PRE-SERVICE TEACHER’S PERCEPTIONS OF A WRITTEN FEEDBACK INTERVENTION IN RESPONSE TO MIXED-REALITY SIMULATIONS

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INTRODUCTION

The purpose of this study is to explore how students perceive a written feedback intervention, including data-driven, formative, and caring feedback elements, impact the development of feedback literacy.

LITERATURE REVIEW

1. **Effective Feedback**

Hattie and Hattie (1996) stated, “Feedback is the most powerful single moderator that enhances achievement.”

2. **Feedback Literacy**

Feedback literacy is critical as a means to increase the effectiveness of feedback. Feedback literacy involves understanding the feedback, recognizing its value, and being able to apply it to future learning.

3. **Constructivist View of Learning**

Constructivist theory suggests that learning is a process of constructing meaning from experiences, which requires both understanding and feedback.

4. **Caring Relationship**

The caring relationship includes both the carer and cared for. Stake (2006) defines the quintain as a means to foster a deep understanding of the learning process.

5. **Research Questions**

- RQ1: What are pre-service teachers’ perceptions of a written feedback intervention in a mixed-reality simulation?
- RQ2: How do pre-service teachers understand feedback literacy before and after mixed-reality simulations that include a written feedback intervention?

DESCRIPTIVE OF SETTING & PARTICIPANTS

- **Setting**: Southern New England State University Pre-Service Teacher Preparatory Program Intermediate Level Education Course
- **Participants**: 15-30 students enrolled in one section
- **Experiences**: Participation in 3 simulations exercises in the Munin™ environment

STUDY DESIGN AND PHASES

**Qualitative Multicase Study (Stake, 2006)**

- **Case Study**: Case-study method focusing on the phenomenon of interest, as described by Stake (2006).

**Research Design**

- **Research Design**: The research design for this study is qualitative and involves a mixed-methods approach.

**Data Analysis**

- **Data Analysis**: Data analysis involves the use of qualitative methods to identify patterns and themes within the data.

**Sampling**

- **Sampling**: This study uses a two-phase purposeful sampling approach guided by Patton’s (1990) description of maximum variation and intensity sampling procedures. Seven participants (n = 8) will be selected.

**Phases**

- **Phase 1**: Maximum Variations (n = 14)
- **Phase 2**: Intensity Sampling (n = 8)

**Instruments**

- **Instruments**: Participant Insight Questionnaire, Pre-Simulation Questionnaire, Observational Protocols

**Data Analysis**

- **Data Analysis**: Data analysis involves the use of qualitative methods to identify patterns and themes within the data.

**Interpretation**

- **Interpretation**: The research aims to understand how pre-service teachers perceive feedback interventions in a mixed-reality simulation setting.

**CONCLUSION**

The research findings indicate that pre-service teachers have a positive perception of the written feedback intervention in a mixed-reality simulation environment. The findings suggest that feedback interventions should be designed to enhance students’ feedback literacy, and the caring relationship should be emphasized to foster a deeper understanding of the learning process.