International Journal of Learning, Teaching and Educational Research
Vol. 24, No. 9, pp. 628-648, September 2025
https://doi.org/10.26803/ijlter.24.9.31
Received Jul 14, 2025; Revised Aug 27, 2025; Accepted Sept 1, 2025

Pre-Service Teachers' Lived Experiences with Feedback and its Role in their Professional Becoming

Fe Sharon C. Tubal, Rizza Marie B. Saluta, Cheryl B. Cabrido and Steve I. Embang*
Northwestern Mindanao State
College of Science and Technology
Misamis Occidental, Philippines

Abstract. This phenomenological study explores how pre-service teachers experience and make meaning of feedback during their teaching practicum, with particular emphasis on its role in shaping their professional identity, instructional confidence, and reflective practice. Grounded in Van Manen's lifeworld existentials, the research engaged ten pre-service teachers with different disciplines from a state college in Northern Mindanao, Philippines, all of whom were in their final year and actively engaged in supervised classroom instruction. Using in-depth, semi-structured interviews and reflective artifacts such as mentor notes and teaching trackers, the study uncovered nine core themes across the dimensions of lived time, space, body, relation, and things. The findings reveal feedback not merely as evaluative input but as a deeply embodied and temporally situated phenomenon—a mirror of readiness, a timeline of growth, and at times a disruptor of pedagogical flow. Feedback was experienced spatially as affirming or constricting, relationally as either validating or diminishing, corporeally as emotionally charged, and materially as embedded in tools and practices that scaffold teacher learning. Feedback in teacher education must be envisioned not merely as evaluative commentary, but as a dialogic and affective exchange that empowers future educators to grow reflectively, strengthen resilience, and embrace holistic professional formation.

Keywords: Pre-service teacher education; feedback experiences; professional identity; phenomenology

*Corresponding author: Steve I. Embang; *steve.embang@nmsc.edu.ph*

1. Introduction

The preparation of future teachers is widely regarded as a cornerstone of educational quality, with reflective practice recognized as a pivotal catalyst for professional growth and instructional effectiveness. In recent decades, teacher education programs worldwide have increasingly emphasized reflection as a means of enabling pre-service teachers to critically examine their pedagogical decisions and refine their instructional strategies in response to the ever-evolving demands of classroom practice (Loughran, 2002; Walshe & Driver, 2019).

Within this reflective process, feedback serves as the central mechanism—functioning not merely as evaluative commentary but as a dialogic and developmental tool that brings insight, confidence, and continuous improvement to aspiring educators (Hattie & Timperley, 2007). A robust body of literature underscores that high-quality feedback significantly enhances pre-service teachers' instructional competencies, critical thinking abilities, and emerging professional identities (Black & Wiliam, 1998; Beauchamp & Thomas, 2009).

More recently, feedback has come to be conceptualized more expansively in teacher preparation: not only as a corrective instrument but as a transformative resource through which novice educators actively construct their future selves and professional roles (Tschannen-Moran & Hoy, 2001; Grossman et al., 2013).Education is seen all over the world today as the one area in which very high promises have been made for teachers' professional learning. For the past decades, reflection has been advocated for by teacher education programs worldwide.

Pedagogical decision-making, along-with refining one's instructional strategies, features among the essentials that pre-service teachers would observe while using reflection in adapting to the new classroom practice demands (Loughran, 2002; Walshe & Driver, 2019). Feedback, being at the heart of this style of reflection, is a dialogic and developmental tool constructed for bringing insight, confidence, and improvement for aspiring educators (Hattie & Timperley, 2007).

Existing literature has emphasized that effective feedback provided on time and well-acted upon resulted in positive impacts on the pre-service teachers' development in terms of instructional competencies, critical thinking skills, and professional identity (Black & Wiliam, 1998; Beauchamp & Thomas, 2009). Feedback, in the context of teacher preparation, would therefore be understood rather broadly not only as an evaluative commentary but also as a transformative resource regarding how beginning teachers would perceive themselves and their future roles in the profession (Tschannen-Moran & Hoy, 2001; Grossman et al., 2013).

Even though its importance is not contestable, it is through its very assessment that very little empirical attention is directed to how pre-service teachers actively seek, interpret, and use feedback. While studies focus on general effectiveness, (Kennedy et al., 2013; Yang & Carless, 2013), most research has not explored the proactive feedback-seeking behavior of pre-service teachers; the context in which

those behaviors occur; or surveyed examples of how such interactions inform their professional identity formation. The understanding of pre-service teachers steering discombobulated and, sometimes, conflicting sources of feedback from their mentors, peers, and students is also undermined in theory in teacher education literature. The cognitive and emotional machinery that underlie acceptance or rejection of feedback, as well as the use of feedback in development of teaching confidence and efficacy, merit deeper qualitative investigation (Ahmet, 2019; Pow & Lai, 2021). Studies filling such gaps would focus on understanding the lived experiences of pre-service teachers concerning seeking and giving feedback; such an investigation requires methods of phenomenological approach which capture the richness of the subjects' narratives.

The research is informed by social constructivist and self-efficacy theories (Lave & Wenger, 1991; Bandura, 1997) to inquire how pre-service teachers traverse various sources of feedback, how they make meaning of feedback in formative contexts, and how those experiences shape their emerging professional identities. The study makes the argument that feedback is an important relational process and an identity formation that takes place in the social context of teacher education. This study puts the pre-service teachers' voices front and center, helping to inform practices concerning feedback, mentor training, and curriculum design that are suitable for meeting the growing needs of novice educators.

The development of professional identity among pre-service teachers is a dynamic, multidimensional process, and feedback plays a central role in shaping this journey. In teacher education, feedback is traditionally framed as evaluative or corrective. This study sought to uncover how pre-service teachers experience and make meaning of feedback as part of their evolving journey toward becoming professional educators.

To deepen this inquiry, the following research questions were developed:

1. How do pre-service teachers seek, interpret, and respond to feedback from various sources such as mentors, peers, and students across different teaching moments?
2. In what ways do feedback experiences influence pre-service teachers' development of professional identity, emotional resilience, and teaching confidence?
3. How do the lived dimensions of feedback—temporal (lived time), spatial (lived space), embodied (lived body), relational (lived relation), and material (lived things)—shape the pre-service teachers' sense of pedagogical becoming?

