systematic reviews or research on specific interventions. For systematic reviews, two elements were considered: (a) the way in which feedback is communicated and (b) the effects on teacher professional development and other constructs (Table 3). For the interventions, the categories were classified based on four questions (Table 4): (a) Does it contain an intervention?; (b) Does it refer to an internal evaluation?; (c) How is feedback communicated? and (d) What are the main reported effects?

Results

From the first analysis carried out, conclusive results do not seem to be deduced. Only that the peer feedback practices are developed in the framework of collaborative culture (Table 2).

Rhodes et al. (2017) carried out a systematic review of 39 documents that allowed them to conclude that peer feedback is poorly integrated into the training of anatomy teachers and that more systematic

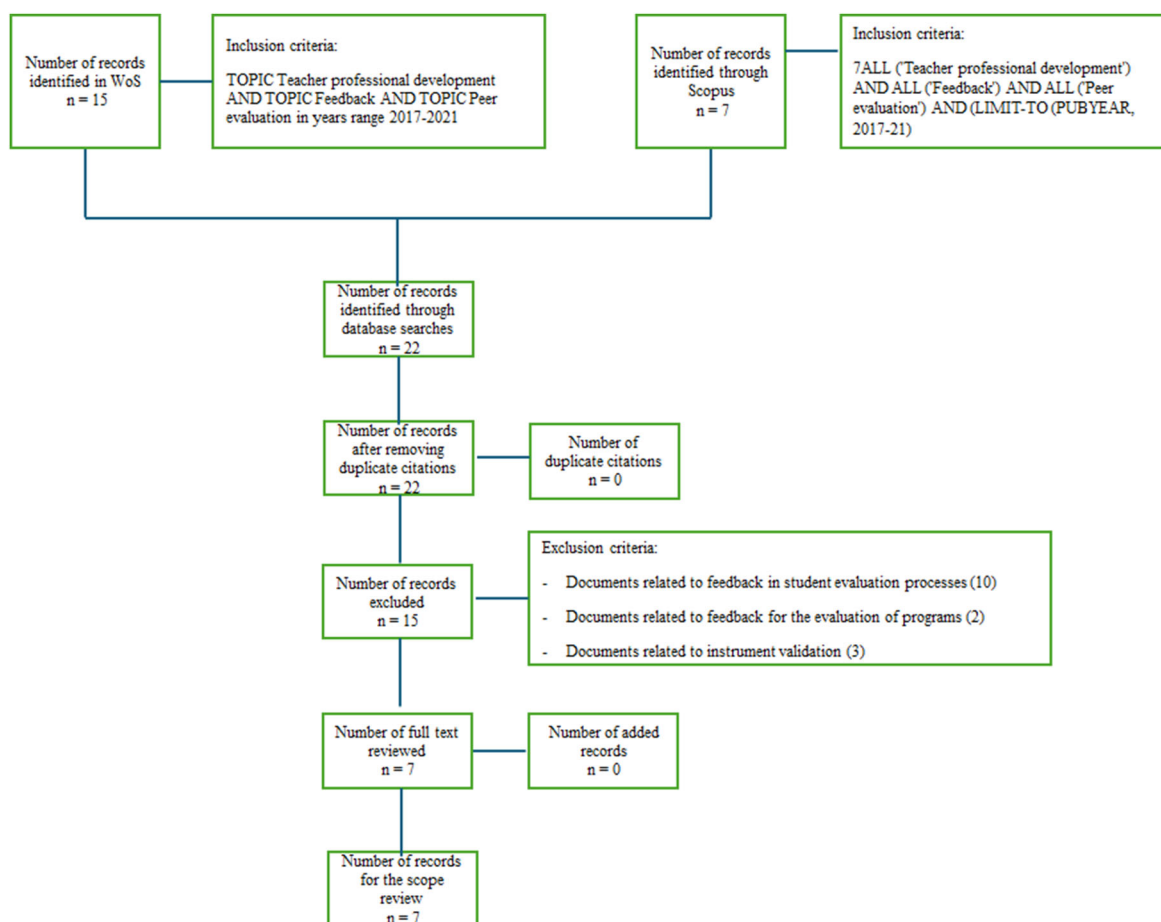


Figure 1. Initial search process.

training is required. Similarly, although the evidence is positive, the systematic review of 38 articles by Ridge and Lavigne (2020) leads them to conclude that there is still insufficient evidence on the effects of peer feedback, so more research is needed.

