



Minimizing Resistance to Feedback through Video Recorded Observations

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Abstract

For many supervisors and teachers undergoing a training, the feedback session is the most crucial, critical, difficult and academically challenging phase. The supervisor has to select the correct register and words to make comments absorbable to the teacher under training without being offensive; whereas, the one receiving feedback has to be open to criticism and ready to accept and internalize the comments being made. The more the teachers can identify their own weaknesses and strengths during the reflection stage, the easier they accept constructive feedback on their lesson as they already thought about it before coming to the feedback session. Thus, the quality of the reflection itself done by the teacher, on her own, has a direct effect on the flow and quality of the feedback session. The aim of any teacher training programme with reflection and feedback components in their programme, should be to train the teacher towards independence in reflecting on their own lessons and taking actions based on their own reflections. With this in mind, this study aimed at looking at the effect of the quality of self-reflection based on video recorded lessons through "panopto". Six teacher trainees enrolled at the CELTA programme participated in the study. Data was collected through diary entries, reflection forms and focus group discussions. The results suggest that the feedback session after classroom observations minimizes the resistance to feedback when trainees are given the chance to do their own reflection, in their own time by watching their own recorded lessons.

Keywords: *Teacher Training, reflection, classroom observations, feedback;*