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## Peer feedback in teacher professional development

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The image shows a page with a marbled paper background. The marbling consists of various shades of grey, brown, and white, creating a complex, organic pattern. In the center of the page, there is a large, irregularly shaped white area. Within this white area, the word "Appendices" is printed in a bold, black, serif font. The text is centered horizontally and vertically within the white space.

**Appendices**

### Appendix A: Questionnaire (Chapter 3)

Hello, dear teachers. In order to study on teachers' perception of this development program. This research is conducted by ICLON Leiden University and CDIBB Tongji University. We sincerely please you to answer this questionnaire. This questionnaire is anonymous and only for research purpose. Thank you very much for your support and cooperation!

1. Are you female or male? (      )  
 A. Female                      B. Male
2. How long have you been teaching? (      )  
 A. Less than 1 year    B. 1-3 years    C. 3-5 years    D. More than 5 years
3. Which kind of subjects do you teach? (      )  
 A. General course    B. Vocational specialized course
4. Educational background? (      )  
 A. Diploma of secondary vocational school      B. Senior college degree  
 C. Bachelor                      D. Master                      E. Doctorate

#### The first section

The following questionnaire measures your motivation for studying and your reason of participate this teacher development program. Please indicate how much you agree with the following items:

1. Completely agree;    2. Agree;    3. Undecided;    4. Disagree;
5. Completely disagree

#### *Why do you participate this program? I participated because...*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Because I'm supposed to do so.   | 1 | 2 | 3 | 4 | 5 |
| 2. Because I enjoy doing it.  | 1 | 2 | 3 | 4 | 5 |
| 3. Because it's fun.  | 1 | 2 | 3 | 4 | 5 |
| 4. Because I would feel guilty if I didn't participate.                       | 1 | 2 | 3 | 4 | 5 |
| 5. Because this represents a meaningful choice to me.                         | 1 | 2 | 3 | 4 | 5 |
| 6. Because I want others to think I'm wise.                                   | 1 | 2 | 3 | 4 | 5 |
| 7. I'm satisfied with the novice-expert interaction sessions in this program. | 1 | 2 | 3 | 4 | 5 |
| 8. Because I would feel ashamed if I didn't participate.                      | 1 | 2 | 3 | 4 | 5 |
| 9. Because I want others to think I'm a good teacher.                         | 1 | 2 | 3 | 4 | 5 |

- |  |           |
|--|-----------|
| 10. Because I want to learn new things.  | 1 2 3 4 5 |
| 11. Because others (school leaders, colleagues, etc.) oblige me to do so.              | 1 2 3 4 5 |
| 12. I'm satisfied with the lecture part in this program.                               | 1 2 3 4 5 |
| 13. Because this is an important work goal to me.                                      | 1 2 3 4 5 |
| 14. Because I am highly interested in doing this.                                      | 1 2 3 4 5 |
| 15. Because it is personally important to me.  | 1 2 3 4 5 |
| 16. Because it's an exciting thing to do.  | 1 2 3 4 5 |
| 17. I'm satisfied with this teacher development program in general.                    | 1 2 3 4 5 |
| 18. Because that's what others (e.g., school leaders, colleagues) expect me to do.     | 1 2 3 4 5 |
| 19. Because that's something others (school leaders, colleagues, etc.) force me to do. | 1 2 3 4 5 |

**The second section**

The following questionnaire measures your motivation and feeling with regards to teaching in vocation schools. Please indicate to what extent you feel you can do your work for the following items:

1. Not at all;    2. Very little;    3. Little;    4. Somewhat;  
5. Quite a bit;    6. Very much;    7. Always

- |   |               |
|---|---------------|
| 1. To what extent can you use a variety of assessment strategies?                 | 1 2 3 4 5 6 7 |
| 2. To what extent can you help your students value learning?                      | 1 2 3 4 5 6 7 |
| 3. To what extent can you respond to defiant students?                            | 1 2 3 4 5 6 7 |
| 4. To what extent can you craft good questions for your students?                 | 1 2 3 4 5 6 7 |
| 5. To what extent can you help your students think independently?                 | 1 2 3 4 5 6 7 |
| 6. To what extent can you establish routines to keep activities running smoothly? | 1 2 3 4 5 6 7 |
| 7. To what extent can you get through to the most difficult students?             | 1 2 3 4 5 6 7 |
| 8. To what extent can you make your expectation clear about student behavior?     | 1 2 3 4 5 6 7 |

