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ABSTRACT

This study sought to determine to what extent peer teaching is employed at the university's communication courses and the different peer teaching activities utilized. Also, it sought to know the students' perceptions of the dimensions that characterize the peer teaching activities and its benefits. A mixed-method explanatory sequential design was conducted to investigate the students' perceptions of the dimensions of peer teaching. It is a research design that starts with quantitative data collection and analysis, followed by qualitative data collection and analysis, leading to interpretation and integration of both data and narratives through a joint display. During the academic year 2023-2024 in the university's communication department, survey data on the demographics, peer teaching activities, students' perceptions of dimensions and learning outcomes of peer teaching were collected from four communication courses with a total of 282 students. Twelve students were interviewed based on the results of the quantitative analysis until it reached saturation point. Then, a different set of ten students was involved in the FGD for an in-depth gathering of data until no new insights were gathered. The findings show that students' perceived peer teaching is used frequently as an instructional strategy, the purpose is to practice the students' communication skills and performances, the dimensions were formal when teacher-led but informal when student-led, instructors initiated the activities, students were both teachers and members, students perceived peer teaching as a way to become more responsible, and students perceived peer teaching as a way to gain tolerance and be empathic towards, and to be motivated.

Keywords: Peer teaching, perception, mixed-method explanatory sequential