

THE APPLICATION OF PADLET AS A PEER FEEDBACK TOOL IN WRITING

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Abstract: Writing proficiency is a fundamental skill essential for academic success and effective communication. Peer feedback, a strategy where students provide constructive comments to their peers, has been acknowledged for its role in enhancing writing skills, critical thinking, and collaboration. This study explores the application of Padlet as a peer feedback tool in writing education, focusing on its impact on student engagement, participation, and the overall feedback process. Employing Classroom Action Research (CAR), the research was conducted over three cycles, involving planning, action, observation, and reflection phases with 20 higher intermediate students. Data were collected through observations, student surveys, and semi-structured interviews to assess engagement levels, quality of feedback, and overall student satisfaction with the platform. Findings indicate that students perceive Padlet as a user-friendly platform that enhances their confidence in providing and receiving feedback, leading to improved writing outcomes. Overall, the findings underscore the potential of Padlet to transform traditional feedback methods into more interactive and effective learning experiences.

INTRODUCTION

Writing proficiency is a crucial skill that students need to develop for academic success and effective communication. To promote students' growth and development in writing, teachers can provide some supportive classroom activities, one of which is by providing students to do peer feedback activities. Peer feedback is a collaborative process where students review and provide constructive comments on each other's writing. (Lee, 2017; Sackstein, 2017)

Giving and receiving feedback is very important for helping students improve their writing skills. Feedback, defined as the process of providing learners with specific information about their performance to facilitate improvement (Hopfenbeck, 2024; Pramudita, 2017), helps students see what they are doing well and what they need to work on. When students receive constructive feedback, they are more likely to reflect on their writing and make meaningful improvements (Merkviladze, 2024). However, traditional ways of giving feedback often do not

engage students enough, making it hard for them to participate actively in their learning. This situation has led teachers to look for new and better ways to provide feedback that encourages collaboration among students (Nurkhamidah et al., 2024). Effective feedback not only guides students in their writing but also builds their confidence and motivates them to take risks in their work (Alsofyani & Barzanji, 2024).

One major problem with traditional feedback methods is that students often do not get involved in the process. Most feedback comes from teachers, which can make students feel passive and less engaged. This one-sided approach can lead to a lack of ownership over their learning, as students may feel that their voices are not heard. Additionally, it can be challenging for teachers to give constructive criticism in a way that is clear and helpful, leaving students confused about how to improve their writing.

Another key issue is the fear of judgment that students may experience when giving feedback to their peers. Many students worry about how their comments will be received, which can prevent them from sharing their honest opinions. This fear can stifle open communication and limit the quality of feedback exchanged among students. Furthermore, traditional feedback methods often focus heavily on grammar and mechanics, neglecting other important aspects of writing, such as content and structure. This narrow focus can hinder students' overall development as writers, as they may not receive guidance on how to enhance their ideas and organization.

These two issues had been the main challenges happened in researcher's class. Based on initial observations, the engagement levels in the feedback process are concerning. Out of a total of 20 students, only 4 students were actively engaged in giving and receiving feedback. This low level of participation highlights the need for a more interactive and supportive way to give feedback that allows students to take charge of their own learning and feel confident in sharing their thoughts. Therefore, to face these challenges, a classroom action research was conducted.

Padlet can be one of the alternative ways to reach it. According to Ta et al., (2023), Padlet is an online platform where users can share various types of content like images, audio files, videos, documents, text, and web links. It provides a versatile way to present information using different formats. Padlet, as a versatile digital platform, provides a user-friendly interface for students to share their writing assignments, receive feedback from peers, and engage in collaborative discussions. Its features, such as multimedia integration, real-time commenting, and visual organization of content, offer unique advantages for enhancing the peer feedback experience in writing instruction.

A study by (Nguyen & Trang, 2023) found that students' motivation was enhanced significantly after the implementation of peer feedback on Padlet. The integration of digital tools, such as online platforms or applications, has simplified the process of providing and receiving feedback for students (Rao et al., 2021). These tools have enhanced accessibility by providing a user-friendly interface, real-time interaction, and multimedia integration, making feedback more convenient and efficient for learners. This advancement in technology has transformed the feedback process, allowing students to engage in feedback activities more effectively and collaboratively.

