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Universität Augsburg
Philosophisch-Sozialwissenschaftliche Fakultät

What is really important?

Results of a study on feedback in the second phase of teacher training

Stefan T. Siegel & Benedikt Wisniewski

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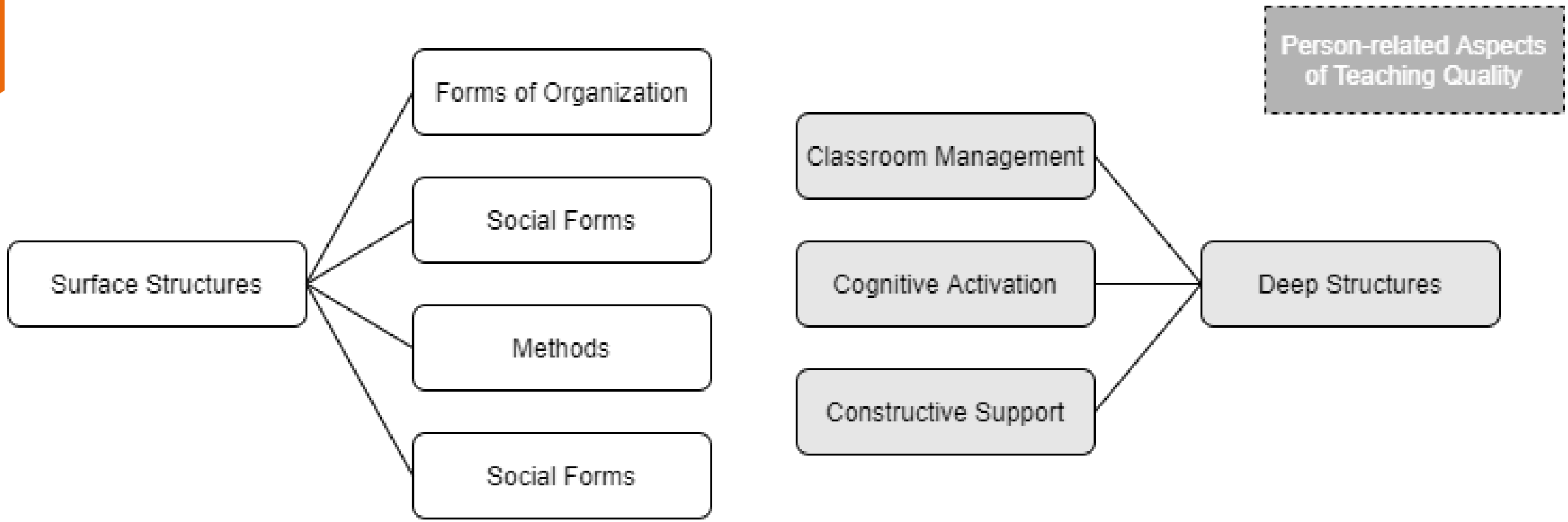
Agenda

1. Theoretical Background and Research Questions
2. Methods
3. Results
4. Discussion

Theoretical Background and Research Questions



(1) Theoretical Background and Research Questions



(Figure based on Kunter & Voss, 2013)

(1) Theoretical Background and Research Questions

RQ1: What are the subjective views about aspects of teaching quality that teacher trainers have?

RQ2: What criteria does the feedback from teacher trainers to teacher trainees contain?

RQ3: How are the teacher trainers' subjective views about aspects of teaching quality and the criteria that they use in their feedback related?

RQ4: How does the dismissal of scientific theory of teacher trainers affect their feedback criteria?

RQ5: How do personal variables affect teacher trainers' dismissal of scientific theory and their feedback criteria?