2. Conceptual Framework

This study is grounded in the phenomenology of practice, drawing from Max van Manen's (1990, 2016) framework of lived existentials as the interpretive lens. Van Manen's five lifeworlds—lived time, lived space, lived body, lived relation, and lived things—orient the inquiry toward understanding how feedback is experienced, interpreted, and embodied within the everyday realities of pre-service teaching. Unlike variable-driven models, this framework emphasizes

feedback as a lived phenomenon, shaped by context, emotion, and relationships rather than predetermined categories or hypotheses.
At the center of this framework is the *lived experience of feedback*, conceptualized not merely as instructional commentary but as a dialogic, situated, and affectively charged encounter. In this study, feedback is viewed as:

(1) Sought, interpreted, and acted upon by pre-service teachers (feedback-seeking behaviors), (2) Mediated by relationships with mentors, peers, and students (lived relation), and (3) Influenced by existential conditions of temporality, corporeality, spatiality, and materiality.

As illustrated in Figure 1, the framework highlights how feedback is experienced across lifeworlds: through anticipation and reflection over time (lived time), in the physical and virtual spaces where feedback occurs (lived space), in the embodied responses of emotion and self-awareness (lived body), in the relational dynamics of care, trust, or authority (lived relation), and in the material artifacts such as rubrics, notes, and digital media that mediate meaning-making (lived things).

Crucially, the framework positions feedback-seeking behaviors as active processes embedded within these existential dimensions. Pre-service teachers do not passively receive feedback; they strategically invite, negotiate, and reinterpret it in ways that shape their professional identity, resilience, and confidence. In mentoring contexts, feedback operates as both a pedagogical dialogue and a relational negotiation, co-constructed between givers and receivers.

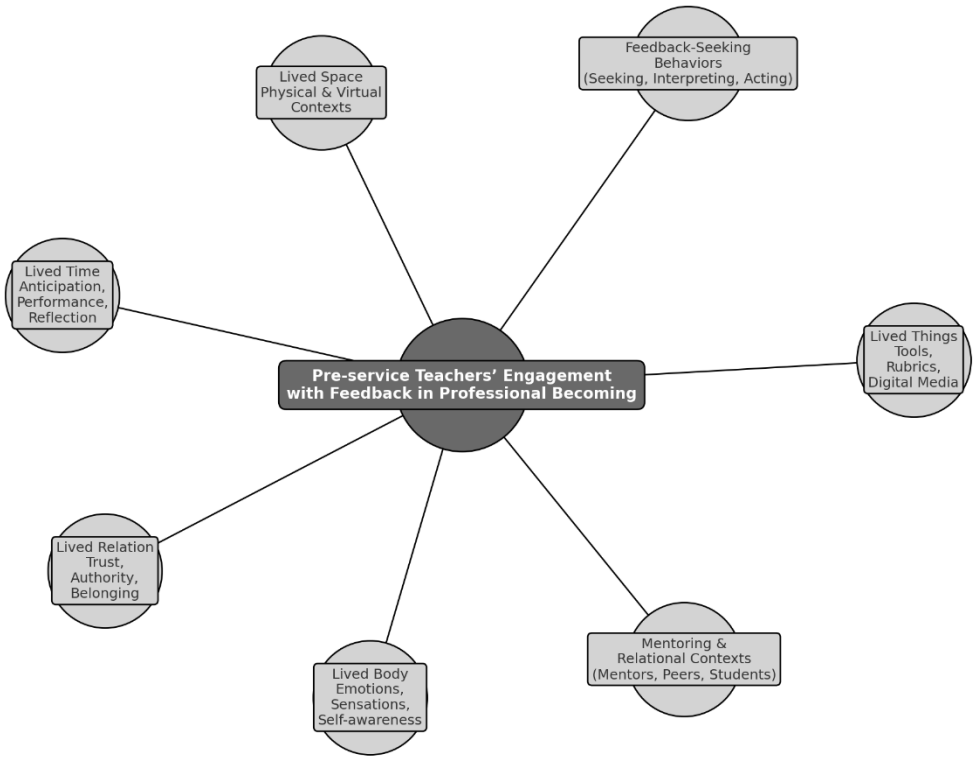

Figure 1: Conceptual Framework of the study

3. Method

3.1 Research Design

This study employed the hermeneutic phenomenological approach in Max van Manen's philosophy and methodical tenets by drawing from work in 1990, 1997, and 2016. His lifeworld existential served as the interpretive lens for understanding pre-service teachers lived experiences. Phenomenology in this tradition is about the essence of the lived experience, rather than the theorized or abstracted meaning. This is done to reveal the deeper meaning of experience as lived feedback during the coincidence in time, feeling, body, space, and relationship in the teacher's becoming.

3.2 Participants

A purposive sample of ten pre-service teachers was drawn from a Teacher Education program at a state higher education institution in Northern Mindanao, Philippines. All the study participants were in their final year of study, which coincided with the time of data collection during their supervised practice teaching placements. Guided by maximum variation sampling (Patton, 2015), the selection process assured a heterogeneous mix of experiences.

In particular, the selection criteria enhanced the variables concerning participants by including only those who were active in the teaching practicum, were exposed to diverse feedback sources (mentors, peers, and students), and were capable of articulating reflective accounts of their lived experiences consistent with phenomenological inquiry (van Manen, 1990, 2016). Lastly, this diversity allowed for an in-depth understanding of how feedback was experienced across different classroom contexts and levels of development.

Participants represented a range of disciplinary specializations, including science, mathematics, and general education, and exhibited varying levels of confidence, preparedness, and pedagogical maturity. To protect anonymity and support phenomenological depth, each participant was assigned a pseudonym in the form of coded identifiers (e.g., P01–P10). This stratification enabled the nuanced capture of feedback experiences across a spectrum of classroom contexts and developmental courses within the cohort.

3.3 Research Instrument

In this study, the researcher served as the primary instrument for data collection, assuming the role of participant-observer consistent with the traditions of qualitative inquiry (Yin, 2011). Data were primarily gathered through a semi-structured, phenomenologically oriented interview guide designed to capture the nuanced and embodied experiences of feedback among pre-service teachers. Anchored in Van Manen's (1990, 2016) existential lifeworlds framework, the guide consisted of open-ended and flexible prompts that elicited deep reflections on how feedback was sought, interpreted, internalized, and enacted throughout the practicum experience. Core questions explored lived time, space, body, relation, and things, thereby enabling rich narrative accounts grounded in personal teaching moments. To ensure both phenomenological rigor and contextual relevance, the instrument underwent expert validation by seasoned qualitative

researchers and teacher education lecturers, with only minor revisions introduced to enhance clarity, emotional accessibility, and thematic breadth.

