Evaluation Of Feedback On Teaching Learning Material With-Out And With Implementation Of Lesson Plan

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Abstract

Background: The study aims to evaluate the feedback without and with the implementation of the lesson plan. This research was done on 24 bachelor of physiotherapy students belonging to the final year, GSL College of physiotherapy to evaluate the feedback. Methods: Lesson plan and teaching learning materials were used for evaluation and feedback was taken from each student after both sessions. Statistical analysis was performed by using SPSS Software version-20 and MS Excel-2007.Percentages were used to describe the descriptive analysis. Mc Namer's test was performed to compare the qualitative variables. For all statistical analysis, p<0.05 was considered statistically significant. Results: The results shown that after completing of lecture without using any lesson plan 33.2 % of participants gave positive feedback but after repeating the same lecture using the lesson plan 70.8 % of participants gave positive feedback regarding TLM, Time management and communication. Feedback Sequence of Content presentation and Instructional Procedure has showed that after completion of lecture without using any lesson plan 33.2 % of participants gave positive feedback while plan 75 % of participants gave positive feedback after repeating the same lecture using the lesson. Conclusion: This study concludes that there was a statistically significant difference in the quality of the lesson before and after the implementation of the lesson plan in the Sequence of Content presentation and Instructional Procedure of the lesson (p=0.001).

Keywords: *Teaching learning material, Lesson plan, Evaluation, Feedback.*

Introduction:

A lesson plan is a lesson "project" written down on paper. It can be compared to a "project" as many unprecedented and unpredictable events can happen in the classroom. It is also a dreaded part of instruction that most teachers detest. It nevertheless provides a guide for managing the learning environment. As one of the teacher's roles is that of designer and implementer of instruction, the preparation of a lesson plan will ensure the organization of the lesson according to some criteria. Regardless of the format, all medical teachers need to make wise decisions about the strategies and methods they will employ to help medical students move systematically toward learner goals. The more organized a teacher is, the more effective the teaching, and thus the learning is. Scripting out regular lesson plans is another way of keeping things organized. While preparing the lesson plan, we need to focus on the setting of goals, choosing content, sequence of the instructional procedure, time management, evaluation procedure etc.

Material and Methods: All 24 final year bachelor of physiotherapy students, GSL College of physiotherapy were chosen for this study. Lesson plan and teaching learning materials were used for evaluation. Statistical analysis was performed by using SPSS Software version-20 and MS Excel-2007. Percentages were used to describe the descriptive analysis. Mc. Namer's test was performed to compare the qualitative variables. For all statistical analysis, p<0.05 was considered as statistically significant.

Literature Review

Evaluation: Program evaluation is the process of assessing a program's performance. Experts have offered several definitions for evaluation. The definition is well recognized, including the one proposed by Neumann, Robson, and Sloan (2017)[1], which describes evaluation as a systematic, organized, and deliberate action that involves the gathering of information on concerns and questions about the organization and its transformation programme. The methodical, planned, goal-achieving activity of evaluation entails the gathering of information on the programme and organization.

According to Molloy et al. (2017) [2], evaluation frequently takes place to compare programme achievement among competitors for the same resources. The review was done to determine whether a programme that had been put into place was successful. The evaluation of human existence is nothing new because it always goes along with one's life.

Next, according to Cummings and Worley (2015) [3], assessment focuses on informing practitioners and organisation members about the development and results of treatments. The evaluation that follows will focus on giving practitioners and organisation members input on the development and results of interventions.

Lesson Plan: The lesson plan, also known as the RPP, is created in accordance with Permendikbud [4] No. 103 of 2014. Lesson plans are constructed using the syllabus. The syllabus serves as the basis for the lesson plan, which directs student learning activities to develop fundamental competency. Every teacher in the educational system is required to create lesson plans that are thorough and systematic to ensure that learning occurs in an engaging environment that inspires students to actively participate and offers them enough room for creativity, independence, and innovation following their skills, interests, and physical and psychological development. Each fundamental competency has a lesson plan that can be implemented in one or more meetings. Each meeting's lesson plans are created by teachers according to the scheduling requirements of the educational unit.

