

Dr. Maria Rodriguez-Yborra Dr. Daniela Bacova

School of Education and Psychology
University of Bolton, UK



Dr. Maria A.
Rodriguez-Yborra



Dr. Daniela Bacova



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

*Dr. Maria Rodriguez-Yborra and
Dr. Daniela Bacova
University of Bolton, UK*

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

**Dr. Maria Rodriguez-Yborra and
Dr. Daniela Bacova**
University of Bolton, UK

Background of the study 1/3

- * 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

Background of the study 2/3

* **Trainee teachers:**

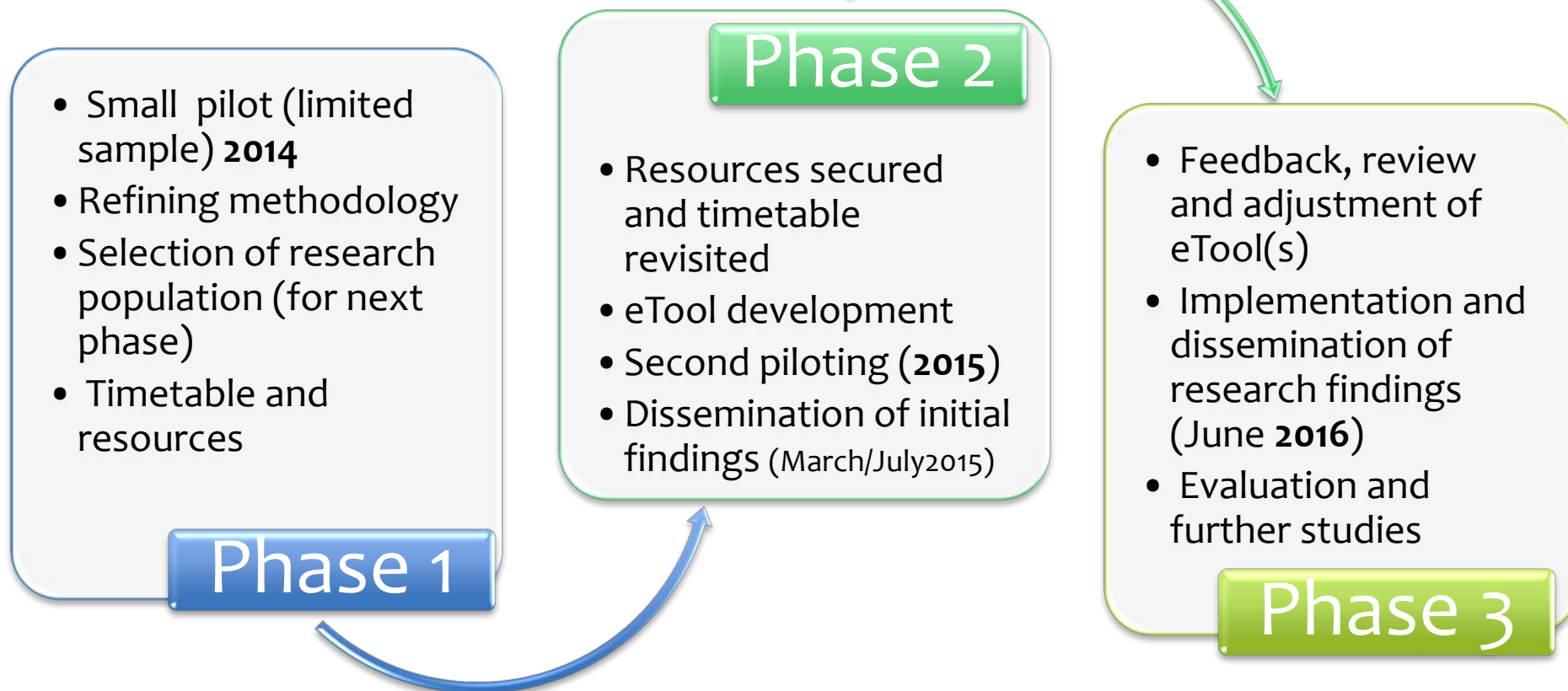
- 100 hours of teaching
- On placements
- Up to three days a week
- two days a week at study (modules at the university)



Background of the study 3/3

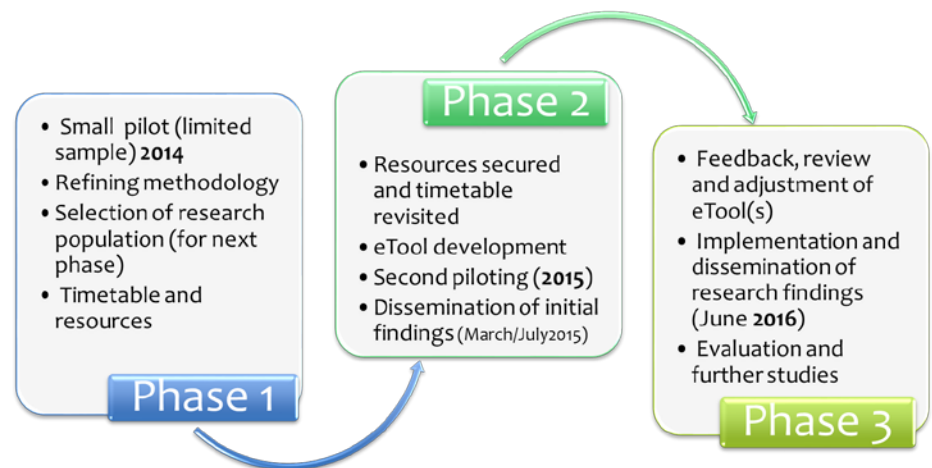
- * **Placements:** at FE and skills sector that is varied (colleges, workplaces, private training providers, charities, prison service and so on)
- * **Placement's students:** Age range between 14-65
- * **Levels:** academic and vocational courses of various levels
- * **Key areas the ITE programme:** peer assessment & action plans

Methodology



Phase 1

- * 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
- * Trainee's better understanding on *being assessed*, the *process of assessment* and how it can be utilised in their own teaching practice.



