

The use of keywords for delivering immediate performance feedback on teacher competence development

Citation for published version (APA):

Kreijns, K., Jochems, W., & Coninx, N. (2013). The use of keywords for delivering immediate performance feedback on teacher competence development. *European Journal of Teacher Education*, 36(2), 164-182. <https://doi.org/10.1080/02619768.2012.717613>

DOI:

[10.1080/02619768.2012.717613](https://doi.org/10.1080/02619768.2012.717613)

Document status and date:

Published: 01/01/2013

Document Version:

Peer reviewed version

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

<https://www.ou.nl/taverne-agreement>

Take down policy

If you believe that this document breaches copyright please contact us at:

pure-support@ou.nl

providing details and we will investigate your claim.

Downloaded from <https://research.ou.nl/> on date: 13 Nov. 2024

Open Universiteit
www.ou.nl



The use of keywords for delivering immediate performance feedback on teacher competence development

Nele Coninx^{a*}, Karel Kreijns^b and Wim Jochems^a

^a*Eindhoven School of Education, Eindhoven University of Technology, Eindhoven, the Netherlands;* ^b*Teacher Education Institute, Fontys University of Applied Sciences, Sittard, the Netherlands*

Literature shows that feedback that is specific, immediate and goal-oriented is effective on (pre-service) teachers' performance. Synchronous coaching gives this kind of feedback. Due to immediateness of feedback, pre-service teachers can suffer from cognitive load. We propose a set of standardised keywords through which this performance feedback can be delivered – each keyword acts as a summary for the feedback message. The construction and the selection of the keywords is aimed at the reduction of message ambiguity, while at the same time a low level of cognitive load on the pre-service teacher must be maintained. An *in vivo* pilot-study with 40 respondents (pre-service teachers and their coaches) supported our hypothesis that usage of such sets of standardised keywords will mitigate the levels of ambiguity and cognitive load. These findings and other considerations for additional research using immediate performance are addressed.

Keywords: performance feedback; BIE device; pre-service teachers; cognitive load; ambiguity

Introduction

Many countries today are facing the issue of teacher shortages due to the demographic aging and drop-out of teachers early in their career (e.g. in the Netherlands: Commissie Leraren 2007). Teacher preparation and induction has, therefore, gained increased attention as a means of assisting teachers' successful entry into the teaching profession (Giebelhaus and Bowman 2002) and to reduce dropout. Studies have shown that successful entry into the profession reduces feelings of anxiety, isolation and powerlessness (Brown 2005). However, pre-service teachers reported a lack of effective support during their teacher preparation (Rushton 2003). Consequently, effective teacher preparation of pre-service teachers has become a growing concern for teacher educators, preferably in the workplace, due to the increased emphasis placed on this. Rose and Church (1998) recommended practice with performance feedback as a necessary component of any training programme that is implemented to change teacher behaviour in the classroom. There is emerging evidence supporting the effectiveness of performance feedback (Coddington et al. 2005; Noell et al. 2002). Therefore, an important teacher-preparation technique is performance feedback.

*Corresponding author. Email: ns.coninx@fontys.nl