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Sub-project 4 **Intervention study**
standard „giving supportive feedback“

Standard
The teacher is able to give supportive feedback to the students at different moments in time and by means of different tools

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Central research interests

- How do VET teachers build up and further develop their own professional standards?
- How can the training of standards be optimally designed?
- How can an adjustment of a teachers teaching/learning concept be attained (conceptual change)?
- How does the progress achieved in competency development affect the development of performance (reference framework theory practice)?

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The concept of professional competency profiles (Oser et al., 2009)

competence

The competence of a vocational teacher to introduce an apprentice the function of a complicated engine (example)

competency profile

Impact of teaching action in complex situations by multiply structured competencies

standard

measured quality of a competency profile

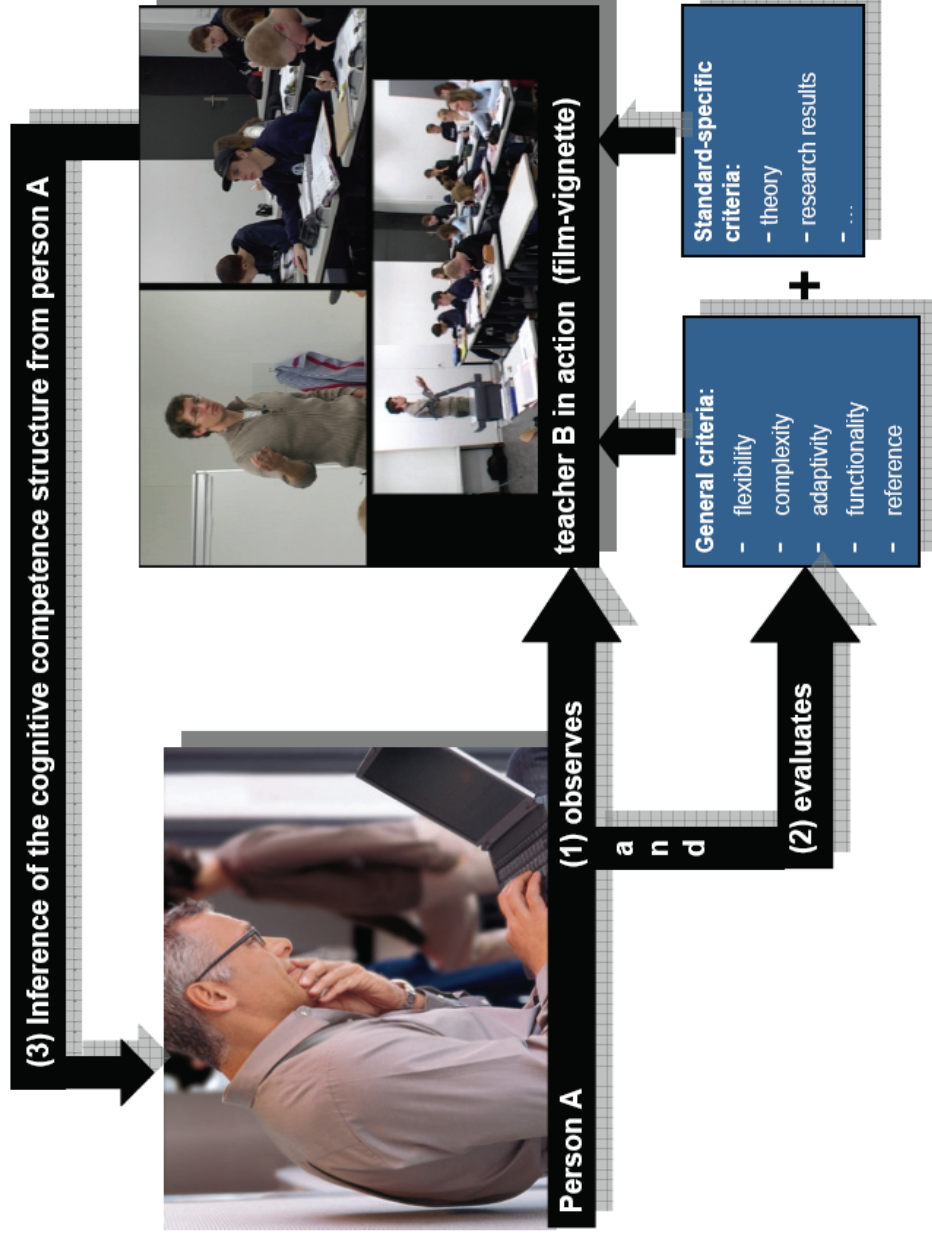
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Three phases of the research process (1/2)