In addition, a study done by (Jongsma et al., 2023) reported the meta-analysis on online versus offline peer feedback in higher education. It indicates that online peer feedback is, on average, more effective than offline peer feedback. Online peer feedback offers advantages such as time independence, allowing students to engage at their convenience and access additional sources before providing feedback. This flexibility can lead to more critical and elaborate feedback comments, ultimately resulting in better learning outcomes.

The main goal of this research is to see how using Padlet as a peer feedback tool affects student engagement in writing. Specifically, the research will explore questions like: How does using Padlet encourage students to give and receive feedback? What do students think about using Padlet for feedback on their writing? By answering these questions, the research aims to find effective ways to use Padlet in writing lessons and improve the feedback experience for students.

RESEARCH METHODS

This study utilized a classroom action research approach. According to Kemmis et al., (2014), classroom action research refers to a kind of research that is insulated from the scope of participants such as in industrial, social, and educational settings. In some ways, this research will manage and maintain a process of academic “disinterest” to assess their impact on student learning outcomes and collaboration. It involves the use of various methods like qualitative, quantitative, or mixed methods. By actively engaging with students and teachers in the research process, this method allows for practical insights and continuous improvement (Rafiqie et al., 2023).

Qualitative research was used in this study. It was done in 3 cycles with the four steps taken; planning, action, observation, and reflection. (Kemmis et al., 2014) outlined a systematic approach to classroom action research, which involves several key phases. In a simplified

version, the phases of classroom action research can be condensed into four main stages: planning, acting, observing, and reflecting. These four phases provide a structured approach to conducting classroom action research, guiding educators through the process of inquiry, implementation, observation, and reflection to improve teaching practices and enhance student learning outcomes.

1. **Planning:** In this phase, educators identify the research problem, set objectives, and plan interventions or changes to be implemented in the classroom
2. **Acting:** The planned interventions are put into action during this phase, with educators implementing the changes in the classroom setting.
3. **Observing:** Educators systematically observe and collect data during the implementation phase to monitor the effects of the interventions and document outcomes.
4. **Reflecting:** In the reflection phase, educators analyze the data collected, reflect on the effectiveness of the interventions, and consider any adjustments or improvements for future implementation.

The subject for this study consisted of 20 students enrolled in General English for Higher (GHI-1) level for LB LIA Palembang. This study used some instruments in collecting the data. They included an observation checklist, interview, and survey. The observation checklist was used to record student interactions, engagement levels, and the use of Padlet features for feedback exchange. Individual interview was conducted with students to gather in-depth insights into their experiences with Padlet as a peer feedback tool. The interview guide was used to ask open-ended questions about the impact of Padlet on their writing process and feedback exchanges. A survey questionnaire was administered to all 20 students at the end of the study to collect feedback on their satisfaction, preferences, and perceived benefits of using Padlet for peer feedback. The survey responses provided quantitative and qualitative data for analysis.

The data collected through the observation checklist were analyzed to identify patterns in student interactions, feedback practices, and engagement levels during peer feedback sessions. Transcripts from the interviews were analyzed using thematic analysis to identify recurring themes, insights, and perspectives shared by students regarding their experiences with Padlet and peer feedback. Quantitative data from the survey responses were analyzed using descriptive

statistics to summarize students' ratings, preferences, and perceptions of using Padlet for peer feedback.

RESULTS AND DISCUSSION

Results

Cycle 1

The first cycle was conducted for 1 meeting. There were 14 students.

Planning 1

The class was divided into small groups and partners. Most students worked in partners, while there was one group consisting of three students. The plan included the Pre-writing, whilst, and post-writing. Since LIA applies flipped classrooms, the materials for reading and writing have been sent through Google Forms. Students are expected to check the materials before the class starts. This helps students with brainstorming ideas.

