



CONTINUOUS PROFESSIONAL DEVELOPMENT THROUGH FEEDBACK MECHANISM

Madhuri Shah

Adhyapak Sahayak, Waymade College of Education

Bhumika Mangrola

Adhyapak Sahayak, Waymade College of Education

Voice of Research

Volume 4, Issue 1

June 2015

ISSN 2277-7733

Abstract

Quality in Higher Education is one of the burning challenges of sustainable National Development. Now a day each one of us discusses on Quality in Higher Education and also implementing variety of ways to improve the quality in education. However, the quality in education remains a talk on tea party which consequently fails in developing latent and professional competencies. Quality is linked with the teaching learning processes going on in the institutions and for that the quality teachers are required in both the aspects knowledge as well as skills. There are various mechanisms for enhancing skills among teachers but in this paper the researchers have focused on one of the mechanisms that is Feedback mechanism. Feedback mechanism includes collecting feedbacks from students, colleagues and other stake holders to enhance proficiency in teaching skills which leads the professional development of teachers. In this paper researchers have conducted an action research on how feedback from students and colleagues help in continuous professional development of teachers.

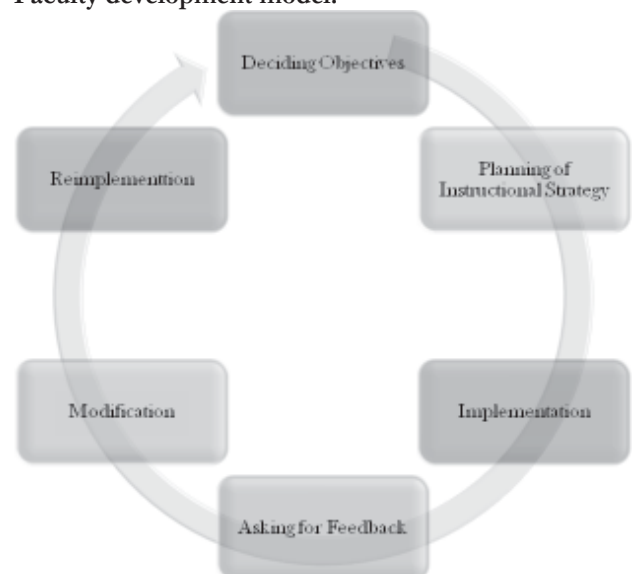
Key Words: Quality, Feedback Mechanism, Continuous Professional Development

Now-a-days it is very frequently observed that students sign up for higher studies with less interest or take is casually. Moreover, there are very few institutions in India who are giving quality inputs so as to inculcate the learning skills amongst students. Higher Education System in India compare to developing/developed countries needs substantial improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world. The lowest % being 28 % and the same is as high as 90 % in developed countries. Over the years higher education system has become an enterprise having much of business orientation with all its exposure to fierce competition at different levels of stakeholders. Indian education system considered as one of the largest of its kind in the world also faces/encounters enormous challenges in the new millennium. These challenges are diversified and manifold stretching from contemporary curriculum development, quality assurance and accreditation and ethical value propositions to policy planning and governance. As stated by Dash (2011), in a technology driven society knowledge rewrites the fate of a nation and so does higher education. One of the major reasons for India's performance for being not that encouraging was due to suboptimal investment on higher education in the recent past.

Continuous Professional Development and Higher Education: Professional development in undergraduate teaching and learning should include a wide variety of general education courses but not limited to English/Language Arts, Mathematics, Science, Social Studies, and Cross-Disciplinary subjects. As per Mundy, Kupczynski, Ellis and Salgado, in order to share and promote the tenets of "best practices" and to keep new and experienced faculty members informed and knowledgeable in the best ways to promote student learning, it is necessary to be proactive and provide continual professional development(CPD) in an asynchronous and synchronous environment that encourages lifetime learning.CPD refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting your development as a

professional. The key features of the CPD process areBe self-directed: driven by you, not your employer, Focus on learning from experience, reflective learning and review, Help you set development goals and objectives, Include both formal and informal learning and Quality and competency enhancement of faculty members.Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning.Continuing professional development (CPD) in higher education is an area of growing interest, debate and research, not only for individual lecturers, but also educational developers, professional bodies and institutions worldwide (Wood, 2008). In its standards framework, the Higher Education Academy refers to a range of professional values, one of which is 'Commitment to continuing professional development and evaluation of practice'.

