

Author: Birna María Svanbjörnsdóttir associate professor at the University of Akureyri, birnas@unak.is; Sólveig Zophoníasdóttir adjunkt at the University of Akureyri, sz@unak.is; Berglind Gísladóttir assistant professor at the University of Iceland, berglindg@hi.is

Title:

Stated purpose and use of feedback in Icelandic lower secondary classrooms
Results from video-recordings

Abstract

The aim of the study was to provide insight into teaching quality in Icelandic lower secondary schools and to assess the quality indicators (1) purpose and (2) feedback in language arts lessons and mathematics.

The element of purpose attempts to capture the coherence of the lesson around a communicated objective and lessons position within a larger context. Feedback is focused on response to student's application of skills, concepts, or strategies as well as suggestions for how students can improve the quality of their work. Prior research in the Nordic countries, indicate a strong connection between the quality elements of purpose and feedback and the overall quality of lessons (Brevik et al., 2016).

The study uses classroom video-data, which allows for the evaluation of instructional practices from multiple perspectives. The data consist of 72 lessons, recorded in grade eight in 10 schools. The schools were purposefully chosen to establish heterogeneity of the sample. The sample included both urban and rural schools, with students of various social backgrounds. The PLATO (Protocol for Language Arts Teaching Observation) was used to analyse the video-data. PLATO contains a detailed description of 12 indicators of quality teaching, rated on a four-point scale.

Findings from this study provide some evidence regarding the quality of teaching in lower secondary classrooms in Iceland. Specifically, the feedback students receive from their teachers and the coherence of the lessons observed. In contrast to previous findings from the Nordic counties we found limited evidence for a clear connection between the elements of purpose and feedback. However, like in previous studies we found that in majority of observed lessons, purpose and feedback were at the lower end of the PLATO observation protocol, indicating limited evidence of quality feedback to students and coherent lessons.

References

Brevik, L. M., Klette, K., & Blikstad-Balas, M. (2016). The Quality of Feedback: Instructional Practices Captured in Video-Recorded Classroom Observations. *AERA Online Paper Repository*.

Author: Birna María Svanbjörnsdóttir associate professor at the University of Akureyri, birnas@unak.is; Sólveig Zophoníasdóttir adjunkt at the University of Akureyri, sz@unak.is; Berglind Gísladóttir assistant professor at the University of Iceland, berglindg@hi.is

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