

The use of augmented verbal feedback in lesson observations



FEEDBACK

Your opinion
is important
to us!

Who are we?

Gill Griffiths : seconded from FAS
undergraduate PESS and M.Res
supervision FMS and attentional focus.
Currently course tutor on PE PGCE.

Helen Zoldan : Curriculum Mentor and
Head of PE department , Harper Green
High school , Bolton

Jess Leigh : PE PGCE student



FEEDBACK

Your opinion
is important
to us!

What prompted this work

- 1) Outcomes of previous research (see slide/handout)
- 2) Belief/Observation that terminal feedback was often 'misunderstood' or students were unable to apply the feedback to the relevant part teaching episode
- 3) Consideration that use of 'real time' feedback may improve 'accelerate' understanding and therefore development of trainee students in a limited time frame



Augmented feedback

Research papers have discovered that mentors can lack time to provide feedback and highlight targets for the trainee (Conway, 2003). This supports the importance of augmented feedback as this process creates a time efficient method of providing feedback 'in action' to the trainee. Increased technology has made this method more accessible in order to provide augmented feedback and field experiences.

Terminal feedback, alternatively, may allow an individual to process and consolidate self-feedback before receiving augmented feedback (Walsh, Ling, Wang and Carnahan, 2009).

Zeichner (2010) noted how augmented feedback to the trainee teacher enhances the learning experiences of those who the trainee is teaching as well as their own professional development.

Question: How can 'real time' verbal feedback support trainee teachers



FEEDBACK

Your opinion
is important
to us!

Curriculum mentors

Mentors must be able to communicate effectively with their trainee teacher in order to offer expert feedback, according to Gagen and Bowie (2013) this feedback must be based on instructional strategies, management routines, effective lessons, productive learning environment and maintaining a multi- dimensional classroom.

Curriculum mentors must use a variety of methods when providing feedback for trainee teachers, Khine et al (2003) emphasizes the importance of blending various approaches in order to develop the trainee's potential.

Mentors who are educated about mentoring can advance the quality of the trainee teacher, and simultaneously advance their own skills (Giebelhaus and Bowman, 2002).



FEEDBACK

Your opinion
is important
to us!

What happened next?

PGCE students research a topic area of their choice and we often give a list of some relevant areas and we did this, outlining the technology we had.

Jess was one of two students who were interested in this topic area and embarked on some research.



FEEDBACK

Your opinion
is important
to us!

Methods

- i) Observation during teaching practice by HoD/CM
- ii) Pupils were a specific groups
- iii) Environment was constant
- iv) Questionnaires completed by observers and trainee
- v) Key issue/themes identified
- vi) Quantitative data was graphed



FEEDBACK

Your opinion
is important
to us!