Faculty development model:





*Deciding Objectives:* The first stage focuses on deciding the objectives of teaching learning process. In this stage teacher has to decide the objectives that he/she wants to achieve after the teaching learning process gets over. This is the most crucial stage as the followed stages are based on this stage. Teacher should planned general as well as specific objectives which to be attain at the end of the year as well as at the end of the session respectively. *Planning of Instructional Strategy:* Planning is the most essential component of any works that to be done effectively. So in the second stage, teacher has to plan for the instructional strategy for effective completion of the task. This stage includes the complete planning of how teacher is going to deliver his/her content in the class. It includes planning of approach, methods, techniques and teaching learning material to be used by the teacher in making teaching learning process effective. It also covers the planning of task or activities that teacher is going to conduct in the class. *Implementation of the instructional strategy:* In this phase teacher has to implement the planned activities. This phase is the actual practice stage where teacher needs to practice over the planned strategy. It is not necessary that whatever is planned by the teacher should be followed whether it goes right or not, but the researcher can modify the planning as per the response he/she gets from the students because sometime the planning may not work in the field so teacher has to be ready with some alternative of it. Planning of the alternative is also considered as one of the part of planning stage. During implementation teacher has to be clear with his role which is to be performed in the class whether it can be a motivator, guide, friend, mentor, Classroom controller, leader and so on. *Asking for Feedback:* Feedback is a reflection over the strength and weaknesses of an individual with critical judgement on his/hers performance. It provides scope of improvement to an individual. In this stage the teacher asks for the feedback to know the performance level in the class. It is very important to know whether students have understood the content or not and what are the lacuna in the performance of teacher. So teacher can ask feedback from students and also from their colleagues which make them realise the loopholes in effective teaching. Here the attitude of teacher plays important role as sometime they are not ready to accept the feedback. So teacher has to accept whatever feedback they got and work over it. Feedback is also given in the form of appreciation if teacher does well in the class which motivates the teacher for the next attempt in the class. *Modification of Instructional strategy:* After receiving feedback from colleagues and students, teacher has to analyse the feedback critically and also discuss with students and peers if not able to understand. After the analysis teacher has to implement the suggestions given by the peers and students. Teacher can again go through the objectives and the methodology part and modified it as per the feedback received. *Re-implementation:* The name itself suggest that after modification teacher has to re implement the planning in the class with incorporation of all suggestions and

appreciations. This cycle goes on and on, which finally results into improvement and enhancement of teaching competency of faculty members.

### Objectives

In the present study the researchers have tried to find out the impact of feedback mechanism on continuous professional development of teacher educators of Waymade College of Education. It is a kind of action research where different methodology were implemented for teaching learning process and overall feedback were taken from pre service teachers studying at Waymade College of Education, academic year 2014-15. The major objectives of present study were To enhance and quipped professional skills among teacher educators, To reflect over the practices followed in teaching learning process for improvement and To strengthen teaching competency with respect to knowledge and skills among teacher educators. With the above objectives the researchers have implemented an action research. In this research, pre service teachers of Waymade College of Education were given exposure of various methodology of teaching learning by teacher educators and were asked to write feedback for all teacher educators. Even colleagues were also asked to give feedback to each teacher educator by following the practice called Mutual Auditing. Mutual Auditing is one of the practices used to improve quality of teaching learning. In this practice, the performance of each teacher educators were evaluated for regular time interval based on the criteria such as Presentation of content, Language Accuracy, Classroom Interaction, practicality of the content, Knowledge and skills, and the use of technology in the classroom. Each teacher educator was asked to evaluate five consecutive sessions and ask to judge the performance of his/her colleagues' and give feedback or suggestions for the further improvement. This practice helped in developing professional skills of teacher educators. This practice also helps to learn new strategies, ideas and skills from the presenter for which the observer can appreciate the efforts presenter to motivate him. Students understanding plays important role in acquiring knowledge. It is truly said the "If students cannot learn the way we teach then we should teach the way they learn", so it is very important for a teacher to understand the way of learning of students. This can only be possible through inviting suggestions of students in teaching learning process. With the above view the informal feedback of students were taken in written form to understand improvement in teaching learning process. Informal discussion also helped researchers to collect information regarding improvement needed in academic pursuit. In this paradigm, each teacher educator was asked to use innovative ideas and techno pedagogies to teach the concepts of syllabus. They were asked to use various methods and aid to make their teaching learning interactive. For each method used to teach, pre service teachers were asked to give feedback in context of Content Mastery, Relevance of Teaching with BBW, Rapport building and discussion in the

classroom, Practicability of taught concept and Classroom Management. After the collection of feedback it was analysed by the respective teacher educator and suggestions given in the feedback were incorporated for the next session. This practice was followed for 6 months. The feedback collected from pre service teachers and peers were analysed through content analysis method.