3.4 Data Collection

Data were collected through semi-structured, in-depth interviews guided by a phenomenologically oriented protocol designed to elicit rich descriptions of the lived experience of feedback (van Manen, 1990, 2016). Open-ended questions invited participants to articulate how feedback was sought, perceived, interpreted, and integrated into their teaching practice. Probing techniques were employed to explore the temporal, emotional, and spatial dimensions of feedback, consistent with Van Manen's lifeworld existentials. Each interview lasted approximately 45 to 90 minutes, was audio-recorded with informed consent, and conducted in settings deemed comfortable and conducive by participants—either virtually or in person.

Follow-up prompts were used to deepen reflections, particularly around the emotional tone of feedback, its timing, and perceived developmental impact. To enrich recollection and facilitate embodied responses, participants were also encouraged to reflect on annotated artifacts, including mentor feedback notes, video recordings of demonstration teaching, and personal tracking logs (Bevan, 2014; Englander, 2012). These concrete prompts helped to ground their reflections in real pedagogical episodes, enhancing the phenomenological depth of the data.

3.5 Data Analysis

Following Van Manen's (1990, 2016) approach, analysis involved a recursive, interpretive process guided by five lifeworld existentials: lived time (temporality), lived space (spatiality), lived body (corporeality), lived relation (relationality), and lived things (materiality). The process began with holistic reading of each transcript, followed by selective highlighting of significant statements that illuminated the nature of feedback experience. Statements were clustered thematically under each existential, with reflective writing used to articulate thematic meaning. Thematic insights were supported by thick description and direct participant quotations to preserve experiential depth. The final thematic structure represented an interpretive synthesis of all transcripts, constructed through rigorous bracketing, imaginative variation, and iterative engagement with the text and context.

3.6 Ethical Consideration

Ethical approval was secured from the College Research Ethics Committee prior to the commencement of the study. All participants provided written informed consent after being fully briefed on the study's purpose, procedures, and ethical safeguards. They were assured that participation was entirely voluntary and that they retained the right to withdraw at any point without penalty or consequence. In accordance with established ethical standards in qualitative research (Orb et al., 2001; Tracy, 2010), measures were taken to protect participants' confidentiality and anonymity: data were de-identified using pseudonyms (P01–P10), and all digital files were stored securely in password-protected folders accessible only to the research team.

To ensure rigor and credibility, the study applied Lincoln and Guba's (1985) criteria: Credibility was established through prolonged engagement with participants and peer debriefing with qualitative research experts. Transferability was addressed through detailed contextual descriptions. Dependability was ensured via a documented audit trail of analytical decisions. Confirmability was supported through reflective journaling and triangulation of data sources (interview texts and artifacts).

4. Results and Discussions

This study explored the lived experiences of pre-service teachers in relation to feedback within the context of their practice teaching, guided by Van Manen's (1990, 2016) existential phenomenology. Through in-depth interviews with ten pre-service teachers, a total of nine (9) core themes were identified. These themes were carefully organized across Van Manen's five lifeworld existentials: Lived Time (temporality), Lived Space (spatiality), Lived Body (corporeality), Lived Relation (relationality), and Lived Things (materiality). Each existential dimension provided a unique phenomenological lens through which the pre-service teachers' experiences of feedback were interpreted—not as isolated instructional moments but as affective, relational, spatial, embodied, and developmental encounters.

The themes illustrate that feedback helps in far more than just evaluation; rather, it intertwines with the emotional rhythms of preparation, with the psychological landscape of teaching spaces, with the bodily vulnerability of presence, with social quality of relations, and with material conditions of pedagogical engagement. Today, these themes foreground feedback as a deeply situated and existentially mediated process in the becoming of a teacher. The upcoming sections will present the themes within each of the life-world categories accompanied by thick descriptions and narrative feedback from participants. The literature will be related to enhance interpretive resonance and confirm conceptual grounding.

4.1 Pre-service teacher's seeking, interpreting and responding feedback from mentors, peers, and students across different teaching moments

Lived Time

Time, in the context of teacher formation, is more than a chronological measure—it is an evolving horizon of becoming. For pre-service teachers, feedback is experienced not merely in the moment of its delivery but as a temporal thread that weaves through anticipation, action, and reflection. Van Manen (1990) describes lived time (*temporality*) as the subjective experience of how past, present, and future interlace in the consciousness of human beings. In this study, lived time manifested as moments of anxiety before evaluation, clarity during reflection, and hope or fear for the lessons yet to be taught. The following themes reflect how feedback is knitted into the evolving temporal experience of becoming a teacher.

4.1.1 Theme 1: Feedback as a Mirror of Readiness

Under the existential lens of lived time (Van Manen, 1997), feedback emerged as a temporal mirror that pre-service teachers used to anchor themselves before, during, and after teaching engagements. Rather than occurring at a fixed point,

feedback was experienced as part of an unfolding temporal arc—a ritual of anticipation, calibration, and reflection. Feedback was not simply about performance evaluation but about preparing the self for teaching, marking transitions between intention and action, and charting growth over time. Participants in this study framed feedback-seeking as a practice of readiness. They approached it as a moment of self-check—a pause between lesson planning and classroom delivery—where feedback affirmed their direction and clarified their intentions.

> *"I ask my peers right before the demo if my slides look engaging enough." (P01)*
>
> *"After my class, I always ask my mentor if my voice was clear and if my pacing was okay." (P03)*
> *"I treat every feedback like a briefing before the next mission." (P07)*
>
> *"It's like I can't start unless someone checks my material." (P02)*

These accounts illustrate how feedback operates temporally—not as a static endpoint but as a prelude to action. It affirms their preparedness and transforms uncertainty into confidence. As Van Manen (2016) explains, lived time refers to the subjective flow and experience of time. In this case, feedback is sought not just to correct the past, but to pre-emptively shape the future. This proactive seeking aligns with Carless and Boud's (2018) idea of feedback literacy, where students develop the capability to seek and use feedback purposefully throughout their learning journey.