Here is a justification for Permendikbud [4]. The previous is; Identification of subjects, such as: educational unit, class, membership programme, topic or theme of the lesson, and the frequency of meetings. Students must meet basic requirements known as standards of competence, which outline the knowledge, attitudes, and abilities that can be acquired in each class. When developing indicators of competence in a subject, basic competence is the capacity to outperform a group of pupils in that subject. A behaviors that can be quantified or seen to show the accomplishment of a few fundamental abilities that the reference subject evaluates. Using verbal operations that can be witnessed and assessed, a competency achievement indicator was developed.

According to the 2013 curriculum, components/ systematic lesson plans should cover "(1) the objective of learning; (2) the learning materials; (3) the methods of learning; (4) the learning resources; and (5) ratings." The lesson plan for systematic manufacturing alludes to Permendikbud No. 81A. Tyler made a type of lesson plan that consists of four sequential steps: establishing the lesson's unique purpose; choosing the appropriate learning activities; organizing those activities; and deciding on the procedures of assessment.

Syllabus: A syllabus can be thought of as a lesson plan on a selection of subjects with a specific theme that contains a competency standard, basic competence, learning resources, learning activities, and indicators of learning outcomes, as well as assessment and time management. A syllabus is a cohesive, thorough, and practical translation of the curriculum into the elements of teaching and learning at all levels of educational programmes and training.

The syllabus, as defined by Curriculum 2013, is a lesson plan on a subject that addresses core skills, fundamental competencies, learning resources, learning activities, assessment, and time and time again allocation for learning. According to the requirements of the educational unit level.

According to Wilkins in Rajaee, Abbaspour and Javad (2013)[5], syllabuses are descriptions of the material covered in language instruction that have undergone some kind of structure or order in an effort to improve the efficiency of the teaching and learning process. The curriculum is specified in the syllabus to ensure that the learning process is more successful in achieving the learning goals.

Learning objectives:

Learning goals are made specifically from the overall learning aims of a book or syllabus, according to Cameron (2001)[6], who describes them as objectives or intended learning for specific learners working on specific tasks. The goal of learning is to play a significant role in both teaching and learning, as well as to provide a clear direction for the selection of learning materials, acceptable methods, the use of props where

appropriate, and the application of evaluation instruments. The definition of learning goals (also known as learning objectives) is further provided by Zlatovi, Balaban, and Kermek (2015)[7] as follows: brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific knowledge, skills, values, and attitudes students should exhibit that reflect the broader goals. Learning aims to create a continuous change in the behaviour and thinking of learners in a learning environment.

Teaching Materials: The information or materials offered to students during the learning process are known as learning materials. (1) based on the simple-complex sequences; (2) based on chronology; (3) based on necessity; (4) based on the learning precondition; (5) based on the sequence of whole-part or parts of a whole; and (6) based on a spiral sequence, according to Nation and Macalister (2010)[8]. The teaching materials utilized in English language instruction will meet the needs of the students by adhering to the Mecalister's criterion.

This is in line with the viewpoint expressed by Tamas and Szabo (2017)[9], who claimed that the material dimensions of education and learning brought together a collection of recently launched scholarly projects that looked at how individuals construct, discover, interpret, negotiate, adapt, contest, transform, and envision learning environments. How to make someone capable of exploring, interpreting, negotiating, modifying and customizing the learning environment is the material dimension of learning. According to Meraji and Zamanian (2014)[10], who also agreed with these viewpoints, the obtained results led them to the conclusion that when compared to materials containing only the second language culture, culturally adopted materials were more beneficial for learners and could more effectively enhance the overall learning of EFL students. Learning resources that reflect the culture of the target language can help students become more fluent in that language. The growth of scientific, information and communication technology is taken into consideration while creating high-quality teaching materials, as well as the demands of both students and teachers and the cognitive development of the students.

