Learner Engagement through Feedback Processes on – and Inspired by – Social Media

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Abstract *This chapter explores the pedagogical potential of popular social media platforms, specifically Instagram, TikTok, X (Twitter), and Facebook, with a focus on educational feedback exchanges. In the contemporary digital landscape, these platforms have become ubiquitous as everyday companions, but their utilization in teaching contexts is disputed. The chapter therefore first reviews the affordances and challenges associated with an educational use of social media in the prior literature. Subsequently, it assesses the suitability of social media features for feedback exchanges and provides recommendations for their utilization in educational settings. Overall, it appears that social media have the potential to innovate and facilitate feedback processes, but research on their effectiveness is still limited. Notably, the various video features of Instagram and TikTok create novel and convenient opportunities for multimodal feedback that are not (yet) included in many video editors. Also, the availability of multifaceted ways of interaction can empower and engage students actively in learning through content creation, feedback, and collaboration. To a certain extent, this can likewise be accomplished through fake messengers or other alternative applications. By shedding light on these untapped potentials, the paper contributes to the ongoing discourse on innovative pedagogical approaches in the digital age.*

Keywords *digital feedback; social media; TikTok; Instagram; learner engagement; multimodal feedback*

1. Introduction

Social media have become an integral part of the lives of many, especially young, people. As an everyday companion, they entertain through amusing videos and enable social interaction with other, often unknown, people and communities. Moreover, the utilization of social media for educational purposes has garnered attention in the past years, notably since the Covid-19 pandemic (Papademetriou et al., 2022, p. 1). Nonetheless, their pedagogical affordances have not been thoroughly explored so far, especially not with regard to educational feedback exchanges. In particular, the potentials of popular social

media apps, such as Instagram and TikTok, deserve further exploration and investigation (Schluer, 2022, p. 244; cf. Aloraini & Cardoso, 2022, p. 1710). At the time of writing the 2022 book, the majority of published research on social media dealt with Facebook, YouTube and Twitter (now renamed X), whereas more recent tools had scarcely been examined (Schluer, 2022). As Barrot (2021) remarked, it took on average eight years after the initial release of an app until research about it was published (p. 20). In his review, Barrot (2021) covered 17 social media platforms and found that

> "[…] high-profile platforms such as Facebook, Skype, WhatsApp, and Twitter remain to attract the greatest attention from language learning scholars. This phenomenon was attributed to their multiple and flexible communication affordances, wide geographical distribution, and large number of active users." (Barrot, 2021, p. 24)

Meanwhile, additional social media apps, notably Instagram and TikTok, have rapidly gained in popularity, but their educational potentials await further investigation (cf. Perez et al., 2023, pp. 19, 22). This chapter will therefore review the affordances offered by social media for feedback purposes, in particular Instagram, TikTok, Twitter (X) and Facebook. It will also reflect on their limitations and offer ideas for implementation in the classroom. The chapter will close with a discussion of future research needs and dynamic developments.

2. Definition and Examples/ Tools

Social media are online spaces where individuals create profiles to connect with larger (oftentimes global) communities based on shared interests (cf. the review by Camas Garrido et al., 2021, p. 137; Papademetriou et al., 2022, p. 7). They facilitate the exchange of user-generated content and serve "as a source of social interaction, collaboration, and creative expression" (Al-Qaysi et al., 2020, p. 2086; cf. Camas Garrido et al., 2021, pp. 137–138; Sengupta & Vaish, 2023, p. 2). Users can actively participate, comment, share, (co-)create and modify contents, while communicating and engaging with others in numerous ways within and across these platforms (Sengupta & Vaish, 2023, p. 2; cf. the reviews by Barrot, 2021, p. 3, and Papademetriou et al., 2022, p. 1). Accordingly, they have alternatively been termed "participatory media tools" (Cuevas & Kohle, 2010, p. 3597), "social networking tool[s]" (Misnawati et al., 2022, p. 210) or "Social Network Sites (SNSs)" (Camas Garrido et al., 2021, p. 137; cf. Perez et al., 2023, p. 2). Apps have been developed for most of them to ease an anytime-anywhere access on mobile devices.

As Papademetriou et al. (2022) acknowledge, "[d]efining social media is a challenging task" (p. 1) as they are continuously changing. They have been categorized in broader or narrower ways, either including or excluding blogs and wikis and similar applications. Papademetriou et al. (2022) adopt a broad definition and cite "content communities" (e.g. YouTube), blogs and "collaborative projects" (e.g. Wikipedia) alongside "social networking sites", such as LinkedIn, ResearchGate, Facebook, Twitter (X) and Instagram, as well as "social messaging applications", for instance chat apps like WhatsApp and Telegram (p. 2). While the scope of functions of many applications becomes more comprehensive

and more similar over time, it is understandable that clear-cut distinctions are hard to make. Often, social media combine several functions, such as various types of commenting, file sharing, video creation and voice messaging as well as many others (cf. Manca, 2020, cited by Barrot, 2021, p. 3; Vuori & Okkonen, 2012, quoted by Sengupta & Vaish, 2023, p. 2). **Social media feedback** means using these social networking tools (e.g. Facebook, TikTok, X, Instagram, Snapchat, etc.) to exchange feedback in a variety of modes and in different directions, including teacher feedback, peer feedback, student feedback, or combinations of them.

Social media appear to be particularly fitting for formative assessment due to their manifold interaction features. So far, they have mostly been adopted in higher education and professional education settings, but could also be used with students from other levels when the required permissions and informed consent have been granted. For example, in Arulchelvan et al. (2019), social media was used as a learning tool for primary school participants aged between 10 and 11.

Since "[t]he educational content shared on social media can be any form of text, audio or video, etc." (Sengupta & Vaish, 2023, p. 2), social media can be utilized for all types of assignments as individual and group work, including but not limited to written tasks, video or audio production, and creative assignments (e.g. designs, illustration, crafting, materials development). Accordingly, social media feedback can be implemented in a variety of disciplines, such as language learning (Tran & Pham, 2023), teacher education (Suana et al., 2019; Lin et al., 2013), accounting (Liu, 2018), engineering (Evans, 2013), nursing (Almutairi et al., 2022) and many more. The learning environment could be an online or hybrid class or a complement to face-to-face sessions as part of blended learning.

Typically, a mobile phone and a reliable internet connection are needed to utilize social media. However, some applications can also be opened on a tablet, laptop or desktop computer. Wi-Fi access should be preferred to avoid overusing students' and teachers' mobile data volume on personal devices.

The choice of appropriate apps should be made on pedagogical considerations, notably the learning goal and task (see also the feedback taxonomy chapter 4 by Schluer in this volume). The popularity of different apps is changing over time, with some groups or generations preferring certain tools or only using them for clearly delineated purposes due to their scope of functions or audience. Facebook, for instance, used to be a very popular platform, also among the younger generation, before Instagram and TikTok took over this position. While different apps often have unique features, the range of functions has grown constantly, making some of the applications and platforms increasingly similar in scope. A brief characterization of the main purposes will be sketched here, before specific feedback functions will be presented later on in more detail (section 5).

Facebook is a social networking tool that enables individuals and groups to communicate with each other, to form communities and disseminate content online. For this, users create a personal profile with professional and/ or personal information, through which they can share links and multimedia files as well as their own content. Approved friends can interact with the shared content through public or private messages and a chat feature (Queen Mary University of London, 2020).

Instagram is a popular social media platform for sharing photos and videos with others (Lynch, 2018). Commenting is possible in various ways, e.g. through (re-)posts, reels, written comments, direct messages (written, audio or video) and stories.

TikTok is a social media app that allows users to create and edit short videos ranging from three to 15 seconds, or longer if uploaded from another source (currently up to 10 minutes) (Edwards, 2022). Users have the flexibility to create and comment on various types of content through comments, stitches, voiceovers etc.

Twitter (X) is a microblogging platform where users can publish their ideas and opinions in real-time through short messages called "tweets". These tweets are limited to 280 characters (or more if paying a subscription to X Premium). Twitter (X) also provides "features such as hashtags, mentions, and replies", which allow people to network and engage in dialogues with other Twitter users (Malik et al., 2019, p. 2).

In the following sections, some advantages and limitations of using social media for feedback purposes will be discussed, before several suggestions for practical implementation will be presented in section 5.

3. Affordances

Through social media, learner engagement can be enhanced in a variety of ways, including

- motivation and attractiveness through a contemporary interaction format,
- flexible availability in time and space,
- promotion of communicative and collaborative competencies during authentic interaction between learners within and especially beyond the classroom,
- participation and interaction through a diversity of communication channels and modes,
- increased attention through short feedback sequences and novel feedback options.