- **1st phase: development of 45 competency profiles for VET teachers and validation on a sample of N=789**
> example “giving supportive feedback”
- **2nd phase: development and validation of diagnostic instruments based on the „advocatory approach“**
- **3rd phase: standard-based training and continued training (intervention in the practical field)**

Three phases of the research process (2)

advocatory approach



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Three phases of the research process (3)

**3rd phase: standard-based training and continued
 training (intervention in the practical field)**

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Research questions

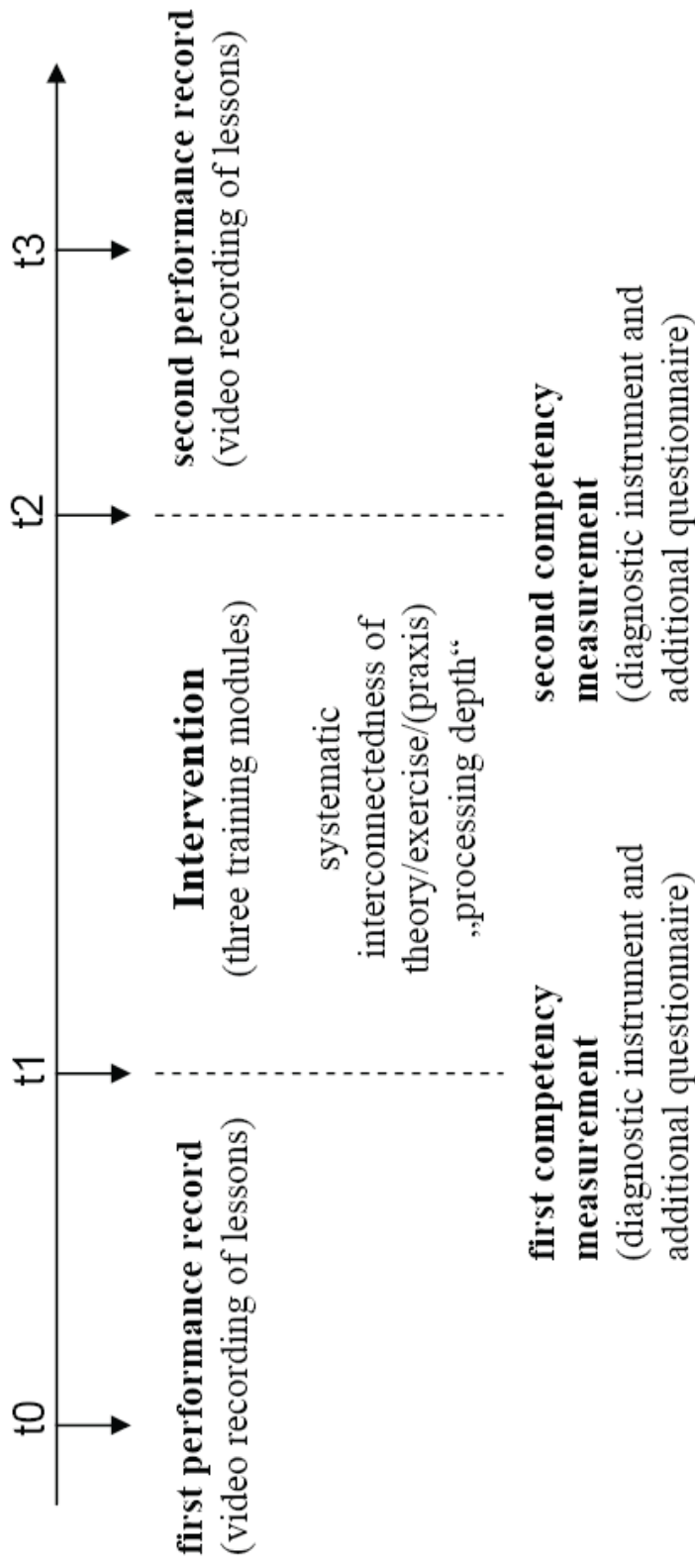
- Does feedback competency development - measured by the „advocatory approach“ - take place with future VET teachers (*experimental group, EG*) through a specific training unit (intervention), in comparison to a *control group (CG)*?
- Does and how does the intervention impact on standard-specific performance development, filmed in video recordings of the participants‘ classes in the practical part of their training?

