

Practical Teaching Training of Undergraduate Students – Future Primary Education Teachers

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Positioning practical teaching training

- Research (i.e. Korthagen, 2001; Kalin & Šteh, 2006) confirms:
practical teaching training = key role in formal education of
future teachers;
- Practical teaching training establishes the relation between theoretical
issues and practical implementation;
- Integration of practical teaching training in undergraduate education =
developing teachers' professional competencies;
(Hargreaves & Fullan, 2000);

Characteristics of practical teaching training

Example:

Practical training
for students
of Primary education
program at the
Faculty of education,
University of Maribor

Year	Winter semester	Summer semester
1.	Observation practice (3 ECTS)	Observation practice (3 ECTS)
2.	Integrated practice (3 ECTS)
3.	Guided practice (6 ECTS)
4.	Guided practice (6 ECTS)	Condensed practice (6 ECTS)
2nd Bologna stage		
5.	Condensed practice

Forms of practical teaching training

Form of practical training	N	%
Observation practice	46	41,07
Integrated practice	16	14,28
Guided practice	32	28,57
Condensed practice	18	16,07
Σ	112	100,00

Differences in satisfaction with practical teaching training – mentorship at the faculty / school

Satisfaction with practical teaching training was expressed by students on 5 level scale.

- 1 – very unsatisfied;
- 2 – unsatisfied;
- 3 – not satisfied not unsatisfied;
- 4 – satisfied;
- 5 – very satisfied;

	M	t	df	p
Satisfaction_observational_faculty	3,74			0,02
Satisfaction_observational_school	3,98			
Satisfaction_integrated_faculty	4,16	-1,94	10	0,08
Satisfaction_integrated_school	4,53			
Satisfaction_guided_faculty	3,81			
Satisfaction_guided_school	3,74	0,81	23	0,42
Satisfaction_condensed_faculty	3,36	-3,49	13	0,00
Satisfaction_condensed_school	4,44			
Satisfaction_ALL_faculty	3,77	-3,78	83	0,00
Satisfaction_ALL_school	4,17			

Key competencies for teachers

- Competencies of effective teaching;
- Competencies of lifelong learning;
- Competencies of management and communication;
- Competencies of evaluation and assessment of students and monitoring of students' progress;
- Wider professional competencies;

(Peklaj, 2006).

Competencies at Practical Teaching Training

Factor analysis = 5 factors

- Competencies of effective teaching;
- Competencies of management and communication;
- Wider professional competencies;
- *Competencies of monitoring individual progress of students and individualization;*
- *Competencies of cooperation and collaboration;*

Together they explain 73,23 % of variance.

Acquiring the competencies at the Practical Teaching Training

Students have expressed the level of acquiring competencies at the Practical Teaching Training on 7 level scale:

- 1 – none;
- 2 – very low;
- 3 – low;
- 4 – middle;
- 5 – high;
- 6 – very high;
- 7 – completely;

Factors	M	t-tests
Competencies of effective teaching	4,77 (1,10)	P < 0,01
Competencies of management and wider professional competencies	5,07 (1,10)	
Competencies of monitoring individual progress of students and individualization	5,31 (0,89)	
Competencies of cooperation and collaboration	4,11 (1,37)	
Outstanding	3,93 (1,54)	

- Cooperation with institutions (M = 3,23)
- Cooperation with parents (M = 3,56)
- Cooperation with SEN pupils (M = 3,77)
- Skills to work with gifted and talented pupils (M = 3,82)

Conclusions

Satisfaction with Practical Teaching Training

- Changes needed at the faculty level first;
- Outstanding on the faculty level:
 - Feedback from mentors at the faculty
 - Coordination of organisational aspects
 - Individual forms of PTT (i.e. condensed)
- Outstanding on the school level:
 - Mentors' integration of theory and educational practice;
 - Mentors' design of criteria for valuating the students' training
 - Individual forms of PTT (i.e. guided)

Conclusions

Competencies gained at the Practical Teaching Training

- There are some differences regarding key teaching competencies and competencies gained at the PTT.
- We need to strengthen the PTT of primary school teachers at segments:
 - Cooperation with institutions;
 - Cooperation with parents;
 - Skills to work with SEN pupils ;
 - Skills to work with gifted and talented pupils;

Thank you for your attention!

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