These and other points will be discussed in the subsequent paragraphs.

3.1. Beyond the Traditional Classroom

Social media can promote communication and cooperation within and beyond the classroom, which might contribute to more authentic interactions and more open, collaborative education. This advantage has been highlighted in much published literature about social media (Ekahitanond, 2018, p. 691; Forbes, 2017, p. 176; Niu, 2019, p. 1396; Papademetriou et al., 2022, p. 1). It may not only foster peer-to-peer and learner-to-teacher interactions (Ukwishaka & Aghaee, 2002, cited by Papademetriou et al., 2022, p. 18), but crucially also the establishment of communities of practice in personal or professional networks (Forbes, 2017, p. 176; Malik et al., 2019, p. 11; Mnkandla & Minnaar, 2017, p. 240). As such, social media can help to reach farther than the classroom and institution to communicate with a potentially global audience.

Opportunities for interaction and feedback are thus enhanced, for example to obtain expert advice from specialists beyond the limited face-to-face audience (Aloraini & Cardoso, 2022, p. 1724, regarding Twitter; cf. Couros & Jarrett, 2012, cited by Forbes, 2017, p. 176; Greenhow et al., 2009, p. 249). For instance, in artistic disciplines, such as Graphic Design, students can gain valuable feedback on their work-in-progress from a wide community and thus perceive a variety of interpretations that may or may not coincide with their own intentions (Ruiz-Ruiz & Izaguirre, 2022, p. 3230). These opportunities for feedback and networking can also be helpful for students' professional future (cf. the review by Malik et al., 2019, p. 11). Moreover, in language learning contexts, students may profit from authentic interactions with speakers of the target language (Aloraini & Cardoso, 2022, p. 1724) and be sensitized to a variety of accents, language variants and cultural aspects that they might not experience in the traditional classroom (Malik et al., 2019, p. 13). To instantiate, Herwanto (2022) mentioned that TikTok could be a good platform for practicing the language with native speakers. In the first weeks of the teaching period, the students tried to find TikTok videos from native speakers by searching key words and hashtags, for instance #Englishspeakingstudents, #practiceyourEnglish, and they produced reaction/duet videos with native speakers. Later on, they were divided into groups or pairs and created a role-play video in groups. Similarly, Lewin and Opsahl (2022) argued that by posting on TikTok, students can get feedback from others, which creates a learning opportunity to test their language skills and further develop their knowledge (pp. 25, 66). A growing number of students is indeed using social media for learning purposes, e.g. tutorial videos or clips on correct pronunciation or vocabulary learning in a foreign language, as well as for networking and interaction in English as a lingua franca.

Also in other subject fields, social media may be helpful to find reassurance, help and support from others (Almutairi et al., 2022, p. 13). This can have positive affective and relational effects (see also section 3.3 on learner engagement). According to the review by Malik et al. (2019), the use of Twitter can help to strengthen bonds and "comfort with peers" (p. 12). Similarly, English and Duncan-Howell (2008, quoted by Niu, 2019, p. 1388) reported that a Facebook course group increased learners' affective communication through encouragement and reinforcement. Finally, students might be more motivated to invest greater effort in assignments when they are posted (semi-)publicly on a social media platform (cf. Misnawati et al., 2022, p. 201; see also chapter 2 by Schluer regarding a redesigned introductory course).

Furthermore, the use of social media could also result in (meta-)cognitive learning gains through the sharing of resources (cf. Papademetriou et al., 2022, p. 16). More indirectly, learners can benefit from accessing a larger number of resources themselves (cf. Al-Qaysi et al., 2020, p. 2087; Handayani, 2016, p. 321; Papademetriou et al., 2022, p. 16). As a student remarked, it appears useful for indirect learning in the free time (Aloraini & Cardoso, 2022, p. 1721), thus complementing the more formal learning in the classroom. However, it needs to be borne in mind that anyone can create and disseminate content on social media and thus, the correctness of the information cannot be guaranteed but would need to be validated in other ways.

With reference to teaching methods, scholars have highlighted the affordances of social media according to collaborative, socio-constructivist learning approaches (e.g.

Dron & Anderson, 2014, cited by Perez et al., 2023, p. 4; Ruiz-Ruiz & Izaguirre, 2022, p. 3219). They emphasized that social media can "contribut[e] to open, flexible, and decentralized education" (Ruiz-Ruiz & Izaguirre, 2022, p. 3221, based on a study by Hermann et al., 2019). As presumably "powerful tools for collaborative learning" (Ruiz-Ruiz & Izaguirre, 2022, p. 3219), they promote student-centered pedagogies (Al-Qaysi et al., 2020; Camas Garrido et al., 2021) while seizing everyday spaces for educational purposes. Accordingly, social media help to break away from traditional roles of teachers as figures of authority, allowing multiple sources of knowledge and opinions (Ruiz-Ruiz & Izaguirre, 2022, pp. 3218–3219).

In fact, the reach beyond the classroom can also be fruitful for teachers, e.g. to gain teaching inspirations and collaborate with colleagues worldwide (cf. the review by Malik et al., 2019, p. 13). In their review, Camas Garrido et al. (2021) thus concluded that social media can "provide a boost" "in terms of active participation and multidirectionality", "not only between teachers and students but also among peers, families, authorities, or other socialisation agents" (p. 141). For this, multiple features can be exploited, as sketched below.

3.2. Multiple Features and Flexibility

On social media, users may not only access and share resources, but they can also become content creators themselves (cf. Ruiz-Ruiz & Izaguirre, 2022, p. 3219). For this, the term "prosumers" has been coined, i.e. people who are simultaneously producers and consumers of goods, experiences and services (Toffler, 1970, quoted by Ruiz-Ruiz & Izaguirre, 2022, p. 3222).

Especially platforms such as Instagram and TikTok have turned into outlets of creativity, in which users draw on various media formats (Malik et al., 2019, p. 8) and communicate in multiple and multimodal ways (Barrot, 2021, p. 23). Features include text messages, image and video sharing, audio and video calls, likes and re-sharing as well as re-mixing of other contents (Barrot, 2021, p. 20). This makes those platforms useful not only for a variety of assignments for all skill areas of speaking, listening, reading, writing and mediation (cf. Handayani, 2016, pp. 324–326, regarding Instagram), but also for numerous feedback formats and strategies (Akbari et al., 2017, p. 41). For example, speaking activities could be recorded as TikTok videos by (pairs of) students (Ferstephanie & Pratiwi, 2021), e.g. as interviews or role plays (Herwanto, 2022), and commented on by reaction videos or written messages (see section 5 below). However, even though a variety of assignment and feedback types is possible, most published literature mainly dealt with written tasks on social media.

By drawing on one or several of the various features, users can engage in multidirectional communication and feedback processes (cf. Malik et al., 2019, p. 9). The exchanges can occur synchronously (in real time) or asynchronously (Forbes, 2017, p. 176), anytime and anywhere (Aloraini & Cardoso, 2022, pp. 1719, 1721; Papademetriou et al., 2022, p. 19). Indeed, availability and accessibility were among the most frequently cited advantages of social media in the study by Aloraini and Cardoso (2022), alongside their familiarity, user-friendliness and affordability (p. 1719). Beyond that, due to the digital environment, learners could additionally consult online resources, such as spelling checkers, dictionar-

ies and search engines to offer more accurate and elaborate feedback with more confidence (Akbari et al., 2017, p. 41)

Social media may thus support mobile learning (Suana et al., 2019, p. 1012) and feedback in various ways, which can increase students' engagement and creativity, as discussed next.

3.3. Learner Engagement and Creativity

Social media are trending, especially among young people (Ruiz-Ruiz & Izaguirre, 2022, p. 3218). To illustrate, TikTok has turned into "the fastest growing social media platform worldwide" since its launch in 2017 (Perez et al., 2023, p. 19), with over 1.1 billion monthly active users in 2023 (Ruby, 2023). Many students use it on a daily basis, either to access other's uploads or to create content themselves and interact with others. Due to students' familiarity with social media, it could be argued that the use of these apps might also increase their engagement in learning and educational feedback exchanges. Indeed, active student engagement (Ekahitanond, 2018, p. 686), "participatory information sharing" (Bikanga Ada et al., 2017, p. 71), collaborative learning and enhanced group performances were frequently adduced as advantages in previous papers (Perez et al., 2023, p. 21).

