

Perceptions of Teacher Trainees about Feedback on Different Works

Prithwi Raj

ABSTRACT

Feedback is integral part of education programme. Feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the instructor cares about the learning taking place. It also allows the student to become more engaged and involved in the classroom. The present study was conducted to know how the teacher trainees perceive feedback given on the lesson planning, presentation and evaluation done. How feedback helps them to improve their performance and why it becomes hurdle to them? This is an observation of few responses taken by the students of education of semester-II. Findings are showing that for the sustainable development feedback is needed in the B.Ed. program and most of the bed trainees have presented their perception about the feedback has potential for improving teaching skill, effective performance, planning, presentation, evaluation, lesson planning, realizing strength and weakness, immediate feedback leads in new direction. All these aspect directly related to the teacher building, teacher building directly related to national building as well as sustainable development.

Keywords: Perception, Teacher trainees, Feedback

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Introduction

Teacher education refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require performing their tasks effectively in the classroom, school, and wider community and feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Feedback is taken as information about the content and/or understanding of the constructions that students have made from the learning experience. Kulhavy (1977) demonstrated that feedback is not necessarily an enforcer, because feedback can be accepted, modified, or rejected. Feedback by itself may not have the power to initiate further action. In addition, it is the case that feedback is not only given by teachers, students, peers, and so on, but can also be sought by students, peers, and so on, and detected by a learner without it being intentionally sought. The process allows the students to analyze the examples and determine what is necessary for the lower quality paper to achieve the desired outcome.

MEANING AND TYPES OF FEEDBACK

Feedback is an essential part of *education* and training programs. It helps learners to maximize their potential at different stages of ... However, 'there is no sharp dividing line between assessment and *teaching* in the area of giving *feedback* on learning' (Ramsden, 1992). Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the instructor cares about the learning taking place. It also allows the student to become more engaged and involved in the classroom. Different type of feedback is.....

1. Oral feedback

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way.

2. Written feedback

Written feedback tends to be given after a task. Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether and how well the student has acted on the feedback.

Written feedback needs to be:

- timely so that it is paired as closely as possible with the event
- written in a manner that is understandable for the student
- Actionable so that the student can make revisions.

3. Descriptive feedback

Effective feedback provides students with detailed, specific information about improving their learning.

4. Peer feedback

The use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading.

FEEDBACK DURING AND AFTER LEARNING

Feedback during learning

- Feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning process.

This is often more effective and productive to the learning experience than end-of task feedback measure (usually summative), which require students to remember the feedback and apply the recommended strategies to a future task.

Feedback after learning

- For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in which this learning could apply.

Statement of the problem

Perception of Teacher Trainees about Feedback on Different Work

Objective of the study

1. To study the perception of teacher trainees about feedback on different work.

Explanation of the term

2. Feedback: In the present study feedback refers to outcome of performance and /or new direction for the improvement act as a mirror to know oneself.

METHODOLOGY

Researcher has adopted descriptive survey method for present study. This is an observation of responses taken by the students of education of two year B.Ed. course.

Sample of the study

Convenient sampling technique was used for the present study. Total thirty teacher trainees were taken as a sample from semester fourth from B.Ed. Dept. of Education, Faculty of Education and Psychology, The M.S. University of Baroda, Vadodara.

Tool of the present study

Five points Rating scale was developed by the investigators. Items related to perceptions on receiving feedback in the areas, namely, pertaining to teaching aids, skills, planning, presentation, affecting tone of feedback, spontaneous feedback, hurdle their performance, etc. were covered.

Data Collection

Data were collected by the investigators personally meeting teacher trainees from semester second & fourth from B.Ed. Dept. of Education, Faculty of Education and psychology.

Data Analysis

Data were analyzed by counting frequency and percentage.