9. To what extent can you respond to difficult questions from your students? 1 2 3 4 5 6 7
10. To what extent can you calm a student who is disruptive or noisy? 1 2 3 4 5 6 7
11. To what extent can you implement alternative strategies in your classroom? 1 2 3 4 5 6 7
12. To what extent can you get children to follow classroom rules? 1 2 3 4 5 6 7
13. To what extent can you foster student creativity? 1 2 3 4 5 6 7
14. To what extent can you control disruptive behavior in the classroom? 1 2 3 4 5 6 7
15. To what extent can you provide appropriate challenges for very capable students? 1 2 3 4 5 6 7
16. To what extent can you improve the understanding of a student who is failing? 1 2 3 4 5 6 7
17. To what extent can you provide an alternative explanation or example when students are confused? 1 2 3 4 5 6 7
18. To what extent can you motivate students who show low interest in schoolwork? 1 2 3 4 5 6 7
19. To what extent can you establish a classroom management system with each group of students? 1 2 3 4 5 6 7
20. To what extent can you keep a few problem students from ruining an entire lesson? 1 2 3 4 5 6 7
21. To what extent can you get students to believe they can do well in schoolwork? 1 2 3 4 5 6 7
22. To what extent can you adjust your lessons to the proper level for individual students? 1 2 3 4 5 6 7
23. To what extent can you gauge student comprehension of what you have taught? 1 2 3 4 5 6 7
24. How much effort will you put into your teaching? 1 2 3 4 5 6 7
25. How sure are you that you will stay in the teaching profession? 1 2 3 4 5 6 7
26. How much effort do you plan to exert as a teacher? 1 2 3 4 5 6 7
27. How hard will you strive to be an effective teacher? 1 2 3 4 5 6 7
28. How certain are you that you will remain in teaching? 1 2 3 4 5 6 7
29. How sure are you that you will persist in a teaching career? 1 2 3 4 5 6 7
30. How much will you work at being a good teacher? 1 2 3 4 5 6 7
31. How confident are you that you will stick with teaching? 1 2 3 4 5 6 7

## **Appendix B: Interview outline (Chapter 4)**

### **Introduction**

Thank you for participating in this interview today. I'm Xinglin Jin, the principal investor of this study and also a staff in Tongji University. Through this interview, we want to know how the novice-expert feedback activities may influence your daily teaching. This interview will last around 30 minutes. The information you provided in our interview will be treated confidential and results will always be made anonymous when reported. Our talk in this interview will not affect the assessment in the program. So, please feel free to share your true opinion and experiences.

Now, I'm going to ask your permission to record our conversation. This recording will only be used for research, and if you want to stop recording during our talk for any reason, we can pause it at any time.

### **Warm up questions**

- How are you recently?
- How do you like the novice-expert feedback sessions in the training programme?
- Since the programme have been ended for a while, did you still remember some interesting things happened during the programme?

### **The main question**

Thanks for your sharing. Now we are going to talk about what you have learned and how you have learned during the novice-expert feedback sessions. Please recall the most impressive lesson you learned in the project and describe how you learned it. You may imagine a typical scenario where you are presenting your teaching video, and the expert teachers provide you some feedback. Try to detail the scenario by telling: 1) what kind of feedback you got from the expert teachers; 2) how did you thought about the feedback at that moment; 3) whether you decided to change your teaching according to the feedback; and 4) whether these changes were kept in your daily teaching.

### **Follow-up questions**

- So you just talked about the feedback you get from expert teachers, but then how do you response to the feedback?
- You said you like/dislike the feedback, but why? And did you accept that feedback in the end?

- Since you mentioned that you accepted the feedback, how did you adapt it to your daily teaching? Is there any difficulties when you apply it?
- You said that the feedback didn't work out, then did you try it for more times?
- You mentioned that the feedback work out very well, then do you keep doing that in your daily teaching all the time?
- Is there any other impressive lesson you learned in the conversation with experts beside what we just talked about?

### **Concluding remarks**

Now, that's all my questions. Before we conclude this interview, is there something about the program you want to share, which wasn't mentioned in the questionnaire?

Thank you very much for your sharing, I believe your share will contribute a lot to our study. Later I will transcribe this interview recording, and I will send the text to your e-mail. I would please you to have a look of the transcribed text to ensure there are no misunderstanding in the transcription. Thank you again!