To exemplify, the use of Facebook encouraged student contributions in prior research (Ekahitanond, 2018, p. 686; Tran & Pham, 2023). For example, Tran and Pham (2023) compared peer feedback on the learning management system Moodle and the social networking site Facebook. The peer feedback on Facebook was found to be more impactful, with more improvements and higher writing accuracy in the Facebook group (Tran & Pham, 2023, pp. 889, 891). Similar findings were obtained in studies about peer feedback on Instagram, where learners actively read and commented on their fellow students' assignments (Misnawati et al., 2022, p. 211; cf. Mansor & Rahim, 2017, p. 111). Likewise, video creation on TikTok seemed to have motivational power and an impact on learning (Sinta & Zulfitri, 2022, p. 50), but research has not yet concentrated on feedback processes specifically. However, the utilization of the more established video platform YouTube has been studied already and positive motivational effects were detected. To instantiate, the feedback obtained from their peers triggered students' reflections on their learning (Sari et al., 2020, p. 394). Compared to the feedback tasks on Instagram and TikTok, YouTube might be considered as less attractive nowadays, since other platforms have become more popular and because YouTube videos are usually longer[1] and the possibilities for giving feedback are more restricted.

By contrast, social media apps, such as Instagram and TikTok, could increase learners' attention and involvement through short feedback sequences and novel feedback options (cf. Xiuwen & Razali, 2021, p. 1442; see section 5). The possibility of instant feedback has been emphasized repeatedly (Arulchelvan et al., 2019, p. 222; cf. Chintalapati & Daruri, 2017; Mansor & Rahim, 2017, p. 109), with multiple options for follow-up interactions. Not only the time to produce feedback, but also to receive the feedback can be

1 However, there is also a Shorts video format that resembles TikTok videos and can be reposted there.

reduced by using these social media applications (Desai, 2014, p. 145). Through the notification functions of the apps, these processes can be accelerated further (cf. e.g. Ekahitanond, 2018, p. 690, with regard to Facebook).

Not only students, but also teachers could exploit these features for feedback purposes. To exemplify, teachers might use the polling and commenting functions to obtain feedback from their students (Chen & Chen, 2012, cited by Lin et al., 2013, p. 40). For instance, Liu (2018) mentioned "using Twitter as a student response system" and as "a platform enabling two-way student-instructor communication" (p. 1). This can be especially useful in large classes (Liu, 2018, p. 1; cf. pp. 17–18), similar to other polling tools (cf. Mazur, 2013; see also chapter 6 by Scholz in this volume).

Overall, the various app features have the potential to innovate and extend feedback processes through creative explorations by learners and teachers (cf. Yunus & Salehi, 2012, p. 89). For example, through remixing, e.g. cutting and editing, novel feedback formats can be created (cf. Greenhow et al., 2009, p. 249) and learner motivation can grow (Niu, 2019, p. 1390). Even shy students might feel empowered to contribute actively due to the variety of features (concerning Twitter, cf. the reviews by Malik et al., 2019, p. 13, and Liu, 2018, p. 3). Inhibitions coming from greater power distances in the classroom could thus be overcome (cf. e.g. Chen & Chen, 2012, cited by Liu, 2018, p. 16) in favor of more student-centered teaching. Thus, social media platforms could provide an inclusive and comfortable environment that encourages their active participation (Aloraini & Cardoso, 2022, p. 1708, with reference to Cerdà & Planas, 2011). However, there are some challenges and limitations to be borne in mind, as will be expounded next.

4. Challenges and Limitations

Despite the many affordances that social media could offer, there generally has not been much empirical research about it. Moreover, several concerns have been raised about the use of social media in educational settings, including potential distractions, required resources and privacy issues. These points will be detailed in the present section.

4.1. Learning Gain Unclear

Regarding the potential educational impact of social media, it is worth noting that conclusive results about the effectiveness of social media for feedback purposes are still lacking (Ruiz-Ruiz & Izaguirre, 2022, p. 3219; cf. Mnkandla & Minnaar, 2017; Perez et al., 2023). Positive findings had mostly been obtained from very limited sample sizes and self-reports. For example, in studies about peer feedback on Instagram, there were only 30 students in the work by Ramadhanty et al. (2022, p. 9) and 32 students in the research by Nahru (2020, p. 46). Likewise, Twitter (X) as a feedback method in the classroom is not well-researched. While it is common to use Twitter for customer feedback (e.g. Couture, 2013; Fuoli et al., 2021; Guzman et al., 2017; Jacobson, 2017), there are only a few instances where Twitter has been introduced as a feedback method in education. Some sources, mostly websites, suggest using Twitter for giving bidirectional or multidirectional feedback in the classroom, but this practice has barely been investigated empirically.

Furthermore, it could be argued that feedback on social media tends to be shorter and thus less elaborate than feedback in other communication tools. This could be disadvantageous with respect to the level of detail that is conveyed. On the other hand, however, more frequent feedback cycles could be triggered by short feedback formats and quick responses. Whether this leads to greater interaction and learner involvement still needs to be tested empirically, though.

4.2. Required Resources and Possible Distractions

Social media nowadays appear ubiquitous, but nevertheless largely absent from classroom teaching. This could have infrastructural and pedagogical reasons (e.g. Cuevas & Kohle, 2010, p. 3598). First, not all schools have reliable and high-speed internet access, or they block the use of social media for a variety of reasons (Brook, 2011, p. 42). If students' (and teachers') personal devices need to be used, this could be problematic for several reasons. For example, some of them might not possess an up-to-date device, which would put them at a disadvantage. Moreover, students' (and teachers') internet quota could be limited (cf. Megawati et al., p. 123), which they do not want to spend on educational tasks. Likewise, at home, download rates might be restricted (Papademetriou et al., 2022, p. 4) or the internet connection could be slow or unstable (Mansor & Rahim, 2017, p. 112; Yunus & Salehi, 2012, p. 94). Teachers may also feel unprepared for using social media due to lacking experience and training (cf. Cuevas & Kohle, 2010, p. 3598).

One major argument against their utilization for educational purposes, however, are the potential distractions caused by the social media environment. Students are usually confronted with a huge amount of (oftentimes irrelevant) information in their social media feeds, which could distract them easily and thus negatively affect their task performance and learning (cf. Dunn & Rakes, 2011, cited by Sengupta & Vaish, 2023, p. 3; Khan et al., 2019, quoted by Almutairi et al., 2022, p. 2; Niu, 2019, p. 1385; Papademetriou et al., 2022, p. 4). For example, on TikTok and Instagram, they see countless off-topic posts on the start page and search site; on Twitter (X), the number of tweets can quickly become overwhelming (cf. the review by Malik et al., 2019, p. 15); on Facebook, learners might additionally be distracted by games and other add-ons (Yunus & Salehi, 2012, p. 95). Such an information overload could have adverse effects on students' concentration and performance (cf. Malik et al., 2019, p. 15).

Furthermore, learners might receive inappropriate or even derogatory messages and comments on their posts (Brook, 2011, p. 42), which could have a negative impact on their mental health. They might even be exposed to cyberbullying (Chen, 2015, cited by Papademetriou et al., 2022, p. 4; Xiuwen & Razali, 2021, p. 1447; Misnawati et al., 2022, p. 208), not only by their classmates but also by a wider, often anonymous, audience. Eventually, social media usage can also have negative consequences on their physical health, including sleep deprivation (Kolhar et al., 2021, cited by Almutairi et al., 2022, p. 2).

Certainly, there are precautions that can be undertaken to reduce these dangers (see section 5 below). Nevertheless, even when a separate account for educational use is set up, learners might be distracted and switch back to their private account. For example, Instagram shows a notification symbol for the second account even when one is using the

primary account. Learners could thus be inclined to switch to their private account while working on a classroom task. Much depends on students' and teachers' critical awareness of these dangers and distractions, as well as their attitudes towards learning via social media. The next section will tackle these broader aspects of learning culture and resistance.

4.3. Learning Culture and Resistance

While many students (and teachers) know social media from their free time "as a source of entertainment", they usually do not associate it with a potential means to enhance educational processes (Kelsen, 2009, p. 9). As Kelsen (2009) noted (with reference to YouTube), "[t]his hardly seems surprising as [social media] [are] a pop culture phenomenon primarily designed to attract people for entertainment rather than education" (p. 9). It might thus be possible that teachers and students either do not make or do not want to make an explicit link between leisure time and learning.

