A Student Teacher on Teaching Practice between a Teacher-centered and a Learner-centered Approach in the Classroom

A public lecture by
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• What does education in the contemporary czech schools look like?

• What will education look like in the near future?
### Teacher-centered approach vs. Learner-centered approach

<table>
<thead>
<tr>
<th>Teacher-centered approach</th>
<th>Learner-centered approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>transmissive</td>
<td>constructivist</td>
</tr>
<tr>
<td>instructors are the gatekeepers of knowledge</td>
<td>teaching as exploration, creativity, and active communication</td>
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<tr>
<td>students as passive receivers</td>
<td>learning as an active process</td>
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<tr>
<td>IRE sequence</td>
<td>dialogical teaching</td>
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</tbody>
</table>

Where do student teachers learn to be teachers?

- Student teachers as pupils
- Pregradual teacher education
- Teaching practice
Student teachers and cooperating teachers on teaching practice

• **Difficulties of student teachers on teaching practice**: classroom management, pupil discipline, noticing classroom events (Oral, 2012; Dicke, Elling, Schmeck, & Leutner, 2015; Wolff, van den Bogert, Jarodzka, & Boshuizen, 2015).

• **Cooperating teachers**: feedback, model practices, give support for reflection (Clarke, Triggs, & Nielsen, 2014; Riedler & Eryaman, 2016).

• **Asymmetric relations**: student teachers who adopt cooperating teacher's practices might be evaluated by cooperating teachers as successful regardless of whether or not they were experiencing success (Hewson, Tabachnick, Zeichner, & Lemberger, 1999; Ng, Nicholas, & Williams, 2010; Rozelle & Wilson, 2012).

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Research methodology

**Research question**: How is the perception of classroom management of a student teacher and her cooperating teacher put into the practice?

**Research sample**:  
Student teacher Zdena - Czech language and literature (Cze), lower secondary (ISCED 2A)  
Cooperating teacher Iveta - Cze, lower secondary, 30 years of practice

**Research methods**:  
interviews, observation with video recordings
Research methods

Critical classroom discourse analyses

IPA

Data analysis

1st class VIDEO
2nd class VIDEO
3rd class VIDEO
4th class VIDEO
5th class VIDEO
6th class VIDEO
Interview

Data gathering

Zdena
Zdena
Zdena
Zdena
Zdena
Zdena
Zdena

Iveta
Iveta
Iveta
Iveta
Iveta
Iveta
Iveta

Research results

(Lojdoval, 2019)
Cooperating teacher Iveta: teacher-centered

• „If they get grade five, I have problems then.“
• „When teaching grammar, I keep strictly in line with a traditional approach, because I need pupils to know it. In creative writing I allow the use of group work, because it is more open.”
• „We set rules, for example, they know exactly when they will get homework.”

Guarantor of knowledge – transmissive approach – pseudodemocratic rules – gap between me and them – controlling role of the teacher

„They are children, right?”

What do Iveta’s classes look like?

• Teacher-centered rituals
  Apology ritual
  • Barca: Miss, sorry, my homework hasn't been signed.
  • Teacher: Fanda.
  • Fanda: Miss, I forgot to write the title, so should I write it somewhere above it?
  • Teacher: Write it down under it.
  • Julča: Miss, sorry, my homework hasn't been signed.
  • Teacher: Same as yesterday....
  • Nikola: Miss, I forgot my howerk.
  • ...
  • Teacher: So, Nikola and Světlana haven’t done their homework, so come here and I will write a note in your student’s book, but quickly!

• Linguistic strategies
  „If I say it in your words - a gig.“

• Teaching practices
Student teacher Zdena: semi-learner-centered approach

- “I definitely love children.”
- “What I give to the pupils or what I teach them, they accept it, understand and use it in practice.”
- “…the relationship of mutual trust, that they can ask when they do not understand“
- “I showed them that they are definitely not learning for me or for parents. I already know it.“

**Interest in pupils – Building the class atmosphere – Experience of the pupils – Shared responsibility for learning**

What do Zdena´s classes look like?

- Apology ritual
- Linguistic strategies
- Teaching practices
  - peer instruction
  - choice-making
  - transmissive teaching with the IRE communication structure

However, approaches to classroom management of the student teacher Zdena and cooperating teacher Iveta differ, their classes look quite the same. **Why?**
Reproduction of teaching practices

- Student teachers often have a clear idea of how they want to manage the class but they do not manage to apply it in practice (Fung & Chow, 2002; Poom-Valickis & Löfström, 2018);
- discursive community of a class is formed by the cooperating teacher and institutional context;
- some student teachers play a role “as change agents who can help to reconceptualize instruction” (Smith, 2005);
- holistic change in the paradigm of the learning community.

Implications for pre-service teacher education

- **University teachers:** role from expert to that of a facilitator (Brown et al., 2016), active role of students in learning (Blumberg, 2008), students responsible for their learning (Kayler, 2009), importance of relationships, beliefs and perceptions (Deakin Crick, McCombs, Haddon, Broadfoot, & Tew, 2007).
- **Schools:** the choice of cooperating teacher and support of cooperating teachers.
- **Interconnection of theory** (university education) and **practice** (teaching practice).
Selected publications

Student teachers (as pupils, in emerging adulthood)

Pregradual teacher education

Teaching practice
- Lojdová, K. (2016) Pedagogická láska mezi studenty učitelství a žáky? In V. Svec et al., Determinanty účinnosti učitelských praxí (pp.91-90). Brno: Munipress