### Findings

In the present research the data were qualitative in nature which were analysed by Content Analysis method. Researchers have revealed general interpretation for the present research. The suggestions and appreciation given by the pre service teachers in the form of feedback were incorporated and accepted by teacher educators. The nature of feedback given by pre service teachers and peers were different so it was presented differently as under. *Feedback given by Student Teachers:* On basis of observation pre service teachers had given following feedback. The most common suggestion given by most of pre-service teachers was to make class more activity based and interactive. The nature of feedback was reflecting appreciation as well as limitations of faculty members. As the classroom is of hundred student teachers, there was vast diversity found in learner's learning style and understanding level. Few of the student teachers (pre-service teachers) found that speed of explanation was fast, so that they find difficulty to grasp things and noting down the major points while classroom teaching. So, speed of explanation needs to reduce to some extent. Few of the student teachers insisted to give more real life examples for better understanding of the concept and to facilitate their learning explanation along with pictorial presentation was insisted by student teachers. Student teachers have also suggested being more assertive while dealing with certain students and providing reading material at regular time after completion of the concept. They have also appreciated the efforts made by teachers in making their teaching learning process interesting and interactive. *Feedback given by Other Faculty Members:* The reflections given by faculty members' after observation provide different view point and direction to improve over teaching learning process. Each faculty members' classroom session was observed by co-faculty member and necessary feedback was given through the practice of mutual auditing. Faculty members' comment also reveals both positive and negative areas of teaching. The general feedback was emphasis on the use of participatory approach in teaching learning process. They were also insisted to use constructivist approach to teach some concepts of psychology. It was also suggested that if lecture method was used to teach content than, it was insisted to write major points of content on black board in organised manner, which help students in exams. Apart from this, certain points like using voice modulation instead of monotonous voice and appropriate gesture and posture need to be taken care of. Teaching should be interdisciplinary with establishing linkage with real life examples. *Modifications made in teaching on basis of feedback:* After feedback, concern

faculty member had analysed all the suggestion, reflections, opinion, responses from student teachers and other faculty members. They made required changes in their teaching pedagogy and approaches. They planned for various activities, using power point presentation and video for various topics. After showing video or presentation discussion was raised based on that which again followed by explanation points which are not understood by student teachers. Class was made interactive with some activities, task and also with the incorporation of group discussion technique in between. Informal talk was done by faculty members for build-up rapport with students. Other areas were also improved which includes voice modulation pattern; use of appropriate body language and the speed of explanation were also reduced. *Feedback by students and colleagues on modifies teaching strategy:* After incorporating all the suggestions again the feedback was taken from the student teachers and from the faculty members which included Less difficulty faced by students to understand topic as compare to earlier classes, Good rapport build up with students, Use of presentations and activity makes class interactive and interesting and Classroom instruction was more activity based and interesting.

### Reference

- Crawford, K. (2009). Continuing Professional Development in Higher Education: Voices from Below (EdD thesis). University of Lincoln, England. Retrieved from: <http://eprints.lincoln.ac.uk/2146/1/Crawford-Ed%28D%29Thesis-CPDinHE-FINAL%28Sept09%29.pdf>
- Dash, M. (2011). *Changing Scenario in Higher Education in India*. The Indian Economy Review, Vol.3. Retrieved from: <http://www.theindiaeconomyreview.org/browse/PdfFiles/15th%20Feb-15th%20May2011.pdf>
- Donnelly, R. (2007). Perceived Impact of Peer Observation of Teaching in Higher Education. *International Journal of Teaching and Learning in Higher Education*. Vol. 19(2). Retrieved from: <http://files.eric.ed.gov/fulltext/EJ901290.pdf>
- Nandi, R. (2014). India's Position in the Global Community: With Respect to Higher Education Scenario. *International Journal of Educational Planning & Administration*. Vol. 4(1). Retrieved from: [http://www.ripublication.com/ijepa/ijepav4n1\\_05.pdf](http://www.ripublication.com/ijepa/ijepav4n1_05.pdf)
- Mundy, M., Kupczynski, L., Ellis, J. D. and Salgado, R. L. (N. A.). Setting the standard for faculty professional development in higher education. *Journal of Academic and Business Ethics*. Retrieved from: <http://www.aabri.com/manuscripts/111041.pdf>
- Wood, P. (2008). Continuing Professional Development in Higher Education: A Qualitative Study of Engagement in the Field of Nursing and Midwifery. *Journal for the Enhancement of Learning and Teaching*. Vol.4(1). Retrieved from: <http://uhra.herts.ac.uk/bitstream/handle/2299/6145/902913.pdf?sequence=1>