Indeed, psychological resistance and traditional beliefs about pedagogy and education have been identified as significant drawbacks regarding the integration of social media in schools and universities (Perez et al., 2023, p. 2). It has been argued that social media might lead to an "erosion of teachers' traditional roles" as well as difficulties in managing relationships with students (Perez et al., 2023, p. 2). Bikanga Ada et al. (2017, p. 82) highlighted some students' and teachers' reluctance to embrace new forms of learning that deviate from the traditional approaches they are accustomed to in their courses.

On the one hand, educators might be unwilling to use new teaching methods that are different from the conventional approaches they have used for many years (Bikanga Ada et al., 2017, p. 82). In particular, the highly collaborative and co-constructive processes enabled by social media can reduce hierarchical distances and could make traditional educational approaches more vulnerable when exposed to an alternative reality of learning (see also chapter 3 by Liu in this volume). Additionally, some educators may face challenges such as time constraints in learning and developing new skills (cf. the review by Bikanga Ada et al., 2017, p. 82), especially since the technologies evolve continuously (cf. Perez et al., 2023, p. 4; Mnkandla & Minnaar, 2017, p. 228). The ongoing changes can thus be considered a reason why education lags behind with regard to incorporating social media into teaching and learning (Mnkandla & Minnaar, 2017, p. 228). Teachers would need to be willing to learn continuously, also from and together with their students.

Likewise, in the survey by Gettman and Cortijo (2015), students considered "Facebook to be a social medium instead of an academic tool" and "felt uncomfortable interacting with instructors on Facebook" (as paraphrased by Niu, 2019, p. 1392). On a similar note, "Madge et al. (2009) cautioned that educators should not rush to move into "a social networking space that students clearly feel is 'theirs' for social rather than academic purposes" (p. 152)" (Niu, 2019, p. 1395).

In addition, there could be social and cultural challenges in some educational settings with regard to the content that is posted, e.g. concerning politics or religion. To instantiate, in the project by Al-Ali (2014), "students were instructed not to show any female faces in their pictures" (p. 14) to avoid potential cultural conflicts.

Moreover, not only students, but especially instructors might fear a 24/7 availability due to social media use (Liu, 2018, p. 3). The usage can become highly time-consuming and intrusive to their personal lives (Grosseck & Holotescu 2008, quoted by Liu, 2018, p. 3). They may therefore prefer to separate private and professional life (Bikanga Ada et al., 2017, p. 79; Almutairi et al., 2022, p. 14), as will be further discussed below.

4.4. Privacy

As we have seen above, social media are rather used in private contexts and/or for commercial purposes, whereas in the teaching context social media are debated or even banned. This can result from the wish to keep private and professional lives separate, but also from the dangers of bullying as well as the fake news which are spreading in social media (cf. Papademetriou et al., 2022, p. 6).

While many students actively post on social media in their free time, they could feel inhibited to create posts for educational purposes. On the one hand, they might be reluctant to posting academic content on their personal profiles because this could "have a negative impact on their social presence" (Al-Ali, 2014, p. 10) and carefully crafted profiles. Additionally, students might not want teachers to be part of their social networks, and vice versa (Dunlap and Lowenthal 2009; Hodges 2010; both cited by Liu, 2018, p. 3). By implication, not only the learning-related posts, but also posts from their free-time would become visible to their teachers.

However, also students who are not yet active on social media could feel "exposed and vulnerable" and lack "the confidence to post" (Forbes, 2017, p. 183), especially when posts are made public. For example, they might feel a "pressure […] to use very good grammar, punctuation, and content in their comments because everyone will read the comments posted" (Yunus & Salehi, 2012, p. 94). Notably, speaking activities, e.g. on Facebook Live (Ekahitanond, 2018) or in TikTok videos, might not be preferred by some students, especially by shy and introvert students. Apart from bullying from their peers or general public (Papademetriou et al., 2022, p. 4), they could fear additional privacy threats, e.g. through the creation of fake profiles with their pictures.

To some extent, the anxiety about sharing content publicly might be alleviated by adjusting the privacy settings of the account and posts (Brook, 2011, p. 42). In addition, setting up a separate account is recommended (Lin et al., 2013, pp. 43–44) to ensure "a clear boundary between social and learning activities" (Niu, 2019, p. 1392; McCarthy, 2017, p. 130) and to keep personal and educational profiles apart (Bikanga Ada et al., 2017, p. 79; Almutairi et al., 2022, p. 14). Students might even use pseudonyms rather than real names and avatars instead of profile pictures to preserve anonymity (Demirbilek, 2015, p. 221; see chapter 14 by Bekci in this volume). On the other hand, however, teachers could then have difficulty in tracking each students' contributions (Al-Ali, 2014, p. 11) unless the pseudonyms are known to the teacher. For example, they could set up a list of students' names and their chosen online alias. These and other precautions may help to make social media a safer space for use in educational contexts. Further suggestions for implementation will be shown below.

5. Suggestions for Implementation

In light of the above-mentioned challenges and the novelty of social media apps, there is still a lack of practical information on how social media can be used in the classroom by teachers and students alike. Given this gap, social media features have therefore been considered in the project "Pedagogical Guidance for Using Digital Feedback: Digital Feedback Map (DFM)", conducted by Jun.-Prof. Dr. Jennifer Schluer and funded by the *Stiftung Innovation in der Hochschullehre* (funding ID: FRFMM-181/2022, from 09/2022 to 11/2023). Literature searches did not yield many usable results with specific respect to feedback procedures on social media in educational contexts. Therefore, the features of different social media apps were explored openly to derive suggestions for implementation. They will be briefly described in the following sections, preceded by general recommendations and an overview of the features. Readers are also encouraged to visit the "Digital Feedback Map (DFM)" website that contains more detailed written and video manuals as well as handouts in an openly accessible form (https://tinyurl.com/DigitalFeedbackOverview; Schluer, 2023). The aim is to progressively update the DFM website, given the dynamic developments in the field.

5.1. General Steps

As with any new approach, adequate preparation through stepwise familiarization is key (cf. Schluer, 2022). The following general advice is deduced from suggestions made in the feedback literature and from the features of specific social media, notably Facebook, Instagram, TikTok, and Twitter (X).

Should feedback (including peer feedback) not yet be an established practice in the classroom, learners would need to be introduced to the concept first and be granted sufficient time for practice (cf. the steps described in Schluer, 2022, pp. 35–44). This includes strategies for seeking feedback, exchanging feedback and utilizing feedback as well as for managing emotions during feedback provision and reception (cf. Carless & Boud, 2018). Through a variety of (individual and collaborative) activities and concrete examples of feedback practice, a thorough understanding of assessment criteria and a trustful atmosphere for constructive feedback can be created (cf. Hattie & Clarke, 2019; Sun & Doman, 2018). Furthermore, teachers need to craft pedagogical designs that incorporate feedback activities regularly and reasonably (Boud & Dawson, 2023; Carless & Winstone, 2023, pp. 153–154). This also includes appropriate choices regarding the technologies that are deployed for specific feedback purposes (Carless & Winstone, 2023, p. 154; cf. Aloraini & Cardoso, 2022, p. 1707). In that regard, also the internet and social media policies of the school or institution need to be respected to ensure a safe and enjoyable experience for everyone in the classroom. Teachers should check whether the institutional learning platform or cloud offers similar functions to social media tools, or whether using fake messengers would be the better choice. **Fake messengers** imitate the interface of social media to allow students to test their functions. Using them does not require a real social media account, which could be beneficial for practicing purposes at schools, during internships, or teacher training. However, fake messengers are severely limited with re-

spect to their interactive features and the directions as well as modes in which feedback can be exchanged.

Next, as soon as pedagogical decisions regarding suitable tools have been made, learners must be introduced to the relevant features of the platform or app (cf. Schluer, 2022, p. 36). For this, tutorial videos and step-by-step guides could be shared with the students (see e.g. the "Digital Feedback Map" (DMF) at https://tinyurl.com/DigitalFeedbackOverview; Schluer, 2023). Especially if manuals about a specific app and its features do not yet exist, teachers should model the procedure by creating feedback themselves in those ways (e.g. by using earlier assignments). Students can revisit these models and examples whenever needed (cf. Al-Ali, 2014, p. 10; Edwards, 2022). In case learners are already familiar with a particular social media app, it makes sense to actively involve them as co-teachers in this training phase. They could explain the functions to their fellow students and to their teachers, which helps cultivate an atmosphere of mutual learning and active engagement in the classroom. Learners might even be asked to co-create written or video manuals for the classroom. In fact, this procedure was applied in a TESOL methodology seminar in summer term 2023, resulting in eight video tutorials for the DFM (see chapter 2 by Schluer on course re-design in this volume).