The rest of the documents, all made with qualitative methodology, have unequal contributions, related to conditions and effects of peer feedback in teacher training. The results can be split into those that emerge from systematic reviews (Table 3) and those that report concrete experiences (Table 4).

From the content of Tables 3 and 4, two main implications can be drawn: the effect of feedback on professional development and the relevance of the conditions with peer feedback is provided, primarily climate and training.

Feedback as an enhancer of reflection and professional development

In general, the effects of peer feedback are increased confidence and improved teaching, but there are also limitations such as inaction after reflection or concern about giving peers negative feedback. Lang et al. (2020) report a feedback experience in a training process for 'teaching assistants' and indicate that these assistants found that the discussions helped them learn and positively affected their professional development. Maissan and Perry (2018) implement a peer evaluation process in which, based on recordings, feedback is offered following some stated steps (pre-observation discussion, observation, post-observation discussion, critical self-reflection and showcase of learning). For their part, Prieto et al. (2020), applying some strategies to support reflective processes, found that secondary school teachers were able to focus on the pedagogical approach, not on the simple use of technology. Was and Roberts (2021) analyse a peer-tutoring proposal and find benefits in terms of greater self-reflection, greater confidence in the teaching ability, and positive results for the learning of their students. Finally, Torres et al. (2021) emphasize the importance of critical reflection after observation and provide suggestions for the

