

Chapter 2

Feedback, Reflection, and Assessment Practices in Practicum Placements: The Underpinning Research Design and Methodology

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ABSTRACT

The purpose of this chapter is twofold. Firstly, it defines the methodology used as a basis for the research findings presented in this text. Secondly, it describes the methods used to investigate the video feedback and formative assessment processes in a preservice teacher education program in regional Australia. Particular attention is given to Participatory Action Learning Action Research (PALAR), which was used in a four-year study that investigated the extent to which a mobile video capture application impacted on preservice teacher assessment while on practicum placements. Methods of each PALAR cycle are presented to explain how these were used in a coordinated manner to ensure the reliability of the outputs of the study. The chapter concludes by recognising the limitations of the study and describing future research opportunities arising from the study.

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INTRODUCTION

This chapter details the *Participatory Action Learning Action Research* (PALAR) (Kemmis, McTaggart & Nixon, 2014) methodology used to generate the data for the book chapters and develop a foundational understanding about the current practices occurring in the preservice teacher supervision context. With regards to the overarching research question that sought to examine the effect the use of mobile video collection processes have on the formative assessment processes of preservice teachers, it was important to choose a research design and methodology that would ensure the rigour of the research and deliver credible findings, since this research has the potential to inform change at both the policy and practice levels. It also has applicability to Initial Teacher Education Programs (ITEP) worldwide. In addition, as outlined in Chapter one, there has been little change in the field though the need for change is well established. Thus, this research provides a much needed starting point to investigate the potential for new technologies to be employed and tested in what remains a traditional approach to preservice teacher practicum formative assessment. Core to the research was the trial of an iOS application and associated web portal driven by an iPad user interface for use by supervising teachers in the form of an App known initially as Preservice Teacher Tracker (PTT) and then renamed as CeMeE. The name encapsulates the meaning of the phrase ‘See me excel’ as it was designed with the objective of being able to ‘capture’ and to provide positive feedback in taking a ‘feed-forward’ stance.

OVERVIEW OF THE RESEARCH DESIGN

Action research has many variations, thus these needed to be considered before Participatory Action Learning Action Research (PALAR) was selected for this extensive research project (Kemmis, et al., 2014). Action Research (AR), Participatory Action Research (PAR), Action Learning (AL) and Participatory Action Research Action Learning (PARAL) are all forms of action research and action learning (Zuber-Skerritt, 2011). Kearney, Wood and Zuber-Skerritt (2013) advised PALAR as the preferred methodology for community-university partnerships because it is able to achieve a holistic outcome that benefits the common interest. In keeping with this the present study focused on the relationship between university educators, supervising teachers in schools, and the university preservice teachers, notwithstanding

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