

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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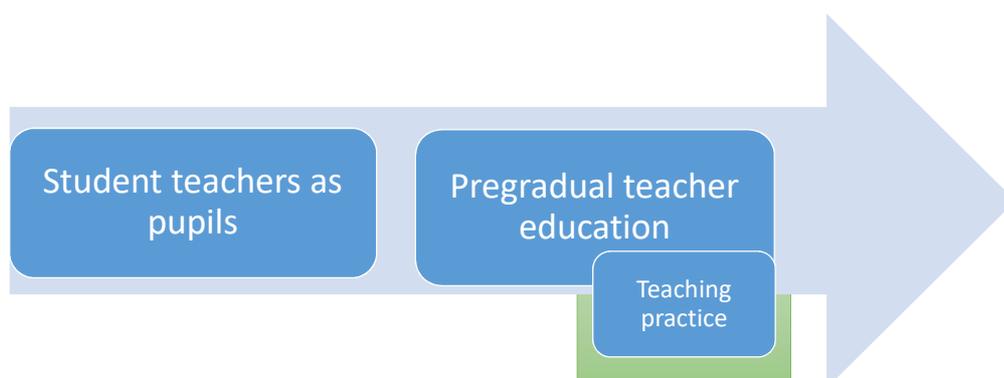
- What does education in the contemporary czech schools look like?



- What will education look like in the near future?

Teacher-centered approach	Learner-centered approach
transmissive	constructivist
instructors are the gatekeepers of knowledge	teaching as exploration, creativity, and active communication
students as passive receivers	learning as an active process
IRE sequence	dialogical teaching

Where do student teachers learn to be teachers?



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).

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:

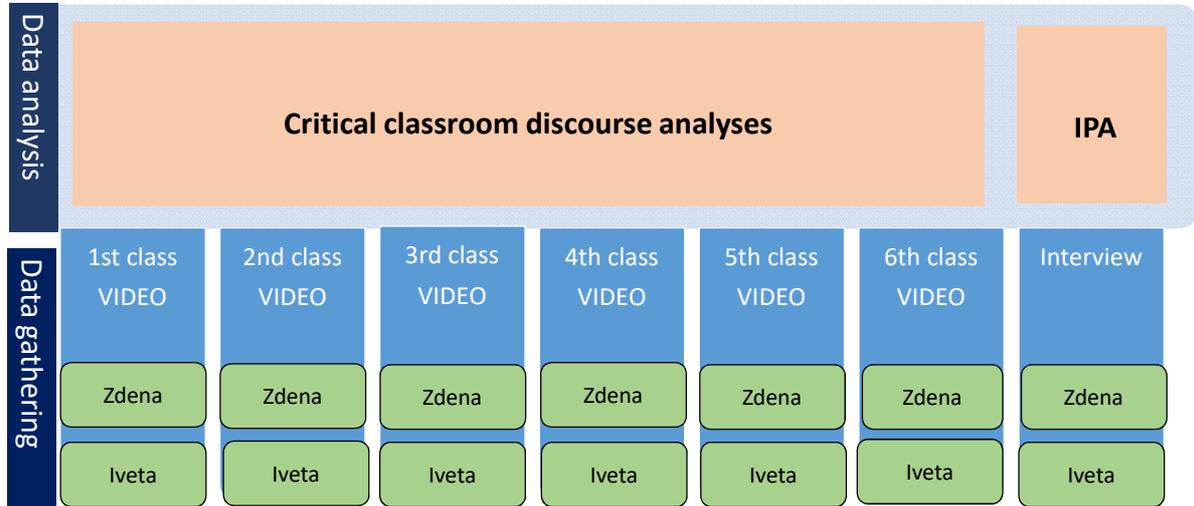
Student teacher Zdena - Czech language and literature (Cze), lower secondary (ISCED 2A)

Cooperating teacher Iveta - Cze, lower secondary, 30 years of practice

Research methods:

interviews, observation with video recordings

Research methods



Research results

(Lojdová, 2019)



Classroom Management
 an Support Fair and Consequences
 Positive Inclusive Skill
 Building Teamwork
 Relationships at
 Predictable Social
 Risk
 Expect
 Collaborative for
 Development
 with
 Creating
 Organization
 Students

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

- **Lingustic strategies**

„If I say it in your words - a gig.“

- **Teaching practices**

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!

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).

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Student teachers (as pupils, in emerging adulthood)

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Pregradual teacher education

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Teaching practice

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