

Learning Reflective Practice through Interactive Peer Review and Own Teaching Evaluations

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Background and Project Focus

As a series of a program level evaluations through student learning, this project evaluated student learning progress by analyzing how ECE students assess their own- and peers' teaching as a representation of program effectiveness. Using the program Benchmark Assessment approach extended from the 2019 SoTL project, this program Benchmark Assessment project evaluated overall program effectiveness through assessing student learning in core ECE courses prior to student teaching.



Approach and Method

Project Questions

1. How do ECE preservice teachers assess and comprehend their own teaching practices and their peers' teaching related to learning outcomes?
2. What are the main themes that ECE preservice teachers reflect on regarding their digital literacy skills using technology and virtual networking with their peers?
3. How effective and applicable to future courses are the core course student learning outcomes that are used to evaluate program effectiveness?

Source of Analysis

- Student work samples and reflections on self and peers' teaching and evaluations
- Arts-integrated lessons
- Math/Science integrated lessons

Target Courses

Curriculum Method Courses 1 (Y1) & II(Y2) : Spring 21 & Fall 21

Edthema
Brighspace & Youtube

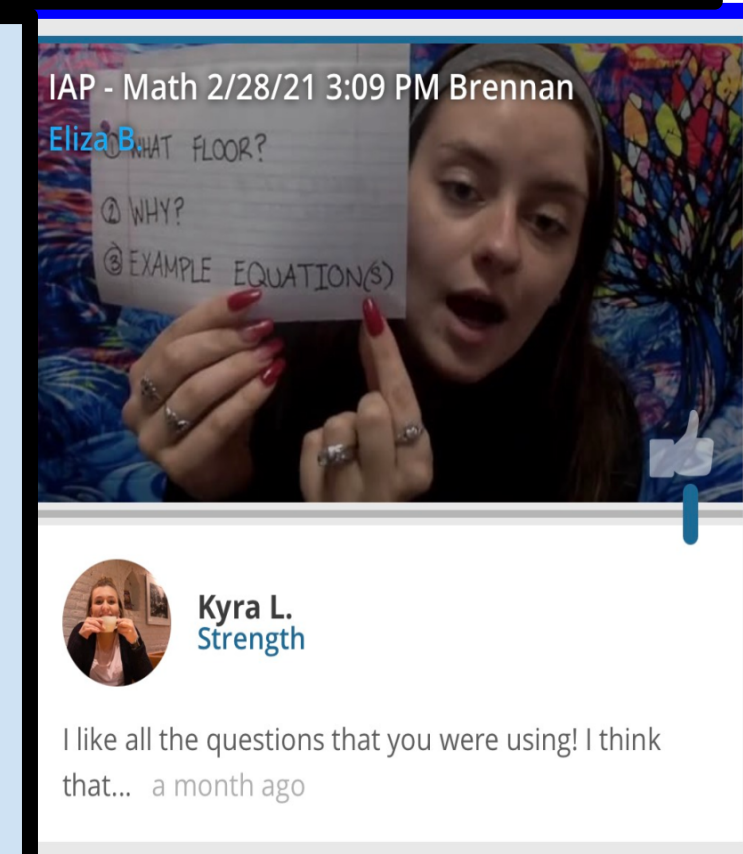
Digital Platforms Used

Results

Student Learning Outcomes

- Y1:** Beginning to apply **the NAEYC teaching strategy standards** to art-integrated activity plan for other subject areas.
- Y2:** Competently applying Teaching Strategy Standards and **Content Standards with keen and in depth reflections and feedback** on their own teaching and peers' teaching implementations.

Positive impacts of digital literacy through improvement in using knowledge and skills across all aspects - lesson planning, implementation, reflections, peer review, and assessing student learning & their own teaching practices



Student learning outcomes of the core courses (interactive video/teaching demonstration and evaluation assignment) reflect the program quality through the preservice students' content knowledge and practical implementations through the core courses.s

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