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

The TIRI University Conference 2015

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Today’s presenters

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Project coordination

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

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

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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) 2013-2014
- Refining methodology following the recommendations
- Selection of research population (for next phase)
- Timetable & resources

Phase 2
- Resources secured and timetable revisited
- ETool development
- Second piloting (2015)
- Dissemination of initial findings (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 1 Outcomes

- 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
- Trainees’ 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
Recommendations

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) consists of a selection of sample recordings of the full-time trainee teachers who delivered their micro-teaches in Phase 2.
Why a specific Technology-based resource?

- Lack of widely available, relevant and appropriate resources to address the trainees’ ‘apprenticeship of observation’
- Most available online materials are based on secondary in-service 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

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

Pilot to Focused-groups June 2015

Sample selection Dec 2014

Implementation UoB ITE-wide Academic year 2015/2016

Dissemination of eTool(s) July 2015
Example of storyboard for Vodcasts

- Introduction – the purpose of video; (S. Telfer)
- **Chapter 1** – Reflection on micro teach experience (Hannah Burke)
- **Chapter 2** – Introduction of the learning outcomes
- **Chapter 3** – Eliciting prior knowledge
- **Chapter 4** – Explanation of a new concept
- **Chapter 5** – Demonstration of a new skill
- **Chapter 6** – Setting the task
- **Chapter 7** – Managing learning in small groups and feedback
- **Chapter 8** – Conducting assessment in the classroom & providing feedback
- Acknowledgement
As part of one of the modules on the PGCE and Cert Ed courses, trainees are required to deliver a 15 minute micro teach to their peers and fellow trainees in order to demonstrate skills, knowledge and understanding in a non-threatening environment.

For many, this micro teach would be the first time teaching to a group of learners it is therefore expected that the trainees would lack the experience and skills required to teach effectively in this environment.
On a scale of 1-10, with 10 being ‘Extremely Prepared’, how prepared did you feel prior to performing your micro-teach?

- 8: 13%
- 6: 25%
- 5: 25%
- 3: 12%

On a scale of 1-10, before you performed your micro-teach, how useful would you have found viewing the performances of previous trainee teachers?

- 10: 13%
- 9: 25%
- 8: 25%
- 5: 12%
- 4: 12%
- 6: 13%

On a scale of 1-10, before you performed your micro-teach, how useful would you have found hearing directly from previous students about their experience of the micro-teach?

- 10: 13%
- 9: 25%
- 8: 25%
- 5: 12%
- 4: 12%
First Steps to Teaching
The eTool (Video)

* Extracts from the video
If not available online, please contact authors to have access to the content.
First Steps to Teaching

Thank you
For further questions or enquires about this project do not hesitate to contact us

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