Action 1

The plan for this cycle includes giving peer feedback by using Padlet. The topic was **Time Management**. It was taken from LIAs book GHI level UNIT 1. This meeting lasted for 90 minutes. Students wrote a concluding paragraph first. They worked either with a partner or a group of three students. They wrote a concluding paragraph and posted it to Padlet. After the first post, they visited and checked their friend's posts. They checked the grammar mistakes and errors. Then, the activity, then, continued by revising the grammar mistakes pointed out by their friends. If they had done those activities, they started writing an outline of an essay. Other partners checked the content of the outline.

Observation 1

The observation results from Cycle 1 revealed that student engagement in using Padlet as a peer feedback tool was relatively low, with only 60% of students actively participating in discussions and providing feedback on their peers' essays. The quality of feedback was also a concern, as only 50% of the comments were constructive and focused primarily on surface-level issues like grammar rather than more substantive aspects of writing.

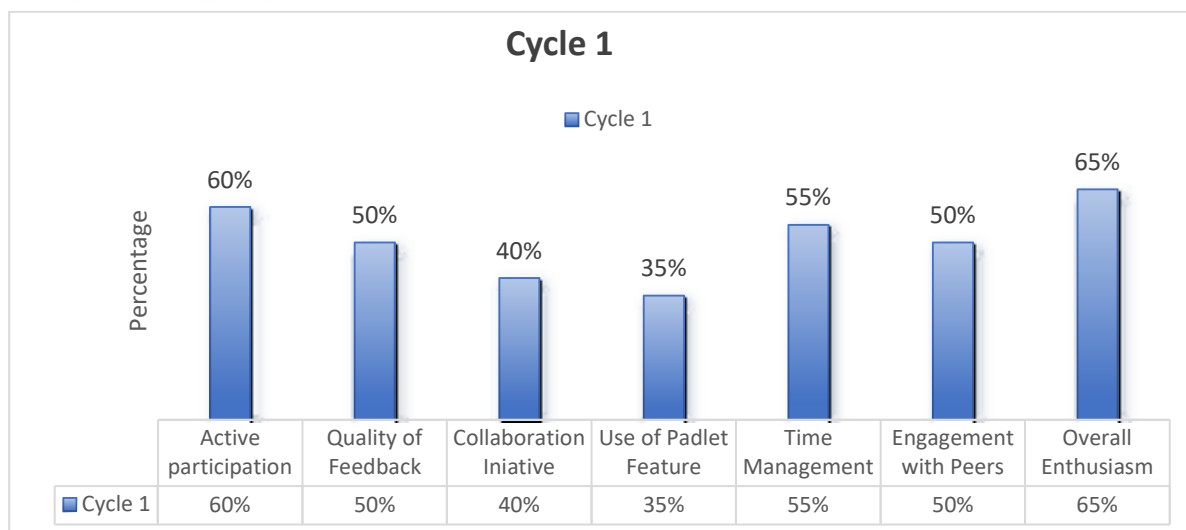


Chart 1 The Observation Result of Cycle 1

Additionally, collaboration among students was limited, with only 40% engaging in teamwork during the feedback process, indicating a reluctance to discuss or ask questions about the feedback received. These findings highlight the need for targeted strategies to enhance participation, improve the quality of feedback, and foster a more collaborative environment in future cycles.

Reflection 1

The main problem found was Cycle 1 the limitation of paragraphs and points of feedback. Cycle 1 focused on the concluding paragraph only, while the points of feedback were only on grammar. Hence, Cycle 2 was conducted to fulfill those limitations

Cycle 2

Planning 2

The plan was still the same as Cycle 1. The writing process included three stages; Pre-, Whilst, and Post writing. The differences lay in the number of points for peer feedback checking, and the types of writing students would do. For this cycle, students had to write a full expository essay consisting of 1 paragraph as an introduction, 2-3 paragraphs for the body, and one paragraph for the conclusion. The feedback focused on punctuation, grammar, and mechanics.

