

ASSESSING PRE-SERVICE TEACHERS' ADAPTIVE PEER FEEDBACK EXPERTISE:

EFFECTS OF A FIELD EXPERIENCE

THEORY: Feedback plays a vital role in continuously developing teaching expertise (Hammerness, 2005). However, some feedback actually harms future performances (Kluger & DeNisi, 1996). Narciss (2013) emphasizes that situational and individual factors need to be taken into account when providing effective feedback. Self-efficacy is one of these individual factors and possesses a significant impact on future achievement (Stajkovic & Luthans, 1998). Feedback needs to adapt to this factor. Consequently, adaptive peer feedback expertise needs to be promoted in university. During field experiences pre-service teachers receive and provide peer feedback in coaching sessions. Therefore, it is of interest how feedback practice during the practicum facilitates pre-service teachers' adaptive peer feedback expertise.

RESEARCH QUESTIONS:

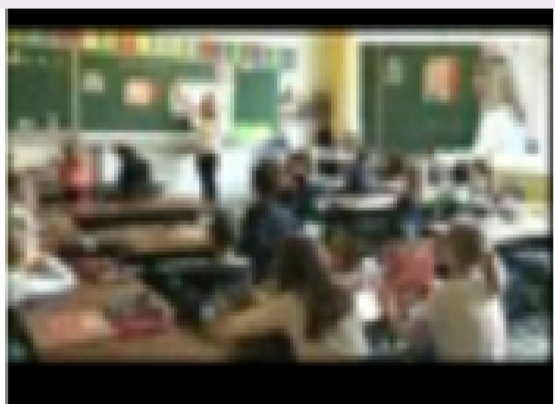
1. TO WHAT EXTENT DOES THE PRACTICUM AFFECT PRE-SERVICE TEACHERS' OVERALL ADAPTIVE PEER FEEDBACK EXPERTISE^{SE}?
2. WHAT IMPACT DOES THE PRACTICUM HAVE ON PRE-SERVICE TEACHERS' ADAPTIVE PEER FEEDBACK EXPERTISE^{SE} CONCERNING SCENARIOS DEPICTING A TEACHER WITH LOW (SCENARIO A) OR HIGH SELF-EFFICACY (SCENARIO B)?

A pre-post-design was applied in which 65 students were asked to provide a written feedback for two scenarios (A: teacher with low/B: high self-efficacy). The feedbacks were analyzed using a coding system based on Gielen et al. (2010). It consists of three categories determining the quality of peer feedback (evaluative feedback/tutoring feedback/presentation of feedback).

Video-based pre- and posttest measure

Highly efficacious people work harder after a failure in order to succeed. On the contrary, individuals with low self-efficacy abandon tasks more easily. (Bandura & Cervone, 1986; Ilgen & Davis, 2000)

Scenario A – Teacher with low self-efficacy



Information on the teacher

Self-reflection and utterance by the teacher

e.g. I don't manage to get the entire class to contribute constructively.

Scenario A – Teacher with high self-efficacy



Information on the teacher

Self-reflection and utterance by the teacher

e.g. I manage to even interest weaker learners for my class. (Schwartzler & Schmitz, 2009)

Students provided a written feedback (max. 200 words) Students provided a written feedback (max. 200 words)

Category	Subcategory	Scenario	Percentage	ICC
Evaluative feedback	Assessment Criteria	A	87.2%	0.80
		B	92.1%	0.92
	Specificity	A	81.8%	0.68
		B	84.9%	0.83
Tutoring feedback	Suggestions	A	84.9%	0.89
		B	80.8%	0.90
	Questions	A	91.6%	0.93
		B	93.4%	0.88
Presentation of feedback	First person	A	84.9%	0.88
		B	88.6%	0.94
	Self-efficacy	A	81.8%	0.85
		B	82.1%	0.80

Results of the pre-posttest showed that that the field experience has the highest impact on the tutoring feedback category ($d=0.40$). Regarding scenarios, only scenario B yielded significant positive effects. Analyses of variance showed that increases of the evaluative feedback ($F(1, 64) = 8.88, p < 0.004, \eta_p^2 = 0.12$) and presentation of feedback ($F(1, 64) = 43.70, p < 0.001, \eta_p^2 = 0.41$) categories are predominantly determined by the scenario, i.e. expertise improves more in the high self-efficacy scenario. Yet, differences concerning tutoring feedback were mainly based on the time ($F(1, 64) = 9.86, p = 0.43, \eta_p^2 = 0.13$).

