



Using technology in the development of a collaborative approach to feedback and more active reflection: An exploration of trainee teachers' views

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Our Starting Point....

Action Research

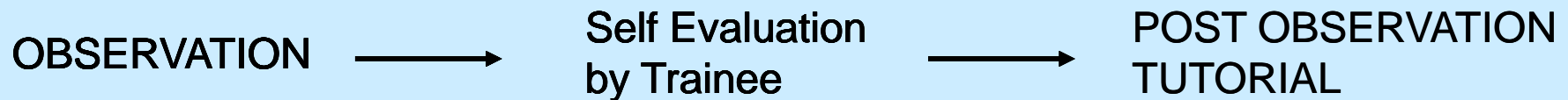
- First Impression
- Concerned with improving quality

Impression

- Trainee Teachers' (our students) reflection and learning from reflection is passive

What we did.....

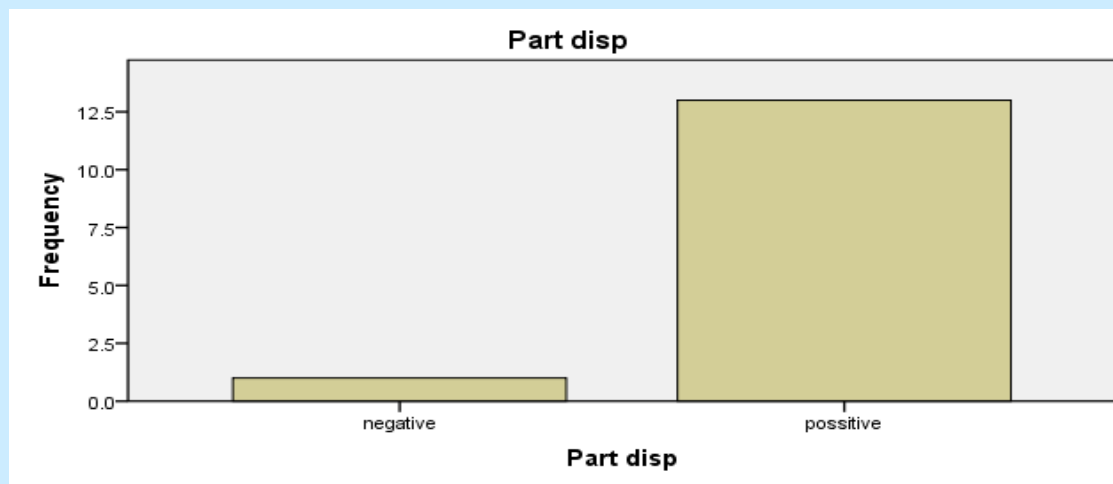
- Defined research sample
- Gained Consent
- Developed an evaluative framework – piloted
- Designed and circulated questionnaire post observation
- Facilitated a focus group post questionnaire



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Table 1: Participant disposition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	negative	1	7.1	7.1	7.1
	positive	13	92.9	92.9	100.0
	Total	14	100.0	100.0	

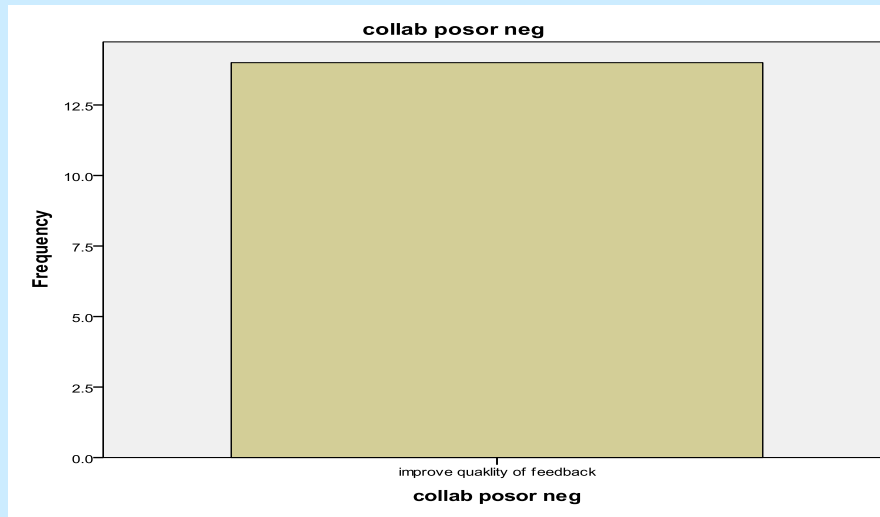


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Table 2: Views on collaboration - positive or negative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	improve quality of feedback	14	100.0	100.0	100.0