However, while many learners will probably know social media from their leisure time, a utilization within the educational realm might strike them as uncommon (cf. Demirbilek, 2015, p. 221). Therefore, the purpose of using social media for learning-related feedback interactions should be explained to the students. For this, a brainstorming activity could be conducted together with the students, during which learners and teachers present their ideas. Moreover, students should have the chance to voice their questions and concerns, e.g. about privacy and cyberbullying. Often, it is advisable for everyone to set up an additional account on the social media app that is to be used exclusively for educational objectives or for a specific classroom. Moreover, it is possible in many apps to set up a dedicated group site or a classroom chat, e.g. a Facebook group or page (Queen Mary University of London, 2020) or a Telegram channel. Typically, it should be configured as a private page to which only the classroom members (and maybe also the parents, depending on the age of the students) have access. Likewise, students should create new (private) accounts for classroom activities and should only allow their classmates to follow their profiles so that interactive activities (react/duet) can be limited to these followers. Apart from restricting the range of commentators, the "settings can be changed to require that either the teacher or the students must approve any comments on the videos before they are posted […]" (Brook, 2011, p. 42, with reference to YouTube).

Furthermore, the settings for the feed on the app's start page should be adjusted. For instance, on TikTok and Instagram, there are three options for the main feed: "for you", "following" and "favorites". In the "following" page, users can only see the posts of the persons they follow, while "favorites" exclusively shows content from the persons they have marked as favorites. Depending on whether students merely follow their fellow students and teacher on the social media account, one of these two options would be recommended. If they follow other people as well, they could mark their classmates and teacher as "favorites" to view their posts on the home feed. By contrast, the selection "for you" might include countless of distractive and dangerous contents.

After a specific feedback purpose and appropriate digital tool have been determined, the participants should agree on clear guidelines for participation, content sharing, and netiquette. Students might need practice for trying out relevant features and should have the opportunity to ask questions. In that respect, a stepwise progression is recommended. For instance, on Twitter (X), students might try out retweeting first before creating new posts on their own (Forbes, 2017, p. 182). This might also help to overcome fears and barriers regarding the usage of a new tool.

For conducting peer feedback activities, it might be a good idea to limit the number of participants in peer-feedback groups to about four or five students. Otherwise, the reception of too many comments might be confusing and overwhelming for the students. Likewise, learners might be demotivated to provide feedback to a large number of peers. If the group size is kept at a minimum, it would also be possible to conduct consecutive activities and explore a greater variety of feedback modes rather than focusing on one skill (e.g. writing) or feature only. In small groups, student could thus share recorded voice or video messages, reels, images etc. without being flooded by (unimodal) information from numerous peers.

After these organizational issues have been clarified, the learners need time to work on a task. Feedback processes could already occur during collaborative creation, or they could be sequenced after the first draft submission. Either way, students need clear guidance about what to do when and whom to ask about what. Active participation should be encouraged, including help- and feedback-seeking as well as providing and acting on the feedback received. For this, they can explore a variety of features, such as comments, likes, chats, polls, and file uploads. Teachers should monitor these processes throughout, offering guidance and facilitating discussions, especially at early stages. Learners should also be asked to reflect on their own work as well as the feedback they have given and received. They should explain in how far the feedback was useful for them and in what ways they have implemented it. Teachers should likewise share their feedback about the learners' work, synthesizing points that fellow students had mentioned and adducing additional ones if needed. This supplementary instructor feedback will be based on the predetermined assessment criteria to enhance students' learning experience and will offer further models for learners' own subsequent feedback practices. Learners will then be asked to utilize the feedback to improve their learning, e.g. when revising a draft or working on another assignment.

In addition, teachers should provide feedback on the feedback that the students have exchanged. This will help to improve learners' feedback literacy. In that respect, the classroom page, channel, or chat will serve as a record of students' work and feedback literacy development, which could be used for reflections at regular intervals (e.g. mid-term and end-of-term). It might also be shared with parents or a wider audience (e.g. school or district instead of a classroom) to showcase students' progress and project work (cf. Edwards, 2022; Lynch, 2018).

At any rate, teachers should appreciate the students' contributions and progress while simultaneously acknowledging the challenges they encountered when using social media for educational (in particular feedback) purposes, especially when it was done for the first time. Overall, social media could thus turn into a site and source for formative and summative assessments in a variety of ways.

5.2. Overview of Common Social Media Features

Due to their countless features, social media can support feedback processes in numerous ways. Table 1 provides an overview of several common social media features that can be utilized for feedback purposes.

As the table shows, interactions can occur in various ways on social media, such as through likes, hashtags (#), written comments below a post (image or video, esp. reels), via direct messages, reposts with additional comments (re-posting a post to another user account) or other forms of sharing posts (in stories or direct messages) or remixing them with new contents (changes to existing posts by adding new text, image, video and/or sound elements) etc. Many of these reactions can be regarded as a form of feedback to the contributor. Given the variety of functions, the apps can be used for different kinds of learning tasks as well as for feedback on the processes and products of solving these tasks (cf. Hattie & Timperley, 2007). Nevertheless, in view of their distinct features, some of them might be more suitable than others for specific learning objectives. In the following sections, the feedback options will be described in more detail, together with possible areas of application. The overview will begin with a description of quick reaction features, followed by various types of video feedback, and finally a synthesis of several additional features.

Table 1: Overview of Feedback Strategies Enabled by Different Social Media Tools and Platforms

Feedback Strategies	Instagram	TikTok	YouTube	Facebook	WhatsApp	Twitter (X)
Written feedback via text messages	Direct messages	Messages	-	Direct messages	Text chats	Direct messages
Written feedback via comments below posts	+	+	+	+	(replying to a preceding message)	+
Audio Calls	+	-	-	+	+	-
Audio Recording	+ (audio messages)	+	-	+	+	+
Video fb via Reels	+	+	+ (Shorts)	Reels	WhatsApp Status	-
Duet	Remix	+	-	-	-	-
Stitch (React)	-	+	-	-	-	-
Live Classroom (Synchronous)	(Instagram Live stream)	(TikTok Live stream)	(YouTube Live stream)	(Facebook Live)	(video/audio calls)	(X Live)
Poll Feedback	+	-	-	+	+	+
Voiceover Feedback	-	+	-	-	-	-
Avatars	+	-	-	-	+	-
Simultaneous Front & Back Camera	+	+	-	-	-	-
Groups	+ (for direct messages)	-	-	+	+	+
Likes	+	+	+	+	+	+
Emoji sliders	+	-	-	-	-	-
Hashtags	+	+	+	+	-	+

5.3. Using Quick Reactions for Feedback Purposes (Likes, Polls, Emoji Sliders etc.)

This section introduces social media features that can be used for feedback via quick reactions. Quick reactions can be defined as one of the more basic features for delivering feedback in a simple and fast way. For instance, TikTok includes several options for quick reaction purposes, such as likes, comments, and direct messages. Facebook also provides similar features, including direct messages, comments, likes, sharing functions etc. Besides these functions, Instagram offers two additional features that can be used for quick reaction feedback: polls and emoji sliders. So far, especially the latter seems to be unique to Instagram, and does not (yet) exist on Facebook or TikTok. Twitter, in turn, offers quick reaction feedback through features like retweets, likes, and replies, enabling users to engage and express their opinions. Similarly, YouTube incorporates quick reaction feedback functionalities including likes, dislikes, comments, and the option to share videos, allowing users to interact and provide feedback. These functions will be discussed in a detailed way in the following parts.

Facebook was one of the first social platforms that introduced several features which have now become a common component of other social media. They can be utilized for manifold feedback purposes, including quick feedback. Notably, the texting feature of Facebook is one of the very first examples of text messaging via social media. Facebook has also developed a separate texting application called "Facebook Messengers". Learners can download this application on their phones to use it for feedback purposes without needing a personal computer. The commenting function of Facebook has also become very popular and can be used for writing activities, for instance. Accordingly, learners can upload one of their writing texts and ask for feedback from their peers and/or instructor on Facebook. In the second step, the peers and/or instructor use the comment section to leave their written feedback (cf. Demirbilek, 2015, p. 215). Furthermore, they can utilize the comment section of Facebook as a forum to start a discussion.