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Method



(2) Method

Design | sample | measures



- Mixed methods study (Creswell & Creswell, 2018)
- 127 teacher trainers of the 2nd phase of teacher education (52 % female; *M* = 52.08 years (*SD* = 8.11; range: 31–65); from 10 of 16 federal states of Germany; different school types)
- Measures:
  - Subjective views about teaching quality (Naming relevant aspects (5–10) in free text fields)
  - Feedback criteria: 25 items (Wisniewski & Zierer, 2020)
  - Dismissal of scientific theory: 4 items (Bleck & Lipowsky, 2020)

Results



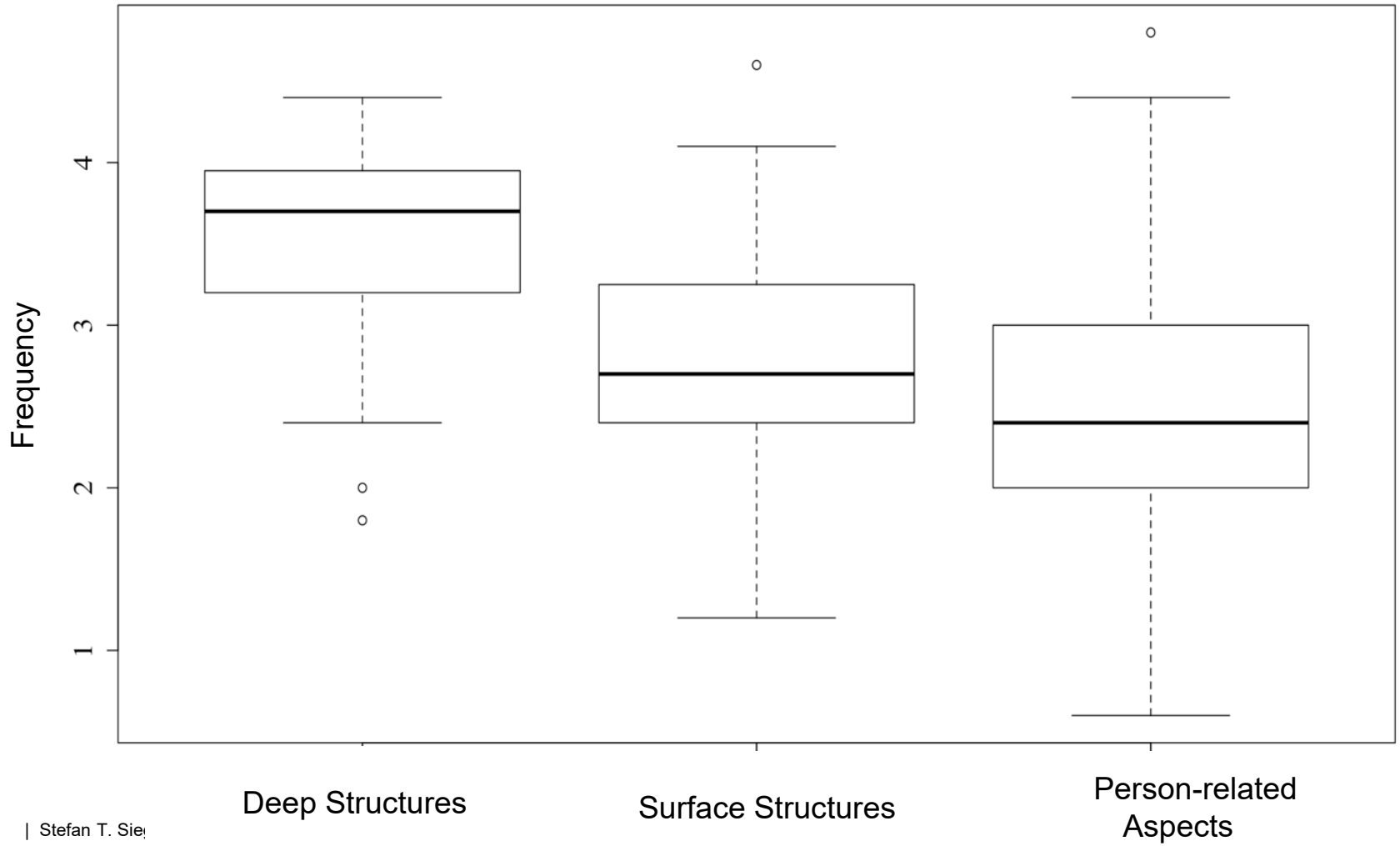
(3) Results (qualitative)