## Appendix C: Interview outline (Chapter 5)

### Introduction

Thank you for participating in this interview today. I'm Xinglin Jin, the principal investor of this study and also a staff in Tongji University. Through this interview, we want to know your perception about feedback given in the novice-expert meeting in our teacher development program. This interview will only last 20-30 minutes. The information you provided in our interview will be treated confidential and results will always be made anonymous when reported. Our talk in this interview will not affect the assessment in the program. So, please feel free to share your true opinion and experiences.

Now, I'm going to ask your permission to record our conversation. This recording will only be used for research, and if you want to stop recording during our talk for any reason, we can pause it at any time.

### Warm up questions

- How do you feel about the novice-expert interaction meeting in our program in general?
- Could you share something about your experiences with the novice-expert meetings that have stayed with you the most?

### The main question

Thanks for your sharing. Now let's turn to the main question about your. First, please have a look of the following 10 types of feedback. These are the most frequently provided feedback types in the training programme, and we provided two example for each of the feedback types.

- Could you please indicate that out of the 10 types of feedback, which one do you think is the most important and relevant for you? And why?

<b>Ten types of feedback and examples</b>
1. Provide proper explanation and summary for your students. <ul style="list-style-type: none"> <li>● "Give a more precise explanation for students when introducing a new concept."</li> <li>● "Provide summary at the end of the lesson to emphasis the main point."</li> </ul>
2. Assess and evaluate your students. <ul style="list-style-type: none"> <li>● "Observe students' reaction in the class and provide feedback."</li> </ul>



<ul style="list-style-type: none"> <li>● “Encourage your students by providing more compliments when assessing their homework.”</li> </ul>
<p>3. Relate your teaching to students’ experience.</p> <ul style="list-style-type: none"> <li>● “Use cases that students have experience with.”</li> <li>● “Relate the current lesson to what students’ prior knowledge.”</li> </ul>
<p>4. Arrange the lesson according to the main point of teaching content.</p> <ul style="list-style-type: none"> <li>● “Remove irrelevant cases.”</li> <li>● “Relate task and homework to the main point of the lesson.”</li> </ul>
<p>5. Work on your long-term professional development.</p> <ul style="list-style-type: none"> <li>● “Ask support from colleagues when you have a problem in teaching.”</li> <li>● “Improve your knowledge and experience on the subject content.”</li> </ul>
<p>6. Improve your lesson design.</p> <ul style="list-style-type: none"> <li>● “Re-arrange the sequence of your presentation.”</li> <li>● “Prepare intriguing questions in the introduction part of the lesson.”</li> </ul>
<p>7. Provide proper tasks and homework.</p> <ul style="list-style-type: none"> <li>● “Adapt the tasks/homework to your students’ level.”</li> <li>● “Provide more clarity about what students have to do for their tasks and homework.”</li> </ul>
<p>8. Improve the quality of teaching materials.</p> <ul style="list-style-type: none"> <li>● “Include the latest concept and information in your teaching materials.”</li> <li>● “Use different forms of teaching material.”</li> </ul>
<p>9. Engage with your students.</p> <ul style="list-style-type: none"> <li>● “Encourage students to present and share work with each other.”</li> <li>● “Include more interactive activities in your teaching to motivate students.”</li> </ul>
<p>10. Relate your teaching to students’ future work situation.</p> <ul style="list-style-type: none"> <li>● “Use the authentic task that happens in students’ future workplace.”</li> <li>● “Make examples with real cases in the workplace.”</li> </ul>

**Follow-up questions**

- So you mean item \_\_\_\_ (feedback type number) is the most important/relevant feedback type for you, but could you please specify the reason why you think it is useful?
- You just explained the reason why you value item \_\_\_\_ (feedback type number) the most, is this also the reason for some other feedback types?

- Is there another impressive feedback type you got from expert teachers during the programme beside what we just talked about?
- Thank you for sharing about how you feel about this issue. I propose to move to the next item first, is that okay? (When they give too many examples or long explanation)
- So we just talked about the most important ones, then how about item \_\_\_\_\_ (feedback type number) ? (Check all the left items)

### **Concluding remarks**

That is all my questions. I am grateful for interviewing with you today. I think your evaluation of these feedback types proved valuable information for our study. Is there anything about the novice-expert feedback activity that you want to talk about? Thank you very much for your sharing, later after we have transcribed the recording, I will send the text to your e-mail. This interview will only be used for the research, and will not affect your assessment in the program and also will not be shared with the expert teachers, or others. If there is some misunderstanding in the transcription or additional information you want to share, you can contact us any time by sending e-mail to this address: [x.jin@iclon.leidenuniv.nl](mailto:x.jin@iclon.leidenuniv.nl).

