



T.C. YEDITEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

PH.D. PROGRAM IN ENGLISH LANGUAGE EDUCATION

DESIGN, IMPLEMENTATION, AND EVALUATION
OF A PROCESS-BASED PEER OBSERVATION MODEL
FOR ONLINE INSTRUCTORS TEACHING ENGLISH AS A FOREIGN LANGUAGE
IN HIGHER EDUCATION

VOLKAN İNCEÇAY

JUNE 2022



YEDİTEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES DIRECTORATE

THESIS SUBMISSION and APPROVAL FORM

THESIS TITLE: Design, implementation, and evaluation of a process-based peer
observation model for online instructors teaching English as a foreign
language in higher education

APPROVAL:

Prof. Dr. Kenan DİKİLİTAŞ

(Advisor)

(Signature)

Dr. Dilara KOÇBAŞ DEMİR

(Member)

(Signature)

Dr. Evrim EVEYİK AYDIN

(Member)

(Signature)

Assoc. Prof. Dr. Orhan KOCAMAN

(Member)

(Signature)

Dr. Zeynep Banu KOÇOĞLU

(Member)

(Signature)

SUBMITTED BY : Volkan İNCEÇAY

DATE OF THESIS DEFENSE : 18.05.2022

DATE OF THESIS APPROVAL : 09.06.2022

DESIGN, IMPLEMENTATION, AND EVALUATION
OF A PROCESS-BASED PEER OBSERVATION MODEL FOR ONLINE
INSTRUCTORS TEACHING ENGLISH AS A FOREIGN LANGUAGE
IN HIGHER EDUCATION

by

Volkan İNCEÇAY

Dissertation submitted to the Graduate School of Educational Sciences

in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in

Foreign Language Education

YEDİTEPE UNIVERSITY

2022

CURRICULUM VITAE

EDUCATION

- 2013 - 2022 Ph.D. in English Language Teaching, Yeditepe University, Istanbul
- 2010 - 2012 M.A. in English Language Teaching, Yeditepe University, Istanbul
(with the highest distinction)
- 2002 - 2007 M.A. in Education Management, Marmara University, Istanbul
- 1997 - 2001 B.A. in English Language Teaching, Marmara University, Istanbul,

WORK EXPERIENCE

- 2017 - Present Acıbadem University, Preparatory English Program, Istanbul
- 2010 - 2015 Yeditepe University, English Language Teaching Prep Program and also
English Language Teaching Department, Istanbul
- 2007 - 2009 Maltepe University, School of Foreign Languages, Istanbul
- 2003 - 2007 Ali İhsan Hayırlıoğlu Public Primary School - Ümraniye, Istanbul
- 2001 - 2003 Orhan Veli Public Primary School - Ümraniye, Istanbul

PUBLICATIONS

Papers published in peer-reviewed international journals

- Boran, G. S., & **Incecay, V.** (2018). Pre- and in-service foreign language teachers' perceptions of effective teaching. *Kastamonu Education Journal*, 26(4), 1135-1141.
- Incecay, V.**, & Koçoğlu, Z. (2017). Investigating the effects of multimedia input modality on L2 listening skills of Turkish EFL learners. *Education and Information Technologies*, 22(3), 901-916.

Incecay, V. (2015). Contrasting rhetorical patterns: Discovering effects of first and second language writing conventions. *Eurasian Journal of Educational Research*, 61, 137-154.

Incecay, V. (2015). The foreign language classroom is like an airplane: Metaphorical conceptualizations of teachers' beliefs. *TOJQI*, 6(2).

Mede, E., Incecay, G. & **Incecay, V.** (2013). Fostering learner autonomy through extensive reading: The case of oral book reports. *ELT Research Journal*, 2(1).

Incecay, V., & Bakioglu, A. (2009). Investigating factors affecting teachers' professional learning. *The International Journal of Educational Researchers*, 2(2), 14-21.

Papers presented in international conferences & published in proceedings

Yalcin, O., & **Incecay, V.** (2014). *Foreign language speaking anxiety: The case of spontaneous speaking activities*. Sapienza University, Rome, Italy. *Procedia-Social and Behavioral Sciences*, 116, 2620-2624.

Incecay, V. (2013). *Foreign language classroom is an airplane: Metaphor analysis to uncover pre-service English teachers' tacit knowledge*. Classroom-oriented research: Reconciling theory and practice. 3rd International Conference on Classroom-Oriented Research with IATEFL Research SIG, Konin, Poland.

Incecay, V. (2012). *Unveiling foreign language learners' perceptions of effective foreign language teaching*. 11th METU International ELT Convention, Ankara, Türkiye.

Incecay, V., & Dollar, Y. K. (2011). *Foreign language learners' beliefs about grammar instruction and error correction*. 3rd World Conference on Educational Sciences,

Bahçeşehir University, Istanbul, Türkiye. *Procedia-Social and Behavioral Sciences*, 15, 3394-3398.

Incecay, G., & **Incecay, V.** (2010). *A case study on needs assessment of English language teachers*. 2nd World Conference on Educational Sciences, Bahçeşehir University, Istanbul, Türkiye. *Procedia-Social and Behavioral Sciences*, 2(2), 317-321.

Incecay, G., & **Incecay, V.** (2009). *Turkish university students' perceptions of communicative and non-communicative activities in EFL classroom*. 1st World Conference on Educational Sciences, Nicosia, North Cyprus. *Procedia-Social and Behavioral Sciences*, 1(1), 618-622.

Incecay, V. (2009). *An investigation into the factors affecting teachers' professional learning*. International Congress of Educational Research, 18 Mart University, Çanakkale, Türkiye.

CONFERENCES

Incecay, V., & Incecay, G. (2015). *Evaluation of pre-service & in-service foreign language teachers' ideals of effective language teaching*. 2nd Language in Focus Conference, Cappadocia, Nevşehir, Türkiye.

Incecay, V., & Bush, J. (2015). *Exploring the unexplored: Prep year Ss' expectations of an undergraduate English language teacher education program*. 2nd Language in Focus Conference, Cappadocia, Nevşehir, Türkiye.

Incecay, V., & Kocoğlu, Z. (2014). *Effects of different input delivery modes on Turkish EFL learners' listening comprehension: A meta-analysis*. 22nd EuroCALL Conference, Groningen, Holland.

SYMPOSIA

Mede, E., Incecay, G., & **Incecay, V.** (2012). *Fostering learner autonomy: The case of oral book reports*. International Symposium, Foreign Language Education and Its Applications in Prep Classes, Marmara University, Istanbul, Türkiye.

WORKSHOPS

Incecay, G., & **Incecay, V.** (2013). *A Web 2.0 tool to break the walls of the language classroom: Let's meet where learning happens*. 3rd International ISTEK ELT Conference, Yeditepe University, Istanbul, Türkiye.

Incecay, G., & **Incecay, V.** (2012). *Use of Twitter in foreign language classroom: Improving teachers' technological pedagogical content knowledge*. IATEFL Teacher Development SIG & Learning Technologies, SIG Joint Conference, Yeditepe University, Istanbul, Türkiye.

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name Surname: Volkan İNCEÇAY

Signature:

XXXXXXXXXX

ACKNOWLEDGEMENTS

I deeply hope the lecturers and administrators working at the tertiary level across Türkiye and in different parts of the world, wishing to improve the standards of their teaching will find much in this dissertation to stimulate their thinking via the help of online peer observation as a job-embedded professional development tool. To be able to get to this point has been a quite long and challenging journey in which I had to experience some unprecedented obstacles that were unfortunately beyond my control. Nonetheless, there have been several people who have not been unsparing in assisting me throughout the whole process in their own ways and styles, and I would like to take this opportunity to thank them:

First and foremost, I would like to express my sincere gratitude to my advisor, Prof. Dr. Kenan Dikilitaş, for accepting to supervise my dissertation and also supporting me not only throughout this tough process but also in my academic career whenever I have felt the need. Without his knowledge, expertise, and direction, this dissertation would not have been possible.

In my journey towards this degree, starting from my MA studies at Yeditepe University, Dr. Zeynep Banu Koçoğlu has always been there for me by being the supervisor for my MA thesis and believing that I could complete this dissertation though I have experienced some extraordinary problems. I need to thank you Zeynep hocam since you have accepted to be on my jury, and I have always felt your support and guidance all the way. Your emails, messages, and calls to keep me on the right track were true blessings to me.

It is also a must for me to thank Dr. Evrim Eveyik Aydın for sparing her valuable time. It has been a great relief for me to know and feel that Evrim hocam has been a facilitator both in academic and administrative issues during this period. With her positive attitude and smiling face at all times, she has been truly helpful.

In addition, I would like to express my special thanks of gratitude to the jury members, Assoc. Prof. Dr. Orhan Kocaman and Dr. Bünser Dilara Koçbaş Demir for providing guidance and feedback throughout this journey by also being present during thesis monitoring committee meetings.

Finally, yet importantly, I am especially and greatly indebted to Zeynep Oğul, head of the Acıbadem University Preparatory English Program, also known as ACUPEP, for her continuous collegial support, encouragement, and patience. I just cannot thank you enough, Zeynep hocam. I also need to thank the colleagues, who were the participants of this research study in the mentioned program during the Spring 2019 and Spring 2020 terms. Without their voluntary and active participation, it would have not been possible for me to conduct this study and complete this dissertation.

CONTENTS

CURRICULUM VITAE	iv
ACKNOWLEDGEMENTS.....	ix
CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS.....	xvi
ABSTRACT.....	xvii
KISA ÖZET	xix
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Significance of the Study	4
1.3 Problem Statement	8
1.4 Purpose of the Study	9
1.5 Research Questions	10
1.6 Keywords	12
CHAPTER II: LITERATURE REVIEW	13
2.1 Theoretical Basis for the Study	13
2.1.1 Social Cognitive Theory and Peer Observation	13
2.1.2 Sociocultural Approach to Teacher Learning and Peer Observation	14
2.1.3 Theory of Teacher Professional Learning and Peer Observation.....	16
2.2 Historical Background.....	18
2.3 Teacher Learning.....	19
2.4 Teacher Reflection	21
2.5 Peer Observation Models	22
2.6 PO and the Contexts Where It Has Been Implemented	26
2.7 Related Literature	28
2.7.1 Benefits of PO	30

2.7.2 Shortcomings of PO.....	38
2.7.3 Online Peer Observation / OLPO	41
CHAPTER III: METHOD	46
3.1 Setting and Participants.....	46
3.2 Research Design.....	49
3.3 Procedures	53
3.3.1 Selection of Pairings.....	53
3.3.2 Thick Descriptions of Pairs	54
3.4 Data Collection Tools.....	62
3.4.1 Interest Analysis Form.....	62
3.4.2 Audio and Video Recordings of Pre- and Post-observation Meetings.....	62
3.4.3 Reflective Diaries	63
3.4.4 Video Recordings of Experience Sharing Day Colloquiums	64
3.4.5 The Researcher's Field Notes.....	64
3.5 Data Analysis	65
CHAPTER IV: FINDINGS	71
4.1 Research Question 1.....	71
4.1.1 Case 1 The First Pair: Instructors A & B.....	72
4.1.2 Case 2 The Second Pair: Instructors C & D	74
4.1.3 Case 3 The Third Pair: Instructors E & F	76
4.1.4 Case 4 The Fourth Pair: Instructors G & H	78
4.1.5 Case 5 The Fifth Pair: Instructors J & K	80
4.1.6 Case 6 The Sixth Pair: Instructors L & M.....	82
4.1.7 Case 7 The Seventh Pair: Instructors N & O.....	84
4.1.8 Case 8 The Eighth Pair: Instructors P & Q.....	86
4.2 Research Question 2.....	89
4.2.1 Case 1 The Second Pair: Instructors A & B	90
4.2.2 Case 2 The Second Pair: Instructors C & D	100
4.2.3 Case 3 The Third Pair: Instructors E & F	113
4.2.4 Case 4 The Fourth Pair: Instructors G & H	123
4.2.5 Case 5 The Fifth Pair: Instructors J & K	135
4.2.6 Case 6 The Sixth Pair: Instructors L & M.....	147
4.2.7 Case 7 The Seventh Pair: Instructors N & O.....	159

4.2.8 Case 8 The Eighth Pair: Instructors P & Q.....	169
4.3 Research Question 3.....	184
4.3.1 Case 1 The First Pair: Instructors A & B.....	184
4.3.2 Case 2 The Second Pair: Instructors C & D	187
4.3.3 Case 3 The Third Pair: Instructors E & F	188
4.3.4 Case 4 The Fourth Pair: Instructors G & H	193
4.3.5 Case 5 The Fifth Pair: Instructors J & K	198
4.3.6 Case 6 The Sixth Pair: Instructors L & M	203
4.3.7 Case 7 The Seventh Pair: Instructors N & O	206
4.3.8 Case 8 The Eighth Pair: Instructors P & Q.....	209
CHAPTER V: DISCUSSION	215
5.1 Research Question 1.....	215
5.2 Research Question 2.....	217
5.3 Research Question 3.....	222
CHAPTER VI: CONCLUSION	232
6.1 Pedagogical Implications	237
6.2 Limitations	241
6.3 Directions for Future Research	243
REFERENCES	246
APPENDICES	260
Appendix 1: Interest Analysis & Participant Consent Form.....	260

LIST OF TABLES

Table 1 <i>Twenty-first Century Skills and PO and OLPO</i>	5
Table 2 <i>Research Questions and Data Collection Tools</i>	11
Table 3 <i>Participating Instructors' Profile</i>	48
Table 4 <i>Pairings and Observed Teaching Aspects</i>	59
Table 5 <i>The Timetable of the Implemented PO</i>	61
Table 6 <i>Steps of the Thematic Analysis</i>	70
Table 7 <i>Theme, Subthemes, and Codes for Research Question 1</i>	71
Table 8 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 1)</i>	90
Table 9 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 2)</i>	101
Table 10 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 3)</i>	114
Table 11 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 4)</i>	124
Table 12 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 5)</i>	135
Table 13 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 6)</i>	147
Table 14 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 7)</i>	160
Table 15 <i>Theme, Subthemes, and Codes for Research Question 2 (Case 8)</i>	170
Table 16 <i>Theme, Subthemes, and Codes for Research Question 2 (Cross-cases)</i>	182
Table 17 <i>Theme, Subthemes, and Codes for Research Question 3 (Cross-cases)</i>	212
Table 18 <i>Comparison of Proposed Model with the Existing Models</i>	236

LIST OF FIGURES

Figure 1 <i>Key Characteristics of PO Models</i>	26
Figure 2 <i>Outline of the PO Scheme in the First Phase of the Study</i>	51
Figure 3 <i>Outline of the PO Scheme in the Second Phase of the Study</i>	52



LIST OF ABBREVIATIONS

ESDC Experience Sharing Day Colloquium

IAF Interest Analysis Form

JEPD Job-embedded Professional Development

LMS Learning Management System

OLPO Online Peer Observation

PAS Prep Academic Skills

PO Peer Observation

POT Peer Observation of Teaching

Post-OM Post-Observation Meeting

Pre-OM Pre-Observation Meeting

PRT Peer Review of Teaching

RD Reflective Diary

SCT Socio-Cultural Theory

SL Second Language

TPL Teacher Professional Learning

ZPD Zone of Proximal Development

ABSTRACT

During the coronavirus pandemic that the whole world experienced since December 2019, face-to-face teaching was temporarily replaced by online teaching. Later, most of the higher education institutions in Türkiye decided to deliver their courses in a blended fashion by merging face-to-face teaching with online instruction. Peer observation of teaching has not become a common practice in higher education institutions in Türkiye although its beneficial results have been increasingly reported in other countries, where it has been a usual procedure. There have not been many studies focusing on traditional peer observation and online peer observation (OLPO) in Turkish higher education context. With this in mind, considering the interests and opinions of English as a foreign language instructors working in higher education institutions, and drawing on social cognition theory, sociocultural theory along with its perspective on teacher learning and teacher professional learning theory, this collective case study set out to describe the design, implementation, and evaluation of a process-based, peer observation of teaching model carried out for two (Spring 2019, Spring 2020) semesters both in the traditional classroom setting and online teaching in an English language program at a foundation university located in Istanbul, Türkiye.

In the first phase of the study (the orientation scheme), in Spring 2019, following a one-day preparatory workshop, designed and offered by an educational consultant (an outside expert/the advisor himself) with experience in harmonizing peer observation (PO) programs, a PO scheme was introduced, and participating instructors (n=14) were paired up based on their preferences regarding the aspects or areas of teaching on which they wished to be observed. Then, these pairs (n=7) observed each other's classes several

times and participated in pre- and post-observation meetings. At the end of the phase, all participating instructors came together to share their experiences with the rest of the group in the format of a colloquium.

In the second phase of the study, data were collected through an interest analysis form that sought the participants' opinions and preferences regarding the first phase of the study, and how they would plan the next scheme. The audio (for the first cycle) and video recordings (for the second and third cycle) of pre- and post-observation meetings, and the video recordings of experience sharing day colloquiums and the researcher's notes kept during these colloquiums were among the other data collection tools. The participants (n=16) were also asked to write their reflections in the form of a reflective diary and compare the peer observation process in the traditional classroom setting to online teaching for the classes they observed and for the classes in which their peers observed them. Suggestions for future implementations are proposed and insights into the complexity of the phenomenon are discussed. Also, practical implications for further research are provided.

Keywords: *Job-embedded professional learning, online peer observation, peer*

KISA ÖZET

Tüm dünyanın Aralık 2019'dan bu yana yaşadığı korona virüs salgını sırasında, yüz yüze öğretim yerini geçici olarak çevrimiçi öğretime bırakmıştır. Daha sonra Türkiye'deki yükseköğretim kurumlarının çoğu, yüz yüze öğretimi çevrimiçi öğretimle birleştirerek dersleri harmanlanmış bir şekilde uygulamaya karar vermiştir. Olağan bir uygulama haline geldiği başka ülkelerdeki yararlı sonuçları giderek artan bir şekilde rapor edilmesine karşın, akran gözlemi ülkemizin yükseköğretim kurumlarında henüz yaygınlaşmamıştır. Aynı bağlamda geleneksel ve çevrimiçi öğretimde akran gözlemine odaklanan çok fazla çalışma bulunmamaktadır. Bu vaka çalışması, bu durumu göz önünde bulundurarak ve yükseköğretim kurumlarında İngilizce'yi yabancı dil olarak öğreten öğretim elemanlarının ilgilerini ve görüşlerini dikkate alarak İstanbul ilinde bulunan bir vakıf üniversitesindeki yabancı dil hazırlık programında iki dönem (Bahar 2019 ve 2020) boyunca hem geleneksel sınıf ortamında hem de çevrimiçi eğitim için yürütülmüş bir akran gözlemi modeline ilişkin tasarım, uygulama ve değerlendirme süreçlerini betimlemek için toplu vaka yöntemi deseni izlenerek ve sosyal biliş kuramı, sosyokültürel kuramın öğretmen öğrenmesine yaklaşımı ve öğretmen mesleki öğrenme kuramına dayandırılarak yapılmıştır. Çalışmanın ilk evresinde, Bahar 2019 döneminde akran gözlem programlarının yürütülmesinde deneyime sahip bir eğitim danışmanı (dışarıdan bir uzman, tez danışmanı) tarafından tasarlanmış ve sunulmuş bir atölye çalışmasını takiple, programda çalışan öğretmenler (n=14) gözlemek ve gözlemlenmek istedikleri konular dikkate alınarak ikili bir şekilde (n=7) eşleştirilmiştir. Daha sonra bu çiftler birbirlerinin sınıflarını gözlemlemişler ve gözlem öncesi ve sonrası toplantılara

katılmışlardır. Bu evrenin sonunda tüm katılımcı eğitimler deneyimlerini grubun geri kalanıyla paylaşmak için bir araya gelmişlerdir.

Çalışmanın ikinci aşamasında veriler katılımcıların araştırmanın ilk evresine ve bir sonraki evrede süreci nasıl planlayacaklarına ilişkin görüş ve tercihlerini ortaya çıkarma amacı ile hazırlanan bir ilgi analizi formu kullanılarak toplanmıştır. Gözlem öncesi ve sonrası toplantıların ses (birinci döngü için) ve video kayıtları (ikinci ve üçüncü döngüler için) ile deneyim paylaşım günü toplantılarının video kayıtları ve araştırmacı tarafından bu toplantılarda tutulan notlar diğer veri toplama araçları arasında yer almıştır. Ayrıca, katılımcılardan (n=16) geleneksel sınıftaki ve çevrimiçi sınıftaki akran gözlemi deneyimlerini hem gözlemledikleri hem de gözlemlendikleri sınıfları göz önünde bulundurarak yansıtıcı günlük şeklinde yazarak karşılaştırmaları da istenmiştir. Çalışmanın sonunda ise gelecekteki uygulamalara ve araştırılan olgunun karmaşıklığına dair iç görümlere yönelik öneriler verilmektedir. İlaveten, gelecek araştırmalar için pratik çıkarımlara da yer verilmiştir.

Anahtar kelimeler: Akran, çevrimiçi eğitimin akran gözlemi, işe gömülü mesleki öğrenme

CHAPTER I: INTRODUCTION

In this section, first, the background to the study is presented. This part is followed by the significance of the study. Then, the problem statement is explained. In the subsequent part, the purpose of the study is illustrated. In the final parts of this section, research questions and keywords are stated.

1.1 Background of the Study

In my first master's thesis, which was on the education management and supervision field, I attempted to investigate the factors affecting teachers' professional learning and development. One of the key findings of that study was the feeling of disappointment the participating teachers had concerning professional development implementations since they stated that these were mostly conducted out-of-school contexts without really taking teachers' needs and ideas into account (İnceçay, 2002). Since then I have thought that professional development practices should be well connected to the realities of teaching, and the courses, particularly 'Approaches to In-service Training and Professional Development' and 'Language Teacher Education', I have taken during my second master's degree and Ph.D. education have constantly confirmed this. That is why it has become my firm belief that for a professional development process to reach success, it has to follow a job-embedded design in which teachers' interests, ideas, opinions, and suggestions are given great value (Darling-Hammond et al., 2009). According to Croft et al. (2010), job-embedded professional development (JEPD) activities provide teachers with opportunities to learn from each other within their own context. These localized professional development opportunities then may offer teachers chances to apply what they have learned from one another during

the process of their teaching (Croft et al., 2010). Actually, JEPD activities operate as an essential component of school culture, and support practitioners to act like learners (Hamilton, 2013).

Responsibilities of English as a foreign language instructors include subject-matter knowledge/expertise, professional development, communication, technological content knowledge, research, and administrative duties (Skelton, 2005). Most of the time practitioners carry out these duties, particularly teaching, be it in traditional classroom settings (face-to-face) or online platforms (virtual classrooms) or possibly a combination of the two (a blended model), in the absence of other teachers. This means that the work usually occurs alone behind screens or closed doors. Teaching in higher education institutions is not an exception in this case, either (Tenenberg, 2016). Additionally, professional development practices for teachers are usually provided outside of or *extracted from* (Hamilton, 2013) real classrooms, disconnected from realities of teaching, and therefore do not yield demonstrable change or improvement in teaching practice and student learning (Darling-Hammond et al., 2009). Consequently, opportunities to develop professionally by observing and reflecting on both what teachers do during teaching and what other teachers do in their classes might be missed. This ‘pedagogical solitude’ as Shulman notes (1993, p.6) can be minimized both in traditional classroom settings (Bell, 2001; Bell et al., 2010) and online teaching (Walker & Forbes, 2018) by peer coaching, peer-supported teaching development, peer reflection of teaching, peer evaluation, peer observation (PO) or peer observation of teaching (POT) or peer review of teaching (PRT), which is a peer-learning academic development program activity. The terms; PO,

POT, and PRT are used more or less interchangeably in the literature (Bell & Cooper, 2013; Bennett & Barp, 2008; Drew et al., 2017).

PO is an exercise that is supposed to encourage reflection on teaching practice, make peers recognize their developmental needs, and cultivate discussion. It is also regarded as a means, not an end, and a key via which both the quality of learning and teaching can be enhanced (Hammersley-Fletcher & Orsmond, 2004; 2005; Shortland, 2004). After PO has successfully been introduced to higher education institutions in the US and Australia, it has become an important characteristic of professional development in the United Kingdom as well (Gosling, 2014; Heron & Head, 2019). PO also functions on the notion that teaching practice should resemble its academic equivalence, research, where a practitioner stays active and linked to the research community and is supported with continuous feedback to achieve professional development. Additionally, PO comprises the collaborative and planned process of observation of teaching to improve teaching (Georgiou et al., 2018).

Although sustaining PO programs is known to be difficult, several benefits have been reported. First of all, a PO scheme or program is fairly easy to implement both financially and administratively. Secondly, it is expected to increase collegiality among the members of staff (Bell & Thomson, 2018; Shortland, 2010). It can also increase self-confidence (Bell & Cooper, 2013; Engin, 2016; Weller, 2009), and raise awareness regarding student learning practices (Bell & Mladenovic, 2015). In addition, good teaching practices can be disseminated (Bell & Cooper, 2013). Pedagogically speaking peers can feel less isolated (Hendry et al., 2014) and social distancing when working

from home (Bowskill et al., 2017; Jones & Gallen, 2016). Moreover, it creates opportunities to reflect on teaching critically (Hammersley-Fletcher & Orsmond, 2005).

1.2 Significance of the Study

There is no doubt that teaching at the tertiary level has come to be more demanding and more complicated in recent years for several reasons, such as students' rising expectations, new demands in course design and delivery, increasing stress on professional qualifications, and more recently the coronavirus pandemic. Also, the emergence of the information age in the twenty-first century is requiring alterations in the way people live, think, and work. As a result, teaching as an occupation has commenced necessitating new skills, such as the ability to continue to learn, cooperate, and solve problems. Reforming education systems and curricula to be able to meet these twenty-first century demands from people may not be adequate. Therefore, practitioners also need to learn and should be trained on the job (Griffin et al., 2012).

Several countries and organizations around the world have developed frameworks to be able to identify twenty-first century skills. Among these are the USA, Japan, Australia, Canada, England, Northern Ireland, European Union, and OECD. Binkley et al. (2012) analyzed these available frameworks and created a conceptual diagram defining ten skills, which are categorized into four groups. This framework is referred to as Knowledge, Skills, Attitudes, Values, and Ethics (KSAVE) and, it is considered to encompass a wide range of abilities, containing critical thinking, problem-solving, creativity, metacognition, communication, digital and technological literacy, civic responsibility, and global awareness (Binkley et al., 2012).

The following table is an attempt by the researcher to bring together these twenty-first century skills and the characteristics of PO. The first column depicts the twenty-first century skills in the abovementioned KSAVE framework, and the second column of the table demonstrates the overlapping concepts between these twenty-first skills in the KSAVE model and both PO and OLPO.

Table 1 *Twenty-first Century Skills and PO and OLPO*

Twenty-first century skills	PO and OLPO
a. Ways of Thinking 1. Creativity and innovation 2. Critical thinking, problem-solving, decision making 3. Learning to learn, metacognition	Thinking and working creatively and critically with peers to be able to solve problems and/or identify, analyze and minimize weaknesses by dedicating some quality time to learning and being open to implementing new ideas and perspectives in (online) teaching
b. Ways of Working 1. Communication 2. Collaboration (teamwork)	Pre- and post-observation meetings (in an online environment) with peers and providing constructive and critical feedback and coming together with the other (pairs of) peers to share the experiences and learn from one another
c. Tools for Working 1. Information literacy (includes research on sources, evidence, biases, etc.) 2. Information and communication literacy	Being both critical and reflective when assessing data (collected during actual observation) and being able to use this information to foster critical thinking, creativity, and innovation (in an online environment)
d. Living in the World 1. Citizenship – local and global 2. Life and career 3. Personal and social responsibility	Recognizing one's and others' strengths and weaknesses by being open-minded, and creating a sense of belonging to one community (collegiality)

As can be understood from the table, PO, either in face-to-face or online instruction, can be exploited as a JEPD tool to introduce twenty-first century skills to practitioners and familiarize them with this skill set to create and heighten awareness.

Since teachers in higher education contexts are more and more challenged day by day, it has become a necessity for them to reflect on their teaching practices as an ‘outlet’ (Donnelly, 2007). PO in this sense can be regarded as an exit. As a result, scholars all around the world have started to pay attention to this phenomenon, and consequently, there has been a substantial and growing body of research with mounting evidence. This emerging literature indicates that a wide range of studies have been conducted to examine the potential effects of PO on collegiality (Bell, 2001; Bell & Cooper, 2013; Bell & Thomson 2018; Byrne et al., 2010; Carroll & O’Loughlin 2014), and the development of teaching skills, knowledge, and ideas (Bell, 2001; Bell & Cooper, 2013; Bell & Mladenovic, 2015; Byrne et al., 2010, Hamilton, 2013; Hammersley-Fletcher & Orsmond, 2005; Kenny et al., 2014; Shortland, 2010). Other studies have sought to explore the relationship between PO and critical reflection (Bell, 2001; Bell et al., 2010; Bell & Mladenovic, 2015; Byrne et al., 2010; Courneya et al., 2008; Hammersley-Fletcher & Orsmond, 2004; Kenny et al., 2014; Peel, 2005, Shortland, 2010).

The majority of existing studies are endeavoring to shed light on the phenomenon without paying much attention to the specific interests of English as a foreign language instructors working in higher education. While curriculum entails practitioners to cater their instruction to meet the needs of learners, professional development should be tailored to meet the needs and interests of individual practitioners (Daniels et al., 2013). It

is also equally important that upon implementation of PO, the effectiveness of the process should be evaluated by participating instructors.

Since late December 2019, the world experienced an unprecedented era due to COVID-19. The global spread of coronavirus has had a deep impact on almost every sector, and education is not an exception in this sense. The COVID-19 pandemic that has affected the educational systems worldwide led the governments to temporarily shut down the primary, secondary, and high schools along with the universities. During the coronavirus pandemic, online teaching momentarily replaced face-to-face teaching. As a result, teachers, students, parents, and school managers were put into a test they did not take before. Therefore, all stakeholders particularly teachers have struggled with online education. In this context, online peer observation (OLPO) could be useful, for instance, in reducing professional isolation the teachers experienced (Walker & Forbes, 2018) and social distancing or isolation for the instructors working from home (Bowskill et al., 2017). Additionally, OLPO can be regarded as a unique learning opportunity for teachers to familiarize themselves with how they can teach online, and what kind of strategies they can use to make students interact with each other by observing other teachers teaching online. Also, this localized incident eventually could inform other preparatory (language foundations) schools and programs in higher education institutions across the country and the globe and aid them to design similar PO schemes that serve their needs to be able to inform their future practices. Based on the findings, this study proposes a model for OLPO, and it is, therefore, original in this regard.

Above all, this study's uniqueness comes from its design, which encompasses both PO in face-to-face teaching and online instruction. There have been undoubtedly

studies, which examined different aspects of PO and OLPO, in the literature. However, no previous studies have created a design to bring PO in traditional (face-to-face) and online classes.

1.3 Problem Statement

Following formal administrative observations of teaching for summative purposes during the 2017-2018 academic year, it was proposed that rather than this type of single-shot observations, and student evaluations of teaching, to triangulate and to complement the data as suggested by Hutchings, 1996; Iqbal, 2013; Keig, 2000, for formative/developmental purposes, peer observations could yield more fruitful results in terms of teaching practices, and collegiality and help combat pedagogical solitude (Drew et al., 2017). Members of teaching staff are believed to be well equipped to evaluate their peers' teaching when the aim is to improve the quality of teaching as they are in a position to evaluate several aspects of instruction better than the other members of the academic community, such as students and academic administrators (Keig, 2000). Although a peer can also be an (outside) expert, academic developer, manager, or reviewer (Gosling, 2002), for the purposes of the study, a peer is defined as a colleague having similar status. It is also recognized that a 'one-off' PO, that is a PO scheme, which includes only one session of peer observation, may not necessarily result in any kind of improvement in teaching practices and therefore does not benefit the observers and observees much in terms of their professional development (Byrne et al., 2010, p. 216). In addition, it can be expressed that the need for a study to examine a hybrid scheme of PO and OLPO, which will be designed by considering teachers' preferences

and interests, has emerged since the existing literature fails in addressing this type of design.

The COVID-19 pandemic that started in Türkiye in mid-March 2020 also forced the type of instruction to shift from face-to-face to online. Regarding peer observation in/of online teaching, it should be noted that it is considered to be still in its infancy (Applebee, 2014), and greater empirical evidence is required. Therefore, this study set out to investigate this newly emerging phenomenon (OLPO) and provide insights into the nature of the process.

1.4 Purpose of the Study

PO and particularly OLPO can assume an important role in expanding lecturers' educational practices and knowledge. Yet, it has not to date been investigated adequately within Turkish higher education context. The design, implementation, and evaluation of this exercise articulated in this paper may provide a bridge for this gap. Another purpose of this study is to pay attention to the perceived interests of English as a foreign language instructors working at the tertiary level with regard to OLPO. This study is also an attempt to examine the reflections of the participating instructors on the implemented design. Finally, this study is also focusing on the differences and similarities between peer observation of traditional, classroom-based teaching and peer observation of online teaching. As mentioned earlier, OLPO is stated to be still taking its baby steps, and therefore it necessitates greater evidence to be reported.

1.5 Research Questions

First, by taking into account the first phase of the study, another PO scheme was designed to facilitate teaching practices of English as a foreign language instructors working at the tertiary level. (The detailed information regarding the design of the study and the procedures followed can be found in [section 3.2](#) and [section 3.3](#)). In so doing, their expectations and interests were unearthed. Then, this design was implemented. Finally, the reflections of the participants on peer observation of both traditional (face-to-face) and virtual (online) teaching were examined. That is, the proposed scheme was been evaluated by the participants. Such a study aiming at proposing such a model sought answers to the following questions:

1. How did the participants plan their PO process?
2. What are the issues and insights that emerged in the implementation phase?
3. How did the participants reflect on the process?

The following table on the next page illustrates how the research questions were answered through the use of data collection tools.

Table 2 *Research Questions and Data Collection Tools*

Research Questions	Data Collection Tools	Data Analysis
1. How did the participants plan their process?	Interest Analysis Form (n=16) Recordings and transcriptions of pre-observation meetings (n=48) Reflective diaries kept by the participants (n=96) Recordings and transcriptions of and notes kept during experience sharing day colloquiums (n=3)	Inductive thematic analysis (Braun & Clarke, 2006; Nowell et al., 2017) of multiple sources of qualitative data with another coder and continuous member checking with the participants
2. What are the issues and insights that emerged during the implementation process?	Recordings and transcriptions of pre-observation meetings (n=48) Recordings and transcriptions of post-observation meetings (n=48) Reflective diaries kept by the participants (n=96) Recordings and transcriptions of and notes kept during experience sharing day colloquiums (n=3)	
3. How did the participants reflect on the process?	Reflective diaries kept by the participants (n=96) Recordings and transcriptions of experience sharing day colloquiums (n=3) Researcher's notes kept during experience sharing day colloquiums	

1.6 Keywords

Job-embedded professional learning: It has been defined as ‘grounded in day-to-day teaching practice and ... designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning’ (Croft et al., 2010, p. 2).

OLPO: OLPO is defined as a collaborative process in which a lecturer observes another peer’s online teaching asynchronously with a non-judgmental approach and provides feedback again in an online environment. Then, the observed lecturer reflects on their own practice/teaching, and both parties come together for a post-observation debriefing session and discuss based on the notes kept during the pre-observation meeting and actual observation. Then, the observer and observee transfer their experience to their reflective diaries. In other words, OLPO in this study is a ‘collaborative partnership’ between two academics who observe one another engage in online teaching, provide (constructive) feedback, and (critically) reflect on their teaching practices in online teaching.

Peer: Although a peer can also be an (outside) expert, academic developer, manager, or reviewer (Gosling, 2002), for the purposes of the study, a peer is defined as a colleague having similar status.

CHAPTER II: LITERATURE REVIEW

In this section, firstly the theoretical foundation for the dissertation is presented. This is followed by the historical background of the topic that is under investigation. Then, two main concepts, teacher learning and teacher reflection, and their relation to the topic are discussed. Additionally, PO models in the literature are illustrated. Then, PO and the contexts where it has been implemented are demonstrated. Finally, the related literature on PO and OLPO are detailed based on their characteristics.

2.1 Theoretical Basis for the Study

By taking into consideration twenty-first century skills, this study adopts social cognitive theory, sociocultural approach (to teacher learning), and the theory of Teacher Professional Learning (TPL).

2.1.1 *Social Cognitive Theory and Peer Observation*

To be able to provide pedagogically sound gains, this study has been guided by social cognitive theory since one of the fundamental ideas in this theory is that individuals can learn both from engaging in social interactions and observing others. It is the cognitive expansion and derivation of social learning theory, which was developed by Canadian psychologist Bandura in the 1960s. Social cognitive theory proposes a mutual deterministic link known as ‘reciprocal determinism’ between individuals (in the form of cognition, emotion, and biological occurrences), their milieu, and behavior. These constituents actively and mutually interact with and upon each other to constitute the foundation for behavior, along with probable interventions to change behavior (Bandura, 2001).

Key concepts or constructs of this theory that are in line with PO include self-efficacy and observational learning. According to Bandura, self-efficacy is defined as human beings' belief in their competence to perform certain behaviors. These behaviors are governed by the interplay between expected outcomes, the extent to which individuals consider their behavior will cause specific outcomes, and efficacy expectations, the extent to which people consider they can produce that certain outcome. Similarly, Rhodes and Beneicke (2002) and Hendry and Oliver (2012) make a connection between PO and growing teacher's self-belief also known as self-efficacy. The other significant principle of social cognitive theory pertaining to behavior and learning is its stress on observation, imitation, and modeling because successful examples evoke trust, admiration, and respect from the observer. Therefore, a change in efficacy expectations via secondhand experience, as in the case of PO, may lead to embolden and inspire the observee to believe he or she can perform that behavior as well.

2.1.2 Sociocultural Approach to Teacher Learning and Peer Observation

Since each theory has its own limitations and will not be sufficient by itself to comprehensively explain and predict the complex issue of individual behavior, this study also adopts a sociocultural approach (to teacher learning) (Johnson & Golombek, 2016), which is grounded in Vygotsky's sociocultural theory (SCT) (Vygotsky, 1978, 1986). Kelly (2006) also argues that sociocultural perspectives are more suitable to provide insights into teacher learning as sociocultural approach values collaboration and critically reflective practice. According to Kelly (2006), teacher learning is a process through which instructors become more expert. This can be achieved by familiarizing instructors with opportunities for constituting, (co)reflecting on, and sharing what they experience

during their own teaching practices as in the case of PO and OLPO. When the first phase of this study, the orientation scheme, which was completed in the spring semester of the 2018-2019 academic year during face-to-face instruction, is considered, it can be stated that at the outset the teachers or (*novices* in Vygotskian terms) were at a point in their *zone of proximal (professional) development (ZPD)* where they needed to be guided by a mentor (the outside expert) in PO process. It can be put forth that at that time this particular group of teachers had not been able to *internalize* (again taking the term from Vygotsky, 1978, 1986) this concept, PO, and therefore, they needed expert guidance (i.e., *scaffolded learning*). During the process, the participating instructors designed their PO schemes, (co)reflected on them and shared their experiences with the rest of the group, which can be considered as '*mediation*', and thus (re)created some teacher knowledge based on their learning. This learning, as situated social practice, is regarded as one of the key concepts of sociocultural view on teacher learning since mediation, discourse, social interaction, and participation are some significant constituents of the process (Singh & Richards, 2006). It should also be noted that mediation, internalization, and zone of proximal development are the main building blocks of SCT.

When Johnson and Golombek's (2016) Vygotskian sociocultural approach to teacher learning is considered, it can be said that second language (L2) pedagogical content knowledge (Shulman, 1987) cannot be isolated from the teachers who both internalize and perform it in the venues where they work and learn. So, this brings about another essential element in nurturing teachers' professional development; L2 teacher identity. There will always be some sort of tension between the identity of teachers and the settings they work in due to differing understanding and conceptualization of who a

good language teacher is and what norms, expectations, and values good language teaching is based on. To mediate these identities, reading literature and reflecting on theories and research are suggested (Johnson & Golombek, 2016). PO in this sense can be thought to better mediate the identities since it involves more than just reading and reflection. It involves class observations, which can lead to observational learning possibilities. It involves active collaboration between peers to be able to solve problems and/or identify, analyze and minimize weaknesses by spending some quality time on critical reflection and being open to implementing new ideas and perspectives in face-to-face and online teaching.

2.1.3 Theory of Teacher Professional Learning and Peer Observation

After reviewing the literature on teacher learning, Opfer and Pedder (2011) assert that three subsystems, namely the teacher, the school, and the learning activity may impact teacher learning with differing effects as they affect one another and blend in various ways. They believe that for teacher learning to occur, there should be a change in all three subsystems because a change in only one subsystem may not form or constitute teacher learning. Similarly, Korthagen (2017) states that teacher learning is a sort of multi-dimensional learning since cognitive, affective, and motivational origins of teacher behavior are interwoven in the social settings teachers work. It is actually the interplay between theory, practice, and person. Therefore, this study also considers the theory of Teacher Professional Learning (TPL) (Opfer & Pedder, 2011) since TPL occurs when practitioners learn from one another when they engage in job-embedded professional development activities (as in the case of PO) by forming learning communities. Job-embedded professional learning has been defined as ‘grounded in day-to-day teaching

practice and ... designed to enhance teachers' content-specific instructional practices with the intent of improving student learning' (Croft et al., 2010, p. 2). It is also suggested that TPL supports teacher self-efficacy since it supports professional growth. In total contrast to Shulman's pedagogical solitude (1993), TPL provides practitioners with chances to work in a collaborative and ongoing fashion, and it includes (critical) reflection. In this sense, it can be stated that PO allows teachers with opportunities to work collaboratively and reflect on their own and peer's practical experiences during pre- and post-observation meetings. How teachers utilize language when they engage in a joint intellectual activity to make joint sense of experience, (e.g., when they are mutually reflecting in post-observation meetings) can be defined by interthinking (Mercer, 2000). Mercer believes that thinking together is both an individual and social attempt, and the connection between the two by language may lead to strong dialogic communication, which then can be exploited to examine and understand the nature of human interaction.

For the online teaching component of the study, all of the abovementioned approaches and theories apply to teaching online and peer observation of online teaching. There undoubtedly exist differences between observing and being observed in traditional and virtual classes. For instance, most of the nonverbal communication aspects are missing in online teaching (Bennett & Barp, 2008). Other challenges inherent in online teaching can be overcome thanks to OLPO, which necessitates more dialog between the pairs, critical reflective practice on teaching, and online applications to be able to enhance student engagement (Walker & Forbes, 2018). At this point, OLPO can play a very significant role. It can also be pointed out that this context, online education, has a lot to offer for peer observation, which can be conducted both synchronously (real-time)

and asynchronously. In this study, since the participating peers were teaching concurrently, asynchronous peer observation was preferred. Asynchronous peer observation refers to the experience the observer has when observing a recorded and archived online class. As for the benefits, virtual classes can be effortlessly recorded and archived without making students and observees feel anxious, and then can be reached at any time. When OLPO is conducted asynchronously, observees can feel less stressed due to not having a third-party/eye in the classroom.

2.2 Historical Background

Shulman (1993) states that if teaching as a profession was to be regarded as valuable, making judgments would be obligatory, and these judgments would be enacted within the disciplinary community. This means that the ‘terrifying phrase: peer review’ must be utilized in teaching (p. 6) in a way that creates less anxiety. The success of this argument in the USA resulted in a context where PRT/PO became a common practice at the tertiary level (Gosling, 2014). In the UK, quality of teaching has become the primary policy concern starting from the mid-1980s, and peer review judgments started to be applied by the mid-1990s following the establishment of Quality Assurance Agency in 1997 (Hammersley-Fletcher, & Orsmond, 2005; Harvey, 2005). More recently, Teaching Excellence Framework was introduced in the UK in 2016 (O’Leary & Savage, 2020). The most common form of PRT particularly in the UK and Australia is PO(T) (Gosling, 2014). In Turkish context, on the other hand, the scarcity of research related to PO, let alone OLPO, demonstrates that it is still not a common practice.

2.3 Teacher Learning

Before continuing with PO and the models in the field, it would be a wiser idea first to give information regarding teacher learning and teacher reflection and their relationship with PO as these two concepts are closely linked to PO. Darling-Hammond and Richardson (2009) state that teacher learning should include active teaching, assessment, observation, and reflection instead of abstract discussions that are usually based on single-shot workshops. To be able to provide a more inclusive definition for teacher learning, Johnson and Golombek (2003) and Kelly (2006) approach the concept from Vygotskian sociocultural perspective. Kelly (2006) points out that teacher learning is the process through which beginning teachers move towards having expertise. According to him, the cognitive approach to teacher learning fails to capture the whole picture as it cannot account for the social environment where teachers work and collaborate. Kelly (2006) also argues that for teacher learning to occur, teachers should be provided with opportunities to create, reflect on, and disseminate their own teacher knowledge. Additionally, Johnson and Golombek (2003) suggest that this sociocultural view of teacher learning may help researchers, who are interested in examining especially language teacher learning.

In their literature review, which focused on teacher learning, Darling-Hammond and Richardson (2009) also put forth that it is a must for education systems to design more effective teacher learning activities so that teachers can assist their students to learn and familiarize themselves with twenty-first century skills. After reviewing the literature on teacher learning, Darling-Hammond and Richardson (2009) recognized that teacher learning and professional development activities should cohere, center on teaching

practices, and involve teachers in hands-on exercises. According to them, the research on teacher learning also underscores the significance of collaboration between and collegiality among teachers, as these concepts are prerequisites for reflective practice. Their review also points to the fact that teacher learning or professional development activities should be sustainable and job-embedded for teachers to make sense. In this way, teachers could build professional learning communities in which they work together and reflect on their practices. The collegial relationship helps teachers learn from one another, try what they learn out in their classes, reflect on the process and share their experiences with the rest. Their review, which examines teacher learning, illustrates peer observation as a collaborative, JEPD activity that can improve teaching practices. They also include the conditions that support or hinder teacher learning emerging from their review. For instance, while a professional development activity, which allows teachers to actively engage in hands-on learning, supports teacher learning, another professional development activity, which depends on a single-shot workshop that does not focus on teachers' specific needs, does not support teacher learning. Additionally, professional development activities should help teachers build collaborative and collegial relationships. Based on their literature review, Darling-Hammond and Richardson explain that PO can improve teachers' practices, knowledge, and efficiency. Their review shows that thanks to PO, teachers may observe, acquire (re)create new knowledge, apply it in their classes, reflect on both their own and their peer's experiences and disseminate this with other teachers in their professional learning community.

2.4 Teacher Reflection

As is clear, reflection or reflective practice is an indispensable and essential part of teacher learning. In teaching and teacher education (literature), it has been a critical topic since the work of Schön (1987). In its simplest definition, teacher reflection can be considered as teachers activating their metacognitive processes regarding their teaching practices in classes (Marcos & Tillema, 2006). Reflective practice when described by Schön is ‘a dialogue of thinking and doing through which I become more skilled’ (1987, p. 31), and it is an essential component of teacher learning (Korthagen, 2017; Schön, 1987). That is to say, teachers professionally learn by reflecting on their teaching experiences to be able to improve their future practices. Although the use of the term reflection dates back to the early twentieth century (e.g., Dewey, 1933) to be able to define it is still challenging. There exist two conventions in the literature regarding teacher reflection, one is Deweyan and the other is Schönian. Deweyan type of reflection can be stated to be a relatively scientific (more rational) method encouraging teachers to take part in ‘active, persistent, and careful consideration’ of what they believe and know (Dewey, 1933, p. 9). On the other hand, Schönian convention includes more instinctive and more conscious reflection. According to Schön (1987), the main origin of learning is the knowledge that is formed by one’s experiences. Deweyan type of reflection leads to action research whereas Schönian type of reflection leads to reflection-in-action (acting during teaching) and reflection-on-action (acting before or after teaching). After reviewing reflection in language teaching literature, Farrell (2016) reported that reflection had mostly desired effect on language teacher thinking and teaching practice, leading teachers to better comprehend themselves and their beliefs. According to Farrell (2016)

teacher reflection, as a significant source for continuous professional development, is a process that assists instructors to gather data, record, and examine what happened in the lesson. It allows teachers to actively think about and question their teaching practices. Teacher reflection is embedded in teacher learning, and it is regarded as a significant tool to improve teachers' subject-matter, pedagogical, and pedagogical-content knowledge regarding teaching practices (Hoffman-Kipp et al., 2003). It is believed that teacher reflection takes place when instructors come together and share their reflections in various ways. Peer observation in this sense may allow teachers both to heighten their own and their peer's awareness by engaging them in discussions during pre- and post-observation meetings. In addition, reflection can help teachers create knowledge of practice, that is teacher knowledge (Conway, 2001). Korthagen (2004) argues that reflection may extend the professional development of teachers, and it may also assist critical thinking.

2.5 Peer Observation Models

In the literature, there basically exist three distinct models of PO;

- (1) Evaluative (management/summative/ top-down) model: In this model, senior staff observe other staff. This model aims to identify the areas that need further development, confirm probation, assure quality, and assess teaching. At the end of the observation, a judgmental report is prepared. The observees' teaching performance and practices are assessed based on their scores in this report, and they are appointed either a pass or fail score. The observers hold power as they represent authority positions. Because of its strict and structured nature which includes checklists, the model is found to be more bureaucratic

and a ticking-box exercise when compared to other models. Only selected staff is observed. The outcome is confidential and is only shared between the manager, observer, and observee. Although institutions are believed to benefit from this model, it may cause observees to feel alienated in the institutions they work for. It does not much allow observees to co-operate, and opposition to scores given and the overall process may occur.

(2) Developmental (formative) model: Educational developers observe practitioners, or expert teachers observe other teachers working in the same program or department. The aim is to make observees demonstrate their teaching competencies. In this model, teaching practices, class, and learning materials are observed. Similar to the first model, in this model selected (sample) observees are assessed and provided with a pass/fail score along with a report, sometimes in the form of an action plan, whose aim is to improve teaching. The report is prepared by expert teachers who make use of checklists as in the first model, and therefore the status between observers and observees is based on the expertise of observers. The outcome is shared between the observer and the observee. Even though observees are believed to benefit from the model, its disadvantages are no shared ownership and lack of the desired impact.

(3) Peer review of teaching (collaborative) model: In this model, teachers observe other teachers as the aim is to engage in discussion regarding teaching practice, self-reflect, and reflect on peers' performance. The discussion between peers occurs as a result of an analysis of the classes observed.