> *"My classmates and I usually huddle and evaluate our demo scripts before the practicum." (P05)*
> *"I usually text my supervising teacher the night before to ask for quick pointers." (P10)*
> *"I keep a notebook of what to ask after each class demo. It's like my self-checklist." (P08)*

For some pre-service teachers, feedback functioned as a structured ritual embedded within their routines of preparation and performance, revealing emerging patterns of self-regulated teaching practice. These reflective practices resonate with more recent conceptions of feedback literacy and dialogic engagement, wherein learners actively anticipate, interpret, and act upon feedback in real-time (Carless & Boud, 2018; Winstone & Carless, 2019). Rather than occurring solely post-instruction, feedback was often integrated into anticipatory and concurrent phases of teaching—what recent scholarship identifies as feedback uptake within active learning cycles (Boud, Ajjawi, Dawson, & Tai, 2018). Through tools such as reflective journals, peer rehearsals, and mentor check-ins, participants demonstrated an evolving capacity to orchestrate feedback encounters as part of their pedagogical decision-making and identity development.

> *"Right after my discussion, I look for signs of approval from my CT." (P06)*

> *"I review recorded videos and ask my co-interns what looked awkward." (P09)*
>
> *"Sometimes I feel anxious, so I use feedback to calm myself before teaching." (P04)*

Here, feedback transcends verbal or written form. It becomes embodied sensed through the gaze of a mentor or read from a video frame. For some, it is a way to gain emotional stability. Hargreaves (1998) emphasized the emotional labor of teaching, and these pre-service teachers echo this affective dimension. The non-verbal seeking described by P06 and the video reflections of P09 point to *tacit feedback*—feedback that is not always spoken but deeply perceived (Ajjawi & Boud, 2017). These data also mirror Van Manen's (2016) concept of *lived body*, where feedback is not external to the self but experienced physically, even internally. Taken together, the accounts reveal that feedback is not merely post hoc commentary—it is a mirror of readiness, a tool for managing uncertainty, validating preparedness, and shaping one's teaching identity in motion.

4.1.2 Theme 2: Feedback as a Timeline of Professional Growth

In the context of lived time (Van Manen, 1997), pre-service teachers in this study experienced feedback not as isolated events, but as part of a longitudinal journey of becoming. Feedback, for them, accumulated meaning over time—it formed a narrative arc of development in which early insecurities were gradually replaced by complexity, autonomy, and self-recognition of growth. It became a temporal thread, weaving together past critiques and present improvements into a timeline of professional maturation.

> *"My mentor told me the same thing twice last month, and now she says I've improved on it." (P03)*
> *"I look back at my old notes and realize I don't repeat the same mistakes anymore." (P07)*
>
> *"You can tell you've grown when feedback shifts from basic things to complex strategies." (P05)*
> *"At first, my CT corrected my grammar. Now she's giving me tips on classroom management." (P01)*

These reflections demonstrate that feedback is not merely retrospective—it is developmental. Participants interpreted the evolution in the type, tone, and depth of feedback as an indicator of growth. The transition from fundamental corrections to nuanced insights signified movement toward pedagogical competence (Darling-Hammond, 2006). This layered experience of feedback is aligned with Wiggins' (2012) concept of educative feedback, which should not merely correct, but propel learners through stages of performance. It also affirms Sadler's (1989) proposition that feedback becomes meaningful only when the learner is capable of discerning progress across time—a view clearly echoed by these pre-service teachers.

> *"I collect my mentor's comments on a tracker. It helps me reflect on how far I've come." (P02)*

> *"I improved my questioning techniques because that's the only thing they kept mentioning." (P04)*
> *"I can measure my growth through the intensity and focus of feedback I get." (P06)*

The deliberate tracking of feedback by participants reflects a self-regulatory process rooted in reflection. Feedback became a chronicle—a record of growth inscribed across time. Some participants employed structured tools such as journals or trackers, which enabled them to reflect more deeply on the trajectory of their development. Such practices affirm Nicol and Macfarlane-Dick's (2006) view of feedback as most powerful when it supports self-monitoring and self-judgment. These accounts also align with Kolb's (1984) experiential learning theory, where feedback loops are essential to continuous refinement of practice through active reflection.

> *"It's funny that I once dreaded the CT's notes; now I wait for them." (P09)*
>
> *"Feedback has become my yardstick of improvement." (P08)*
>
> *"Looking back at feedback from the first week makes me feel like a totally different teacher." (P10)*

For these pre-service teachers, feedback also produced an affective shift. What was once received with apprehension gradually transformed into a source of affirmation and pride. This emotional recalibration illustrates the dynamic nature of lived time, in which the meaning of past experiences is constantly reinterpreted considering present growth (Van Manen, 2016). Feedback, in this context, becomes not only a mirror of readiness but a timeline of becoming—a personal archive that affirms professional identity formation. Taken together, these reflections show that feedback is experienced temporally, not just episodically.

4.1.3 Theme 3: Feedback as a Disruptor of Temporal Flow

In the continuum of teacher learning, time is not always linear. It bends, pauses, and sometimes breaks. For pre-service teachers, feedback occasionally interrupted rather than propelled their growth—disrupting temporal flow and fracturing their internal sense of momentum. In these moments, feedback was not affirming or enlightening; instead, it functioned as what Van Manen (1997) calls a "temporal rupture"—a felt disruption that suspends forward movement and draws one into deep existential pause.

> *"One bad comment about my tone kept echoing in my head the whole week." (P06)*
> *"I got so distracted after a student told me they didn't understand a word I said." (P04)*
>
> *"I had to stop everything and redesign my slides after my CT said it was all text." (P02)*
> *"I was on a roll until someone said my questions were too shallow." (P01)*

These disruptions signal how lived time is not experienced as abstract or mechanical, but as felt and embodied. Pre-service teachers described feedback moments that pierced their teaching flow—undermining certainty and destabilizing performance. These were not just technical critiques; they were existential interruptions. As Schön (1983) posits in The Reflective Practitioner, professionals often confront "backtalk" from practice, where experience speaks back in unsettling, sometimes destabilizing ways. Here, feedback is that backtalk, creating a rupture that demands attention.