Action 2

The second cycle was conducted for 3 meetings. 14 students attended the class for the first and second meeting, while for the third meeting, there were only 13 students. The first meeting was the time when students did the Pre- and whilst writing. The topic was about Job. The objective was to write a full essay about Job. Students worked in partners/groups. They

discussed the topic and prepared to complete the essay outline. They outlined an expository essay. Students wrote a thesis statement for their essay. Students completed the outline of their essay and posted it on Padlet. Other groups or partners checked writing. The teacher visited and checked the outline. Then, students revised the thesis statement and outline. Ss started writing the introductory, body, and concluding paragraphs. They checked their partner's writing by commenting on the posts. The points of the feedback are Punctuation, Grammar, and Mechanics.

Observation 2

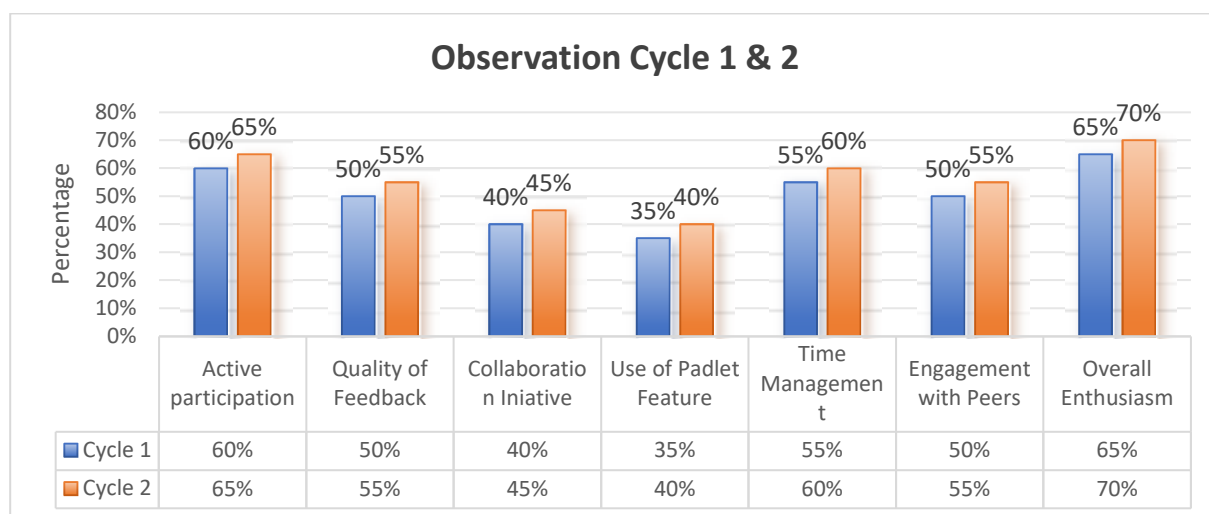


Chart 2 The Observation Result of Cycle 1 & 2

From the chart above, the observation results from Cycle 2 indicated a positive trend in student engagement and participation when using Padlet for peer feedback, with active participation rising to 65%. This increase suggests that students were becoming more comfortable with the feedback process and more willing to contribute to discussions. The quality of feedback also improved, with 55% of comments being constructive and relevant, reflecting a greater focus on substantive aspects of writing rather than just surface-level corrections. Collaboration among students showed a notable increase as well, with 45% engaging in teamwork during the feedback process, indicating a growing willingness to interact and support one another. Overall, these results demonstrate significant progress in student involvement and the effectiveness of Padlet as a tool for enhancing peer feedback, while also highlighting areas for continued improvement in future cycles.

Reflection 2

The findings revealed that students were actively engaged, demonstrated an understanding of the peer feedback process, and showed enthusiasm while using Padlet for peer

feedback. While most students found Padlet easy to navigate and expressed satisfaction with the feedback received, some encountered technical difficulties and challenges in giving feedback to their peers. Despite these challenges, students actively participated in discussions related to peer feedback and demonstrated improved writing skills through the feedback process.

Cycle 2 was done quite well, and it was much better than Cycle 1. However, to meet the requirement to write one full essay, needed a longer time. Therefore, Cycle 3 was done to solve this problem.

