

Fifth Biennial Colloquium for Instrumental Music Teacher Educators

POSTER PRESENTATION – 2013

Formative Feedback in Preservice Music Teaching: A Review of Literature

Jill M. Sullivan, Arizona State University, jill.sullivan@asu.edu

Molly A. Weaver, West Virginia University, mweaver@wvu.edu

In recent years, university teacher educators have come under scrutiny for not providing fully qualified teachers for schools. One way to determine preservice music teacher preparedness is through formative and summative assessment of their music-teaching skills during peer-teaching episodes or during student teaching. The authors of this proposal will present a review of literature on *formative feedback*—information communicated to preservice teachers to modify their behavior or thinking (Shute, 2008), or information about the quality of the preservice teachers' performances and suggested actions they can take to improve (Nyquist, 2003). This review of literature will address the following questions:

1. What methods of providing *formative feedback* to preservice teachers (regardless of specialization) are being used before, during, or after peer-teaching episodes or student teaching?
2. What methods of providing *formative feedback* to preservice music teachers are being used before, during, or after peer-teaching episodes or student teaching?
3. What modes of *formative feedback* to preservice teachers (e.g., immediate or delayed, oral or written) are more effective in improving teaching?
4. Are preservice teacher characteristics such as personality or learning style preference related to any preferences for particular modes of *formative feedback*?
5. Is level of preservice teaching experience (e.g., entry-level undergraduate or student teacher) related to use of particular modes of *formative feedback*?
6. Are there methods or modes of providing *formative feedback* in applied music or music therapy that could be adapted for use in preservice music teacher education?
7. What current applications of technology might be used to enhance *formative feedback* before, during, or after preservice music teaching episodes or student teaching?

References

Nyquist, J. B. (2003). *The benefits of reconstruing feedback as a larger system of formative assessment: A meta-analysis*. (Unpublished master's thesis). Vanderbilt University, Nashville, TN.

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153–189.