Assessment: According to Permendikbud [4] number 104 from 2014, learning outcomes assessment is the process by which educators gather data/evidence about the learning accomplishments of students within the competence of spiritual attitudes and social attitudes. Competencies, knowledge, skills, and competence are done in a planned and systematic manner, both during and after the learning process.

A programme activity's process and results are evaluated to see if they adhere to the goals or standards that have been established. While evaluation is a comprehensive assessment of educational programmes, including the planning of a substance education programme including curriculum, assessment of implementation, procurement, capacity building of teachers, educational management, and overall education reform, measurement is always concerned with the quantitative aspects of the form of data.

Teachers must employ authentic assessment and rubric in accordance with 2013 curricular guidelines that specifically address parts of learning outcomes assessment. The benefits of authentic assessment include being real, genuine, valid, and dependable and the ability to disclose the general attitude, knowledge, and abilities of the learners after they have learned. While teachers use the rubric as a tool to evaluate the tasks students who have certain qualities have been evaluated for levels/grading evaluation. For specific periods, information about travel and the learning process was recorded in the form of portfolios and anecdotal records based on learner performance.

Material and Methods

Study Design: Sectional study.

Study Period: The study was carried out over 1 month.

Study Setting: The study was conducted at GSL Physiotherapy College.

Study Population: All the final year students pursuing a bachelor of physiotherapy.

Methodology: All 24 students pursuing final year bachelor of physiotherapy degree in GSL College of physiotherapy were enrolled in to the study. A pre-structured and pre-evaluated form was prepared for feedback on lesson plan and teaching learning materials. After completion of the lecture without using any lesson plan and no teaching learning material, participants were asked to give feedback by filling up the feedback form. This procedure was followed for a period of 10 days with the same students. In the next 10 days, the same topics were taught to the above 24 students incorporating a lesson plan along with teaching learning material. After completion of the lecture using a pre-designed lesson plan and teaching

learning material, participants were asked to give their feedback by filling up the feedback form. This procedure was followed for a period 10 days with the same students. Feedback forms were collected and data was statistically analysed using SPSS Software version-20 and MS Excel-2007. Percentages were used to describe the descriptive analysis. Mc Namer's test was performed to compare the qualitative variables. For all statistical analysis, p<0.05 was considered statistically significant.

Data Analysis: Data collected was entered into MS-Excel 2013 spreadsheet. The collected data was analysed using IBM statistical package for social sciences (IBM SPSS) version 23 software (trail version)

Statistical Tests:

1. Continuous variables were reported as mean ± standard deviation (SD) while categorical variables were expressed as absolute values and percentages.
2. Microsoft Excel 2013 was used for generating charts and diagrams.
3. MC Nemar test was applied to access the efficacy of the lesson plan and teaching learning materials.
4. P-value of less than 0.05 is considered statistically significant.

Results:

The present study was done on 24 bachelor of physiotherapy students belonging to final year at GSL College of physiotherapy to evaluate the feedback without and with the implementation of the lesson plan. In table-1, after completion of the lecture without using any lesson plan 33.3 % of participants gave positive feedback, while66.7% of participants gave a negative feedback about TLM, time management and communication of the lecture. After repeating the same lecture using the lesson plan 70.8 % of participants gave positive feedback, while 29.2% of participants gave a negative feedback about TLM, Time management and communication.20.8 % of participants gave positive feedback both without and with the implementation of lesson plan for the same lecture, while 16.7% of participants gave negative feedback for both without and with the implementation of lesson plan for the same lecture about TLM, Time management and communication. A graphical representation of feedback about TLM, Time management and communication has been shown in figure.1.

There was a statistically significant difference between before and after implementation of the lesson plan about TLM, Time management and communication of the lesson (p=0.001).