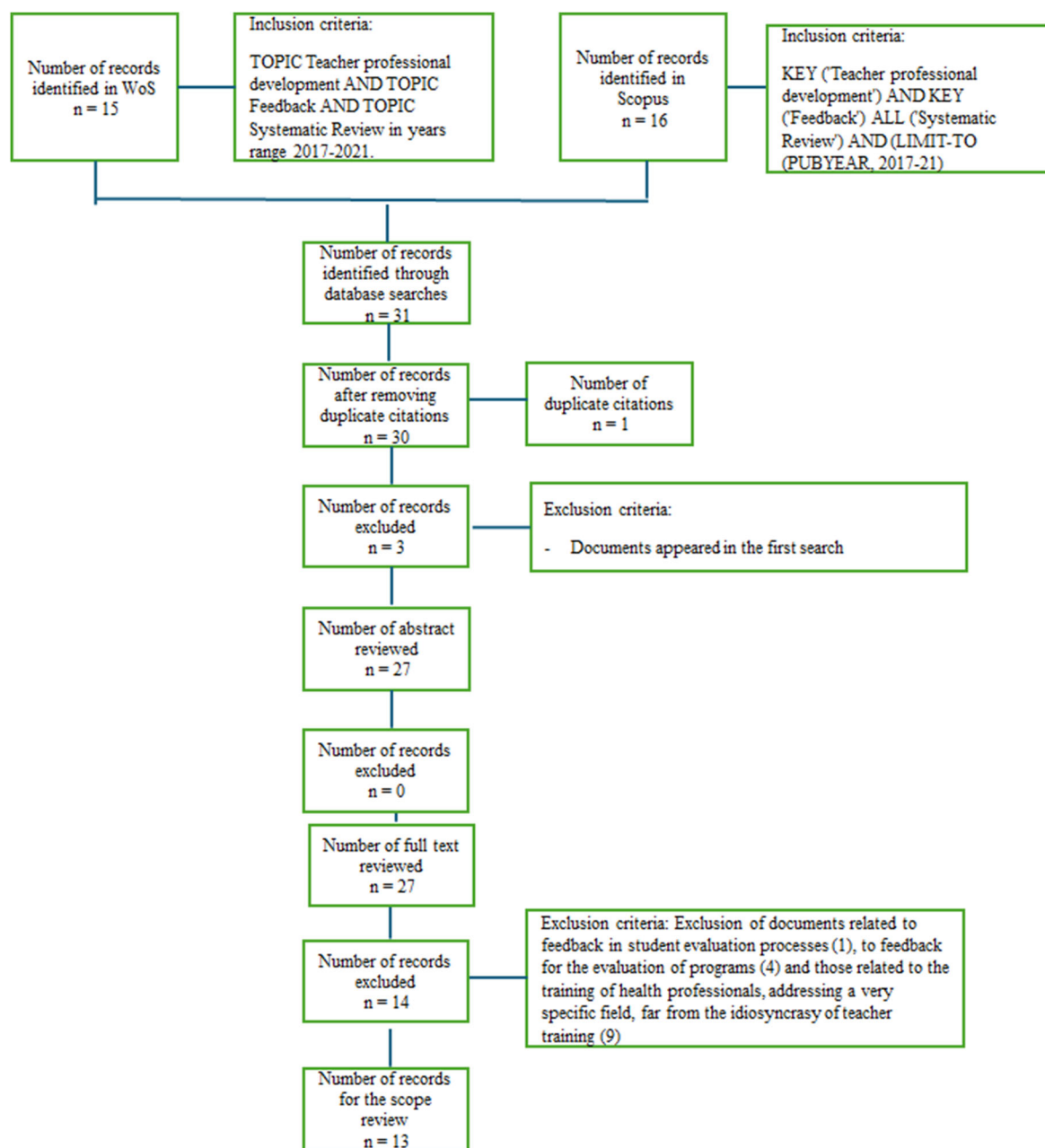


Figure 2. Second search process.

design of peer feedback experiences since they indicate that it is necessary to jointly identify the areas in which feedback should focus, prioritize the most relevant aspects and avoid feedback on the person.

Other contributions support the idea of feedback as a sustainable action mediated by reflection. The important thing is not so much who or how the information is provided, but that it fosters reflective capacity. In this sense, Van der Schaaf et al. (2019) consider that multiple sources of feedback must be the starting point for a discussion aligned with the goals that the teachers themselves formulate to enhance their agency. This increase in faculty agency has several benefits. For example, Stevens and Ebsworth (2018) show that through feedback, teachers improved their awareness of discourse structure, the writing process, and the ability to systematically monitor the evolution of writing. Griewatz et al. (2017) observe improvements in the ability to design and develop competency-based proposals when dialogic feedback processes are applied with guiding questions that help to reflect and move toward more self-directed learning. Dietrich (2021) confirms that peer feedback helps secondary school teachers manage disruptive behaviour in classrooms and promote the development of students' social-emotional

Table 3. Classification of the content of the analyzed papers that contain systematic reviews.

	Type	Way for the feedback to be communicate	Effects on Teacher Professional Development and on Other Constructs
Egert et al. (2018)	Meta-analysis	Not apply	Professional development and this has an effect on the outcomes of young children.
Egert et al. (2020)	Meta-analysis	Focused on the dimensions of the Classroom Assessment Scoring System (CLASS Pre-K)	Quality of teacher-child interactions and instructional support abilities
Van der Schaaf et al. (2019)	Systematic Review	Report of several ways for the teacher accomplishment be assessed but the professional development is underlighted	Poor effects because student's questionnaire are the most usual tool. Observation and most observation and interview instruments also did not fully meet the quality criteria to measure teachers' core practices. However, theoretical and empirical evidence for its quality is lacking for all instruments.

competencies. On the other hand, the analysis of Reisoğlu (2021) allows reporting improvements in teachers' skills in teaching and assessment activities.