Different from the first two models, in this model all teachers are observed. There is no hierarchy or power relationship between peers. Thus, the model is based on mutuality and equality. Similar to the second model, in this model, teaching practices, class, and learning materials are observed. The outcome is shared between the peers. This outcome is usually non-judgmental as it includes constructive feedback. Both peers, observers, and observees benefit from the observation. The biggest criticism of this model is that observation is unfocused (Gosling, 2002).

These models are differentiated most noticeably by observers (experienced teaching faculty, senior managers, educational developers, and peers), the objective of the observation (quality assurance, improve teaching, self-reflection), and the main threats linked to the nature of observation, such as alienation and lack of desired effect (Gosling, 2002). Many PO schemes that are created by management and therefore usually dictate a top-down approach may result in compliance rather than engagement (Hammersley-Fletcher & Orsmond, 2005; Shortland, 2004). While there does not exist an agreement on the ‘correct’ model, certain characteristics, such as the collegial and formative/developmental (bottom-up) nature of the program have been reported as being more effective (Drew et al., 2017). Specifically, the peer review model has been acknowledged as a more fitting approach to follow particularly for first-time users (Carroll & O’Loughlin, 2014). A typical design for this model includes a pre-observation meeting to agree on ground rules, the actual observation (the observation itself), a post-observation session between the observer and the observee, and finally the production of a (written) record (Carroll & O’Loughlin 2014; Hammersley-Fletcher & Orsmond 2004;

Shortland, 2010). It is highly recommended that a post-observation meeting be held not long after the observation. It is of also great importance that peers mutually reflect in a non-judgmental atmosphere. They should be actively engaged in pedagogical theory and discourse, and critical reflection (Hammersley-Fletcher & Orsmond, 2004; Peel, 2005). Peers observing one another should not be either critics or friends, but rather critical friends, who are supposed to encourage, support, and provide constructive feedback which can be uncomfortable to receive at times (Bell & Cooper, 2013; Shortland, 2010). By considering these, Gosling more recently (2014) revised his conceptualization of PO models by proposing an extension of the collaborative model, and he defended a model termed Professional Learning through Collaborative Peer-Supported Review, which focuses on change, inquiry, and autonomy. The framework that this revised model offers is less bureaucratic and not managerial, and this is believed to lead to more critical reflection, peer inquiry into teaching practices, and the effect(s) of these practices on student performance. The following figure is an attempt to summarize the key characteristics of each model.

Models	Evaluative model (Summative)	Developmental model (Formative)	Peer review of teaching model (Collaborative model - CM)
Characteristics			
Objective	Quality assurance, appraisal	Teaching improvement	Engagement in discussion, self- reflection, and reflecting on peer's practice
Direction	Top-down (single-shot)	Top-down (single-shot)	Bottom-up (usually two cycles)
Realm	Face-to-face	Face-to-face	Face-to-face
Power relation	One-way (management or senior staff - Moderated and regulated by someone else)	One-way (educational developer or expert teacher - Moderated and regulated by an expert)	Two-way (between the peers)
Observer	Managers, senior staff	Educational developers, expert teachers	Peers observe one another
Structure	Strict, structured, criterion-based, ticking-box exercise, bureaucratic	More democratic, less bureaucratic, but still using checklists	Democratic, equality, peers own the process, reflection-based
Outcome	Assessing quality, pass/fail	Suggestions for improvement	Non-judgmental, critical reflection, constructive feedback

Figure 1 *Key Characteristics of PO Models*

2.6 PO and the Contexts Where It Has Been Implemented

In their meta-analysis, which is aimed at classifying professional development activities Fraser and Ling (2014) determine eight fields of practice. These are

- (1) Strategy, policy, and governance at institution, faculty/school, and program levels
- (2) Quality of learning and teaching
- (3) Scholarship of learning and teaching

- (4) Professional development
- (5) Credit-bearing programs in higher education
- (6) Learning and teaching development
- (7) Engagement
- (8) Academic development unit effectiveness.

The authors locate peer review under the second category, quality of learning and teaching. However, it can be argued that the activity can also be linked to other titles, such as scholarship of learning and teaching (Engin, 2016). It can also be associated with professional development and learning and teaching development since Thomas et al. (2014) based on their qualitative review of literature, conclude that PO can be considered as a strategy that could both improve professional development in the workplace and enhance teaching practices.

PO can be implemented within different departments in higher education institutions for a variety of reasons (Shortland, 2004). It has been utilized as a professional development activity or tool in different contexts;

- (a) health-related departments and medical schools (Adshead et al., 2006; Rees et al., 2015; Sullivan et al., 2012; Swinglehurst et al., 2008),
- (b) school of law and school of science (Hammersley-Fletcher, & Orsmond, 2004),
- (c) department of history and department of mechanical engineering (Quinlan, & Akerlind, 2000),

- (d) as part of the completion requirements for an MA in Learning and Teaching in Higher Education qualification (Chamberlain et al., 2011)
- (e) an accredited Postgraduate Certificate in Teaching (Donnelly, 2007),
- (f) as a yearly practice in continuous/continuing professional development (Bell & Mladenovic, 2008),
- (g) with music teachers (Bautista et al., 2018) and
- (h) in online settings (Bennett & Barp, 2008; Jones & Gallen, 2016; Swinglehurst et al., 2008).

2.7 Related Literature

The review on PO by Peel (2005) demonstrates that PO is utilized mainly for two purposes; managerial and developmental. According to her, an instrumental/managerial understanding of PO would not be adequate to improve teaching practices. Therefore, PO should encompass shared critical reflective practice on teacher's own and peer's performance in the classroom. Therefore, the focus of this study is on PO's developmental use rather than a structuralist approach.

In Turkish context, PO seems to be a long-neglected topic as there have been very few examples of attempts to investigate it. In one of the earliest studies, Varlı (1994) examined the perceptions of teachers on PO. 18 students who enrolled in a teaching English as a foreign language (TEFL) master's program and eight master's degree graduates were administered a questionnaire. Additionally, three participants were interviewed. The participants experienced a PO scheme as a requirement in their TEFL master's program. The design in this study can be considered to be structuralist or summative as participating in the PO scheme was not optional. As a result, the

participants were stated to hold some misconceptions regarding PO as a professional development activity, and they were hesitant to participate in future PO designs due to time constraints. In a more recent attempt, Dinç-Ayaz and Eveyik-Aydın (2020) conducted a case study with four teachers and a manager working in the language preparatory program of a foundation university to investigate how the participating instructors could benefit from the PO scheme both as an observer and an observee. Participation in the study was not voluntary since the peers were selected by the head of the professional development unit based on the initial observations conducted. The four instructors reciprocally observed each other's classes for six weeks in the Spring 2020 semester, for a total of 24 hours of observation. Instead of coming together in pre-observation meetings, the participants filled out a pre-observation form. The other data collection tools included peer observation forms, audio recordings of post-observation meetings, reflective journals, and semi-structured interviews with the participants. Thematic analysis of the data demonstrated that PO as a professional development activity was valued by the participants, who mentioned the developmental nature of its design. The researchers also suggested that PO should include some structured tools, such as pre-observation forms. It was also acknowledged that the participants occasionally did not feel confident regarding the constituents of PO though they were given a two-hour training session.

In the next section, the studies outside Turkish context are illustrated based on their characteristics, namely the positive outcomes that could be gained from engaging in PO schemes and the shortcomings of PO. These are then followed by the other studies, which examined the PO of online teaching.

2.7.1 Benefits of PO

A wide range of benefits for the development of faculty members and their teaching practices as the outcomes of implementing PO has been reported. To illustrate, PO has been acknowledged as an effective strategy for the professional development of university teachers in general (Bell, 2001; Bell & Mladenovic, 2008, 2015; Bell & Thomson, 2018; Carroll & O'Loughlin 2014; Hammersley-Fletcher & Orsmond, 2004; Hendry et al., 2014; Shortland, 2010) and beginning teachers in particular (Donnelly, 2007). For instance, Bell (2001) as is also the case in the present study, followed a case study design by assuming a participant-observer role and recruited 28 teachers to be able to evaluate the effectiveness of the PO scheme implemented as a professional development activity. Five common themes surfaced, and these were the effectiveness of the PO design, changes in teaching practices, confidence development, collegiality, and continuous professional development. As a result, Bell suggested that PO as a teaching development program was found to be very effective for the professional development of the participants. In a similar fashion, Hammersley-Fletcher and Orsmond (2004) examined the effectiveness of a one-year PO scheme realized in two academic settings, a school of Law and a school of Sciences by conducting semi-structured interviews with the five observers and four observees, who participated in the implemented design. The results showed that the participants considered PO as a beneficial tool and an exercise to support continuous professional development of both old and new academic staff. Based on the participants' perceptions of the effect of a PO scheme implemented in higher education as part of an accredited Postgraduate Certificate in Teaching for academic staff and faculty and following Kolb's Experiential Learning Cycle as the theoretical

foundation, Donnelly (2007) suggested that the designed PO scheme assisted both the amalgamation of theoretical and practical knowledge in general and practical experiences of particularly beginning teachers. By following an exploratory qualitative approach, Carroll and O'Loughlin (2014) also examined the effectiveness of PO by recruiting five pairs (dyads) from different disciplines in an Irish higher education setting. This was the first experience of the ten participants with PO. The participants were also relatively new to the teaching with their teaching experience ranging from one to seven years. The thematic analysis of the data produced the following themes: 'effective peer relationships, enhanced teaching, and academic engagement' as the positive results (p. 446). Consequently, Carroll and O'Loughlin stated that one-to-one, to-the-point observation meetings, coaching, and feedback led the participants to stress that their teaching practices were improved. In addition, trust and collegiality were found to be highly important, especially when working with first-time users of PO. It was also suggested based on the findings that the peers self-select their peers. Bell and Mladenovic (2008) after analyzing 32 peer observations completed at an Australian university asserted that most of the participants recognized and noticed both their strong and weak points in their teaching and 88% of the participants stated that they would consider changing them thanks to PO as they (94%) believed it was a valuable practice. The analysis of the data also illustrated that some common areas needed further development. Additionally, Shortland (2010) designed a case study to investigate the effectiveness of the feedback received during an implemented PO scheme with the aim of promoting teachers' continuous professional development. Shortland observed one of her colleagues 10 times during a semester in a tertiary setting in England. Based on the thematic analysis of the

data, Shortland underlined the importance of receiving and providing observation feedback in the process of PO and mentioned that PO-related feedback had a crucial part in assisting professional development of instructors, paving the way for creating ‘critical friendships’ and deepening collegiality (p. 302). On the same topic, through a questionnaire (23 participants) and semi-structured interviews with seven participants Hendry et al. (2014) examined the opinions of the staff working at a large research-based university in Australia, who had completed PO as an orientation program designed for the new to teaching or the setting. Their thematic analysis highlighted the fact that the lecturers at the tertiary level could also benefit from observing others teach with the purpose of delivering feedback to their peers. They found that because of implemented PO, the participants became informed regarding new teaching practices and incorporated them into their own teaching to engage their students more and facilitate their learning. That less isolation was felt by the participating instructors in their teaching practices thanks to having an observer and observing another peer was another important finding. These studies in general conclude that PO can be considered as an effective strategy to be able to initiate a change within the institutions it is implemented by engaging the faculty first to observe and then critically reflect on their teaching practices and performance along with recognizing the areas for further improvement together with the help of their peers thanks to the received and provided feedback.

A considerable amount of research has explored different features of PO. For instance, it has been found that PO is believed to help build collegiality (Bell, 2001; Bell & Cooper, 2013; Bell & Thomson 2018; Byrne et al., 2010; Carroll & O’Loughlin 2014; Martin & Double, 1998), encourage development of teaching skills, knowledge, and

ideas (Bell, 2001; Bell & Cooper, 2013; Bell & Mladenovic, 2015; Byrne et al., 2010, Hamilton, 2013; Hammersley-Fletcher & Orsmond, 2005; Kenny et al., 2014; Shortland, 2010). To illustrate, in one of the earliest studies investigating the impact of PO, Martin and Double (1998) piloted a PO scheme back in 1995 after presenting a short training session. 66% of the staff was observed. The staff who did not wish to participate mentioned the ‘lack of time’ as a reason. The researchers’ main aim was to create some awareness among the participants about teaching and learning problems. At the end of this case study, it was stated that PO helped to improve collegiality since the participants believed that they benefitted from both observing and being observed. In Bell’s 2001 (abovementioned) study, collegiality as a theme occurred in two categories. One of these categories was ‘modeling teaching skills’, and the other was ‘willingness to act as a support person for other colleagues” (p. 34). As a result, Bell suggested that the PO scheme caused the peers to support one another leading to building a sense of collegiality. The participants in that study claimed that they experienced an increased sense of collegiality. It was also concluded that the exercised PO led the participants to make necessary adjustments in their teaching practices. It was also the case with the participants in Bell and Mladenovic’s (2015) study. These scholars wanted to shed a light on the effect of PO as a professional development tool on the teaching practices of the 32 instructors through self-reflective statements, surveys, and focus-group interviews. At the end of the thematic analysis of the data, the researchers stated that PO assisted the participants to reflect on their teaching and produce changes in their practices. They found evidence that both the reflective and situated nature of PO, that is observing and being observed by a peer teaching the same or similar subject matter in the real teaching

environment, were important factors in generating changes in teachers' practices. This was also the finding in Kenny et al.'s (2014) study in which the four researchers assumed instructor, observer, and peer-participant (like a student) roles in an Irish higher education setting during the 2009 and 2010 academic years. Additionally, an educational developer from the university's teaching and learning center acted as an external observer. The thematic analysis of the data coming from field notes and reflections of the researchers helped four themes emerge: 'perspective from multiple roles, apprehension, reflection, and learning through the modified model' of implemented PO (p. 222). As the title of the study suggests (*In their shoes...*), the results demonstrated that the researchers attached importance to assuming also a student role and sharing the student experience during the observation process to be able to provide a variety of points of view. In a similar fashion, the participants in Byrne et al.'s (2010) study also referred to the notion of collegiality. In their study, instead of a traditional and obligatory PO process, a peer development scheme that was on a voluntary basis was implemented. By following an action research methodology, the researchers found that the participants believed that traditional PO was an activity 'to be ticked off the annual job list' (p. 225). When they were asked to select a particular teaching aspect they wished to improve, as in the present study, the participants appreciated this, and they were content with the autonomy they were introduced to. Additionally, since they did not feel threatened during the implemented PO scheme, and engaged in constructive debriefing sessions, whose aim was to improve teaching practice, they claimed that there existed an increase in the sense of collegiality. In their case study, Bell and Cooper (2013) examined the effects of PO, which was implemented also on a voluntary basis in an engineering school in a higher

education setting in Australia with 12 participants via a questionnaire and interviews and focused on the development of collegiality. Before the actual implementation, an introductory workshop session was held to inform the participants about the steps that were to be followed during the course of the study. They concluded that all the participants in their study stated that the PO scheme aided them in building collegiality within the department among academic staff. Similarly, Carroll and O'Loughlin (2014) implemented a PO scheme that recruited five pairs working at a faculty in Irish higher education context. The process required the participants to engage in pre- and post-observation debriefing sessions. They underlined that along with trust, building collegiality was important, especially for the lecturers who participated in such a scheme for the first time. More recently, Bell and Thomson (2018) took a different approach and examined the opinions of the four managers (associate deans) working in a higher education setting in Australia on their experiences in supporting PO schemes. The interviews conducted with these four associate deans demonstrated that these managers believed that for a PO scheme to be successful, collegiality originating from dialogues between the peers and their critical reflections on each other's teaching practices needed to be focused on. Also, in Hamilton's study (2013) guided by TPL, just like the present study, the researcher examined the impact of PO as a JEPD activity on the teaching practices of secondary school teachers through an online survey (n=28), which included ten questions, and individual interviews (n=9) at a public high school in the USA. The analysis of the data, which was based on open coding, produced the following themes: 'choice, teachers as experts, and takeaways' (p. 50). The findings demonstrated that the participants were quite satisfied with the fact that they were allowed to select the teaching

aspect they wished to be observed based on their interests. They stated that this situation increased their motivation. The participants were also content with the fact that they were able to learn from their peers by observing them when they were engaged in teaching. This helped them to try out what they learned during the observation in their own classes. It was also suggested that the implemented PO design increased collegial respect among the participants.

Critical reflection (personal introspection) has also been found to play a significant role in the process (Bell, 2001; Bell et al., 2010; Bell & Mladenovic, 2015; Byrne et al., 2010; Courneya et al., 2008; Daniels et al., 2013; Donnelly, 2007; Hammersley-Fletcher & Orsmond, 2004; Kenny, et al., 2014; Peel, 2005; Shortland, 2010; Torres et al., 2017; Yiend et al., 2014). For example, in one of the earliest attempts to create a conceptual framework for PO, Peel (2005) warned that a successful PO implementation required institutions to be clear regarding what was intended with the scheme. Peel also suggested that the expected benefits needed to be clearly verbalized to the participating instructors. Personal introspection or critical reflection was one of the emerging themes in the study conducted by Courneya et al. (2008). The 17 experienced participants, who evaluated the effectiveness of two different teaching cases without using any checklists, like in the current study, stated that the process allowed them to reflect on their personal beliefs related to their teaching practices. Also, the ability to provide feedback was another theme that emerged in the analysis of the data. The participants believed that thanks to PO they would possess an intensive lexicon with which they would provide more specific feedback for their peers. Similarly, Daniels et al. (2013) investigated if and when teaching practices could be affected when they were

augmented by PO as a professional development activity in two middle schools in the USA. The analysis of the data produced by the debriefing sessions held after the actual observations highlighted that creating environments for instructors where they would engage in PO and post-observation discussion would give the participants to reflect on teaching experiences in a critical way and collaborate in a more positive manner if the participants felt they were in a non-judgmental setting. In Yiend et al.'s (2014) single case study, the researchers examined only one teacher's experience who took part in just one PO cycle. The researchers, even with one participant and one cycle, were able to report critical reflection based on the analysis of written feedback the participant received after the actual observation. In addition to encouraging reflection, PO has also been found to reinforce discussion and the dissemination of effective teaching practices by Hammersley-Fletcher and Orsmond (2005) who advocate that PO is an important means through which the quality of both teaching and learning within a setting can be determined. In their study, these researchers conducted semi-structured interviews (n=18) in two different departments of a higher education setting in the UK in the 2002-2003 academic year. The results showed that for effective reflection to occur, the participants of a study need to be informed about what constitutes a good reflective practice.

The aforementioned studies conclude that the positive outcomes of PO and the quality of teaching can be gained provided that the following characteristics are inherent in the program:

- (a) the purpose of the PO program should be clear,
- (b) participants should engage in professional discussion and reflection,

(c) the program should have a clear-cut structure, and

(d) the focus should be on the development of teaching practices (Thomas et al., 2014).

Additionally, PO was found to increase teachers' efficacy (Bruce & Ross, 2008). The professional development program designed for Math instructors teaching grades 3 and 6 wherein 'peer coaching' was implemented affected the teachers' efficacy in a positive manner. Similarly, Hendry and Oliver (2012) found that when faculty members were involved in a PO component of a foundations program, they believed that it was worth watching their colleagues teach because it encouraged them to implement new teaching strategies that they had not applied before since their confidence or self-efficacy was strengthened. Some studies also suggest that the most beneficial component of PO is observing, rather than being observed (Hammersley-Fletcher & Orsmond 2005; Hendry & Oliver 2012; Hendry, Bell, & Thomson 2014). In one study, Thomson, Bell, and Hendry (2015) followed such an approach to PO and asked their participants to "just watch" their peers without any documentation. Based on what the participants report, the researchers conclude that even just watching was useful for the development of teaching staff.

2.7.2 Shortcomings of PO

On the other hand, some negative comments have been made regarding PO. In one study conducted by Adshead et al. 2006, on the effectiveness of a proposed PO scheme, although more than half of the respondents (69%) to a questionnaire stated that PO would improve the teaching quality, less than 50% of the participants wanted to participate in such a scheme due to time constraints and paperwork. In addition to the

development purpose, the proposed PO in that study also included a structuralist approach, which focused on the teaching quality enhancement and teacher appraisal, and eventually, this nature of the design led the participants to feel anxiety during the process and reluctant to participate in the future implementations. Therefore, the authors suggested that PO could only be used for developmental purposes.

In some other studies, there was fatigue and unwillingness to change, and therefore PO was not considered completely beneficial (Bell, 2001; Lomas & Nicholls, 2005). For instance in Lomas and Nicholls's (2005) study, although the authors acknowledged that PO was a more quality-enhancing instrument rather than being a quality assurance instrument when individual instructors' continuous professional development process is taken into consideration, a small number of the staff were 'openly hostile' to the idea of PO (p. 146). Nevertheless, the general approach to the whole process of PO design in the study the researchers referred to was positive. In a similar fashion, only a small minority group in the study conducted by Bell (2001) stated that the implemented PO scheme was not beneficial and they demonstrated some sort of reluctance to change. In addition, it has been acknowledged that it is difficult to confirm that PO always allows critical reflection for the lecturers involved in the exercise (Hammersley-Fletcher & Orsmond, 2005; Torres et al., 2017). Torres et al. (2017) explained that it was challenging to assert that critical reflection could occur in every PO design. However, they acknowledged that instructors would engage in a process where their awareness and confidence would be heightened for instance to try new teaching methods if they would be allowed to observe different classes. Regarding reflective practice, Hammersley-Fletcher & Orsmond (2005) also suggested that instructors needed

to be informed about what reflection is and how its effect could be maximized since in their study some participants stated that they felt vulnerable and anxious during the process. It is also found that both observers and observees experience stress during the process. (Kohut et al., 2007). In that study, it was reported that observees felt less stress than observers. However, the stress experienced during the process for both parties was found to be at its minimum leading the respondents to believe that the implemented PO scheme was beneficial for their professional development.

If PO is not implemented in a supportive environment, participants may tend to perceive it as intrusive, a snapshot of teaching, idiosyncratic, and time-consuming (Lomas & Nicholls, 2005), providing limited benefits (Hammersley-Fletcher & Orsmond, 2005). Some of these problems occur if PO is introduced as an institution-wide procedure for summative purposes. It means that if the activity is regarded as a requirement rather than developmental, its potential for improvement becomes limited (Iqbal, 2013). Also, if the task includes a standard feedback form, it is more likely that the participants will consider it as a ticking-box exercise, which is filled by compliance rather than a will to improve teaching and learning (Gosling, 2014). In general, these studies finding negative effects of PO have indicated that practitioners may wish to find ways to avoid engaging in PO because of their worries, or participate just for the sake of adhering to institutional policy, not because they consider it as an opportunity for taking part in a valuable ongoing professional development process (Shortland, 2004). However, it should be stated that the review of the literature indicates that the positive outcomes of PO particularly on professional development go beyond the issues and concerns associated with it (Thomas et al., 2014). Also, many of these negative aspects of PO can be

alleviated provided that PO is thoroughly planned and supported. It is argued that if a PO scheme is to improve teaching quality, then it should concentrate on the concerns of teaching staff and be sensitive to their needs (Lomas & Nicholls, 2005). Therefore, this study pays special attention to the interests and preferences of the teachers participating in the design of the proposed PO scheme.

2.7.3 Online Peer Observation / OLPO

In relation to online peer observation, there have been some attempts. In one of the earliest ones, by recruiting 28 teachers from 12 different departments in the UK, Swinglehurst et al. (2008) directed an action research study to investigate peer observation of teaching within the online realm. Like in the current study, the researchers did not initiate their project with pre-determined notions. They just wanted to see the potential benefits that PO would bring to online teaching. Focusing on the reflective characteristic of peer observation, the researchers designed a model called 'Peer-to-Peer Reflection on Pedagogical Practice' involving the instructors of a graduate course delivered online in a health care program. Based on the thematic analysis of the data, which included 130 messages produced by online focus groups, it was asserted that reflective inquiry into teaching to inform tutors' online pedagogical practices, strategies, and course development was enhancing. In a similar attempt, Jones and Gallen (2016) completed a small-scale study of an online peer observation design recruiting 12 lecturers at a distance education setting in the UK (The Open University). The participants were invited to an online introductory meeting that lasted one hour, in which they were informed about the process. The data were collected through structured phone calls made with the participants. The thematic analysis of the data showed that the participants felt

anxiety because of their roles as both an observer and observee. It was also concluded that reflection and dialog were essential for online peer observation to improve the professional development of tutors. On the other hand, Bennett and Barp (2008) focused on the difficulties of peer observation in online teaching. For this aim, the researchers worked with seven teachers from six different countries. Like in the current study, the participants self-selected their peers and the teaching aspects they wished to be observed. Content analysis of the semi-structured interviews conducted with the participants highlighted some issues experienced in peer observation of online teaching. These challenges included the visibility of aspects, such as (missing) non-verbal aspects of communication in online teaching, the management and structure of the observation process, and the link between expectations and observation experience. In another attempt, Bennett and Santy (2009) designed an action research study on exploiting online peer observation and collegial support at a higher education institution in the UK. The two researchers working at different faculties, one in education and the other in health, observed one another's e-teaching practices. To be able to reach a common understanding of peer observation of online instruction, inform the other party regarding the issues in e-teaching, and determine the teaching aspects to be observed, these two researchers came together and held a face-to-face meeting. Having observed each other's online classes, the researchers provided feedback via sending emails. They also held a post-observation meeting again in a face-to-face manner. They concluded that OLPO helped them enhance their e-teaching practices although they were from different departments thanks to the discussion after observing each other's online classes. The scholars by calling for further studies suggested that OLPO must not solely imitate peer

observation of traditional classroom-based teaching but rather make the most of the further opportunities the Internet presents. This was also the case in the abovementioned study conducted by Bennett and Barp (2008). By following sociocultural approach, one of the approaches that has been also followed in the current study, Harper and Nicolson (2013) examined the relationship between peer observation in online teaching and teacher professional development, support, and well-being in synchronous virtual classrooms. Their study included two phases, one being cross-disciplinary (across faculties) and the other one being subject-specific (language teachers only). They observed positive outcomes in the participants' confidence, belief, sense of belonging, reflection skills, points of view, and teaching practices with varying degrees in the first and second phases of the study. For instance, the participants in the language-specific group expressed adaptation difficulties resulting from the online instruction, as it was their first experience with the realm. Both groups stated that they were able to empathize with the students when they assumed the observer role, and this led to an increase in their self-awareness. The researchers also highlight the fact that the participants should be allowed to select the teaching aspect they would like to be observed on, as there might be differences between their opinions and the educational developers' opinions on what needs to be observed. To investigate the other social aspects of peer observation of online teaching, Bowskill et al. (2017) designed a case study at the University of Derby in England, where it was a necessity mandated by the institution to participate in a PO design. So, it can be stated that the participation was not on a voluntary basis, and this may have led the process to be more structuralist or summative rather than more developmental or formative. The part-time online teachers and educational developers were recruited as the participants of

the study, which was guided by practice theory. It was found that OLPO, as a social inquiry, could aid in decreasing social distancing among tutors while homeworking by enabling them to work collaboratively. Walker and Forbes (2018) brought together the participants working in two institutions from different countries, one in the UK and the other in New Zealand in March 2015. Nine pairs participated in two observation cycles. The number of instructors, who participated in a PO scheme, varied between zero and three. The participants were given the opportunity to choose their observational aspects. They were also allowed to watch the class they were to observe in an asynchronous or synchronous way. The data collection tools included the participants' observation reports, interviews, and reflective discussion meeting minutes. In sum, the scholars proposed that peer observation in online teaching could be a remedy for professional isolation teachers experience while teaching online. More recently, Andrew et al. (2021) investigated how student engagement could be alleviated during synchronous online classes in an Australian higher education institution during the COVID-19 pandemic. The researchers provided some recommendations to improve students' wellbeing and sense of belonging. Also, Bates and Donaghue (2021) investigated how synchronous computer-mediated communication (SCMC) could be utilized as a PO tool. They found that SCMC was helpful and appealing since it assisted the participants in creating positive relationships with their peers and more democratic feedback.

As is clear, PO in face-to-face teaching and OLPO can take up a significant role in increasing teachers' pedagogical content knowledge. Yet, either PO or OLPO has not been examined extensively in Turkish higher education context. By taking the perceived interests of English as a foreign language instructors working at the tertiary level, the

design and implementation of this exercise, which includes both PO and OLPO may bridge this gap. Finally, the abovementioned studies either report the findings of PO or OLPO. However, the exercise in this paper both focuses on PO in face-to-face teaching and OLPO. As a result, the differences and similarities between peer observation of traditional, classroom-based teaching and peer observation of online teaching can be illustrated with greater evidence.



CHAPTER III: METHOD

In this section, the information regarding the setting the current study took place, the participants, the research design, the procedures followed, data collection tools, and the analysis is presented.

3.1 Setting and Participants

The context of the study was the prep program of a thematic foundation university on healthcare located in the province of Istanbul, Türkiye during the 2018 - 2019 and 2019 - 2020 academic years. The university, founded in 2007, is in a city in the northwest of Türkiye. The university offers associate, bachelor, and post-graduate degree courses mainly in health-related programs. The prep program offers mandatory one-year English classes to learners, who are going to study in medical engineering, medicine, molecular biology and genetics, and pharmacy departments for three semesters from September to July. However, the students who meet language proficiency requirements may be exempted from attending this prep program. The exemption requirements include successful (minimum) scores in exams, such as TOEFL IBT, Pearson PTE Academic, CAE, and YDS or e-YDS.

At the time of the study, there existed two units in the organization of the program: the assessment unit and the professional development unit. Some responsibilities of the assessment unit include writing test specifications for all skills and preparing midterm tests and final tests for all skills and levels. On the other hand, the professional development unit is responsible for identifying the needs of the lecturers regarding their professional development and proposing ways to meet these needs by organizing professional development sessions in various formats. The instructors in this

prep program follow a skill-based curriculum. They are supposed to teach up to 20 hours a week. However, based on the roles they assume in the program, such as being a member of the abovementioned units or a course leader, the teaching hours can be reduced. Students are offered Use of English, Reading and Vocabulary, Integrated Skills (Listening and Speaking), Speaking, Writing, and Prep Academic Skills (PAS) classes. Based on the computer adaptive placement exam (Cambridge English Placement Test) administered at the beginning of each academic year, learners are appointed in three levels, namely elementary, pre-intermediate, and intermediate (A1, A2, or B1 based on the Common European Framework, also known as CEFR). The level of the learner determines the number of weekly class hours. On average, learners study 25 hours a week. They are assessed based on the scores they receive from quizzes, oral presentations, projects, participation, a midterm, and a final exam.

The participants in the first phase of the study (the orientation scheme) consisted of the instructors (n=14) who were working in the prep program. The participants formed pairs (n=7) based on the areas they wished to be observed. The teaching experience of these instructors varied between one and 20+ years. More detailed information about the participants can be found in the section entitled thick description of pairs ([section 3.3.2](#)). For the second phase of the study, sixteen participants (eight pairs) were recruited. Two newly hired participants were added to the cohort of the participants in the first phase of the study. Among the participants, eleven of them are female, and five of them are male. Two of the participants are native speakers of English, one (male) being from the United States of America and the other (female) from the United Kingdom. One participant being from Belarus is a foreigner and the rest (n=13) are Turkish. A better representation

of the participants' profile in Spring 2020 is depicted in the following table based on their pairings.

Table 3 *Participating Instructors' Profile*

Instructors	Experience by year		MA (Field)	Ph.D. (Field)	CELTA	Other
	Overall	Higher Education				
1. A	7,5	7,5	Political Sciences & International Relations	Political Sciences & International Relations	√	Pedagogic Formation
2. B	8	8	EL & L* (Ongoing)		√	ICELT Pedagogic Formation TEFL
3. C	15	8		Juris Doctor		
4. D	20	20	EL & L	EL & L (Ongoing)		
5. E	33	33	EL & L			
6. F	4	4	Communication Sciences			
7. G	3	1	Information Technology / Intellectual Property			
8. H	4	4	EL & L (Ongoing)		√	
9. J	15	12	ELT			TESOL (France) FCE
10. K	30	22	ELT			
11. L	30	29	ELT	Educational Sciences / Curriculum & Instruction		
12. M	8	4				
13. N	27	4				Trinity (TESOL) IELTS
14. O	20	20	1. Psychology 2. ELT (Ongoing)			
15. P	24	23				COTE
16. Q	13	5	ELT			

3.2 Research Design

The current study adopts a qualitative approach. A qualitative case study is concerned with investigating a limited system within a specified period. First, a research problem is identified, and then a research question is formed. Both the research problem and the research question pinpoint a key phenomenon. The research question supervising the study deals with “what is the experience of ...” and pinpoints an activity, or an event, which has not been well understood or studied. A collective case study is conceptualized within the qualitative paradigm and involves more than one case at a specific research site. It deals with up-to-date issues, and to collect evidence, living subjects are recruited. In a collective case study, the same research questions are examined via identical data collection tools and data analysis technique(s). Each case is considered as an individual entity so that an in-depth approach can be applied by researchers. Although the similarities or commonalities between the cases are spotlighted, it is noted that each case is examined in a detailed way, too. These individual cases are then regarded as a collective whole during the analysis. The abundance of the data gleaned and the potential the design offers for an in-depth understanding of the phenomenon that is under investigation are considered to be the benefits of collective case studies (Mills et al., 2010). The recommended number of participants for a case study is one, and for a collective case study, it is three cases and eight to twelve participants (Patton, 2002). The pairs are considered to be the sites in the collective case study design as they are categorically bound together, meaning working in the same program (school) (Mills et al., 2010). In the current study, the number of participants is 14 (seven pairings) in the first phase, and 16 (in eight pairings). The reason for the increased number of participants

in the second stage/phase of the study is that there were new instructors who started to work in the setting. These participants were provided with detailed information about the first phase of the study by the researcher.

In this study, process-based means a series of actions and PO cycles/rounds that are repeated over a period by taking into consideration the feedback and reflection produced by peers. Additionally, it is highly unlikely for PO to actually serve as a professional development process if it is limited to the observation of a single teaching session on a yearly basis, as is often the case (Knight & Trowler, 2001). Therefore, in this study, the number of peer observation sessions was not restricted to one. In addition, since a top-down approach of PO may give rise to compliance rather than engagement (Hammersley-Fletcher & Orsmond, 2005; Shortland, 2004), a bottom-up approach was preferred in this design, and instead of managers or experts, the participants, the peers, observed each other's classes and provided feedback.

This research study was divided into two phases. During the first phase (the orientation/introduction scheme), which took place between March and May 2019, a peer observation program was introduced to be able to familiarize the participants with the scheme and to see whether it was feasible to implement. This phase was considered as orientation for the second phase of the study, which is the main study. The participants were informed about the characteristics and steps of a process-based peer observation program during this phase. All the observations in this stage were completed in face-to-face teaching since there was no online instruction at that time. In the first phase of the study, peers observed each other two times. At the end of the phase, all participating instructors came together to share their experiences with the rest of the group in the

format of a colloquium. The following figure demonstrates the overview of the PO scheme, which was completed in the first phase of the study.

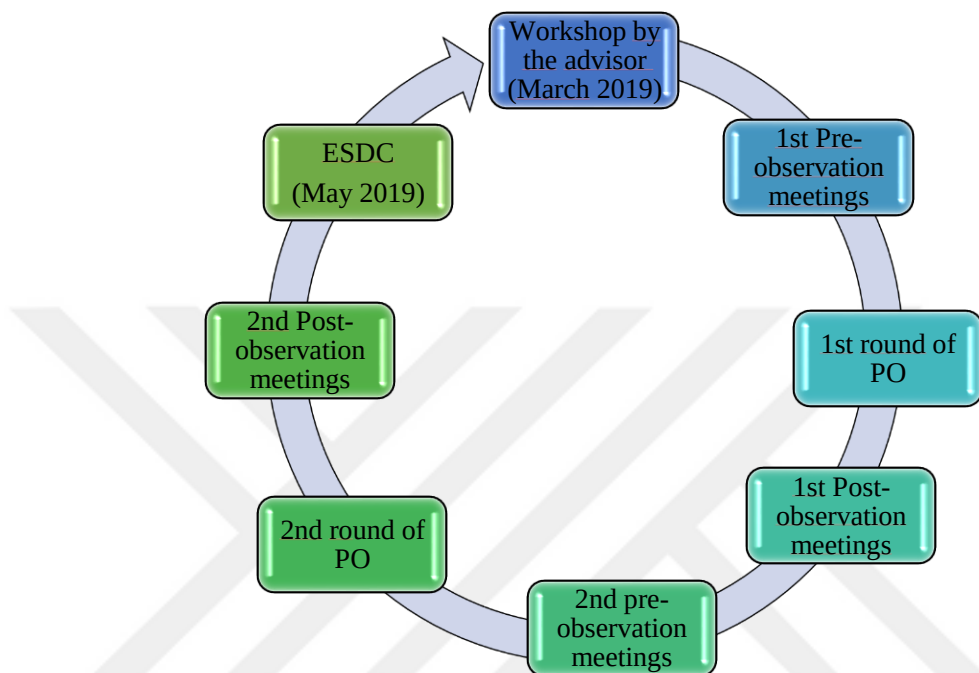


Figure 2 Outline of the PO Scheme in the First Phase of the Study

Following the analysis of the interests the participants stated in the first phase of the study, a PO scheme was designed for the second phase of the study. For instance, the data collected in the first phase of the study revealed that the participants wanted the PO to start as early as possible since they had difficulties regarding time managing the process. Therefore, the PO scheme was initiated in February 2020. As a part of the curriculum that was being followed in the aforementioned setting, this PO scheme was implemented during February and May in 2020. The scheme was also adapted to online instruction, as well. In this phase of the study, a peer in a pair observed his/her pair once in face-to-face teaching and twice in online instruction. The more detailed information about the pairing process for the second stage of the study can be found in [section 3.3.1](#). The participants

completed their first cycle in face-to-face, traditional classroom-based instruction. The first pre- and post-observation meetings were audio-recorded. The second and the third cycle of PO were completed in online teaching on an online platform called Zoom[®]. The second and third pre- and post-observation conferences were also recorded online again on different Zoom sessions. The second experience sharing day after the second cycle and final experience sharing day colloquium (ESDC) after the third cycle were also conducted online again on Zoom. The following figure demonstrates the overview of the PO scheme, and bi-directional relationships between the steps of the process, which was completed in the second phase of the study.

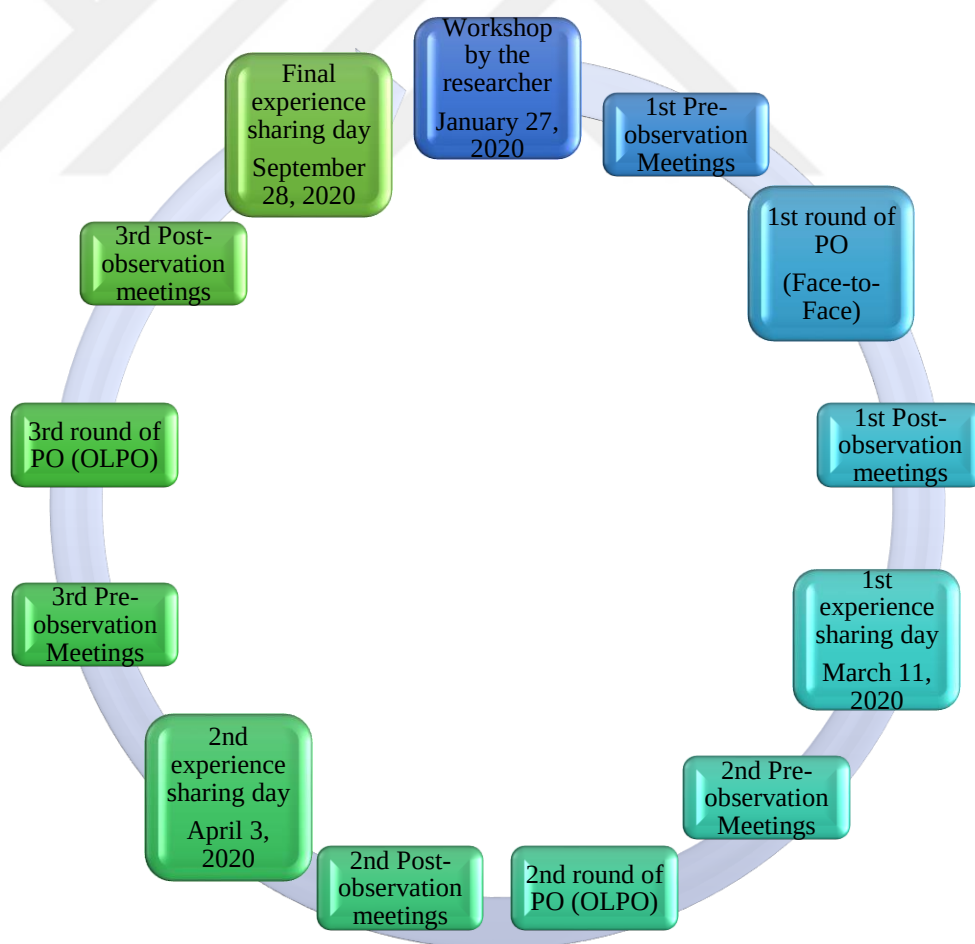


Figure 3 Outline of the PO Scheme in the Second Phase of the Study

3.3 Procedures

In this section, an overview of the methodology that is followed throughout the course of the study is provided. Although Byrne et al. (2010) state that academics in each term are required to participate in PO in many higher education settings around the globe, this has not been the case in Turkish context. Given that PO is not a commonplace practice in Turkish higher education, let alone OLPO, there is a need for research into the peer observation process. This study, therefore, reports how the exercise of a hybrid scheme of PO and OLPO has been designed, implemented, and evaluated at a foundation university located in Istanbul, Türkiye. For the purposes of this study, OLPO is defined as a collaborative process in which a lecturer observes another peer's online teaching asynchronously with a non-judgmental approach and provides feedback again in an online environment. Then, the observed lecturer reflects on their own practice/teaching, and both parties come together for a post-observation debriefing session and discuss based on the notes kept during the pre-observation meeting and actual observation. Then, the observer and observee transfer their experience to their reflective diaries. In other words, OLPO in this study is a 'collaborative partnership' between two academics who observe one another engage in online teaching, provide (constructive) feedback, and (critically) reflect on their teaching practices in online teaching. Evaluation in this study refers to the feedback generated by the participants within the design (Evans, 2013) concerning the effectiveness of and their experiences regarding OLPO.

3.3.1 Selection of Pairings

At the outset of the Spring 2020 term, on January 27, all the participants were requested to attend an introductory presentation/workshop session designed by the

researcher, where the tutors were informed about what they were supposed and expected to do regarding the PO cycle to be implemented. The workshop included some information about what PO was, who a good observer was, and what healthy and constructive feedback was. At the end of the session, the instructors participated in an interactive session by taking into account what they stated in the Interest Analysis Form (IAF): [appendix 1](#), and they wrote the areas they believed they needed further development on the classroom board. The participants gave their consent when they were asked to fill out the IAF. Based on their wishes and interests, the participants paired up with one another by writing their names next to those teaching aspects they wrote on the board.

3.3.2 Thick Descriptions of Pairs

Based on their wishes and articulated interests, the participants discussed and then paired up with one another by writing their names next to those teaching aspects written on the board. Since the aim is not gatekeeping but improving the areas that are open for further development, and the study adopts a humanistic approach for the sake of being transparent and giving more autonomy to the participants, the peers knew what they were to observe and what they were to be observed on. The participants are considered to be their equal partners or critical friends. As MacPhail et al. (2021) argue peers become critical when they start to build collegial relationships to facilitate and boost their professional learning and development by asking each other questions and providing feedback. None of the participants had systematic online language teaching and OLPO-related experiences before the COVID-19 pandemic commenced. To ensure anonymity, the original names were changed with letters, such as instructor A and instructor B. The

participants self-audiotaped or videotaped their debriefing sessions and knew that the recordings would remain confidential.

The first pair: Instructors A & B

Instructor A has had seven and a half years of teaching experience all in higher education institutions. He completed his master's and also Ph.D. in Political Sciences and International Relations. He holds a Certificate of English Language Teaching to Adults (CELTA). He mainly offers Writing and Reading and Vocabulary classes in the program. He wanted his peer instructor B to observe him on the use of technology (technology integration) and student engagement. Instructor B, similarly, has eight years of teaching experience all in higher education institutions. He is an MA student in English Language and Literature program. Like his peer, instructor B also holds CELTA and In-Service Certificate in English Language Teaching (ICELT). He mainly offers Writing and Use of English classes in the program. He also wanted his peer instructor A to observe him on the integration (use) of technology and student engagement.

The second pair: Instructors C & D

Instructor C has fifteen years of teaching experience. He worked in the program for eight years, and at the end of the Spring 2020 term, he got retired. He is a native teacher, who is from the United States of America. He mainly offered Integrated Skills (Listening and Speaking) and Speaking classes in the program. He wanted his peer instructor D, to observe him on student engagement and giving instructions (the clarity of the instructions given during the class). Instructor D has taught in higher education institutions for twenty years. He comes from Belarus. He completed his master's degree in English Language and Literature program and continuing with his Ph.D. studies in the

same program. He mainly offers Integrated Skills and Speaking classes in the program. He wanted his peer, instructor C, to observe him on teacher talk time, clarity of instructions, and student engagement.

The third pair: Instructors E & F

Instructor E is the most experienced participant in terms of years of teaching. She has worked for thirty-three years in higher education institutions. She holds an MA degree in English Language and Literature. She mainly offers Use of English classes in the program. The teaching aspect she wanted her peer, instructor F, to observe is student engagement. Instructor F, on the other hand, is one of the least experienced teachers in the program in terms of years of teaching. She has worked as an instructor for 4 years in higher education institutions. She has a master's degree in Communication Sciences. She mainly offers Use of English classes in the program. She wanted her peer, Instructor E, to observe her on student engagement and teacher talk time.

The fourth pair: Instructors G & H

Instructors G and H, similar to instructor F are the other least experienced participants in the study. Instructor G has worked as an English teacher for 3 years, and this was her first year in a higher education institution. Instructor H has worked for 4 years at tertiary level. She is an MA student in English Language and Literature program. Instructor G, on the other hand, holds an MA degree in Information Technology. Instructor G mainly offers Integrated Skills and Speaking classes in the program. Instructor H, on the other hand, mainly offers Integrated Skills and Writing classes in the program. Instructor G asked her peer to observe her on giving instructions, nonverbal communication, and student engagement. Similarly, instructor H wanted her peer to

observe giving instructions and aspects of nonverbal communication and student engagement, as well.

The fifth pair: Instructors J & K

Instructor J has worked for fifteen years as an English teacher. She has worked for twelve years at the university level. She has a master's degree in English Language Teaching (ELT), and she holds a Teaching English to Speakers of Other Languages (TESOL) certificate. She mainly offers Use of English classes in the program. She wanted her peer, instructor K, to observe her on student involvement (engagement). Instructor K is another experienced participant. She has worked for thirty years as an English teacher. She has worked for twenty-two years at the tertiary level. Like her peer, she also has a master's degree in English Language Teaching, and she holds First Certificate in English (FCE). She mainly offers Reading and Vocabulary classes in the program. She asked her peer, instructor J, to observe her on student involvement (engagement), too.

The sixth pair: Instructors L & M

Instructor L, like Instructor K, has worked for thirty years as an English teacher, and twenty-nine years of this process was in higher education institutions. In addition, she has a master's degree in ELT and holds Ph.D. in Curriculum & Instruction in Educational Sciences. She mainly offered Reading and Vocabulary, and PAS classes in the program. She asked her peer, Instructor M, to observe the speed of teacher talk and the level of language used by the teacher while giving instructions or making explanations. Instructor M has worked for 8 years overall. He has worked for 4 years in higher education institutions. He mainly offers Reading and Vocabulary and Use of

English classes in the program. He wanted his peer, instructor L to observe him on student engagement.

The seventh pair: Instructors N & O

The other native person in the program is instructor N, who comes from England. She has worked for twenty-seven years as an English teacher, but only recently has she started to work at higher education institutions. She holds a TESOL certificate and is mainly responsible for Integrated Skills and Speaking classes in the program. She wanted her peer, instructor O, to observe her on student participation (engagement). Instructor O is also another experienced instructor, who has worked for twenty years at the tertiary level only. She holds two MA degrees, one in Psychology and another one in ELT. She mainly offers Writing and Reading and Vocabulary classes in the program. She too asked her peer to observe her on student participation (engagement).

The eighth pair: Instructors P & Q

Instructor P is among the experienced instructors, with 24 years of teaching, 23 of which are at tertiary level. She holds an MA degree in ELT. She mainly offers Writing and Reading and Vocabulary classes in the program. She asked her peer to observe her on teacher talking time, giving instructions, and student engagement.

Instructor Q has worked for thirteen years as an English teacher, and she has worked for five years at the university level. She has an MA degree in ELT. She is mainly responsible for Use of English classes in the program. She wanted her peer, instructor P, to observe her on student engagement and teacher talk time.

Table 4 shows the pairings and the teaching aspects they wished to be observed.

Table 5, on the other hand, indicates the classes they observed, the dates and classes for pre- and post-observation conferences, and actual observations.

Table 4 *Pairings and Observed Teaching Aspects*

Peers	Observed Aspects	Peers	Observed Aspects
Case 1. Instructor A	SE - TI	Instructor B	SE - TI
Case 2. Instructor C	GI - SE	Instructor D	GI - SE - TTT
Case 3. Instructor E	SE	Instructor F	SE - TTT
Case 4. Instructor G	GI - NVC - SE	Instructor H	GI - NVC - SE
Case 5. Instructor J	SE	Instructor K	SE
Case 6. Instructor L	GI - LTL/TT	Instructor M	SE
Case 7. Instructor N	SE	Instructor O	SE
Case 8. Instructor P	SE - TTT	Instructor Q	SE - TTT

GI: Giving Instructions

LTL/TT: Level of Teacher's Language/Teacher Talk

NVC: Nonverbal Communication

SE: Student Engagement

TI: Technology Integration

TTT: Teacher Talk Time

To be exact, for instance, instructor L observed her peer, instructor M, on student engagement. Instructor M, on the other hand, observed her peer, instructor L, on giving instructions and level of teacher's language. As can be understood from the table, the main teaching aspect the teachers wanted to improve was engaging students (n=15). Although different terms have been used by different pairs for student engagement, such as student participation, student involvement, it is clear in pre- and post-observation meetings and reflective diaries, the teachers referred to student engagement, and therefore for the purposes of this study, the term student engagement has been preferred. Giving instructions including the clarity of the instructions uttered by the teacher during the class (n=5) was the second most observed aspect. It was followed by teacher talk(ing) time

(n=4). The timetable of the implemented PO in the second stage/phase of the study can be found in table 5 on the next page.



