

STUDENT TEACHERS' IDENTITY PERCEPTIONS IN THE BEGINNING OF PROFESSIONAL PRACTICE:

PRE-SERVICE VERSUS IN-SERVICE

Filomena Rodrigues | filomenarodrigues@campus.ul.pt

Maria João Mogarro | mjmogarro@ie.ulisboa.pt

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CASTeL



AGENDA

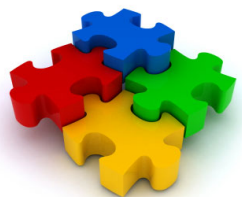
**RESEARCH
DESIGN**

**STUDY'S
PRESENTATION**

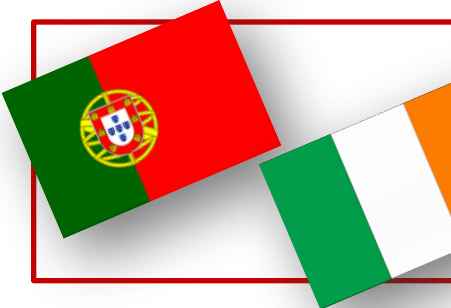


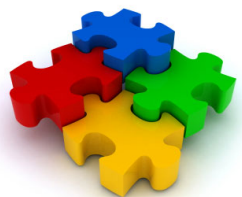
**PRELIMINARY
RESULTS**

FINAL THOUGHTS



The Research Study...

Understand the RELATIONS	ITE CURRICULA (& PRACTICES)	EUROPEAN GUIDELINES
Development of 1st PROFESSIONAL ID	STUDENT TEACHERS	2 ITE Programmes
2 HIGHER EDUCATION INSTITUTIONS	2 different EUROPEAN COUNTRIES	
Which provide TEACHING QUALIFICATION	SECONDARY SCHOOL	NATURAL & PHYSICAL SCIENCES (Bio + Physics)



Why?