> *"The moment they said I lacked energy, I started second-guessing my own delivery." (P08)*
>
> *"Feedback made me pause and rethink whether I was fit to teach." (P10)*
> *"It broke my rhythm, but I think I needed it." (P07)*

The emotional register of these statements affirms that time, in the pedagogical sense, is not always progressive—it may spiral, loop, or even collapse under the weight of doubt. In this study, such ruptures often led to crucial pedagogical reflection. Dewey (1933) argued that true reflection arises not in the smoothness of routine but in the disturbance of the expected. These moments, although jarring, became what Mezirow (1991) calls "disorienting dilemmas"—experiences that unsettle assumptions and create the possibility for transformation.

> *"I felt like starting over after hearing that my activity lacked purpose." (P03)*
>
> *"It delayed my progress but eventually led to a better version of myself." (P09)*
>
> *"The CT said I lacked presence — I didn't want to teach the next day." (P05)*

The shift from disorientation to renewal was not instantaneous. Participants described an affective lag—where the immediate impact of feedback was confusion, paralysis, or diminished self-confidence. Yet over time, many came to understand these ruptures as generative pauses—moments that, though painful, marked turning points in their pedagogical journey.

4.2 Ways do feedback experiences influence pre-service teachers' development of professional identity, emotional resilience, and teaching confidence

Lived Body

Teaching is not merely a cognitive endeavor—it is performed, perceived, and felt through the body. Van Manen (1990) defines lived body (corporeality) as the way we exist in the world through our physical presence, which is always visible to others and responsive to how others see us. For pre-service teachers, the body became a site of vulnerability and transformation. Feedback about tone, gestures, posture, or classroom presence often triggered acute bodily awareness—sometimes leading to self-doubt, other times to intentional embodiment of confidence. Whether receiving a comment about vocal projection or interpreting a mentor's approving nod, participants described how their physical selves were both subject and object in the feedback process. The themes in this section examine

how feedback shaped embodied experience, self-consciousness, and bodily assurance in the evolving identity of a teacher.

4.2.1 Theme 1: Feedback as Embodied Vulnerability

For many, receiving feedback invoked sensations of vulnerability—tightness in the chest, flushed skin, restlessness, or emotional discomfort. Feedback was felt in the body before it was processed in the mind. Similar to how pre-service teachers felt feedback "in their bodies" as anxiety or affirmation, generalist teachers in inclusive contexts also reported frustration, exhaustion, and vulnerability in navigating diverse learners (Pasumala, et.al., 2024) It penetrated not just their teaching practice but their personal sense of self. Participants vividly described how feedback made them feel physically exposed, sometimes even diminished:

> *"My heart races before feedback sessions. I feel like I'm being evaluated as a person, not just a teacher." (P01)*
> *"I try to smile during critiques, but inside, my stomach turns." (P04)*
> *"When my mentor corrects me, I freeze. My hands get cold." (P06)*
> *"Even a small comment about my posture made me so self-conscious I couldn't focus on my next lesson." (P09)*

These responses reflect Van Manen's (1997) assertion that lived body is not a separate object from the self but the way we are in the world. The pre-service teachers' experiences of feedback reveal that it is not a neutral event—it is a bodily experience of being seen, of being scrutinized in ways that feel intensely personal. Merleau-Ponty (1962) emphasized that the body is the primary site of perception, and in this context, the body is the first to register vulnerability and the possibility of judgment.

> *"Sometimes, when I hear something negative, I want to shrink in my seat." (P07)*
> *"I sweat a lot when I know my CT is watching. Feedback becomes a trigger." (P02)*
> *"There was a time I cried—not because of what was said, but because I felt so exposed." (P10)*

These embodied reactions show that feedback often blurred the line between professional critique and personal impact. Participants reported physical symptoms—sweating, trembling, nausea—that suggest how the emotional weight of feedback is carried in the body. As Dolezal (2015) argues in her work on the phenomenology of shame, bodily reactions often precede conscious reflection, especially when one's competence or social standing is questioned. In teacher education, this vulnerability can be amplified by the desire to impress mentors or live up to perceived standards. Yet within this vulnerability, there were also seeds of transformation. Acknowledging how feedback made them feel physically unsettled allowed some participants to confront and regulate their emotional states more consciously:

> *"Now I remind myself to breathe before feedback sessions. I focus on the lesson, not my fear." (P03)*

"I've learned to recognize my body's reaction. That's when I know I need to slow down and listen." (P08)
"I used to be defensive, but now I just let the feeling pass and try to take it as help, not attack." (P05)

These reflections echo insights from emotional intelligence research (Goleman, 1995), which emphasizes awareness of emotional and physiological responses as essential for growth. As pre-service teachers learned to interpret and manage their reactions, feedback ceased to be merely a threat to the body and became a gateway to resilience.

4.2.2 Theme 2: Feedback as Physical Affirmation
While feedback sometimes triggered embodied vulnerability, pre-service teachers also described experiences where feedback acted as a bodily affirmation—a felt confirmation of competence, readiness, and growth. In these moments, the body was not a site of anxiety, but a medium through which validation was felt and internalized. Feedback reinforced their presence, composure, and confidence as future educators.

Participants commonly associated positive or constructive feedback with sensations of lightness, warmth, calmness, and posture shifts. These physical reactions were deeply connected to their teaching identity formation:

"When my CT told me I handled the students well, I stood taller without realizing it." (P02)
"Even just a nod or a thumbs-up after class made me feel steady inside." (P09)
"My whole body relaxed when my mentor said, 'You owned the class today.'" (P04)
"The feedback felt like fuel. I smiled the whole way home." (P01)

These bodily responses are consistent with Van Manen's (1997) notion that lived body reflects how we are attuned to the world and how others confirm our presence in it. Positive feedback was not just heard; it was felt in posture, breath, and energy. The affirmation settled into the body, enabling participants to "teach from a place of grounding," as P07 described.

"Sometimes, after hearing good feedback, my voice becomes more confident in the next lesson." (P03)
"It's like my hands stop shaking. I feel more in control." (P05)
"I breathe more freely when I know I did well." (P06)
"Feedback like that helps me own the space." (P08)

What emerged was a reciprocal relationship between feedback and embodiment: affirming feedback reshaped how pre-service teachers carried themselves physically, and in turn, their improved physical bearing (voice, movement, posture) enhanced their teaching delivery. This aligns with notions of embodied cognition, where physical states and cognitive-emotional responses are interlinked (Gallagher, 2005). Participants who felt affirmed embodied greater

authority, calmness, and presence in the classroom. Even subtle forms of feedback—such as a mentor's encouraging tone or students' attentive expressions—had tangible physical impacts:

> *"When my students are focused, I feel my shoulders drop. That's feedback too." (P10)*
> *"I noticed I move with more ease when I feel supported by feedback." (P07)*

These reflections illustrate that feedback is not simply informational—it becomes somatic, shaping how the teacher-in-training inhabits the teaching space. Affirmation, when embodied, becomes a source of pedagogical strength and a lived sense of becoming.