Cycle 3

Planning 3

The teaching process was still the same as Cycle 1 and Cycle 2. The writing process included three stages; Pre-, Whilst, and Post writing. The differences were from the Peer Feedback process. This cycle applied differentiated learning. The points of peer feedback were divided into several groups or partners. So, each group or partner had a different point to check out.

Action 3

The second cycle was done for 1 meeting. There were 13 students. The class was divided into small groups and partners. There were 3 groups consisting of three students, and the rest worked as partners. This meeting lasted for 90 minutes. The focus of this meeting was on the application of differentiated learning.

Observation 3

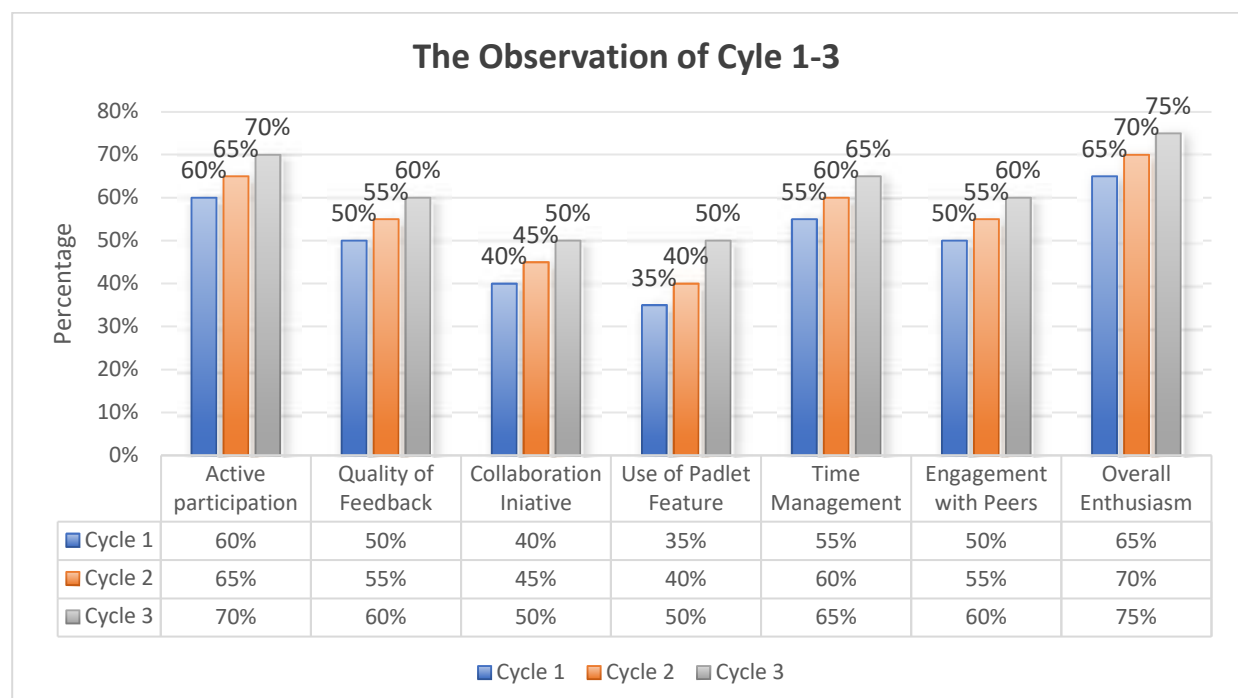


Chart 3 The Observation Result of Cycle 1-3

Chart 3 showed the marked improvement in student engagement and the overall effectiveness of Padlet as a peer feedback tool, with active participation reaching 70%. This increase reflects a growing confidence among students in both giving and receiving feedback. The quality of feedback further enhanced, with 60% of comments being constructive and specific, indicating that students were now more adept at addressing substantive issues in their peers' writing. Collaboration also saw a significant boost, with 50% of students actively working together during the feedback process, fostering a more supportive and interactive learning environment.

Reflection 3

The findings show that students were actively engaged and understood the peer feedback process while using Padlet. Effective collaboration was noted, although some faced technical difficulties and challenges in providing feedback. Despite these issues, students were satisfied with the feedback received and demonstrated improved writing skills. The user-friendly navigation of Padlet enhanced participation in peer feedback discussions. Hence, the cycle of this CAR will not be continued.