Outcomes – peer assessment

* 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

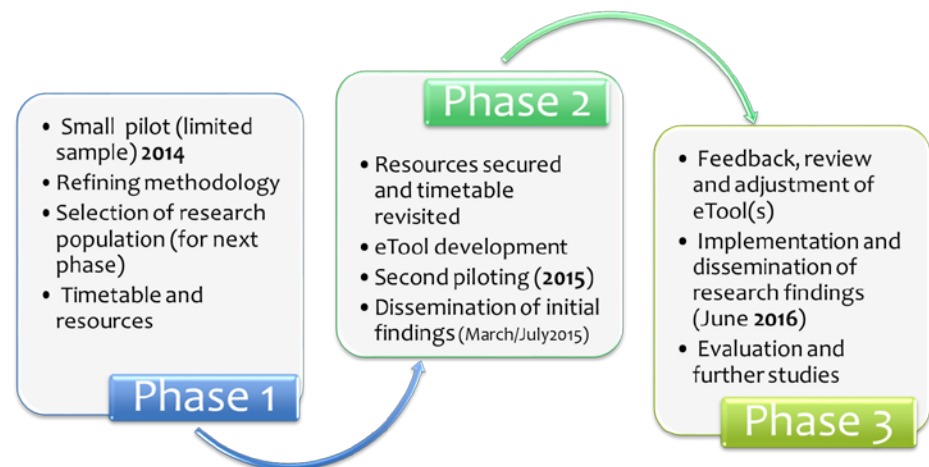
Steps suggested for a successful peer-assessment and constructive feedback (related to the *Micro-teach* session):

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**.



Phase 2

- * 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.

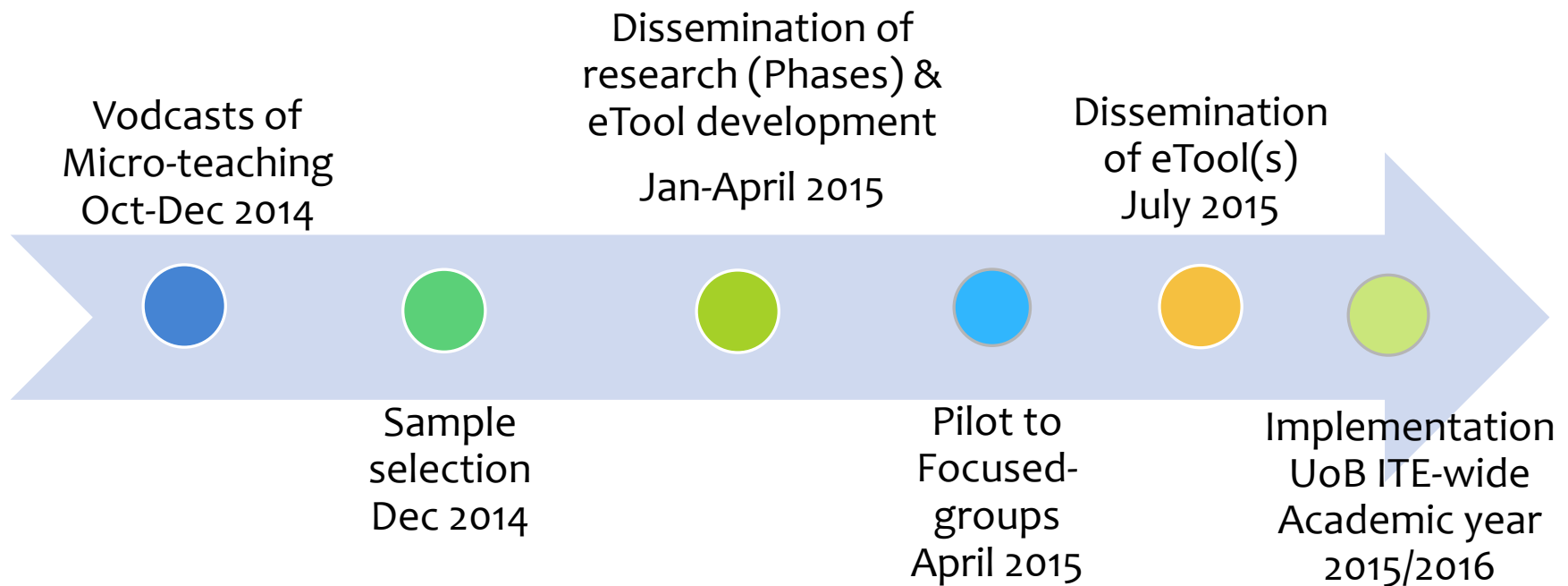


Why a **specific** Technology-based resource?

- * 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.



Summary of the project (stages)



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





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



Dr. Maria A. Rodriguez-Yborra
Reader in Technology Enhanced Learning
mar2@bolton.ac.uk
Tel. +44(0)1204 903356
[UoB Research Repository](#)
Skype: drmariarodriguez-yborra



Dr. Daniela Bacova
Initial Teacher Education Lecturer
Email: D.Bacova@bolton.ac.uk
T: +44 (0) 1204 903219



[The University of Bolton \(UK\)](#)