RQ1: What are the subjective views about aspects of teaching quality that teacher trainers have?
Category system and number of codings regarding the named aspects of instructional quality by the teacher trainers

Category	Number of codings
Deep Structures	507
Surface Structures	124
Person-related Aspects	120
Not clearly assignable	168

(3) Results (quantitative)

F2: What criteria does the feedback from teacher trainers to teacher trainees contain?
Scale mean values of the frequency estimates



(3) Results (quantitative)

RQ3: How are the teacher trainers' subjective views about aspects of teaching quality and the criteria that they use in their feedback related?

Correlation matrix: Weights and frequencies of aspects of teaching quality

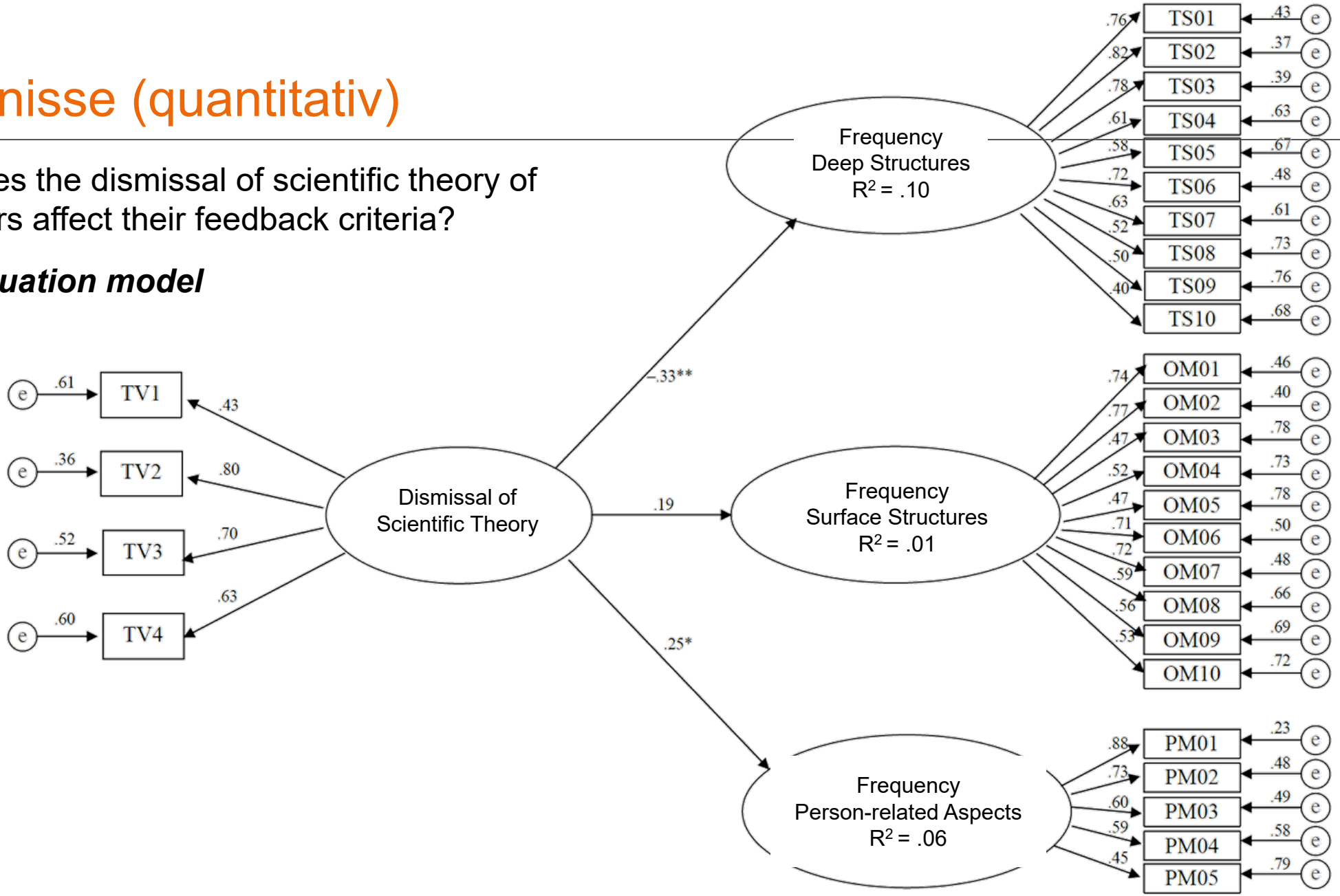
	Weight DS		Weight SS		Weight PRA		Frequency DS		Frequency SS		Fr
	rho	p	rho	p	rho	p	rho	p	rho	p	
Weight DS	–										
Weight SS	**-0,53**	<.001									
Weight PRA	**-0,63**	<.001	**-0,24**	0,01							
Frequency DS	**0,22**	0,01	**-0,19**	0,03	-0,03	0,76					
Frequency SS	-0,04	0,68	0,05	0,55	0,01	0,91	**0,33**	<.001			
Frequency PRA	-0,06	0,49	-0,08	0,37	0,1	0,25	0,13	0,14	**0,53**	<.001	

