

Views of a Cohort of South African Student Teachers on Feedback of Their Lesson Presentations during Teaching Practice

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KEYWORDS Assessment. Formative Assessment. Teacher Education

ABSTRACT Based on theoretical overviews covering feedback and partners in teaching practice, this paper reports on a cohort of South African third year B.Ed. student teachers' impressions of feedback during a specific period of teaching practice by means of a quantitative study. By focusing on feedback on lesson presentations, 82 randomly sampled student teachers shared their impressions of feedback provided by supervisor teachers and university lecturers. Although the findings suggest that student teachers experience feedback of university lecturers as of higher quality than feedback provided by supervisor teachers, much must still be done to improve feedback practices during teaching practice periods.