

# The Effect of Peer Observation in Educational Practicum on Student Teachers' Teacher Efficacy

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The revision of the Teacher Education Law declared that the educational practicum will be shortened into six months. Therefore, supervision and evaluation during the practicum became more challenging and crucial to teacher education training. According to recent studies, peer observation was proposed to be an effective method to improve teachers' teaching skills. This study developed a six-month "peer observation activity" for student teachers in educational practicum, hoping to carry instructional supervision into effect and to ease the overwhelming workload demanded for instructional supervision.

The purpose of this study was to examine the effect of this "peer observation activity" on student teachers, using a pretest-posttest nonequivalent groups design. Treatment group student teachers (n=15) participated in the peer observation activity in addition to the traditional supervision, while the control group student teachers (n=26) received only the traditional supervision. Teacher efficacy was measured before and after this activity. ANCOVA was used to examine the differences between these two groups. Results indicated that peer observation raised treatment group's personal teaching efficacy. It was concluded that peer observation was an effective activity to help student teachers' growth and was worthy of adoption in educational practicum.

Keywords: educational practicum, peer observation, student teacher, teacher efficacy

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