Statements	SA	A	N	DA	SDA
Feedback helps you in progress	09 (30%)	21 (70%)			
Feedback plays significant role for the improvement of performance	20 (66.67%)	09 (30%)	01 (3.33%)		
Feedback is an integral part of B.Ed. programme	10 (33.34%)	15 (50%)	05 (16.67)		
Feedback received you is effective for performance	15 (50%)	10 (33.34%)	05 (16.67)		

Feedback helps you in –planning, presentation, evaluation	17 (56.67%)	09 (30%)	04 (13.33%)		
Feedback received you help you for improvement of skills	11 (36.66)	17 (56.67%)	02 (6.66)		
Past feedback helps you to link with present situation and improve your teaching	10 (33.34%)	19 (63.33)	01 (3.33%)		
Feedback helps you in realizing your strength & weakness	08 (26.67%)	18 (60%)	02 (6.66)	01 (3.33%)	01 (3.33%)
Tone of feedback affects your performance	09 (30%)	14 (46.67%)	03 (10%)	03 (10%)	01 (3.33%)
Immediate feedback after lesson and/or work submission by the teacher educators and peers leads you to new direction	16 (53.33%)	10 (33.34%)	04 (13.33%)		
Self analysis of your and feedback given by teacher educators and peers falls in same line	05 (16.67%)	10 (33.34%)	04 (13.33%)	08 (26.67%)	03 (10%)
Repetition of feedback creates hurdle or restrict creativity	06 (20%)	09 (30%)	07 (23.33%)	07 (23.33%)	01 (3.33%)

Abbreviations: SA-STRONGLY AGREE, A-AGREE, N-NEUTRAL, DA-DIS- AGREE, SDA-STROGLY DISAGREE

MAJOR FINDINGS:

1. Majority (70%) of teacher trainees responded that feedback helps in the progress of students.
2. Majority (66.67%) of teacher trainees responded that Feedback plays significant role for the improvement of performance, whereas, (3.33%) student teachers were neutral about it.
3. Majority (50%) of teacher trainees responded that Feedback is an integral part of B.Ed. programmed, whereas, (16.67%) student teachers were neutral about it.
4. Majority (50%) of teacher trainees responded that Feedback received you is effective for performance, whereas, (16.67%) student teachers were neutral about it.

5. Majority (56.67%) of teacher trainees responded that Feedback helps you in –planning, presentation, evaluation whereas (13.33%) student teachers were neutral about it.
6. Majority (56.67%) of teacher trainees responded that Feedback received you help you for improvement of skills whereas (6.66%) students teachers were neutral about it.
7. Majority (63.33%) of teacher trainees responded that Past feedback helps you to link with present situation and improve your teaching, whereas (3.33%) student teachers were neutral about it.
8. Majority (60%) of teacher trainees responded that Feedback helps you in realizing your strength & weakness whereas (3.33%) student teachers were disagree and strong disagree about it.
9. Majority (46.67%) of teacher trainees responded that Tone of feedback affects your performance; whereas, (3.33%) student teachers were strongly disagree about it.
10. Majority (53.33%) of teacher trainees responded that immediate feedback after lesson and/or work submission by the teacher educators and peers leads you to new direction whereas (13.33%) student teachers were neutral about it.
11. Majority (33.34%) of teacher trainees responded that immediate feedback after lesson and/or work submission by the teacher educators and peers leads you to new direction whereas (10%) student teachers were strongly disagree about it.
12. Majority (30%) of teacher trainees responded that Repetition of feedback creates hurdle or restrict creativity whereas (3.33%) student teachers were strongly disagree about it.

CONCLUSION:

Researcher come on conclusion on the basis of findings B.Ed. trainees have positive perception about the feedback because feedback helps to teacher trainees in progress, effective performance, planning, presentation, evaluation, improving teaching skill, lesson planning, realizing strength and weakness, immediate feedback leads in new direction. All these aspect directly related to the teacher building, teacher building directly related to national building. So it can be say strongly feedback in B.Ed. program is needed for the sustainable development.

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