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						
	Year	Winter semester	Summer semester				
Example:							
Practical training for students	1.	Observation practice (3 ECTS)	Observation practice (3 ECTS)				
of Primary education program at the Faculty of education,	2.	Integrated practice (3 ECTS)					
University of Maribor	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	Ν	%
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
	student	s on 5 lev	el scale.			

					0.00	
S	atisfaction_integrated_school				0,08	
S	1 – very unsatisfied; 2 – unsatisfied;					
S	 3 – not satisfied not unsatisfied; 4 – satisfied; 				0,42	
S	5 – very satisfied;				0,00	
5	atisfaction_condensed_school					
S	atisfaction_ALL_faculty				0.00	,
S	atisfaction ALL school	4.17	-3,78	83	0,00	

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

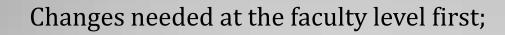
- Competencies of effective teaching;
- Competencies of management and communication;
- Wider professional competencies;
- Competencies of monitoring individual progress of students and individualization;
- Competencies of cooperation and collaboration;

Together they explain 73,23 % of variance.

	Acquiring the competencies at the Practical Teaching Training					
S	tudents have expressed the l	evel of ac	quiring			
С	ompetencies at the Practical 7	Feaching ⁻	Training	on		
7	Competencies of management and level scale:					
1	 none; very low; 					
23	- low;					
5 6	 middle; high; very high; completely; 					

Conclusions

Satisfaction with Practical Teaching Training



- 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 criteriy 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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