On **TikTok**, users likewise find features to give quick feedback reactions. To use TikTok for feedback purposes, learners should first create or upload their language products (presentations, role-play or speaking videos etc.) to the platform. For these, they can utilize several video effects (see section 5.4 below) and might even create their own 3D Avatar to preserve their anonymity on the web (cf. Bekci in chapter 14 regarding Instagram). Afterwards, the peers can navigate to each other's video. TikTok offers plenty of quick reaction functions to provide asynchronous feedback in a classical way, such as written feedback via text messages. Moreover, to express their positive thoughts on the video, peers can simply like it. Furthermore, to give more detailed feedback, they can use the comment section below the post. Also, they could navigate to their peers' account and start a private conversation to exchange their written feedback in a dialogical manner. Via this function, the peers can also start a discussion on the given feedback to deepen their understanding.

Instagram is likewise valuable for numerous tasks, especially those that can be shared as a picture or video file. However, it has also been used for feedback on writing activities (cf. Ryandini, 2019, p. 107; Tahapary et al., 2020, p. 212). On the one hand, creators can write a suitable caption (Misnawati et al., 2022, p. 199), e.g. a story, below a

picture or video they have shared. On the other hand, they could also save a short story, essay, paragraph, poem or other writing activity as a picture or video file (cf. TikTok above). Since 2023, it is even possible to post content together with another user, making this activity suitable for collaborative learning. They can also try out different filters and templates to share posts in creative ways (Ruiz-Ruiz & Izaguirre, 2022, p. 3222).

After a picture or video post has been uploaded, users have a wide variety of options for quick feedback on Instagram. This includes likes and comments (Ruiz-Ruiz & Izaguirre, 2022, p. 3222), polls as well as re-posts and private messages. The direct message (DM) feature on Instagram offers classic texting features plus Instagram-based features such as snapshots, instant short videos, emojis etc. Creators can also include a poll below a post to seek specific feedback from others. Moreover, the commenting function of Instagram can be utilized in several ways. First, users can upload a reel or photo and their peers can then leave a comment (written feedback) below these posts (Misnawati et al., 2022, p. 212; Tahapary et al., 2020, p. 212). Alternatively, they can repost the submission (e.g. by using the Regram app) or share the post in their own story to leave additional feedback. Another option is that learners reply to other users' stories. This can occur via likes, avatars, or direct messages as well as the resharing of stories.

Another unique function are emoji sliders in Instagram stories. Via emoji sliders, users rate their peers' contributions by sliding the emoji bar from the lowest point to the highest. Furthermore, quizzing and polling can also be included in Instagram stories. Students (or teachers) can write a question together with an open-response field, with a yes-or-no vote (or similar) or in a multiple-choice style. With these options, it is important for learners to be able to write fitting poll questions to receive the desired feedback. Similarly, teachers can conduct quizzes to test learners' knowledge and obtain feedback on the clarity of their preceding explanations.

On **Twitter**, users can likewise engage with the content and provide feedback in several ways. By liking a tweet, students can show their approval or acceptance of the content. Moreover, they can bookmark interesting tweets for future reference. Quoting or retweeting a tweet, i.e., sharing it with their own followers, can be a form of endorsement and helps increase the reach of useful or entertaining content. Replying to a tweet is a more direct approach to getting more in-depth feedback or joining a conversation. Thereby, users can share their thoughts, ask questions, or offer feedback directly to the author of the tweet, e.g. the teacher (Cox, 2020) or peer. They might also disseminate links to more complex surveys (cf. Cox, 2020; Norman, 2016) or to additional resources. Furthermore, emojis can help to convey emotions and disambiguate the intended sense of the message. Moreover, mentions and hashtags can increase the probability that the feedback reaches the intended recipient. Regardless of the method used, it is important to keep the feedback constructive and respectful to encourage positive interactions and meaningful discussions. In addition, Twitter's poll feature allows users to engage with their followers by organizing quick and interactive polls.

On **YouTube**, user engagement and feedback mechanisms have also evolved to include a variety of interactive features. Traditional "Like" and "Dislike" buttons provide immediate feedback for creators, while text-based comments encourage discussion. The general public can only see the number of likes, though. It is important to point out that Instagram (and perhaps other apps) does not have a dislike button to reduce the dangers

of cyberbullying. In the current version of YouTube, only the creators can view the count of dislikes, while the general audience can only see the number of likes. In addition, the community tab allows for continuous engagement through text updates, images, and polls. Creators benefit from audience interaction metrics in YouTube Analytics that provide valuable insights into how viewers interact with their content. These features improve the feedback loop between content creators and their audience, making YouTube a dynamic platform for interaction and expression.

5.4. Exchanging Video Feedback on Social Media

In this section, several video features of social media platforms will be introduced. TikTok is presumably the most popular short-video platform among the social media applications. It provides many options that can be used to deliver video feedback, including Duet, Stitch (React), and voiceover functions (for the latter see chapter 13 by Altay in this volume). Instagram offers similar functions through the Instagram Remixing option. Moreover, with Instagram stories and reels, further opportunities for video feedback arise. Even though Facebook is not known for its video-sharing features, it offers a few video feedback options. In particular, it provides similar features to reels and stories, but they are limited in functionality as compared to Instagram and TikTok. However, Facebook Live can be considered a suitable option for synchronous feedback on social media. Additionally, Twitter, while primarily text-based, allows users to share videos and engage with video content through replies and retweets, extending its capabilities beyond its original text-centered format. These functions will be discussed in a more detailed way in the following paragraphs.

As a short-video platform known for its countless video editing functions, **TikTok** offers numerous options to create and modify videos for feedback purposes. To do so, learners should first upload their creations (e.g. language products) to the platform. For instance, they could create a role-play video, e.g. by imagining themselves as an anchor person of their favorite TV channels and pretending to present sports news. In this way, students can practice their English skills in a fun and interactive way. Besides speaking or role-play activities, TikTok can likewise be utilized for writing activities, albeit in a limited way. Students can share their own writing (a short story or a short paragraph) alongside with background effects (green screen) and music. They may also use the slide function of TikTok to create a recorded presentation on TikTok. In the second step, peers can exchange feedback by using one of the following video features of TikTok: TikTok Duet function, TikTok React function, and TikTok Voiceover function (cf. Sinta & Zulfitri, 2022, pp. 47–48).

Duets allow feedback providers to build on another user's video on TikTok by recording their feedback video alongside the original. Numerous effects, such as greenscreen, can be chosen to enhance the visual appeal. Duet is thus a creative format for interacting with others' videos, building on existing stories, but also for creating new and unique content in collaboration with creators across the platform. Hence, in duet videos, two TikTok users can collaborate in split-screen mode, e.g. to practice feedback conversations or to act a scene. Examples include a role-play between a customer and a salesperson or a

doctor and a patient. However, duet videos are only between two persons whereas react videos can include more users.

Stitch (React videos) is another special feature of TikTok that can employed for feedback purposes. In stitch videos, users select a small part of another user's post on TikTok (minimum of 1.0 second and a maximum of 5.0 seconds) and then shoot their own video. During editing, they may also add effects and adjust the length of the reaction video. This function can be perfectly utilized for feedback purposes, for example to give feedback on pronunciation or specific parts from a presentation. The teacher or peers select the relevant part of the original video in which they want to emphasize a point or give feedback on. Afterwards, they record their feedback video, which will play after the selected sequence from the original video.

The voiceover function of TikTok is also unique to TikTok, enabling the creation of screencast feedback on social media. To use this function, learners should first download or save their peers' videos to their galleries. Afterwards, they edit it for feedback purposes. With this feedback tool, learners can reduce the volume or completely remove the sound of the original video and start recording their own voices at any point. If the original video, for instance, consists of the learner's written text, peers can easily utilize this effect to provide screencast feedback (see also Altay in chapter 13).

By using voiceover, students do not need to show themselves in the video. However, also in the other video formats, it is not necessary to turn on the cameras and/or audio recordings. Instead, students could create a (3D) avatar, or use a black screen or a background image with greenscreen effect to write a story (e.g. about their favorite influencers or free-time activities). Depending on the length, this story could also be posted sequentially (part1, part2 etc.). Especially for shy and introvert or underage students, this could represent a reasonable alternative to posting their audio and video on a social media platform. In the assessment and feedback process, respondents can also use the stitch or duet feature of the platform in a similar way to either expand the story or give reactions to it.

