OBSERVATIONAL METHODS, INCLUDING PARTICIPATION IN DEMONSTRATION SESSIONS AND ATTENDANCE AT LECTURES, PROVIDE STUDENT TEACHERS WITH CONSTRUCTIVE FEEDBACK ON THEIR PEDAGOGICAL SKILLS.

Dong Chunyan, Emmanuel Hans

[1]Lincoln University College, Petaling Jaya, Malaysia.

ABSTRACT

More and more people are wondering how colleges can ensure the quality of their online courses in recent years. There is a dearth of research on students' perspectives on the quality of online education compared to those of administrators and teachers. Students at two different institutions (a university and a community college) were asked to rate the quality of their online learning experiences using a quantitative technique. The study included interviewing and observing three high school students during the course of the experiment. The researcher used both digital and physical sources to compile the statistics. Examining the pupils' experiences, researchers noted both the good and the bad. Also found out are the causes behind these occurrences. The flexible scheduling, low tuition, readily available electronic resources, simple Internet access, and attractive classroom layout were some of the reasons why students had a positive impression of online education, according to this study. The following factors were found to contribute to students' negative perceptions of their classes: instructors' tardiness in giving feedback, instructors' inability to fix technical problems, students' lack of self-control and motivation, students' loneliness, instructors' use of boring lessons, and poorly crafted course materials. The results could help teachers better understand their students' perspectives on online learning and make necessary adjustments based on that data.

Keywords: Electronic Resources, Students, Internet Access, Motivation, Teacher.

INTRODUCTION

The explosion of the Internet has led many educational institutions to expand their curricula to include online courses in addition to more conventional classroom methods. Still, several worries have come to light, the most important of which is the state of kids' online education. A relatively young field of study, online education integrates traditional forms of distant learning with the delivery of face-to-face teaching using CMC. the following characteristics are common in online courses:

(a) It's able to handle a wider variety of students than a conventional classroom can,

(b) It's entirely digital,

(c) Students' engagement varies greatly,

(d) classroom dynamics shift, and

(e) students who were previously unable to attend college because of financial constraints or a lack of access to modern communication tools such as the Internet, streaming video, net-meeting, etc., may now be able to.

This led to an increase in the number of schools that make their curricula available via online platforms. The phrase "online learning" encompasses a wide variety of practices, some of which include cyber-learning, asynchronous learning, and distance education. Authenticity, multimodal experience, community, discovery, shared knowledge, unboundedness, student-centeredness, and cooperation are among the many elements that another researcher identifies as having an effect on online education. The advent of internet distribution has allowed for a new sort of dispersed learning, asserts Harrington. What sets an online classroom apart are these features:

- Using technology to spread educational materials
- The school administration's direction
- The separation between instructors and pupils (differentiating it from face-to-face education)
- Enabling two-way communication across a computer network for the benefit of staff, students, and teachers.

The importance of online education to universities is growing, both in terms of individual student instruction and in terms of degree conferral. New research indicates that more than 80% of all university-level course materials in the United States are now delivered online. More than 54,000 online education courses were offered with over 1.6 million students enrolled, according to an assessment by the United States Department of Education. This represents early evidence of the widespread popularity of online education courses, regardless of definition (Jones & Adams, 2023).

BACKGROUND OF THE STUDY

Some feel that the quality of online courses offered by universities has declined along with their quantity. The three main reasons why online education isn't up to par are (a) the need for third-party quality assurance standards, (b) programs that don't have strong quality standards, and (c) nobody agrees on what makes a good education.

The importance of learning online, stating, "... students who take classes online don't engage as much as their colleagues in conventional courses, and that they may walk away with information but not with an understanding of how to think independently." Some feel that institutions are using technology less to further

education and more to solve their financial problems. Online course delivery is generally seen by administrators as a lucrative venue. This is because it allows them to teach a big number of consumers without having to invest in costly infrastructure like climate-controlled classrooms and parking lots.

Some people who are against online learning wonder whether it's even possible to recreate the face-to-face interactions that students and instructors have. Many people are sceptical about online courses because they worry about the quality of the education they deliver, even though it is hard to verify the qualifications of the teachers offering these courses at the moment. Some have argued that students lack the means to evaluate the quality of online courses because they are the ones who ultimately utilise them. It could be challenging for students to choose the best online course for them as the majority of online colleges and institutions do not provide comparison information. Additionally, there is no one to turn to for help when students are having technological difficulties, and student websites sometimes do a poor job of outlining the requirements required to finish a particular online course. Therefore, the efficacy of distance learning needs further investigation (Robinson & Lee, 2021).