Table 5 *The Timetable of the Implemented PO*

Pairs	Participants	Level & Section	The class the peer observed	1st Pre-OM	1st Ob	1st Post-OM	2nd Pre-OM	2nd Ob	2nd Post-OM	3rd Pre-OM	3rd Ob	3rd Post-OM
Pair 1	A	Int 2	Writing	03.02.2020	13.03.2020	13.03.2020	14.04.2020	15.04.2020	15.04.2020	28.04.2020	30.04.2020	12.05.2020
	B	Int 1	Writing	26.02.2020	28.02.2020	03.03.2020	13.04.2020	14.04.2020	15.04.2020	28.04.2020	29.04.2020	12.05.2020
Pair 2	C	Int 1	Integrated Skills	18.02.2020	21.02.2020	12.03.2020	10.04.2020	11.04.2020	25.04.2020	27.05.2020	28.05.2020	02.06.2020
	D	Int 1	Prep Academic Skills	18.02.2020	25.02.2020	12.03.2020	10.04.2020	12.04.2020	11.04.2020	27.05.2020	29.05.2020	02.06.2020
Pair 3	E	Int 3	Use of English	20.02.2020	21.02.2020	27.02.2020	16.04.2020	17.04.2020	22.04.2020	27.04.2020	28.04.2020	29.04.2020
	F	Int 1	Use of English	13.02.2020	14.02.2020	27.02.2020	07.04.2020	08.04.2020	11.04.2020	28.04.2020	29.04.2020	30.04.2020
Pair 4	G	Pre-Int 1	Integrated Skills	05.03.2020	10.03.2020	10.03.2020	14.04.2020	15.04.2020	16.04.2020	17.04.2020	17.04.2020	26.04.2020
	H	Pre-Int 2	Integrated Skills	05.03.2020	10.03.2020	10.03.2020	14.04.2020	15.04.2020	16.04.2020	17.04.2020	17.04.2020	26.04.2020
Pair 5	J	Pre-Int 1	Reading & Vocab	02.03.2020	04.03.2020	05.03.2020	12.04.2020	13.04.2020	14.04.2020	20.04.2020	28.04.2020	29.04.2020
	K	Upper-Int 3	Use of English	10.02.2020	11.02.2020	12.02.2020	8.04.2020	09.04.2020	10.04.2020	14.04.2020	16.04.2020	17.04.2020
Pair 6	L	Upper-Int 1	Use of English	09.03.2020	10.03.2020	10.03.2020	16.04.2020	16.04.2020	16.04.2020	11.05.2020	11.05.2020	11.05.2020
	M	Pre-Int 2	Prep Academic Skills	09.03.2020	10.03.2020	10.03.2020	16.04.2020	16.04.2020	16.04.2020	11.05.2020	11.05.2020	11.05.2020
Pair 7	N	Int 3	Reading & Vocab	17.02.2020	17.02.2020	02.03.2020	03.04.2020	06.04.2020	19.04.2020	19.04.2020	20.04.2020	28.04.2020
	O	Int 3	Integrated Skills	17.02.2020	18.02.2020	02.03.2020	03.04.2020	07.04.2020	19.04.2020	19.04.2020	21.04.2020	28.04.2020
Pair 8	P	Pre-Int 2	Use of English	05.02.2020	12.02.2020	14.02.2020	01.04.2020	01.04.2020	01.04.2020	20.04.2020	22.04.2020	14.05.2020
	Q	Pre-Int 2	Reading & Vocab	05.02.2020	13.02.2020	14.02.2020	30.03.2020	30.03.2020	30.03.2020	20.04.2020	21.04.2020	14.05.2020

From table 5, it can be understood that, for instance, one of the peers in the fifth pair; instructor J observed instructor K's Pre-Int 1 Reading and Vocabulary class, and the other peer; instructor K observed instructor J's Upper-Int 3 Use of English class. As is also clear from the table, the first pre- and post-observation meetings along with the actual observations in traditional classroom-based (face-to-face) teaching were completed between the first week of February (following the researcher's presentation/workshop on January 27, 2020) and the second week of March right before the pandemic started. The second and third pre- and post-observation conferences with their observations in online teaching, on the other hand, were completed between the first week of April and the first week of June.

3.4 Data Collection Tools

A case study makes use of multiple sources of data based on the research question(s) of the study. These data collection tools can consist of observations with their field notes, interviews, which are recorded and transcribed, and written files (e.g., diaries and journals, and audiovisual materials) (Patton, 2002; Suter, 2012). The qualitative data sources in this study are as follows:

3.4.1 Interest Analysis Form

Following a collective case study design to obtain a rich collection of data, the present study first tried to uncover the interests of the participants (n=16). To be able to determine the instructors' opinions, preferences, and interests, an interest analysis form (see [Appendix 1](#)) was prepared. The participants, who were not working in the setting during the first phase of the study but volunteered to participate in the second phase, also filled this form as much as they could. The form consisted of a consent statement and thirteen questions seeking to determine the challenges experienced by the participating instructors during the completed course of PO in the first phase of the study. There were also questions focusing on the interests of teachers with specific regard to the PO scheme that was to be designed. The language of the questionnaire is English, and the questions are open-ended so as to give the respondents the maximum opportunity to articulate their ideas and thoughts.

3.4.2 Audio and Video Recordings of Pre- and Post-observation Meetings

In the second phase of the study, the pre- and post-observation meetings for the peer observation of traditional classroom-based instruction, which is the first cycle of PO were audio-recorded digitally. Pre- and post-observation meetings or debriefing sessions

in the second and third cycles of the second phase of the study (during online teaching) were video-recorded. The meetings lasted approximately 15 to 30 minutes. These recordings (either the audio or video recordings of these sessions) then were transcribed verbatim. It means that the cohort of teaching staff (n=16) was kindly asked to audio/video record the pre- and post-observation debriefing sessions (n=96). Each pair came together for a pre-observation meeting, one as an observer, and one as an observee. So, for one cycle (out of 3 observation cycles) each pair came together twice for pre-observation meeting purposes. For 3 cycles, they came together 6 times. There were 8 pairs. As a result, they conducted 48 pre-observation meetings. The same applied to the post-observation debriefing sessions, hence the number 96 in total (48+48). Although some peers audio- or video-recorded their pre- and post-observation meetings separately, making the number of the recordings more than 96, these individual recordings were brought together and treated as one.

3.4.3 Reflective Diaries

In the second phase of the study, the participating instructors were also requested to keep an RD (n=96) for each cycle of the study both as an observer and an observee. The following questions from (a) to (e) acted as a guide in the reflection process. The participants kindly accepted to share these data collection tools with the researcher. Though reflection is a concept that is highly emphasized in teacher education, it may be sometimes vague what is meant by the term. Additionally, teachers may not engage in productive or critical reflection regarding their practical experiences if this process is not guided. That is, reflection should be action and/or meaning-oriented (Korthagen, 2017). Therefore, during the explanation of the thick description in the workshop presented by

the researcher, the participants were also provided with several questions, which would help them in the reflection process. Some of these questions are as follows,

- (a) How did you reach a common understanding for the observed teaching aspect with your peer?
- (b) What feedback did you receive from your peer regarding the teaching aspect(s) you were observed on?
- (c) What feedback did you provide for your peer regarding the teaching aspect(s) you observed?
- (d) What do you think about the feedback you have received?
- (e) How could you reflect on this process? (your feelings, thoughts, ideas, and opinions)

3.4.4 Video Recordings of Experience Sharing Day Colloquiums

In the second phase of the study, the participants were also requested to assemble for sharing their experiences (ESDC) after each cycle of the proposed scheme was completed (n=3) with the rest of the group. In each ESDC, each pair presented what they completed thus far, and answered the other pairs' questions, and a general type of discussion was held. These ESDCs lasted approximately one and a half hours.

3.4.5 The Researcher's Field Notes

In the second phase of the study, the researcher kept field notes during the ESDCs. Scratch or field notes coming into existence thanks to the field of ethnographic anthropology in the early 1900s are highly recommended in qualitative research to be able to document necessary information regarding context. They are believed to assist

thick descriptions of the context the study is conducted and improve the quality and depth of findings (Phillippi & Lauderdale, 2018). In this study, field notes aided to construct information about the study context, the participants, and ESCDs. From time to time, even nonverbal content of the participants during the pre- and post-observation meetings was also recorded. They were recorded in a written way during ESCDs to be able to better understand the phenomenon that is under investigation. These notes were later processed during the transcription and analysis of data coming from data collection tools. All data coming from different collection tools have been triangulated.

3.5 Data Analysis

The philosophical paradigm of research that was adopted in this study is interpretivism as it permits the researcher to see what is happening and experienced through the eyes of the participants. The epistemological stance (i.e., how knowledge and/or meaning is constructed) of this paradigm is, therefore, subjective. The emphasis is on social context, the complexity of the human, and how human beings understand a phenomenon relatively. Thus, the purpose is to attain a greater understanding of the phenomenon that is being studied. The subjective nature of this paradigm causes ontology to be relativist as there does not exist one true, objective reality (Guba & Lincoln, 1994). While investigating a (social) phenomenon, such as OLPO, and addressing a related research question, a variety of different approaches are utilized by quantitative and qualitative methodologies. In this kind of scientific investigation, it should be determined if the research question is going to focus on a description, an explanation, or an understanding of such a phenomenon (Trochim, 2001). Since the aim is to increase the understanding of OLPO based on the experiences of the participating

teachers, for this study qualitative inquiry was selected, and related analysis techniques were applied based on the characteristics of data collection instruments. Although it is acknowledged that analysis of qualitative data is not totally objective and heavily depends on the experience and orientation of the researcher (Trochim, 2001), the reliability or trustworthiness of findings is evidenced by taking the following concepts into consideration; credibility, transferability, and confirmability.

Credibility, as the name suggests, refers to the believability of the results, and it increases when collected data and results are confirmed by participants of a research study (e.g., when member checking is applied), when data are triangulated, and when multiple sources of data are gathered and analyzed. It is a criterion to be able to judge the trustworthiness of qualitative inquiry (Baxter & Jack, 2008). Transferability, on the other hand, takes the context where research is done and the ability of the results to be applied beyond the present conditions into account. It is similar to external validity in quantitative methodology. However, an instrumental case study is not exclusively concerned with generalizability and the numeration/digitization of the data since the focus is on the exploration and understanding of a particular situation or phenomenon (Baxter & Jack, 2008). Another concept is confirmability, and it is concerned with being objective and controlling the researcher's bias. Member checking is considered as a tool to ensure confirmability (Suter, 2012). To be able to produce reliable results, a strategic process should guide the data analysis of a collective case study. This process starts with analyzing each case. That is, meaning is derived from single cases by employing direct interpretation. These occurrences, themes, which are rich in meaning, later form subthemes and codes. This is followed by creating assertions regarding the combined

meaning of all of the cases investigated (Baxter & Jack, 2008; Yin, 2009). In this study, each pair represents a case.

For analyzing the data, inductive thematic analysis was selected. As the first step, the different data collection tools were triangulated, and the transcribed data were sent to the related participants for member checking. Thematic analysis of multiple sources of qualitative data includes continuous member checking with the participants. Member checking, also known as participant validation or respondent validation, is the method of sending the interview or the analyzed data back to a participant, and it is used to minimize the researcher's bias (Doyle, 2007). The reason for this is that within the qualitative research realm, the researcher is often the one collecting and analyzing data, which gives rise to the researcher's bias (Miles & Huberman, 1994).

Then, the entire set of data was read multiple times as Braun and Clarke (2006) suggested that researchers go over the whole data at least one time before the coding process started. Having read and been familiarized with the data, the initial creation of codes started as the second step of the data analysis. In this step, patterns of meaning in different datasets, cases, were searched. During the coding process, two coders (i.e., the researcher and another coder, who is a Ph.D. candidate) systematically identified meaningful parts and/or interesting aspects of the data, which was in transcribed text form, and labeled these parts for indexing purposes since they were in relation with a theme or an issue in the literature. That is to say, the participants' oral and written statements and the pieces of their conversations were analyzed and categorized (Braun & Clarke, 2006). Then, the initial codes were created. Throughout the process, two coders came together to see and understand how their opinions match as they continued to

engage with the data in a deeper way with the aim of increasing the credibility of the research. As a result of this coder debriefing, a code manual (Braun & Clarke, 2006) was developed, which included the codes and exemplary quotes from the data. As for the third step in the analysis, after all the data were identified and coded across the entire set of data, the codes akin to one another were compiled into subthemes and themes (i.e., observed aspects). According to Braun and Clarke (2006), a theme is a part of collected data that captures something important or interesting related to the research question(s). As can be understood, themes were not generated deductively from theory or prior to research but from the raw data in an inductive way. The fourth step began once the set of themes was generated. Since themes necessitate refinement (Braun & Clarke, 2006) two coders reviewed the data excerpts that were coded to function as themes to see if they would form coherence. The raw data were revisited to ensure that the participating instructors' voice was projected. It is necessary to make some changes as coding during thematic analysis is an ongoing process (Braun & Clarke, 2006). As a result, some overlapping codes were brought together, some codes were deleted as they did not have adequate data to support them, and some new codes were created upon reaching a consensus among the coders. During the fifth step, the codes, subthemes, and, themes were defined and named by considering how each of them cohered in a meaningful way within the whole data with regard to the research questions (Braun & Clarke, 2006). Coder debriefing sessions held between the researcher and the other coder also helped in this phase of the analysis to ensure that the data were reflected in an adequate way to be able to answer each research question both as individual cases and cross-cases. In addition to this, the suggestions made by the jurors during thesis monitoring sessions

were also taken into account, and necessary modifications were carried out. To illustrate, the subtheme entitled observed aspect selection for the first research question was later altered to (i.e., renamed) reasons for selecting the observed aspect of teaching. For the sixth and last step, for producing the report phase, the codes, subthemes, and themes were supported by the evidence coming from different data collection tools. The use of direct quotations is essential, and it offers richer perspectives on the complexity of the phenomenon that is examined. As suggested in the literature (Braun & Clarke, 2006; Nowell et al., 2017) both short and more extensive quotes of the participants (as in dialogue form most of the time) coming from different data collection modes were included and provided to give the critical reader a better representation of the phenomenon that is being investigated. The themes, subthemes, and codes were presented in a table format, showing both the individual cases and across cases. In the [discussion section](#) of the dissertation, all the findings were discussed in relation to the literature, which usually supported and occasionally contradicted some of the findings. In this sense, since OLPO is a relatively new term, this study also contributes to the existing body of literature. The interrelated steps followed when analyzing the data (Braun & Clarke 2006; Nowell et al., 2017) are depicted in table 6.

Table 6 *Steps of the Thematic Analysis*

Steps	Process
1. Familiarization with the data	Triangulating the multiple data collection tools Multiple readings of the collected raw data Not creating or developing codes a priori Member checking
2. Generating initial codes	Searching for patterns of meaning in different cases (n=8) Coder debriefing Identifying codes (inductive thematic analysis) Creating initial codes Developing a code manual
3. Searching for themes	Coder debriefing Compiling similar codes into themes
4. Reviewing themes	Coder debriefing Checking for referential adequacy in the literature Reaching an agreement on refined themes
5. Defining and naming themes	Coder debriefing Reaching an agreement on the names of the themes
6. Producing the report	Coder debriefing Supporting the codes, subthemes, and themes with the evidence coming from different data collection tools through the use of direct quotations Providing a thick description of the context and the participants Reporting the process

CHAPTER IV: FINDINGS

As Yin (2009) suggests, a (collective) case study necessitates a holistic approach of inquiry. Therefore, in this section, an analysis of each case, that is each pair, is presented to demonstrate the findings based on each research question.

4.1 Research Question 1

The first research question is asking how the peers planned their PO process and reached a shared understanding of the teaching aspects to be observed in the second stage/phase of the study. In the following parts, exemplary excerpts taken from different data collection tools are presented both case by case and across cases.

Table 7 *Theme, Subthemes, and Codes for Research Question 1*

Theme	Subthemes	Codes	Instructors
Planning process	Reasons for selecting the course to observe	Same course Class offered Same level Same class (group of students)	A, B, E, F, G, H C, D, J, K, L, M G, H N, O, P, Q
	Reasons for selecting the observed teaching aspect	Improve teaching Create fruitful class discussions Get feedback on teaching See different ways of teaching Matching/Common areas of interest Make students active	A, B, D A B, G, H, L, M, N A, E F, G, H, J, K A, B, C, D, E, F, G, H, J, K, M, N, O, P, Q

Table 7 demonstrates the theme, subthemes, and codes emerging from the data collected through interest analysis forms (IAF), reflective diaries (RD), recordings, and transcriptions of pre-observation meetings (Pre-OM), and experience sharing day colloquiums (ESDC).

4.1.1 Case 1 The First Pair: Instructors A & B

During their first pre-OM, the pair touched on the aspect to be observed and made that aspect clear,

Instructor B: Yeah. In fact, I want you to focus on just student participation if they really participate or not. Because sometimes I feel that doing while doing this group work, I miss some students, you know I mean, some might be inactive. So, I just want you to focus on that.

Instructor A: Whether all of them are active participants. Okay.

Instructor A in the IAF explained how and why he would plan the PO process in the following way, stating that he would like to observe and be observed in the same course, which is Writing, *“I would like to be an observer of an instructor that has the same course to improve my agenda in teaching writing course.”*

Instructor A requested his peer instructor B to observe him on the use of technology (technology integration) and student engagement at intermediate level Writing class. Student engagement was the area instructor A mentioned in the IAF *“In writing course, I would like to conduct more facilitative and fruitful discussion sections. Therefore, I would love to find out how the other instructors engage the students.”*

Instructor A is referring to learning from another peer in this excerpt. This is an important aspect of PO since as a job-embedded activity, PO provides participants with the opportunity to learn from another during teaching, that is in practice. It is also a significant aspect of a twenty-first century skill, which has been demonstrated in table 1 as the KSAVE model. It should also be noted that based on the experiences the instructors had in the first phase of the study, which was conducted in Spring 2019, they wrote their ideas and reflections in their IAFs, and they used this as a sort of their roadmaps.

Instructor B expressed how he would like to plan the process and gave a detailed description (as can be seen in the following excerpt), which is similar to the scheme implemented in this study. Instructor B also demanded his peer instructor B to observe him on the integration (use) of technology and student engagement again at the same level and in the same course, that is Writing.

Firstly, I would have a pre-observation meeting with my peer. Then, I would talk about the things that I want him/her to focus on during the observation. Lastly, I would have post-observation to see the weaknesses and strengths of my teaching. Since I am teaching writing this semester, getting feedback from teachers that teach writing would be beneficial for me. (IAF, Instructor B)

As can be seen in the above excerpt taken from the IAF, instructor B is mentioning the process-based PO. This can be attributed to the first phase of the study in Spring 2019 and also the introductory workshop delivered by the researcher at the beginning of the second phase of the study. The first phase of the study familiarized the participants with the process of process-based PO, and the introductory workshop explained the steps of the process once again before the second phase of the study began.

As for the shared understanding of the teaching aspects, the instructors stated that they both believed that the use of technology should not be for the sake of using technology, it should serve the objective, and this should be tested in their classes. This is clear by what instructor A wrote in his reflective diary *“Both instructors thought that the use of technology should not be for the sake of using technology and it should serve the objective. We tried to test whether it serves the objective in our lessons.”*

For student engagement, the peers explained that the use of technology should also assist student engagement particularly when students start to lose their focus and concentration. They thought that the use of technology in Writing classes might increase

students' engagement and raise their attention. Instructor B emphasized this in his RD in the following fashion,

The use of technology should also serve the student engagement. Especially when the students lose their concentration. We thought that the use of technology in writing classes might serve to raise students' attention especially with the long tasks that might make students feel bored. (RD, Instructor B)

4.1.2 Case 2 The Second Pair: Instructors C & D

Teacher C, a native speaker of English, wanted his peer instructor D, to observe him on student engagement and giving instructions (the clarity of the instructions given during the class) in his PAS course at upper-intermediate level. This was also what he had planned before the implementation of the study when he was asked about what his interest(s) would be regarding the PO scheme. He stated in his IAF *"As I teach prep academic skills courses, this one would be fine with me."*

Instructor D wanted his peer, instructor C, to observe him on teacher talk time, clarity of his instructions, and student's engagement in his Integrated Skills (Listening and Speaking) course at intermediate level. Additionally, he expressed his ideas on the second phase of the study as in the following, stating that he would feel more confident this time thanks to the first implementation of PO in the orientation/introduction (first) phase of the study. He stated in IAF *"Following last year's experience, I feel quite confident and comfortable about being observed. Besides, I would like to participate in activities that could contribute to enhancing my teaching and enhancing the performance of our department."*

What instructor D emphasizes here is an important aspect since he mentions participating in activities that could both improve his teaching and contribute to the

performance of the program he is working for. Therefore, it can be stated that he is referring to a significant twenty-first century skill, personal and social responsibility, depicted in the KSAVE model in table 1.

Additionally, both instructors stated that they have reached a shared understanding of the teaching aspects mainly through conversing during their Pre-OMs. To illustrate, the following excerpt from the instructor D's RD can be of help to understand how the peers came to an agreement on teacher talk(ing) time, clarity of instructions, and student engagement, respectively,

I strongly believe that we have very similar understanding of the aspects that I was observed on. Regarding teacher talk time – it should not be too little, it should be enough to be fruitful. Regarding instructions – they should be encompassing, but not too long, again, being effective is the most important thing here. (RD, Instructor D)

The discussion below taken from the first Pre-OM before the instructor C was observed is also demonstrating how the members of the pair reached a shared understanding regarding teacher talk(ing) time,

Instructor D: And what would you like me to be attentive to? Like most attentive about? Okay. Yeah. It was about teacher's talk time.

Instructor C: Trying to reduce it? But you know, unfortunately, you have to come up with the questions and put scenarios up in front of them to get them to discuss.

Instructor D: Maybe how the students' talk time is distributed equally between.

Instructor C: Yes, yes among students. Absolutely. That's a huge one. That's a huge one because there are always people that will talk more than others. And, I would like to at least call on some people and spread it around as much as possible.

Instructor D: Okay. (Pre-OM 1)

On student engagement, the following is a representative excerpt taken from the RD of instructor C, demonstrating that the pair had reached an understanding of the teaching aspect they were to observe in each other's classes,

It was apparent in our pre-observation meeting that we both believe they [students] should be part of the process, and our function as a teacher should be keeping their attention and effectively focusing their attention onto the skill we are currently busy covering (RD, Instructor C)

Thus, it can be argued that the exemplary excerpts above demonstrate the importance of Pre-OMs and keeping reflective diaries, which granted the participants the opportunity to verbalize what they thought regarding the process and how they reached a shared understanding of the observed teaching aspect(s) before the actual observation process started.

4.1.3 Case 3 The Third Pair: Instructors E & F

Instructor E wished her peer, instructor F, to observe her on student engagement during her Use of English class at intermediate level. When the instructor was requested to share her ideas about how she would like to plan the PO scheme in the second phase of the study, she verbalized them in the following manner by reflecting on the PO implemented during the orientation/familiarization/introduction (first) phase of the study,

[In the previous PO] I also had the opportunity to observe a colleague who was teaching the same course as me. This was helpful in seeing other ways of teaching. Thus, I would prefer to observe someone who is teaching the same course this year, too. (IAF, Instructor E)

What instructor E is underscoring here is an important characteristic of the process-based PO as it is not a single-shot practice, but rather a cyclical process that is repeated based on the findings of the previous schemes and cycle(s).

Instructor F wanted to be observed on student engagement and teacher talk time in her Use of English class at intermediate level. The following was her answer regarding how she would like the next PO scheme in the second phase of the study to be, in her IAF,

Participants should be paired up depending on areas that they want to improve. In my opinion, one person's area to improve should match the other's strength and vice-versa. I would like to be observed on student engagement and teacher talk(ing) time. (IAF, Instructor F)

By coming together and discussing at the very beginning of the second phase of the study, this pair stated that they reached a shared understanding of the teaching aspects. As a result, the peers explained student engagement in their reflective diaries as in the following,

Student engagement is listening to the teacher diligently, participating in class, joining class discussions, the degree of attention, and interest that students show when they are learning. (RD, Instructor E)

Our understanding about student engagement is the degree of attention, interest that students show when they are learning. We reached this understanding by reflecting [on] our own teaching experience during the pre-observation meeting. (RD, Instructor F)

Instructor E also mentioned how the pair reached a shared understanding of the aspects to be observed as in the following way during the first ESDC,

Instructor E: We believe that making our students as active as possible is the key to our success. Um, if they are active, then we are successful teachers. Well, uh, we reached this understanding by, uh, reflecting [on] our own teaching experience. And, we discussed this in the very beginning, of course, and we prepared the roadmap before the process. (ESDC 1)

Additionally, these instructors stated that reflecting on their own teaching has helped them define teacher talk time. On the basis of this reflection the instructors have had, teacher talk time was explained by instructor F in her RD *“It is the time that teachers spend talking in class, rather than students.”*

The excerpts taken from ESDC and reflective diaries play an important role in the process as they indicate that the members of the pair came together to discuss their opinions regarding the observed teaching aspects to be able to reach a common understanding by reflection and create a roadmap prior to the process. These aspects can

be regarded as communication, collaboration, and critical thinking, which are some twenty-first century skills, demonstrated in the KSAVE model in table 1.

4.1.4 Case 4 The Fourth Pair: Instructors G & H

Instructor G asked her peer to observe her on giving instructions, nonverbal communication, and student engagement. In a similar fashion, instructor H wanted her peer to observe her on giving instructions and aspects of nonverbal communication and student engagement, too. The pair clarified the teaching aspects they wished their peers to observe during their first Pre-OM as in the following,

Instructor G: Regarding the feedback I'd like to receive, it's uh, I would like (you) to give me feedback on, um, on how to engage all students, and regarding also my instructions, how clear instructions I gave for my students.

Instructor H: I asked my, uh, partner to give me feedback on how effectively can I give instructions and also about engaging all the students. And can I do it effectively? And of course, and also body language. Yeah, for me, this is also important. (Pre-OM 1)

Both instructors taught the same class at the same level, namely Integrated Skills class and pre-intermediate level. Based on the fact that the instructors taught the same class at the same level, they believed that they would benefit much from the feedback they were to provide for one another, and this is visible in the following excerpt taken from their Pre-OM,

Instructor G: Okay. So, we will be covering the same topics actually. Yeah.

Instructor H: Yes, uh, and we think this is a strength of our, uh, observation because we can give each other substantial feedback,

Instructor G: Yeah, definitely

Instructor H: On various things.

Instructor G: Yes. And that's a good way to develop each other and generate ideas in the same context. So, the feedback would be, uh, we believe would be very relevant. (Pre-OM 1)

This situation, the reason for selecting the class to observe and to be observed on, was also evident in instructor G's answer in her IAF,

I would choose a colleague who teaches the same course. I believe it would help me gain a broader appreciation of the profession, and I would like to be observed on communicating clear instructions, getting all students engaged in learning (IAF, Instructor G)

This phenomenon occurred in both instructors G and H's reflective diaries as well,

My peer and I were teaching the same level and course, we covered the same materials and worked together in designing our lessons. This was, we believe, a strength in our observation process as the feedback we provided each other was even more substantial thanks to our collaboration. (RD, Instructor G)

It's a good opportunity to observe a colleague who teaches the same skill as you. It was very useful in learning new methods. (RD, Instructor H)

Instructor H had a similar response when she was asked to reflect on the PO implemented during the orientation/introduction (first) phase of the study,

I think it was one of the nicest and most fruitful activities we've ever done. I believe I benefited from it a great deal, and engaging students into group work and encouraging responsiveness would be the areas for this year's plan. (IAF, Instructor H)

The pair reached a shared understanding of the observed teaching aspects during the Pre-OM. Instructor G explained this by reflecting on the PO implemented during the orientation/introduction of the (first) phase of the study in her RD,

[We] found out we wanted to be observed on common teaching aspects, which is why we decided to pair up. Having already completed a peer observation process previously, we quickly came to an agreement on how to carry out the observations. We would take notes of relevant things we would observe, then organize our notes into two main categories: strong areas and areas of improvement. We were to bring closer attention to areas of improvement, however, and come up with possible suggestions, which would constitute another category if necessary. (RD, Instructor G)

It can be, therefore, put forth that the peers of this pairing felt empowered and autonomous thanks to participating in the first stage/phase of the study since they had a clear plan on their minds regarding the second phase of the study.

Instructor H had also a similar response when she was reflecting on PO implemented during the orientation/introduction (first) phase of the study, thus explaining how they reached a shared understanding of the observed teaching aspects,

We were always discussing about these issues since we were both teaching the same levels and same skills. We thought these aspects were crucial when teaching lower levels. We wanted to see how much we can achieve what we intend to do in these aspects. (RD, Instructor H)

As can be easily captured in the above exemplary excerpts taken from the different data collection tools, the members of the pair were in close collaboration. Even instructor G made a direct reference to the term, collaboration, in her RD while she was referring to the quality and degree of the feedback that would be provided for and received from the other instructor. As a result, it can be stated that the peers to some extent exhibited twenty-first century skills, depicted in the KSAVE model in table 1 by communicating and collaborating during their discussion in observation meetings.

4.1.5 Case 5 The Fifth Pair: Instructors J & K

Instructor J demanded her peer, instructor K, to observe her on student involvement (engagement) in her Use of English class at upper-intermediate level. Instructor J requested her peer, instructor J, to observe her on student involvement (engagement), as well in her Reading and Vocabulary class at pre-intermediate level. Instructor K explained this situation in the following fashion in her IAF *“I would like to be observed by someone having the same interests and someone who really likes to share.”*

During their first Pre-OM, instructor J wanted to remind her peer, instructor K, the aspect that was to be observed, student involvement, whether the students would

participate, and the members of the pair exchanged their ideas on the whole process in the following way,

Instructor J: We've already determined our topic as student engagement, as you remember, if I can make all the students, uh, I mean, interested in the topic, interested in the PowerPoint. If you can, uh, check this and let me know about your, uh, point of view, it will be okay.

Instructor K: So, I'll be checking their involvement, participation.

Instructor J: Yes. How I can make them engaged in the class? If I can let them all speak equally, I mean, I don't know.

Instructor K: Great. Okay. It's a pleasure for me to come and visit you.

Instructor J: It's my pleasure hocam.

Instructor K: Hopefully, we'll both enjoy the process.

Instructor J: Of course.

Instructor K: And yeah, come out with a good product then.

Instructor J: Hopefully. (Pre-OM 1)

What the members of this pairing are stating at the end of their first Pre-OM is another striking point since both instructors believe that the process will be enjoyable, and they will be pleased when they pay a visit to their classes. Therefore, the whole process can be stated to be facilitative in building a collegial relationship based on mutual sincerity.

During the first ESDC, instructor G verbalized the pair's purpose in the process in the following way, thus clarifying how they reached a shared understanding of the aspects to be observed. She said *"Our purpose was, I mean, uh, we wanted to learn from each other and looked for the answer to the question "How can we make our students more active, more motivated during a lesson?"*

The instructors were both interested in student involvement/engagement. Therefore, they decided to observe each other on their common interest, student

engagement. A shared understanding of student engagement is also visible in the following excerpts taken from their reflective diaries,

A well-prepared teacher with lots of activities for every section of the lesson. This might give students a sense of laziness maybe, the teacher's trying every way to ensure student motivation but little effort [is] coming from or expected from the students. This was the common idea we had shared in the sharing meetings as well. (RD, Instructor J)

There should be a balance between the effort spent by the teacher and the response you get from the students. This is what we understand [from student engagement]. (RD, Instructor K)

The above excerpts taken from the reflective diaries of the members of this pair indicate that the instructors while reaching a common understanding of the observed teaching aspect, student engagement, approached the topic from a critical point of view and stated that it should not only be the responsibility of the teacher to engage students, but there should be a balance between the performance of the teacher and the students. Thus, it can be argued that the instructors thought critically, which is a twenty-first century skill as shown in the KSAVE model in table 1.

4.1.6 Case 6 The Sixth Pair: Instructors L & M

Instructor L wanted her peer, instructor M, to observe her on the speed of teacher talk and the level of language used by the instructor while giving instructions or making explanations in her PAS class at pre-intermediate level.

Instructor M demanded his peer, to observe him on student engagement in his Use of English class at upper-intermediate level. He had already mentioned this in his IAF *"I would like to be observed on dealing with students who lack interest."*

Instructor M also explained this in the following way during their Pre-OM,

Instructor M: During the observation, well, the most annoying thing about, uh, my teaching in my opinion is that I sometimes cannot involve every student in the class, in the activities. Um, that's why maybe you can focus on me, like getting everyone active in the class. Um, yeah, that would be it. Do you have any questions?

Instructor L: I'm looking forward to it. (Pre-OM 1)

Instructor M also expressed his ideas on having discussions with other peers, which eventually led to having more than one ESDC in the PO design implemented in this study. In the IAF he said *“The way that I and my peer [in the first phase of the study] organized the observation process worked out fine, so I wouldn't change anything. However, further discussion with other peers may be necessary during the process.”*

For the level of language used by the instructor while giving instructions or making explanations, the pair came to an agreement that the PAS course was above the readiness level of the students. Therefore, instructor L wanted her pair to check if the students were able to understand the instructions given and explanations made by the instructor. This can be witnessed in the following excerpt taken from her RD,

The speed of teacher talk could be slowed down a little, but the main problem was in the fact that the course was conceptually too high above the level of the students' English proficiency level. The observer also expressed this concern. So, we came to an agreement on this issue. (RD, Instructor L)

Instructor M also mentioned this phenomenon in his RD in the following way,

My peer asked me to observe her in that aspect, the difficulty or comprehensibility level of the instructions because she thought the students' proficiency level was low, and they sometimes got lost because they did not understand the input and the instructions. (RD, Instructor M)

For student engagement, the pair stated that it would be good to observe what instructor M could do better to involve the students in his class. Instructor M in his RD said *“We thought it would be a good idea to check what we could get better at and focus on these areas [since] I ignore a few students sometimes.”*

The above exemplary quotes and excerpts of this pair demonstrate that the peers critically thought about their teaching and verbalized these thoughts. Therefore, it can be stated that their metacognitive processes were in action, for instance, instructor M was

criticizing his teaching saying that he would not feel content with the fact that he was leaving out some students in class. Instructor L was not happy with the way she distributed directions in class. However, when they engaged in communication during their observation meetings, they stated that part of the reason for the students not being able to follow what was going on in the class belonged to the fact that the class was found to be beyond their language proficiency level, leading the instructor L to simplify both her teacher talk and teaching. Talking about thinking processes and being critical are considered to be two important aspects of twenty-first century skills, as shown in the KSAVE model in table 1.

4.1.7 Case 7 The Seventh Pair: Instructors N & O

The other native speaker of English among the participants of the study, instructor N, wished her peer, instructor O, to observe her on student participation (engagement) in her Integrated Skills (Listening and Speaking) class at intermediate level. She expressed this in the following way in the IAF *“I would like more ideas on activities that could engage the students.”*

Instructor O wanted her peer to be more experienced and to observe her on student participation (engagement) in her Reading and Vocabulary class at intermediate level, as well. This is visible in the following excerpt taken from the instructor O’s IAF she completed before the second phase of the study began,

I would like to observe a lesson from a peer who is more experienced than me. I would like to be observed about the student involvement skills. I would want to know if I leave out any students during the lessons. (IAF, Instructor O)

Along with instructor M’s (in the 6th pairing) comment on having a discussion with the other members of the group in addition to the one with one’s peer, Instructor O had

also a similar comment in her IAF leading to having more than one ESDC in the second phase of the study,

It was very positive feedback that I got from my peer during the post-observation process. However, with the rest of the group [in the ESDC at the end of the first phase of the study], I learned about my weakness as well. I would appreciate it more if I heard from other people about the areas open to improvement. (IAF, Instructor O)

Both instructor M and O's comments paving the way for ESDCs can be regarded as innovative since a typical PO design would only include a final ESDC at the very end of the process. However, in this study, in addition to the final ESDC, there existed two other ESDCs after the first and second cycle, giving the chance and opportunity to the participants to come together, inform other pairs, share, and reflect on their experiences. As depicted in the KSAVE model in table 1, creativity and innovation are two significant twenty-first century skills.

Instructor O stated that observing and being observed in the same class was really beneficial since she and her peer were able to see how the same group of students was responding and engaging in different classes,

Instructor O: The best thing was, uh, we were, again, like I said, um, observing the same class and, we were talking about different cases. And the students who were shy in my classes were not shy in (... 's) [instructor N's] class, for example. (ESDC 3)

Instructor N also commented on observing and being observed among the same group of students, and she articulated her thoughts in the following way during the final ESDC,

Instructor O: Do you have anything to add?

Instructor N: Um, I just the same, um, I think as I just said that it's good to observe a class, the same class in different skills.

Instructor O: Yes

Instructor N: Because you can see, you know, the cases and how they perform in different skills, and it actually also boosts your confidence because sometimes you think, “Is it me?” [laughs] (ESDC 3)

The members of this pair had an agreement on the observed teaching aspect, that is student engagement, through discussion and collaboration as in the following way depicted in their reflective diaries,

We were curious if we could equally spare time and attention on each student and if there was anyone left out regarding the shy/introverted students. We wanted to be observed if any shy cases were left out and were not noticed by us. We also wanted to observe the way we monitored students and whether this could attribute to participation. (RD, Instructor N)

We shared the same classes and in this class, we had a few cases. The class consisted of students who were highly active during the class hours, but also there were some students, who were hesitant to participate during the lessons. As we shared the class, it was practical and effective for us to pinpoint the cases of such. (RD, Instructor O)

Again here, there is an important finding since communication and collaboration, which are ways of working in the KSAVE model demonstrated in table 1 are twenty-first century skills the members of the pair exhibited.

4.1.8 Case 8 The Eighth Pair: Instructors P & Q

Instructor P requested her peer, instructor Q, to observe her on student engagement and teacher talk(ing) time during her Reading and Vocabulary class at pre-intermediate level. She explained this in the following way in her IAF “*I sometimes find a student or two on a completely different page than I asked them to be on so, clear instruction giving is not a forte. Also, motivating students who are demotivated has always been a challenge.*”

Instructor Q also wanted her peer to observe her on teacher talk(ing) time, and student engagement in her Use of English class, again at pre-intermediate level, actually the same group of students. She had expressed these in the IAF before the second phase of the study initiated *“I would like to be observed on teacher talk time and student involvement.”*

By discussing during the first Pre-OM, the members of this pairing have reached a shared understanding of the teaching aspects they wanted to be observed. This is visible in the RD of instructor P *“We had a pre-observation meeting session where we shared the teaching aspects to be observed. We knew that some other areas might come up and that we would focus on those in the observations.”* And also instructor Q stated in the first ESDC *“We discussed the issue and shared our beliefs on the teaching aspects to be observed, making sure we were on the same page.”*

Instructors P and Q, like instructors N and O (in the 7th pairing) did, mentioned how it was beneficial for them to conduct the whole observation process with the same group of the students who were also taught by their peers, and they provided the following comment on the phenomenon,

Instructor Q: Uh, but the best thing I liked about this observation was to observe the same class. I really liked this idea. To observe the same students in a different teacher, to observe my students. I think this was really, um, a good idea for us that we did it, then we were in touch all the time with [mentions her peer's name] hocam. We enjoyed it, actually.

Instructor P: Me too. (ESDC 3)

The pair also talked about how they felt about the fact that they were actually being observed in the same classroom, (the same group of students), and this is how they exchanged their ideas regarding the phenomenon in their first Post-OM,

Instructor Q: And the best thing about us is like, we are sharing the same classroom and I was able to observe my students in your class. So, I think it was something positive for us. Right.

Instructor P: Yeah, exactly. Because eh, some people are, eh, throw a different, two different, eh, classes. Uh, I mean, eh, like, eh, I could, eh, I could see like, uh, in your class, eh, [mentions a student] was giving a, uh, was a totally different personality. (Post-OM 1)

This fact was also expressed in the ESDC by instructor Q in the following way,

Instructor Q: We chose the same class, pre-intermediate 2. We are both teaching the same class. We did it on purpose. We wanted to be observed among the same students actually. If we are behaving the same or not. Uh, to my surprise, I realized different students who never speak in my class, he was joining my peer's lesson. (ESDC 2)

It is no surprise that the members of this pair also exhibited some twenty-first century skills (KSAVE model in table 1), such as discussion and metacognition while they were selecting the teaching aspect to observe and reaching a common understanding of those observed teaching aspects.

In sum, based on the theme, subthemes, and codes emerging from the data gathered via different collections tools to be able to address the first research question, which can be clearly seen in table 7 at the beginning of this section, it can be stated that the participants while selecting the class in which they would be observed preferred different options, such as

- (a) teaching the same course,
- (b) teaching the same group of students,
- (c) teaching the same level (language proficiency), and
- (d) the class they offered.

While they were selecting the teaching aspect they wished to be observed on, their preferences were based on improving teaching, having fruitful class discussions,

getting feedback on teaching, seeing different ways of teaching, matching/common areas of interest, and making students active.

The participants reached a shared understanding of the observed teaching through their discussion and communication, which usually took place in their Pre-OMs. The participants also demonstrated several twenty-first century skills shown in the KSAVE model in table 1 while they were selecting the teaching aspect to observe and to be observed on, and reaching a shared understanding of those aspects. Some of these skills from the model are as follows;

- (a) for “ways of thinking”: creativity, innovation, critical thinking, and metacognition
- (b) for “ways of working”: communication and teamwork
- (c) for “living in the world”: personal and social responsibility

4.2 Research Question 2

The second research question is on the experiences of the instructors during the process. Specifically, it is asking about the issues and insights that emerged during the implementation process of the second phase of the study. To be able to address the second research question, each case was analyzed particularly on the theme, namely the observed teaching aspects three times since there were three cycles in the second phase of the study, one in face-to-face instruction and two in online teaching. That is to say, the first cycle refers to PO in face-to-face teaching whereas the second and the third cycle refer to PO in online instruction (OLPO). For instance, the first pair observed each other on the use of technology and student engagement. Their analysis is as follows;

- a. The use of technology and student engagement in face-to-face instruction (first cycle)
- b. The use of technology and student engagement in online instruction (second cycle)
- c. The use of technology and student engagement in online instruction (third cycle)

4.2.1 Case 1 The Second Pair: Instructors A & B

Both instructors wanted to be observed on the use of technology (technology integration) and student engagement. Table 8 is an attempt to showcase the pair's experience concerning the second research question.

Table 8 *Theme, Subthemes, and Codes for Research Question 2 (Case 1)*

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspects	Technology integration	Improving teaching	A, B	Improving teaching	A, B
		Recognizing the areas for further improvement in peer's practice	B	Constructive/Positive feedback	A, B
		Constructive/Positive feedback	A, B	Using online tools	A, B
	Student engagement	Using online tools	A, B		
		Constructive/Positive feedback	A, B	Recognizing new teaching strategies that the peer had not applied before	A, B
		Critical reflection /reflective inquiry / dialogue	A, B	Critical reflection /reflective inquiry / dialogue	B
		Recognizing the areas for further improvement in peer's practice	B	Recognizing the areas for further improvement in peer's practice	A, B

- a. *The use of technology and student engagement in face-to-face instruction (first cycle)*

Instructor A received the following positive feedback from his peer, instructor B, regarding the use of technology to improve teaching in the Post-OM,

Instructor B: And another good point about your lesson was, uh, I mean, it seems to me that, I mean, you're using technology effectively, especially the Padlet was quite nice and you just divided the students into two groups and asked them to, uh, brainstorm the ideas. And they really did this part. Very good. (Post-OM 1)

The fact that both instructors wanted to integrate technology into their classes and they were using it efficiently in their own words shows that they were exercising digital and technological literacy skills shown in the KSAVE model in table 1. Instructor B also provided a suggestion in the form of constructive feedback for the upcoming classes with regard to the use of technology by recognizing the area for further development to improve his peer's teaching,

Instructor B: I have a suggestion for you, and maybe you can just use this for your next classes. I mean, why don't you ask your students to bring the laptops? I mean, you can just use these Google docs and you can just ask students to, I mean, write altogether, that may work as well, because, you know, I mean, since we have this COVID issue, maybe you may not want them to just sit next to each other. That may work as well. And, you know I mean eh, giving feedback is also very easy if you just do this, I mean, that would be my suggestion, but overall, your lesson was very impressive. I really liked it. (Post-OM 1)

This suggestion had to be followed out of necessity due to COVID-19 when the classes started to be delivered online. The students entered the classes with their laptops, and students working together online and giving feedback online became a norm, rather than an option. This is clear in the comments made by instructors A and B during the second and third cycles of the second phase of the study.

For student engagement purposes, instructor B wanted to make use of visuals, and this was also noticed by his peer, instructor A, during the Post-OM, which included the following positive feedback,

Instructor A: The main goal was, you know, it was to show the different types of, different strategies for writing an introduction for the compare and contrast essay, and the PPT was a very nice one.

Instructor B: Yeah, because I just wanted to use some visuals to get their attention. You know what I mean? It was the third hour and as you said, I mean, they were kind of you know I mean sleepy and hungry. That's why I just wanted to like, use some visuals there.

Instructor A: And in the PowerPoint presentation, as you said, there were many visuals. (Post-OM 1)

Using visuals, particularly during online education, where keeping students' attention is relatively more challenging compared to face-to-face teaching, has become more important, and the phenomenon is also visible in some of the other pairs, who also used visuals to attract attention.

On student engagement, instructor A was provided with the following positive feedback,

Instructor B: I mean, you were very like, highly motivated even though, I mean, there is this corona virus thing. Uh, especially in the reading part, I really liked the reading part because I mean, you really ask like engaging questions. Students were all interested. And, you know I mean the type of questions that you asked, really, I mean, got their attention and I need to say this, but you're very organized. I mean, everything was clear. It was like step-by-step. This is really good for a lesson and students, They were, uh, they, I mean, they knew what they were doing and that's also another good thing. And they were all engaged. They all I mean participated in the class. That's the case. Eh, even though, I mean, you know, I mean, they had this fear of COVID stuff. Uh, I guess, I mean, they really benefit, benefited from the lesson. Uh, that was another good point. (Post-OM 1)

Here, instructor B is underlining the significance of asking students more engaging questions (concept checking type) to get their attention, being organized, and following a step-by-step process during teaching.

For student engagement, instructor B started the class with a breathing exercise since he felt that the students were a bit sleepy. The peer, instructor A, noticed this and mentioned it in the Post-OM as positive feedback,

Instructor A: The breathing exercise was a very good way to start the lesson because the students were [...] yeah, they were sleepy. I don't know why, but they were sleepy, but breathing exercise was really useful to wake them up and for a, it was a nice refreshment. (Post-OM 1)

Instructor A also provided his peer, instructor B with positive feedback on the teaching aspect observed, student engagement, to which instructor B approached critically,

Instructor A: As far as I could observe, all of the students were really active and they were really participating and they were really contributing to the whole group work.

Instructor B: So, do you really think that, I mean, they really, like, benefited from the examples that I showed on PPT?

Instructor A: Yes, of course, yes, of course, because they all answered your CCQs [concept checking questions]. Your concept checking questions were really answered by almost all of them and they were able to, as far as I could observe, they were able to apply those strategies like compare and contrast, past, present. All the students were, as I said before during the group work, during the group work they were expected to write a paragraph, an introduction, and they were really active, all of the students. Like four people, five people working in the same group but they were really active. Secondly, they were also very active while they were checking the other groups. You exchanged the papers, and it was also a better way to, to, to, to grab their attention and refresh their attention again. And they were really looking for any mistake that the other group has made. It was also a nice way to check and to increase their awareness of what they are doing. (Post-OM 1)

What is attention-grabbing here is that instructor B is not accepting the positive feedback blindfolded. Instead, he is approaching the issue from a critical point of view, leading his peer to describe the feedback in a more detailed way. Being critical is regarded to be an important characteristic of twenty-first century skill in the KSAVE model depicted in table 1.

Showing critical inquiry, which was an emerging code as seen in table 8, instructor B reflected on this feedback in the following way *“I really enjoyed getting feedback from an experienced peer. It helped me improve my teaching skills regarding student engagement.”*

b. The use of technology and student engagement in online instruction (second cycle)

Instructor A stated that they did not need to alter the observed aspect, the use of technology in a foreign language classroom, and expressed this in the following manner in his RD *“We did not feel the need to change the teaching aspect we observe as the online teaching required increased use of technology, and actually technology has transformed into being a classroom.”*

On the same subject, the following was what instructor B thought,

Online teaching required more involvement in the use of technological devices and platforms. We were in a quick research period looking for the most suitable platform to perform our classes. After some time, we developed different techniques to increase students' engagement with various technological tools such as Mindmeister, Padlet, and Zoom breakout rooms. (RD, Instructor B)

As is clear, the members of the pair believed that the integration of technology into teaching was more than necessary during online teaching to improve teaching itself actually, which was an emerging code.

Instructor B noticed how effectively instructor A was using technology to improve his teaching and increase student-student interaction and articulated his thoughts on the subject in the following way during their second Post-OM in the form of positive feedback,

Instructor B: You asked students to use Padlet. In fact. I mean, students really know what to do. It seems that, I mean, you have been using that for a long time, so it was kind of easier for them to use Padlet. You know what I mean, students, I

mean, they had the chance of seeing each other', you know, writing. So, I think this is also cool, this is also okay. So they can just benefit from each other too. Uh, that's why, I mean, I found this Padlet stuff very useful. So, you are very successful at this. It seems that maybe you are the number one when it comes to using Padlet in writing class.

Instructor A: Thank you very much, hocam. (Post-OM 2)

During online instruction, instructor B also wanted to make sure that he integrated technology into his classes, and the following excerpt from the second Pre-OM clearly demonstrates this,

Instructor B: And in the, during the class time, uh, we are going to use Padlet and they are going to write the summary of this article on Padlet, and the reason why I'm using this part is, I mean, students will be seeing each other's, eh, summary essays. So I, I think that I mean, they can just benefit from each other's papers too. And, another important issue is that like, I will be providing immediate feedback on their writing. So that's why that will be very beneficial for us. (Pre-OM 2)

This is a striking point since what instructor B was explaining regarding his lesson plan was the suggestion he made for his peer, instructor A, in the previous cycle. In the first cycle, instructor B suggested instructor A tell his students to bring their laptops to the traditional classroom so that they could work collaboratively and learn from one another. Here, it is clear that he was following the suggestion he made.