Climate and training as pillars of teacher's peer feedback

From the reading of the 10 documents derived from the second analysis, some other relevant learnings are extracted: 5 documents (2, 3, 4, 6, 8 at Table 4) are related to systemic or institutional proposals and the other 5 (1, 5, 7, 9, 10) are focused on personal or communicative dimensions. Most of them are related to the conditions for this feedback to be effective (RQ 1). Thus, for example, Lejonberg et al. (2018) found, in mathematical content training, that the usefulness of monitoring and feedback depends, partially, on the trust in the person who gives the feedback. This aspect, relative to the authority that is granted to the peer so that it can provide elements for learning and the creation of a culture that allows not feeling threatened, is also rescued by Johnson et al. (2021), who create an instrument to measure the quality of feedback in the health field that contains five domains, one of which is to promote psychological safety.

In addition to the creation of a favourable climate, another condition in which several scope reviews match is the possibility of applying and/or transferring the learning derived from peer feedback. For example, Markelz et al. (2017) detect the gap between higher education and professional practice. They claim that the feedback given in initial training programmes should serve to generalise learning. In this sense, Barton et al. (2018) warn that, although the feedback given by email is effective to reinforce certain behaviours in the classroom, it is not so effective for generalization and maintenance. A third condition is related to the institutional conditions for peer feedback to be effectively applied. This is what Tuytens and Devos (2017) indicate when they allude to the importance of the organisational characteristics of the school and an integrated leadership approach to be able to respond to feedback.

One of the most important conditions is training. Egert et al. (2018) found in their analysis that effective teacher training programmes shared certain characteristics, such as training within the school, the importance of diagnosing needs, and personalised feedback after recording the sessions. In a later study (Egert et al., 2020) they also show the impact of this feedback on the quality of interaction with students. Along the same lines, Ha and Murray (2021) suggested that workshop-type training programmes supported by feedback and reflection activities can help teachers change their beliefs about feedback to be more aligned with the findings of research on the teaching of the foreign language.

Discussion and conclusions

From a perspective that views feedback as information, peer feedback should be guided by the principles of good empathic communication. Overcoming the fear of giving and receiving comments (Ribosa



Table 4. Classification of the content of the analyzed papers that contain some intervention.

	Does it contain a intervention?	Does it refer to an internal evaluation?	Way for the feedback to be communicate	Effects
1	Griewatz et al. (2017) Yes.	X (stable groups)	The communication way seems important (digital pictograms)	Capacity for teaching in health sciences
2	Markelz et al. (2017) No, teachers sample questionnaire	X (during induction period)		It's about generalization process in training transfer High-leverage practices to create more cohesive preparation programs, and improving communication between instructors and student teaching supervisors Better teacher performance and school improvement
3	Tuytens and Devos (2017) Yes, feedback conversations with principals in 8 schools	X	Oral discussion with school leaders	
4	Barton et al. (2018) Yes.	X	E-mail	Maintain and increase teacher targets and behaviours
5	Stevens and Ebsworth (2018) Yes, training on formative assessment through rubrics	X	Collaborative seminars are the strategy to develop professional learning	Enhances teachers' awareness of discourse structure and the writing process, as they incorporated the rubrics for several pedagogical purposes
6	Lejonberg et al. (2018) No, 217 teachers' questionnaires		Follow-up sessions and oral comments	Perceived developmental purposes of teaching evaluation (control vs. improvement), recognition of the person conducting follow-up sessions, and perceived clear communication from leaders are positively related to teachers' perceived usefulness of follow-up sessions. Higher levels of perceived control purposes are related to higher levels of reported stress among the evaluated teachers.
7	Ha and Murray (2021) Yes, within a Vietnamit EFL Teachers training program	X (in the framework of a research proposal)	Oral discussion	Minor changes in teachers' beliefs about the importance of corrective feedback, targets and sources, and some major changes about feedback types and timing
8	Reisoğlu (2021) Yes, training in digital competence in creating interactive e-books	X	Self-reported (observations should be done, as they admit)	Training enhances the knowledge and skills of the teachers, particularly in the areas of improving professional engagement, using digital resources, organizing teaching activities, improving assessments, and empowering learners
9	Johnson et al. (2021) It is a description within routine hospital training.	X (in the framework of a research proposal)		Form with good practices in feedback delivering filled from a recorded session. Corrective feedback is usual, but suggestive one, it is not as well as self-assessment proposal
10	Dietrich (2021) It does not. It is a review	X teachers' colleagues or independent outside-of-school observers	Group analysis	Prevent and reduce school violence due to emotional scaffolding