4.2.3 Theme 3: Feedback as Relational Trust and Power

Feedback for pre-service

teachers were not merely pedagogical; it was profoundly relational shaped by the trust, care, and authority of those who delivered it. Participants consistently described how the who behind feedback influenced its meaning, determining whether it was received as encouragement or compliance. In this sense, feedback was simultaneously a catalyst for relational trust and a reflection of power asymmetries within the practice teaching context.Many participants emphasized that feedback carried greater weight when it came from mentors or peers with whom they had already developed trust. When relational grounding was present, feedback was experienced as supportive, constructive, and dialogic:

> *"When my CT gives me feedback kindly, it makes me feel like she believes in me." (P01)*
> *"I listen more when it's from someone who has seen my struggles—not just my mistakes." (P03)*
> *"There are some teachers whose feedback feels like mentorship, not judgment." (P04)*
> *"Even harsh feedback from my peer hits differently when I know it comes from concern." (P07)*

These narratives underscore Van Manen's (1997) concept of lived relation—that our encounters with others shape our sense of being. In this case, relational trust functioned as the foundation of feedback's effectiveness. As Carless and Boud (2018) argue, trust is essential in feedback processes, for without it, feedback risks being reduced to a one-sided transmission of information rather than a collaborative act of co-construction.Yet, alongside stories of trust, participants also recounted experiences where feedback mirrored institutional hierarchies and reinforced their subordinate position as novices. In these contexts, feedback became a performance of deference, with little space for dialogue or negotiation:

> *"There are mentors who expect you to just nod. You're not supposed to question their feedback." (P02)*
> *"Sometimes, it's like a one-way street. They talk, I listen, and that's it." (P04)*
> *"I wanted to ask for clarification, but I was scared it would sound like I was arguing." (P06)*

Such accounts echo Ajjawi and Boud's (2017) findings that students often censor themselves in feedback exchanges when power differentials are pronounced. When feedback was vague, overly authoritative, or emotionally distant, participants described feelings of smallness, intimidation, or disengagement:

> *"When they don't explain, I just assume I failed." (P07)*
> *"You feel small when it's all critique, no conversation." (P08)*
> *"I try to remember that I'm still a student. But it also makes me scared to grow." (P10)*

At the same time, some participants described strategies to reclaim agency in these hierarchical dynamics, either by redirecting reflection to peers or by privately reinterpreting written comments:

> *"I learned to talk to my peers when I couldn't talk to my mentor." (P05)*
> *"Eventually, I realized I could write down their comments and reflect on them later—on my terms." (P03)*

Taken together, these reflections illustrate the dual nature of feedback as both trust-building and power-laden. When grounded in relational care, feedback was internalized as mentorship, encouragement, and growth. When mediated by authority and distance, it became compliance-driven, silencing, or even disempowering. As Boud and Molloy (2013) emphasize, feedback must ultimately be dialogic rooted in respect, clarity, and mutual investment. For pre-service teachers, feedback was therefore not a neutral pedagogical act but a deeply relational experience—an encounter that both affirmed belonging and revealed the power structures inherent in teacher education.

4.3 Lived dimensions of feedback and pre-service teachers' sense of pedagogical becoming

Lived Space

Classrooms are not merely architectural structures—they are lived, affective, and symbolic spaces where pre-service teachers come to locate, negotiate, and redefine themselves. Van Manen (1990) conceptualizes *lived space* (spatiality) as the felt experience of space—not in terms of physical dimensions, but in how space shapes and is shaped by human presence, emotions, and relationships. For pre-service teachers, feedback is deeply spatial: it is influenced by where it is given, who occupies the space, and how that space is emotionally charged. A mentor's private whisper at the back of a classroom may feel supportive and intimate, while a public critique in front of peers may feel exposing or disempowering.

In this study, the spaces in which feedback was received—be it within the four walls of a classroom, over a chat message, or across a faculty desk—determined not just the interpretation of feedback, but its emotional resonance. The following themes explore how the *where* of feedback becomes inseparable from the *how it is experienced*—uncovering how space itself becomes a participant in shaping professional formation.

4.3.1 Theme 1: Feedback as an Atmosphere of Safety and Exposure

In the context of pre-service teacher education, lived space refers not only to the physical classroom or practicum site but also to the felt space of emotional security, vulnerability, and relational dynamics. Feedback was deeply influenced by the space in which it was given—whether that space fostered psychological safety or amplified a sense of exposure. For pre-service teachers, feedback was not just about what was said, but where and how it was delivered. Participants repeatedly emphasized the difference between supportive, trusting environments and those that heightened self-consciousness or fear of failure:

> *"When my CT talks to me privately, even the bad feedback feels okay." (P01)*
> *"Feedback in front of others? That's the worst—I feel like the walls are closing in." (P06)*
> *"I'm more open to comments when we're in our own practicum room. It feels safer there." (P04)*
> *"If it's a crowded space, I just nod and keep quiet. I save the emotions for later." (P03)*

This duality between safety and exposure aligns with Van Manen's (1997) notion that space is not merely geographical but existential. Feedback transformed a room into either a sanctuary for growth or a stage of judgment. These spatial dynamics shaped how pre-service teachers internalized feedback—and whether they saw it as constructive or threatening.

> *"In the classroom, I sometimes feel like I'm being watched from all angles. One comment and I freeze." (P05)*
> *"My favorite place is the debriefing room. I can breathe there. Feedback sounds more like advice than criticism." (P07)*
> *"When we're just sitting on benches and talking, feedback feels like a conversation." (P08)*
> *"I hated getting feedback in front of other interns. It made me question everything." (P09)*

These descriptions reinforce the concept of pedagogical space (Biesta, 2006), where the tone and structure of an environment influence the relational exchange between student and mentor. Feedback, in this light, is not just a transaction of words—it is an atmospheric event that can either enable or disable learning, depending on the spatial-emotional context.