Another important point is that instructor A mentioned the differences and similarities between face-to-face and online instruction referring to technology reflecting on the process, and his ideas were echoed by his peer, instructor B,

Instructor A: It's not like a real, not real classroom environment. It's never. So, you plan something. You have something in your mind. We are now traditional teachers actually, right? I have never taught online before. I'm just discovering new ways to do it.

Instructor B: Yeah, you're right. (Pre-OM 2)

Based on the observed class, instructor B also mentioned the differences between face-to-face instruction and online teaching during the second ESDC in the following way,

Instructor B: Especially I see that students can have this chance of, you know I mean, benefiting from each other. That's really good. And another thing we can have this immediate feedback, we can have this instant feedback. I mean, that's very beneficial for students. Uh, because sometimes like, you know I mean, we cannot really, like provide instant data and that feedback to them in the class, but now, uh, we really have that chance through the use of Padlet, for instance. (ESDC 2)

It is important to note that it may not be always available in a traditional classroom in face-to-face teaching to get students to bring their laptops to the class to be able to make them learn from each other. However, in online teaching, it is the case since all students are joining the class with their laptops and have the chance to see what their friends are composing in Writing classes especially, through different online platforms, like Padlet as mentioned by the members of this pair.

Regarding student engagement in online teaching, instructor A was provided with the following positive feedback by his peer, instructor B, during the second post-observation meeting,

Instructor B: And, uh, another good thing was, I mean, you asked students to get the main points in the original article, and I believe most of them, I mean, eh, they actually did this, so, they were very successful, even though some of the students did not respond to it, but generally they all attended. So, I guess this was also fine. (Post-OM 2)

In a similar fashion, instructor B was also provided with the following positive feedback on student engagement by his peer, instructor A, during the second post-observation meeting,

Instructor A: The students were really responsible about it because they didn't ask any words. They didn't ask "Hocam I couldn't understand this sentence". They were really to the point, they were ready for the task, they were ready for all the main

points. And they were also careful about the important examples. They were asking questions about “Hocam whether these examples should be included in our summary essay because this is an important example.” The way you answered their questions was like giving individual information to each question was really useful for it was a good, nice reminder actually before the quiz, too.

Instructor B: Thank you very much, hocam. (Post-OM 2)

Instructor A provided also a specific reference to student engagement during the second ESDC by approaching the issue from a critical point of view since he observed that the students became active participants when they were engaged in an online tool, called Padlet when it was used for error correction purposes,

Instructor A: He used Padlet just like me, just like I did. He was able to discuss the mistakes in the last five minutes. He had an error correction session and in this part where he used moderator mood on the Padlet, and he was discussing the mistakes with students. So, students were active participants. I like this part. I like this part especially. (ESDC 2)

It can be stated, when the above exemplary quotes and excerpts are considered, that the pair engaged in critical discussion in their observation meetings by reflecting on both their and their peer’s teaching. Therefore, it can be argued that engaging in OLPO provided these instructors to reflect critically on their own and their peer’s practices.

*c. The use of technology and student engagement in online instruction
(third cycle)*

Instructor B wanted to take the advantage of using the online platform called Zoom to be able to integrate technology into his class instead of the school’s learning management system (LMS), to improve his teaching and support student engagement,

Instructor A: So, you are going to hold your lesson on Zoom again?

Instructor B: Yeah, it’s going to be like on Zoom because, you know, I mean, it’s much easier for me to like share the materials with them and they are used to it. Uh, yeah. Maybe I can just do some funny things in the introduction so that, I mean, I can get the, I can catch their attention. Like, you know I mean? We had a webinar

session with I forgot his name, [mentions the presenter's name] so, I might use some of his techniques so that I can just engage students in my lesson. (Pre-OM 3)

Similarly, instructor A designed his class in a way so that the students could interact with each other, and he mentioned his lesson plan in the Pre-OM,

Instructor A: I have just sent an email and I want to show this email (shares his screen with his peer). I have just created groups for them. These groups are for strong students and weak students, let's say, for example (...) is a better student than (...), (...) is a better one than (...) I want to engage my students in the classroom. So, each one has a duty now, each one has a task now with their peers, uh, summary response essay, which is an assignment which will be graded by me soon, hopefully, I will be grading them and first, they are going to check what are the grammar mistakes, what are the mistakes concerning the content? What are the structural mistakes? What are the spelling mistakes? What are the vocabulary choice mistakes?. So, I ask them to talk about at least two or two minutes during the lesson to talk about their peers and to reflect on what have, have seen as the prominent problems in their peers, or if they liked something and they also create some, if they can also talk about positive things in the papers. Uh, it's how I design my course for student engagement to increase engagement and to also learn from each other. So, they will have some chance to, to, to check each other's paper and to reflect on each other's paper in terms of uh, rubric, uh, let's say a student's rubric.

Instructor B: So I'll focus on this student engagement because it's basically like peer observation amongst students. (Pre-OM 3)

Instructor B liked this type of implementation since his peer used a new teaching strategy that he had not applied before, and talked about it in the Post-OM in the following way,

Instructor B: It was a very good idea to ask students, to write reflection to each other's essays that they wrote a, as in-class (writing). I believe it was a very nice thing to ask students to write their opinions because I mean, most of the times, sometimes, especially in the summary response parts, some students fail to do the response part, but you ask them to come up with such kind of things, for example, how their friends did, especially in grammar, vocabulary, and the structure of the paper. You also asked students to check if their friends used the writer's ideas in the papers and discussed this and so on. So, so, and so students, they, they did this thing very well. So, I really liked that part. It was kind of good feedback for them. All of them were engaged because as I said, I mean, you asked all of them to just come up with this feedback stuff, like at least two minutes. So, they all commented on each other's papers. I mean, they have some new perspectives and they say like, "okay, my friend he is, or she is doing that. Why not? I mean, I do the same thing." So, it gives them some insight about this. So I, I think it was quite effective. Yeah, it was great. (Post-OM 3)

It is significant here as instructor B is mentioning an activity, which is supposed to make the students learn from their peers, stating that he himself, instructor B, is also

learning it from his peer, instructor A, after witnessing his practice. This can be regarded as one of the benefits of engaging in OLPO, specifically in post-observation debriefing sessions, where the pair comes together to reflect critically on their and their peer's online teaching.

In his class, on the other hand, instructor B had some concerns regarding student engagement, and mentioned this in the third Pre-OM,

Instructor B: Sometimes I realize that students, eh, they just listen to the lesson, but they do not react, but I will just try to do my best so that, I mean, they can also contribute to the lesson. So, I will be very happy if you can just observe this thing in my class. (Pre-OM 3)

Upon this request, instructor A, having watched the session provided the following positive feedback on student engagement,

Instructor A: They were also reflecting on what they were doing in a way. They were not only reflecting on their own mistakes, but also reflecting on the process, which is something like metacognitive part of what they were doing, because they were commenting on how they approached the text. Time limit, word obstacle because they need to go to the dictionary and again, go back to the text again, especially for the weak students I'm talking about. So, they were also able to, able to comment on the process itself. So, I liked your course because students were really critical of themselves. And while criticizing themselves, they were, it showed me, it showed me that they learned a lot. Also, with your additions during the course, they learned a lot.

Instructor B: Yeah. I mean, in fact, I mean, eh, I just checked the final papers and it was quite good. So, I believe it's really worked. (Post-OM 3)

These last two excerpts taken from pre- and post-observation debriefing sessions clearly demonstrate that the members of the pair were critically reflecting on their practices during their dialogues, which took place in their post-observation debriefing sessions.

4.2.2 Case 2 The Second Pair: Instructors C & D

Instructor C wanted his peer instructor D, to observe him on student engagement and giving instructions (the clarity of the instructions given during the class). Instructor D wanted his peer, instructor C, to observe him on teacher talk time, clarity of instructions, and student engagement. Table 9 is an attempt to demonstrate the experiences of the second pair.



Table 9 Theme, Subthemes, and Codes for Research Question 2 (Case 2)

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspects	Giving instructions	Recognizing the areas for further improvement in peer's practice	C	Critical reflection /reflective inquiry / dialogue	C, D
		Self-reflection	D	Self-reflection	D
		Professional development	D	Recognizing the areas for further improvement in peer's practice	C
		Critical reflection /reflective inquiry / dialogue	C, D	Constructive/Positive feedback	D
	Student engagement	Constructive/Positive feedback	C		
			C, D		C, D
		Critical reflection /reflective inquiry / dialogue	C, D	Constructive/Positive feedback	
				Recognizing new teaching strategies that the peer had not applied before	D
	Teacher talking time	Recognizing the areas for further improvement in peer's practice	C, D	Critical reflection /reflective inquiry / dialogue	C, D
				(Absence of) Nonverbal aspects	C, D
		Constructive/Positive feedback	C, D	Constructive/Positive feedback	C
		Critical reflection /reflective inquiry / dialogue	C, D		

a. Teacher talk time and clarity of instructions in face-to-face instruction (first cycle)

Instructor C provided the following suggestion for his peer, instructor D on the teaching aspect, clarity of instructions, and the feedback on teacher talk(ing)

time. The suggestion, the area that was open for further development, was well received by instructor D,

Instructor C: Frankly, I mean, they were supposed to just regurgitate numbers or put things in a historical context, a narrative, uh, tell and tell a story in a narrative sense within a historical context using the numbers. I wasn't sure what you wanted. And I don't think the students did either because there were a lot of blanks, uh, stares, no responses. And I know what you want to, you wanted them to, to acknowledge, you know, what, what numbers were in there. What was the significance of numbers? And perhaps, so you might've had asked more direct questions, you know, "How much does this weigh? When was, when did this begin?", et cetera, to test their note-taking and comprehensive skills.

Instructor D: Got it. Thank you very much. Yeah. Regarding those instructions, yeah, I know that yeah sometimes are not clear enough. How about my speech? Teacher talk time?

Instructor C: Um, yeah. Other than answering your own questions? Um, I thought it was fine because certainly you gave them plenty of opportunities. You asked a lot of questions. There was a lot of discussion and I noted that as well. I mean, it was, it was heavy. And speaking. Okay. Um, and I was impressed with that because normally, speaking is one of the lesser, uh, um, achieved exercises in classes, mostly listening and vocabulary and things like that. Um, so the, it was good and I don't think you talked too much. Not too much teacher talk, it was a lot of student talk in that class.

Instructor D: Okay. Thank you. (Post-OM 1)

Instructor D had something to say as in the form of constructive feedback about teacher talk(ing) time in their first Post-OM after observing his peer, instructor C,

Instructor C: Regarding, um, teacher talk time, for example, I hmm could say that it was adequate. It was okay. It was right to the point. So they were not, um, there were no words which were, uh, just, um, uttered without any or recipients. Okay. But I think that, uh, students could have talked a little bit more, but again, it depends on what kind of a material you wanted them to process.

Instructor D: Sure, sure, sure. (Post-OM 1)

It is important to notice that both instructors having received feedback, which indicated some sort of weakness in their teaching, acted professionally showing that they were open to criticism. In addition to being open to criticism, for instance, instructor D also wanted to hear more about the other observed teaching aspect. This phenomenon

can be attributed to being critical friends, which then can be attributed to the whole PO (and OLPO) process investigated in this study.

Instructor D also talked about the clarity of instructions, self-reflecting on the fact that he needed to learn it from his peer, which can be regarded as a reference to a professional development opportunity thanks to PO, which is regarded as a JEPD activity in the literature,

Instructor D: Speech is really precise, pacing is really adequate, like clear instructions. I really liked your instructions. I should, I should learn that from you.

Instructor C: “Sit down, shut up”. [laughs]

Instructor D: Yeah [laughs] The instructions were before they actually saw the task before they saw they had already been instructed what to do, how to do it.

Instructor C: That's the thing. It's one thing that I did learn is that, um, you can't give a student a piece of paper and not expect them to look at it and listen to you. Oh, sorry. And not, and not listen to you. So if you want them to listen to you, don't give them anything yet. Then, pass out the worksheet.

Instructor D: Good thing. I really loved the instructions. They're very brief, very concise, really clear. Got it. Yeah, like instructions are really nice. (Post-OM 1)

Regarding the feedback, instructor D provided the following comment in his RD, where he was referring to the third person's presence in the class,

It was mostly positive, however, I do acknowledge that the lesson did not go the way I had expected. The initial part was quite good, but later I kind of got either embarrassed or something and somehow lost control of what was going on and of the time and my instructions. My peer did notice this and mentioned it in his feedback. Hence, I can say that the piece of evidence that was observed was not completely natural. I believe the dynamics of the lesson could have been absolutely different if my peer had not been in the classroom. However, my peer said I was really good in terms of time management, however, because I was not feeling completely at ease, I cannot really reflect on that as realistic. The feedback in general was very good and rational, but due to the fact I could not behave naturally, I cannot say it was really relevant to a real/typical/natural situation/environment. (RD, Instructor D)

This is an important finding, a difference between PO in face-to-face teaching and PO in online teaching conducted asynchronously, where there is no third person's

presence. According to instructor D, when there is another instructor in the classroom to observe, there is also a possibility for observation anxiety to occur.

b. Student engagement in face-to-face instruction (first cycle)

Instructor D had some concerns, and he was being critical about the teaching aspect on which he was observed, student engagement. However, instructor C actually assured his peer that he was doing just fine when they engaged in reflection on the observation completed,

Instructor D: (...) but I'm not really sure if they get what I want them to do.

Instructor C: I know it. Unfortunately, unfortunately, and within those time limits, certain people will participate. I know how you feel because you do have limited time, but you want to engage everybody, especially in smaller groups um, and get everybody talking. So, sometimes you have to extend it a little bit out and perhaps interject into the conversation, get someone else to speak. It's difficult. I know it. And generally, it'll be, there's your stellar students who lead the whole thing.

Instructor D: Oh yeah, absolutely. Just like, uh, still giving them a chance to show who they are while others are in the shadow.

Instructor C: Yes, exactly. (Pre-OM 1)

Instructor D provided his peer, instructor C with a suggestion on student engagement after the actual observation during the Post-OM in the form of constructive feedback, and instructor C agreed to it, hence recognized an area for further development,

Instructor D: So, um, I really liked, uh, that you started your class with the question, which was not a rhetorical question, which was a real question to elicit some answer. "What is getting older manifested in?" Hmm, really great, students answer. They participate. Uh, however, it was not just like the whole class was engaged. I don't know whether it could be a better idea, but if I were, if I had been in your shoes at that time, I would just like split them into groups to do some little discussions and each group could have, uh, respond to this with the answer to this question, but it also depends on how it is, what it is, what part of the whole process is.

Instructor C: True, true, true. Agreed. Agreed. It was meant to barely just be a warm-up, an introduction.

Instructor D: Yeah, absolutely.

Instructor C: Yeah, well point, well taken. You're right. (Post-OM 1)

Instructor C also provided his peer, instructor D, with the following positive feedback on student engagement,

Instructor C: Students were very attentive and responsive. So, I was very impressed by that.

Instructor D: Me too.

Instructor C: Yeah. Were you? [Laughs]

It can be again proposed that the members of the pair were open to criticism, receiving the feedback and the suggestions made in a professional manner since they knew that the aim of the whole process of PO was to increase the quality of teaching practices in a formative (developmental) way. They were informed that the process was not for summative (managerial) purposes.

c. Teacher talk time and clarity of instructions in online instruction (second cycle)

Both instructors believed that teacher talk time and the clarity of their instruction were affected by the online environment. This can be seen in the following excerpt taken from the second Pre-OM,

Instructor D: Uh, first of all, let's talk about what is expected, what I expect you to see in my lessons, and what you expect to see in my lessons as well. Basically, what I would like you to, think about, first of all, the most important thing is that it's going to be an absolutely different domain. It's not a real class. Well, it's, it's a real class, but it's online and still, I have got this feeling that the functionality of the internet is limited. There are lots of things, nonverbal things, for example, that we cannot introduce into our online class, for example, physical contact, eye contact, even as such an important issue for me is that they keep their cameras off. And frankly speaking, I don't know how to do it. I don't want to threaten them. I don't want to tell them, "Look, guys, if you don't have your cameras off, I'm going to either kick you out or I'm going to mark you as absent."

Instructor C: Yeah, mostly cameras are off. I don't know they're there and I ask them questions, but, uh, whatever. I ask my students questions as well, and some of them may linger. It takes them like one or two minutes to start talking and they sometimes say that it is because of the internet connection and there is another thing. Um, sometimes when I tell them, "Look, guys, can you please have your cameras on?" They try, but then they get kicked out of Zoom because of the very poor internet connection. We experienced that. (Pre-OM 2)

This is one of the important findings of the study, a complaint made by many participants actually; the students whose cameras were off during online teaching. Thanks to the discussion in observation meetings and the second and third ESDCs, the issue was recognized and acted upon, leading the management to decide to make students turn their cameras on during class hours to increase both student-student and teacher-student interaction.

d. Student engagement in online instruction (second cycle)

As mentioned above, instructor D had also some question marks in his mind regarding the absence of nonverbal cues along with the cameras that are turned off. He mentioned this phenomenon in his RD *“What popped up this time was how to engage students with their cameras off. Oh, yes! We also focused on potential technical issues and how to deal with them.”*

Instructor C, on student engagement, provided his peer, instructor D, with the following feedback resulting from an “interesting” question instructor D asked during the class, in their second Post-OM, and instructor D’s reflection-on-action is also attention-grabbing. The following excerpt can be regarded as the critical inquiry the pair carried out during their post-observation debriefing session,

Instructor C: One thing I thought was a little strange as you talked about, uh, Muslim fashion, whether Muslim fashion designers could ever be successful. And I mean, it was a very provocative, I mean, and you did [incomprehensible], “Look, we’re really not supposed to talk about this, but, you know, and which was

Instructor D: Yes, yes, yes.

Instructor C: It put everybody in a much better mood. And what was interesting is that is as shocked as I was by their kind of questions, it did provoke responses and the students were actually interacting with each other. Um, and, uh, which was, I thought really great for a situation like this, you know, they were kind of, “well, that’s it, that’s an interesting idea, you know, blah, blah, blah”. So, and so, but you know, I also, if you get, if you consider this and, uh, it was really kind of cool.

Instructor D: Well, frankly speaking, I always try to walk on the edge, but not the precarious edge, but the safe edge. And in this case, I have also been trying to, on the one hand, to provoke the students to go into the no man's land. And at the same time, I want them to generate some critical thinking. (Post-OM 2)

Instructor C had also a suggestion in the form of constructive feedback to engage more students since he believed that the selected topic to some extent refrained the male students from participating more. Here is how they exchanged their ideas on this during their Post-OM,

Instructor C: Yeah, your class was also quite interesting. Um, your class, uh, for instance, the only difficulty was that it was about fashion.

Instructor D: Oh, faaashion.

Instructor C: Yeah. Faaashion. And of course the girls might've been, might've been willing to talk about that, but the boys of course generally have no well, in theory have no interest in fashion.

Instructor D: Absolutely.

Instructor C: Whether they admit to it or not. Um, it was difficult. I think that's a difficult, um, um, subject to bring up. I would probably skip through it very quickly, as much as possible because you get a very limited audience on that, but we've had that with so many other topics as well, where. (Post-OM 2)

Instructor D had also some concerns regarding student engagement in a different domain, online instruction,

Instructor D: Regarding my classes. I usually leave it for them to do at home, they are at home, but before we meet each other online and I must admit that one of my weaknesses is that usually we have got a number, a certain number of students who participate, who are actively involved.

Instructor C: I know who they are.

Instructor D: Yeah, absolutely. Yeah. Only if I poke someone physically, they start doing something, some of them don't

Instructor C: Go over and stand by them, for instance.

Instructor D: Yeah. (Post-OM 2)

This was also critically reflected by instructor D in his RD in the following way,

The students were really engaged. BUT: only the ones that have their cameras on.
(RD, Instructor D)

Based on the direct quotes and excerpts regarding student engagement in the second cycle, it can be discussed that the peers of this pair were critical of the fact that some students did not start their cameras when they were in the class. According to them, this was one of the differences between face-to-face teaching and online instruction. However, this problem was later solved for the next (upcoming) terms as a consequence of this critical discussion held in observation meetings and reflections in the participants' reflective diaries.

e. Teacher talk time and clarity of instructions in online instruction (third cycle)

In their third Pre-OM, instructor C was still concerned especially about the cameras that were not turned on by the students,

Instructor C: Giving instructions and being sure whether the students are listening in distance teaching is difficult. And also as much as I tried and everyone's has tried to, um, get, um, um, to turn on their camera.

Instructor D: Oh yeah, that was, I know, it's a big, big problem. And I'm not sure if we will continue with this. I really hope not. But in my humble opinion, I think it should be one of the requirements. Like if you're with your camera off you should be kicked out. That's it?

Instructor C: I agree. I agree. I mean, it's, you know, um, it's like having someone else sign in for you, right? And you were never there. (Pre-OM 3)

Instructor D was also concerned especially about the cameras that were not turned on by the students,

Instructor D: What I would like you to look for? Uh, how well I'm using the time, because, uh, with me, I tried to make them speak. But at the same time, as I say, some of them, they are kind of like shadowed. Most of the time, just because they choose to be in that position. And, uh, I know that, well, I'm not correct either saying that I do not touch them, but what can I do? Like I can speak to a person. If

Instructor C: There is no physical presence.

Instructor D: Yeah. But maybe I should also change something in me because I don't think that we will have such requirements so that they always should have the cameras on. I have to change. I have to adjust. So maybe could you see, could you take a look if I am friendly enough? Not only for the ones who are on, but also for the ones who are off. Okay?

Instructor C: Okay. Yes. Yes.

Instructor D: Yeah. But maybe I should also change something in me because I don't think that we will have such requirements so that they always should have the cameras on. I have to change. I have to adjust. And again, um, my instructions; am I quite clear, clear enough when I give instructions to the students?

Instructor C: Okay. Yes. I'd be happy to look for that too. Absolutely. I know that it's been a continuing concern of yours and I will be happy to continue to look for that as well. But this is a new age, you know, not faced not in class, not in person and you know, having to deal with a kind of face list, No camera. No your mark is there, but are you really there? It is a completely unique situation, I think for all of us. I will look for those things and two things about how to incorporate faceless people as well as instructions. (Pre-OM 3)

This camera issue, to which the instructors approached from a critical point of view, and which is a recurring topic, was later resolved by the management of the prep program since the instructors kept mentioning and complaining about it. The following excerpt taken from the final ESDC, in which the head of the department was also present, demonstrates this clearly,

Researcher: That was an important finding, what [mentions the instructor's name] hocam has just shared originating from online peer observation. And it is also now written, uh, in our syllabi that "students need to keep their cameras on at all times". So, I guess it is an important finding of this process. (ESDC 3)

Regarding the clarity of instructions uttered by instructor C, instructor D shared a point, which he believed was worth mentioning, a point that was recognized as positive feedback

Instructor D: And what I really loved about your instructions, you didn't, for instance, tell them like "this is correct. This is incorrect." "Now why this is correct?" "Why this is incorrect." Just give some argumentation. That was important. I really loved it.

Instructor C: To eliminate, to eliminate answers. Why this couldn't be the answer.

Instructor D: In general, you're very clear with all the instructions. It's 100% cool. I should learn. Yeah. And the dynamics were very good during the class. Um, what I could really feel, you really did it. It was really very well-maintained. I repeat it once again. (Post-OM 3)

It is attention-grabbing that instructor D noticed and recognized an area open to further development in his teaching practice, giving clear instructions and how to elicit the correct answer after watching his peer, instructor C, teach. Thus, it can be expressed that thanks to OLPO, he learned from his peer and re-created some teacher knowledge in his practice. On the same subject, instructor C had some suggestions by recognizing an area open for further development in his peer's practice, when he was asked by his peer, instructor D, about what he thought regarding his instructions,

Instructor D: My instructions?

Instructor C: Pardon? Yeah. Instructions. Okay. Yeah. Okay. Um, you had a couple of projects that you were, um, that you are discussing initially. And you just happened to mention our topic and that's the way you put it, our topic, without going into any explanation and about what the topic was to refresh their memories, remember this is just one class of many, and they're like, "Oh my God, what was the topic?" You know, I have so many topics. It's always probably best in instructions to, um, if you're going to say our topic, refresh their memories about what the topic was, remind them.

Instructor D: Okay. Okay. Okay.

Instructor C: But I thought it was really good that you went into the whole thing about transitions, signposting, um, outlining and summaries, um, was very good. You, you did a very thorough job about that. Um, what I might have preferred though, is that if you could have that on the screen to show them, rather than just describe it to them, they'll have it displayed on the scene, share a screen and show them. For me, I'm very visual, my memory is very visual and not so much oral. Um, and when I see it, then it makes much more sense to me. Um, let's see. Okay. Let's see. Okay. At one point you asked them to use the reaction button, what's it called? Oh yeah. Reaction, thumbs up, to see who had done the assignment or not. I would, uh, give a bit more lead-in to that and say, for instance, at the bottom of your screen, once you move your mouse a, uh, a button on there, it says reaction, please press that. And whichever way up or down or whatever, I've never used reactions. What's that? Oh yes, it has a clapper up or down. Please give a bit more instructions about that because it did take some time. No one really understood what you meant.

Instructor D: Okay.

Instructor C: By that. Um, because this is all very new media. We haven't used it before, then that takes some explanation. No, uh, you also used, oh unfortunately, sometimes the audio that you played went in and out it's difficult. Unfortunately, it wasn't a, it was difficult to hear. And the audio also used some vocabulary that was,

um, that might've been benefited from pre vocabulary explanation. then you followed up with, um, "would you like to say something?" Okay, or "what does the message of that audio?" All right. Um, those are very open-ended questions for me. Um, and I try not to ask them because again, you'll get no response, which is unfortunately what you got, try to be a bit more specific. "How do you feel? about the policy of (incomprehensible), as in, "Do you think it's fair?" one question, but that was the problem because you often had three or four questions in one, like I just did. "How do you feel about then the policy of (incomprehensible), do you think it's fair? And that was all one question. Unfortunately, we tend to do this because we're adults and we think this quickly, I would just recommend one question at a time,

Instructor D: One question at a time. Okay. (Post-OM 3)

The above somewhat long excerpt taken from the third Post-OM indicates the critical and reflective nature of the pair's discussion in relation to what was experienced and observed during the class regarding the observed aspect of giving instructions.

On teacher talk(ing) time, instructor C thought that he needed to mention the following positive feedback since he believed that there is a close relationship between decreased teacher talk(ing) time and increased student talk(ing) time,

Instructor C: And so it really, um, interesting, they had really interesting things to share. That was, and it was really good that you kind of faded into the background as I'm trying to demonstrate here and allow them to interact with themselves, which is I think the most important thing they need to be able to interact with themselves in English and express either discontent, disagreement, agreement, or slightly differing opinions. And that you were able to achieve. That was very, very good.

Instructor D: Thank you very much.

Instructor C: You're welcome. (Post-OM 3)

It should be noted that in this exemplary quote and also in many one of them, it is evident that the members of the pairing are sharing their opinions and ideas, reflecting on their own and peers' practice in a friendly way without losing their professional identity, and thus leading to building a collegial relationship.

f. Student engagement in online instruction (third cycle)

Instructor C understandably made a connection between the cameras and student engagement, and verbalized his concern on the issue in the following way during the peer's third Pre-OM,

Instructor C: Cameras off. It's a real dilemma. And I think, uh, I would hope you would, uh, please try to review my class then looking for that. Um, I, you know, all of this happened very quickly and we know we don't have, we didn't at, uh, at that time have the knowledge and skill that we have now. Um, but trying to involve as many people as possible would be great for you to look at and see what you, what you think, whether I was successful at doing that. (Pre-OM 3)

As is clear, off cameras were still continuing to be an issue, a demotivating factor for the instructors as they were not able to see the faces and reactions of their students during online instruction.

Upon completion of the observation, on student engagement instructor D provided the following feedback for his peer, instructor C, believing that it was the students who did not want to participate as it was one of the last classes of the term,

Instructor D: Basically, uh, what I could see very well-maintained, it is here, uh, a lot of tasks or not a lot of tasks, but enough tasks, a very good range of tasks have been completed. And, uh, the students could have been more active, but it's not about you. It's about them. And to some extent, the ones who were dimmed were not too active, which is also quite natural. And in your class, uh, 16 people were online

Instructor C: Out of 20. I think it is. That was towards the very end.

Instructor D: Now that's fine. Yeah. People were online, but even though they were online, some of them wouldn't participate for some reason. It's okay. (Post-OM 3)

On the other hand, instructor D was provided with some positive feedback by instructor C on student engagement, especially for the students, who were usually timid during the classes,

Instructor C: I did, I did want to congratulate you though, because it did seem that you were able to elicit responses from students who did not didn't ordinarily respond or did not have their videos up. It was fascinating actually, what you are able to achieve with your students, that they had a real debate amongst themselves about this, uh, about this topic (fashion). I thought it was great, but it was really,

really an excellent, especially since other people who weren't videoed and don't normally speak out, spoke out. (Post-OM 3)

Instructor D, this time self-reflected on the feedback he received in a more positive manner,

I really loved the feedback I received, it is a great incentive for me, regarding my strength, and something I have to work on to improve. I have been shown things that I had hardly thought of before. Basically, this is what we have peer observations for. (RD, Instructor D)

Based on the discussion, which took place between the members of this pairing in their Pre- and Post-Oms, what they shared in their reflective diaries and ESDCs, it is clear that they were not quite satisfied with the fact that some students were reluctant to turn their cameras on during online instruction, and this made the peers think that they could not engage their students in the content of their classes as much as they wanted. It can also be stated that the peers of this pairing were open to criticism, and acted professionally on the feedback they received from one another.

4.2.3 Case 3 The Third Pair: Instructors E & F

Instructor E wanted her peer, instructor F, to observe her on student engagement. Instructor F wanted her peer, Instructor E, to observe her on student engagement and teacher talk time. Table 10 is an attempt to demonstrate what the third pair experienced during the whole process.

Table 10 *Theme, Subthemes, and Codes for Research Question 2 (Case 3)*

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspects	Student engagement	Constructive/Positive feedback	E, F	Constructive/Positive feedback	E, F
		Critical reflection /reflective inquiry / dialogue	E, F		
		Recognizing the areas for further improvement in peer's practice	E	Critical reflection /reflective inquiry / dialogue	E, F
				Recognizing the areas for further improvement in peer's practice	E
	Teacher talking time			(Absence of) Nonverbal aspects	E, F
		Constructive/Positive feedback	E	Constructive/Positive feedback	E
		Critical reflection /reflective inquiry / dialogue	E, F		
		Self-reflection	F		

a. Student engagement and teacher talk(ing) time (first cycle)

Instructor E explained her plan for the class, in which she was to be observed in a detailed way and summarized what she would do in her class in the peer's first Pre-OM as in the following,

Instructor E: (...) That's all I'm planning to do in the second hour. So, first it will be the passive PowerPoint presentation. Then, the video [about Greta Thunberg] to increase student engagement. And, if we have time, the game jeopardy.

Instructor F: Okay, hocam. (Pre-OM 1)

The following is the reaction of the peers after the actual observation on student engagement and teacher and student interaction,

Instructor F: I think, I mean, they were nice students.

Instructor E: Yes. They're generally nice students and uh, all well-behaved students. They are clever students at the same time. They're good. Their English is not bad.

Instructor F: Yeah. I think they were silent because I came to your class on, at 10 o'clock

Instructor E: That's right. Yes. At 10 o'clock.

Instructor F: They were silent, but they were aware of the class, I mean the topic.

Instructor E: Yes. Yes. Yeah, they were.

Instructor F: They participated. They answered your questions and they, they completed the exercises. Uh, about instructions, I think you gave the instruction, I mean, clearly enough, and you explained the topic then I, uh, by the way, I really loved the video time. It was about Greta. Greta Thunberg. It was very nice. And I think your communication with the student was also good.

Instructor E: Yeah. Yeah. I mean. Thank you. (Post-OM 1)

This discussion was reflected on in the following way by instructor E in her RD,

As is the case with every other teacher, I had some very enthusiastic students who were always participating in class. And there were also those who were only physically in class. These were the ones who responded only when asked. There were even a few who went to sleep during class. My peer was well aware of all this and gave me feedback accordingly. It gave me the opportunity to see myself from a different angle. (RD, Instructor E)

Instructor F in her RD provided the following comment on student engagement in the class she observed,

Most of the students were alert and listening. They took notes and asked questions related to the topic. (RD, Instructor F)

When it comes to instructor F, following the actual observation, she was provided with the following constructive feedback as it included a suggestion by her peer, instructor E, on student engagement,

Instructor E: It seemed to me that they understood the structure. Uh, but of course it's difficult to understand whether they have really understood or not. We can only see that in exams um, probably. Some students, especially those in the front were

active, very active. Um, some students were maybe a bit, um, all seemed to me to be doing something else. So those students at the back, it's sometimes difficult to

Instructor F: Engage them.

Instructor E: Yeah. Get them to participate in the lesson. It's difficult. Sometimes it always happens. Uh, how can we do that? Maybe we can, uh, ask them to do one of the exercises personally, by naming them. We can do that. (Post-OM 1)

On the feedback provided by herself, instructor E reflected in the following manner,

I told her that she was good and that she did what she was supposed to do. She had obviously prepared herself in advance. When she asked about teacher talking time, I said that it was also in the way it should be. I also added that we needed to find ways to get students to participate more. (RD, Instructor E)

Instructor F also wanted to get her peer's opinion based on her observation during the class regarding the instructions and teacher talk(ing) time,

Instructor F: Hocam, um, what about my instructions and teacher talking time? Yani, I sometimes think that I talk too much.

Instructor E: No, no, no. Well, that's, we all do it by nature we teachers, as teachers.

Instructor F: It's a grammar lesson,

Instructor E: It's a grammar lesson, actually. Yeah. We need to give, uh, the, um, we need to prepare the kind of infrastructure of the class. So, we need to talk. I mean, I, myself, I talk a lot too. I know. Um, How, how can you get a student to do most of the talking in a grammar class? It's a bit difficult. Actually, it's called Use of English. Maybe we shouldn't say grammar, but I mean, basically we are teaching grammar in that class. Um, it's Use of English, uh, we're teaching certain structures. So, we have to do most of the talking, I believe. Um, that's my opinion. Um, so I, I can't criticize you for that for doing too much speaking. Um, it was, I think it was in a general, normal terms your speaking, uh, the amount of your speaking, I believe it was the way it should be. And you, uh, uh, you gave the chance to the students also to speak and, uh, uh, they had the chance to speak as well. Uh, so that was correct.

Instructor F: Yeah. Yeah. Hocam, yani I talk too much in the class as a teacher. I know that.

Instructor E: But the students also spoke, speak. (Post-OM 1)

Based on the discussion and idea-sharing between the members of this pair, it can be proposed that the instructors engaged in dialogic communication by activating their

interthinking processes in their observation meetings while they were analyzing the classes they observed and they were observed in. They also reflected upon both their own and their peer's practices regarding the observed teaching aspect(s). Instructor F, for instance, wanted to get more feedback on teacher talk(ing) time as she was not very sure whether she talked more than enough during her teaching, and as can be seen in the previous dialogic communication, she reflected on this by activating her metacognitive processes.

b. Student engagement and teacher talk(ing) time (second cycle)

The instructors during online teaching were given a choice. They were allowed to use the school's LMS or Zoom[®] (the online platform) to teach. However, it was obligatory to start the class on the school's system for taking attendance purposes. Some teachers did not want to spend time on switching to Zoom and instead continued with the school's LMS. However, there were issues with this system causing student disengagement, and instructor E referred to these during the second Pre-OM,

Instructor E: Um, so we've been doing online classes for the past few weeks and uh, Now, the, the most, the biggest problem that I have seen is the requesting, I don't know what happens in your class, but in mine, students microphones or videos, turned off, they keep asking for requests. And, uh, I keep sending them requests and this goes on through the whole lesson.

Instructor F: Yeah.

Instructor E: This is a bit annoying, but I suppose there's nothing that we can do about it. Sometimes I just ignore some of the requests because I have to go on with the lesson. So, um, I try to ignore some requests and it goes that way. So it's difficult to do the lesson and, you know, deal with cope with, or, uh, technical problems at the same time. (Pre-OM 2)

Instructor F, on the other hand, was using Zoom for online classes and believed that it was more effective than the school's system,

Instructor E: Do you have, you also have some problems, don't you?

Instructor F: Yes hocam, especially, I mean with LMS.

Instructor E: Yeah. Do you always, um, go to switch to Zoom? or do you stay here?

Instructor F: In the last, yeah, for the, for my last two classes, I made them on LMS. But before that yes, we switched to Zoom,

Instructor E: I see.

Instructor F: Especially last week, especially the last week, but, yesterday and today we, I mean, had the class on LMS.

Instructor E: Yeah. Yeah. Well, I always do it. I stay on LMS. I don't go to zoom much. I actually, I, I've never switched to Zoom so far. I don't know which one is better really to tell the truth. Shall we stay on LMS or switch to Zoom. I really don't know which one would be better.

Instructor F: I think Zoom is better than LMS for online classes. I think it is better, but, uh, for the administrative issues, I think we should have them on LMS.

Instructor E: The good thing about Zoom is that students don't go offline.

Instructor F: Yeah.

Instructor E: I mean, as far as I understand, they are all, they are there until the last minute. You don't have to send the request to them. That's the good thing about Zoom.

Instructor F: I mean, uh, it is easier to see and hear them on Zoom, I think.

Instructor E: You can see them, all of them all together at the same time. Yes, true. In LMS that's not possible. You can't see them altogether. Um, you can't even hear them. Yeah, that is a problem. This must be maybe LMS needs to be revised or something needs to be improved on LMS.

Instructor F: Yeah, yeah. Yes, hocam. (Pre-OM 2)

It is really important to note that these types of fruitful discussions, which took place thanks to the whole OLPO experience, led the management to act accordingly. The problem was that the school's LMS was not functioning properly, and it was causing some student disengagement problems. These problems were later resolved when the university's management decided to use the paid version of Zoom[®] for all online classes in the preparatory English program.

Regarding student engagement, instructor E was curious about what her peer, instructor F had to say in their second post-observation meeting,

Instructor E: What are your, yeah, impressions? What were your impressions?

Instructor F: Uh, I think everything went I mean smoothly. I mean, you explained the details about our pop quiz briefly. Yeah. I mean, at the beginning of the class, uh, then you started the class with a gap-filling open-close test. I mean, before, uh, yes before you came, students were already there.

Instructor E: Yes,

Instructor F: As far as I see. And they are ready and they, I mean, they were ready and they were waiting for you. I mean, during the class, everything went fine, they attended and participated in the class.

Instructor E: All right. (Post-OM 2)

During the second ESDC, instructor E painted a general picture of the class she observed, and stated that there were no real differences between face-to-face instruction and online teaching with regard to what is being done in the class and student engagement,

Instructor E: We had arranged to observe each other regarding student engagement from the beginning. And so it's still the same. Uh, it was the same for today also. And, uh, so that's what I paid special attention to. It was just like, a real classroom situation, a real classroom environment. It was just like a real classroom environment. I mean, that's what she does in the classroom. She, um, using the projector, the exercise are on the board and then she gets students to give answers and she did the same using the screen-sharing (option on Zoom. (ESDC 2)

Instructor E provided the following positive feedback during the second Post-OM based on the notes she kept during the observation on the instruction in general and teacher talk(ing) time for her peer, instructor F,

Instructor E: Now some notes here. I'll follow my notes. You've started with checking the homework that you had given in the previous session. And, um, you asked the students if they had any questions, uh, about the previous lesson, and then you, um, uh, as far as I remember there weren't any questions, then you started the causative form. You explained the structure and, um, so you, uh, stopped to let students to digest the new topic. Uh, that was good. (Post-OM 2)

On student engagement, instructor F was provided with the following positive feedback, by her peer instructor E in their second post-observation meeting,

Instructor E: The students participated, uh, by using the chat box. Um, I noticed that, and some students, uh, participated orally. Those students who usually, uh, also participate in class. I know some of them like (mentions some students);

Instructor F: Yeah.

Instructor E: They were always active. They were the active ones. Yeah. Yeah. There weren't any technical problems during the session. And, um, you also tried to, you poked the students, which was also good. Of course, students who remain silent, they need to be poked from time to time. I don't do that very often. Um, I should also do that. And we need to, um, uh, keep poking students because, you know, we want them all to be active. (Post-OM 2)

The observer, instructor E, provided the following comment in her RD regarding the student engagement skills of her peer,

I liked the way she addressed the students. She had established a good relationship with them, it was obvious. She tried to encourage students to join the class. She was always trying to maintain constant contact with the students. These I shared with her. (RD, Instructor E)

Interestingly, instructor F wanted her peer to compare her performance in face-to-face and online instruction, and consequently received the following comment from her peer, instructor E in their second post-observation meeting,

Instructor F: Hocam, which one uh, is better? I mean the normal class or the online class, what do you think?

Instructor E: You mean what? yours?

Instructor F: My online class or normal class? My usual class?

Instructor F: Well, I couldn't see much difference between them. I mean, they were similar. Um, uh, it was, uh, I can't say one is better than the other. It was very similar. I found them very similar to each other. Okay. I, in the, in the real, uh, in the class, uh, the one in the class in the first observation, I remember the only thing that, uh, I'm going to complain about is, uh, those, uh, that group of students at the back. Yes, they were, um, they were not really interested in the class. They were talking, uh, to each other. And, um, that really annoyed me. I didn't say anything to them, but, uh, I found that very annoying. Uh, but of course in the virtual class, this couldn't have happened. Uh, and it didn't happen because everyone is alone in their own homes. That was the only difference. I mean, that was maybe the only thing that was different.

Instructor F: Actually, I feel more comfortable in a virtual class. I mean, while teaching than normal class, but I miss normal class, too.

Instructor E: Yes. Yes.

Instructor F: Because we can't see the students sitting at the back and distract us.

Instructor E: That's right.

Instructor F: We can't see them. Then I feel more comfortable. (Post-OM 2)

As can be seen, instructor F again wanted her peer to give her more information this time on her performance between face-to-face teaching and online instruction. Instructor F believed that there was not much difference between the performance of her peer in face-to-face instruction and online teaching. She just touched on a classroom management issue, saying that some students were chatty in face-to-face instruction, a fact she was not quite happy about as an observer. However, this was not the case in online teaching as the students were attending the online session from their homes. Without the whole experience of OLPO, this type of information would be impossible to obtain.

c. Student engagement and teacher talk(ing) time (third cycle)

Instructor F believed that instructor E was getting used to teaching online, and verbalized her thoughts in the following way on the class observed in general and student engagement,

Instructor F: Hocam your attitude, attitude was encouraging.

Instructor E: Thank you.

Instructor F: I mean, we talked about it, I mean, during my yes, post-observation. You shared the multiple-choice test with students. You shared your screen. And yes, they answered the questions. Then, you explained all of the things about it. I think it was very smooth, hocam. I didn't see any problem about the class. It was a really nice class. (Post-OM 3)

This is an encouraging comment made by instructor F for her peer, instructor E, who was also curious about how she performed during online instruction. The transition from face-to-face teaching to online instruction was sudden, and that is why the

instructors wanted to see how they were keeping up with the aspects online instruction. So, the discussion, which took place during observation meetings provided the instructors with this type of information.

Instructor E provided her peer, instructor F with the following positive feedback on her instruction and teacher talk(ing) time,

Instructor E: You started with the adverbials, handouts, uh, to revise the, um, participle construction. You revised participles, that was good because they have problems with that participle construction. Uh, so it was good to revise it. And, um, then you, uh, continued with the inversion, uh, which was the last of the topics. And, um, uh, you showed very clearly that the auxiliary comes before the subject. Uh, that was very clear. Uh, your, I mean, instructions and explanations were very clear and specific. (Post-OM 3)

As for the student engagement, instructor F received the following comment from her peer, who made a comparison between the performances of the students in the second and third cycle of the observations by also suggesting praising to activate more engagement,

Instructor E: Uh, students, your students responded by using the chat box. Uh, yeah. Uh, this time, uh, they didn't, uh, respond orally much. In the one before. Uh, there were more, uh, talking students, there were more oral responses, but this time, I guess, they preferred to use the chat box, um, more. And, uh, there were about 17 students if I'm not wrong. Uh, I think two people went missing. Because there's normally 19, there are normally 19 students and well, management was good, was, the management was well-maintained and there was evidence that you had planned the lesson beforehand. Uh, and the only one thing, maybe it would be better if you appraised students more to be encouraging because I do that. I try to do that when a student gives an answer, I say "very good". For example, I mean, to, just to, um, as a means of encouragement and for encouraging them, you can do that.

Instructor F: Hocam I usually praise them. I usually tell them "Yes", "Very good", "Thank you", "Thank you so much". But I think that day, I forgot.

Instructor E: Um, what else have I got in my notes? Um, see, I haven't got anything else to say. Um, it was good. I mean, there was no problem. Everything was clear, uh, and straight. So, uh, and students, uh, seemed to have understood. Uh, but of course, it is a difficult topic. (Post-OM 3)

It may be sometimes difficult to be able to reflect on and analyze one's own teaching without an observer. PO and OLPO grant this opportunity to its participants.

For instance, instructor F believed that she was praising her students on the day of the observation. However, she understood and recognized that she was not doing so after she was observed and informed by her peer, instructor E. This is one of the benefits of the whole PO experience conducted thanks to this study.

4.2.4 Case 4 The Fourth Pair: Instructors G & H

Instructor G asked her peer, instructor H, to observe her on giving instructions, nonverbal communication, and student engagement. Instructor H also wanted her peer to observe her on the same teaching aspects. Table 11 is an attempt to illustrate what this pair experienced during the process of PO and OLPO.

Table 11 *Theme, Subthemes, and Codes for Research Question 2 (Case 4)*

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspects	Student engagement	Constructive/Positive feedback	G, H	Constructive/Positive feedback	G, H
		Critical reflection /reflective inquiry / dialogue	G, H		
		Recognizing the areas for further improvement in peer's practice	H	Critical reflection /reflective inquiry / dialogue	G, H
				Recognizing the areas for further improvement in peer's practice	G
				(Absence of) Nonverbal aspects	G, H
				Self-reflection	H
				Professional development	H
	Nonverbal communication	Constructive/Positive feedback	G, H	Constructive/Positive feedback	G, H
		Critical reflection /reflective inquiry / dialogue	G, H	Critical reflection /reflective inquiry / dialogue	G, H
	Giving (clear) instructions	Recognizing the areas for further improvement in peer's practice	G	Constructive/Positive feedback	G, H
		Self-reflection	G		
		Constructive/Positive feedback	G, H		

a. *Giving instructions, nonverbal communication, and student engagement in face-to-face instruction (first cycle)*

After the actual observation, which took place in the real classroom environment, the observer, instructor H, talked about the system she followed while she was observing the class,

Instructor H: What I did was I actually separated the, um, the paper into three parts and, uh, the first one, the first part is where I wrote the um, strong areas. The second part is the differences in our practices and this part actually um, in this part, I wrote some questions that might be open to discussion. And then, the third part was the areas of improvement. (Post-OM 1)

This is an important point to notice here since instructor H made use of the autonomy she was given thanks to the design of the study. In this study, the instructors felt freer as they were not instructed to complete some type of observation checklists. Instead, they were provided with a thick description of the process during the introductory workshop delivered by the researcher. Then, they collected their data and kept their notes the way they wanted, like instructor H mentioned in the above excerpt. The proposed scheme in this study is, therefore, formative (developmental) aiming at professional development, not summative for any managerial and appraisal purposes.

On giving instructions, aspects of nonverbal communication, and student engagement, instructor G was provided with the following feedback by her peer, instructor H, who also reflected on her peer's teaching techniques,

Instructor H: You started with the revision in which you elicited responses from the students. Um, so eliciting was very, um, effective during her teaching. It was really effective and yielded really good results. So, the class basically depended on, um, eliciting responses from the students, which is, which I think is very useful for speaking and listening class. And then, um, in terms of body language, you were, you know, very active, very good. I believe it helped the students to, you know, um, to get more energized. Um, you were walking among the students during your instruction, uh, which I think is very effective. You were, you know, checking them in, individually, and you were also eliciting some questions, um, which I almost never do. So, I think this is also a positive thing. Uh, in terms of the differences in

our teaching, in our practices, um, I jotted down a few things, which I think might be open to discussion. The areas of improvement. One thing that I noticed was that this was also one of our main focuses. Um, some of the students seem to be a little left out during a speaking activity. (Post-OM 1)

Instructor G reflected on this feedback in her RD focusing both on her strong and weak points as in the following way,

Regarding instructional techniques, my peer reported to me that eliciting was a technique I had often used during my lesson and that it had been an effective way to ensure comprehension. Regarding body language, my peer noted that my body language was effective in energizing and engaging the students. However, despite these strong areas, my peer also noted that some students had been left out during the speaking activity. We discussed this issue further, acknowledging that it is a common problem for teachers, and we talked of possible ways to try and involve ALL students to the best of our abilities. (RD, Instructor G)

It is equally important to notice that instructor G recognized the area open to further development after her peer, instructor H, mentioned it during their Post-OM. Not only was she open to this type of comment, but also they discussed some possible ways to tackle the problem. This could have not happened if this study had not been conducted. Thus, it can be considered as one of the positive aspects of the study.

On student engagement, instructions, and the aspects of nonverbal communication, instructor H received the following feedback, depicted in the following excerpt taken from their first Post-OM,

Instructor G: So the strong point here is that you made the most of the, uh, of the materials by engaging all the students actively, you know, rather than just leaving them with instructions written rather than asking them to read passively, you truly engaged them actively by eliciting answers and types of phrases through the exercises of the book. Um, no, regarding the instructions, because that was one of the things that you wanted feedback on. Uh, the instructions were given very effectively. I think, uh, you followed some very effective steps. First, you asked the students to skim through the page, through the book. Then you uh, explained, and then you showed, uh, the instructions on a PPT format. So, um, I think this is a very effective message for giving clear instructions. Um, regarding, um, the body language. Nope, no trouble, really lovely, lovely class manners, nothing to say. (Post-OM 1)

Instructor G also compared her and her peer's approach to teaching speaking, and this created the following discussion, which caused the members of the pair to reflect,

Instructor G: Um, we had a different approach in the speaking task. Uh, your speaking task was more prescriptive. The instructions were clearly projected. Mine was more of a free practice. Uh, we don't believe that either is better than the other, but rather they have got different advantages. Shall we mention a little bit, so talk about that a bit or?

