

## How do postgraduate teacher candidates learn educational research methods through engaging feedback process?

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Aspiring teachers need a solid foundation in research methods to effectively evaluate and conduct educational research in their future careers. As such, initial teacher education programs often include courses on research methods to facilitate teacher candidates with research abilities. To ensure the effectiveness of such courses, it is crucial to embed feedback within the curriculum exploring how teacher candidates can engage with feedback and what challenges they may have. Our study gathered multiple-source qualitative data from 22 postgraduate teacher candidates of a Chinese ITE program. The data set includes one preliminary WeChat interview, two rounds of semi-structured interviews after each assignment feedback class, mind map drawings after the final examination, class video recordings, and six times of student assignment files (including both original and revised versions). By adopting an abductive analysis with theory-oriented coding, we found

that teacher candidates can cognitively, emotionally, and behaviorally engage with feedback through five processes, including paying attention, appreciating feedback, making judgments, conducting higher-order thinking, managing affect, and taking action. Our findings also identified some common challenges that teacher candidates faced when engaging in the feedback process, such as reflecting on misunderstanding concepts, internalizing the key information, and making good use of feedback. This exploratory study adds to the knowledge base of disciplinary feedback practice in teacher education by zooming in on one educational research methodology course, providing references for how to prepare future teachers with feedback literacy.