Note. Correlations: Spearman's Rho; DS=Deep Structure; SS=Surface Structure; PRA=Person-related Aspect

(3) Ergebnisse (quantitativ)

RQ4: How does the dismissal of scientific theory of teacher trainers affect their feedback criteria?

Structural equation model



(3) Results (quantitative)

RQ5: How do personal variables affect teacher trainers' dismissal of scientific theory and their feedback criteria?

Regression of frequency of feedback criteria on gender, age, and work experience

	Frequency Deep Structures			Frequency Surface Structures			Person-related Aspects			Dismissal of Scientific Theory		
	β	SE	p	β	SE	p	β	SE	p	β	SE	p
Gender	0.07	0.13	0.44	0.10	0.13	0.33	-0.08	0.15	0.41	-0.19	0.21	0.13
Working Experience	**0.34**	0.07	< 0.01	0.20	0.06	0.06	0.04	0.07	0.68	-0.01	0.06	0.97

Discussion



(4) Discussion

RQ1: What are the subjective views about aspects of teaching quality that teacher trainers have?

RQ2: What criteria does the feedback from teacher trainers to teacher trainees contain?

RQ3: How are the teacher trainers' subjective views about aspects of teaching quality and the criteria that they use in their feedback related?

RQ4: How does the dismissal of scientific theory of teacher trainers affect their feedback criteria?

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Further Information & Materials

Article

Wisniewski, Benedikt & Siegel, Stefan T. (2020): "Worauf kommt es wirklich an? Eine explorative Studie zu Feedback in der zweiten Phase der Lehrerbildung [What is Really Important? – An Explorative Study on Feedback in the Second Phase of Teacher Training]" In: *Lehrerbildung auf dem Prüfstand [Teacher Education under Review] 13(2)*

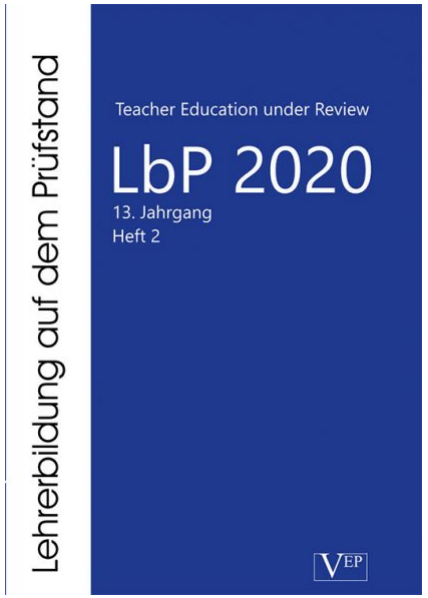
Project-related materials

- Codebook
- Data set
- Slides



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