Table.1: Distribution of feedback about TLM, Time management and communication

Feedback		Feedback with the implementation of lesson plan		p-value
		Positive	Negative	
FEEDBACK WITHOUT IMPLEMENTATION OF LESSON PLAN	Positive	5(20.8)	3(12.5)	0.001
	Negative	12(50.0)	4(16.7)	

*within the parenthesis values were percentage values
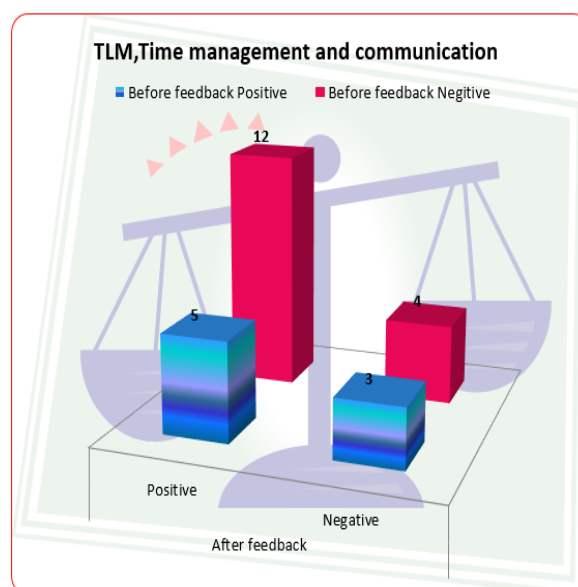

Fig.1: Graphical representation of feedback about TLM, Time management and communication.

In table-2, after completion of lecture without using any lesson plan 33.2 % of participants gave positive feedback, while 66.8% of participants gave a negative feedback about the Sequence of Content presentation and Instructional Procedure of the lecture. After repeating the same lecture using the lesson plan 75 % of participants gave positive feedback, while 25% of participants gave a negative feedback about the Sequence of Content presentation and Instructional Procedure. 16.6% of participants gave positive feedback for both without and with the implementation of lesson plan for the same lecture, while 8.5% of participants gave negative feedback for both without and with the implementation of a lesson plan for the same lecture about the Sequence of Content presentation and Instructional Procedure. A graphical

representation of feedback Sequence of the Content presentation and Instructional Procedure has been shown in figure.2.

There was a statistically significant difference in the quality of the lesson before and after the implementation of the lesson plan in sequence of Content presentation and Instructional Procedure of the lesson (p=0.001).

Table. 2: Distribution of feedback about the sequence of Content presentation and Instructional procedure.

Feedback		After feedback		P
		Positive	Negative	
Before feedback	Positive	4(16.6)	4(16.6)	0.001
	Negative	14(58.3)	2(8.5)	

*within the parenthesis values were percentage values
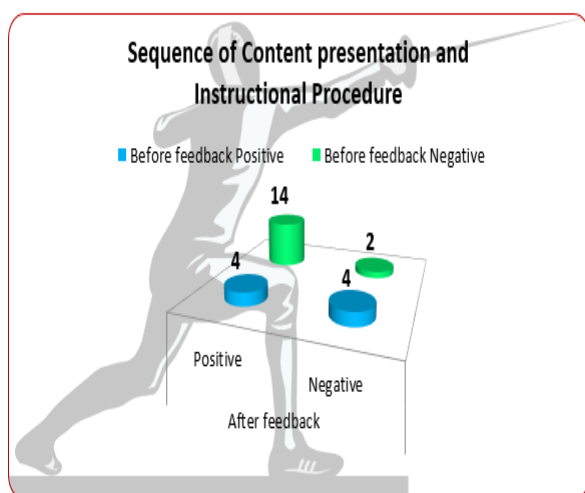

Fig.2: Graphical representation of feedback about the Sequence of Content presentation and Instructional Procedure**.**

Conclusion

Based on the study results it is concluded that using a lesson plan is far more beneficial in proper presentation of a lesson.

Lesson planning allows the teacher to visualize and prepare well for every step of the teaching process in advance. This visualization typically increases teacher success**.** Lesson planning allows the teacher to keep track to setup the goal, content flow, time management and other instructional procedures.

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