



A COMPARATIVE ANALYSIS OF TEACHERS' FEEDBACK METHODS AND CLASSROOM PRACTICES IN THE CZECH REPUBLIC AND SLOVAK REPUBLIC LOWER SECONDARY SCHOOL SYSTEMS

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THE TEACHING AND LEARNING INTERNATIONAL SURVEY (TALIS)

- Focuses on gathering information from **teachers** and **school leaders** about **working conditions** and **learning environments**
- **The survey is the voice of teachers**
- Provide valid and **comparable** educational data
- Compare** and discuss the **differences** in teaching and educational **outcomes** at **national** and **international levels**
- To help countries **review** their policies
- Results are used by **policymakers** to **improve** teaching and learning around the world
- Develop a performing **teaching workforce**

COMPARATIVE EDUCATION

- Understanding of global education systems
- Helps remove educational borders
- Improving educational policies and reforms
- Promotes innovation and modernisation

- **Deficiency in comparative education method:**
 - ❑ Case studies are chosen based on the **outcome**, where authors focus on **successful systems** that differ in other ways
 - ❑ Reliability of findings is usually **questionable**
 - ❑ Difficult to ascertain if the **worst-performing system** adopts the **same process**

- **The best way to objectively find the sources of successful changes:**
 - ❑ Compare **similar systems** based on **shared history**
 - ❑ And later differs along the way
 - ❑ Then, the reason for these **differences** can be investigated

SHARED LEGACY AND HISTORY BETWEEN THE CZECH REPUBLIC AND SLOVAK REPUBLIC

- The Communist era influenced the **educational systems** in the Czech Republic and the Slovak Republic
- **Involvement in the same eastern block between 1945 and 1989 resulted in their mutual acceptance of the national educational system:**
 - ❑ Management approach
 - ❑ Political incentives
 - ❑ General organisation
- **By the end of the communist era, the educational system of then Czechoslovakia was similarly criticised:**
 - ❑ Due to **excessive unification** and central imposition of **curriculum**
 - ❑ Use of common textbooks, strong **bureaucratic control**
 - ❑ inhumane way of dealing with pedagogical practice
 - ❑ Obstruction of local ideas

CONT.

- Compulsory education was similar in both countries
- Comprising primary (**8 or 9 years**) and secondary tiers (**3-5 years**)
- Schools were **controlled** and managed by the **central authority**
- **No independence** in dealing with managerial and educational roles

- **The end of communism in Czechoslovakia in 1989 led to the beginning of significant changes:**
 - ❑ Political, social, cultural, and economic changes
 - ❑ Democratic political system and market economy
 - ❑ These changes also significantly impacted the **educational system**
 - ❑ Czechoslovakia started to extend **school autonomy** at the beginning of the **1990s** during the **transformational process** of the communist era
- Collaboration between countries (**OECD**) since the post-communist era
- Involvement of the **Czech Republic and the Slovak Republic** in the TALIS survey

CZECH REPUBLIC AND SLOVAK SCHOOL SYSTEM

- **Single-structure primary and lower secondary education** (basic education)
- Both use a two-level curriculum structure at state and school levels
- **After their split in 1993, the Czech Republic and Slovakia started to deal with their educational system such as curriculum reforms:**
 - ❑ Slovak Republic's **learning outcomes more extensive** than the Czech Republic
 - ❑ The Czech national framework document is **brief (could be expanded by individual schools)**
 - ❑ The Slovak educational system's national framework with a **high number of obligatory learning outcomes (no intention to be expanded by individual schools)**
 - ❑ The Slovak Republic has three levels of the centralised system: **national, regional and local**
 - ❑ Two levels of the decentralised education system in the Czech Republic: **municipal and regional**
 - ❑ The age of compulsory education in Slovak and the Czech Republic begins at **6 years**
 - ❑ The age for the ending of mandatory education is **15 years** in the Czech Republic and **16 years** in the Slovak Republic

METHODS: SAMPLE SIZE AND PROCEDURE

- **OECD report for the Czech Republic and Slovak Republic:**
- Both countries participated in the **TALIS 2018** study survey
- Details for **TALIS 2018 questionnaire** described in the **TALIS technical report**
- For the Czech Republic **3, 447 teachers** in **219** participating schools (**93.80%**)
- For Slovak Republic, **3,015** teachers in **176** participating schools (**84.70%**)
- Overall, **TALIS 2018** sampled about **260 000 teachers**
- Across **15 000 schools** in **48** education systems
- **Next is data collection for TALIS 2024**
- ❑ Finished recruiting countries and territories for its current data collection cycle in **2024**
- ❑ Focuses on ISCED 2: **Lower secondary education teachers and school leaders**
- ❑ Additional module on ISCED 1 (**primary education**) and ISCED 3 (**Upper secondary education**) teachers and school leaders
- ❑ **Initial TALIS 2024 results will be released in October 2025**
- TALIS will next be administered in **2030**

RESULTS AND DISCUSSION

➤ Teachers' Feedback Methods:

Table 1. Feedback methods used by teachers in the Czech Republic and Slovak Republic

Participating country	Never received feedback (%)	Positive impact of feedback (%)	The feedback method mostly used
Czech Republic	1	73	Observation of teacher's classroom teaching, school-based results, classroom-based results, external results of students , and student survey responses related to the teacher's teaching
Slovak Republic	3	84	Observation of teachers' classroom teaching, school-based results, classroom-based results, and external results of students the teacher teaches
OECD average	10	71	Classroom observation, students' school-based results, and classroom-based results

CONT.

➤ Teachers' Classroom Practices:

Table 2. Teachers' classroom practices

Participating countries	Calming down students disturbing the class (%)	Teachers and students getting along (%)	Acts of intimidation or bullying among students (%)	Teachers' assessment of student progress by observation and immediate feedback (%)	Teachers who allowed students to evaluate their progress (%)	Teachers support to each in implementing new ideas (%)
Czech Republic	39	96	3	78	32	77
Slovak Republic	63	94	9	85	55	83
OECD average	65	N/A	14	79	41	78

WHY IS THE STUDENT'S FEEDBACK TO TEACHERS IMPORTANT?

- **Feedback to the teacher about what students can and cannot do is more powerful than feedback to the students (Hattie, 2009)**

It encourages a different way of **interacting** with and **respecting** students

- Teachers will be aware of the **success or failure** of their teaching
- Provided methods to **evaluate the efficacy** of different influences the teachers use
- Improves **student-teacher relationship**, which is vital to adequate feedback
- Effective instruction cannot occur without proper feedback from students to teachers on the **effectiveness of the instruction**

TAKE HOME MESSAGE

- Feedback from students to teachers not widely used across **OECD countries**
- Teachers' reflection on student feedback can positively change students' perceptions of the learning environment
- Teachers' relationships with students can be improved through **student's feedback to teachers**
- This can create a positive classroom climate

Concerns about students' **competency** in the judgment of the teaching of their teachers

CONCLUSION, RECOMMENDATION AND FUTURE DIRECTION

- Need to review feedback policies by school leaders
- Teachers should be more open to feedback given by their students:
 - ❑ This will foster a better classroom climate/ learning environment
 - ❑ Build trust and strengthen relationships between teachers and students
 - ❑ Improves student's learning outcomes and teachers' professional development
- Training should be provided to teachers when necessary

FUTURE DIRECTION

- Evidence-based research on the impact of students' feedback to teachers on their learning outcome
- Impact on teachers' **professional development**
- Consider **intrinsic and extrinsic** factors that may **facilitate or hinder** feedback

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