Moreover, pre-service teachers often created their own micro-spaces of support—physical or symbolic zones where they could process feedback more constructively:

> *"We meet at the library steps after class. That's where we vent and reflect." (P02)*
> *"I go to the back garden with my journal—it's where I make sense of the feedback." (P10)*

4.3.2 Theme 2: Feedback as Spatial Discomfort and Surveillance

These spaces offered not only privacy but a pause from performative expectations, enabling reflection and recalibration. Such spaces allowed the pre-service teachers to reclaim control over how feedback shaped their narratives. While some pre-service teachers associated feedback with safe and affirming environments, others described it as an experience of spatial discomfort, especially in contexts where they felt exposed, judged, or constantly observed. In these instances, the spaces where feedback was given—or even anticipated—became anxious territories, marked by self-monitoring and hyperawareness of authority figures. Feedback did not only happen in space; it shaped space, often transforming a neutral classroom into an uneasy stage. Participants shared:

> *"The moment I walk into the classroom, I feel like someone's evaluating everything—even the way I greet." (P03)*
> *"If my CT is in the room, I act differently. I don't feel free. I wait for the comment that will come after." (P01)*
> *"The feedback sometimes feels like surveillance. I feel watched even when no one is saying anything." (P06)*

This perception of constant evaluation links to Foucault's (1977) notion of the panopticon—an environment where surveillance becomes internalized, leading to self-regulation even in the absence of immediate oversight. Pre-service teachers often inhabited their practicum spaces with an embodied sense of being watched, a phenomenon that shaped their emotional readiness to receive and process feedback.

> *"I couldn't teach naturally when I knew they were taking notes at the back." (P04)*
> *"Even when feedback is helpful, if the space is too formal, I tense up." (P08)*
> *"Our conference room is intimidating. I feel like I'm in an interview panel." (P05)*

These experiences suggest that spatial structure and power relations are inextricable in feedback settings. The where of feedback delivery—corridors, classrooms, offices, open forums—colors its meaning. As Van Manen (1997) explains, lived space is the felt space of one's lived body, and when that space feels restrictive, feedback becomes a force of discipline rather than development.

> *"I got used to pretending everything was okay, just so I wouldn't get called out during feedback time." (P07)*
> *"I hated the staff room. Every comment felt like I was being compared." (P10)*
> *"I preferred hallway conversations. They were quicker, more honest." (P02)*

What emerges here is a call for feedback-conscious spatial design in teacher education: spaces that prioritize mentorship over formality, conversation over critique, and relational growth over hierarchical performance.

Lived Things

In the everyday world of teaching, feedback is rarely encountered as pure speech—it comes attached to artifacts: observation forms, handwritten notes, chat messages, lesson plans, demo rubrics, and video recordings. Van Manen (1990) describes lived things (materiality or equipmentality) as the way objects mediate our experience, shaping both how we understand the world and how we move through it. For pre-service teachers, these objects became more than tools—they were vessels of judgment, memory, affirmation, or stress. A checklist could feel like a surveillance device; a mentor's note in red ink could carry weeks of emotional weight. Others described these material traces of feedback as guides they returned to, archived, or even clung to in moments of uncertainty. The theme in this section explores how feedback, when embedded in things, becomes tangible, enduring, and deeply intertwined with the material journey of becoming a teacher.

4.3.3 Theme 3: Feedback as an Object-Embedded Experience

Feedback was rarely experienced in isolation—it was frequently embedded in material forms that pre-service teachers engaged with, carried, or returned to as part of their daily practice. These objects became repositories of meaning, markers of progress, and even sources of anxiety or affirmation. As Van Manen (1997) suggests, *lived things* shape and reflect our experiences in ways we often take for granted. In this study, the materiality of feedback was central to how pre-service teachers navigated their identities and growth.

> *"I keep all my lesson plans with notes from my CT. I read them before every new topic." (P01)*
> *"My feedback notebook is like a Bible—I bring it everywhere, even when I just observe." (P03)*
> *"The checklist they use during demo makes me nervous. It feels like everything about me is judged." (P07)*
> *"Screenshots of my feedback are saved on my phone. Sometimes I reread them before sleeping." (P05)*

These material things were not passive—they held emotional weight, serving as both symbols of validation and reminders of vulnerability. Whether written on margins, typed in message threads, or etched into memory through eye contact and tone, these feedback artifacts mediated the teacher's experience of growth.

> *"After every class, my CT writes comments directly on my printed slide deck. I study them more than the slides themselves." (P06)*
> *"Sometimes a red-ink comment stings more than spoken words." (P09)*
> *"My mentor's handwriting is in all caps. I know when she's serious just by the way it looks." (P04)*
> *"Even the smile or sigh after class is feedback. I feel it before she even speaks." (P08)*

Notably, feedback-related artifacts also served as triggers for reflection and rehearsal. Several participants described the ritual of reviewing physical or digital

documents before a class, rewatching demo videos, or annotating returned forms—all of which illustrate how *things* carried memory and meaning.

> *"I watch my teaching demo videos repeatedly before my next class. I notice things I missed the first time." (P02)*
> *"I have my mentor's checklist in my folder. Every time I tick a box, I feel a step closer to being ready." (P10)*

This materialization of feedback aligns with the insights of Carless and Winstone (2020), who emphasize that feedback is not just a message but an artifact of learning. When feedback is inscribed in things—tangible or symbolic—it transcends the moment and becomes a living part of the teacher's evolving narrative.

5. Conclusion and Recommendation

This study revealed that pre-service teachers' lived experiences of feedback are deeply embodied, relational, and contextual. Guided by Van Manen's lifeworld existentials, feedback emerged as more than instructional correction—it was experienced as a mirror of readiness, a timeline of professional growth, and at times a disruptive force prompting reflection and recalibration. These experiences were mediated by emotional vulnerability, relational trust, spatial context, and tangible feedback artifacts such as annotated lesson plans and recorded teaching demonstrations.