Those that advocate for online learning are firm believers in its value. Some have proposed that internet mailing lists and teleconferences might eventually replace in-person gatherings. Students' critical thinking, deep learning, teamwork, and problem-solving abilities might all benefit from an online education. Previous study has shown that schools may save money and add more courses to the curriculum by using online learning. Students may also have the chance to acquire employable technical skills that will help them get a better job after they graduate. Because there is no need for students and teachers to physically meet, proponents of online education also claim that it has the potential to encourage non-discriminatory pedagogical and academic practices. In this context, "quality" refers to the extent to which an online degree program follows the standards set forth by the Institute for Higher Education Policy. If it wants to be considered seriously, every online education program has to follow certain rules. Any good online course will include these 10 essential components. Many things contribute to a course's success or failure: its material, teaching methods, motivation, feedback, organisation, usability, support, workload, and how flexible it is. Using the Internet as the main delivery channel, several research have investigated the quality of remote education from the perspectives of both administrators and teachers (Taylor, 2023).

PURPOSE OF THE RESEARCH

The goal of this research is to find out how much of an effect demonstration lectures have on future teachers by looking at how they help them learn new skills and grow as educators. The research seeks to explore how student instructors' teaching abilities are enhanced by both demonstration session participation and lecture

attendance by focussing on the feedback offered during these lectures. It aims to find out how these experiences might assist teachers improve their teaching methods, classroom management, and student involvement via constructive criticism. In the conclusion, the research aims to shed light on how demonstration lectures may play a crucial role in teacher training, helping to cultivate adept and self-assured educators.

LITERATURE REVIEW

Requirements for quality assurance Examining online courses is something that university accrediting agencies are doing. Online learning quality standards have been developed by a number of groups. The WECT developed "Principles of Good Practice for Electronically Delivered Academic Degree and Certificate Programs". A number of companies have started living by these principles. Think about the "ADEC Guiding Principles for Virtual Learning" (ADEC) prepared by the American Distance Education Consortium. A document outlining best practices for online education, "Guiding Principles for Remote Learning in a Learning Society" was produced by the American Council on Education and the Alliance: An Organisation for Alternative Programs for Adults. "Quality Improving Strategies in Remote Education" was given by the Instructional Telecommunications Council. The AFT came up with the concept of distance learning. The Council of Regional Accrediting Commissions revised and simplified "Guidelines for the Assessment of Electronically Delivered Degree and Certificate Programs" in response to WECT's announcement.

In order to ensure the quality of online education, the Institute for Higher Education Policy (IHEP) established 24 standards. In its comprehensive analysis, IHEP classified all existing principles and standards into the following seven groups: institutional support, course development, instruction, course organisation, student support, faculty support, assessment, and evaluation and assessment. The three most influential factors on students are instruction, course design, and peer support. To find out whether student perceptions of the quality of online education are in accordance with the Benchmarks, this study used the IHEP student Benchmark measures. Pupils gain from online schooling (O'Connor & Bailey, 2023).

They were able to keep chatting about each other's ideas since the forum posts were online. A participant said: "There is something that encourages them to consider more fully when they have to reply in paper". In agreement, another student said that, compared to in a classroom setting, online contact allowed more time for reflection.

Individual variables impacting the academic performance of each student The way students' study and engage online is influenced by their individual traits. Online education was most beneficial for constructivist learners, according to another study of distant learners. Students that were the most self-reliant,

ambitious, and motivated had the best chance of success. Even after a bad experience, some people thought online classes were just as well-structured and comprehensive as traditional classroom instruction. Some pupils were unhappy and the teachers were urged to assist them. The class felt left out when the instructor remained silent.

Online learning is more cognitively or inwardly focused since students' roles are different when they participate. Online students need to be capable of a lot of things in order to be successful: taking on more responsibility, adjusting to a new place, learning to participate in class, combining concepts, applying what they've learnt, and being curious (Taylor, 2023).

RESEARCH QUESTION

What is the impact of demonstration lectures on aspiring educators with valuable feedback through skill acquisition?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to determine the degree and direction of the statistical association. The researchers established a statistically significant criteria at $p < 0.05$. A descriptive analysis was conducted to identify the main features of the data. Quantitative methods are often used to assess data collected via surveys, polls, and questionnaires, as well as data altered by computing tools for statistical analysis.

SAMPLING

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 1470. A total of 1600 questionnaires were distributed; 1557 were returned, and 57 were excluded due to incompleteness. In the end, 1500 questionnaires were used for the research.

