

Role of Feedback for Bridging Theory- Practice Gap in Teaching Practicum

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ABSTRACT

Incorporating theory into practice is not a simple rather dialectical and complex process of observing, scaffolding, reflecting, and coordinating prospective teachers. It has been observed that interaction in the form of academic feedback between CTs and PTs is missing in the teaching practicum. The present study aims to investigate the perceptions and practices of PTs and CTs about Feedback in teaching practicum to bridge the gap between theory and practice in the Pre-service Teacher Education Program. It is an exploratory investigation applying survey method and semi-structured interview to collect data from PTs and CTs to answer the investigation inquiries about the role of Feedback practices in bridging the theory-practice gap. Purposive and Criterion sampling techniques were applied to select the participants of the study. Findings reveal that the CTs are working as mentors without any professional training and recognition in their department and universities for their contributions in teaching practicum. They are lacking to perform their role effectively in providing written and oral Feedback to PTs for their professional development. School Practicum is suggested to be regular, well organized, and structured instead of a command-based component of the Pre-service Teacher Education Program.

Keywords: Feedback, Teaching practicum, Cooperative teacher, Prospective Teacher