Questionnaire

11 eleven students participated in the questionnaire session. There were a total of 6 statements on the Questionnaires. The options were using the Likert Scale. The level of agreement was indicated by using a scale of 1-5; 1 means Strongly Disagree, 2 means Disagree, 3 means Neutral, 4 means Agree, and 5 means Strongly Agree. The answers were as follows.

Percentage	Questionnaire Items
54,5%	Feel satisfied using Padlet The navigation of Padlet is easy Improve the feedback-giving process Padlet is more effective
45,5%	reported high engagement and participation using Padlet

Table 1 The result of the Questionnaire

Table 1 shows that the questionnaire results indicated the following responses from participants regarding their experience using Padlet for giving and receiving feedback. This indication was based on the objectives of each statement. The questionnaire results revealed a generally positive reception of Padlet as a peer feedback tool among students, with 54.5%

expressing satisfaction with their experience on the platform. Respondents highlighted the ease of navigation and user-friendly interface of Padlet, which contributed to a more effective feedback-giving process. Additionally, 45.5% of students reported high levels of engagement and participation while using Padlet, indicating that the platform successfully fostered an interactive environment for peer review. The feedback also suggested that students found Padlet to be more effective than traditional methods, reinforcing its role in enhancing the overall writing and feedback experience. These findings underscore the platform's potential to improve student involvement and satisfaction in collaborative learning activities.

Interview

Questions	Results
Overall Experience	Positive feedback; described as "fun," "great," and "easy to use."
Usability	User-friendly; no sign-up required, easy navigation.
Impact on Feedback Process	Enhanced real-time interactions; Colorful templates made feedback more engaging.
Future Use	All students want to continue using Padlet; found it more enjoyable than traditional methods.
Engagement	Increased interest and involvement in feedback activities due to Padlet's interactive features.
Effectiveness Compared to Traditional Methods	All agreed Padlet was more effective; anonymity boosted confidence in giving feedback.
Additional Suggestions	Students unanimously support continued use of Padlet for feedback activities.
Impact on Feedback Process	Enhanced real-time interactions; Colorful templates made feedback more engaging.
Future Use	All students want to continue using Padlet; found it more enjoyable than traditional methods.
Engagement	Increased interest and involvement in feedback activities due to Padlet's interactive features.

Table 2 The result of the Interview

Three students were chosen to be interviewed. There were 7 questions in total. The result was shown that all questions got positive feedback. The first question was to gather an overview of the participant's general experience with Padlet for feedback. They stated that using Padlet was fun, great, and easy to use. It allows them as a student to upload not only just words, or paragraphs, but also images and videos. The second question was to assess the usability of Padlet for feedback purposes from the participant's perspective. Students stated that using

Padlet was easy and not difficult. There was no need to sign up or sign in using an email. Furthermore, it was also easy to navigate.

The third question was to explore the perceived impact of Padlet on enhancing the feedback process according to the participant. Students stated that giving comments on each other posts, interactive websites, real-time feedback, and colorful templates were the ways they improved the feedback-giving among students. The fourth question was to understand the participant's intention and reasons for using or not using Padlet for feedback in the future. Students were inclined to continue using Padlet for future academic activities because using Padlet was fun to do. The website was unique and easy to use. Using Padlet was not boring as it was decorative and customizable backgrounds. Giving feedback and rating other's posts were very convenient. One student added that Padlet was more effective for giving feedback and writing instead of the traditional method.

The fifth question was to investigate the participant's observations regarding student engagement during feedback activities on Padlet. They answered that Padlet tended to make students more interested and involved in the feedback process due to its ease of use and real-time collaboration features. Another student stated that they were not afraid to give comments and feedback on their friends' work.

