



**EXPERIENCES OF TEACHERS AND LEARNERS ON EXIT TICKETS
STRATEGY: BASES FOR INSTRUCTIONAL ENHANCEMENT**

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ABSTRACT

This qualitative study explored the experiences of teachers and learners with the exit ticket strategy as a basis for instructional enhancement. In-depth interviews revealed that teachers viewed exit tickets as a formative assessment and feedback tool, while learners saw them as a way to check notes and quizzes, support learning, provide enjoyment, and sometimes allow early dismissal. Teachers described the strategy as promoting learner participation, creating a fun and engaging environment, and giving immediate feedback. Learners found it easy at times, though sometimes difficult, and saw it as a strategy for monitoring, motivation, and encouragement to do more. However, teachers identified time consumption and undesirable learner responses as challenges. Learners noted that exit tickets could delay their eating or rest time, include difficult questions, and become repetitive. Despite these challenges, teachers believed the strategy helped develop critical thinking, improve feedback, and sustain learner attention, while learners recognized it as a helpful way to learn more and stay motivated.

Keywords: *Experiences, Teachers, Learners, Exit Tickets Strategy, Instructional Enhancement*

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INTRODUCTION

Educators continuously seek innovative and effective approaches to improve instruction and enhance the quality of education received by learners. Over the years, various strategies have been introduced and applied in the teaching-learning process to address students' diverse needs and improve academic outcomes.

Among these, the Exit Ticket Strategy has gained attention as a practical and meaningful instructional approach designed to strengthen elementary learners' comprehension and knowledge. Elementary education serves as the foundation of a child's academic development, where the acquisition of essential skills, understanding, and learning habits is given primary importance. Because of this, effective teaching practices that respond to the varying needs of young learners are necessary to establish a strong educational foundation.

One instructional approach that has received growing support in the field of education is the Exit Ticket Strategy (Ziplot, 2023). An exit ticket is a short activity done at the end of a class where students answer questions to help the teacher see how well they understood the lesson or prompts at the end of a lesson as they move out of the classroom. The strategy gives teachers real-time insights into the extent of clarity among students and helps them to adjust their teaching methods in a timely manner.

As a short assessment or reflective activity conducted at the conclusion of a class, the Exit Ticket Strategy is intended to evaluate students' comprehension of the lesson, encourage active engagement, and provide rapid feedback for both teachers and learners. In this way,

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the strategy not only helps measure learning outcomes but also supports reflection and instructional improvement, making it a valuable practice in elementary classroom instruction (Edutopia, 2015).

The Exit ticket Strategy is a commonly applied assessment tool in the classroom since it is an effective formative assessment tool that is beneficial not only to teachers but also to students. First of all, it allows teachers to evaluate the knowledge of the students about the lesson of the day in a more efficient and prompt way. Through students' written responses, teachers are able to determine whether key concepts have been understood or whether certain topics require further clarification and reinforcement.

Additionally, exit tickets encourage students to assess their own comprehension of the lecture, which fosters learner reflection. This process of reviewing and expressing what has been learned helps strengthen knowledge retention and supports meaningful engagement with the subject matter. As a result, at the end of each lesson, exit tickets serve as both an assessment tool and a chance for students to summarize their learning.

The collected exit ticket data is a highly valuable source of information useful in planning the instruction. Teachers can adjust the lessons after and use more suitable teaching strategies to address the needs of the learners when they find out the general challenges or misperceptions in the answers of learners. The change in instructional approach will help build a more accommodating and all-inclusive learning experience, as well as providing students with equal chances of achieving success.

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Furthermore, the use of exit tickets helps sustain student engagement until the conclusion of the lesson. Knowing that they will be required to answer a question before leaving the classroom encourages students to remain attentive, participate actively, and focus on the lesson objectives throughout the class period.

Overall, the Exit Ticket Strategy is a simple yet powerful educational practice that supports the assessment of student understanding, fosters reflective learning, informs instructional decision-making, and enhances classroom engagement. However, for this strategy to be effectively implemented, it must be grounded in sound pedagogical principles and applied consistently in actual classroom settings.

Despite its recognized benefits, the effectiveness of the Exit Ticket Strategy in elementary classrooms may vary depending on how it is implemented and how it is experienced by both teachers and learners. While the strategy is widely regarded as a useful formative assessment tool, there remains a need to further examine its practical application in actual classroom settings, particularly in relation to learners' comprehension, engagement, and overall academic performance.

In the context of elementary education, where learners require responsive and developmentally appropriate instructional strategies, it is important to evaluate if the use of exit tickets truly contributes to improved learning outcomes.

Therefore, the effectiveness and feasibility of the Exit Ticket Strategy largely depend on the experiences and participation of both teachers and students. Hence, this study sought to examine the effectiveness and feasibility of the Exit Ticket Strategy in elementary

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classrooms, with the end view of providing insights that may help improve instructional practices and support learner achievement.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study was to determine the experiences of teachers and learners on the implementation of Exit Ticket Strategy in the classrooms of Hua Siong College of Iloilo, Lone District of Iloilo during the school year 2023-2024.

Research Method

The research method utilized in this study was qualitative research using in-depth interview.

In-depth interviews are a qualitative research technique that involves conducting intensive individual interviews with a small number of participants to explore their perspectives on a particular situation, idea, or program (Boyce & Neale, 2006; Rutledge & Hogg, 2020)

The interviewer with the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions about a certain issue. The focus was to acquire the primary or the required opinions of the participants of an issue in a social set up about the answers given by the participants to the questions.