et al., 2024), not focussing on personal aspects (Hattie & Timperley, 2007), and using a friendly and constructive tone (O'Leary & Savage, 2020) are relevant characteristics.

However, if feedback is understood as the actions that are taken after the information that is collected about a task or process carried out, that is, if the focus is on the use that is going to be given to that information, the interest should be to how this application could be done. Giving fast, relevant and structured information can be important but even more important is to facilitate reflection and decision-making based on the information received and processed. From this perspective, and based on the contributions of the documents that have been analyzed, the following decalogue is proposed for feedback as a sustainable action in teacher training and professional development processes:

Developing peer feedback processes in a training modality within the school

Training in schools, which allows modalities such as co-teaching, peer-tutoring, or peer-coaching, which have been reported in some of the documents analyzed, seems the most appropriate modality to incorporate feedback practices linked to the improvement of practice teacher and professional development (Egert et al., 2018; Ha & Murray, 2021).

This training is of interest to the entire faculty, but especially to new teachers. Data from TALIS 2018 (OECD, 2020) show the importance of ensuring the induction and reception of newcomers by pairing them with more experienced teachers in joint teaching activities, in which feedback is important.

The institutional conditions (available time, for example) for peer feedback to be possible have been highlighted both in the systematic review by De La Iglesia et al. (2024) and for the participants of the review by Ribosa et al. (2024).

Creating a culture conducive to exchange

A peer feedback process must take place in a psychologically safe environment (Johnson et al. 2021). Also, Torres et al. (2021) indicate that the reflective process must be carried out with care. The lack of respect would cause the frustration of the teachers since the discomfort with receiving feedback from an equal is the most important barrier reported by the participants in these processes.

This has been reinforced by Ribosa et al. (2024). They considered that peer feedback must occur in a teaching collaboration framework in which the closeness between peers should be ensured. However, they showed that, rather than initial closeness as a prerequisite, it is final closeness that significantly affects teacher learning perception and that, rather than the symmetry between the members of the couple, it is the willingness to learn from others and with others that is truly significant. These findings highlight the importance of how collaboration can be built.

Being having awareness that everyone learns

In student learning assessment processes, Nicol et al. (2014) documented that receiving feedback is relevant for the task to be improved but that giving feedback also helps to strengthen critical thinking. This contribution was later endorsed by Li et al. (2010) and by Mulline and Tucker (2017).

In evaluation processes among teachers, Darling-Hammond et al. (2017) report the benefits of using models to observe for the professional development of newcomers but also the benefits that they can bring to experienced teachers. Along the same lines, Fletcher (2018) emphasises the value that feedback provision processes have for both whoever gives and who receives feedback, so recognising two-way learning can also contribute to creating a more comfortable climate.

Training

For giving feedback to peers, some knowledge is necessary. Initial training on the meaning of feedback and how to provide quality feedback can be a determining factor for the appropriation of feedback (Winstone et al., 2017) as it increases the understanding of criteria and the ability to apply them to make academic judgments about the work and performance of others and yourself. Training is a key

issue as a recent research highlights (De La Iglesia et al., 2024). It must be consistent with the way in which teacher professional development is understood for all involved teachers, and, in this agreed framework, training has an impact on the quality of feedback, so that it is not so general and descriptive but rather specific and suggestive, provided with a non-judgemental tone (O'Leary & Savage, 2020)

Agreeing on what each person wants to receive feedback

In learning assessment, feedback processes must be on the student's initiative (Winstone & Boud, 2019). Concerning feedback between teachers, as Torres et al. (2021) it is important to agree on what each one wants to receive feedback on. It is also interesting, if there is an observation or recording guideline, to adjust it to the type of session or material and/or to the type of task or process on which the feedback is going to focus. An example is the adaptation of ISTOF-II (International System for Teacher Observation and Feedback) carried out by De la Iglesia and Rosselló (2018) for the Balearic context, where it is decided what type of pedagogical session and on what is better to focus the look before starting the process.

