

The Role of Feedback and Self Appraisal in Enhancing Pedagogical Competence of Teachers: An Empirical Study



Dr. V. Vijaya Vani
Professor
CMR Engineering College
Hyderabad
Email: vvijayavani.m@gmail.com

Abstract

This paper examines the efficacy of feedback and self appraisal in enhancing the pedagogical competence of teachers in general and ESL teachers in specific. It is an attempt to emphasise the need of validating peer observation, feedback from peer, subject experts, higher authorities of concerned institutions and self appraisal as a reliable means of professional development for teaching fraternity at tertiary level. In order to showcase the important role of constructive feedback in developing pedagogical skills of teachers, newly recruited faculty of an engineering college is opted for the present study. The pedagogical implications of using feedback as a framework device to improve teacher performance is discussed along with the need for such empirical sessions on teacher education programmes.

Key Words: Peer observation, constructive feedback, self appraisal, professional development, reflective practice.

The Role of Feedback and Self Appraisal in Enhancing Pedagogical Competence of Teachers: An Empirical Study
Dr. V. Vijaya Vani

Introduction

The subject knowledge is not adequate to the practicing teachers to become successful professionals. They have to explore for the right and effective channel to transfer their knowledge. The effective channel /tool should help the ESL teachers to meet with any challenges in ESL situation and facilitate him/her to ‘transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students’ (Shulman 1987: 15).

The efficacy of employing feedback as a tool in the context of enhancing learner’s writing, speaking proficiency is well established. Feedback can be obtained from teachers, peers, the self, or relevant professionals. Active learning requires not only prompt but also constructive, specific and challenging feedback. Without feedback the learner is most likely to recycle past achievements and errors rather than create new insight, ability and competence (<http://metleweb.unimelb.edu.au/assess1.html>). It is widely well-known that feedback is a significant part of the learning process in area of education. The literature advocates that feedback is secluded from other aspects of the teaching and learning process, and is considered to be mostly a teacher-owned endeavor (Taras, 2003:549). The feedback criteria is used by teachers in some second language classrooms to enhance the learner’s performance but it is not adopted by practicing teachers as a teaching-learning-reflective tool. There is a need to study and provide more empirical studies on this aspect.

The attempt made in this paper is to find out whether feedback as a tool can be used to enhance teachers’ performance. A group of 10 newly recruited teachers

The Role of Feedback and Self Appraisal in Enhancing Pedagogical Competence of Teachers: An Empirical Study
Dr. V.Vijaya Vani

teaching in engineering college have participated in this study. The oral presentations by the teachers are observed in 2 spells and provided feedback by subject experts, HODs, Principal etc. To assess changes in the performance of the teachers, response papers were collected from them through a questioner. The changes observed in the feedback given in the second spell helped to measure the enhanced performance of the teachers.

Review of Literature

The most significant resource in educational institutions are teachers and they play a critical role in raising education standards. Developing the efficiency and quality of teaching depends, in large measure, on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Enhancing teaching performance is possibly the best strategy towards achieving considerable gains in student learning (OECD, 2005). In sequence the effective monitoring and evaluation of teaching is essential to the incessant improvement of the effectiveness of teaching in any educational institution. It is vital to aware of the strengths of teachers and those aspects of their practice which could be further developed. In this direction, the area of teacher evaluation is a very significant step in an effort to improve the effectiveness of teaching and learning and it leads to move up educational standards. Teacher evaluation has an important effect which involve an accurate appraisal of the effectiveness of teaching, its strengths and areas for improvement, followed by feedback. According to OECD's Teaching and Learning International Survey (TALIS) " the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers (OECD, 2009 b)

The teacher evaluation mainly focuses on improving teacher own practice by identifying strengths and weaknesses for further professional development and

The Role of Feedback and Self Appraisal in Enhancing Pedagogical Competence of Teachers: An Empirical Study
Dr. V.Vijaya Vani

on enhancing students' learning. The provision of feedback helps in evaluating teacher's performance which is useful for the enhancement of their practices. Feedback also helps teachers to learn about, reflect on, and improve their practice. One more regular tool used in teacher evaluation is teacher self-evaluation/appraisal and it is essential, because it permits them to express their own views about their performance, and mirrors on the personal, organisational and institutional factors that had an impact on their teaching.

Data Collection

The data is collected from the teaching/presentation sessions of 10 newly recruited English language teachers of an Engineering college. The study is conducted in two spells. In the first spell the teachers gave oral presentation on their selected topic in front of colleagues, subject experts, HODs, Principal of the college and feedback was provided to them. The teachers were asked to give their presentations in second spell with the necessary modifications if any as per the constructive feedback provided to them. Self assessment forms were given to all the teachers after giving their second spell of oral presentation to assess improvements in their performance. In the second spell also feedback was provided with an intention of helping teachers to assess changes in their performance.