Instructor H: Okay.

Instructor G: Okay. Okay. So, a prescriptive task, I think is good because it gives students guidance. Students are guided, but on the other hand, uh, free practice makes it more spontaneous, I think,

Instructor H: Yes, and more, you know, real life like

Instructor G: Exactly more realistic and interactive. So, we think that we might actually, depending on the task, it also depends on a task. We might make a mix of prescriptive and free practice.

Instructor H: For instance, depending on the class, depending on the audience, like the learners, it might depend on a lot of things. So there are some, um, disadvantages and advantages of both.

Instructor G: Yes.

Instructor H: So it might depend, it depends.

Instructor G: Yeah. On the class dynamics and the level of the class altogether. (Post-OM 1)

Instructor G had also a suggestion in the form of constructive feedback for her peer, instructor H, by recognizing an area for further development for engaging the students, particularly the timid ones in the class she observed,

Instructor G: So regarding engaging students, I think, yeah, a mingling is an idea we have, we talked about.

Instructor H: Yes.

Instructor G: Um, because the class, your class, especially was a bit divided between super energetic, enthusiastic students and on the other hand,

Instructor H: Almost dead.

Instructor G: Very quiet and passive students [both laugh]] So, one idea was mingling.

Instructor H: Yes.

Instructor G: Or either like pointing and directly asking them for example to repeat an instruction. (Post-OM 1)

It is evident that during the Post-OM the members of this pair reflected on both their own and their peer's practice. They also exchanged positive feedback regarding the observed teaching aspects.

b. Giving instructions, and student engagement in online instruction (second cycle)

The members of the pair believed that they somewhat needed to alter or exclude one of the observed aspects (nonverbal communication) due to the changing nature of the instruction, and this can be seen in the following excerpt taken from their second Pre-OM,

Instructor G: We are doing the same. We are on the same page. We are going to teach the same content, uh,

Instructor H: With the same objectives.

Instructor G: With the same objectives. Exactly. So, uh, the first time we observed each other, we observed each other on, uh, two main points. Uh, first point being given clear and effective instructions and engaging all students.

Instructor H: And there was a third point, which was body language, but we think that we cannot observe each other on body language this time, because it's an online environment,

Instructor G: Given the context. So, body language might be omitted, but however, given the context, I think engaging all students especially has become even more challenging. So I think it's even more relevant to get feedback on this point. I would like again, you to give me feedback on how I give instructions and how I engage all students. And you know how effectively I do this, especially given this context.

Instructor H: Mine will be the same, actually.

Instructor G: We'll see how, you know, how it works in this, uh, with this format. Um, right. And really how, how effective is the lesson? You know, how effectively we can teach in this context, how well we can use technology we can actually include that as well.

Instructor H: Um, and how responsive the students are,

Instructor G: You know, different techniques to try and engage all of them. We'll see how it goes.

Instructor H: In a different environment,

Instructor G: Exactly, much different. All right. So, so far, and I think that is all. Yes.

Instructor H: Okay. Yeah.

Instructor G: Thank you. (Pre-OM 2)

Instructor G was provided with some detailed feedback on the aspects she was observed by her peer, instructor H, who also compared her peer's teaching in face-to-face and online instruction during the second ESDC,

Instructor H: In terms of the aspects that we focused on, I would say the instructions were very clear. Definitely. Uh, there was no sign of incomprehension on the student's part. Plus, the teacher talking time was quite reasonable and in order to engage all the students, which was the second focal point, um, you used a variety of techniques, such as having the student read some instructions or referring to them individually for some answers. So, and, um, they were quite useful actually and they yielded good results.

The main difference between this and the previous round of peer observation was of course the teaching environment. However, there was no, there was not any real difference apart from that, the materials that were used, the course book, PPTs vocabularies that I'm sorry, videos, word documents and vocabulary exercises there. They were the same, but of course, adapted to the online environment. For example, the note-taking questions were not on paper, but they were just word documents. And as I said, they still yielded some good results, and eliciting techniques remained the same and still quite useful beneficial for the students and for the teacher as well. And, um, also teacher behavior. I mean, I cannot observe body language on an, on an online lesson, but, um, the voice you were using your voice in an effective way. And that was, you know, really good. So, I would say teacher behavior was very positive and quite encouraging, and the students were as active as they would be in a physical learning environment. So, there was not any real difference between your online lesson and your, um, classroom lesson. (ESDC 2)

Having received this feedback from instructor H, instructor G commented on it in her RD in the following way,

My peer noted that I was still able to give clear instructions to the students using the same eliciting technique that she had observed in the previous round. Even though there was no body language to observe strictly speaking, my peer still reported to me that the use of the voice and the attitude was a strong area of mine and that students were actively engaged. My peer also told me that she had not actually observed much difference in terms of teaching practices between the face-

to-face and the online environment, apart from the materials being converted to an online format. As a suggestion for future lessons, my peer suggested to better evaluate the time that I would choose to allocate to a given activity. (RD, Instructor G)

Much like instructor E in the previous pair, instructor G did not find many differences in terms of the way her peer delivered teaching in face-to-face and online instruction, either. However, she acknowledged the fact that the practice, the activities, and the exercises had to be adapted to the online environment. Over a night, the instructors teaching in the face-to-face realm found themselves that they needed to teach online, It was a very quick change. This can actually be expressed by the instructors' reflection-in-action processes.

Instructor H had also a suggestion both for her peer and herself regarding engaging students with more communicative activities, which was well received by instructor G,

Instructor H: I believe we spent a lot of time on these, erm note-taking questions. It was just a test of six or seven questions. And I believe we spent a lot of time and that actually put a lot of stress in me because I didn't have time. I didn't have time to go back to the listening, have the students listen again and then check their answers. That was partly the reason I couldn't, you know, exploit that material to the best of my capabilities. But, um, we might spend less time on such activities maybe, and spend more time with actually discussing, having the students discuss with each other.

Instructor G: Definitely. Okay. Thank you. (Post-OM 2)

This is a significant finding as instructor H is recognizing a weaker point in their teaching and making a suggestion to engage their students in more productive activities, rather than making them just answer test type of questions. This is being received well by also her peer, instructor G. This phenomenon can be regarded as one of the benefits of the whole OLPO experience since the implementation of this study allowed the

participants to reflect on their teaching for increasing student engagement in more communicative activities in online teaching, as well.

In a similar fashion, instructor H was provided by her peer, instructor G, the following feedback on the aspects she was observed; giving instructions, student engagement, and even on nonverbal aspects of teacher-student communication although the peer assumed that it would not be possible to observe aspects of nonverbal communication,

Instructor G: You have used effective techniques. First of all, you know, she elicited the information from the students. Then, you explained step by step, uh, the activity. You also encouraged the students, which is, um, which was really effective, especially given the class because it's, uh, the students are sometimes rather reluctant to speak. Uh, and also, um, you waited, I think waiting also is quite an effective technique since we need to give time to students to process the information. So, I think that's the, um, this instruction giving technique was rather effective. Regarding engaging students, I think and I believe that this is for all of us, one of the most challenging aspects of our teaching, you know, giving the context for teaching today. Um, And also regarding the, as I said, the pre-intermediate class dynamics, it's even more challenging. So what happens is usually there is a group of four to five students who are very actively engaged and they tend to monopolize the lesson. So, you noticed this, of course, you saw it and you started to pick the students to get answers. And I think this was really effective in terms of participation and in terms of, uh, checking the attendance, checking, you know, if they're actually there, you know, because many of them have got their cameras off as well. Um, also another point that we observed each other on the first observation session was body language in this case here, of course, um, we don't have much body language to observe, but I think that the voice is in the tone of voice is really important and my peer had a very encouraging and motivational voice. (ESDC 2)

As for the nonverbal communication, instructors did not totally abandon that teaching aspect as they noticed that there were still at least to some extent aspects of it, like teacher's voice, which could also be observed during online instruction. Thus, it can be regarded as an important finding that some aspects of nonverbal communication can still be observed in OLPO.

Instructor H was also provided with a suggestion by her peer, instructor G, on how to engage the students more in a note-taking activity,

Instructor G: So there's another point I wrote it down, wrote down. Um, finally I would like to just maybe offer, give a suggestion regarding, um, answer checking, um, in the lesson uh, you did a note-taking activity and when you checked the answers, um, you tend, you actually explain every answer yourself. And maybe rather than doing this, it could be better to actually engage the students more by asking if they agree with each other's answers by asking which notes helped them give the answer. And also, by going back to the, uh, audio content, you know, the relevant extracts so that the, um, answer checking part can be more interactive and, uh, TTT (teacher talking time) can be lower. So, this is it. Thank you.

Instructor H: Okay. Thank you. (Post-OM 2)

As can be seen clearly in the above dialogic communication, which took place in the second Post-OM, instructor G is making a suggestion for her peer, instructor H, on how to elicit answers from the students. This is actually happening because the pair is engaging in a discussion after watching their teaching, giving the chance to both instructors to develop professionally more. It is actually what this whole PO and OLPO experiences are all about.

For the third cycle of observation, instructor G mentioned a recurring topic, cameras being turned off, during the ESDC as in the following fashion,

Instructor G: In the next round of observation, I just noted down that we should maybe try to encourage the students to turn their cameras on. I mean, I don't know if we keep insisting, they might do it eventually. Cause I hate having to speak to, you know, black screens. That's really frustrating. And we tend to, and we tend to pick the ones who got the cameras on, you know, and the other ones can kinda get left out. ESDC 2)

It is also evident here with this excerpt that the students with their off cameras were continuing to be an issue as also mentioned by the previous pair.

c. Giving instructions, and student engagement in online instruction (third cycle)

During the third and final ESDC, the members of this pairing stated that there were no major differences between face-to-face instruction and online teaching in terms of the aspects they were observed,

Instructor H: During the peer observation process, we also realized that we were actually using the same techniques that we used in our classrooms, but this time we'd only adapted them to the online environment. So, uh, this, there wasn't a really big change, but there was only, you know, adaption of, uh, some techniques to online teaching.

Instructor G: Exactly. An example is for instance, body language. I mean, we couldn't really observe body language, uh, you know, on Zoom, but it was replaced by the voice and how we use our voice, our intonation, and our attitude in general. So it was still there, but adapted to the online context. (ESDC 3)

As mentioned earlier, like instructors E and G, instructor H also did not find many differences between how teaching is delivered in face-to-face teaching and online instruction. Like her peers, instructor H accepted that they needed to adapt their materials, activities, and practices to the online environment, as well.

Instructor G on the aspects she was observed received the following feedback from her peer, instructor H, who compared the observee's performance in the previous cycles, on giving instructions, student engagement, and also nonverbal communication,

Instructor H: About giving clear instructions, I believe that you did very well because, um, it was very satisfying. The teacher talking time was very, I mean, it was relatively less compared to your previous classes that I observed. Um, and it kind of, you know, shows me that, uh, you were very straight to the point and the students had no difficulty understanding the instructions. Uh, plus she was very, you know, as I said to the point, it was very, you know, um, straightforward. So, I can say that it has definitely improved. I can say that, um, she, I mean, you did your lesson, uh, with listening, um, eliciting and critical thinking discussion. Um, so it was also very rich in content. Okay. So this as for the second point, which is engaging all the students, you, uh, basically handpicked the students. And, um, it seemed to work because some of the students are very reluctant to speak, especially on online classes, but it worked, they felt the urge to speak. They felt the need to speak. So, they were you know quite active. Um, and you were very persistent in that. Um, and that's also, you know, quite positive. And as for the third point, which is body language, since it's online class, we cannot observe that. But I can say that, I mean, what grabbed my attention is you used the very positive language, even your tone and when you were speaking and it was very encouraging. And so I also liked that. I'm sure the students are also enjoying that very much. (Post-OM 3)

This is a really important finding since instructor H is stating that her peer developed herself in relation to the observed teaching aspects throughout the study by saying for instance, that her peer decreased the amount of her teacher talk(ing) time and

improved the way she was giving instructions when a comparison was made between her performance in the first and the last (third) cycle of the second phase of the study. In a similar manner, instructor H on the same observed aspects was provided with the following feedback during the third and final Post-OM, by her peer, instructor G, who made a specific reference to reflection-in-action (Schön, 1987) implicitly by saying that her peer wisely changed the order of the activities in order not to lose time,

Instructor G: Okay. So, there are a few points that I think are worth mentioning. You actually showed a very good use of eliciting techniques. You elicited the meaning from the context, and also you used relatable examples, examples from your own personal life, which I think was a very effective method as well. Um, before doing the listening activity and another point, there was a true/false part, uh, where students had to answer true or false based on the notes they have taken in the previous lesson. However, since the students weren't there, they weren't really able to answer. They didn't remember the video. So what you decided to do is simply move on to the next activity, which I think was a very wise decision because otherwise, it would have been a waste of time. So, that was a quick and, um, wise decision.

Instructor H: Yeah. Thank you so much. I will take these into consideration definitely. (Post-OM 3)

On the basis of the feedback provided in the previous (second) cycle, instructor H applied what her peer suggested and reflected on this in her RD *“I tried to focus on the time I allocated for certain activities and engage the students more in answer eliciting parts. Seeing and hearing that I managed to improve some areas in my teaching made me more confident.”*

Like instructor G, here we can see that instructor H believes that she improved her teaching thanks to the feedback she received from her peer. What is really striking is that the instructors started to feel more confident after engaging in OLPO and what it required them to follow, such as attending pre- and Post-OMs, keeping reflective diaries, which made them activate their interthinking and metacognitive processes on their own and their peer's teaching.

4.2.5 Case 5 The Fifth Pair: Instructors J & K

Instructor J wanted her peer, instructor K, to observe her on student involvement (engagement) in her Use of English class at upper-intermediate level. Similarly, instructor K requested her peer, instructor J, to observe her on student involvement (engagement), in her Reading and Vocabulary class at pre-intermediate level. Table 12 is an attempt to show what the members of this pair experienced during the whole PO and OLPO process.

Table 12 Theme, Subthemes, and Codes for Research Question 2 (Case 5)

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspect	Student engagement	Constructive/Positive feedback	J, K,	Constructive/Positive feedback	J, K
		Critical reflection /reflective inquiry / dialogue	J, K		
		Recognizing the areas for further improvement in peer's practice		Critical reflection /reflective inquiry / dialogue	J, K
				(Absence of) Nonverbal aspects	
		Self-reflection	J	Self-reflection	J, K
		Using online tools	K	Using online tools	K

a. Student engagement in face-to-face instruction (first cycle)

Having attended and observed the class, instructor K provided her peer, instructor J with the following positive feedback on student engagement in their first post-observation meeting,

Instructor K: They had the chance to talk about it. Um, and they were all, all of the students were given the chance to talk, were given the chance to give an answer. Eh, everything was equal. Everything was fair for them. Right. You never ignored any other students. There was really good management, no discipline problems. They were always active. Students were always active. It's a kind of game, but they

were very informative in fact. [It] seems to me that everything was settled down during the lesson. I could see that. Great.

Instructor J Thank you very much. That's very, very kind of you.

Instructor K: Thank you. It's my pleasure, hocam. (Post-OM 1)

Instructor J reflected on this feedback in the following way, by zeroing in on the teacher and student rapport she was trying to establish,

I think [the] students in my group were already responsive, and motivated. And I am a teacher who always tries her best to establish good rapport/ relationship with the students. I believe that when they were being observed, it gave them a sense of even more motivation to join the lesson, activities even more than ever. I think the group liked the idea of being observed 😊 (RD, Instructor J)

What may be of interest here is that instructor J believes that the rapport she tried to establish with her students may have made her students feel less stressed and be more active during the observation even with the presence of a third person.

Instructor K was provided with the following positive feedback on student engagement, which consisted of some general description of the class observed,

Instructor J: You started with a great introduction of the topic, uh, first of all, you mentioned what had been done and what was to be done, eh, which was great. Uh, I mean, uh, so the students were aware of the objective of the lesson at the very beginning. And, uh, you also started with a group activity, which was again, very engaging, uh, in terms of, uh, students and, um, you also avoided pairing them, uh, to get rid of chatting, for example. So you grouped them according to, eh, I mean, I mean, just randomly, I can say with bananas, apples, uh, you know, strawberries, you mixed them up.

Instructor K: Because I wanted them to sit someone different, the ones that they always sit together,

Instructor J: It was again, a good idea. (Post-OM 1)

It should be noted that providing a general description of the class observed both allows the observer and observee to activate their interthinking and metacognitive processes to recall and talk about what actually happened in that class, leading to a more

effective discussion. The participants in the study really took some time to provide an overall picture of the class they observed, showing that they did not participate in the study just for the sake of it. This is an important and positive aspect of the proposed scheme in the study, meaning that the participants were well aware of the fact that they were doing it for professional development purposes.

Instructor J had also something to share regarding her peer's eliciting and praising techniques, and the visuals she used during the class since she believed that they increased student motivation and thus engagement,

Instructor J: You elicited the answers and while doing this, you also praised, uh, students all the time. I don't know if you were aware of it or unconsciously doing praising.

Instructor K: What do you mean by praising? Good, perfect? Such things?

Instructor J: Yes.

Instructor K: Yes. I try to do that all the time. Yes. I mean, you need to say something between the lines, so that's what I do unconsciously, maybe.

Instructor J: That's good motivation for the students. Uh, and, uh, I would like to mention the visuals in the PowerPoint. Uh, they were really worth seeing, uh, and capturing, uh, attention, let's say. Eh, I believe it also raised student's motivation, and it was a good warm-up activity. (Post-OM 1)

Like instructor E, instructor J also recognized the importance of praising to motivate students. Additionally, like the first pair, instructor J focused on the significance of using visuals to attract students' attention. She also mentioned an online game instructor K used to engage the students and shared what she thought about this activity in the following way,

Instructor J: And uh, I again found the activity good and effective because it showed the overall accuracy result as I said before on the board and it, uh, enhanced rivalry or whatever you call, you know, they, uh, liked it. They seemed to like it. That was again, a very engaging, uh, activity. They all seemed to care about it. (Post-OM 1)

However, instructor K wished to receive more feedback on student engagement, particularly on weaker students, and asked a direct question to her peer, and appreciated the feedback she received,

Instructor K: Thank you, hocam, and I have a question,

Instructor J: Of course,

Instructor K: In terms of student, uh, participation, as you know, this classroom is a bit problematic. I mean, let's not say problematic, but kind of shy. That's why I'm trying to group them all the time. Uh, how did, what did you feel during the observation? Were they motivated? Were they participating? Uh, or were they just participating because of my forcing?

Instructor J: Um, yes, they were engaged throughout, so that's why they, uh, had to, uh, be motivated and they had to, uh, I mean, participate in the lesson, but of course, some of the students were still silent, quiet, eh, but I don't think there's anything.

Instructor K: That was my purpose in fact. There are really weaker ones. I don't want to name them right now, but I just wanted to pick them up on purpose.

Instructor J: The last person, for example.

Instructor K: The last two, maybe, I mean, those guys, uh, just wanted you to see how weak they are. And I just wanted you to see the other girls speaking all the time, I mean, to see the difference between those students, they all started as elementary students, but some of them have improved a lot. The others are still, you know, at the same level. Yeah. That was my purpose. Okay.

Instructor J: But mixing them up is a good idea in terms of such students. They also feel forced and, uh, this is something necessary for them.

Instructor K: Thank you very much, hocam. That's very precious for me. Your feedback.

Instructor J: Thank you. (Post-OM 1)

Based on all the feedback she received, instructor K reflected upon it in the following way, focusing on the constructive nature of the feedback in her reflective diary,

I over exaggerated the activities just to make the students engaged. They didn't have time to scratch their heads, and I got very positive feedback from my peer since she took very detailed notes, which made me visualize myself and my class while teaching. It was impressive and every comment she made was constructive since she enjoyed my class. (RD, Instructor K)

This is really a prominent point here since instructor K knows that the aim of her participation in this study is professional development. That is why she is not hesitating to ask more and direct questions to be able to obtain more information on how she could actually improve her teaching. It is one of the striking benefits of the proposed scheme, whose aim is not managerial or appraisal.

b. Student engagement in online instruction (second cycle)

In the second cycle, which is in online instruction, the peers mentioned a recurring topic, like for example, the third pair, instructors E and F, whether to use the school's LMS for teaching or to switch to Zoom after taking the attendance, and the peer believed that Zoom was better to be able to interact with the students,

Instructor J: The lesson is about finalizing the topic of adverbials. We have a handout that we already put on LMS and eh, we are still following this handout. Eh, of course, we also start with the LMS on the virtual class, and then we make those students move on to Zoom, you know, because it's better to interact with the students.

Instructor K: Yes, I agree. (Pre-OM 2)

It should be paid attention that the instructors could have continued their classes with the university's LMS, which required the instructor to send a request to the student each time a student wanted to participate. However, to be able to increase student engagement, the participants switched to Zoom, after taking the attendance on the school's LMS.

After watching the recorded session of the class, instructor K provided the following feedback for her peer, instructor J on student engagement, saying that there would not be differences in terms of teaching between face-to-face and online instruction,

Instructor K: It was a kind of student, teacher, teacher, students, and sometimes students, students interaction, I guess you just tried to draw their attention to the adverbials, reduction of adverbials, uh, reducing of clauses one by one, as if you

were in classroom. It was great in fact, Uh, it was not a virtual classroom in fact, it was like a real classroom as far as I see.

Instructor J: Oh? Thank you hocam.

Instructor K: Because the examples and the explanations were great and well thought. And you take the attendance of course. Um, uh, you shared the screen with them. You always give positive feedback to the students after each exercise, uh, And, um, with examples, you always provided the students with the examples in terms of adverbial and time clauses. Students keep asking questions all the time like, uh, in class, I mean, they never hesitated to ask questions, which is good, I mean when they don't understand, they ask. I mean, this is not an artificial, um, atmosphere, but it's a, it's not a virtual atmosphere. It's like a real atmosphere. Okay. This is what I felt.

Instructor J: Thank you. I tried to create such an atmosphere.

Instructor K: Uh, yeah. If, if you were teaching in class, I'm 100% sure that you would be doing the same thing with the projector in the classroom. And they did not hesitate to involve in your lesson. Um, most of them were involved, and they were active. They were creating great sentences. They were speaking. They were active. They were really active. I really liked it. I mean, if I were a student, I would really enjoy it both in virtual and real life.

Instructor J: Thank you, hocam. It's a pleasure to hear such words from you.

Instructor K: Very good. I thank you. It's it was great. (Post-OM 2)

As is evident, like instructors E, G, and H, instructor K also believes that there do not exist many differences between face-to-face teaching and online instruction. Interestingly, instructor K shared this (above) part of the Post-OM video recording during her speech in the second ESDC by sharing her screen. The following is what she had to say before the introduction of that part of the video,

Instructor K: I would like to right now show you some videos, some parts of the videos that we recorded during our Post-OM. Hope you might find the answers to these questions, “Were there any similarities and differences? What was it like, real class or virtual class?” So later on, we can just ask for your suggestions, and our plan is to finish the third round next week before the term ends. (ESDC 2)

Receiving this feedback, instructor J reflected upon it in the following fashion in her RD,

She (Instructor K) compared my lesson to a face-to-face one, and she said she could find no difference at all. This was a very nice comment for me because we are all thrown into this remote/online teaching, and hearing that I could handle it as much

as I could when in real classroom made me feel great. It was good to know that my peer found almost no difference between my face-to-face teaching and online teaching, as this was a new experience to me. (RD, Instructor J)

This is important because as can be seen in instructor J's comment in her RD, this type of comment she received from her peer, stating that there did not exist differences between her performance in face-to-face teaching and online instruction caused instructor J to feel more confident in her abilities during online instruction.

Instructor J in the second Post-OM mentioned the importance of asking follow-up questions to engage the students during the class as in the following way,

Instructor J: And you also asked some follow-up questions as you showed the PowerPoint. It was really great. I mean, it's, it's a good way to engage all the students and, um, uh, in order to remind students, I guess you asked the follow-up questions.

Instructor K: Yes.

Instructor J: remind them of the previous, uh, lesson and students seemed to respond. (Post-OM 2)

The online tool and activities that instructor K used in the first cycle to increase student engagement were again one of the topics of the second cycle,

Instructor J: The Quizlet was full of, I mean, uh, the thing that you prepared was full of, uh, visuals, uh, which kept students engaged. And you picked the students, uh, to answer your questions, vocabulary questions again, in order to make them join in the lesson and you try to engage the ones who didn't say a word, which was an engaging effort again,

Instructor K: As usual. I just didn't want to go with the exercise in the book. Uh, you know, one by one, which is a bit boring. So I just planned to prepare a different, uh, activity like Quizlet.

Instructor J: As usual. Okay. (Post-OM 2)

On the use of online tools, instructor J stated the following comment in her RD, by mentioning and praising her peer's technology integration skills,

I was impressed to see that she didn't show any hesitation to use any of the new online tools on a new platform. She is really a teacher who is open to improvement, I try to take her as an example. (RD, Instructor J)

Instructor J also felt the need to talk about these in the second ESDC as in the following manner,

Instructor J: Then came, uh, video watching activity. You know, my peer likes having a variety of, uh, activities during her sessions. And again, it was all the same. I can say there was no difference. And the students watched the video that you just shared with them, and it was really interesting and fun to watch, I can say. And it was a really engaging activity. And the last activity, actually, she used three activities in only one, uh, 50-minute session. It's interesting again, and she has had a vocabulary revision activity, which she prepared on. Quizlet. The students again seemed engaged, I can say. And because it was full of visuals and, uh, related to the vocabulary, of course. And, uh, she again, shared this with the students. (ESDC 2)

Having received this feedback, instructor K reflected on it in the following way considering the needs of the students of the new era,

I found it very useful and had the chance to draw a picture of my teaching in my mind so this helped me adapt myself to the needs of the digital age students. It was good to know that my peer enjoyed my class and would like to use the different online tools in her own classes. (RD, Instructor K)

The use of online tools, such as games, online platforms, and videos to create a variety of activities to be able to engage students more can be considered to show the information and computer literacy level of the participants, the two abilities mentioned in the KSAVE model in table 1.

c. Student engagement in online instruction (third cycle)

In their third Pre-OM, the members of this pair felt the need to underline the fact that they were observing one another on student engagement, and they did not feel changing this observed teaching aspect

Instructor K: Yes, our topic is student engagement. So, we started in the beginning. We started like that. And during this remote teaching, online teaching the topic hasn't changed. So we are still focusing on, um, student engagement, even in online teaching classes.

Instructor J: And, and as always, as I always do, I will try to give them all the chance to speak by picking them one by one in my class. Uh, that's what I always do during the remote teaching and the topic I really wanted to be observed on is,

student engagement, as you said, because we started like this and we are continuing, uh, as it is, I can say. And that's it. (Pre-OM 3)

Instructor K noticed something that instructor J did to engage the students during the class, checking whether the students really understood what they were supposed to do and comprehend, and that is why she believed it was worth mentioning during the post-observation debriefing session,

Instructor K: You always check whether the exercise was clear or not, was understood or not. Yeah, and you got really good responses from the students and they had to rewrite that and resay the sentence using causatives of course. Uh, and once one of the students, uh, wanted you to repeat the answer I believe, but instead of repeating it yourself, you asked another student to repeat the answer for him which was a good way of checking whether that student understood or not. It was a kind of a good strategy or method. I mean, I can say. (Post-OM 3)

Instructor K was also satisfied with the way the subject was explained in the class by her peer, instructor J,

Instructor K: Your explanation was very good. They were learning unconsciously, not consciously let's say, they were using it. They were not like, you know, just learning it for the sake of learning. They were practicing. They were using, they were producing sentences. They were converting it to their own language, their own sentences. It was like advanced level of English and they did really well. I got shocked when I heard that they had the answers, even I was having difficulties finding the correct answer over there.

Instructor J: But they are used to such texts hocam, such advanced texts.

Instructor K: That's right. Okay. They were responding to your questions in English. They were responding to what you're saying. They were very creative. They were very productive and they got, um, they understood, they understood everything related to causatives. This is what I was going to say. They're not focusing on structure. They are focusing on meaning, cohesion, coherence, unity in a text. This was very well prepared, presented, and very well understood by the students. I can say.

Instructor J: Thank you so much. (Post-OM 3)

Instructor K made similar comments about student engagement and the way a grammar item was being introduced in the class (inductively) she observed, in the following way during the final ESDC,

Instructor K: It was not a virtual classroom in fact. It was like a real classroom, as far as I could see, uh, the way she taught online was very similar to the way she thought face-to-face because I had the chance to watch her face-to-face classrooms and online classrooms. Although it was a use of English class. Students had the chance to conceptualize and contextualize the language. In my case, class, students were learning the grammar items unconsciously, and they were using it and producing the desired language. And most of the students were involved all the way. It was a grammar lesson. Again, everything text was always used to introduce the language or the grammar topic, and watching the students engaged made me feel good. I enjoy observing my peer and found her class very useful and engaging, uh, the information given to the students was very efficient and the students were active producing language all the time. Using the grammar item, being told all the time, the way the students were producing language, using grammar points, being emphasized during the class period was impressive because they were upper intermediate students. They were really good. Just a few students were not responding. Um, I can say that upper intermediate students were all well-behaved and active and my peer and her students had a great communication relationship, I can say. But still, of course, there were a few students, um, who seemed to be not responding, although they were all on ears. Because when there was a question being asked to the students that student could answer it very well, which was surprising at first. (ESDC 3)

Instructor J on this point, contextualizing grammar, provided the following comment in her RD,

In my case, I was both fully prepared, as I always am, and my students were also great learners, who were eager to learn. In this generation, students don't want to learn grammar rule by rule, with the formulas, but what they want is to "use" language. With the atmosphere I created in class, with the catchy, contextual PPTs I prepared, the aim was reached, and both parties were satisfied with this teaching/learning experience. (RD, Instructor J)

Instructor K also commented on this in her RD in the following way,

In my peer's class, students were learning the grammar item unconsciously; they were using it and producing sentences. Most of the students were involved. Although it was a grammar lesson, a reading text was used to introduce the grammar topic. (RD, Instructor K)

There has been a curricular shift in the program, where the study was conducted, from deductive way to inductive way of grammar teaching. The change first started with changing the name of the course from Grammar to Use of English. This was followed by changing the materials. The above discussion, which took place thanks to OLPO, demonstrates that this change, contextualizing grammar, was in action in the classes, as well.

Instructor K was once again provided with positive feedback by her peer, instructor J, on an online tool, she used to be able to engage her students,

Instructor J: And on your screen, that was the Padlet, at first. And it's showing some vocabulary meanings and you directed students to open their books and find the related vocabulary to go with the definitions shown in the Padlet. And you asked them to go to the Padlet site and write which word it is on the Padlet. So it was some kind of interactive thing, but what was shocking about is, about this was without saying a word, you know. They weren't, the students, I mean, most of the students seemed engaged and that was something really good and strange to me. They were just having fun.

Instructor K: Sorry, I've missed that

Instructor J: I mean without saying a word, they didn't say anything, but they were just writing on the Padlet, you know, and it made them engaged, I mean...

Instructor K: They are used to writing on Padlet, they like it I believe.

Instructor J: As if, as if they were texting, you know, it was something they were used to, and it was really good. (Post-OM 3)

On the other hand, instructor J shared why she was avoiding the use of online tools although she really liked the idea. Instructor K provided the rationale for using these types of online tools,

Instructor J: And then you shared your screen for a Quizlet activity, which I really admire hocam (laughs). You use a variety of activities, you know, I just want to avoid doing it. So, that's why I put all my materials into a PowerPoint presentation. And that's the only thing I show to the students because I'm really afraid of, you know, something might come up. So, I want to get rid of this. That's why I, uh, compile all the activities in a PowerPoint presentation. That's the only thing I share with them (laughs). It was great, hocam. Nothing to say.

Instructor K: Thank you very much. In fact, yes. Pre-ints groups are like that. You know, there are really nice students, but the rest of them are not very well-motivated. So that's what we do all the time. I like trying things. It is like as if I'm electrocuting myself, but, um, I don't know if something goes wrong, it goes wrong. Everything can be compensated. It's not a problem. So I'm trying. Yes Padlet, Quizlet, other things. I mean, this is reading, so you need to make them speak all the time and how can you revise vocabulary? So yeah, some activities are needed. Thank you. (Post-OM 3)

The pair concluded their experiences regarding student engagement referring to the traits of the new generation, generation Z, in the last ESDC as in the following manner, stating that the students were engaged even though the instructors did not really think so,

Instructor J: We came to the conclusion that although students of this era don't seem to be motivated, they are actually following the teacher. So, we don't need to get stressed over the seemingly less motivated one. So, we have to keep going. Eh, so, they are engaged somehow. Here are your reflections, hocam (refers to the PowerPoint presentation).

Instructor K: Thank you, hocam. In fact, at first I had the feeling of making all the students get involved in my class. Uh, later it turned out to be the common feeling of all instructors as well, as far as I can see everybody, uh, in our group was focusing on student engagement, student involvement, motivation. Uh, this was a strange feeling for most of us in one of the meetings we had, remember? Uh, most instructors were also focusing on student engagement for their peer observations since, uh, most of them thought that all the students let's say not all the students, some of the students seemed as if they were not interested in what was going on in class. So in fact, it turned out to be just the opposite, these new digital era students are not responsive, but they're aware of everything happening around them. So, I decided to change myself. I'll do my best of course, but with the ones who are responding, I will continue teaching. I'm not going to force myself and the students. (ESDC 3)

This can also be regarded as one of the important findings of the study. Though some instructors believed that the students were not engaged in what was being presented in the class, thanks to the discussion held in observation meetings and ESDCs, it was understood that some of the students were actually paying attention to the class content, a fact which was attributed to the traits of Generation Z by the participants in the current study.

4.2.6 Case 6 The Sixth Pair: Instructors L & M

Instructor L demanded her peer, instructor M, to observe her on the speed of teacher talk and the level of language used by the instructor while giving instructions or making explanations in her PAS class at pre-intermediate level. Instructor M wanted his peer, to observe him on student engagement in his Use of English class at upper-intermediate level. Table 13 is an attempt to summarize the experiences of the sixth pair, namely instructors L and M.

Table 13 Theme, Subthemes, and Codes for Research Question 2 (Case 6)

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspects	Giving (clear) instructions	Recognizing the areas for further improvement in peer's practice	M	Critical reflection /reflective inquiry / dialogue	L, M
		Self-reflection	L	Constructive/Positive feedback	L, M
		Constructive/Positive feedback	M	Self-reflection	L
	Student engagement	Constructive/Positive feedback	L	Constructive/Positive feedback	L
		Critical reflection /reflective inquiry / dialogue	L, M	Critical reflection /reflective inquiry / dialogue	L, M
		Recognizing the areas for further improvement in peer's practice	L	(Absence of) Nonverbal aspects	L
		Self-reflection	L, M	Self-reflection	L

*a. Giving instructions and level of teacher talk in face-to-face instruction
(first cycle)*

Instructor L was concerned about the clarity of the instructions she gives and the level of her talk during the class, and she mentioned this in the first Pre-OM,

Instructor L: And the reason why I'm starting with a film is because they're, I mean, approximately two thirds of the class, have very low motivation, and probably because they feel like they can't follow, especially the language of the course and maybe the skills are challenging as well. So, I will start with a video where there was, there is no English at all, but just, um, subtitles in English. (Pre-OM 1)

By stating the techniques and the materials instructor L would use during the actual class and reflecting on the phenomenon, she wanted her peer to observe the points as can be seen in the following excerpt taken from their first Pre-OM,

Instructor L: So, as materials, I will start with a Kahoot. I will have a video. Um, I will have a PowerPoint presentation and I will give them a handout of these slides. The technique I will be using is mostly discovery method. Um, and what I would like you to observe mainly is the level of the language that I will be using in order to give the input, to explain the teaching point. And the instructions that I give, because I feel like the, um, the proficiency level of the students is so low that some of them are just getting lost. And because we are always rushing, like even though I tried to simplify my language, I can't check whether everybody is on track. Um, so usually it's, they just explain it to each other in Turkish and that's how they get along. Um, so that's what I would like you to observe. (Pre-OM 1)

On the aspects instructor L was observed, instructor M provided the following positive feedback and a suggestion after the actual observation,

Instructor M: You said you sometimes are not sure if all the students are following your instructions. Um, if they're clear enough or if they are easy enough for them to understand, and I paid attention to this, and I can say your sentences were simplified. They were easy enough, I think. But maybe you can just slow down a little bit when you're giving the instructions, because I think sometimes the, they're lost. They may understand the instructions, but I think you should give them more time to understand the instructions. Other than that, uh, I saw students being fully active in the class while some others, uh, who seemed lost, but I don't think it's because of the instructions, the instruction issue that we talked about. But rather than that, I think it's about your level. I think this course is, uh, or this course could be a more difficult sometimes above the average level of the class, because I saw students, uh, who are completely following you and following the activities, but some students were asking each other, "what are we doing?" "What is the task" and stuff? So maybe it's slowing down a little, would help this. (Post-OM 1)

Instructor M, the observer, also wanted his peer, instructor L, to reflect on her teaching by asking her a direct question in their first Post-OM,

Instructor M: How did you find the class? Did it go like according to your plan?

Instructor L: The active students were more talkative today. Talking about arguments is a bit high above their level in terms of, I mean, not just, uh, language, but cognitively, I mean, you need language in order to think as well. So, because they don't have that language in English at least. Um, they can, cannot think about arguments. So, uh, I feel like, um, it served the purpose only to let's say a handful of students, not it did address, I mean, I couldn't, um, address all the students' needs. (Post-OM 1)

It is an important aspect, which should be noted here as the observer (instructor M) is asking the observee (instructor L) to reflect on her own teaching, rather than just providing her with the overall picture of the class he just observed. Thus, this type of direct question is causing the observee to activate her metacognitive skills and think about her thinking process during the class she was observed. This is a clear example of strong dialogic communication occurring thanks to the PO experience in this study.

a. Student engagement in face-to-face instruction (first cycle)

Instructor M shared his plan with his peer for his class to be able to engage the students by providing a general description of the class she was to observed in,

Instructor M: And let me give you, uh, create you a picture of my class tomorrow. Well, as I said, they're usually active but sometimes they feel tired and exhausted. They don't want to do anything. Just, wanna sit there, sleep. So it will, it might be challenging for me, but since I will play some games with them, my thing, they will be active. But again, there are some students who are usually unwilling to raise their hands, to say anything in the class. So, I will try my best.

Instructor L: Will you be trying something different this time to get them involved?

Instructor M: The activities are different than the ones that I do usually in the class, because I like to play Kahoot games in the class. And, uh, this will be the first time that I can pair them up and ask each other questions because of the topic. I think it's very convenient for this kind of activities, and yeah, that's it.

Instructor L: Okay. (Pre-OM 2)

Having been to the classroom, during the Post-OM, instructor L provided her peer, instructor M with the following feedback on student engagement, and the feedback led to some type of critical discussion where the members of the pair shared their ideas,

Instructor L: It was nice to be there. Well, you told me to observe the, uh, the involvement of the students. When you said that, I thought the students were not motivated, but surprisingly, I mean, I, as soon as I entered the class, I got that positive rapport in your class. And that continued until the very end of the lesson.

Instructor M: My point was actually, uh, the class is very active and motivated. Yes. But sometimes I miss some students. I don't let them, um, participate in the speaking, for example, I don't let them say their opinions. And I sometimes think, um, I focus on some certain students all the time, ignoring the others. Uh, maybe the less interested ones. I always pay attention to the most interest interested ones. So maybe, uh, that was my point.

Instructor L: Yeah, that, that happens. That's natural. It's just that you forget, I guess, I mean, just overlook some of the students and it's natural. We all do that. Um, well in this class, most of the students participated and you chose some of them um, purposefully. In terms of your lesson plan, you started by writing, um, like you asked them a question and I liked the way you try, always try to elicit, um, the responses from the students. Um, so you're sort of using the discovery method, which is really good. (Post-OM 2)

Instructor L reflected on the feedback she provided for her peer in the following way in her RD,

I told him that he was actually overly concerned and that there was no need to be as the students in the class I observed were really active and did participate. They listened to not only the teacher but also their peers. Only two students in the front corner kept quiet and missed the teacher's attention. So, my observation and feedback in this area made the teacher realize that he misses students in that corner of the classroom. (RD, Instructor L)

Based on the feedback received, instructor M verbalized his thoughts in his RD

“My peer told me that I ignored only a few students and it was okay because we all do sometimes. It was honest and true. I found it [the feedback] exciting and refreshing.”

Instructor L also shared her views on the importance of having a sense of humor to be able to create a friendly classroom atmosphere where students feel the need to

engage and participate, and she believed that it was one of the strong points of her peer, instructor M,

Instructor L: Um, I loved your sense of humor. I think a teacher with no sense of humor should not be a teacher. I really, I really believe this. I mean, if there was an exam to hire, uh, teachers, I mean, even a national standardized exam, I would test the sense of humor somehow, somehow. I think, uh, I mean, one of the first things a teacher needs to do is to establish a positive rapport. And the sense of humor does really, really help. And I think the rest will just naturally come. So, you have that. And I really, um, loved to see that in your class. I think you're a good teacher in that sense.

Instructor M: Thank you, hocam. Thank you.

Instructor L: Um, other than that, let me see. Everyone was listening to each other. I mean, yeah. That was really interesting. Um, like they listen to each other's sentences, even though some of them had the bad pronunciation, it was difficult to understand. They still tried to understand what they were saying. Other than that, it was good. They produced if sentences. So, um, they could produce conditional sentences. That was nice to see and hear. So, I think you have a good atmosphere. If you just pay attention a little bit more on, um, making sure that everybody says something. I think, I mean, I think you can do that. Um, that's it.

Instructor M: Okay, thank you, hocam. (Post-OM 2)

As can be seen in the above excerpts and quotes, the members of this pairing approached the observed teaching aspect(s) from a critical point of view, questioning the quality and efficiency of their own and their peer's practice. This shows that they were not participating in this study just for the sake.

b. Giving instructions and level of teacher talk in online instruction (second cycle)

Instructor L initiated the second Pre-OM with her plan in her mind for the class that was to be observed by her peer, instructor M, and reminded the teaching aspect she wished to be observed on in the following way,

Instructor L: remember the, uh, the point I wanted you to observe is, um, the level of the language that I'm using when I'm either giving instructions or explaining something. Um, because these are pre-intermediate students, they have difficulty understanding what's going on in class.

Instructor M: Okay. Great. So I can't wait to talk to you again, uh, after the observation.

Instructor L: Thank you. And I'm curious about your feedback.

Instructor M: Okay. Thank you, hocam. (Post-OM 2)

Having watched the videotaped session, instructor M provided his peer, instructor L, with the following positive feedback, though his peer was not totally sure about the appropriateness of her instructions and the level of her talk,

Instructor M: Uh, first of all, I have to say that I was really impressed when I was watching your class. I'm like, I cannot even imagine another way of teaching the students, how to prepare a poster in a better way. It was awesome.

Instructor L: Really? Okay. Thank you.

Instructor M: I was really impressed. Um, Uh, well, when it comes to the level of the instructions given by you well I didn't see any problems at all, uh, actually I thought, um, even your intonation was so, um, how can I say? made for this level, um, like the words that you chose, the way that you made sentences, it was really, uh, well, I think in my humble opinion.

Instructor L: Thank you, but I am having great difficulty,

Instructor M: Well, uh, I believe it pays off, hocam because, uh, all the students were so, I don't know, interested in what's going on in the class. They were all like following you, they were taking notes. They were just, uh, participating. They were answering your questions. Uh, I was really impressed. (Post-OM 2)

It is really noteworthy that instructor L insisted on hearing some negative criticism on the aspects she was observed, but her peer was satisfied with the way she handled the issue,

Instructor L: I was expecting, um, some negative criticism, or constructive. I mean, of course, you are uh, I'm sure you would have made constructive criticisms, but I was expecting some negative criticism actually.

Instructor M: Do you have any like specific questions about the class?

Instructor L: Um, I mean, sometimes I, when I'm trying to simplify the language, I, I sort of become aware at certain times that I'm using words wrongly or making some, even grammar mistakes, because like I'm so, um, focused on simplifying that sometimes. I don't know, I mean, I produce awkward language. Um, I mean, that's something I notice in some of my lessons myself.

Instructor M: Well, I believe everybody makes mistakes. We are not native speakers, and even native speakers make mistakes, you know, so I, I think it's fine. (Post-OM 2)

c. *Student engagement in online instruction (second cycle)*

Instructor M started the Pre-OM reminding the teaching aspect he wanted to be observed on by his peer, instructor M, by referring to the changing and challenging nature of the instruction from face-to-face teaching to online teaching,

Instructor M: We talked about it before, um, I sometimes have difficulty, uh, when I ask my students to say something in the class. Uh, I don't think I'm fair sometimes. I pay attention. I pay more attention to the ones who are always willing to, uh, participate in the activities that we're doing in the class. And, you know, since we are trying to adapt to this new, uh, online system, it is even more difficult now to, um, treat every single student, uh, equally. So. Uh, I'm paying more attention to that, uh, after our first observation. (Pre-OM 2)

Regarding online instruction, instructor L provided the following comment during the final ESDC, focusing on the fact that it was a transition/orientation period for all the instructors,

Instructor L: During the second cycle, of course, um, it was the transition period where we, um, moved on to remote teaching and we really didn't know how to approach the students and how to, um, prepare our lesson plans. (ESDC 3)

Instructor L after watching the recorded session of the class provided her peer, instructor M, with the following feedback on student engagement,

Instructor L: Well, actually your students, causatives, first of all, causatives, it's a very difficult, uh, grammar subject. And usually students, um, do have difficulty understanding this topic. But, interestingly, your students were really engaged and, um, even though you prefer the deductive approach this time, um, I mean in the lesson that I, observed when you taught face to face, I mean, in your traditional class, of course, I mean, uh, you had a more interactive lesson plan there. Um, here you preferred the deductive approach. Um, it's usually very difficult to understand causatives when you teach deductively, but your students were really engaged. (Post-OM 2)

As can be seen, instructor L was surprised to see student engagement when a grammar point was explained in a deductive way, and she expressed her ideas in the following way with a suggestion,

Instructor L: I mean, it was a deductive lesson and you said like, it was more like lecturing. Um, you accepted that from the very beginning, but despite that students

were, um, participating. I mean, I wasn't expecting that much of a participation. Um, I don't know, you have a positive rapport with your students and they are following what you are saying. So, I was impressed in that sense. I mean, not all of our lessons have to be inductive. Not all of them have to, um, be based on discovery learning. Sometimes deductive methods can be more helpful. Um, and I mean, if your, if all of your lessons were, um, lecturing, I, I don't think your students would listen. Okay, but I think you have a variety of different ways of planning your lessons. So, your students do participate even if it's lecturing sometimes. So, uh, it was a successful lesson, I think, I think you did, um, address the topic really well and they did get the idea. In terms of, um, student participation, it minimizes the frequency of, um, the students' participation. However, if you want student's involvement, I guess you need to sort of keep away from the deductive methods as much as you can.

Instructor M: Yeah, yeah. (Post-OM 2)

However, during the ESDC, instructor L provided the following comment,

Instructor L: And, um, well, maybe it wasn't a surprise for me because maybe we all know that in deductive lessons, the, uh, level of interaction of students, uh, decreases, and this class was sort of like a confirmation of this because, um, even though my peer tried very hard to engage the students, um, the, when we compare it to the face-to-face, um, environment and the approach he used there the difference in the approach he used there, uh, I can say that there was a decrease in the level of engagement. And I thought if we want interaction, we should stay away from the deductive method. Um, deductive teaching can be like asynchronic, but when we are synchronic, I think we should try to use the inductive method. And I suggested that he could present examples and the students could try to infer the rules of the causatives, um, in that way, maybe there could have been more student engagement. (ESDC 2)

The following is how this particular feedback was received by the observee, instructor M, in the Post-OM,

Instructor M: Thank you hocam for your like nice comments. You're being really kind. Uh, well, you know, as you said, I try to use different styles when it comes to different, uh, topics. I don't think every topic can be taught in the same way in many comes to grammar. Sometimes like this is, this could be the first time that I've used the deductive method, because I thought like, how can I, um, make things clear? This is my first aim now, you know, um, I have to do my best when it comes to explaining the details and what, like, when I'm doing that, I also to ask them or want them to find out stuff by themselves. (Post-OM 2)

In addition to this explanation, instructor M provided the following comment during the final ESDC to clarify why he thought there was less student engagement in the class he was observed,

Instructor M: First of all, I want to start with saying this, uh, you know, we observed each other's classes that were already done. It was not a live observation. So, I was trying to pick a class to be observed. Um, I picked the newest one because I thought I was not very proud of that class. It was not, uh, one of my best classes. So maybe that's why that could be a better opportunity for me to be, um, for some improvement, I thought so that's why I picked that class. So, I know that it was not a very successful class. (ESDC 3)

This is another significant point since instructor M did not select one of his best performances for her peer to observe. He knew that this whole experience was for professional development purposes, and that is why he selected a class, where he thought he could find some space for further improvement. In traditional observations, it is known that the observee usually tries to perform in the best possible way, thus giving the observer some type of false impression of what is actually going on in that class. However, in this proposed scheme, since the aim is professional development, the observee did not hesitate to select a class in which he thought he did not demonstrate his best way of teaching.

d. Giving instructions and level of teacher talk in online instruction (third cycle)

In this cycle, instructor L wanted to start by reminding the teaching aspect she wished to be observed by her peer, instructor M,

Instructor L: Um, again, the, um, the point that I had asked and we are still continuing with the same point is the language, the level of the language I'm using while I'm communicating with the students. (Pre-OM 3)

During the Post-OM, regarding the observed aspect, the following was what the observer, instructor M, had to say,

Instructor M: I don't know why, but I kind of felt that you were trying to, um, um, make your instructions easier than before. You always try harder each time. It feels like that. I don't know maybe it's just me maybe because I focus on that so much. Maybe that's why I felt like that. But again, your instructions are totally fine. Level-wise and everybody seems again, like they were following what you were talking about. Um, I don't know. I don't have much to say as usual, but again, I really enjoyed your class. (Post-OM 2)

According to instructor M, his peer, instructor L showed some type of progress in the observed teaching aspect, the level of her talk, and the way she gives instructions. However, instructor L was not completely satisfied with these observed aspects, and she explained herself in the following way reflecting on the differences in the comprehension of what was going on in the class,

Instructor L: And in terms of the instructions, like my language is getting I'm trying, like, I feel like I can't speak in those classes, because like, there was the majority of that class, like two thirds, I think weren't really following what was going on. Like there were a lot of students who really dropped the course and like, I was trying to address them because like I texted them beforehand saying, "come on, you can do it. I can extend the deadlines." Uh, so, and at the end, they, I mean, ask me in Turkish. I don't know whether, uh, you watched the end part, I think, or I don't know whether it was in this video, but normally when it's towards the end, when I wrap up, they start asking me questions in Turkish, they don't talk during the class. So that's why I feel like they don't understand me no matter how simple my instructions are. So, I don't know. It's frustrating, this level. (Pre-OM 2)

The following excerpt taken from the third and the last Post-OM was the reaction of the observer to what the observee stated,

Instructor M: Yeah. With lower levels, even with upper-intermediate students, sometimes they just come to me. Uh, when we have this break, they're like, "Oh, hocam, I don't understand this. Can I speak in Turkish?" I said, "no, try in English." And they seem like they missed stuff. I don't know why, but it happens. It's not totally related to the level or I don't know. Maybe. They're too lazy to try to understand what you're trying to tell them in the class, they always have this comfort, you know, they always feel like, "yeah, I can ask later, why should I push myself?" Maybe it's because of that I don't know. But as I said, your instructions were crystal clear. If someone didn't understand what you were talking about, I think it's them. They didn't try to. Otherwise, it's nonsense, like for someone not to understand what you were saying. It's impossible. (Post-OM 3)

Exchanging these types of comments and reflecting on one's own experience in a particular class can be stated to cause the instructors to feel a bit relieved. This can be regarded as one of the benefits of OLPO.

e. Student engagement in online instruction (third cycle)

Instructor M focused on the feedback he received during the second cycle, and prepared his plan for the next class he was to be observed accordingly, and this is how he expressed this phenomenon during their Pre-OM,

Instructor M: From the last meeting that we had, uh, I took my notes and the class that I want you, to observe for the class that I want you to observe, uh, I've prepared well enough, I think even I can saw diff... I can see the difference between the, my previous class and the class that you will observe. Um, I will pay attention to writing stuff on the whiteboard or taking notes on presentations or PDFs, whatever I use. Um, And the class will be more interactive, I think, than the previous one. Um, yeah, I will do my best. I took your suggestions into consideration and I think I will do a good job.