Chart 2: Views on collaboration - positive or negative

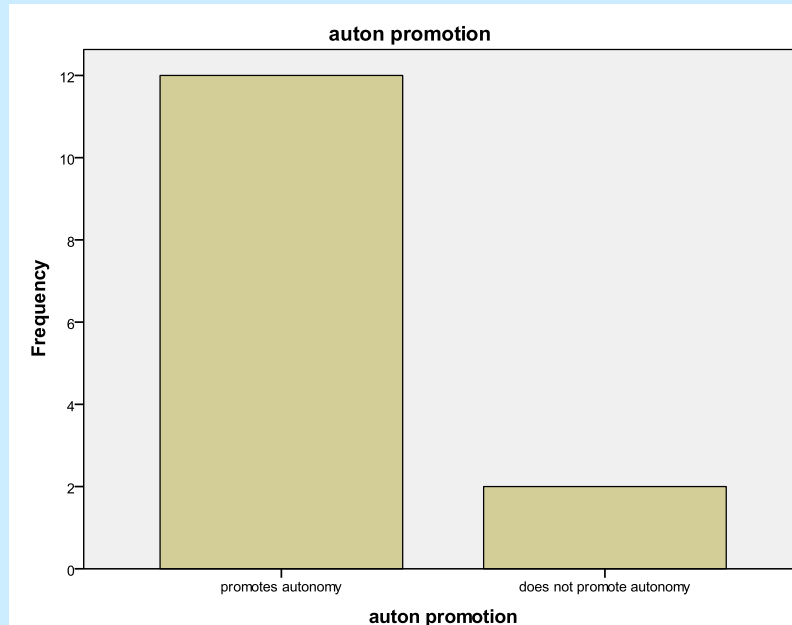


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Table 3: Promotion of Autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	promotes autonomy	12	85.7	85.7	85.7
	does not promote autonomy	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Chart 3: Promotion of Autonomy



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Table 4: Usefulness with/without teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	only useful with teacher	11	78.6	78.6	78.6
	only useful without teacher	2	14.3	14.3	92.9
	useful with and without teacher	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Chart 4: Usefulness with/without teacher

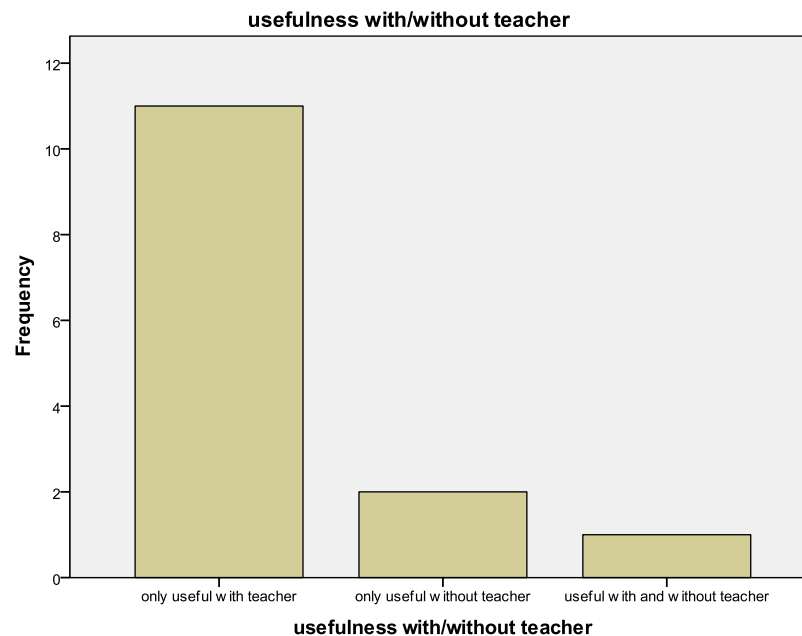


Table 5: Specific use of digital recording

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	repetition facility	5	35.7	35.7	35.7
	liveliness	3	21.4	21.4	57.1
	Time for reflection	4	28.6	28.6	85.7
	All three	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