Furthermore, **Instagram** is known for its innovative video-story options even though it first emerged as a platform for photographers. A story basically is a snapshot or a snap video, shorter than a minute, that captures the moment and allows users to share it with the public or their followers. These Instagram stories could be used to exchange feedback via short videos. For instance, learners may share something with their peers and ask them for feedback via a short video format, and in return they might obtain feedback via Instagram stories as well. This can be combined with the quick reaction features described above. Furthermore, users may choose to reply to stories via messaging or by utilizing the video features of Instagram in stories and reels etc.

Another noteworthy function is the use of simultaneous front and back cameras. This feature can be implemented to create a special kind of screencast feedback video with a talking head (cf. Schluer, 2022, pp. 185–207). Therein, users live-record themselves with the front camera while filming a real-world object or scene they want to comment on. In the feedback clip, the speaker video will be visible in a corner while the rest of the screen will be a recording of the object or scene being commented on.

The Instagram Reels function can represent another feedback tool as it supports longer videos (up to 90 seconds) than Instagram stories. In response to Instagram Reels,

other learners can use the "Remixing" function of Instagram. Similar to the "Duet" feature of TikTok, Instagram's Remix offers a wide range of opportunities to provide video feedback.

Even longer videos can be shared via the platform YouTube. **YouTube** has been used for educational purposes for a long time, notably for sharing a (feedback) video and/or commenting on existing ones. By uploading their own videos to YouTube, users can share their recorded screencast video feedback or talking-head video feedback, for instance (see also Schluer, 2022, pp. 174–184). They could simply record themselves while assessing a learner's submission and explaining their ideas and perspectives. Subsequently, they publish their video on their YouTube channel, allowing others to watch and respond to their feedback. This can occur via a direct link that is only accessible by the individual learner or by the classroom. Alternatively, the video could be made public so that the community of YouTube users might provide feedback as well. For this, however, consent should be obtained from the learners (and the parents, if underaged).

A common video feedback type on YouTube are so-called "reaction videos". Thereby, feedback providers utilize an existing video in order to comment on it, similar to a combination screencast video with talking head (cf. Schluer, 2022, pp. 185–207). As Passaris (2022) explains, there are typically two kinds of YouTube reaction videos, which are "split-screen" and "picture-in-picture". Split-screen means that the original and the reaction video are placed "side-by-side on the screen" (Passaris, 2022), whereas picture-in-picture displays the reaction as an overlay to the original video. The reaction video is then usually shown in a corner of the screen. In addition, it is possible to insert the reaction in full screen at regular intervals, i.e. after a specific sequence of the original video has been played. The duration of those videos can vary, depending on the purpose of the reaction video and the content that is commented on.

Furthermore, with the YouTube Shorts feature, users may create short video clips, which are less than a minute long. In this way, they can provide fast feedback or reactions to any submission, including other videos that have already been uploaded to YouTube. For this, they have at least three different options. First, they can use "Remixing with Voiceover" to comment on an existing video. The original video will play without sound, while the feedback provider comments on the submission, explains the assessment and gives suggestions. Second, the option "Remixing using Cut" entails changing the video to highlight the points they want to comment on specifically. Hence, longer videos will be cut, with only relevant parts being focused on. The third option is "Remixing using Green Screen". Here, the learner submission (e.g. video, document, photos, slides) will remain visible in the background while the feedback provider can show additional materials and/or their speaker video in the foreground. This is similar to screencast feedback combined with a talking-head video. Overall, the use of these features can make the video feedback on YouTube more effective and engaging.

In contrast to YouTube, TikTok and Instagram, **Facebook** is not a platform that has been designed for the dissemination of (short) videos. Nonetheless, Facebook offers some features that can be exploited to exchange feedback via video. Notably, Facebook has a function that is similar to Instagram stories. Via this function, learners can share their short videos and receive feedback in return via comments or direct messages. Another feature is Facebook Live, which appears suitable for live presentations or role-

plays (cf. Ekahitanond, 2018, p. 688) and serves as an alternative to other webmeeting apps, for instance. With this option, peers/instructors can leave synchronous feedback via comments, emojis, the live chat, and the polling feature.

On **Twitter**, it is also possible to share videos, either by uploading them directly or by sharing links to platforms like YouTube. Additionally, Twitter's own video feature allows users to record and post short video clips, enhancing the platform's capabilities for content sharing and engagement. In addition to sharing videos directly or from external platforms such as YouTube, Twitter offers options such as live streaming or Twitter Spaces for audio conversations as well as video polls, thus providing several multimedia engagement opportunities.

To conclude, while YouTube has been utilized for video sharing and commenting in a variety of subject fields, only some teachers and students employed it for the exchange of educational feedback. The potentials of other social media platforms and the creative video formats they offer have hardly been examined so far. This includes short videos, such as YouTube Shorts or reels on Instagram or TikTok. Notably, the shorter video format (up to 60 seconds for YouTube Shorts, 15 or 60 seconds on Instagram stories, or 15 seconds to three minutes on TikTok etc.) can be advantageous to foster engagement and reduce the time needed to produce feedback videos. Moreover, the various integrated recording and editing features might increase learner engagement and creativity. To exemplify, dual-camera, split-screen or overlay (greenscreen) effects facilitate the production of innovative feedback formats and do not require sophisticated technical equipment. While powerful computers with a costly video editor, camera and external microphone were previously needed, a smartphone that meets current requirements would be sufficient for video feedback exchanges via social media. Possible limitations, as they have been cited in previous studies on video feedback, are thus reduced.

5.5. Exploiting Additional Features for Feedback Purposes (Hashtags, Groups etc.)

Features that go beyond the previous two categories but could likewise be effective tools for feedback purposes will be introduced in this section. The most important example of these features are hashtags, which exist on almost every platform. On Twitter, for instance, hashtags are a crucial part of the platform, helping users join conversations and discover relevant content by clicking on or using hashtags in their tweets. On Instagram, TikTok and YouTube, hashtags are useful to categorize and discover videos, allowing creators to make their content more accessible to viewers. However, other options cannot be found in every app. For instance, "Avatars" can be used on WhatsApp, Instagram, and TikTok; however, they are not (yet) available on Facebook and YouTube. Furthermore, on Facebook and WhatsApp, users can create groups to form a collaborative space for feedback, whereas on other platforms, including TikTok, a grouping function cannot (yet) be seized. On Instagram, it is so far only possible for users to create groups in direct messages. The following paragraphs will explain some of these functions in more detail.

Overall, hashtags can be used for different scenarios to give and receive feedback. First of all, it is recommended to define specific hashtags for a course (Dragseth, 2020, p. 255; Evans, 2013, p. 46; Forbes, 2017, p. 183; Lin et al., 2013, p. 44), topic (Al-Ali, 2014,

p. 6) or assignment, e.g., #TESOL2024TUC and #TESOL2024task4. To instantiate, Dragseth (2020) combined the course number and department code, such as #CAS2033 and #PADM7925, to tag relevant tweets (p. 255). With these unique hashtags, posts and feedback can be grouped according to class, lesson, or topic. Next, all students need to follow the hashtag in order to be informed about recent posts pertaining to the classroom or assignment. Moreover, it is possible to search for and pool resources as well as filter feedback using these hashtags. To exemplify, in the report by Al-Ali (2014), students tracked photos by utilizing unique hashtags on Instagram (p. 6). In addition, hashtags can help to create affinity groups with a wider community, e.g. related to specific skill areas, professions, or recent debates (cf. Bledsoe et al., 2014, cited by Malik et al., 2019, p. 12; Newton & Williams, 2022, p. 447). For example, the hashtag #teachergram addresses the broad community of teachers on Instagram to "build […] collegial support and collaboration beyond the limits of their own school or district" (Newton & Williams, 2022, p. 451). Other common hashtags are #teachersofinstagram (Lynch, 2018) or #instalehrerzimmer (in Germany), which allow educators to share teaching ideas or gain new inspiration from others for their own classrooms, respectively (cf. Newton & Williams, 2022, pp. 450–451).

#TeachersofTiktok, on the other hand, is a hashtag that enables teachers to share their experiences on TikTok. On **TikTok**, for example, the person who is uploading the video can ask for feedback via the hashtag feature. To do so, they should edit the caption before posting their videos, for instance by asking direct questions so that the viewers (e.g. peers) will focus on more specific points to give feedback, e.g. #HowcanIimprovemygrammar? A major advantage of following specific hashtags is that the students and teachers do not need to follow each other on the platform (Lin et al., 2013, p. 44). This helps to overcome the reservations sketched in the previous literature about allowing teachers and classmates to access private profile pages (see section 4.4).