Ensuring the quality of feedback

Hattie and Timperley (2007) reported the importance of not giving personal feedback, due to its low impact. They also suggested that, as far as possible, feedback be given on processes and for self-regulation to be enhanced, rather than focussing on specific tasks. Furthermore, basing comments and suggestions on facts and not opinions, being respectful, structuring the information to be provided well, and limiting its volume are also characteristic elements of quality feedback (Stribos, et al. 2010).

Dialoguing for increasing understanding

Peer feedback cannot be unidirectional or imposed. It is about to promote 'learning conversations'. This is what the Center for Education and Statistics of NSW (2014) proposes with the development of quality teaching rounds, which show improvements in teaching. Hattie and Clarke (2018) suggests that professional learning communities can work to improve student outcomes but are generally not sufficient on their own, but require a guided or supervised dialogue with the student. increase understanding and encourage decision making (Van der Schaaf et al., 2019).

As Torres et al. (2021), feedback sessions must be priority focused on the main points of observation. Even accepting the need for such specificity, it must emerge from the consensus of those involved and not be too much conditioned by an observation pattern which limits the content of returns, as in the case analyzed by Mayoral and Castelló (2015).

Providing guidelines for reflection

It seems relevant to scaffold the reflection process and provide guidelines to support systematic reflection on the lessons learned, on how the feedback received ('external feedback') is decoded and made sense ('internal feedback'), on the changes which are going to be incorporated, how they are going to develop, etc. Not only dialoguing but also expressing aloud ('think aloud' strategies) or writing about the reasons for interpreting the feedback received and drafting future proposals are useful strategies so that feedback becomes sustainable action through capacity development reflexive (Van der Schaaf et al., 2019).

Preparing settings for applying the suggestions

Carless (2019) has several contributions related to the need to design learning in spirals, but, in the case of ongoing training and/or teacher professional development processes, the transfer of learning that can occur after feedback is influenced not only by the design of the training but also by personal factors or the characteristics of the learner and by institutional factors (Baldwin & Ford, 1988). The way for

feedback be communicated is not so important as to having paths for learning be transferred (Dreer et al., 2016; Tuytens & Devos, 2017). The contribution of Markelz et al. (2017) on the need for feedback to allow deep learning that can be generalised to other situations is along the lines that Baldwin and Ford (1988) had already pointed out to refer transfer of training. In the case of teacher training within the school, all action research processes also have this cyclical nature for learning to be applied.

Recognizing peer feedback as part of teacher professional development

If the learning and professional development do not take place on the margin and/or in parallel with the formally instituted evaluation processes, these practices may be produced more frequently. Its benefits in terms of improving professional skills have already been reported (Griewatz et al., 2017; Stevens & Ebsworth, 2018; Reisoglu, 2021; Dietrich, 2021). Achieving a way to accredit and recognize the development of these strategies with a purpose also linked to development based on professional standards is a pending task.

These 10 recommendations can be useful in designing training proposals for peer feedback. However, there are some limitations that may affect the results: the feedback approach adopted may not be accepted in a generic way; the small number of papers analyzed may constitute an important bias and most of studies have been conducted following a qualitative methodology, so their transfer could be difficult. The recommendations, derived from the analysis of the existing literature and structured as a decalogue, may be nuanced and outlined as the peer feedback experiences become general within the framework of teacher professional development and advances in educational research. gathering evidence about its impact.

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