The findings highlight the necessity of reconceptualizing feedback in teacher education as a dialogic and developmental encounter, rooted in trust, empathy, and professional co-construction. Crucially, this study underscores the centrality of feedback-seeking behaviors, showing how pre-service teachers actively sought, interpreted, and responded to feedback across teaching moments. Teacher education programs should therefore not only train mentors in effective feedback-giving but also explicitly nurture feedback literacy and feedback-seeking dispositions among pre-service teachers. Structured opportunities such as peer debriefings, mentor conferences, reflective journals, and video analyses can cultivate resilience, enhance teaching confidence, and normalize feedback as an ongoing pedagogical dialogue.

Foregrounding feedback-seeking behaviors, this study extends the discourse on feedback in teacher education, positioning learners as active agents in shaping their professional becoming. The integration of lifeworld existentials provided a holistic lens for understanding how feedback is situated within temporal, relational, spatial, bodily, and material dimensions. Future research should explore feedback-seeking behaviors across diverse cultural and institutional contexts, examine how digital feedback platforms reshape these encounters, and investigate longitudinally how feedback literacy develops across the continuum from pre-service to in-service teaching. Such inquiries can deepen our understanding of feedback as both a pedagogical practice and a professional identity resource, strengthening the transformative role of feedback in teacher preparation.

6. References

Ajjawi, R., & Boud, D. (2017). Examining the nature and effects of feedback dialogue. *Assessment & Evaluation in Higher Education, 42*(2), 252–265. https://doi.org/10.1080/02602938.2015.1102863

Ahmet, A. (2019). Understanding feedback acceptance and rejection: A qualitative investigation. *Teaching in Higher Education, 24*(1), 53–66. https://doi.org/10.1080/13562517.2018.1469786

Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-efficacy: The exercise of control. Journal of Cognitive Psychotherapy, 13(2), 158-166. https://doi.org/10.1891/0889-8391.13.2.158

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2), 175–189.https://doi.org/10.1080/03057640902902252

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. https://doi.org/10.1080/0969595980050102

Boud, D., & Molloy, E. (2018). *Feedback in higher and professional education: Understanding it and doing it well.* Routledge.

Bryce, T. (1997). Emotional intelligence: Why it can matter more than IQ Daniel Goleman (Bloomsbury publishing plc, London,1995) (Great Britain, 1996), pp. xiv + 352, PB. £7.99. Scottish Educational Review, 29(2), 177-178. https://doi.org/10.1163/27730840-02902012

Bugg, E. G., & Dewey, J. (1934). How we think: A restatement of the relation of reflective thinking to the educative process. The American Journal of Psychology, 46(3), 528. https://doi.org/10.2307/1415632

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education, 43*(8), 1315–1325. https://doi.org/10.1080/02602938.2018.1463354

Carless, D., & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. Teaching in Higher Education, 28(1), 150-163. https://doi.org/10.1080/13562517.2020.1782372

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300–314. https://doi.org/10.1177/0022487105285962

Foucault, M. (1977). *Discipline and punish: The birth of the prison.* Pantheon Books.

Gallagher, S. (2015). *How the body shapes the mind.* Oxford University Press. https://doi.org/10.1093/0199271941.001.0001

Grossman, P., Hammerness, K., & McDonald, M. (2013). Redefining teaching, re-imagining teacher education. *Teachers and Teaching, 15*(2), 273–289. https://doi.org/10.1080/13540600902875340

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education, 14*(8), 835–854. https://doi.org/10.1016/S0742-051X(98)00025-0

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Kennedy, S. Y., & Smith, J. B. (2013). The relationship between school collective reflective practice and teacher physiological efficacy sources. Teaching and Teacher Education, 29, 132-143. https://doi.org/10.1016/j.tate.2012.09.003

Kolb, A. Y., & Kolb, D. A. (2022). Experiential learning theory as a guide for experiential educators in higher education. Experiential Learning and Teaching in Higher Education, 1(1), 38. https://doi.org/10.46787/elthe.v1i1.3362

Laverty, M. J. (2009). Gert J.J. Biesta, beyond learning: Democratic education for a human future. Studies in Philosophy and Education, 28(6), 569-576. https://doi.org/10.1007/s11217-009-9136-4

Loughran, J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education, 53*(1), 33–43. https://doi.org/10.1177/0022487102053001004

Merleau-Ponty, M. (1962). *Phenomenology of perception* (C. Smith, Trans.). Routledge.

Karlovic, L. (2022). Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning. Jack Mezirow. 1990. San Francisco: jossey-bass. Canadian Journal for the Study of Adult Education, 6(1), 86-89. https://doi.org/10.56105/cjsae.v6i1.2281

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199–218. https://doi.org/10.1080/03075070600572090

Pasumala, J., Penoliad, E. J., Embang, S., & Watanabe, K. (2024). Understanding the lived experiences of the generalist teachers in an inclusive classroom. Journal of Higher Education Research Disciplines, 9(1), 32–48.

Pow, J. W. C., & Lai, M. H. C. (2021). Student feedback literacy and engagement with feedback in higher education. *Assessment & Evaluation in Higher Education, 46*(8), 1137–1150. https://doi.org/10.1080/02602938.2020.1846017

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science, 18*, 119–144. https://doi.org/10.1007/BF00117714

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action.* Basic Books.

Slatman, J. (2015). Luna Dolezal, the body and shame: Phenomenology, feminism, and the socially shaped body. Lanham, MD: Lexington books, 2015, ISBN 978-0-7391-8168-3. Hypatia Reviews Online, 2015. https://doi.org/10.1017/s2753906700001352

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783–805. https://doi.org/10.1016/S0742-051X(01)00036-1

Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. SUNY Press.

Van Manen, M. (1997). *Researching lived experience* (2nd ed.). Althouse Press.

Van Manen, M. (2016). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing.* Routledge. https://doi.org/10.4324/9781315422657

Walshe, G., & Driver, C. (2019). Reflection in initial teacher education: What can be learned from the literature? *European Journal of Teacher Education, 42*(2), 232–245. https://doi.org/10.1080/02619768.2019.1570072

Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership, 70*(1), 10–16. https://www.ascd.org/el/articles/seven-keys-to-effective-feedback

Winstone, N. E., & Carless, D. (2019). Designing effective feedback processes in higher education: A learning-focused approach. Routledge. https://doi.org/10.4324/9780429436854

Yang, M., & Carless, D. (2018). The feedback triangle and the enhancement of dialogic feedback processes. *Teaching in Higher Education, 18*(3), 285–297. https://doi.org/10.1080/13562517.2012.719154

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41*(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2