Results

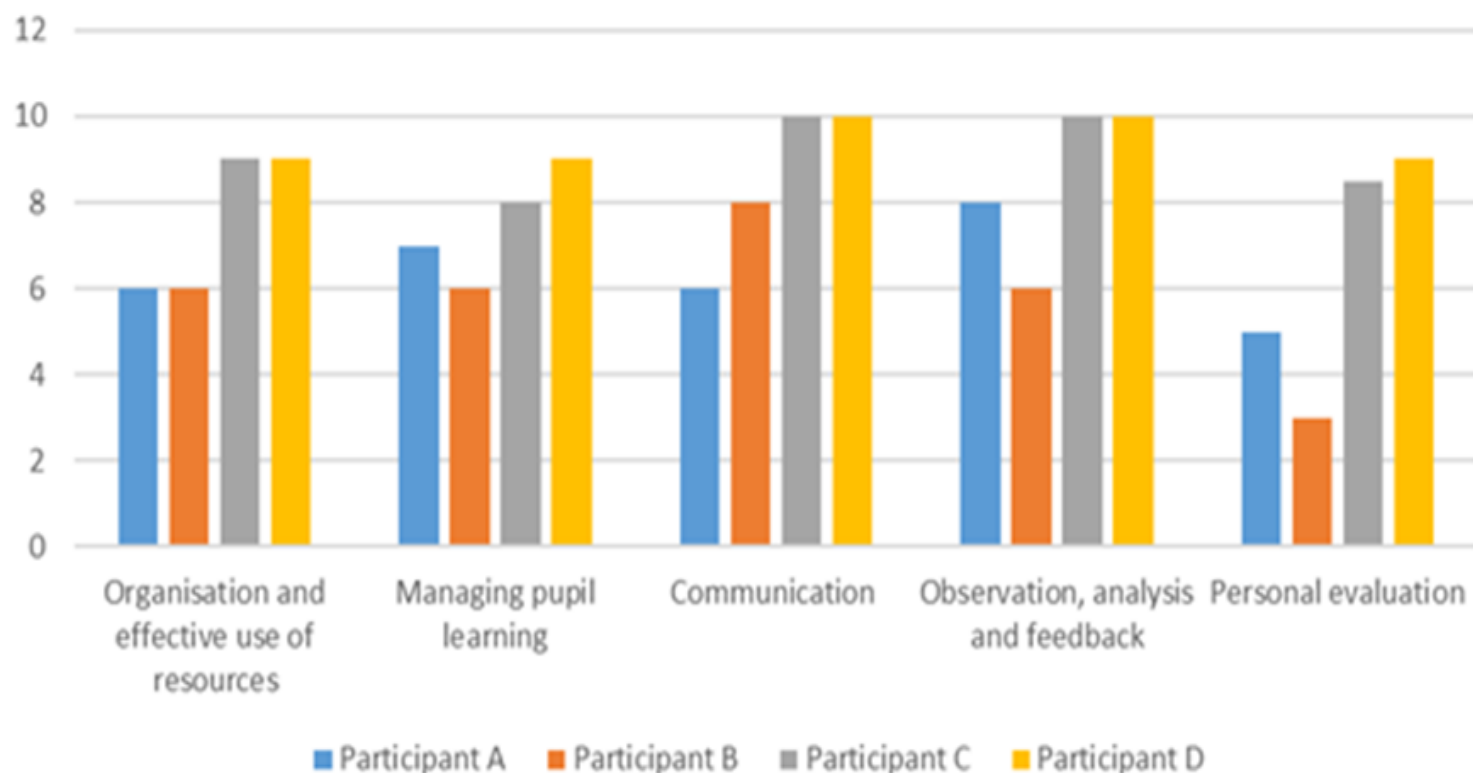
The questionnaire sent out to observers was focused on quantitative data with areas to expand their answers to improve the quality of the data.

- i) As closed questions are much easier to answer than open ended questions (Gilham, 2008), the participants chose to answer the closed questions that required them to circle a number, and ignore the open ended questions that required more information from them.
- ii) So there were limited results based on qualitative data, however some quotes are included from a similar study

FEEDBACK

Your opinion
is important
to us!