On **Facebook**, there are many alternative options that could enhance the feedback experience. Notably, Facebook was one of the first social media platforms that introduced the "group function" on social media. Facebook groups can even be utilized as a virtual classroom in which learners and instructors share their language products and exchange feedback. It is especially suitable for writing activities, but also for others. To instantiate, learners could share their writing texts and peers can leave their written feedback in the comment section (cf. Akbari et al., 2017, p. 34). Another alternative option is the "Facebook Pages" function. In contrast to Facebook groups, only the moderators of a Facebook page can share a post. Accordingly, instructors might use Facebook pages to start a discussion, with learners exchanging feedback in the comments section.

On **Instagram**, users can find many further features to support their feedback process. Users could create groups on Instagram via the direct messaging feature (cf. Mansor & Rahim, 2017, p. 112). They may then use this group chat feature as a collaborative place to exchange feedback. Certainly, the tagging of particular persons via their account's name (@username) as well as hashtags can also be utilized to give and receive feedback on Instagram.

Indeed, hashtags are **Twitter**'s most common feature. They allow users to categorize and discover content related to specific topics, trends, or events. This can refer to older posts as well as to live discussions (Liu, 2018, p. 4). For example, Liu (2018) encouraged

students "to live-tweet any questions or comments using the course hashtag during the lectures" (p. 6). Moreover, lists enhance content organization and personalized feeds by providing a means to organize the accounts followed. The "Spaces" feature enables voice-based discussions, providing a dynamic platform for real-time conversations and differentiating Twitter from platforms that focus primarily on text. Finally, Twitter (X) allows users to tag others in tweets by simply typing "@" followed by their Twitter handle (e.g. "@Feedback2023"). This feature not only brings attention to the mentioned user but also generates a quick access to their profile, making it easier for others to discover and engage with them in the conversation.

This tagging feature is also available on **YouTube**. Moreover, content creators can build communities of subscribers by setting up their own YouTube channels. Especially live streaming on YouTube adds a dynamic dimension, allowing creators to broadcast real-time video content, which is suitable for live events and interactive discussions. YouTube Shorts, a response to the popularity of short-form video content, e.g. on TikTok, enables users to create and watch videos that are up to 60 seconds in length and facilitates re-posting across different social media platforms. Finally, hashtags can be inserted in the video description of YouTube Shorts, which may eventually increase the discoverability of the Shorts content.

6. Discussion: Future Avenues and Open Questions

By granting students the opportunity to assume the role of content creators, social media platforms foster creativity in content generation, enabling learners to engage with a wider audience and receive valuable feedback (Ruiz-Ruiz & Izaguirre, 2022, p. 3219). Students and teachers might even jointly develop learning and feedback formats on social media, which could be attractive and effective, especially for younger learners. This would help to maximally seize the student-centered and collaborative capabilities that could be afforded by the use of social media.

In that respect, teachers play a central role in the meaningful and effective integration of social media for learning purposes (as reviewed by Camas Garrido et al., 2021, p. 142). Throughout the learning and feedback process, they act as facilitators or mediators within the participatory spaces enabled by social media (cf. Camas Garrido et al., 2021, p. 142). As stressed by Forbes (2017), this requires a "complex set of understandings [that] must be underpinned by awareness of ethical and social responsibilities" (p. 176). An important first step is the choice of a suitable course design as well as of appropriate tools which help to reach the intended learning objectives (see also chapter 4 by Schluer on the feedback taxonomy). This way, social media activities will be limited to clearly defined purposes only. Additionally, teachers should strive to minimize the distractive and dangerous effects of the selected social media platform. To exemplify, uploads and conversations should usually only be visible to the members of the classroom and not to others. In that respect, advancements in the field of AI may also help to preserve students' privacy on social media, e.g. through the utilization of avatars (see Bekci in chapter 14) or greenscreen effects.

As the description and discussion of several app features has shown, social media might even have the potential to innovate feedback processes, e.g. through novel video feedback formats or a variety of quick reactions. To that end, this chapter has discussed various feedback possibilities based on the platforms Instagram, X (Twitter), TikTok, YouTube, and Facebook. The different features were classified into three groups: quick feedback reactions, video feedback options, and additional features that go beyond the previous two categories. Most of these social media platforms offer similar quick feedback reactions. However, Instagram provides some unique features such as the "emoji slider" function. Moreover, the Reels and Stories function of Instagram can be useful for the exchange of video feedback. YouTube, as one of the oldest and most popular video platforms, also offers its users a wide range of video feedback possibilities. TikTok, on the other hand, is one of the newest, yet currently the most influential social media tool that shapes the daily lives of millions of people. It offers many innovative features for feedback purposes, such as TikTok Duets and Remixes. X (Twitter), as a text-based social media app, offers complementary functions that can be utilized in the classroom. Facebook, one of the oldest examples of worldwide usage of social media, can evolve into a collaborative learning environment for feedback purposes and thus present an alternative to the use of learning management systems (e.g. when they are not available for an institution or learner group or when their feedback features are too limited). Apart from Facebook groups and Facebook pages, Facebook Live is another special feature of Facebook which is particularly suitable for synchronous feedback. In addition, since social media tools and platforms are constantly evolving, it can be assumed that further potentials can be exploited in the near future which are not yet foreseeable at present.

Given this plethora of possibilities and the dearth of empirical studies and pedagogical best practices, it is obvious that much work still needs to be done, requiring a fruitful dialogue between educators, researchers, and policy makers. The affordances and limitations of social media for feedback processes should be thoroughly explored, not only by collecting students' and teachers' opinions (as is mostly done), but by investigating "actual learning gains" (Niu, 2019, p. 1398, with reference to Seymour, Wiese, & Hunter, 2000). While pedagogical interest in the use of social media is growing, not the least due to their popularity among students (Perez et al., 2023, pp. 2, 19), this alone is not a sufficient reason for their implementation in teaching. There must be an "intentional pedagogical design" and ideally empirical evidence to justify their "[m]eaningful uses for teaching" (Lin et al., 2013, p. 44; see also chapter 4 by Schluer on pedagogical design). A starting point for this might be innovative practices that teachers have tried out in their teaching and that seem to have the potential to evolve into best practices which they would like to share with their colleagues. Typically, these best practices will be situated in specific learning environments, with different learning goals and tasks. To some extent, they might, however, have high potential for transfer to other teaching contexts across different disciplines (see also the transdisciplinary transfer project by Schluer & Meier, 2024). To exemplify, feedback features that turned out to be useful for commenting on early stages of idea generation vs. later phases of (almost finalized) multimedia projects might be applicable across disciplines. Nevertheless, this needs to be tried out and proven before any definite claims can be made.

Finally, it should be noted that social media features should not be considered as a replacement for other feedback mechanisms, but rather be seen as part of a more complex pedagogical design that is tailored to the needs of a specific learning environment and the outcomes that are to be reached. Especially when embedded in a co-design space between learners and teachers (cf. chapter 3 by Liu in this volume), social media could give rise to novel explorations that might ultimately enhance feedback processes. For this, both student and teacher feedback literacies need to be fostered and co-developed continuously (e.g. Schluer et al., 2023).

7. Conclusion

In conclusion, social media offer a wide range of possibilities for feedback processes both synchronously and asynchronously. The social media functions might ultimately innovate and inspire established feedback formats, such as video feedback. They could be used to expand the feedback features of protected learning platforms of schools and universities. Moreover, teachers and learners can practice their use by resorting to fake messengers that merely imitate the interface of social media. They offer a safe platform to try out the feedback functions of social media without having to create an account on a real social media app.

This chapter paves the way for future research on feedback on social media, not only as it provides a comprehensive overview of feedback features afforded by popular social media platforms, but also because there are many more platforms and functions to be explored. Examples include Reddit as well as various messenger apps that continuously grow in their scope of functions, such as WhatsApp and Telegram.

In this ever-evolving digital space, new feedback options arise over time which should be examined critically regarding their pedagogical usefulness. Notably, the ongoing developments in the field of artificial intelligence might facilitate the feedback process in certain ways, but require a critical and conscious use (see also chapters 16 and 17 by Schluer in this volume). Considerable limitations and potential problems also concern data protection and the distractive functions of social media. In future research and teaching practice, it is therefore essential to dive deeper and discover which social media apps and which features are the most suitable for what learner group, proficiency level, age, sociocultural context, language level, etc. Future studies should also focus on these issues to provide methods to minimize the limitations of social media and to maximize their efficiency for feedback purposes. Teachers, researchers, and policy makers are therefore invited to engage in dialogue about a student-centered use of novel feedback tools.

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