Instructor L: Okay. And I can't wait to watch it. (Pre-OM 3)

This is one of the most important findings of the implemented scheme as the participants took into account what was discussed and suggested in the previous cycles and made necessary changes in their lesson plans to be better at the observed teaching aspect(s), like instructor M mentioned in the above excerpt.

Instructor L also touched on a recurring topic, the fact that the cameras are usually turned off, and shared what she had on her mind about it by making a connection between this and student engagement,

Instructor L: As far as I remember from either my own classes or from the classes I observed, like they are the topics that students, um, don't really learn very quickly and are not really engaged when they are, um, being addressed. Um, however, in your class, first of all, I liked the idea that you had them all, not maybe all, but most of their cameras on. I think that makes a big difference and I think it did make a big difference. Um, so there was a difference between your last lesson and this one. Um, the students, I found the students, uh, highly engaged this time and the reasons I think the reasons that made the big difference was, first of all, it was the fact that you had the cameras on, right [since] you asked them to. That was the first reason. So having, in online teaching, I do see, especially when I observe, I mean, another class, I do see that having the camera on it makes a big difference. (Pre-OM 3)

On the same phenomenon, instructor L provided the following comment in her RD,

I found the instructional approach, the sample sentences, the quality of the questions asked, and the teacher's insistence of the students to open up their cameras quite positive and rewarding in engaging students in the lesson. The teacher changed his approach (from a more deductive approach to a more inductive and engaging approach). So it was good to see that the teacher had taken the feedback of the previous cycle into consideration and made an improvement. (RD, Instructor L)

Integrating critical thinking skills into the Use of English class was the second reason for the observer, instructor L, that engaged the students,

Instructor L: So, um, the questions you asked were higher-order thinking questions. It made them think and, um, become engaged with the course. And I liked that very much. So they were doing some critical thinking in your grammar course, which is a very good, um, I'm looking at my notes one minute. Um, so you integrated critical thinking. Huh, you also, when somebody answered the question you also asked whether they're right. You also asked whether their peers agreed or disagreed. Right? So asking whether they agree or disagree with their peer also makes them think and also engages them in the class. Um, so that was really good as well. So, that made students participate further. I could see that more students were participating in this course. I mean, uh, they were asking really good, in-depth questions and that is a confirmation of the fact that, uh, they were thinking critically. (Post-OM 3)

Instructor L also commented on the reasons why there existed more student engagement between the second and third cycle in the following manner during the final ESDC again by referring to the recurring topic of cameras being on or off,

Instructor L: Um, surprisingly, very different from the previous lesson, there was a very high level of student engagement and I'd like to talk about the reasons. So, first of all, unlike the previous lesson, my peer had all the students turn on their cameras and like (Instructor J) mentioned, especially on remote, um, learning during remote learning it's very, very important to keep eye contact by having these cameras on. Um, I think everybody would agree that during the spring term, it was much easier to engage the students because we knew the students, but during the summer term, um, we had students that we had never met before, and if they didn't have their cameras on, we would only see them during the exams. Um, and we could not connect with the students. And naturally engagement level was very, very low. I mean, that's what I experienced personally. So, my peer had the students turn on their cameras at this time. So, this is something that I think we all agree that during our lessons, we really do need to have them turn on their cameras. Um, this time, I mean, uh, in the previous lesson as well, the grammar points weren't presented in a context, but this time he did not lecture, he had the students analyze the sentences and, um, he asked some higher-order, critical thinking skill questions. So this made the students think, um, like he had, he asked questions, like, "why do we need to use, should for example, in this sentence?" or "in which situations would we use the subjunctive?" And such kinds of things, or "what's the difference between the two examples?" kind of thing. So, um, he had the students, um,

engaged in this way by making them think, and then he asked students to produce their own examples. And while they did present example, he did not correct any grammar, mistakes himself. He asked other students to correct the grammar mistake. So, he called on, um, um, other students and he tried to, um, make sure that he called on each student in the class. So, this made students attentive and they commented on each other's sentences. So, from the lesson I found this lesson very, very successful. So, I mean, what's, uh, um, I induced from this experience was we really do need to have their cameras on. We need to have the students think all the time. Um, having students comment on their peers work does establish, I mean, interaction in the classroom, even though it's on Zoom, and we need to have them alert all the time, making them think that the teacher can call on them anytime. (ESDC 3)

This feedback was well-received by the observee, instructor M,

Instructor L: So I think this was a really successful course in, um, the level was really high. And I think it was, um, perfect. Uh, and you were really well prepared for it.

Instructor M: Thank you hocam, I may cry now because the last time, you know, we had this meeting and the meeting with the other colleagues [ESDC2], I felt kind of bad because, you know, um, as I said, like the class that you previously observed was not one of those classes I was proud of, on purpose. And I shared this with you and now I feel better because it's really nice to hear things like that. (Post-OM 3)

Based on the discussion, which took place in observation meetings and reflections taken from the reflective diaries, it can be stated that the members of this pair considered what they talked about the observed teaching aspect(s) and acted accordingly in the following cycles. It can, therefore, be argued that the whole experience of PO and OLPO assisted them in becoming better at their teaching in terms of the observed aspects.

4.2.7 Case 7 The Seventh Pair: Instructors N & O

Instructor N, wanted her peer, instructor O, to observe her on student participation (engagement) in her Integrated Skills (Listening and Speaking) class at intermediate level. Instructor O wished to be observed on student participation (engagement) in her Reading and Vocabulary class at intermediate level, as well. Table 14 is an attempt to demonstrate

and summarize what this pair's experiences were with regard to the whole process of PO and OLPO.

Table 14 *Theme, Subthemes, and Codes for Research Question 2 (Case 7)*

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspects	Student engagement	Constructive/Positive feedback	N, O	Constructive/Positive feedback	N, O
		Recognizing new teaching strategies that the peer had not applied before	N	Recognizing new teaching strategies that the peer had not applied before	O
		Critical reflection /reflective inquiry / dialogue	N, O	Critical reflection /reflective inquiry / dialogue	N, O
		Self-reflection	O	(Absence of) Nonverbal aspects	N, O

a. Student engagement in face-to-face instruction (first cycle)

Instructor N was worried about the use of phones, a topic that emerged in the first Pre-OM, in her class during the instruction as she believed that it was refraining some of the students from engaging in the class content, a point that was also agreed by her peer, instructor O,

Instructor N: [mentions some students] are too busy on their telephone. And I don't know about you, but I was thinking, how can we stop them without making, sounding like a high school teacher and telling them off?

Instructor O: I really don't know

Instructor N: But also, like for example, [mentions some other students] constantly on their telephones and it's like a fixture. How do we stop them?

Instructor O: I don't know.

Instructor N: That's my biggest problem as I don't want to treat them like high school students, but sometimes you have to.

Instructor O: Yeah. Yeah. I really don't know. (Pre-OM 1)

This is understandable that the instructors were worried about the use of phones not for teaching and learning purposes as they were keen on increasing student engagement in the course content. After the actual observation, instructor O initiated the post-observation session, with general and positive feedback for her peer, instructor N by mostly referring to a nonverbal aspect of her peer's teaching,

Instructor O: Your interactions seemed wonderful. Uh, your impersonation was really good. Um, your feedback was really, they were very efficient and to the point. You didn't lose any time, and you touched them sometimes to make them come back to the lesson, and it was really good. Your body language, your, you know, impersonations [laughs] really it was good. I, for example, personally cannot, uh, check if they understood it or not. I do not spend enough time if they have checked. I mean, if they have really grasped it and you do it really well, for example. (Post-OM 1)

On this feedback instructor N reflected as in the following way in her RD,

She [instructor O] stated that I was quite an actress acting throughout the class hour. According to my peer, I acted out the words, and used my voice, facial expressions in such a manner that the students could not keep their eyes off of me. She noticed that I was also keen on knowing if any students were left out or not. I was very happy with the feedback and it was very helpful to see the class through the eyes of a peer and professional. I also realized that I should be careful and more aware of students who may get lost during the lesson. Concept questions and more peer-to-peer interaction would be good. (RD, Instructor N)

The nonverbal aspect of one's teaching, how an instructor communicates with students nonverbally, might be regarded as one of the differences between what can be observed in face-to-face teaching and online instruction since the latter does not grant many opportunities to instructors who wish to make use of nonverbal communication. This was the case with the fourth pair, instructors G and H, who really were not able to observe all the aspects of nonverbal communication during the second and third cycles of the second phase of the study.

Instructor N stated that she liked the technique implemented by her peer, instructor O, to be able to engage the students, particularly the ones that learn by moving,

Instructor N: The thing I really loved that I really want to do in my lesson in the future was you getting them to the board and moving them around. I don't think I do that enough. And they really, it made them focus, it really made them and it made them more of a group.

Instructor O: They're a bit kinesthetic.

Instructor N: Yeah, but they were really enthusiastic and I think I need to do that because I'm supposed to be a speaking teacher. So it's a thing that I can really use in speaking activities. I'm not, so that's something that I definitely learned from you and I want to do it more.

Instructor O: Yeah. Thank you. (Post-OM 1)

She also talked about another technique she enjoyed with the same purpose,

Instructor N: I liked the fact that you did peer-to-peer checking, not you just checking them, getting them to check each other's work on the board. That was really nice. I do that, but usually in groups, um, but definitely as I said, something I want to do start moving them around a bit more. (Post-OM 1)

Instructor O reflected on this feedback in her RD in the following way,

My peer was very meticulous, nice, and professional while sharing her feedback from her notes which she took during the observation. She paid attention to the introverted students and the students who engaged in their social networking during the class as well. My peer stated that this was a common occurrence in her class too. We exchanged our ideas on the particular cases and compared the students' attitudes in her and my lesson. We also talked about how we could engage these students, what type of activities they prefer more. (RD, Instructor O)

This is another striking finding of the study because instructor N can be stated to be in her ZPD before she began observing her peer, instructor O. After the observation, she claims that she learned a technique to engage kinesthetic learners through the second-hand experience that PO gives her. Thus, it can be stated that instructor N (re)created some teacher knowledge by adding an activity to her teaching repertoire.

b. Student engagement in online instruction (second cycle)

The members of the pair provided general information regarding the second cycle during the final ESDC, stating that the teaching aspects to be observed did not change though the medium or milieu of instruction did,

Instructor O: When we come to the second cycle, uh, there were the online Zoom classes. We preferred Zoom classes, uh, to LMS because in LMS, as many of my friends mentioned, we had lots of difficulties, and, um, in the peer observation period, we talked about students kept their cameras off. So, our problem has evolved to the students keeping their cams off.

Instructor N: But we still, we still actually were, um, focusing on whether they were participating, whether we were including them. So the actual aspect, the teaching aspect had, hadn't changed. It was the medium of teaching that had changed. So, it was interesting to see that in two different mediums.

Instructor O: Yes. The focus we kept was always the same. (ESDC 3)

As is also evident here, this pair preferred Zoom to the university's LMS, which was not functioning very properly. As mentioned before, this is a prominent finding as the instructors did not want to continue their classes in the university's LMS as they believed that it was not giving them any chances to create interactive classes. In the upcoming term, as a result of this study, the management decided just to use the paid version of Zoom instead of the school's LMS. In addition to this, Instructor O, after watching the recorded session of the class, provided her peer, instructor N with the following positive feedback focusing on the nonverbal aspect of her teaching to engage the students and reflecting on her own way,

Instructor O: I liked the way that you use your voice because that's something I need to work on. I keep shouting, uh, it was, uh, just last week that I started to, uh, try to talk, like I'm a human being, getting, you know, I'm not in the classroom, so I don't have to yell at people and, um, your voice is really well. And also facial expressions. You're so good and voiced, which makes the students focus on what you would say. (Post-OM 2)

Instructor O talked about these nonverbal aspects during the ESDC as well,

Instructor O: I liked so many things about my peer's lesson, her tone of voice, her speaking, the speech. Uh, I am really envious because I keep shouting, I catch

myself shouting, like I'm in the classroom sometimes but her voice, the tone, and everything was perfect. I liked it so much. That's the thing that I liked so much about, uh, you know, learning and teaching. She uses her, um, facial expressions, body language so well, but here only facial expressions were possible to engage the students. That's kind of a wonderful weapon. (ESDC 2)

Like the fourth pairing, this pair also stated that though the environment of teaching shifted from face-to-face to online, some aspects of nonverbal communication were still visible and observable in the latter.

Instructor O also mentioned the significance of referring to real-life experiences and timing the activities to make the students more interested in class content. Moreover, instructor N had an explanation for timed activities,

Instructor O: And then you gave a real-life experience. I have my notes here, which really connects the, uh, theoretical to the practical and you made it alive and timed. What I have learned from you is more timed exercises will work for me. Uh, I cannot, I, I do not think that I'm so good at timing the exercises, but your was, yours was really good. More timed exercises (I need). I cannot use time that effectively as you can,

Instructor N: I think you can but the thing is you're doing reading, so it's a different skill. Whereas with me, I've got the timing's already there. I know how many minutes the listening is. I know how many minutes they should do for the activity. And we, all the listening teachers are like that because, um, we know, that's what it's going to be like in quizzes and exams, they have a certain amount of time. So I think that's why, you know, it's just because it's listening.

Instructor O: Yeah, you can be right. (Post-OM 2)

During the final ESDC, instructor N shared what she realized with specific reference to listening activities conducted in online teaching and student participation,

Instructor N: I noticed that the students participated more online when there was a listening activity because they were, um, alone. They were individual. They weren't distracted by other students as they would be in class. So, actually, the listening activities were more productive online than they were in class. (ESDC 3)

Instructor O was provided with the following positive feedback on student engagement by her peer, instructor N, who focused on asking concept-checking questions,

Instructor N: I liked, you know, that you highlighted the instructions more than once so that they couldn't turn around and say, "I didn't understand", which is another one of their very good habits that when we're online, um, concept questions as well, that was really good that you, when you did the answer key. You actually did concept questions to make sure they really did understand what the answers were and why the answers do you know what I mean? Um, and I thought they were all involved. It was really good. They all actually participated, which is really nice. And you acknowledged all of them when they were answering, which was even better. (Post-OM 2)

During the second ESDC, instructor N also mentioned the changing nature of the instruction and what she stated could be regarded as flipped learning in a sense as she talked about the differences between face-to-face instruction and online teaching, and this is visible in the following excerpt,

Instructor N: Um, I would say the difference between the last lesson and that lesson was the fact that actually more of them were involved and more of them seemed to have done the work because they have to. If they don't do the work, then they can't actually be included in the lesson. Um, so, and I've noticed that in my lessons as well, they have to do the work that we assigned to them. Otherwise, they can't do the lessons. Um, whereas when we're at school, they, uh, at the university, they (impersonates a student) "Oh I forgot, oh I'm sorry" you know, but they, they haven't got a choice now. (ESDC 2)

Although it is not within the scope of the study to compare and contrast student performance in face-to-face teaching and online instruction, what instructor N mentioned in the above excerpt can be regarded as an important aspect of online instruction as the students in online instruction may feel the need more to come to the class prepared by having completed the assigned work if they wish to participate more in-class activities and be heard. This is actually what flipped learning requires students to do so that class time can be allocated for more discussion and practice.

c. Student engagement in online instruction (third cycle)

Instructor N started the third Pre-OM by mentioning a recurring topic, students' cameras being off, and stating what she would do in the next class

Instructor N: Cause I'm getting fed up with them. Not knowing if they're actually in including or even listening, you know, they've got their microphones off, they've got their cameras off. I don't even know if they're actually present. So I'm constantly saying their names again and again and again. So I said to them "right on Tuesday, you're all going to have your cameras on because I know that you can have your camera's on" because we've had quizzes where every single one of them has had their camera on. Um, I've done a quiz with them. We did a mock quiz and all of the class have their cameras on. So I know it's possible. So I'm going to ask that. So, basically, I'm going to get them all to turn their cameras on. I really just want to do it to see that they are all participating. Cause that's my bug right now is, um, are there actually listening? Are they actually participating, you know, there are some that I never ever see. Never. Yeah. I never see their faces. I never hear their voices. And I'm constantly saying, did you hear me? Did you hear me? So then they just type now and, uh, kind of annoys me. Yeah.

Instructor O: So the point is, uh, you're making sure that they are actually there present and

Instructor N: Participation, yes, I want participation. So it's more, it's a, I won't be doing a lot of talking. It will be hopefully them. (Pre-OM 3)

Instructor N also mentioned this phenomenon in her RD,

Our problem shifted to a different level by multiplying: the ones who did not want to engage kept their cameras off during the class. The main challenge this time was to make them keep their cameras on during the lesson. We were trying to make them have their cameras on so that we would know for sure that they were there during the lesson and focusing as well as participating. Despite being a few, some students were keeping their cameras off during the lesson. That became our shared problem while teaching online. (RD, Instructor N)

As the reader may have already noticed, this was a recurring topic actually an issue making the participating instructors feel a bit frustrated: the students, whose cameras were not turned on during the class. It is one of the most noticeable findings of the study, affecting how teaching is delivered since in the upcoming term it was decided that it was a must for students to turn their cameras on.

Later, during the Post-OM, instructor O provided the following soothing feedback on student engagement for her peer, instructor N,

Instructor O: You were asking me, "are they actually, there?" all the week because of the online sessions that we have been talking about. They were actually, they

were really there and they participated. I can say that the people, not only the active ones, but the other ones really like your lessons. They are looking forward to having your lessons. Because I sometimes tend to talk to them, like, for example, after my lessons, do you have any lessons or what? And they say, “yes, we have a lesson with (instructor N)”, for example. Or when they come from your lesson to my lesson, they feel better. I can say that I liked your lessons so much in the way that you speak the way that you use your facial expressions, the way that you use your voice. I am just fascinated by them. (Post-OM 3)

Instructor O, on the other hand, was concerned about something different: the students not completing their assignment, and made a comparison between face-to-face and online instruction, and what she believed about working from home was also shared by her peer, instructor N during their third and final pre-observation debriefing session,

Instructor O: I actually, uh, at most six students will have done their homework. The other 13, will be looking at the assignment for the first time.

Instructor N: Okay. Are you having a problem with them doing their homework?

Instructor O: Normally when it was not online, they were wonderful. They were doing their homework, doing their assignments. But now, uh, it has been, um, in the beginning, they were doing it all, but, uh, for two weeks, for one and a half weeks. I am just observing that they started, not making, they're not doing their homework because they think that they have lots and lots of assignments from other classes as well. They don't have the time for that. That's what I get because normally they used to do it.

Instructor N: Yeah. I've had the same thing and I think it's because like you said they have lots of other assignments and also it's project time. They're um, they need to get their projects done. So they've got for me, they've got a project they've also got, um, the academic skills, um, review of literature and post the homework. So that's three big projects.

Instructor O: And they have one project from me.

Instructor N: Yeah. And I think they have a Use of English one as well or Writing. I dunno. Yeah. So they're, that's what they're focusing on. Plus, I think they're getting a little bit used to being at home and I think, you know, I don't know how it is for you, but I'm feeling like lazier and lazier, you know, I basically do work, read and sleep, the housework's going out the window.

Instructor O: [Laughs] The same here. (Post-OM 3)

The pair believed that the fact that the students thought they were overloaded with assignments and projects in their and other classes, and they could study at the

comfort of their home caused some of the students to ignore some of the work they were supposed to complete.

Instructor N after watching the recorded session of the class provided her peer, instructor O, with the following positive feedback referring to what she actually did during the class to engage her students,

Instructor N: I liked what I liked is you asked them “what kind of reading is it?” Um, I think that's really good, not just to say, okay, this is the reading, this is what we're doing, but to actually ask them what kind of reading it is. You explained it really, really well. And I like how you split them. You gave the two tasks to people who had read and who hadn't. And that was really good prepping, you know. So, you reading the questions aloud was integrating skills. I really like that. You really elicit the information you elicit the responses. Very well. I like that you really pushed the students and identified whether or not they were participating. I really liked that lesson, all of your lessons I've enjoyed, really. You went with what you wanted to do the first time we talked, then you pushed for the cameras. You pushed for participation. You, you know, these were the things you wanted to improve and you've improved them. And I think it's really good considering where online teaching and it is hard to identify which students are participating. (Post-OM 3)

This is a significant finding because instructor N claims that her peer instructor O showed some progress on the observed teaching aspect when she compares her performance at the onset to her performance at the end of the study. Instructor O wished for more student engagement, designed her classes accordingly, acted upon the feedback she received from her peer, and according to her peer, instructor N, she became successful. Therefore, it can be argued that instructor O may have extended her ZPD, as suggested by sociocultural theory.

Instructor N reflected on the feedback she provided for her peer in her RD as well, stating that what she did was really impressive,

The task that she did was rather a competitive one. The students had to write their answers to her through “private messaging”. She had to call out the name of the student and give him/her very brief feedback until s/he got it right. I was very impressed. (RD, Instructor N)

In the final ESDC, instructor N also shared her ideas and how seeing her peer use private messaging on Zoom assisted her during her peer was teaching in the following way,

Instructor O: So I had this time with this, um, compared to face-to-face teaching, we had the medium change. Then, uh, I had the opportunity to use that private messaging for the students as well.

Instructor N: Which I loved really, she really gave me a lesson there. So, I used it more after watching [mentions her peer's name] to increase student involvement. Thank you. (ESDC 3)

Believing that the competitive nature of the activity could help the students engage more on the same task, instructor O also commented in the following fashion in her RD *“When the students are engaging in a competitive activity on an online platform, they are more comfortable and less anxious, especially the introverted ones.”*

This is really important: What OLPO is providing the instructors with, as a job-embedded, second-hand experience. The instructor is watching the recorded session of her peer, witnessing how an activity she has not used before is actually working and functioning well, and then making use of that very activity in her teaching. Without OLPO, this would not be easily possible or applicable to real-life experience.

4.2.8 Case 8 The Eighth Pair: Instructors P & Q

Instructor P requested her peer, instructor Q, to observe her on student engagement and teacher talk(ing) time during her Reading and Vocabulary class at pre-intermediate level. Instructor Q also wanted to be observed on the same aspects in her Use of English class, again at pre-intermediate level, actually the same group of the students. The following table is an attempt to demonstrate the pair's experiences they had during the course of the study they participated in.

Table 15 *Theme, Subthemes, and Codes for Research Question 2 (Case 8)*

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspects	Student engagement	Constructive/Positive feedback	P, Q	Constructive/Positive feedback	P, Q
		Critical reflection /reflective inquiry / dialogue	P, Q	Critical reflection /reflective inquiry / dialogue	P, Q
				(Absence of) Nonverbal aspects	P, Q
		Using online tools Self-reflection	Q P	Using online tools Self-reflection	P
	Teacher talk(ing) time	Constructive/Positive feedback	P, Q	Constructive/Positive feedback	P, Q
		Critical reflection /reflective inquiry / dialogue	P, Q	Critical reflection /reflective inquiry / dialogue	P, Q
		Using online tools	Q		

a. Student engagement and teacher talk(ing) time in face-to-face instruction (first cycle)

Instructor P was curious about the feedback on student engagement, and after giving the general picture of the class she was observed, she asked a direct question:

Instructor P: How was it from where you were looking hocam? Were they engaged?

Instructor Q: Yes, I think so. The first thing I really liked about it is, uh, when you entered the classroom, they started asking questions about midterm. They were really curious about the topics, the vocabulary, what they have to study? They asked you about many questions and you answered them patiently one by one. I think this is really important to, uh, like encourage the students, asking the questions and they have the right to know u what the exam is like. So you didn't hesitate spending time for this one. You just spent enough time. You uh, gave the answers for everyone. (Post-OM 1)

Although instructor P was not sure whether the feedback was really addressing the aspect that was supposed to be observed, instructor Q had an explanation for that,

Instructor P: I remember feeling a little bit nervous there because she did not come here to find out about the midterm. I was like “Should I just go on and say, leave the, leave the questions for the second lesson?”.

Instructor Q: I think the students should be answered at any time, whatever they need. If it's something really like unrelated, then you can just talk about it outside. But, uh, if it's something, uh, important, which is really important, the exams are really important for them. So, in my opinion, if they are anxious, if they are worried, they cannot concentrate on the lessons. For me, for them to be comfortable,

Instructor P: You're actually right.

Instructor Q: I think they have to be like really relaxed and they have to learn it, then they can concentrate, or else they just get their phones and they don't care the lesson, even if they are good students. (Post-OM 1)

After this feedback, instructor P provided the following comment in her RD,

The feedback was constructive. I felt I was learning about myself and my student thru this experience. Finding out about my peer observer's insights about students gave me ideas as to how to tailor my own classes accordingly. For example, I started working more closely with one student after finding out about some personal issues they were having. (RD, Instructor P)

This is attention-grabbing because instructor P claims that she initiated working with one of her students more closely after hearing about her personal problems that were mentioned by her peer instructor Q during their Post-OM. Attending observation debriefing sessions, as is clear in this example, can be of help to instructors in this sense.

Instructor Q during the first Pre-OM while she was painting the general picture of the class that was to be observed mentioned the optional students, for whom the prep class is not obligatory, believing that it was one of the reasons causing attendance and student disengagement problems,

Instructor Q: They are generally quiet. They prefer not to speak in English. Like they try to speak in Turkish still because they don't have the self-confidence actually. Uh, because they were beginners at the beginning of the year. This is the second semester, but still, um, they are not ready to speak in English and the optional students, actually, they can't join the lessons very well. Sometimes they

try, but sometimes they don't come to the school and there are some students who have already failed. (Pre-OM 1)

Instructor Q also observed this in the class she attended as the observer, and commented on the optional students in the following manner in her RD,

For student engagement, there were some optional students in that classroom who never joined any of the lessons. Therefore, the instructors had to go on with the hardworking ones. (RD, Instructor Q)

Instructor Q also explained why she had her students play an online game called Kahoot (student engagement purposes) as in the following way,

Instructor Q: Uh, since the beginning of the semester, the students had to study a lot of grammar. Actually, we studied like two books and they had two online workbooks as well. So, it was kind of boring for them. That's why I decided to play a game with them and we played Kahoot. Uh, it was really fun for them. So, when we play games, especially if it's something like [a] physical activity, I think it's really nice for them. (Post-OM 1)

Instructor P had a suggestion about the way the game is played to be able to increase student engagement by praising and providing positive feedback,

Instructor Q: That's why, when I play a game. I prefer to stop the game. I mean, when I received the answers, I tried to stop and give some feedback. I don't want to like insult the students by asking who, who made a mistake, but I'm saying in general, but I can understand from their faces who made a mistake.

Instructor P: Yeah. As you know, your error analysis, uh, run very efficiently, eh, it didn't say anything negative to anyone. But hocam, maybe during the games, eh, eh, could we say more positive things to get them...

Instructor Q: In order to encourage them?

Instructor P: Yeah. Motivated, encouraged, et cetera.

Instructor Q: Yeah. Maybe I couldn't encourage them more because it was a game of 40 questions. I didn't have much time at the end of the game. I was like in a rush. (Post-OM 1)

It is clear also in this example that the members of this pair, like the other pairs, did not engage in observation meetings just for the sake of attending. In the previous excerpt, instructor P is asking a direct question regarding her performance as a teacher in

the class to receive more feedback without knowing the nature of the feedback. Here, she is making a suggestion for her peer to increase student engagement. As a result, it can be stated that the PO experience helped the participants create or build critical friendships.

Regarding teacher talk(ing) time the following was what instructor P had to say by focusing on the importance of playing games during class,

Instructor P: I thought, eh, during the game for you, in the beginning, was a perfect way to start the class because, eh, when you were asking me to, uh, focus on the teacher talk time. Well, that's, definitely, got your talk time to a minimum in the beginning of the lesson. And then later, as you were giving feedback, you had to speak.

Instructor Q: Okay. That's nice. Nice to hear because I speak too much sometimes. (Post-OM 1)

On the feedback instructor Q received, she commented in the following way in her RD *"I was relieved when my peer said almost all the class enjoyed the Kahoot game. I received encouraging feedback in some areas that I had some concerns like student engagement. It was motivating."* This is another significant finding of the study that sometimes teachers may not be so sure about the efficacy of their teaching. Having another eye and discussion with that person in the observation debriefing sessions, thanks to PO, help instructors notice and comprehend what they would miss otherwise.

b. Student engagement and teacher talk(ing) time in online instruction (second cycle)

The second Post-OM started with instructor Q asking instructor P how she felt during the observation, which took place in online instruction, and instructor Q provided her peer instructor P with positive feedback on the subject,

Instructor Q: So, the first thing I want to ask you is, were you comfortable with online teaching with this classroom?

Instructor P: Well, not in the beginning, obviously. Eh, I'm hoping it's going to become better, eh, I try to act I'm comfortable because whatever I feel is going to

reflect on the students' behavior and on their thoughts. I'm sure. So, anyway, what made you ask? How do you feel?

Instructor Q: Actually, I saw you like it, you acted like a professional. You were really comfortable. And I know that when we started teaching online we were all worried as the instructors, but in the lesson, you behaved like you're really good with technology and you have no problem with the students.

Instructor P: [laughs]

Instructor Q: I really loved it hocam. (Post-OM 2)

All the instructors, not just the participating instructors of this study, worldwide faced and experienced a very sudden transition from face-to-face teaching to online instruction. OLPO in this sense by allowing the instructors to see different activities done in other classes and come together to discuss both real-life related and class-related problems in pre- and post-observation debriefing sessions may have eased the tension the instructors were having.

The members of the pair also mentioned a recurring topic, the university's LMS versus the online platform called Zoom, and the following is how they discussed their ideas on this subject,

Instructor Q: So it's really time-consuming because the instructor has to send a request and sometimes their computer denies the request and they keep asking "Teacher, can you send me a microphone request again and again?" So, this interrupts the lesson as well.

Instructor P: And, how do you choose to go on the lesson? I mean, eh, um, I know that you use Zoom, but Perculus [the university's learning management system] one.

Instructor Q: Yeah. Actually, Perculus is a system with some troubles. Yeah, we're having some problems. I don't really like it. I prefer Zoom because it's really time-consuming to send requests and wait for them to accept the request and after they accept sometimes, um, they still need it. It's really time-consuming. I prefer Zoom. Some students have the technical issues about Perculus or some of my hardworking students. I know that they are there, but they cannot turn their cameras on. When I switch to Zoom, they can do it. It's really interesting. I don't know why, but we have this drawback with Perculus. I always prefer Zoom actually

Instructor P: Hmm. I see. I see. (Pre-OM 2)

Instructor Q also mentioned this issue during the third and final ESDC, and talked about how the school's system was causing her to waste valuable time during teaching,

Instructor Q: ... and this was a serious issue because we weren't that professional. So, we had to comfort the students first and then, uh, we could, uh, go on with our sessions, which was really time-consuming in Perculus (School's system for remote teaching. We had a lot of problems, actually, the camera, the microphone, they have to send requests one by one. I really all didn't like it actually, it was really time-consuming when I was teaching something, when I was writing on the board, the student kept asking or sending requests, or the student declined the request. It was really interrupting. So, this was kind of difficult for us. (ESDC 3)

On the same point, after the pair's presentation during the final ESDC, the researcher made the following comment, which happened to be the exact case in the Fall 2021 term,

Researcher: Thank you. I believe it is again, another prominent finding that you have just shared, you have pointed out. The comparison you have made between the school's learning management system and Zoom. I guess there will be now less instructors who are going to use the, uh, our school's, LMS, but Zoom, in the upcoming term because as you have just stated, there were some problems on LMS, our school' system. That's why zoom, I guess, will be more preferred in the upcoming term. Thank you for sharing your ideas, and your opinions. (ESDC 3)

As the other pairs did, the members of this pair also discussed the fact that some of the students were not turning their cameras on, a recurring issue, which was later solved for the upcoming terms as a result of this type of discussion, getting the management to change student attendance policy,

Instructor Q: For the cameras we have, we're having these problems. They didn't want to do it, or they cannot turn it on. So, this is a huge issue to be discussed for next year. For example, if the lessons are all online, we have to, uh, solve the camera and microphone issues or else we can be sure if they are here or not.

Instructor P: Exactly, right. (Pre-OM 2)

Instructor Q also provided her peer, instructor P with the following positive feedback on the aspects she wished to be observed on,

Instructor Q: You wanted me to observe your, um, teacher talk time and student engagement. You had some worries about instruction giving. I think you were great at this because you always check your instruction when you tell something, you ask them again and you type it again in the chat box. And you make sure they understand it or not. And you give it like, you're reading, you give it like homework. They practice the vocabulary before they come to school. You pre-teach the vocabulary and you ask them again, did they read it? Are they ready? And you ask the synonyms and you, you let them read it at home. If it's in the class, you used to do the timed reading. When, when it was face-to-face, now, now they have to be ready as well. So, they know what to do before they come to the lesson, which is really helpful, I think. It's not something surprising. They know that they have responsibilities and in online teaching. Uh, being responsible is really important, or else they can't be successful. (Pre-OM 2)

In the excerpt above, it can be argued that the peers were actually referring to flipped learning like the previous pairing, the seventh pair did. The members of the pair actually touched on the topic of flipped learning, by actually verbalizing the term, and produced the following discussion,

Instructor Q: I upload everything on LMS hocam, like weekly planners. I tell them to study before the lesson. And, uh, I upload it at the very same time as well. They can download it in the lesson, but they can get ready before the lesson as well. Everything is prepared. Everything is uploaded.

Instructor P: So, you already have gone into the flipped learning thing. I haven't done it. Eh, it's eh, I think, eh, that is commendable. I definitely am going to try it. Uh, and, uh, oh, eh, and this is something I learned from you and I'm going to do it. (Pre-OM 2)

Instructor Q also believed that what instructor P did to engage students may also have caused the students to become autonomous learners, and this can be seen in the following excerpt taken from the second Post-OM,

Instructor P: They're more like they're on their own now than they were in the face-to-face time.

Instructor Q: They have to get used to it. Uh, that's why you ask several words to come up with their meanings, and yeah, you, you give, like, your objective is like guessing the meaning from the context as well. And it's like fun. I really liked it in your, when I observe you for the first time as well, I realized that you are prepared. You prepare video, you prepare a PowerPoint instead of a traditional teaching method. You, you're using, uh, some interesting things. And I liked it. It's like a game. They have to guess it, they have the timer and they have to be quick and they are really, uh, they behave like responsible if they couldn't answer it, they say it like out loud. They say, I "couldn't do it. Uh, it didn't finish on time". You're doing the

games like, um, “you give one point to yourselves”. Uh, they are like assessing themselves, so this gives the responsibility as well, and they are being fair. They honestly tell you that “I couldn't give the full answer. So I'm going to give a half-point to myself”

Instructor P: Yeah, that's truthful.

Instructor Q: Yes. They feel like they are the instructors. So, this is really helpful. They really like it to be responsible. Instead of behaving like a high school student, you teach them how to learn and what to do and get the responsibility. And I really enjoyed it. It's some in a, like in the past reading lessons were like very traditional. We just used to, as, as a student, we used to read it and we used to answer the questions and talk about it. It was kind of boring if the passage is not interesting but for you, even if the vocabulary is difficult, you do your best by using the, uh, videos and PowerPoints. And I saw that you give everything, they can download everything so they can go over the materials again. That's why I really liked it. (Post-OM 2)

Instructor P provided her peer instructor Q with the following feedback regarding student engagement by focusing on the online nature of the instruction as her peer was concerned about it, and she also suggested that they use online tools to increase student involvement,

Instructor Q: Uh the thing that worried me was for the online session, this was one of the first online sessions, student engagement. I wasn't really sure if they are engaged enough. And, um, I'm not really sure if they have really technical issues or they don't want to join the lessons. You know, we trust some of the students, but yeah, we don't know the others. So, uh, I, I'm thinking about myself. Like I should do something more interactive from now on, eh, to engage their like attention. So do you think they were really engaged all the class? I know that they weren't all.

Instructor P: I don't know about all of them, but they, eh, I mean, I could, I could hear them actually trying to contribute and maybe we should also find a way of, uh, making them, uh, take turns. Cause sometimes, eh, they, eh, were trying to speak all at once and it

Instructor Q: Yeah, this was a problem.

Instructor P: This is not always understandable. Uh, but I felt, eh, the students were, uh, active, uh, they were actively contributing. Uh, also, eh, maybe, I mean, if you choose to, there are things, things like, uh, I don't know, uh, the Padlet, I don't know how you would use it for a Use of English. And quizzes, you used Kahoot.

Instructor Q: Yeah, it's my favorite.

Instructor P: So, these are all technological tools. And, uh, thank you now I can use all those technological tools and I hope that makes the lesson more lively.

Instructor Q: Happy to hear this hocam. Okay. That's all. Thank you for your contributions. (Post-OM 2)

The members of this pair are discussing some online tools and games with the purpose of heightening student engagement in class content. They are mentioning different tools and games, how they used them in their classes, and discussing the ways how they would increase their efficiency so that their students would become more interested. This type of discussion, collaboration, and information and technological literacy are some of the important skills mentioned in the KSAVE model in table 1.

c. Student engagement and teacher talk(ing) time in online instruction (third cycle)

On the aspects that were observed, instructor P provided the following comment in her RD,

Student engagement and interaction were becoming the main topic in our feedback sessions. We figured these called for more attention, so we kept it the teaching aspect to be observed. Also, long TTT would be leaving less time for the students to interact so that became a teaching aspect of focus, too. (RD, Instructor P)

The suggestion previously offered in the previous cycle seemed to be working for instructor P for student engagement purposes as she tried to integrate online tools into her class,

Instructor P: The class is 25 people, eh, but eh, at the most, uh, 20 of them show, uh, in one lesson, some of them started not attending. Um, and, uh, the ones that do attend, eh, They, especially since I started using the Padlet, they started participating more. So, probably still the student engagement is an important thing to note. If you could please focus on that, I'd be glad. (Pre-OM 3)

Then, after watching the recorded session of the class, instructor Q provided the following feedback on student engagement and teacher talk(ing) time,

Instructor Q: The class was really good actually in your lesson.

Instructor P: Were they? It seems to me like I'm doing most of the talking in the lessons now. This used to be that way.

Instructor Q: Since you're teaching, maybe you may not realize, but I was watching the chat box as well. The students were participating a lot using the, typing their answers. The first thing that I liked is, um, actually, you always use a very soft nice voice. Oh for the lower levels this is really important. Some students are really shy and they, they don't feel like ready to speak. And you make students feel really comfortable. You always motivate them. And even if they give the wrong answer, you encourage for the correct one? Uh, for me, this is really important as well. If they feel stressful, it blocks their learning. So they have to be ready for learning first. I think you really motivate them because they really need encouragement. (Post-OM 3)

As mentioned before in the first cycle of this pair's experience, this is one of the benefits of the whole experience of OLPO as it is granting the opportunity to the observee to be observed by another eye and to notice and understand how she performed in that particular online class.

Instructor P was a bit hesitant when it came to using online tools, but during the third cycle, she began to include more online tools into her class, thanks to the second-hand experience she lived in the OLPO process by watching her peer's classes.

Regarding observing the same group of students in different classes, the pair produced the following attention-grabbing discussion,

Instructor Q: And I saw that many students joined to your lesson. For me Uh, for example (mentions a student), he never joins my lessons, but he joins your lessons a lot. Yeah. This is really nice that we observed the same class.

Instructor P: Yeah. Yeah. I mean, it's, it's funny. That's it? Like in your class. I saw some people that don't speak in my class. People don't speak much. They, eh, then, they do take part in another lesson. I saw that there were people who do not speak in my lessons were more well talking-oriented in your lesson, which is nice. I mean, they should get some speaking done some somewhere other than the speaking lessons. (Post-OM 3)

It is undoubtedly not a must to observe a class with the same group of students in any type of PO scheme. However, this pair believed that they benefitted from the experience as it allowed them to see how the same student(s) behaved in two different classes, like for instance the members of the fourth pairing, instructors G and H.

Instructor Q felt the need to remind her peer, instructor P, the aspect that she wished to be observed on since she had some concerns about it, particularly because she was teaching online,

Instructor Q: Hocam, I want you to observe the student engagement actually, uh, because I cannot concentrate on them one by one. I'm trying to turn their cameras on, their microphones on, but it rejects all the time. So, this is really a time-wasting. Um, I have to go over, uh, the program. That's why, um, if you can pay attention to the students who are there, who is joining, who is not joining, who is pretending to be there, but not there. (Pre-OM 3)

Then, after watching the video, instructor P provided her peer instructor Q with the following constructive feedback,

Instructor P: They were ready to begin the lesson, but you know, the way you went into it was you started with what had happened earlier, elicited from them, how to say this and that. So, it showed them that they already had some things. They already knew some things. They already had information stored in their minds.

Instructor Q: But I feel like, I'm always in a hurry. That's what I feel. Actually. I wanted you to observe me on this. You know.

Instructor P: It does not show, I mean, you may have your mind in, on getting through the topics, but it doesn't show in your actions and as long as it does not, well,

Instructor Q: Okay. That's nice to hear.

Instructor P: Yeah. I mean, I did not feel it at all. So I, I liked that you allowed the students to interact with you both ways. (Post-OM 3)

Instructor P was also satisfied like instructor J in the fifth pair, with the way grammar was being taught since she believed that contextualizing could help engage students more, and she explained this in the following way,

Instructor P: I really, really liked, uh, seeing, eh, you contextualize the, eh, grammar point for them. I think that made it stick in their minds because, you know, I guess without the context, the rules are still the rules, but they will not make all that much sense. And I think the way you presented it made a lot of sense for them because you brought it to like everyday things and they, from the way they responded, I understood that they can go, "Oh, okay." This is a class that's actually focusing and understanding.

Instructor Q: Hmm, nice to hear this hocam happy because we have a lot of grammar rules so that they have to use it in their real lives. (Post-OM 3)

As previously mentioned in the fifth pairing, this finding is a consistent one as the instructors believe that grammar should be delivered in a contextualized way. Changing the name of the course from Grammar to Use of English, and selecting more contextualized course books may not be adequate unless grammar in class is taught with meaningful language samples.

The following table illustrates all pairs' experiences in relation to the whole process of PO and OLPO with the purpose of better representing cross-cases.

Table 16 Theme, Subthemes, and Codes for Research Question 2 (Cross-cases)

Theme	Subthemes	Codes (Face-to-face instruction)	Instructors	Codes (Online teaching)	Instructors
Observed aspect	Technology integration	Professional development	A, B	Professional development	A, B
		Recognizing the areas for further improvement in peer's practice	B	Constructive/Positive feedback	A, B
	Student engagement	Constructive/Positive feedback	A, B		
		Using online tools	A, B	Using online tools	A, B,
		Constructive/Positive feedback	A, B, C, D, E, F, G, H, J, K, L, N, O, P, Q	Constructive/Positive feedback	A, B, C, D, E, F, G, H, J, K, L, N, O, P, Q
		Recognizing new teaching strategies that the peer had not applied before	N	Recognizing new teaching strategies that the peer had not applied before	O,
		Critical reflection /reflective inquiry / dialogue	A, B, C, D, E, G, H, J, K, L, M, N, O, P, Q	Critical reflection /reflective inquiry / dialogue	B, C, D, E, F, G, H, J, K, L, M, N, O, P, Q
		Recognizing the areas for further improvement in peer's practice	B, C, D, E, H, L	Recognizing the areas for further improvement in peer's practice (Absence of) Nonverbal aspects	A, B, H C, D, E, F, G, L, N, O, P, Q
		Using online tools	K, Q	Self-reflection	H, O
		Self-reflection	J, M, O, P	Using online tools	K, P
				Professional development	H
	Giving (clear) instructions	Recognizing the areas for further improvement in peer's practice	C, M	Critical reflection /reflective inquiry / dialogue	C, D, L, M,
		Self-reflection	D, G, L	Self-reflection	D, L
		Professional development	D	Recognizing the areas for further improvement in peer's practice	C,

Teacher talk(ing) time	Constructive/Positive feedback	C, G, H, M	Constructive/Positive feedback	D, G, H, M
	Constructive/Positive feedback	C, D, E, P, Q	Constructive/Positive feedback	C, E, P, Q
	Critical reflection /reflective inquiry / dialogue	C, D, E, F, P, Q		
	Self-reflection	F,		
Nonverbal communication	Using online tools	Q		
	Constructive/Positive feedback	G, H	Constructive/Positive feedback	G, H
	Critical reflection /reflective inquiry / dialogue	G, H		

The findings, originating and emerging from the exemplary excerpts, and quotes gathered by a variety of data collection tools for the second research question clearly show that the pairs with regard to the observed aspect provided most of the time constructive and positive feedback for one another. In their pre- and post-observation debriefing sessions, the pairs engaged in critical discussion. In their reflective diaries, they reflected critically on the process both as an observer and an observee. From time to time, the peers recognized the areas that are open for further development in their peers' teaching practices. On the other hand, some peers recognized their weaknesses in their practices and took action accordingly in the next cycle of the scheme. They were also able to self-reflect on the whole process of OLPO again approaching the issue from a critical point of view. It can also be stated or argued that the participating instructors were in their own ZPD at the beginning of the first cycle. Through time, scaffolded learning, and second-hand experience OLPO provided, they internalized what they observed and witnessed and (re)created their teacher knowledge to some extent as suggested by sociocultural theory. More importantly, the instructors were able

to adapt to online instruction thanks to the design of the study. They stated that the observation, the discussion, and the reflection processes helped them feel more confident in online teaching.

4.3 Research Question 3

The third research question is asking the participating instructors' reflections regarding the implemented design. Specifically, the question is asking the instructors to reflect on the second phase of the study. To be able to address this question, all the reflective diaries and the recordings/transcripts of pre- and Post-OMs along with ESDCs were used.

4.3.1 Case 1 The First Pair: Instructors A & B

The whole process of OLPO helped this pair search and integrate some online tools into their Writing classes, and this was explained in their reflective diaries,

We have both discussed new platforms convenient for the new process. We have also exchanged ideas on different purposes of different platforms, such as Mindmeister, Padlet, Google docs, Slideshare. We tried to make the best of them as we were teaching writing course. I used MindMeister for brainstorming, Padlet, and Google docs for activities in the lesson. Technology has become a must, not an option or a choice. (RD, Instructor A)

Exchanging ideas on different aspects of different online platforms and discussing our classes with this information was really helpful. We discovered that Oxford University Press and MacMillan provides free webinars about platforms and the techniques of using such platforms and we have decided to attend these webinars that will serve our goal on technology and student engagement. (RD, Instructor B)

Regarding these webinars, instructor A provided the following comment in his

RD,

Thanks to this process, we have attended webinars about the use of various platforms in order to increase the students' engagement during the Covid-19 process. Also, we have learned many different useful applications that we can use in the class. (RD, Instructor A)

On the same subject, instructor A also stated how he could integrate what he learned in those webinars, about which he was informed during observation debriefing sessions, into his Writing classes in the following way in the final ESDC,

Instructor A: We also tried to benefit from webinars, these Cambridge webinars, uh, and Oxford webinars on online teaching. And I try to apply them. I tried to also attend the other webinars for writing course. Possibly we will be able to use, for example, if we are going to to, if we are going to involve in descriptive paragraphs now, um, I know that I can open something like, uh, Google Earth and can have a trip in Paris. And I can ask my students to write a descriptive paragraph. (ESDC 3)

This is a striking point since the strong dialogic communication led the peers to experiment with different online tools and integrate them into their Writing classes. Not only did they use a variety of online tools to heighten student engagement, but also they stated that they attended some webinars again for the same purpose, because of their discussion, which took place in their Pre- and Post-OMs. Thus, it can be argued that the members of this pair exhibited some twenty-first century skills, such as collaboration and having technological literacy depicted in the KSAVE model in table 1.

Regarding the effectiveness and benefit of OLPO, instructor B shared his ideas by thanking the researcher in the following manner during the final ESDC,

Instructor B: Hocam [calling out to the researcher], first of all, like thank you very much for giving us the opportunity to have this peer observation, because now I believe that we are going to benefit from this experience a lot because we have a lot of experiences so far. And since we are going to continue with this online education, I believe that like, uh, it will be quite beneficial. (ESDC 3)

On the impact of OLPO on collegiality, instructor B provided the following comment during the same colloquium,

Instructor B: In fact, I mean, we started to collaborate with each other more when I compare it to like face-to-face instruction, like we started to share a lot of ideas. Uh, so that, I mean, we can just make our lesson more effective, especially we have a lot of like Zoom, let's say meetings sometimes excessively, but I mean, it really worked. Thanks to those meetings like we've also learned that, I mean, you having those differentiated let's say, teaching styles really worked during that time as well, because I mean, uh, getting students' attention was not so easy, but I mean, using those differentiated techniques, I mean really got their attention. So, this was another positive item that I can add to my list. (ESDC 3)

The pair also believed that they, as a team, worked and functioned more during online instruction and learned from one another thanks to OLPO. According to them, this was one of the benefits of the whole OLPO experience. However, it should be noted that the second phase of the study took place during the quarantine period, which might have affected the collaborative and cooperative processes of the participants in a positive way.

