

# **SELF-ASSESSMENT OF STUDENT TEACHERS' PEDAGOGICAL ACTIVITY. SCHOOL MENTORS' STANDPOINT IN THE CONTEXT OF LATVIA**

**Evija Latkovska, PhD candidate  
Lūcija Rutka, Dr.psych., Prof.  
University of Latvia**

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# TEACHER EDUCATION

- multifunctional duties of teachers and rising demands for teachers , and their professional growth
- necessity for effective/practical /reflectiveTEd

(Sparks-Langer & Colton, 1991; Ball, 2000; Crandall, 2000; Posner, 2000; Green, 2006;; Improving the Quality of Teacher Education, 2007;Bluma, 2012; Coninx, et.al, 2013)

Self-assessment of one's activity is one of the most important components of teachers' professional competence.

Student teachers are encouraged to carry out systematic self-assessment of pedagogical activity already at the beginning of studies.

# RESEARCH (1)

- AIM

to study theoretical concept of self-assessment of student teachers' pedagogical activity and reveal school mentors' standpoint on how particularly they can help student teachers in carrying out self-assessment of pedagogical activity

- DATA GATHERING, ANALYSIS, PROCESSING

analysis of the scientific literature and a structured interview with school mentors;

qualitative content analysis and interpretation were applied to work on the content of interviews (Lasmanis, 2002; Geske & Grīnfelds, 2006; Cohen et al, 2007; Kroplijs & Raščevska, 2010);

programme AQUAD 7 was used to process data of the structured interviews – code frequency (Huber & Gürtler, 2013)

# RESEARCH (2)

- RESEARCH SAMPLE

a non-probability convenience sample – 13 school mentors

- RESEARCH TYPE

it is a part of a more comprehensive research that is conducted as action research (Koshy, 2005; Cohen et. al., 2007; Altrichter et.al., 2008)

# TERMS (1)

- Student teachers – future teachers on their way to the first scientific degree
- Pedagogical activity – teaching the subject matter during a practicum
- School mentors – specifically certified teachers

# TERMS (2)

- Self-assessment  
judgements on one's achievements and challenges;  
reflection;  
qualitative changes in one's future work (professional growth);  
learning from experience;  
criteria and standards;  
responsibility and independence.

(Boud & Falchikov, 1989; Airasian & Gullickson, 1994, Boud, 1995/2003; Klenowski, 1995; Kraayenoord & Paris, 1997; Jokinen & Saranen, 1998; Sluijsmans, et al., 1999; Falchikov & Goldfinch, 2000; McAlpine, 2002; Petty, 2004; Ross, 2006; Andrade & Du, 2007 etc.)

# STUDENT TEACHERS' SELF-ASSESSMENT OF PEDAGOGICAL ACTIVITY (1)

- Definition

STS-AoPA is a self-initiated, conscious, purposeful and structured reflection on their pedagogical activity. It results in decisions about achievements in their pedagogical activity and they think of the aim, directions and objectives of their professional growth.

# STUDENT TEACHERS' SELF-ASSESSMENT OF PEDAGOGICAL ACTIVITY (2)

- Functions

Diagnostic – to determine student teachers' achievements in their pedagogical activity.

Informative – to determine the aim, directions and objectives of student teachers' further professional growth.

Encouraging – to promote student teachers' professional responsibility by emphasising their independence and raising interest in self-assessment of pedagogical activity.

Developmental – to motivate student teachers to self-assess pedagogical activity on daily basis with an aim to contribute to every pupil's individual development thus raising the overall quality of the teaching/learning process.



# EMPIRICAL RESEARCH (1)

- importance of diagnostic function (34 times)
- importance of reflection as a part of the structure and organisation of self-assessment of student teachers' pedagogical activity (21 times and 19 times)

(esp. experienced teachers: >15 years of experience)

# EMPIRICAL RESEARCH (2)

School mentors' help for student teachers:

- sharing experience;
- asking questions that fosters student teachers' reflection;
- analysis of student teachers' pedagogical activity (following each step);
- highlighting positive aspects of student teachers' experience.

# EMPIRICAL RESEARCH (3)

Warning:



- to be objective;
- to leave personal attitude aside;
- not being too strict.

High priority:

- genuine interest.



# EMPIRICAL RESEARCH (4)

“In fact, mentor can change so much just with the help of one’s attitude. If student teachers see and feel that there is not enough interest in what they do and they are left to float, then this feeling will not urge them to assess their own activity. If s/he is not assessed and nobody is interested in what s/he does, why should s/he aspire to self-assess her/himself?”

(teacher – school experience 6ys, mentor – 3ys)

# EMPIRICAL RESEARCH (5)

guided self-assessment of student teachers'  
pedagogical activity



