

THE QUALITY OF FEEDBACK AND ITS INFLUENCE ON THE PREPARATION OF THE FUTURE TEACHER

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INTRODUCTION

Preparation for physics lessons is part of the preparation of student teachers of physics at the university. We consider it necessary for students to learn to make the best possible preparations and to be able to formulate them appropriately also in written form.

FEEDBACK IN THE CONTEXT OF PREPARATION

A lesson plan is a very useful tool that helps the teacher during the lesson, to fulfil the goals they have set (Jensen, 2001, p. 403). Haynes (2010, p. 1) divides the teacher's activity into three parts: before the lesson, during the lesson and after the lesson. Before teaching, the teacher deals with the preparation and planning of the teaching process, during the lesson it is about execution of the educational activities, and after the lesson there should be an evaluation of the completed preparation. We will focus on preparations before the lesson. According to Fink (2005, p. 3) feedback should be frequent, immediate, discriminating, and loving in the process of improving preparation.

RESEARCH ON THE QUALITY OF PREPARATION BY THE INFLUENCE OF FEEDBACK

In this contribution, we will present the process of preparation for lessons by students of physics teaching, evaluation of the preparations, provision of feedback to students and comparison of preparations before and after the provision of feedback. We provided students with feedback on the created preparations for physics lessons based on an evaluation rubric that we created inspired by several authors: Arribas et al. (2018); Liew et al. (2019); Hubeňáková (2016). According to this evaluation rubric, we were able to quantify individual preparations and then compare each student to see if his preparation improved after receiving feedback.

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