To be able to approach teaching from a critical viewpoint, particularly online teaching from students' perspectives was also another opportunity OLPO provided for the instructors in instructor's B opinion, and this can be demonstrated in the following excerpt taken from the same colloquium, final ESDC,

Instructor B: I also want to talk about what we learned from this peer observation process. First of all, I believe we started to see things from the point of view of the students, let's say, because, you know, I mean sometimes my peer was the student in a sense. And then I was the teacher. Then, my peer was the teacher, and I was the student and we started giving feedback to each other like a student. I was, I was just saying, okay, for example, "You are doing this well, like many students will just lose their interest or maybe next time, maybe it would be better to not to do this, blah, blah, blah". So, this was another good point, eh, doing this online peer observation. (ESDC 3)

Instructor B is telling here that the whole process of OLPO has given them the chance to feel like a student again. This is actually resulting from the nature of PO, which is a job-embedded "continuous" professional development activity. It can be considered as a significant finding since PO and particularly OLPO, as it was relatively a new realm for all the participants and their students, allowed the teachers to put themselves into their students' places, and it assisted them in understanding how the students felt during online classes.

4.3.2 Case 2 The Second Pair: Instructors C & D

Instructor D referred to the asynchronous nature of OLPO with having no presence of the observer during the class hour, stating that the evidence became completely natural,

Well, to start with, this time it was a typical class – no one was physically present, which is why it was 100% natural. However, during the first cycle (face-to-face instruction), I can say that the piece of evidence that my peer observed was not completely natural. I believe the dynamics of the lesson could have been absolutely different if my peer had not been in the classroom. Face-to-face instruction is not really natural. When there is another teacher in class, sometimes you may not really be you. Better to shoot a class and then share the video. However, there are limitations if there is only one camera. Online, on the other hand, very good piece of evidence. However, online classes are for more tiring for the teacher: This is when you have to multitask. (RD, Instructor D)

The same instructor also wished to mention the same topic during the final ESDC in the following manner *“Online teaching, this way is very good. However, we did it post-factum: we ourselves chose random videos to observe. It makes the whole process naturalistic and natural.”* This is really a prominent result of the study originating from the asynchronous nature of OLPO, because the instructors completed their classes without having an online visitor, an observer, and then shared the recording with their peers. According to instructor D, this process helped data become more natural and transparent, and less artificial than one would not expect to find in traditional PO. On the same topic, the asynchronous nature and the advantages of OLPO, the other peer, instructor C, provided the following comment in his RD,

This is one of the main advantages of distance learning: you can have a video of a session, and it can be analyzed later, like we did. I can say that recorded sessions are A LOT [emphasis in original] better to assess and reflect on. [It was] great that we have access to videos of the sessions – a chance to replay and see some things that you cannot spot during the first time. In general, [it was a] very nice and necessary experience. I believe I also benefitted from it as we shared. (RD, Instructor C)

On the social distancing COVID-19 caused, instructor D had also a striking comment in his RD by mentioning the psychological advantage of OLPO,

That time was really exhausting: We were adapting ourselves to something we had never done before, and having a colleague who deals with the same issues makes you partners, who can unite for the common good (or better). Well, maybe, psychologically it was kind of relieving. (RD, Instructor D)

This is one of the most significant results of the study, the experience of OLPO, particularly during the quarantine/lockdown period, is stated to have a soothing effect on the part of the instructors who participated in the study. This can be regarded as one of the psychological benefits of OLPO.

Although some participants like instructors A, B, G, and H stated that they really benefitted from OLPO since they were teaching the same class/skill, instructor D had a different opinion on this phenomenon and articulated it in the following way during the final ESDC,

Instructor D: In general, [OLPO is a] very nice and necessary experience. I believe I also benefitted from it as we shared the same skill. However, if I had observed a teacher of another skill, it could have generated some new ideas in me that I have never thought of. (ESDC 3)

It can be argued that instructor D could select another instructor, who teaches a different course/skill, as his peer when PO or OLPO is repeated in the upcoming terms.

4.3.3 Case 3 The Third Pair: Instructors E & F

Instructor E had positive comments regarding the PO, and she verbalized her thoughts as in the following in her RD,

In my opinion, the peer observation process was a very beneficial activity because it improved the teaching skills of both the observer and the observed. It gave me the opportunity to see myself from a different angle. It promoted new ideas and perspectives in teaching. Moreover, it can help find new areas for improvement. (RD, Instructor E)

On the same topic, instructor F also agreed with her peer, and shared her ideas as in the following manner,

Learning and sharing through the observation of peers was beneficial to me and I think it will be a common part of my profession. This process aims to back up sharing experience. Sharing of experience with my peer was especially useful, as we share a supportive and trusting relationship. I think positive feedback pushed me to do better as a teacher. As a teacher, realizing the areas or approaches that I need to develop have made me feel more enthusiastic. (RD, Instructor F)

These are really important reflections coming from the members of the third pairing as they were underlining the significance of learning from another peer through observing and sharing, as suggested by sociocultural theory. The instructors of this pair claimed that they benefitted from the whole experience and were able to notice the areas that are open to further development in their practices thanks to the feedback received from the peer during observation meetings. Instructor F is also underscoring the fact that throughout the process, they continued to be critical friends of one another attaining their professionalism, which was another important result.

Regarding the differences between traditional PO and OLPO, instructor E provided the following comment in her RD,

To me, there is not much difference between being observed in face-to-face instruction and online teaching. However, when it comes to observing your peer, there are differences. In face-to-face teaching, you are more aware of the whole classroom, or rather the students during the observation. You can clearly see what they are doing, whether they are listening to the teacher, whether they are engaged, and so on. In online teaching, this is not so easy. In fact, sometimes it can be impossible. You can only understand this by means of students' answers to the teacher's questions, if there are any. (RD, Instructor E)

Instructor E also mentioned the differences between in a similar manner during the final ESDC,

Instructor E: The differences or similarities between the [two] observation process[es], um, when it comes to that, uh, what you are observed, I personally do not find much difference between them because, uh, the, um, the person being observed is doing what he or she is, uh, would have done in, uh, in an, in a face-to-face class. Um, well, one difference between, uh, online, uh, peer observation in online teaching is that, uh, you can't see all the students. I mean, you can only notice the, when they are responding, um, uh, to the teacher, um, or, you know, writing in the chat box. Uh, otherwise they are all right. So, as you can see from the slide [referring to the presentation slide the pair prepared for the ESDC], uh, there isn't much difference between, uh, being observed in face-to-face instruction, online teaching, but as an observer, there may be differences. Uh, one difference is that you cannot see the students. Um, you can only notice them when they are responding or chatting or answering in the chat box. Uh, otherwise they are kind of hidden. (ESDC 3)

It should also be acknowledged that not all the aspects of nonverbal communication are visible during online teaching. However, these comments made by the participants regarding the differences between PO and OLPO can be attributed to the fact that most of the instructors were complaining about the students whose cameras were not on. If a student's camera is off, then, it is understandable that the instructor cannot be sure if that particular student is really engaged or not. However, on the differences, instructor F mentioned the positive side of OLPO from her point of view as in the following fashion,

The most important difference of online teaching from face-to-face teaching is that we are not in a real classroom environment. There are some advantages of online teaching during the observation process. For example, we were observed in our comfort zone. In the first cycle, I was a bit nervous because of the classroom environment, but after the quarantine period had started, we did everything online, and it made me feel more comfortable. (RD, Instructor F)

Instructor F also commented on “comfort zone” in the following manner during the final ESDC,

Instructor F: I took advantage of online teaching, especially in the observation process, uh, because I was in my comfort zone, uh, and it's made me feel better and comfortable. Uh, in the beginning of the process in the first cycle, I was a bit nervous because of the real environment, the real classroom environment. And I think our relationship with my peer was strong and healthy enough to hold our pre- and post- [observation] meetings on time. Uh, and during those meetings, we acted

like everything was normal as if we were in our fishbowl. And we also had casual conversations, which helped us to feel comfortable. (ESDC 3)

Like instructor D, who stated that he felt a bit uneasy during the first cycle when he was being observed by his peer in the real classroom environment, instructor F is also acknowledging that she did not feel totally comfortable during the first cycle, in face-to-face teaching observation. This can be regarded as one of the positive aspects of the asynchronous nature of OLPO. It is of course possible to place some cameras and videotape face-to-face teaching. Nonetheless, the data, which would be produced in that way, could be less natural when a comparison is made between traditional PO and OLPO because the teacher in the real classroom, which will be recorded, by an actual camera, might feel uneasy.

Regarding the psychological dimension of OLPO particularly when quarantine and lockdown periods are taken into account, instructor E was also agreeing with instructor D, in the previous pairing, (and also with instructor F in the previous excerpt) that it helped ease the difficulty of the whole situation,

I can say that being in close contact with my peer during the quarantine period did help in terms of feeling as if everything was normal during that time. I felt that everything was going on in its normal way, life was as usual. Shortly, I was always closely connected to my job, doing what I would have done otherwise. (RD, Instructor E)

Collegiality was an area that instructor F commented on in the following way in her RD as one of the outcomes of the whole process *“It was strong and healthy enough to complete our lessons effectively. My peer’s constructive feedback helped me look at my teaching way and skills deeply. I learned a lot from her.”*

During the final ESDC by referring to the collegial relationship, instructor F verbalized her opinions regarding the feedback she received from her peer as in the following fashion *“The experience of exchanging feedback with my peer was especially fruitful for me, uh, because we have formed a supportive and trusting relationship over the time working together.”*

The pair had additional thoughts about collegiality and articulated these as in the following excerpt taken from their third and last Post-OM,

Instructor E: And thank you. Uh, we did the peer observation this year together, and it was good. I mean, you were a nice, um, partner.

Instructor F: Hocam, thank you for everything.

Instructor E: And thank you for everything. Um, let's hope for, uh, the best to both of us in the coming days. All right. Thank you very much again. I'll see you. (Post-OM 3)

As is clear from the above excerpts that collegiality, being critical friends for one another is one of the significant outcomes that occurred at the end of the study. Thus, it can be argued that OLPO helped the participating instructors create critical partnerships by getting them to share their opinions and ideas and provide feedback on both their and their peer's teaching practices. Then again, it should be accepted that the participants were staying in their homes and they had more time to devote to the whole process.

On the negative aspect of the whole OLPO process, instructor F referred to the work and paperwork load in the following way,

Instructor F: It was a beneficial practice, but a bit hectic hocam [calling the researcher]. I mean, the paperwork of its pre- and post-meetings and so on. Uh, maybe for the future applications, I think this process, I mean, needs to be a bit simplified. (ESDC 3)

This is another important finding, and it should be noted that some instructors mentioned the difficulties they experienced during the whole practice of PO and OLPO. That is to say, not all the aspects of PO and OLPO were found to be positive, such as meeting scheduling, attending debriefing sessions, and keeping reflective diaries.

4.3.4 Case 4 The Fourth Pair: Instructors G & H

Instructor G commented on the nature of PO stating that although it would feel less natural since it was known that the class was to be observed, she focused on the feedback exchanging part and job-embeddedness of the process,

Even though having someone observing one's teaching performance in a lesson can actually affect their performance and make one act less naturally, I still believe that peer observation followed by peer feedback is a very efficient way to develop oneself professionally, as it is a very "on the field" [emphasis in original] process, that is practical more than theoretical. It is a mutually beneficial process when done objectively and genuinely. (RD, Instructor G)

This can be considered a kind of answer or reaction to what instructors D and F mentioned earlier on the naturalness or genuineness of the process, especially in the first cycle of the study, that is during PO in face-to-face teaching. Instructor G acknowledges that the process of PO in face-to-face teaching feels synthetic with the presence of a third person as an observer in the real classroom environment. However, she underlines the significance of receiving peer feedback, whose purpose is professional development, not appraisal or performance quality checking or assurance. By stating "on the field", she actually refers to the job-embeddedness of PO as a professional development activity. So, it can be said that there was parallelism between theoretical information in the literature on PO and its practical application in the classroom.

Instructor H focused on another positive side of the process when she made a comparison between PO in face-to-face teaching and OLPO: holding pre- and post-observation debriefing sessions online, and the asynchronous nature of OLPO. She also evaluated the effectiveness of the whole process, and provided the following comment in her RD,

Doing the pre- and Post-observation meetings through Zoom, there was no loss compared to doing it face-to-face. I think even when we get back to normal, some things can still be done via Zoom or any other service. Having a chance of doing it asynchronously was an advantage. It made me re-consider my time management and engagement practices. I found it useful. Seeing and hearing that I managed to improve some areas in my teaching made me more confident. [It was a] happy ending. I felt thankful. It all went very well, and it was very educative. I definitely would like it to be repeated. I learn so much in the process. (RD, Instructor H)

What instructor H is reflecting on her RD can be regarded as the summary of some of the benefits resulting from the whole practice of OLPO as she is claiming that it is less time-consuming to hold Pre- and Post-OMs through Zoom in the comfort of her home. Interestingly enough, what this instructor envisaged at that time became a norm in the following terms since some of the departmental meetings started to be held online in the setting where the current study took place. She also believes that the asynchronous nature of OLPO is a positive characteristic. More importantly, though, she stated that thanks to the process and feedback she received, she was able to show some progress in the teaching aspects she was observed.

Instructor G also commented how OLPO assisted her and her peer with reflection-on-action skills,

I would like to add here how new problems can emerge during observation and encourage us, teachers to tackle them. During this third observation, we were faced with a situation, which required adaptation skills, which is not as easy to apply as in face-to-face teaching. This observation led my peer and I to consider and brainstorm ways to deal with situations, which require improvisation during an online lesson. (RD, Instructor G)

Here instructor G is both emphasizing the importance of reflection-on-action and how creating a critical partnership with her peer helped both peers deal with an issue that occurred during their teaching. This can also be considered as one of the benefits of PO (or OLPO) as it grants its participants the opportunity to come together to discuss how they can increase the quality and efficiency of their teaching.

Instructor G, like the peers in the other pairings, also underlined the importance of collegial relationships in her RD,

As my peer and I were actively collaborating in designing the lessons, we constantly gave each other advice, applied each other's suggestions. Our collaboration greatly increased during this online teaching period, so we continually built on each other's ideas. (RD, Instructor G)

On the effect of OLPO on collegiality, instructor G provided the following positive feedback acknowledging though the process was tiring,

Our collaboration increased greatly after transitioning to online teaching. Since we were teaching the same courses and classes, my peer and I stayed in constant communication, spending a great deal of time every day discussing, designing, and sharing materials. This collaboration was time-consuming but greatly contributed to adapting to online teaching. (RD, Instructor G)

There was a definite reference to being critical friends in instructor H's RD as well,

Although we are close friends, we kept the professional attitude (apart from a few inside jokes) during our pre and post-observation meetings. It was a chance to learn from someone who goes through the same challenges and has the same concerns as you. Therefore, it definitely supported the solidarity between us. (RD, Instructor H)

On the same topic, instructor H also provided the following comment focusing on being critical friends of one another,

Since we were teaching the same skills and had the same group of students, we were in contact all the time, which I find very useful. However, having a different,

a more professional, and formal attitude during the peer-observation process helped me keep the professional spirit more active. (RD, Instructor H)

It can be stated that COVID-19 and the quarantine period may have led the participants to collaborate more. However, this collaboration may have also helped them relieve the tension originating from the pandemic.

Additionally, what instructor G stated in her RD with regard to the feedback can also be considered as the demonstration of being critical friends,

Receiving feedback from a peer is I believe a very helpful way to improve oneself. My peer provided me with feedback objectively and also in a friendly way, we were able to reflect on the observation even after the meeting. It was flattering to receive positive feedback but discussing areas of improvement was especially valuable. (RD, Instructor G)

The members of the pair also mentioned this collegiality and being critical friends aspects during the final ESDC as well,

Instructor G: We'd like to talk about the strength of our peer observation experience specific to our pair. Um, our peer observation really benefited from the fact that first we were teaching the same level pre-intermediates, well, we were teaching the same course, integrated skills, and we covered the same materials, which we mainly designed together. So, this really allowed us to give each other truly substantial feedback. Thanks to this fact. And also thanks to our very strong collaboration, you know, and when we started teaching online, we developed a very close, you know, we were in constant communication planning, discussing, brainstorming, designing the lessons together. So, this has a very positive, it had a very positive impact on our peer observation experience.

Instructor H: Right. And, um, although we're really close friends, each time we had a meeting, you know, pre-observation or post-service observation meeting or during our observations, uh, we assumed a professional persona, a different persona. Uh, so it was useful for maintaining that professional attitude.

Instructor G: Absolutely. Yes. We still feel that peer observation is a very efficient method for development, professional development because it is very practical. It is truly a rewarding experience, right. (ESDC 3)

Collegiality and being critical friends are two of the most important findings of the study since most of the pairs refer to these terms in their observation meetings, in

reflective diaries and during the ESDCs. Given the fact that the second and third cycle of the study were completed during the challenging quarantine period, the importance of forming collegial relationships with peers thanks to OLPO can and should be better understood since this type of relation among the colleagues assisted them in planning and designing their online classes better.

Like the first pair, instructors A & B, this pair also mentioned how the whole OLPO process assisted them in relation to technology integration, and they stated this during the third and final ESDC,

Instructor H: One of the positive aspects of, um, peer observation during online teaching for us was that, uh, we were able to discover some new online education tools, or we discovered different methods of use utilizing the online education tools that we already use.
Exactly. This is really useful.

Instructor G: Yes, definitely. So technology was an important component. It wasn't a teaching aspect we had agreed on, but each, uh, became, um, it became, uh, an important part of our discussion. (ESDC 3)

Like instructor B in the first pairing, Instructor H also touched upon an important point, stating the fact that OLPO allowed them to put themselves in students' shoes,

Instructor H: And also sometimes, um, it's important to look at our practices through the perspective of students. So, this process of peer observation during online teaching, uh, gave us a chance to feel more like how students feel at the other end of the screen when they're trying to follow a lesson. So, um, observing my colleague, you know, when I was, when I was observing my colleague, I realized actually how difficult it is for students to be in an environment that is not a classroom and still trying to follow a lesson through a small screen. So, um, this was also, you know, important. (ESDC 3)

On the negative side, instructors G and H, similar to what instructor F in the third pairing stated, referred to the load that this process caused as in the following excerpt taken from the final ESDC,

Instructor G: On the less positive note now, um, I would say that, you know, because of the transition period, again, we were busier than usual, especially the first few weeks. And this peer observation process added a bit of a, to our workload, which was busy already. So, I think this is a less positive aspect of the experience.

Instructor H: One more point. Um, although I like this whole process and although I'm a detail freak normally, I would still like this whole process to be, uh, less overwhelming.

I mean, uh, without this much paperwork. Um, so this is one of the things that we thought could be taken into consideration, uh, for the upcoming, uh, peer observation programs. Yes. Thank you. So, this is the end of our presentation. Thank you. (ESDC 3)

This is an important note to make here that not all OLPO process, especially the future implementations, will require its participants to engage in this kind of work. First of all, it was a transition period, which occurred very suddenly from traditional teaching to online instruction. It was like one day the instructors were teaching in a real-life environment, but the very next day, they needed to teach online. So, part of the workload came from this phenomenon. Secondly, this is a dissertation, and it, needless to say, necessitated its participants to engage in the data collection process, which included a variety of tools. That is why some participants referred to workload and even feeling fatigued during the process.

4.3.5 Case 5 The Fifth Pair: Instructors J & K

On the differences between PO in face-to-face teaching and OLPO, instructor J, like instructors D and H, acknowledged the opportunity of asynchronous nature of OLPO and commented on it as in the following way in her RD *“In terms of the observation process, there wasn't much difference actually regarding the observee. However, as for the observer, having the chance to watch the recorded session, was great.”*

Instructor J also articulated her thoughts regarding the positive side of the nature of OLPO that can be asynchronous (both for watching the recorded sessions and holding observation debriefing meetings) in the following manner during the final ESDC as well, and her ideas were also agreed upon by her peer, instructor K,

Instructor J: It was a chance to watch the sessions. I mean, we were able to watch the recorded version whenever we were available. This was a great chance to me. It was good. I mean, I watched your sessions, uh, after you held your session with your students and, uh, which was a great chance

Instructor K: Yes, I agree. Yes. Okay.

Instructor J: And with my peer, we could meet with them to have our feedback sessions whenever possible. And this was something good for me. I mean, time didn't matter because, uh, we are already good friends and we like sharing our, we use, uh, and time doesn't matter at all.

Instructor K: That's right. Which I liked the most. (ESDC 3)

As seen, the asynchronous nature of OLPO has been regarded as one of the positive aspects of the practice by many participants, a prominent finding of the study. It should also be noted that in a program some members/instructors of the same pairing can teach concurrently, that is, they may be teaching at the same time slot, which does not give them the chance to be in their classes in a synchronous manner. OLPO in this sense can be helpful since it provides the instructors with an opportunity to watch the recorded session of their peer's teaching at a later time.

Instructor J also mentioned how OLPO and the feedback she received assisted her during online teaching in her RD in the following manner,

She compared my lesson to a face-to-face one, and she said she could find no difference at all. This was a very nice comment for me because we are all thrown into this remote/online teaching, and hearing that I could handle it as much as I could when in the real classroom made me feel great. Her comments made me feel more confident in this new online process. And, in this new platform called "Zoom", it was a great experience to be observed and get feedback from an experienced colleague of mine. My peer really gave me the inspiration to try various activities no matter how much I fear any internet/technical failure. (RD, Instructor J)

The same instructor explained this in a more detailed way during the final ESDC,

Instructor J: And, uh, I had the chance to observe her in her pre-intermediate reading and vocabulary class. And when it comes to my reflections on my own experience, I can say, I mean, first of all, it was a pleasure and privilege, uh,

observing her and being observed by such an experienced teacher. And I can say that she is a natural-born teacher. Eh, I know most of you will agree with me. And, uh, when she appreciated me, I felt flattered and I saw how effectively she was using the online tools and she had no difficulty adapting to the new online process. And everything about her lesson impressed me a lot. And she was always well-prepared, uh, with lots of activities, various activities. She tried, uh, during her lessons. And also she gave me the inspiration to try some certain online tools, uh, like quizzes, for example, uh, I learned it from her and, um, I mean, after observing her lessons, I really admired how she adapted herself to the new online tools. It was really impressive to me because, you know, I really have difficulty adapting myself to the online process or to something new. I can say it, but really she gave me the inspiration. Um, despite any internet failure, uh, it was a great experience for me to teach around, being observed online for the first time. (ESDC 3)

On the same subject and also on the positive side of the whole process of OLPO, instructor K had similar thoughts, and she articulated them in her RD as in the following way,

It was a great experience for me to teach online and being observed for the first time in my teaching experience. Although we had some internet connection problems, I can say that watching yourself after teaching and getting feedback from your colleague make your professional life more meaningful. We have been in this process for two years, it was a great experience for us. Learning a new language is like sailing on the ocean and we are the captains of the boat, I mean we need to improve ourselves to reflect on our teaching, and this process really helped us in that regard. (RD, Instructor K)

As is evident in the above excerpts taken from ESDC and reflective diaries, the members of this pair state that they both learned from one another and encouraged each other to experiment with new teaching skills, strategies, and tools, as suggested by SCT.

On the basis of what she learned from OLPO, instructor K reflected her opinions in the following fashion during the final ESDC with a special focus on student engagement,

Instructor K: There should be a balance. [There is] no need to force or no need to force the students and myself. Uh, there should be a balance between the effort you give, and maybe there should be a balance between the effort spent by the teacher and the response you get from the students. This is again, what I learned from this peer observation, and this is my feedback. The fact is that you cannot make everybody get involved in the class. So, this is what I learned. I'm repeating my, uh, experience again, this is what I learned from this experience. Never expect every student to get engaged, except expectations will make you exhausted, like the

teacher in the picture (referring to the PowerPoint Slide). So, I got exhausted because I wanted everybody to get involved. (ESDC 3)

Instructor K is giving information about one of the outcomes of the process for herself. She states that thanks to this process, she has understood that although the students may seem disengaged, they are actually receiving and processing the information presented in the class. It can be stated that her belief in student engagement, that she had to involve all the students in class has transformed based on what she has shared during the final ESDC.

Regarding the effectiveness of OLPO, instructor K provided the following comment during the final ESDC, focusing on the nature of online teaching experience and OLPO,

Instructor K: Thank you [mentions her peer's name] hocam for everything. I learned a lot from you. So, it was a great experience for me to teach online and being observed for the first time in my teaching experience. Um, although we had some problems with the Internet and other things, I can say that watching yourself after teaching and getting feedback from your colleague make you, make my professional life more meaningful. Uh, yeah, this is what I can say. So, it was meaningful for me while observing and being observed.

Instructor J: Same here. (ESDC 3)

The members of this pair are also emphasizing that teaching, observing, and being observed online were all new experiences for them, and they enjoyed the process though they experienced some internet-related difficulties. Thus, it can be argued that this pair also became part of the continuous learning community in the program, where this study was conducted.

Regarding the psychological dimension, members of this pairing provided the following positive comments,

We never lost contact even in the quarantine days. Because of the pre-post observations, we needed to have meetings not only in the working hours but also at nights. (RD, Instructor J)

We have been in close contact since we met but during this quarantine period, this relationship got stronger since we had to talk to each other all the time on any kind of teaching issue. Peer observation also made us come together on Zoom several times any time we needed even at the weekend or nights. (RD, Instructor K)

As touched upon earlier, this pair is also referring to the psychological benefit of OLPO. As almost everyone experienced, quarantine and lockdown periods and processes are tough to tackle. It is attention-grabbing that the participants are stating that they felt relieved more and formed a stronger friend/relationship during these hard periods thanks to the process itself and OLPO.

The members of the pair in their reflective diaries also expressed the phenomena of collegiality and being critical friends. Instructor J was reflecting on the whole process *“I believe we both learned a lot from each other. We were objective while providing.”*

The following is how instructor K reflected on the process,

In fact, we are really good friends but this does not affect our professional life: we were really honest to each other and reflected on each other's teaching regarding student engagement. We learned from each other and made use of the techniques we gained from this experience. (RD, Instructor K)

This is an important finding that should be paid attention to in that the peers in this pair are stating that their friendship did not affect the process as they did not lose or give up their professional (online) identity while they were observing the other peer's teaching and providing feedback.

4.3.6 Case 6 The Sixth Pair: Instructors L & M

Similar to what instructor E stated about the differences between PO in face-to-face instruction and OLPO in terms of engaging students, instructor L provided the following comment in her RD,

Because of the physical distance (and with some cameras turned off), it requires the teacher to make much more effort to engage students in the lesson. Plus, in face-to-face instruction, it is easier to spot which students are participating and which ones are not but during online instruction, this is difficult. You don't have as much control over the class as you would in a traditional classroom setting. (RD, Instructor L)

As mentioned before, not being able to see and/or spot all the students in online instruction easily, unlike face-to-face teaching, could be attributed to the fact that some students were not turning their cameras on. This attribution is acknowledged or supported in the above excerpt coming from instructor L, who believes that off-cameras were responsible to some extent for the lack of student engagement during online instruction.

As for the psychological dimension, whether OLPO had any sort of effect during the quarantine period, instructor L talked about the positive side of the process in her RD in the following manner *“Observing another class and talking to my peer made me feel as if I weren't alone in the challenges that online teaching entailed.”*

She also commented on the same phenomenon, the psychological benefit of the whole practice of OLPO, in the following way during the final ESDC,

Instructor L: So thank you very much [mentions her peer's name] hocam. I learned a lot from that experience. Um, in general, my reflections on this peer observation process is first of all, um, it's very, very, it was very comforting to see that uh, my peers were experiencing similar, um, challenges. So, sometimes it's nice to see that we are all on the same page or on the same boat. Um, so you don't panic as much as you would uh, when you don't see that your peers are experiencing the same thing. And of course, we learn from each other, and this is, uh, very, very rewarding. (ESDC 3)

On being critical friends and collegiality along with being in the quarantine issue, instructor M shared his feelings in the following manner, which were similar to what instructor L thought with regard to the effect of OLPO on feeling isolated,

This [process] provided me with the chance to see that I was not the only one who was going through challenging stuff. We are not only colleagues, but also friends who can totally understand each other having a special bond going through our hearts and minds without losing professionalism, and I think this always has a positive effect on the process of peer observation. It is always a pleasure to observe such an invaluable colleague. (RD, Instructor M)

Not feeling alone, knowing that others were experiencing the same or similar challenges, and trying to find ways to be able to solve the issues have been considered by the participants as the psychologically positive outcomes of the whole experience of OLPO. Therefore, it can be put forward that OLPO decreased the amount of pedagogical online solitude that the participants were experiencing at that time.

Additionally, on the rationale of the whole process, and perhaps collegiality, the third post-observation produced the following discussion between the members of the pair,

Instructor L: It was just a trial and all of us didn't know I mean, neither of us knew what to do when we first started online teaching and I also had deductive classes as well. I just didn't choose them for you to observe. I mean, um, and you told me that it wasn't one of your best, um, courses. And since this is like, an observation and it, the rationale, I mean, behind it is to tell each other our weaknesses. I was sort of forced. I felt forced to say, I mean,

Instructor M: I know hocam, I'm joking.

Instructor L: and I felt really bad too. After the last meeting, I said, maybe I shouldn't have said all those things, but I mean...

Instructor M: But you already did hocam [laughs]

Instructor L: I guess I going, I was going to text you even, but then I said, let me just leave it.

Instructor M: No, no, no. We're all well aware of this. We are trying to find areas to improve,

Instructor L: Yeah exactly.

Instructor M: And this is the purpose of that. I'm joking. I'm totally joking. Um, but you know, uh, That was an opportunity for me to compare my favorite classes and not very favorite, quiet classes of mine. So, uh, as I said, like after my, uh, class that you last observed, I was feeling, yeah uh, that was okay. I did my best. I don't know what else I could do. So you know you have a class, you have this feeling. Yeah, there was a success for you or not, and sometimes it is sometimes it's not. So it's totally fine. Uh, thank you for your, uh, beautiful and encouraging, uh, comments. I appreciate that very much. I am so glad. Really.

Instructor L: You're welcome. I mean, I'm sincere. I really did like, uh, the quality of your lesson.

Instructor M: Thank you very much. Thank you. I'm so touched. (Post-OM 3)

What the members of this pair are discussing in their last Post-OM is eye-catching since they are referring to the rationale behind the process and stating how they approached receiving and accepting negative feedback. It can be argued that when negative feedback is received from a person in a manager position, it may lead to some sort of stress. However, as seen in the somewhat long excerpt here, both peers are trying to express what they thought about the negative feedback, which was provided by the observer and received by the observee, without hurting any feelings.

Instructor M also talked about the positive aspects of OLPO in the following manner during the third ESDC,

Instructor M: The first thing I want to say is, uh, this process of peer observation has brought up some new aspects to me. Uh, what do I mean by that? I mean, like observing different colleagues of mine, um, was kind of eye-opening experience. First one was [in the first phase of the study], [mentions his peer's name] hocam and I felt the luckiest, uh, to have the chance to observe her like with her, everything was so positive and like there was a loving atmosphere and stuff. So this time with [mentions his peer's name in the second phase of the study] hocam, I wanted things to get more serious than before. So, uh, during this online period actually [mentions his peer's name in the second phase of the study] hocam was supposed to observe one of my classes that I had already done. So, I picked one of my worst performances to see, uh, like to hear some negative feedback, actually it was on purpose. So, I received those negative feedbacks. Thank you [mentions his peer's name in the second phase of the study] hocam [laughs] and like the, when it comes to [mentions his peer's name in the second phase of the study] hocam she is always so straightforward, always honest and always very constructive. So, uh, I appreciate her feedback all the time. (ESDC 3)

On the negative or the areas open for improvement in terms of OLPO, instructor L, similar to what instructors F, G, and H shared, stated the following on the paperwork that the whole process required with a possible explanation “*And, the paperwork, [laughs] the paperwork was too much, I guess. Uh, but maybe that was because, I mean, because of this hectic period, maybe we were still teaching face-to-face, we would not have been overwhelmed so much.*”

Instructor M also referred to the load that resulted from both emergency remote teaching and the whole OLPO process in the following fashion during the final ESDC acknowledging the effectiveness of OLPO by stating that he tried to benefit from the process as much as he could,

Instructor M: The process in general. Um, I have to be honest when it comes to that, um, I agree with my colleagues, it was kind of hectic and chaotic during this online, uh, teaching thing. And like I had a lot to deal with. I had a lot of deadlines to keep up with, and the peer observation thing was kind of, I dunno, I was not very happy to be doing that. You know, all those pre-observation meetings, post-observations, the observations themselves, it was kind of hectic for me, but, uh, I tried to do my best and I try to benefit from it the best I can. (ESDC 3)

This pair is also, like the previous pairs, referring to the increased workload and paperwork both originated from emergency remote teaching and OLPO. It is clear that some aspects of OLPO were not really found to be completely positive by the participants. However, it can be argued that in the upcoming schemes of OLPO, instructors may feel more relieved as they will have accustomed to teaching online.

4.3.7 Case 7 The Seventh Pair: Instructors N & O

Instructor N mentioned how OLPO assisted her in having insights into the nature of online teaching and stated what she believed in relation to the differences between PO in face-to-face instruction and OLPO in her RD in the following manner,

I have learnt that once we get used to the new medium of teaching, there will not be so many differences in teaching. Online observation is more comfortable for many reasons. When you go to a class to observe your peer, it is hard for the students to forget about the observer and the atmosphere is a bit artificial not only for the observer but also for the students and the teacher being observed. However, while observing the observer (during online teaching) can mute and keep his/her camera off and so the data gathered can be more authentic. The students would not feel the existence of a stranger in the classroom which is good. (RD, Instructor N)

Like the instructors D, F and G, instructor N also believed that the PO in face-to-face teaching could feel “artificial” both on the part of the observee, and the students.

Thus, she provided a suggestion, which can be considered another style of doing OLPO in a synchronous manner. If the conditions permit, that is if the duo is not teaching concurrently, the observer can visit the observee’s class with his/her camera and microphone off.

Instructor O, on the other hand, provided the following comment regarding the challenges inherent in OLPO in her RD,

In online instruction, the teacher is left without the advantage of using his/her body language, acting out, and many of such tools. These tools are especially beneficial when/if you teach a language. Observing a teacher who does not move (because s/he must not) is sometimes heartbreaking. As, you know for sure that, if s/he has the chance to use these tools, the lessons would become even much fun. (RD, Instructor O)

Instructor O is giving information about the missing aspects of nonverbal communication, which in her opinion are important to have during the language teaching process. The absence of nonverbal communication aspects, at least some of them, has been a recurring topic in this study as one of the differences between face-to-face teaching and online instruction. However, the careful reader will easily recall that some of the aspects of nonverbal communication are existing and therefore can be observed during online instruction, as well.

Instructor O also mentioned the ever-changing role of the instructor in the twenty-first century in her RD in the following way,

As technology takes over and puts you through the processes that you cannot even dream of, your problems evolve. The change is inevitable, and it is forcing us to become evolved problem solvers. It has always been so and, so will be in the future. (RD, Instructor O)

Here instructor O is referring to the skills, twenty-first century skills, like problem-solving and information literacy, in the KSAVE model, illustrated in table 1.

As for the positive sides of OLPO in relation to the psychological dimension, instructor O provided the following comment in her RD *“It was good to know that the problems that we face are common and as long as we are able to share it, we will benefit from each other’s experience, opinions, tactics, and tricks.”*

As is evident, the psychological benefits of OLPO, which grant the opportunity to its participants to discuss and find possible cures for common problems experienced, have been a theme that has repeated itself in many pairs.

As for being critical friends and collegiality, instructor O provided the following comment during the final experience day *“And in the post-observation, uh, process, we managed, although we were, uh, close friends, we managed to somehow, uh, have professional attitudes and objective attitude.”*

Like the previous pairs, this pair is also underlining the fact that they did not abandon their professional identity during the process while they were being an observer or an observee. It can mean that they have become critical friends, most probably thanks

to the quarantine period, which may have led the participants to hold more onto each other.

On the negative side, the members of this pair were in agreement with instructors F, G, H, and L, stating that the paperwork of the process was excessive,

Instructor N: The other thing I will say, not as much paperwork, next time [laughs].

Instructor O: Indeed. There were lots and loads of um, paperwork to do. So, the paperwork was a lot.

Instructor N: And the actual. Yeah. Yeah, um, it was a little bit stressful because of the timing, I think we all had a lot of work to do.

Instructor O: Yes. (ESDC 3)

As explained earlier, this was an expected result of the study, the instructors finding the process tiring, and not being totally content with the workload required for the purposes of the current study.

4.3.8 Case 8 The Eighth Pair: Instructors P & Q

Instructor P verbalized how she felt about OLPO stating that it helped her during the adaptation process to online teaching in her RD in the following manner *“At the onset, I never would have thought how beneficial this whole process would be for me. Once the online teaching started. I have put into practice much of what I learned and reflected on personally during the process.”*

Instructor P, like the previous peers in different pairings, is mentioning teacher professional learning (TPL) here in a way since she is stating that she has both learned from her peer and integrated what she has learned into her teaching. This can and should be regarded as one of the most valuable results of the study.

Like instructors D, H, J, and K, instructor P also directly referred to the advantage of OLPO resulting from its asynchronous nature, and also mentioned how it was beneficial to her to observe the same group of students in a different class,

In the online component, it was easier to go back and re-examine the class. Also, observing the same class in two different courses yielded results that apply to my everyday teaching. Also having another point of view about the same group of students was invaluable. (RD, Instructor P)

It should be noted that in the everyday life of a regular teacher, the teacher does not often visit the class he or she has taught at a metacognitive level since videotaping a traditional class is not a norm. However, thanks to OLPO, both the observer and the observee found the opportunity to visit the class many times and sometimes the same class more than once. This is a really important benefit of the whole practice of OLPO. This is also visible in the following excerpt when instructor Q mentioned the asynchronous nature of OLPO in her RD *“The best thing about online teaching is to record the lessons and have the chance to watch them again.”*

On another positive note, instructor Q also touched upon collegiality and feeling isolated issues, and provided the following statement,

Since it was a new experience both for the teachers and the students, it was a little stressful at the beginning. However, my peer really motivated me about the online teaching. It was a constructive learning experience for both of us. We were always in touch with my colleague. That’s why I didn’t feel isolated. (RD, Instructor Q)

Centering on the collegial relationship that OLPO created between the peers, instructor Q also provided the following comment in her RD *“My peer really motivated me about the online teaching. Since it was a new experience both for the teachers and the students, it was a little stressful at the beginning.”*

When the last two excerpts are taken into consideration, it can be expressed that thanks to OLPO the instructors felt less isolated and more collaborative leading to forming better collegial relationships. They state that the transition process from face-to-face teaching to online instruction was nerve-racking at the onset, and having an online peer helped them feel motivated and less stressed because of the time spent with the peer even though it was for professional development purposes. However, again it should be highlighted that the quarantine period itself might have had an impact on building collegial relationships since the instructors did not find it difficult to come together with their peers on Zoom for observation meetings as they were already forced to stay indoors at the time of (the second phase of) the study.

The following table can be regarded as the summary of the findings related to the third research question.

Table 17 *Theme, Subthemes, and Codes for Research Question 3 (Cross-cases)*

Theme	Subthemes	Codes	Instructors
Outcomes	Positive	Learning about different online tools	A, B, G, H
		Integrating what has been learned through discussion into teaching	A, B, G, H
		Finding the process beneficial	A, B, C, E, F, G, H, J, K, L, M, P,
		Collegiality	B, E, F, G, J, K, L, M, O, Q
		Asynchronous nature of OLPO	D, F, H, J, K, P, Q
		Helping to feel relived during isolation (quarantine/lockdown) period	D, E, J, K, L, Q
		Being critical friends	G, H, J, K, M, O
		Understanding what students feel during instruction	B, H
		Helping to feel more confident in online teaching thanks to feedback received	J, M, O
	Negative	Workload	F, G, M
		Paperwork	F, H, L, N, O
		Tiring process	G
		Monitoring students	E, L
Comparison between PO and OLPO	Differences	Feeling less stressed during OLPO	F, N
		Holding meetings online	H
		More natural data thanks to the absence of observer	D, N
		Absence of nonverbal aspects	E, O

As can be seen in the above table, the participants of the study evaluated the process by approaching both from positive and negative aspects. They also provided a comparison between traditional PO and OLPO.

On the positive side, almost all participants stated that they found the whole process valuable and benefitted from it. They also stated that they would continue to use what they have learned during the process and thanks to the process in their future

teaching practices. This is a clear reference to teacher learning (TPL) originating from reflecting on the process in the observation meetings, diaries, and ESDCs.

The participants also underscored the importance of collegiality resulting from the process. The code of collegiality is one of the most recurring ones together with finding the whole process beneficial. The participants stated that the process helped them collaborate and cooperate more than ever given the conditions that occurred due to the pandemic. They pointed out that they were able to share their ideas by analyzing and reflecting on the classes they observed and in which they were observed. It should be underscored that the quarantine period may have affected the collegial relationships positively.

Another important outcome of the process was being critical friends since some participants made specific reference to this phenomenon saying that although they were friends they were able to keep a professional attitude throughout the process.

Regarding the psychological dimension of the process, the participants stated that having a peer during the online teaching adaptation process assisted them and caused them to feel relieved since they witnessed that what they were experiencing was similar to the challenges experienced by their peers, and they were able to find ways to combat these challenges experienced in emergency remote teaching. The participants also commented positively on the fact that they felt less isolated during the difficult times of quarantine and lockdown due to COVID-19.

Another positive aspect of OLPO was stated to be its asynchronous nature, which granted the opportunity to the participants to watch and analyze the recorded sessions

later both as an observer and observee. This was also stated to create less anxiety on the part of the observees (and also the students). On the basis of this, some participants believed that the data produced was more natural when a comparison was made between the data gathered in face-to-face instruction to that of online teaching. They were also content with the fact that they could hold the meetings online as they believed there was no time lost.

On the negative side, the participants pointed out that the process added to their already heavy workload. They were not satisfied with the paperwork that the process required them to complete. Therefore, the process was found to be tiring and exhausting actually. Finally, some participants compared PO to OLPO and argued that it was more difficult to be able to keep track of the students during online instruction due to the absence of nonverbal aspects.

In the first research question, the theme was the planning process. This was followed by the theme of observed aspects in the second research question. The themes related to the last research question were outcomes and the comparison between PO and OLPO.

Thematic analysis requires researchers to present interrelated dimensions of the phenomenon. Thus, it can be stated that the participants planned their PO and OLPO processes meticulously by considering the factors that could have an impact on the whole experience. Subsequently, they exchanged positive and constructive feedback on the observed aspects. Consequently, the whole process produced some positive and a few negative outcomes. Originating from their experiences in the first cycle (PO) and the rest of the cycles (OLPO), they were also provided with the opportunity to see the similarities and differences between the two dimensions of the process.

CHAPTER V: DISCUSSION

In this section, the findings emerging from the analysis of the data gleaned through different data collection tools are discussed based on each research question by referring to the related literature and previously conducted research studies.

5.1 Research Question 1

The first research question is about how the participants planned their PO and OLPO processes and reached a shared understanding of the teaching aspects to be observed in the second stage/phase of the study. The theme, subthemes, and codes that emerged from the data collected via different tools with the purpose of answering the first research question indicate that the participants of the present study preferred different options, such as teaching the same course, teaching the same group of students, teaching the same level (language proficiency), and the class they offered when they were asked to choose the class in which they would like to be observed. When the participating instructors were requested to select the (teaching) aspect they wished to be observed on, this time their preferences and reasons were based on the following

- (a) improving teaching,
- (b) having (fruitful) class discussions,
- (c) getting feedback on teaching,
- (d) seeing different ways of teaching,
- (e) matching/common areas of interest, and
- (f) making students active.

Unfortunately, in the literature, there are no studies taking into account teachers' interests when they are selecting their peers and observable teaching aspects. In the

current study, both the introductory workshop delivered by the researcher and the interest analysis form that the participants completed at the beginning of the second phase of the study were found to be helpful. The participants collaboratively planned their process to be able to improve their teaching practice just like in Georgiou et al.'s (2018) study. Similarly, Georgiou et al. (2018) initiated the whole process with an introductory workshop to grant their participants the opportunity to form their objectives. In that study, the participants completed a form entitled "Objectives and Indicators" as well. However, the number of rounds/cycles of observation in that study was limited to one, and there was only one colloquium at the end of the process. In the present study, there existed three rounds/cycles of observation. In addition to that, each round was followed by an ESDC (n=3). This might have led to a more collegial partnership in the current study.

In the literature, there do not exist many studies in which the interests of the participants in relation to class and observed teaching aspect selection were taken into consideration. For instance, Heron and Head (2019) found it to be adequate just to give information to the participants about the aims of their study orally and with a 'sheet'. On the other hand, in the current study, the participating instructors were kindly requested to complete an IAF for their preferences with regard to class and observed aspect selection to be informed. They also attended an introductory workshop presented by the researcher. It is a well-known fact that the more the participants are informed with a variety of different tools and activities regarding the process and aims of the study, the stronger the informed consent of the participants will be. Additionally, it can be expressed that the participants exercised a variety of twenty-first century skills indicated in the Knowledge,

Skills, and Attitudes, Values, and Ethics (KSAVE) model in table 1. This framework contains a large number of abilities, such as critical thinking, problem-solving, creativity, metacognition, communication, digital and technological literacy, civic responsibility, and global awareness (Binkley et al., 2012). Thus, it can be argued that when the exemplary quotes taken directly from the data gathered through different tools are considered, the participants exhibited some of these twenty-first century skills thanks to their engagement in the overall PO process. When the observed teaching aspects that the participants opted for in this study are considered, it can be seen that most of the instructors wished to be observed on their performance related to student engagement. This finding is indeed in line with those of Torres et al. (2017) since in their study the participants mostly paid attention to the learners and their engagement in the class. This is not a surprising finding since student engagement has always been a hot topic in foreign language classroom. It is recognized as a key point for learning to occur (Finn & Zimmer, 2012). It can also be stated that engaging learners in online instruction has become more important for teachers when a comparison is made to the importance of classroom management in face-to-face teaching. For instance, in the data collected through different tools, no participants mentioned classroom management as an issue in online instruction. The problem was to make the students engage in the class content.

5.2 Research Question 2

The second research question is on the experiences of the participants during the process of PO and OLPO. Specifically, it tried to detect the issues and insights that emerged during the implementation process in the second stage/phase of the study. The findings of the second research question clearly demonstrate that the pairs on the

observed teaching aspect provided constructive and mostly positive feedback for one another. This underlines the significance of letting peers involve in strong dialogic communication with activating their interthinking processes as proposed by (Mercer, 2000). It is also parallel to what Shortland (2010) found regarding the significance of both getting and providing observation feedback during the process of PO. In that study, the participants stated that the feedback played an important role for their professional development, as well. This was also the case in Hendry et al. (2014) and Carroll and O'Loughlin's (2014) studies, which asserted that observing a peer with the aim of providing feedback improved the instructors' practical experiences. The increase in the ability to provide feedback for a peer thanks to engaging in a PO scheme was an emerging theme also in the study conducted by Courneya et al. (2008). Similarly, Jones and Gallen (2016) mentioned the importance of dialog in their study focusing on OLPO. However, in their study, the synchronous nature of OLPO was opted for, and the participants were requested to participate in structured conversations. On the other hand, in the current study, the asynchronous nature of OLPO had to be preferred since the participating instructors were teaching in concurrent sessions, and the participants were informed about reflective language in the introductory workshop designed and delivered by the researcher. Actually, this information process was due to one of the findings in the study conducted by Hammersley-Fletcher and Orsmond (2005) because the researchers asserted that the participants needed to be informed regarding how reflective practice could be done if they wished to benefit from the whole process of PO. That is why in the current study, the participants were informed about reflective practice during the

introductory workshop, and they were provided with some questions that could aid them when they were required to reflect.

Next, some participants stated that upon receiving constructive and positive feedback, they gained more confidence, particularly during the second and third cycle of the scheme in the second phase of the study, which took place during online instruction. Even some of them expressed that they used different techniques to improve their teaching practices. This was also the case in the studies conducted by Georgiou et al. (2018) and Harper and Nicholson (2013). As is the case in those studies, in the current study too, some participants were able to implement new teaching strategies and techniques, which they had not applied before, since their confidence or self-efficacy was strengthened, a case consistent with social cognition theory (Bandura, 2001) and TPL (Opfer & Pedder, 2011). This finding is also parallel with what was found in the following studies (Bell & Bruce & Ross, 2008; Cooper, 2013; Engin, 2016; Hendry & Oliver, 2012; Weller, 2009). For example, Hendry and Oliver (2012) found that observing colleagues engage in teaching using different tools and strategies encourages observers to practice them thanks to their increased level of confidence or self-efficacy. This is, in fact, one of the previously reported benefits of PO (Bell & Cooper, 2013; Engin, 2016; Weller, 2009). So, it can be proposed that feeling a heightened sense of confidence thanks to PO is also a phenomenon when it is applied to online instruction.

In the current study, participants co-reflected critically on the process in their pre- and post-observation debriefing sessions and their reflective diaries both as an observer and an observee. They were also able to self-reflect on the whole process again approaching the issue from a critical point of view. They experienced a reflective

practice process as Schön (1987) described. This is a consistent finding with several PO related research studies, such as Bell, 2001; Bell et al., 2010; Bell and Mladenovic, 2015; Byrne et al., 2010; Courneya et al., 2008; Daniels et al., 2013; Donnelly, 2007; Hammersley-Fletcher and Orsmond, 2004, 2005; Kenny et al., 2014; Peel, 2005, Shortland, 2010; Torres et al., 2017; Yiend et al., 2014. To exemplify, it was suggested by Daniels et al. (2013) that building settings for instructors in which they could participate in a professional development activity, such as a PO scheme, would allow the participants to both critically reflect and work more in collaboration. Therefore, it can be stated that instructors when provided with the necessary conditions can reflect on peer observation process of online teaching, as well.