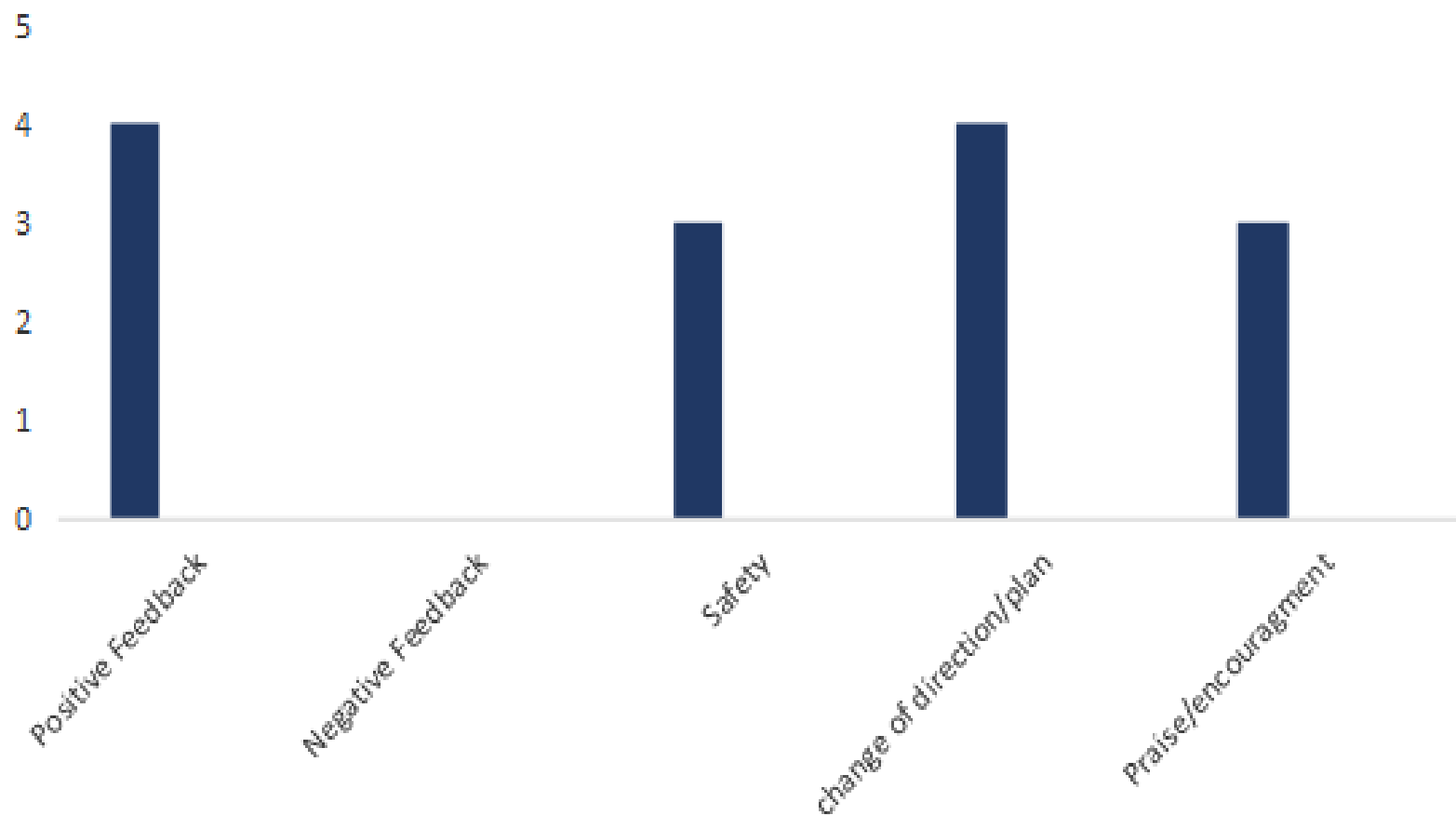
On a scale of 1-10 how effective was the equipment with helping with...



FEEDBACK

Your opinion
is important
to us!

What purpose did you use the headsets?





FEEDBACK

Your opinion
is important
to us!

Main Comments/ Findings

PE Teachers:

- Augmented feedback worked really well with communication and observation, feedback and analysis.
- The equipment was useful as you can 'give advice' without disrupting the lesson
- On the other hand, Participant B highlighted the walkie talkies were 'good to use at the start of someone's training'.
- Participant C stated that 'very clear and precise instructions were able to be given to the trainee' this helped with the flow of the lesson and communicating the high expectations the school desired from all pupils (*behavior management*).
- Asking the student to respond straight away reflected 'normal' teaching



FEEDBACK

Your opinion
is important
to us!

Main Comments/ Findings

Trainee

- Getting feedback that encourages a change in direction or plan, gave the option for the trainee to amend their lesson according to the feedback they were receiving from the observer. *..and could see how the change influenced the lesson*
- The immediate feedback the trainee was getting had an *impact on the learning* and 'correct their mistakes during the lesson which *made the trainee retain the information easier*'

FEEDBACK

Your opinion
is important
to us!

Where normally I have to wait until the end of the lesson to instruct that for example, the warm up was too rushed, today I was able to tell the trainee this as he progressed through the lesson, he then could fix this there and then which meant the delivery of the lesson was much more successful!

'I thought it was a good method to encourage the trainee to respond simultaneously to the feedback I was giving her at the time, it forced that immediate response which teachers must do regularly'

Sometimes I feel as if the pupils look past my role as the teacher and look to the teacher in charge when I discipline them or instruct them on task, this didn't exist today as I felt I was granted total control of the class and they were aware that they were answering to one member of staff only.'

'It was obvious with her movement that she was conscious of the ear piece remaining in her ear and not falling out, I think she also struggled to concentrate on the feedback I was giving her while pupils were also asking questions.'

FEEDBACK

Your opinion
is important
to us!



Issues

- Equipment
- Lack of familiarity with the task/setting for mentors
- Distraction of pupils



FEEDBACK

Your opinion
is important
to us!

Moving Forward

Consider how they can be used in each type of practice 1a, 1b or 2
Look at technology to enhance the process.

Continue to get feedback to further enhance the experience of
both trainee and Curriculum Mentor when using them.

Do we use this idea very prescriptive way or allow flexibility for
Curriculum Mentors

Can this benefit other subjects?