The sixth question was to explore the participant's perceptions of the effectiveness of Padlet compared to traditional feedback methods. Three of the students agreed that giving feedback using Padlet was more effective than the traditional one. One of them said that since she was quite shy, she was more confident to give comments and feedback by using Padlet as it provided options either using email or staying anonymous. Other students also agreed that being anonymous was beneficial for them since it did not hinder them from giving feedback. The last question was to allow the participant to share any further feedback, insights, or suggestions related to their experience with Padlet for feedback activities. This question got a positive answer as well. They think that LIA and the teacher still use Padlet as a tool for giving feedback,

Discussions

The observation checklist findings show a significant increase in student engagement and feedback quality through Padlet across Cycles 1, 2, and 3. Participation rose from 60% in Cycle 1 to 70% in Cycle 3, indicating growing comfort with the platform and willingness to engage in meaningful discussions (Smith & Jones, 2021). Additionally, constructive feedback improved from 50% in Cycle 1 to 60% in Cycle 3. This progression demonstrates that as

students gained experience with Padlet, they became better at providing valuable feedback, effectively addressing the research question on how Padlet enhances student engagement in the feedback process. Nguyen & Trang (2023) presented that using Padlet gave a positive improvement in doing peer feedback.

The questionnaire results indicate a positive reception of Padlet among students, with 54.5% expressing satisfaction due to its user-friendly interface and easy navigation, which made giving feedback more comfortable. Additionally, 45.5% reported high engagement levels, showing that Padlet's interactive nature fosters a supportive peer review environment. Interviews reinforced these findings, with many students describing their experiences as enjoyable and highlighting the platform's ability to facilitate real-time interactions. The anonymity provided by Padlet boosted their confidence, allowing them to share thoughts without fear of judgment.

These findings were similar to other empirical studies. (Bayu & Sari, 2019; Lustiyantie & Murtadho, 2024) demonstrated that Padlet enhances student engagement and feedback quality, creating a collaborative learning environment that encourages active participation and meaningful interactions. The data from observations, questionnaires, and interviews collectively affirm Padlet's effectiveness as a valuable educational tool for improving the feedback process in writing assignments.

The application of Padlet as a peer feedback tool in writing has significantly enhanced student engagement, participation, and teamwork throughout the study. This can lead to the improvement of their writing achievement as presented by Ardini & Marlinda (2023). Students reported feeling satisfied with using Padlet, noting that the navigation was easy and that it improved the feedback-giving process. This positive reception underscores the potential of digital platforms to transform traditional feedback methods into more interactive and engaging experiences.

Peer feedback can improve writing by helping students think critically about texts, reflect on their writing, and include different viewpoints in their revisions. (K. P. Murphy, 2018). It emphasizes that sharing your essay with others can provide valuable insights and help improve the quality of the writing. Specifically, it suggests giving your essay to someone else to evaluate based on certain criteria, and it encourages being specific about the type of feedback you are seeking. (Sawyer, 2023). For example, you might ask someone to focus on grammatical errors rather than the overall topic or structure of the essay. This targeted approach can help ensure that you receive the most useful feedback possible.

When students engage in peer assessment, they are not just evaluating each other's work but are also collaborating to create a shared understanding of what constitutes quality. This collaborative environment encourages students to discuss and negotiate criteria for quality, which can lead to a more nuanced understanding of the subject matter and the standards expected in their work. (Gyamfi, 2024)

CONCLUSIONS AND RECOMMENDATION

Padlet encourages active student participation by providing a collaborative platform for sharing thoughts and insights on peers' work. This interactive environment fosters community and motivates meaningful feedback, enhancing the overall learning experience. Students find Padlet user-friendly, with its intuitive design facilitating easy navigation for posting work and accessing feedback. Many believe it is more effective than traditional methods, and the anonymity it offers boosts their confidence in giving feedback, which is crucial for participation. In summary, Padlet enhances peer feedback, leading to improved writing outcomes and greater student involvement.

Future implementations should focus on providing additional support and encouraging diverse feedback types to maximize its benefits as a tool for collaborative learning and writing skill improvement. To enhance the effectiveness of Padlet as a peer feedback tool, educators should provide structured training to help students give constructive feedback, focusing on aspects like content and structure. Incorporating diverse feedback methods, such as audio or video comments, can cater to different learning styles and enrich the experience.

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