The topic of the discussions the participants joined mostly in the post-observation debriefing sessions was improving teaching practices. This is a similar finding in several research studies, such as Bell, 2001; Bell and Cooper, 2013; Bell and Mladenovic, 2015; Byrne et al., 2010, Hamilton, 2013; Hammersley-Fletcher and Orsmond, 2004; 2005; Kenny et al., 2014; Shortland, 2004, 2010). However, it should be noted that the second and third cycles of observations in the second phase of the study were in online teaching. So, the instructors may have been in more need of finding effective teaching strategies and activities, such as online tools, as this was a totally new and challenging period both for them and their students.

From time to time, the peers recognized the areas that were open for further development in their peers' teaching practices. On the other hand, some peers also recognized their weaknesses in their own practices after observing and watching their peers and took action accordingly in the following cycle of the observation scheme.

This is actually in line with Social Cognition theory Bandura proposed (2001) since the participants through secondhand experience, as in the case of PO, felt that they could perform that behavior as well for teaching better and professional development purposes.

According to the SCT view on teacher learning (Johnson & Golombek, 2016; Singh & Richards, 2006), at the outset of the process, it can be argued that the participating instructors happened to be in their own ZPD. However, in line with SCT, after the implementation of the proposed model via scaffolded learning, internalizing, and mediation (Vygotsky, 1978, 1986) it can be stated that the participants (re)created some teacher knowledge based on their practices in the OLPO process. Thus, the participating instructors (re)created some teacher knowledge based on their experiences throughout the process. For instance, the first pair stated that they benefited from some online tools and attended webinars to augment student engagement. This can be considered as one of the positive effects of OLPO on the participating instructors. Additionally, as instructor E in the third pair mentioned, OLPO caused the participants to look at the way they teach from different angles. In this sense, it can be stated that OLPO by extending the participants' ZPD heightened the instructors' awareness concerning their teaching practices as they both provided and received continuous feedback. That is, the participants co-constructed digital teaching pedagogy. It is equally important what instructor F, for example, expressed regarding teacher learning when she stated that she was able to become aware of the areas, which could be developed in her teaching. In this design of OLPO, the participants were provided with the liberty of selecting the teaching

areas on which they wished to be observed. As a result, thanks to OLPO, they could notice and recognize the areas that were open for further professional development.

Like in the first cycle of the second phase of the study, PO in face-to-face teaching, in the second and third cycles, PO in online teaching, the participants exhibited some twenty-first century skills illustrated in the KSAVE model in table 1 (Binkley et al., 2012) to some degree according to the data coming from their observation meetings, reflective diaries, and ESDCs.

The participating instructors also stated that through the secondhand experience that OLPO provided them with by getting them to watch the recorded sessions of their peer's classes, they learned from the other instructors during the course of the study and even some of them applied what they learned into their teaching practices. This is actually what TPL proposes because TPL is believed to occur when instructors learn from each other while they are engaged in a JEPD activity, such as OLPO as implemented in this study (Opfer & Pedder, 2011).

5.3 Research Question 3

The third research question was about the participants' reflections with regard to the implemented scheme. Specifically, the question tried to uncover the instructors' reflections on the proposed design. The findings of the third research question indicate both positive and not so much positive sides of the process.

On the positive side, it was stated by nearly all participants that the whole process was valued and beneficial. This is also the case in the studies conducted by Dinç-Ayaz and Eveyik-Aydın (2020) and Bell (2001). In Bell's study, based on the emergent themes, namely effectiveness of the PO design, changes in teaching practices, confidence

development, collegiality, and continuous professional development, PO as a professional development activity was regarded to be very efficient and valuable by the participants. So, it can be argued that the instructors benefitted from OLPO, as well especially when the period, in which this current study was conducted, was taken into consideration. Over a night, the teachers all around the world found themselves like they were thrown into the sea, from safer face-to-face instruction to online teaching, and OLPO in this transition process played a key role like a lifejacket for the participating instructors.

The participants also confirmed the importance of collegiality brought to the stage by the process. The notion of collegiality is evident in some of the PO studies, such as Bell, 2001; Bell and Cooper, 2013; Bell and Thomson, 2018; Byrne et al., 2010; Carroll and O'Loughlin 2014; Martin and Double, 1998; Shortland, 2010. These studies referred to this concept in traditional PO. However, in this study collegiality was mentioned by the participants during the second and third cycles of the second phase of the study, that is during online instruction. So, it can be stated that collegiality occurred in OLPO, as well. Then again, it should be clearly indicated that the tough times that the whole world experienced due to COVID-19 may have increased the collegiality rate among the participants since they were forced to stay at their homes and feel isolated in a brand new teaching environment.

One significant finding related to the third research question is that most of the participants, as this was one of the most recurring codes, asserted that the processes assisted them to be critical of one another though they had both collegial and friendly relationships. That is to say, they were critical friends for one another. This is a

resonating finding with the previous studies in the literature, such as Bell and Cooper, 2013; Shortland, 2010. What is striking here again is that the participants also made specific references to being critical friends during the online teaching process. However, the abovementioned previous studies were conducted in face-to-face instruction. Thus, it can be stated that the participants were being critical friends for each other to improve both their own and their peer's teaching practices although they were experiencing some rough times resulting from COVID-19 and the quarantine process. Also, video-based observation caused the classroom-related data to be more convincing, accountable, and transparent both for the observer and the observee as it did not leave any space for any conflicts between the peers about what really happened in the observed class. This evidence-based (tele)collaborative inquiry (Sinnema et al., 2011) thanks to OLPO allowed the participating instructors to reflect more critically when they were discussing their online teaching experiences in online debriefing sessions, reflective diaries, and ESDCs. It increased the trust, which is a significant component of collegial relationships between the peers as theorized in social cognitive theory (Bandura, 2001).

It was also expressed by the participating instructors that they would carry on utilizing what they acquired and learned from their peers during the process in their forthcoming teaching practices thanks to the implemented scheme. This is in line both with Bandura's social cognitive theory with its emphasis particularly on observation learning (2001) and also TPL since it is believed to take place when practitioners learn from one another while they are involved in JEPD activities as in the case of PO by forming learning communities (Opfer & Pedder, 2011). What is also striking here is that the participants during the second cycle of the second stage/phase of the study did not

come together in real life at all because it was the quarantine, a total lockdown period. However, they were still able to form a professional *online* learning community.

According to Opfer and Pedder (2011) for teacher learning to happen, changes need to occur in three areas; the teacher, the school, and the learning activity. It is clear from the findings of the study that the peers affected one another to try some new and improve the already existing teaching practices. Additionally, the school needed to alter the learning platform from the university's LMS to Zoom. Another need was also felt to modify the camera regulations, making students turn on their cameras during class hours. So, it can be stated that the teacher, the school, and the learning activities faced changes with varying intensities during the overall process of OLPO, and necessary and proper regulations were introduced as a result. Additionally, video-based observation and the evidence-led nature of OLPO assisted teacher learning since the peers were able to watch what occurred in the class many times thanks to the recorded sessions of their online classes.

In addition to this, there were even some participants, as in the case of the first pair, who believed that OLPO caused them to feel like a student again. The pair also stressed that thanks to OLPO, they could feel like their students since the whole experience allowed them to feel like a student. This finding is in line with what Hamilton (2013) asserted regarding PO as a JEPD activity. PO is expected to support instructors to act as a learner (Hamilton, 2013). This was also the case in Kenny et al.'s (2014) study since the researchers in that design also assumed a peer-participant role and shared the experience of the students during the observation process. It was suggested by the researchers that thanks to the PO process they were able to relate to what and how the

students could think and feel in the class. It should again be noted that these two studies (Hamilton, 2013; Kenny et al., 2014) were in the realm of face-to-face teaching. However, the second and the third cycle in the second phase of this study were in the realm of online instruction. So, it can be stated that peers or observers in online instruction were able to see what happened during emergency remote teaching through the eyes of the students. It can be considered as a very significant result since teachers in online instruction had not experienced how it feels to be a student in a virtual environment. OLPO in this sense provided teachers with this opportunity.

Additionally, the participants argued that the existence of an online peer during the online teaching adaptation process helped them feel comforted as they observed that what they were going through was also similar to the difficulties lived by their peers. It can, therefore, be argued that OLPO in this sense was comforting. Similarly, Harper and Nicholson (2013) at the end of their study, which was one of the earliest implementations of OLPO, report, ‘many participants referred to a sense of relief at finding they are not alone but part of a team experiencing and sharing problems’ (p. 270). However, the nature of OLPO in their study was synchronous. In this study, the participants watched their peers’ recorded classes, that is asynchronous nature of OLPO had to be preferred due to the fact that the participants were teaching in concurrent sessions.

The asynchronous nature of OLPO was found to be another positive aspect, which provided the participants with the chance to later watch and analyze the recorded sessions both as an observer and observee. This can be considered the contribution of technology to pedagogy and research since the video recording of online classes made

the participants able to go over the data, classroom interaction, over and over. Hence, it increased the repeatability and reusability of the data, which would not be the case, had the data been collected in real-life contexts. This nature of the data also provided the researcher with a similar opportunity during the data analysis process as it strengthened the accuracy and quality of evidence. Furthermore, the participating instructors explained that this nature of OLPO, not having an actual observer during the online class, led to creating less stress for the observees when compared to stress and anxiety experienced in PO of face-to-face teaching (Blackmore, 2005). Therefore, the participants indicated that the produced data was more natural when they made a comparison between the data collected in face-to-face instruction and online teaching. The asynchronous nature of OLPO has not been much studied. Swinglehurst et al. (2008) and Walker (2015) had an asynchronous group discussion in their studies, which means the participants had to exchange their feedback in an asynchronous manner. In the current study, pre- and post-observation debriefing sessions were held synchronously. However, watching the recorded sessions constituted the asynchronous nature.

The participants also commented positively on the fact that thanks to the OLPO process they felt less isolated during the tough times of quarantine and lockdown periods resulting from the COVID-19 pandemic as they were constantly in contact with their peers. Thus, it can be argued that OLPO when working from home and PO at school can be a solution for pedagogical (*online*) solitude (Shulman, 1993) teachers may experience during teaching behind the screen in online instruction and closed doors in face-to-face teaching. This finding is consistent with what Bowskill et al. (2017); Jones and Gallen

(2016); and Walker and Forbes (2018) proposed for OLPO; and what Hendry et al. (2014); previously proposed for PO. For instance, Hendry et al. (2014) found that participants claimed that PO (in face-to-face instruction) would help them feel less isolated thanks to post-observation sessions. What is striking here is that in the previous studies, online instruction was an option. However, due to the COVID-19, online instruction almost became an obligatory way of teaching, and OLPO in this sense can be stated to prove to be more comforting for its participants by giving them the opportunity to discuss and reflect as shown in the dialogic excerpts in the previous sections during the difficult times experienced due to COVID-19.

The participants also made specific reference to professional development, particularly in the second and third cycles of the second phase of the study, which was during online instruction. This resonates with some other studies conducted though in face-to-face teaching by Bell, 2001; Bell and Mladenovic, 2008, 2015; Bell and Thomson, 2018; Carroll and O'Loughlin 2014; Hammersley-Fletcher and Orsmond, 2004; Hendry, Bell, and Thomson, 2014; Shortland, 2010. The participating instructors also claimed that observing others use different applications encouraged them to experiment with these online tools in their classes with the purpose of increasing student engagement. At the end of their qualitative review of literature, Thomas et al. (2014) stated that PO as a strategy could both improve academic development in the workplace and improve teaching. It is important that in this study, there is a similar finding both in PO of face-to-face teaching and online instruction.

PO is generally implemented in physical contexts, having peers come together for a pre-observation meeting, then observe each other's face-to-face classes, and finally

reflect on during the post-observation meeting. On the other hand, in this study OLPO allowed the peers to visit their online classes since online instruction had unexpectedly and temporarily replaced face-to-face teaching due to COVID-19, and as a result, the instructors needed to alter their teaching. In this sense, OLPO, as a JEPD activity, facilitated the participants' efforts to get accustomed to the dynamics of online teaching since there existed a peer with whom they could exchange constructive feedback on their online teaching experiences. For example, cases 1 and 2 reflected on online language teaching and related challenges. Thus, OLPO appears to assist the instructors to create their online teacher identities. Thanks to OLPO they felt more confident and supported in their online teaching experiences once they started to engage in the observation and feedback process with their peers and wanted to continue to learn more about online instruction. Richardson and Alsup (2015) suggested that the transition from face-to-face teaching to online instruction would necessitate effective support to enable teachers to reconstruct their online identities. So, the whole OLPO process eased this tension due to the abrupt transition to emergency remote teaching. Additionally, Vinagre (2017) argues that teachers require a set of competencies to become fully equipped telecollaborative and online teachers. To do so, instructors are supposed to engage in experiential learning that helps them understand what online collaboration requires through hands-on experience and support them to reflect on their experiences. In this sense, OLPO facilitated the participants' experiences in becoming telecollaborative and online teachers.

However, not all the comments uttered by the participating instructors were positive. For instance, the participants emphasized that the process increased their already enormous workload. In addition to this negative aspect, they were not quite

content with the paperwork that the process entailed them to work through. Therefore, the process was found to be rather exhausting. Actually, this is an understandable and expected outcome since an excessive amount of data had to be gleaned for research purposes. In the upcoming schemes of OLPO, the participants may not be required to involve in the data collection process as much as they were in the current study.

Similarly, in the study conducted by Adshead et al. (2006), two-thirds of the participants also complained about the paperwork and time constraints. For some participants in the current study, the whole process was tiring, too. Similarly, the participants in Donnelly's (2007) study were not quite content with the paperwork the process necessitated as they found it to be tiring and time-consuming, especially during the busiest period of the academic year. Similarly, in the study conducted by Kenny et al. (2014), it was also stated that the overall process of PO was time-consuming.

Feeling fatigued was also the conclusion of two studies conducted by Bell, 2001; and Lomas and Nicholls, 2005. So, in this regard, the findings of this study resonate with the previously mentioned studies. However, it should be noted that the quick and unexpected transition to online teaching from face-to-face instruction definitely added to the workload and the tiredness level of participating instructors. Moreover, the people experienced an unprecedented process because of COVID-19 and quarantine periods, which may have also increased the tiredness level of the participants psychologically. Nevertheless, both in the studies conducted by Bell (2001) and Lomas and Nicholls (2005) and also in the current study, the number of the participants who expressed a negative approach to PO constituted a small (minority) group.

Some participants made a comparison between PO and OLPO and claimed that it was more challenging to monitor the students during online instruction due to the absence of nonverbal aspects. Bennett and Barp (2008) also argued that most of the nonverbal communication aspects are missing in online teaching. However, in this study, there were some participants, such as the members of cases 4 and 7, who stated that some aspects of nonverbal communication, such as the tone, the voice, and facial expressions of the observer and the students were visible and observable during online teaching.

There were also some participants who expressed feeling stressed during the course of the whole experience at least from time to time. Although the study was conducted during the peak seasons of the COVID-19 pandemic, a fact that may have also caused the participants to feel stressed, this is a consistent finding with what Kohut et al. 2007 also found in their study. Nevertheless, both in the study conducted by Kohut et al. (2007) and the present study the amount of stress experienced by the participants was minimal.

CHAPTER VI: CONCLUSION

Peer observation of teaching can assume an important role in expanding lecturers' educational practices and knowledge. Yet, it has not to date been extensively researched within Turkish higher education context except the studies conducted by Dinç-Ayaz and Eveyik-Aydın (2020) and Varlı (1994). The design, implementation, and evaluation of this exercise described in this study might bridge this gap. For these purposes, a collective case study consisting of two phases was designed drawing on social cognition theory, SCT along with its perspective on teacher learning and TPL theory.

The first phase of the study served as an orientation process, and the aim was just to inform and familiarize the participants (n=14) with a process-based PO scheme during the Spring 2019 term. In the second phase of the study, which took place during the Spring 2020 term, a new scheme was created by taking into account the participants' needs, meaning a bottom-up approach was adopted instead of a more managerial, bureaucratic, top-down approach. The aim was not to assess the quality of the instructors or their teaching practices. The cohort of teaching staff (n=16) participated in this phase, and they formed eight pairings based on their interests and wishes, which originated from the interest analysis form they completed and the workshop session they had attended before the PO cycle was commenced. Then, the instructors participated in three PO cycles. The first one was in face-to-face instruction whereas the second and third cycles were during the online teaching, which the COVID-19 pandemic required. After each cycle was completed, the participants were kindly requested to engage in ESDCs (n=3). For each PO cycle, the members of the pair came together before and after the actual observation both as an observer and observee. That means each peer attended three pre-

and three Post-OM as an observer. The peers also did the same thing as an observee. This produced a total of 96 meetings. Additionally, for each class the participants observed and they were observed in, they were requested to keep reflective diaries (n=96).

Inductive thematic analysis of case by case and across cases based on the multiple sources of qualitative data with one other coder and continuous member checking with the participants produced the following results:

During the planning process, the participants selected the class they wanted to be observed in based on the following criteria; the same course they taught with their peer, the course they offered, the same level with their peer, and the same class (group of students) they shared with their peer. For the teaching aspect, they want to observe and wanted to be observed on, the following were their choices; improving teaching, having a productive discussion, getting feedback, seeing alternative teaching practices, common areas of interest, and making students engaged. During the process, the participants stated that they found PO and OLPO to be beneficial for their professional development as they were able to improve their teaching practices and pedagogies having observed and watched their peers, and critically self- and co-reflected on the classes they were in both as an observer and an observee. It can be stated that PO provided its participants with the opportunity to collaborate, examine the data collected, that is what happened during the class, offer solutions for better teaching, and test these solutions in the subsequent teaching practices thanks to teacher reflection as suggested by Hoffman-Kipp et al. (2013). This evidence-based nature of OLPO allowed for going beyond the checklists used in traditional PO of face-to-face teaching.

The participants believed that they received constructive and positive feedback, which helped them recognize their strengths and weaknesses in their teaching practices. According to them, this feedback exchange was provided via critical reflection. The participants also asserted that thanks to this process, they were able to recognize the areas that are open for further development.

On the whole process, the participants stated that it was beneficial since they were able to learn from one another, and gained self-confidence, particularly during online instruction, which started all of a sudden due to the pandemic. It can also be argued that OLPO assisted the participating instructors in creating their online teacher identities. It has been mentioned several times by the participants that thanks to OLPO they felt more confident in their online teaching experiences once they started to engage in the process and wanted to continue to learn more regarding online instruction techniques and strategies through professional learning opportunities. The participants also expressed that they integrated what they observed and learned during the process into their teaching practices. It was also stated that the process aided them in building stronger collegial relationships. Although they were colleagues and friends, they were able to keep this relationship at a professional level by becoming critical of one another and providing support during the emergency remote teaching period. There were even some participants who stated that this process was eye-opening since they were able to empathize with the students and understand to some extent how the students felt especially during online teaching. On emotional and psychological dimensions, some participating instructors said that the process helped them feel relieved particularly during the quarantine and lockdown periods resulting from COVID-19 related measures. More importantly, OLPO

has also been added to the inventory of professional development unit for future implementations.

There also existed some participants, who claimed that they felt less anxiety during the actual observation as there was no observer in the class thanks to the asynchronous nature of OLPO. In addition to this comparison, few participants explained that it was more difficult to be able to monitor the students due to the absence of some nonverbal aspects during online teaching.

Then again, the participants believed that the data produced as a result of the OLPO was more natural when a comparison was made between PO and OLPO-related data as they acted more naturally during the class in the absence of an actual observer. The participants were also quite content with the fact that they were able to hold Pre- and Post-OMs online.

Nonetheless, not all the results are positive. Some participants made specific reference to the load, which was added to their already heavy schedule particularly during online teaching. The process was found to be exhausting again by some participating instructors. Some participants were not quite satisfied with the paperwork the process necessitated them to complete. It should be highlighted that all the results should be treated with some caution as some part of the data was collected during the second and third cycles of the second phase of the study, which was the quarantine and lockdown period. This is a fact, which must not and cannot be ignored. COVID-19 may have acted as an uncontrollable variable in the course of the current study. The following table is an attempt to compare the implemented model with the existing PO models in the literature:

Table 18 Comparison of Proposed Model with the Existing Models

Models	Evaluative model	Developmental model	Collaborative model (CM)	The Implemented Model
Features				
Objective	Quality assurance, appraisal	Teaching improvement	Engagement in discussion, self-reflection, and reflecting on peer's practice	CM + co-reflecting on one's and peer's practice
Direction	Top-down (single-shot)	Top-down (single-shot)	Bottom-up (usually two cycles)	Bottom-up (more than two cycles)
Realm	Face-to-face	Face-to-face	Face-to-face / online teaching	Either face-to-face or online teaching or hybrid (the combination of the two)
Power relation	One-way (management or senior staff - Moderated and regulated by someone else)	One-way (educational developer or expert teacher - Moderated and regulated by an expert	Two-way (between the peers)	Based on instructors' interest(s) and initiativeness (autonomy), reciprocal and mutual
Observer	Managers, senior staff	Educational developers, expert teachers	Peers observe one another	CM + based on their interests
Structure	Strict, structured, criterion-based, ticking-box exercise, bureaucratic	More democratic, less bureaucratic, but still using checklists	Democratic, equality, peers own the process, reflection-based	CM + Bi-directional cycles, ESDCs after each cycle, more natural evidence-based reflection
Outcome	Assessing quality, pass/fail	Suggestions for improvement	Non-judgmental, critical reflection, constructive feedback	CM+ Collegiality, critical friendship, critical peers in online instruction

Although there are some similarities at the concept level (e.g., collegiality, critical friends, autonomy) between the implemented model and particularly the collaborative model, it should be noted that the current study focused on both face-to-face teaching and

online instruction. So, it can be put forth that some of the concepts have been apparent in OLPO as well. At the core of the implemented model, there lie instructors' interest(s) and their initiativeness. The whole control of the process is granted to participating instructors. The other models, on the other hand, are regulated and moderated by someone else, such as managers, senior staff, or educational experts. In the proposed model, instructors have control over the process at their own time and pace. They are given the opportunity to select the aspects they wish to be observed based on their interests. Therefore, it can be stated that the participating instructors can have more autonomy in the proposed model. They are believed to have more opportunities to regulate the process when compared to the previous models.

6.1 Pedagogical Implications

For the pedagogical reflection and practical recommendations, it can be stated that a tailor-made scheme as described in this study was well received by the participants, which is actually a consistent finding in the related PO literature. However, the PO of face-to-face teaching part of the design especially in Turkish higher education context is not a common practice. The lack of this practice and as a result, the lack of research in this area might be depriving the Turkish higher education institutions of the possible benefits mentioned in this study. Additionally, OLPO lacks an adequate amount of research hence evidence across the globe, leading to missing the opportunities that can be provided with a job-embedded continuous professional development activity. As stated recently by Fletcher (2018), face-to-face teaching, let alone online teaching, has not been peer observed in a systematical and efficient manner. The results of this study suggest that a hybrid design of PO and OLPO may allow its participants with some beneficial

observational learning experiences and teaching practices, particularly when it is conducted in a formative way for developmental purposes. So, not implementing a similar scheme would cause instructors to miss out this chance and opportunity. Thanks to having a peer both in face-to-face and online instruction, the pedagogical (*online*) solitude of an instructor who usually works behind closed doors and in front of screens might be eliminated. For instructors working in higher education, there exist many resources when they wish or are asked to engage in peer observation of face-to-face teaching. However, in the literature, there are not many OLPO and hybrid designs of PO and OLPO-related practical guidelines or resource packs to help implementation. This study together with its findings may be considered as one of the earliest attempts to bridge this gap. During the whole process, instructors selected their own focus and observed their peers teach content with learners both in face-to-face and online instruction. They engaged in pre- and post-observation meetings, provided feedback for one another, and reflected critically on both their own and peers' teaching practices and as a result, they formed, created, and re-created their pedagogical knowledge both for face-to-face teaching and online instruction. By creating similar schemes, other institutions can benefit from this process as well. For instance, constructive feedback and non-judgmental evaluation of a peer's performance that can originate from the whole process can help create a positive culture within the workplace. This design can also function as a sort of orientation program for the instructors who start working in a new institution, as well as for the inexperienced faculty, particularly in online instruction. Instructors who attend conferences, seminars, workshops, and webinars to train themselves in a new teaching strategy be it in face-to-face teaching or distance education

(online teaching), may benefit from PO and OLPO to get constructive feedback to see the impact of the technique they have recently learned. In this manner, thanks to PO and OLPO, declarative teacher knowledge may be transferred into procedural teacher knowledge. This type of collaboration between colleagues may also help in building a positive school culture, thus a more professional learning community by developing the communication skills of the participants.

Professional development units of language teaching programs in different settings can utilize OLPO as a sort of follow-up scheme for the topics introduced and/or reinforced in their workshops. That is, after a workshop or a series of workshop presentations focusing on a key teaching and learning point based on the teachers' needs, a similar OLPO design can be created to see how those teachers could use what has been presented by the professional development unit in their online teaching experiences. For managers who are working in higher education, PO or OLPO or a hybrid design may be used to enhance the quality of teaching practices of instructors and the learning experiences of the students since in this type of implementation the focus is not on quality assurance but learning as a social practice. Also, professional autonomy is respected and given importance. The emphasis is not on documentation but on purposeful critical reflection, discussion, and collaboration. As a result, a similar OLPO design may be used. On the other hand, OLPO can act to support summative type of peer observation (for managerial/appraisal purposes). That is, a combination of (a) formative/developmental and (b) summative (top-down approach) of OLPO can be considered to be complementary, and thus they can operate in parallel. Although concerns have been expressed by Hammersley-Fletcher and Orsmond (2005) and Torres

et al. (2017) that true critical reflection is challenging to confirm, it is critical to provide instructors with an opportunity to experience an atmosphere where they can activate their cognitive and metacognitive skills about their own, peers and students' actions and reactions. PO and OLPO in this sense may allow teachers to practice and engage in critical reflection processes. The findings in this study demonstrated that excluding the usual formalities of PO programs, such as observation checklists can lead the instructors to feel more ownership over the process, and feel more empowered thanks to being in a non-judgmental atmosphere with their peers as also suggested by Hendry et al. (2014) and Thomson et al. (2015). So, institutions, which follow a summative design of PO can opt for a formative/developmental PO in their future implementations. At the end of the process, the participants were kindly requested to share what they learned from the process, from observing and being observed and engaging in pre- and post-observation debriefing sessions and reflective practice. As Thomson et al. (2015) suggest participating in the ESDCs might encourage the participants to feel more autonomous. So, other institutions may wish to provide their teaching staff with such an opportunity. In this sense, it can be asserted that the ESDCs conducted in this study aided the participating instructors in sharing and disseminating the learning and knowledge, both declarative and procedural, gained from the whole process. This also can be stated to create more collegial work within the program, causing a more professional (*online*) learning community to occur. Designing similar schemes can also assist other institutions in this manner. OLPO may also have some implications for pre-service teacher education. It can be integrated into practicum, and pre-service teachers could benefit from the opportunities OLPO can present during their experiences in online teaching under the

guidance of their supervisors. This may even lead to the inclusion of more computer-assisted language teaching courses to be able to deliver online classes in the curricula of teacher education faculties. Some schools where pre-service teachers are assigned to complete their practicums may not be delivering their classes online. In that case, a limited number of observations in the form of micro-teaching can also be conducted during online instruction by making a request to school administrations. One of the most beneficial sides of OLPO is that it does not need to be implemented within one setting. With its online and asynchronous nature which removes physical borders, teachers from different language programs within the same city, country, or even abroad can create meaningful partnerships and collaborate with these new peers both for support and professional development. This can lead to telecollaborative teacher development through OLPO both for pre-service and in-service teachers. This may also help teachers' wellbeing, and their mental and social wellness, in these strange times and lead to some sort of solidarity against the challenges of online teaching. It is known that World Health Organization is continuously warning against and urging people to be prepared for upcoming or prospective pandemics. The current study can also be considered as a kind of roadmap for teachers and institutions around the globe since it was conducted during the peak period of a pandemic, which heavily impacted the world in many aspects. It can also be considered as a feedforward type of study for institutions and teachers all around the world if they wish to implement a similar design.

6.2 Limitations

As for the limitations of the study, in addition to the abovementioned COVID-19 and quarantine period-related ones, it should be noted that though the data gleaned is

extensive, this is a small-scale study, whose aim is not to generalize its findings to other teaching and learning contexts. Additionally, the study was conducted in one higher education institution. However, by following the footsteps of the present study, different institutions, different language schools, programs, language preparatory or foundations schools, and programs can create their own PO and/or OLPO schemes as proposed in this study based on their needs and interests. It should also be acknowledged that video recording could have an impact on the way the participants interacted with each other during the meetings and ESDCs. However, they were informed that the recordings would not be shared with any third parties. The participants in the recordings were always polite to each other, they seemed to enjoy the partnership of their peers, they were making jokes and laughing, and they were thanking each other for any feedback received and provided. Thus, any conflict resulting from a hierarchical relationship as in the case of the third pairing, which consisted of an experienced instructor and a novice instructor, was not observed. In addition, no conduct individual interviews were conducted because of the time restrictions. In this study, the students' opinions in the observed class were not focused on due to the asynchronous nature of the design of the study. The students did not see an actual observer in the second and third cycle of the second stage/phase of the implemented design. However, for ethical considerations, they were given information stating that they were not observed but their instructor in that particular class was. In addition, that the impact of PO and OLPO on the student experiences was not explicitly considered is another limitation. Although there is evidence that suggests the participating instructors modified their teaching based on the feedback they received from their peers, the impact of this change was not measured in students' performance.

The proposed design is not intended to provide a solution for any perceived problems in educational practices of the participating instructors, particularly for the observed teaching aspects. This can be regarded as another limitation. Finally, the ESDCs were not open to other professionals working in other institutions, so this can be considered as a limitation as well.

6.3 Directions for Future Research

Future studies, with fewer pairings since the number of pairings is an effective factor in the data produced and makes it challenging to analyze, can also focus on the changes in students' behaviors and performance. It is of significance that what benefits instructors who take part in a scheme articulated in the current study can also benefit students. Therefore, both short-term and longitudinal effects of OLPO on teaching practices of academic staff and improvement of student learning can be examined. In this study, asynchronous observation was preferred by the participants due to time constraints and the fact that they were teaching concurrently in different classes. Although most of the participants were quite content with this asynchronous nature of OLPO, future studies can explore its synchronous nature with the presence of a real observer during online teaching. While referring to the tiring nature of OLPO some participants stated that this process could be repeated every two years instead of on a yearly basis. So, follow-up studies could be conducted following this timeline and can focus on OLPO's longitudinal effects. In future studies, peers can be selected from different departments or faculties. This may help participants see and experience different teaching practices they could also use to some extent in their classes. Being engaged in discussions with instructors or faculty working in different departments may widen the pedagogical horizons of both

parties. Additionally, other faculties can also adopt this design, implement their own versions of OLPO, and examine its effects. Future research can also examine the similarities and differences between the institutions, which obligate PO to follow a more structured approach and the ones which allow departments to design their own scheme following a more formative/developmental approach. A follow-up study can be conducted to see the effects of the present study. However, the challenges verbalized by the participants might be less in number in the following scheme since the implemented design was totally a new experience during an unprecedented time due to COVID-19. In this study, classroom management was not mentioned much as an issue, particularly during the second and third cycles of the second stage/phase. This can be attributed to the fact that the students were young adults. However, when working with young or younger learners, classroom management can be a problem during online instruction. So, a peer observation study with different age groups in online foreign language classrooms can produce different results.

All in all, the hybrid design of PO and OLPO as a job-embedded professional learning and development tool as illustrated in this study can be stated to have much to offer as teaching is mostly conducted behind closed doors and in front of screens without the presence of a fellow teacher or an instructor. The whole process gives the chance to both the observer and observee to watch, analyze, and self- and co-reflect on their teaching practices and pedagogies. Without a similar design, these chances and opportunities for professional development would not be recognized and therefore missed. I believe we do not have this luxury in teaching and learning process if we wish

to be continuous professional learners to be able to cope with the twenty-first century-related opportunities and challenges.



REFERENCES

- Adshead, L., White, P. T., & Stephenson, A. (2006). Introducing peer observation of teaching to GP teachers: A questionnaire study. *Medical teacher*, 28(2), 68-73.
- Andrew, L., Wallace, R., & Sambell, R. (2021). A peer-observation initiative to enhance student engagement in the synchronous virtual classroom: A case study of a COVID-19 mandated move to online learning. *Journal of University Teaching & Learning Practice*, 18(4), 14.
- Applebee, A. (2014). Peer Review for Distance Educators: Two Case Studies. In J Sachs & M Parsell (Eds.), *Peer Review of Learning and Teaching in Higher Education* (pp. 125–136) Springer, Dordrecht.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52(1), 1-26.
- Bates, P., & Donaghue, H. (2021). Synchronous computer-mediated communication as a peer observation tool. *ELT Journal*, 75(4), 407-417.
- Bautista, A., Wong, J., & Cabedo-Mas, A. (2018). Music Teachers' Perspectives on Live and Video-Mediated Peer Observation as Forms of Professional Development. *Journal of Music Teacher Education*, 28(3), 28-42.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Blackmore, J. A. (2005). A critical evaluation of peer review via teaching observation within higher education. *International Journal of Educational Management*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

- Bell, A., & Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. *Higher Education*, 55(6), 735-752.
- Bell, A., & Mladenovic, R. (2015). Situated learning, reflective practice, and conceptual expansion: Effective peer observation for tutor development. *Teaching in Higher Education*, 20(1), 24-36.
- Bell, A., Mladenovic, R., & Segara, R. (2010). Supporting the reflective practice of tutors: What do tutors reflect on?. *Teaching in Higher Education*, 15(1), 57-70.
- Bell, A., & Thomson, K. (2018). Supporting peer observation of teaching: collegiality, conversations, and autonomy. *Innovations in Education and Teaching International*, 55(3), 276-284.
- Bell, M. (2001). Supported reflective practice: A programme of peer observation and feedback for academic teaching development. *International Journal for Academic Development*, 6(1), 29-39.
- Bell, M., & Cooper, P. (2013). Peer observation of teaching in university departments: A framework for implementation. *International Journal for Academic Development*, 18(1), 60-73.
- Bennett, S., & Barp, D. (2008). Peer observation – a case for doing it online. *Teaching in Higher Education*, 13(5), 559-570.
- Bennett, S., & Santy, J. (2009). A window on our teaching practice: Enhancing individual online teaching quality through online peer observation and support. A UK case study. *Nurse Education in Practice*, 9(6), 403-406.

- Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In: Johnson, R. K. (Ed). *The second language curriculum* (pp. 48-62). Cambridge: Cambridge University Press.
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining twenty-first century skills. In P. Griffin & E. Care (Eds.), *Assessment and teaching of 21st century skills* (pp. 17-66). Springer, Dordrecht.
- Bowskill, N., Mavrommati, M., & Brock, M. S. (2017). *Online Peer Observation in Distributed Course Teams*. <https://www.researchgate.net/publication/322635468>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Bruce, C. D., & Ross, J. A. (2008). A model for increasing reform implementation and teacher efficacy: Teacher peer coaching in grades 3 and 6 mathematics. *Canadian Journal of Education*, 31, 346-370.
- Byrne, J., Brown, H., & Challen, D. (2010). Peer development as an alternative to peer observation: A tool to enhance professional development. *International Journal for Academic Development*, 15(3), 215-228.
- Carroll, C., & O'Loughlin, D. (2014). Peer observation of teaching: enhancing academic engagement for new participants. *Innovations in Education and Teaching International*, 51(4), 446-456.
- Chamberlain, J. M., D'Artrey, M., & Rowe, D. A. (2011). Peer observation of teaching: A decoupled process. *Active Learning in Higher Education*, 12(3), 189-201.

- Conway, P. F. (2001). Anticipatory reflection while learning to teach: From a temporally truncated to a temporally distributed model of reflection in teacher education. *Teaching and teacher education*, 17(1), 89-106.
- Courneya, C. A., Pratt, D. D., & Collins, J. (2008). Through what perspective do we judge the teaching of peers?. *Teaching and Teacher Education*, 24(1), 69-79.
- Croft, A., Coggshall, J. G., Dolan, M., & Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well. Issue Brief. *National Comprehensive Center for Teacher Quality*.
- Daniels, E., Pirayoff, R., & Bessant, S. (2013). Using peer observation and collaboration to improve teaching practices. *Universal Journal of Educational Research*, 1(3), 268-274.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). State of the profession: Study measures status of professional development. *Journal of Staff Development*, 30(2), 42–50.
- Darling-Hammond, L., & Richardson, N. (2009). Research review/teacher learning: What matters?. *Educational leadership*, 66(5), 46-53.
- Dewey, J. (1997). *How we think*. Courier Corporation.
- Dinç-Ayaz, C. & Eveyik-Aydın, E. (2020). Learning through a reciprocal peer observation experience: Perspectives of EFL instructors and professional development unit head at a private university. In D. U. Gökmen, A. Y. Ercan & I.R. Silahtaroglu (Eds.), *English Language Teaching in the 21st Century*:

Changing identities, agencies, and mindsets (pp. 146-164). Marmara University Press.

Donnelly, R. (2007). Perceived Impact of Peer Observation of Teaching in Higher Education. *International Journal of Teaching and Learning in Higher Education*, 19(2), 117-129.

Doyle, S. (2007). Member checking with older women: A framework for negotiating meaning. *Health care for women international*, 28(10), 888-908.

Drew, S., Phelan, L., Lindsay, K., Carbone, A., Ross, B., Wood, K., Stoney, S., & Cottman, C. (2017). Formative observation of teaching: focusing peer assistance on teachers' developmental goals. *Assessment & Evaluation in Higher Education*, 42(6), 914-929.

Engin, M. (2016). Enhancing the status of peer observation through the scholarship of teaching and learning. *International Journal for Academic Development*, 21(4), 377-382.

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

Farrell, T. S. (2016). Anniversary article: The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions. *Language Teaching Research*, 20(2), 223-247.

Fletcher, J. A. (2018). Peer observation of teaching: A practical tool in higher education. *The Journal of Faculty Development*, 32(1), 51-64.

- Finn, J.D., Zimmer, K.S. (2012). Student Engagement: What Is It? Why Does It Matter?. In: Christenson, S., Reschly, A., Wylie, C. (Eds) *Handbook of Research on Student Engagement*. Springer, Boston, MA.
- Fraser, K., & Ling, P. (2014). How academic is academic development? *International Journal for Academic Development*, 19(3), 226-241.
- Georgiou, H., Sharma, M., & Ling, A. (2018). Peer review of teaching: What features matter? A case study within STEM faculties. *Innovations in Education and Teaching International*, 55(2), 190-200.
- Gosling, D. (2002). Models of peer observation of teaching.
https://www.researchgate.net/profile/David_Gosling/publication/267687499_Models_of_Peer_Observation_of_Teaching/links/545b64810cf249070a7955d3.pdf
- Gosling, D. (2014). Collaborative peer-supported review of teaching. In J. Sachs, & M. Parsell (Eds.), *Peer review of learning and teaching in higher education: Professional learning and development in schools and higher education* (Vol. 9, pp. 13–31). Dordrecht: Springer.
- Griffin, P., Care, E., & McGaw, B. (2012). The changing role of education and schools. In P. Griffin & E. Care (Eds.), *Assessment and teaching of 21st century skills* (pp. 1-15). Springer, Dordrecht.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Thousand Oaks, CA: Sage.
- Hamilton, E. R. (2013). His ideas are in my head: Peer-to-peer teacher observations as professional development. *Professional Development in Education*, 39(1), 42-64.

- Hammersley-Fletcher, L., & Orsmond, P. (2004). Evaluating our peers: Is peer observation a meaningful process?. *Studies in higher education*, 29(4), 489-503.
- Hammersley-Fletcher, L., & Orsmond, P. (2005). Reflecting on reflective practices within peer observation. *Studies in higher education*, 30(2), 213-224.
- Harper, F., & Nicolson, M. (2013). Online peer observation: its value in teacher professional development, support, and well-being. *International Journal for Academic Development*, 18(3), 264-275.
- Harvey, L. (2005). A history and critique of quality evaluation in the UK. *Quality Assurance in Education*, 13(4), 263-276.
- Hendry, G. D., Bell, A., & Thomson, K. (2014). Learning by observing a peer's teaching situation. *International Journal for Academic Development*, 19(4), 318-329.
- Hendry, G. D., & Oliver, G. R. (2012). Seeing is believing: The benefits of peer observation. *Journal of University Teaching & Learning Practice*, 9(1), 7.
- Heron, M., & Head, R. (2019). Discourses of peer observation in higher education: Event or system? *Innovations in Education and Teaching International*, 56(4), 458-469.
- Hoffman-Kipp, P., Artiles, A. J., & Lopez-Torres, L. (2003). Beyond reflection: Teacher learning as praxis. *Theory into practice*, 42(3), 248-254.
- Hutchings, P. (1996). The peer review of teaching: Progress, issues, and prospects. *Innovative Higher Education*, 20(4), 221-234.

- Iqbal, I. (2013). Academics' resistance to summative peer review of teaching: Questionable rewards and the importance of student evaluations. *Teaching in Higher Education*, 18(5), 557-569.
- İnceçay, V. (2002). *Öğretmenlerin Profesyonel Öğrenmesine Etki Eden Faktörlerin İncelenmesi*. (Unpublished Master's Thesis). Marmara Üniversitesi, İstanbul.
- Johnson, K. E., & Golombek, P. R. (2003). " Seeing" teacher learning. *TESOL Quarterly*, 37(4), 729-737.
- Johnson, K. E., & Golombek, P. R. (2016). *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. Routledge.
- Jones, M. H., & Gallen, A. M. (2016). Peer observation, feedback, and reflection for development of practice in synchronous online teaching. *Innovations in Education and Teaching International*, 53(6), 616-626.
- Keig, L. (2000). Formative peer review of teaching: Attitudes of faculty at liberal arts colleges toward colleague assessment. *Journal of Personnel Evaluation in Education*, 14(1), 67-87.
- Kelly, P. (2006). What is teacher learning? A socio-cultural perspective. *Oxford review of education*, 32(4), 505-519.
- Kenny, A., Mitchell, E., Chróinín, D. N., Vaughan, E., & Murtagh, E. (2014). 'In their shoes': exploring a modified approach to peer observation of teaching in a university setting. *Innovations in Education and Teaching International*, 51(2), 218-229.

- Knight, P., & Trowler, P. (2001). *Departmental leadership in higher education*. McGraw-Hill Education (UK).
- Kohut, G. F., Burnap, C., & Yon, M. G. (2007). Peer observation of teaching: Perceptions of the observer and the observed. *College Teaching*, 55(1), 19-25.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and teacher education*, 20(1), 77-97.
- Korthagen, F. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and teaching*, 23(4), 387-405.
- Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System*, 23(2), 175-181.
- Lomas, L., & Nicholls, G. (2005). Enhancing teaching quality through peer review of teaching. *Quality In higher education*, 11(2), 137-149.
- MacPhail, A., Tannehill, D., & Ataman, R. (2021). The role of the critical friend in supporting and enhancing professional learning and development. *Professional Development in Education*, 1-14.
- Marcos, J. J. M., & Tillema, H. (2006). Studying studies on teacher reflection and action: An appraisal of research contributions. *Educational Research Review*, 1(2), 112-132.
- Martin, G. A., & Double, J. M. (1998). Developing higher education teaching skills through peer observation and collaborative reflection. *Innovations in Education and Training International*, 35(2), 161-170.

Mercer, N. (2000). *Words & minds: How we use language to think together*. London: Routledge.

Miles, M. B., & Huberman, M. (1994). *An expanded sourcebook: Qualitative data analysis* (2nd ed.). Newbury Park, CA: Sage.

Mills, A. J., Durepos, G., & Wiebe, E. (Eds.). (2010). *Encyclopedia of case study research*. Sage Publications.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1).

O'Leary, M., & Savage, S. (2020). Breathing new life into the observation of teaching and learning in higher education: moving from the performative to the informative. *Professional Development in Education*, 46(1), 145-159.

Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of educational research*, 81(3), 376-407.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Pearson, L. C., & Hall, B. W. (1993). Initial construct validation of the teaching autonomy scale. *The Journal of Educational Research*, 86(3), 172-178.

Pearson, L. C., & Moomaw, W. (2006). Continuing validation of the teaching autonomy scale. *The Journal of Educational Research*, 100(1), 44-51.

Peel, D. (2005). Peer observation as a transformatory tool?. *Teaching in higher education*, 10(4), 489-504.

- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative health research*, 28(3), 381-388.
- Quinlan, K. M., & Åkerlind, G. S. (2000). Factors affecting departmental peer collaboration for faculty development: Two cases in context. *Higher Education*, 40(1), 23-52.
- Richardson, J. C., & Alsup, J. (2015). From the classroom to the keyboard: How seven teachers created their online teacher identities. *The International Review of Research 159 in Open and Distributed Learning*, 16(1), 141-167.
- Rees, E. L., Davies, B., & Eastwood, M. (2015). Developing students' teaching through peer observation and feedback. *Perspectives on medical education*, 4(5), 268-271.
- Rhodes, C., & Beneicke, S. (2002). Coaching, mentoring and peer-networking: Challenges for the management of teacher professional development in schools. *Journal of in-service education*, 28(2), 297-310.
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Fransisco: Jossey–Bass.
- Schreier, M. (2012). *Qualitative content analysis in practice*. Thousand Oaks, CA: Sage.
- Shortland, S. (2004). Peer observation: A tool for staff development or compliance?. *Journal of further and higher education*, 28(2), 219-228.
- Shortland, S. (2010). Feedback within peer observation: Continuing professional development and unexpected consequences. *Innovations in Education and Teaching International*, 47(3), 295-304.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review*, 57(1), 1-21.

- Shulman, L. S. (1993). Teaching as community property. *Learning from change*, 24-26.
- Singh, G., & Richards, J. C. (2006). Teaching and learning in the language teacher education course room: A critical sociocultural perspective. *RELC Journal*, 37(2), 149-175.
- Sinnema, C., Sewell, A., & Milligan, A. (2011). Evidence-informed collaborative inquiry for improving teaching and learning. *Asia-Pacific Journal of Teacher Education*, 39(3), 247-261.
- Skelton, A. (2005). *Understanding teaching excellence in higher education: Towards a critical approach*. London: Routledge.
- Sullivan, P. B., Buckle, A., Nicky, G., & Atkinson, S. H. (2012). Peer observation of teaching as a faculty development tool. *BMC medical education*, 12(1), 26.
- Suter, W. N. (2012). Qualitative data, analysis, and design. *Introduction to educational research: A critical thinking approach*, 2, 342-386.
- Swinglehurst, D., Russell, J., & Greenhalgh, T. (2008). Peer observation of teaching in the online environment: An action research approach. *Journal of computer-assisted learning*, 24(5), 383-393.
- Tenenberg, J. (2016). Learning through observing peers in practice. *Studies in Higher Education*, 41(4), 756-773.
- Thomas, S., Chie, Q. T., Abraham, M., Jalarajan Raj, S., & Beh, L. S. (2014). A qualitative review of literature on peer review of teaching in higher education: An application of the SWOT framework. *Review of Educational Research*, 84(1), 112-159.

- Thomson, K., Bell, A., & Hendry, G. (2015). Peer observation of teaching: The case for learning just by watching. *Higher education research & development*, 34(5), 1060-1062.
- Torres, A. C., Lopes, A., Valente, J. M., & Mouraz, A. (2017). What catches the eye in class observation? Observers' perspectives in a multidisciplinary peer observation of teaching program. *Teaching in Higher Education*, 22(7), 822-838.
- Trochim, W. M. K. (2001). *Research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog Publishing.
- Varlı, A. (1994). *Teachers' attitudes toward peer observation: before and after the experience* (Unpublished Doctoral Dissertation). Bilkent University, Ankara.
- Vinagre, M. (2017). Developing teachers' telecollaborative competences in online experiential learning. *System*, 64, 34-45.
- Vygotsky, L. S. (1978). M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.) *Mind in society*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, Trans.). Cambridge, MA: MIT Press.
- Walker, R. (2015). Peer observation for online distance learning tutors: creating the conditions for effective peer exchange. *European Journal of Open, Distance and E-learning*, 18(1), 34-51.
- Walker, R., & Forbes, D. (2018). Cross-institutional peer observation by online tutors: Sharing practice 'outside the family'. *Innovations in Education and Teaching International*, 55(3), 285-293.

- Weller, S. (2009). What does “peer” mean in teaching observation for the professional development of higher education lecturers?. *International Journal of Teaching and Learning in Higher Education*, 21(1), 25-35.
- Woolson, R. F. (2008). Wilcoxon signed-rank test. *Wiley encyclopedia of clinical trials*, 1-3.
- Yiend, J., Weller, S., & Kinchin, I. (2014). Peer observation of teaching: The interaction between peer review and developmental models of practice. *Journal of Further and Higher Education*, 38(4), 465-484.
- Yin, R. K. (2009). *Case study research: Design and methods*. (4th ed.). Los Angeles, CA: Sage.

APPENDICES

Appendix 1: Interest Analysis & Participant Consent Form

Dear colleague,

This form is intended to identify your needs regarding the peer observation scheme that is going to be implemented in this term. Please devote some thought to completing the form and respond to the following items as honestly and fairly as you can.

Your answers will be kept fully confidential.

Thank you very much for your cooperation.

I voluntarily agree to participate in this research study and understand that all information I provide for this study will be treated confidentially. ☐

1. Overall teaching experience by year:
2. Teaching experience in a higher education institute by year:
3. What were the issues/problems/challenges you experienced in the peer observation process you completed in Spring 2019??
4. What were the three relevant and interesting outcomes of the peer observation you conducted in Spring 2019?
5. How did your peer observation experiences inform your teaching thereafter?
6. How would you comment on the peer observation-driven interaction among peers?
7. How would you plan the peer observation process you completed in Spring 2019 if you were to re-conduct it this year?
8. What teaching aspects would you like to be observed this term as a follow-up?
9. What could be teaching aspects you would like to be observed?
10. What would be your criteria in choosing your peer for observation this term?

11. How would you like to be observed?

- a. Direct classroom observation
- b. Videotaping of classes
- c. Evaluation of course materials (e.g., syllabi, grading practices, hand-outs, extra materials)
- d. Evaluation of instructor-graded student assignments (e.g., tests, term papers, projects, homework)
- e. Other (Please specify)

12. Explain why you would like to conduct your peer observation in the way you chose in question 10.

13. If you have further comments you would like to make, we would highly appreciate it if you could write them below.