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Hypothesis

- **Positive change of the standard-specific knowledge in the EG between the second (t1) and the third (t2) measuring point, compared with the change in the CG.**
- **Negative change in the assessment of the observed teaching behavior on the standard “giving supportive feedback” in the EG between the second (t1) and the third (t2) measuring point, compared with the change in the CG (sensitization effect).**
- **Positive change in the feedback performance in the EG between the first (t0) and the fourth (t3) measuring point, compared with the change in the CG.**

Standard “giving supportive feedback” Research design and instruments



Standard “giving supportive feedback” Sample

	Experimental group (N=25)	Control group (N=13)
Age		
years	41.52 (min=31; max=55; sd=6.54)	41.42 (min=34; max=51; sd=4.76)
Sex		
male:female	20:5	12:1
Teaching experience		
years	7 (min=3; max=20; sd=4.96)	4.92 (min=2; max=10; sd=2.66)

Standard “giving supportive feedback” Contents of the intervention (1)

Training Module 1:

primary objective: build up (declarative) standard-specific knowledge ongoing on the participants’ knowledge and dispositions

- Feedback exercise:
 - becoming aware of one’s own action-driving criteria for supportive feedback
- Theory input:
 - functions of positive and negative feedback (motivational and informative function)
 - criteria of supportive verbal teacher feedback (specificity, regularity, practicability, ...)

Standard “giving supportive feedback” Contents of the intervention (2)

Training Module 2:

Primary objective: Consolidation

- Theory text
- Application of the feedback criteria (Training Module 1) to a feedback situation in class in a reflective way

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Contents of the intervention (3)

Training Module 3:

Primary objective: Appropriate weighting of the feedback criteria in specific classroom situations (exercise)

- Preparation of a dramatic presentation (role play) of a feedback situation (from personal classroom experience) in the group.
- Role play in the plenum; „optimal“ implemetation of key weighted feedback criteria
- Analytical discussions in the plenum (as a linking element between theory and practice)

Standard “giving supportive feedback” First results

- **Little statistically significant change of feedback competence neither in the experimental group nor in the control group**
- **The analysis of the performance data still has to be completed**
- **Tendency: judgment becomes less critical in the experimental group**
- **The vast majority of the participants of the experimental group (80% up to 92%) in retrospect state:**
 - having learned a lot through the feedback training unit
 - being convinced to be able to give better feedback to the students after the training unit
 - That the training unit motivated them

Standard “giving supportive feedback” Discussion and Conclusions (1)

- **Interpretations related to the diagnostic instrument and to aspects of the competency measurement procedure:**
 - Diagnostic instrument only measures substantial differences (e.g. between teachers and non-teachers)
 - Competency measuring points were too close
 - Importance of a post-post-test
- **Interpretations related to the intervention (training unit itself):**
 - The time frame of the intervention was too short
 - **But** it is consistent with the training conditions of the sample studied (reality in the field)

Standard “giving supportive feedback” Discussion and Conclusions (2)

- **Tendencies might indicate a certain breaking or softening of the teachers’ existing cognitive structures**
- **Statements of the students**
- **Pilot character of the study (field study)**

Standard “giving supportive feedback” Perspectives

- Further efforts must be undertaken for an ensuing experimental study
 - Revision of the „feedback“ training unit on the basis of this pilot study
 - Randomized sample
 - Bigger time interval between the measuring points
 - Further measuring points

Thank you for your attention!

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