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Research Design

The study used phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. Phenomenology was aimed at comprehending the vision of the world by other people, and how this vision can be different than general visions by paying attention to the subjective interpretations of a person who undergoes the experience. Phenomenology has been performed through interviewing the subjects in order to get to know their impressions and is also common in other industries such as psychology, sociology and social work.

According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The main construction of an experience is its intentionality, its being directed to something, in that it is an experience of or about something. Experience is oriented to an object due to the object (content or meaning) along with proper enabling conditions

Participants of the Study

The participants of the study consisted of seven (7) selected teachers. Data on the teachers' level of experience in using exit tickets and the grade levels they taught were also gathered. Furthermore, two (2) learners were purposively selected from each of the 12 classes, yielding a total of twenty-four (24) learners from Grades 1 to 6. These selected learners served as representatives of the total student population in the identified grade levels.

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Sampling Design

The study was carried out through purposive sampling design. A purposive sample is non-probability sample, which is chosen according to the features of a population and the purpose of the research. Judgmental or selective and subjective sampling are also referred to as purposive sampling. The researcher selects students who can provide valuable data, purposive sampling can lead to in-depth information about the exit ticket strategy's effectiveness.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule has four questions focusing on the purpose of study.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

The validity of the interview schedule, as determined by the researcher, the adviser, Dean of the Graduate School at the time, a panel of jurors who were thought to be well versed in the field of research, testing and assessment, and English were called on to validate each question to be reviewed and amended.

Validity is the suitability, significance, accuracy, and utility of the inferences made by a researcher. In content-related evidence of validity, the content and format must be

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consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel and Wallen, 2007).

The panel of validators comments, corrections and suggestions were taken into account in the form of the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, School administrators of Hua Siong College, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the class/place convenient on the part of the participants to conduct the interview.

The researcher interviewed the participants but before doing this the researcher requested first the participants to sign a waiver or permission relative to how the study was going to be carried out.

The in-depth interview was also conducted by providing voice and video recorders to ensure that all the words of the interviewee could be recorded. The data collected was all consolidated by the researcher following series of interviews.

Data Analyses

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes

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to address the research or say something about an issue. This is summarization, analysis and interpretation of data collected and making sense of it.

RESULTS AND DISCUSSIONS

The study was conducted to determine the experiences of teachers and learners including the hindering and facilitating factors on the implementation of Exit Ticket Strategy in the classrooms of Hua Siong College of Iloilo, Lone District of Iloilo during the School Year 2023-2024.

The research method utilized in this study was qualitative method using in-depth interview, and the research design was phenomenology.

The participants of the study were seven (7) selected teachers and twenty-two (22) selected learners from Grades 1-6 classes.

A researcher-made interview schedule was used as an instrument to gather data.

The questionnaire underwent content-validation by the Panel of Experts. The Criteria for the Content Validation by Fraenkel and Wallen (2021) was used to determine the validity of the questions in the interview schedule. The researcher considered all comments and suggestions relative to the validation of the tool. After the questionnaire had been found valid, permits were prepared to allow the researcher to start conducting the in-depth interview.

Permits from the adviser, Dean of the Graduate School, Principal, School Head, and individual participants were obtained to allow the researcher to conduct the study. The

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researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher summarized all the data collected following a series of interviews. Thematically approach was used in collecting, analyzing and interpreting the information.

The following are the findings of the study:

Based on the results of the in-depth interviews, teachers perceived the exit ticket strategy as a form of formative assessment and a means of providing feedback. In contrast, learners viewed it as a time for checking notes and quizzes, a way to help them learn, an enjoyable activity, and an opportunity to leave early.

The findings also revealed that teachers experienced the exit ticket strategy as something that promotes learner participation, creates a fun and engaging classroom environment, and provides immediate feedback. Meanwhile, learners described it as generally easy, though sometimes difficult, and as a strategy for monitoring and motivation that encourages them to do more, while also allowing early dismissal.

However, the in-depth interviews further showed that teachers encountered some hindering factors in using the exit ticket strategy, particularly that it was time-consuming and sometimes led to undesirable learner responses. Learners, on the other hand, identified challenges such as delayed eating or rest time, difficult questions, and repetitive activities.

Moreover, teachers shared that the facilitating factors of the exit ticket strategy in the classroom included the development of learners' critical thinking skills, the enhancement of

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feedback mechanisms, and the encouragement of learner attention. Learners also realized that it served as a way to learn more and as a source of motivation.

CONCLUSION

Based on the results of the study, the following insights are made:

The similarity in the perspectives of teachers and students suggests that both groups acknowledge the importance of the Exit Ticket Strategy. They both recognize its role in formative assessment, in reinforcing learning, and in identifying areas where improvement is needed. The challenges that were identified, such as difficulties in formulating questions and managing time, point to opportunities for targeted professional development. Providing teachers with provision in these parts may further develop the effectiveness of the Exit Ticket Strategy.

An understanding of how different teaching approaches influence students, along with awareness of variations in instructional levels, highlights the need for differentiated instructional practices. The Exit Ticket Strategy can be optimized through learner-centered approaches that are suited to students' developmental stages.

The importance of student autonomy in expressing understanding is another key consideration, emphasizing the value of instructional strategies that empower learners. Giving students opportunities to express themselves openly may contribute to a more active, participatory, and self-directed learning process.

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This study has provided valuable insights into the experiences of both teachers and students regarding the Exit Ticket Strategy, serving as a foundation for improving instruction. The findings emphasize the importance of continuous learning, differentiated practices, and the integration of technology. By applying these recommendations, teachers, school heads, and policymakers can contribute to a more effective teaching and learning process. When implemented thoughtfully, the Exit Ticket Strategy can serve as a catalyst for instructional improvement and can positively influence student outcomes.

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