## Appendix D: Frequencies of appraisal categories in relation to feedback types (Chapter 5)

Appraisal categories	Feedback Types											Total
	Explanation and summarization	Assessment and evaluation	Students' experience	Teaching content	Professional development	Lesson design	Task and homework	Teaching material	Engagement	Students' future vocation		
Feedback benefit	2	4	2	3	0	8	3	1	3	3	29	
Feedback frequency	0	0	1	0	0	2	2	1	3	0	9	
Feedback specificity	1	0	0	1	1	1	0	0	3	1	8	
Feedback adaptiveness	0	0	1	0	0	0	0	0	1	5	7	
Teachers' expertise	2	4	6	7	3	6	3	6	6	4	47	
Teachers' belief	1	0	3	0	1	0	0	0	2	4	11	
Teachers' lessons	0	1	1	1	0	0	1	0	2	3	9	
Students' characteristics	1	0	6	2	0	0	12	2	7	6	36	
School conditions	0	2	0	0	3	3	0	10	3	1	22	
Opportunities and resources	0	0	0	0	9	0	0	0	0	0	9	
External pressure	0	0	0	0	5	0	0	0	0	1	6	
Personal needs	0	0	0	0	1	0	1	2	0	0	4	

## Curriculum Vitae

Xinglin Jin was born on 1<sup>st</sup> August 1990, in Chongqing (China). After graduating from secondary education at Qiuqing Secondary School in 2009, he studied Applied Psychology at Chongqing Normal University and obtained his bachelors' degree in 2013. Subsequently, he completed a Master degree of Education in 2016 at Tongji University (Shanghai, China). After obtaining his master degree, he started his work as a research assistant in Tongji University, the Institute of Vocational and Technical Education. In 2017 October, Xinglin started his PhD research at ICLON—Leiden University Graduate School of Teaching, the Netherlands. In his PhD research, Xinglin focused on teacher learning through peer feedback in the Chinese vocational education context.

During his PhD programme, Xinglin attended courses in his research topic provided by the Dutch Interuniversity Centre for Educational Research (ICO). He had published the fourth chapter of the dissertation, i.e., learning from novice–expert interaction in teachers' continuing professional development, in the journal *Professional Development in Education*. All the other four chapters have also been submitted. He has presented his research during the following conferences: ICO National Spring School 2019, ICO International Spring School 2021 and the annual meeting of the American Educational Research Association (AERA) 2021.

## Publications

### Scientific Publications

Jin, X., Li, T., Meirink, J., van der Want, A., & Admiraal, W. (2019). Learning from novice–expert interaction in teachers’ continuing professional development. *Professional Development in Education*, 1-18.

### Manuscripts Submitted for Publication

Jin, X., Tigelaar, D., van der Want, A., & Admiraal, W. (submitted). Implementation models of teacher peer feedback: A systematic review.

Jin, X., Tigelaar, D., van der Want, A., & Admiraal, W. (submitted). Effects of a teacher professional development programme in Chinese vocational education on efficacy and professional engagement of novice teachers.

Jin, X., Tigelaar, D., van der Want, A., & Admiraal, W. (submitted). Novice teachers’ appraisal of expert feedback in a teacher professional development programme in Chinese vocational education.

Jin, X., Tigelaar, D., van der Want, A., & Admiraal, W. (submitted). Novice-expert interaction in continuous professional learning in China: An analysis of expert feedback.

### Presentations

Jin, X., Li, T., Meirink, J., van der Want, A., & Admiraal, W. (2019, March). *Learning from novice-expert interaction in teachers’ continuing professional development*. Paper presented at the ICO National Spring School, Amsterdam, the Netherlands.

Jin, X., Tigelaar, D., van der Want, A., & Admiraal, W. (2021, March). *Novice-expert interaction in continuous professional learning in China: An analysis of expert feedback*. Paper presented at the online ICO International Spring School, the Netherlands.

Jin, X., Tigelaar, D., van der Want, A., & Admiraal, W. (2021, March). *Novice Teachers’ Appraisal of Expert Feedback in an Induction Program*. Paper presented at the online annual meeting of the American Educational Research Association (AERA), the USA.

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It is such a fantastic journey to do my PhD study in the Netherlands, which makes me especially reluctant to realise that it is coming to an end. Looking back on the road I travelled in the past four years, I have received a great deal of cordial and selfless support.

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Xinglin Jin  
Leiden, 2021



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