

## **The use of augmented verbal feedback in lesson observations**

The vast majority of pre-service teachers-in-training undertake a teaching practice, to provide experience and support from mentors (Copeland et al, 2010). One mentor role is to assess the trainee's teaching against a set of criteria, most often providing terminal, written/verbal feedback (Hyland and Lo, 2006). Whilst, video reflection has been prevalent in teacher education (Santagata, 2009), reviewing video reflection in education and training, Fukkink, Trienekens and Kramer (2011) concluded there is a need to clarify which approaches are more effective, in order to optimise the design of skills training for professionals. This video approach relates to Schon's (1983) 'reflection on action'. However, Gibson and Purdy (2012:17) explain 'teacher reflection seeks to critically evaluate experiences from both the past and the present and to use that information to inform and enhance what practitioners will do in the future'. Therefore teacher reflection is part of an 'on-going' process which demands reflection before, during, and after teaching. For teachers, this 'reflection in action' (Schon, 1983) is a necessary skill to develop, but one in which experienced teachers are more skilled (Steven, 1996). Interestingly Magill (1994:314) points out, 'augmented feedback is a common component of the communication between instructor and student in skill learning...for some skills it enables the learner to acquire the skill faster'. With developing technology, it is possible to provide augmented feedback to support this 'reflection in action'. From personal experience it is clear that trainees find linking terminal feedback to specific instances a challenge. Therefore the work undertaken explored whether feedback via walkie-talkie, during observed lessons, could support reflection and trainee skill development. Questionnaires were used to identify how verbal augmented feedback impacted on the process. Results indicated that the trainee was positive about the experience and mentor found the walkie-talkies were a useful tool to support trainee learning.

### **Dr Gillian Griffiths**

Senior Lecturer in PE  
Edge Hill University

### **Helen Zoldan**

Curriculum Mentor  
Harper Green High School

### **Jessica Leigh**

PGCE Trainee  
Edge Hill University