DATA AND MEASUREMENT

The primary method of collecting data for research was questionnaire surveys. In section A, participants were requested to provide fundamental demographic data; in section B, they were instructed to evaluate the significance of many channels, both online and offline, using a 5-point Likert scale. A diverse array of secondary sources, including online databases, was meticulously examined to get the necessary information.
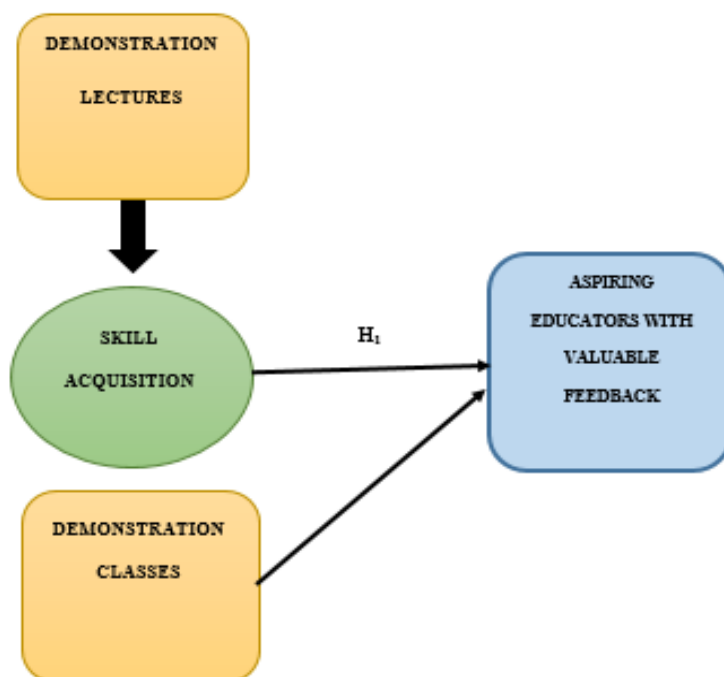
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK

RESULTS

Factor Analysis: One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's: Sampling Adequacy Measured by Kaiser-Meyer-Olkin .960

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.960 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.960
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This demonstrates that comments made for sampling purposes are legitimate. Researchers used Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A sample is considered good by the Kaiser-Meyer-Olkin measure when the result is 0.960. The p-value obtained from Bartlett's sphericity test is 0.00. The correlation matrix is not identical to an identity matrix, as shown by a statistically significant result from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Demonstration lecture: A method demonstration lecture is a style of instruction in which the teacher provides a thorough explanation of a topic as well as a systematic demonstration of the process. Educators use a combination of spoken explanation and hands-on demonstration to guide students through a process in this kind of lecture. Students may see the process in action as the proper approach or technique is shown in real-time, often with the use of visual aids or hands-on activities. This

approach works well in the creative arts, technical training, scientific laboratories, and any other topic where students need to master specific methods or practical abilities. The objective is for students to have a firm grasp of both the theoretical and practical applications of a topic. By showing students a concrete example of how to apply the technique they are studying, method demonstration lectures help teachers make the transition from theory to practice (Taylor, 2023).

FACTOR

Skill acquisition: When one learns and perfects a skill or technique via a methodical and organised procedure, they are engaging in method skill acquisition. With this approach, the researcher may simplify difficult jobs by dividing them into smaller, more manageable parts and outlining a specific order of operations. Learners progressively become proficient in carrying out the skill via consistent practice and application. The focus is on practical application, where students actively participate and gradually improve their skills. Acquiring methodological skills often necessitates reflection and feedback to boost learning and guarantee progress. Crucial for learning practical activities across numerous professions, this approach helps learners achieve competency, confidence, and efficiency in applying the skill in real-life circumstances (Nguyen, 2022).

DEPENDENT VARIABLE

Aspiring educators with valuable feedback: Individuals in the beginning phases of their teaching professions who are eager to enhance their pedagogical techniques and instructional abilities are considered aspirational educators with useful feedback. Recognising the value of constructive criticism in improving their teaching approaches, these educators are receptive to hearing feedback from a variety of sources, including students, other teachers, and experienced mentors. The comments they get from students operate as a reflection of their own teaching, highlighting both their strengths and places for growth. Aspiring teachers may use this feedback to hone down on certain areas like classroom management, curriculum preparation, communication, and student engagement strategies. By consistently reflecting on their own teaching practices and making adjustments in response to student input, aspiring teachers may improve their classes and create a more conducive classroom climate. Teachers can benefit from constructive criticism because it helps them learn more about their students' individual needs and how to meet those needs in a classroom that is always changing. Aspiring teachers are better prepared to handle the difficulties of the profession and make a lasting impression on students and colleagues when they welcome criticism with an open mind and see it as a tool for personal development. In addition to enhancing their professional abilities, teachers may benefit personally from this feedback-learning process by developing resilience, self-assurance, and a deeper connection with their pupils (Taylor, 2023).

Relationship between Skill acquisition and Aspiring educators with valuable feedback: The relationship between skill acquisition and aspiring educators with valuable feedback is central to the development of effective teaching practices. Aspiring educators, who are in the early stages of their careers, often need guidance and support to master the necessary skills required to teach successfully. Skill acquisition, in this context, refers to the process of learning, practicing, and refining teaching techniques, such as lesson planning, classroom management, communication, and student engagement. However, the process of skill acquisition is not isolated; it is deeply influenced by the feedback aspiring educators receive from experienced mentors, peers, or even students themselves.