specific use of digicording

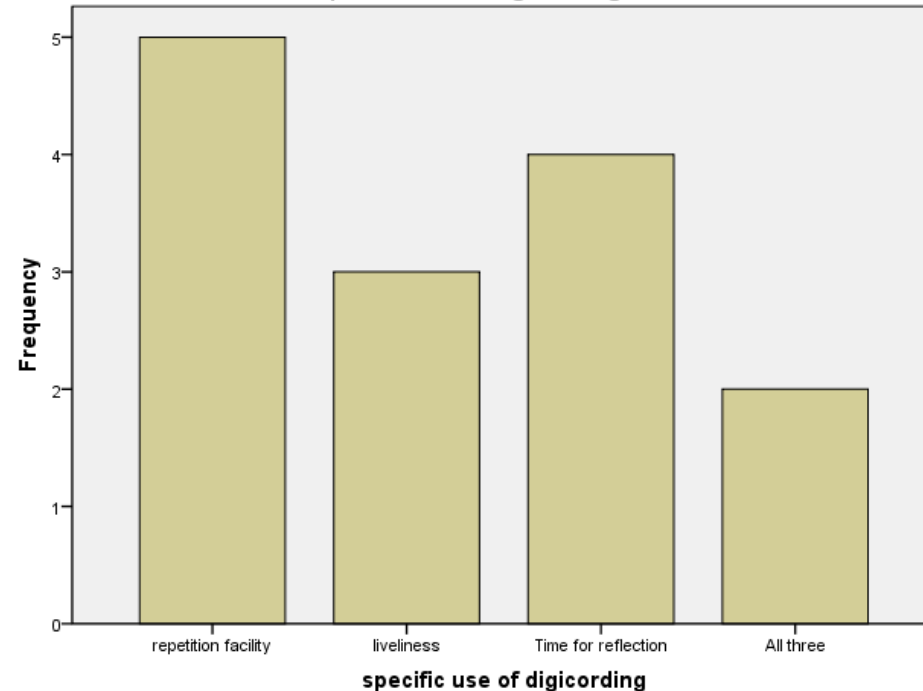


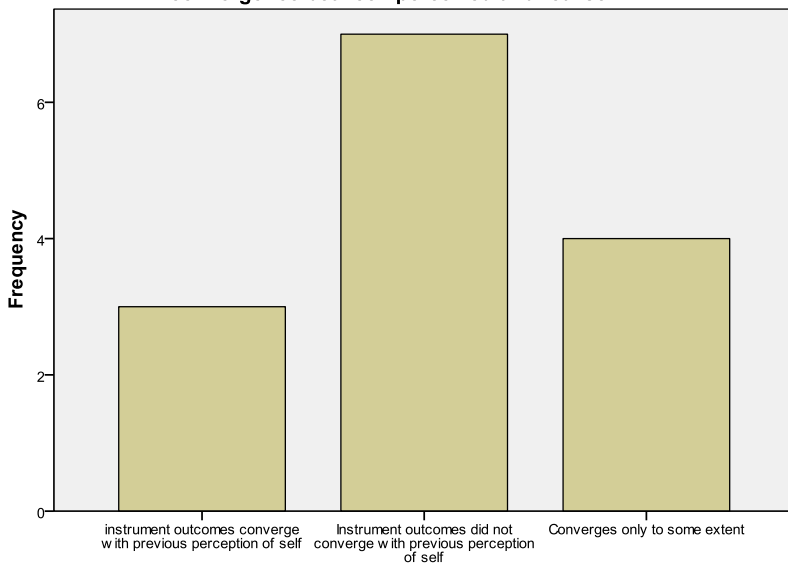
Chart 5: Specific use of digital recording

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Table 6: Convergence between perceived and real self

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	instrument outcomes converge with previous perception of self	3	21.4	21.4	21.4
	Instrument outcomes did not converge with previous perception of self	7	50.0	50.0	71.4
	Converges only to some extent	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

convergence between perceived and real self



convergence between perceived and real self

Chart 6: Convergence between perceived and real self

Our Findings....

- Its use was viewed positively overall
- Strong sense of ownership and autonomy
- Shift of trainer:trainee relationship to a more co-equal dialogue
- Still requires tutor input and evaluative framework
- Ability to return to a specific aspect of practice for critical engagement beneficial

Conclusions....

- Presence of assessment remains a tension
- Need to move towards a different framework with the deployment of different skills
- A shift to a more co-productive and not just cooperative context
- Other aspects of research that we are developing including inhibitors and trainers' views and finally the development of a co-productive framework