As discussed above 10 newly recruited teachers from english departments of CMR group of Institutions are taken as subjects for the present study. The details are provided below.

Name of the teacher	Topic	Time Allotted For presentation	PP T	Time allotted for queries	Time Allotted for immediate	Total Time allotted

		n			e feedback	
Shalini	Importance of English Language communication skills	40 min		10 min	15 min	65 min
Usha Rani	Leela's Friend-Lesson from the prescribed text book	40 min		10 min	15 min	65 min
Dammapa l	Tea Party-Lesson from the prescribed text book	40 min		10 min	15 min	65 min
ShobaRan i	Phonetics	40 min		10 min	15 min	65 min
Prashanth	Technical Report Writing	40 min		10 min	15 min	65 min
Indira	Advancements in Technology Lesson from the prescribed text book -	40 min		10 min	15 min	65 min
Srinivas	Telephone Etiquette	40 min		10 min	15 min	65 min
Rajaseker	Business Communication	40 min		10 min	15 min	65 min
Anusha	Disaster Management-Lesson from the prescribed text book	40 min		10 min	15 min	65 min
Kiran	Globalisation	40 min		10 min	15 min	65 min

The data is collected from the presentations of teachers and the immediate feedback was given by the observers orally and the observers were also given feedback formats to provide their feedback in written form. The following feedback format has been used:

S No		Scope for	Average	Effective	Very
------	--	-----------	---------	-----------	------

		Improvement			Effective
	Presentation	1	2	3	4
	I. The Details of topic; Title, key words are prominently displayed either on board or on PPTs				
	II. Uses relevant vocabulary				
	III. Exhibits fluency of language				
	IV. Uses suitable tone of speech				
	V. Oral and written instructions are clear				
	VI. Slides/materials are appropriate, well-organized, resourceful and stimulating				
	VII. Body language; posture, eye contact, gestures				

Feedback Analysis

The feedback forms given by colleagues, subject experts, HODs, Principal of the college were analysed. Even the faculty members who gave presentations were also given self assessment forms and were allowed to observe their peer presentations as well. The self assessment forms of the presenters also analyzed. On the basis of the analysis it is established that there do exist gaps and it was noted by the presenters and they tried to modify their presentation given in the second spell. In the self assessment forms, the newly recruited teachers expressed that this kind of practice indeed helped them to get benefit from expert guidance, constructive feedback by colleagues and self assessment and enhance their pedagogical skills. It is evident in their enhanced performance given in the second spell of their presentations.

There is a need to promote practitioner research where practicing teachers attempt to find new /effective techniques in teaching/learning process in general and specific in ESL context. ELT experts expressed their views on research in general as, ‘teachers’ ways of knowing’, which are referred to as the ‘new scholarship’ (Schon 1995, Zeichner 1999) or ‘practitioner research’ (Anderson and Herr 1999). This kind of research is gaining recognition for its innovative and effective means of pedagogical implications. In the light of these facts, more research should be carried in this direction.

Conclusion

The feedback by peer and especially by the subject experts and higher authorities of an institution and self appraisal play a great role in enhancing pedagogical skills of newly recruited faculty. The immediate feedback enables budding teachers to be aware of their strengths and weaknesses and also helps them to give better performances in their coming sessions. Hence, along with formal orientation sessions, newly recruited faculty members should be provided with practice sessions followed by feedback by peer and subject experts and higher authorities of the concerned institutions. Self assessment also necessary as it is identified as best reflective tool in enhancing ones pedagogical skill to great extent.

References

- Anderson, G., and Herr, K. ‘The new paradigm wars: Is there room for rigorous practitioner knowledge in schools and universities?’ *Educational Researcher*, 28 (5): 1999, pp.12 – 21.
- Hattie, J. and Timperley, H. (2007). *The Power of Feedback*. Review of Educational Research,
- Nicol, D. & Draper, S. (2008). “Redesigning Written Feedback to Students when Class Sizes are Large”. Paper presented at the *Improving University Teachers Conference*, July, Glasgow.
- Schon, D. A. ‘The new scholarship requires a new epistemology.’ *Change: The Magazine of Higher Learning*. 27 (6): 1995, pp.27 – 34.
- Shulman, L. S. ‘Knowledge and teaching: Foundations of the new reform. *Harvard Education Review*, 57 (1): 1987, pp. 1 – 22.
- Taras, M. (2003). To feedback or not to feedback in student self-assessment. *Assessment and Evaluation in Higher Education*, 28 (5), 549.
- Zeichner, K. ‘The new scholarship in teacher education.’ *Educational Researcher*. 28 (9): 1999, pp. 4 – 15. Tickoo, M. L. ‘Reflective teachers in ELT: Recalling iconic events.’ In P. Ramanujam. 2009.
- <http://www.mapnp.org/library/commskills/feedback>
- (<http://www.teachingenglish.org.uk/article/peer-observation>
- <http://www.oecd.org/edu/school/talis-2013-results.htm>