Valuable feedback acts as a critical component in this learning process. When aspiring educators receive clear, constructive, and timely feedback on their performance, it helps them identify strengths and areas for improvement. This feedback encourages them to reflect on their teaching practices, refine their methods, and better understand the impact of their actions in the classroom. The ongoing cycle of acquiring new skills and receiving feedback allows educators to build their teaching competencies gradually, making them more adaptable and effective over time.

In this dynamic relationship, feedback serves not only as a tool for correcting mistakes or improving techniques but also as a catalyst for growth. It provides aspiring educators with insights into their teaching styles, helping them align their approaches with best practices while considering the diverse needs of their students. The feedback they receive becomes an essential guide that shapes their professional development, enabling them to continuously improve their skills, gain confidence, and ultimately become more successful educators. The more aspiring educators engage with feedback and apply it to their practice, the more proficient they become in mastering the skills necessary to create an effective and supportive learning environment (O'Connor & Bailey, 2023).

Based on the above discussion, the researcher generated the following hypothesis to examine the link between Skill acquisition and Aspiring educators with valuable feedback.

H_{01}: There is no significant relationship between Skill acquisition and Aspiring educators with valuable feedback.

H_1: There is a significant relationship between Skill acquisition and Aspiring educators with valuable feedback.

Table 2: H$_1$ ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	544	5385.512	1,031.312	.000
Within Groups	492.770	955	5.222		
Total	40081.390	1499			

In this study, the result is significant. The value of F is 1,031.312, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the "H$_1$: **There is a significant relationship between Skill acquisition and Aspiring educators with valuable feedback.**" is accepted and the null hypothesis is rejected.

DISCUSSION

The impact of demonstration lectures on aspiring educators, especially in relation to skill acquisition through valuable feedback, is a critical area of exploration in teacher development. Demonstration lectures provide aspiring educators with an opportunity to observe real-life teaching techniques in action, offering them a clear example of effective teaching strategies and methods. By combining observation with valuable feedback, these lectures serve as a powerful tool for skill acquisition and professional growth.

One of the primary outcomes of attending demonstration lectures is that aspiring educators gain practical insight into teaching methods, lesson planning, classroom management, and effective communication. Through the demonstration process, they not only see how content is delivered but also understand how teaching methods can be adapted to meet different learning styles and classroom dynamics. The process of observing experienced educators allows aspiring teachers to see the nuances of teaching—how to engage students, use visual aids, create an inclusive learning environment, and effectively manage time—all of which are essential skills for becoming a successful teacher.

The value of feedback, especially when it is specific and clear, cannot be overstated. During demonstration lectures, aspiring educators receive immediate and actionable feedback that allows them to reflect on their own practices and identify areas for improvement. This feedback helps them understand which techniques were effective in the demonstration and how they can incorporate similar strategies into their own teaching. By receiving constructive feedback from mentors or peers, aspiring educators are guided in refining their teaching approaches and learning how

to implement skills such as effective communication, student engagement, and managing diverse classroom needs.

Through repeated exposure to demonstration lectures and the feedback provided, aspiring educators gradually acquire essential teaching skills. This process is often iterative, as educators observe and reflect on various aspects of teaching, receive feedback, and then apply what they have learned in future settings. This cycle of observation, feedback, and practice fosters a deeper understanding of teaching methodologies and allows educators to progressively build their confidence in the classroom. In particular, it helps them understand how to deliver content effectively, maintain student attention, and assess student understanding—all critical components of skilful teaching.

Moreover, the study highlights how demonstration lectures contribute to the development of reflective practices in aspiring educators. When feedback is integrated into the learning process, educators are encouraged to critically evaluate their own techniques and identify areas for growth. This reflective process not only enhances their immediate skill set but also contributes to their long-term development as educators who are capable of adapting and improving over time. In this way, the acquisition of teaching skills becomes an ongoing, dynamic process, influenced by both observation and feedback.

CONCLUSION

Online degree programs have their advantages and disadvantages. Several factors contributed to the participants' positive experiences, such as the inexpensive online format, the convenience of electronic research, the organised course structure, participants' prior knowledge of the instructor, and familiarity with the online class interface. Many factors contribute to children's negative school experiences, such as instructors who fail to provide sufficient feedback or technical assistance, pupils who lack self-regulation skills, feelings of isolation during class, and dull, repetitious lectures. How relaxed the teacher was affected the atmosphere in the classroom. Having a solid relationship with researchers' teacher might help online learners feel more comfortable. In this case, the online instructor can be a first-year professor. Both novice and seasoned online teachers might be the subjects of research.

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