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An e-Intervention to boost trainee teachers’ peer assessment and reflective practice

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Why researching on Formative Assessment Strategies (...again???)

- Initial Teacher Educator environment
- Past and current practices
- Researcher’s interest
- Gap of informed research in the sector
- School’s strategic plan for Education and ITE

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The University of Bolton’ ITE programme for full-time students runs from September till May

- Leads to PGCE level 6; Cert Ed. For non graduates; or PGCE M level 7 (Master’s Level)
- Qualifies graduates to teach in the **FE, HE and skills** sectors
Trainee teachers:
- 100 hours of teaching
- On placements
- Up to three days a week
- Two days a week at study
  (modules at the university)
Placements: at FE and skills sector that is varied (colleges, workplaces, private training providers, charities, prison service and so on)

Placement’s students: Age range between 14-65

Levels: academic and vocational courses of various levels

Key areas the ITE programme: peer assessment & action plans
Methodology

Phase 1
- Small pilot (limited sample) 2014
- Refining methodology
- Selection of research population (for next phase)
- Timetable and resources

Phase 2
- Resources secured and timetable revisited
- eTool development
- Second piloting (2015)
- Dissemination of initial findings (March/July 2015)

Phase 3
- Feedback, review and adjustment of eTool(s)
- Implementation and dissemination of research findings (June 2016)
- Evaluation and further studies
Phase 1

- Conducted from October 2013 to June 2014
- Small scale practitioner research with the group of 19 trainee teachers of limited teaching experience
- Questionnaire
- Observations
- Interviews

Phase 2
- Resources secured and timetable revisited
- eTool development
- Second piloting (2015)
- Dissemination of initial findings (March/July 2015)

Phase 3
- Feedback, review and adjustment of eTool(s)
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Overall positive impact of *peer assessment through peer feedback* on trainees’ understanding

Value of *giving* and *receiving* feedback was identified

Some good *constructive advice* to further the trainees’ professional development as teachers was highlighted

Trainee’s better understanding on *being assessed*, the process of *assessment* and how it can be utilised in their own teaching practice.
Main issues identified:

1. Seen as ‘criticism’ of, and ‘competition’ with one another
2. Concerns about emotional responses to their comments
3. Unclear about meaning of ‘constructive’ feedback
4. Criticisms of the procedures of implementing peer assessment in the classroom
Steps suggested for a successful peer-assessment and constructive feedback (related to the Micro-teach session):

1. Clear guidance to teachers trainees on essential teaching skills required in Micro-teaching and quality evaluation tips.
2. Examples of peer feedback to facilitate understanding on what constitutes constructive feedback.
3. The trainees feedback provided as a non-participating observers.
4. Trainees to appreciate the observation feedback by peers as a unique professional development opportunity.
Development of an e-Tool – an inclusive and accessible portable technology (based on: DVD and/or web-based / cloud-based resource)

The e-Tool(s) will be based on a selection of sample recordings of the full-time trainee teachers who delivered their micro-teaches on Phase 1.
Lack of widely available, relevant and appropriate resources to address the trainees’ ‘apprenticeship of observation’

Most available online materials are based on secondary inservice teacher observation

Providing a resource that is based on authentic materials

Micro-teach is a specific task familiar to novice

Possibility of developing ‘inclusive’, multiplatform and multimedia rich activities based on in-house developed (at low cost) resources.
The process... so far

Vodcasts of Micro-teaching Oct-Dec 2014

Sample selection Dec 2014

Dissemination of research (Phases) & eTool development Jan-April 2015

Pilot to Focused groups April 2015

Dissemination of eTool(s) July 2015

Implementation UoB ITE-wide Academic year 2015/2016
Example of storyboard for Vodcasts

- **Introduction** – 1 min – the purpose of video; acknowledgement
- **Chapter 1** – Learning outcomes introduction; sharing with learners
- **Chapter 2** – Elicitation of prior knowledge
- **Chapter 3** – setting up the task – providing instructions
- **Chapter 4** – demonstrating a new skill/ modelling
- **Chapter 5** – introducing a new concept
- **Chapter 6** – managing learning in groups
- **Chapter 7** – assessment in class
- **Reflection on micro-teach** – interviews with 3 participants & 3 experienced teachers
Thank you
For further questions or enquires about this project do not hesitate to contact us

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