SOCIAL CONTEXT

MOTIVATIONS

**CHOICE OF THE
HIGHER EDUCATION
INSTITUTIONS**

**Importance of ITE
(EU documents)**

**Personal
&
Professional**

Scientific

**Socioeconomic
context**

Bologna Process

**Academic path
(ITE student)**

**Theme's
actuality → socio-
political context**

**Recommendations
in literature
(*Handbook* → ID)**

**Need of studies
*Curriculum vs. EU vs.
ID***





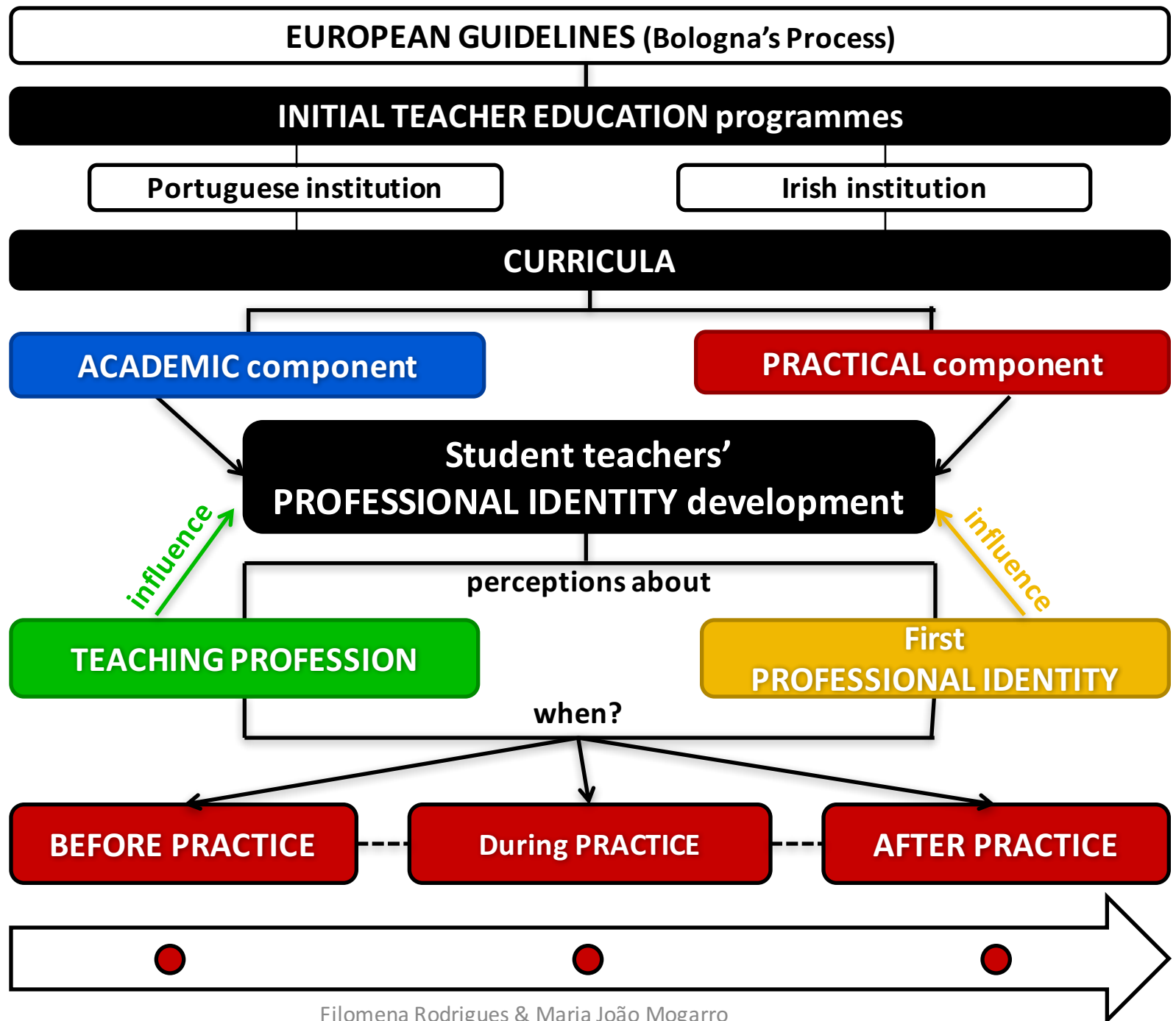
RESEARCH PROBLEM AND QUESTIONS

RESEARCH PROBLEM

- What are the **RELATIONS** that can established between ITE **CURRICULA** of the institutions to be studied, in the field of physical and natural sciences, the **EUROPEAN GUIDELINES** for **ITE** and the **DEVELOPMENT** of the **FIRST PROFESSIONAL IDENTITY** of the student teachers trained at those institutions?

RESEARCH QUESTIONS

- How can **ITE CURRICULA** be **CHARACTERIZED** at the HEI under study, in the field of natural and physical sciences?
- What are the **SIMILARITIES** and **DIFFERENCES** between **ITE PROGRAMMES** at the HEI under study, which enable teaching in the field of natural and physical sciences?
- What are the **RELATIONS** established by **STUDENT TEACHERS** between the **CURRICULA** of the **ITE programmes** under study, in the field of natural and physical sciences, and their own **CONCEPTIONS** of **PROFESSIONAL IDENTITY**?
- How do **STUDENT TEACHERS** from the HEI under study **PERCEIVE** the **RELATIONSHIPS** they establish with their **SUPERVISORS**? And how do **SUPERVISORS PERCEIVE** the **RELATIONSHIPS** they establish with **STUDENT TEACHERS**?
- What is the **INFLUENCE** of the **RELATIONSHIPS** established between **STUDENT TEACHERS** and **SUPERVISORS** on the **DEVELOPMENT** of the **FIRST professional IDENTITY** of student teachers?



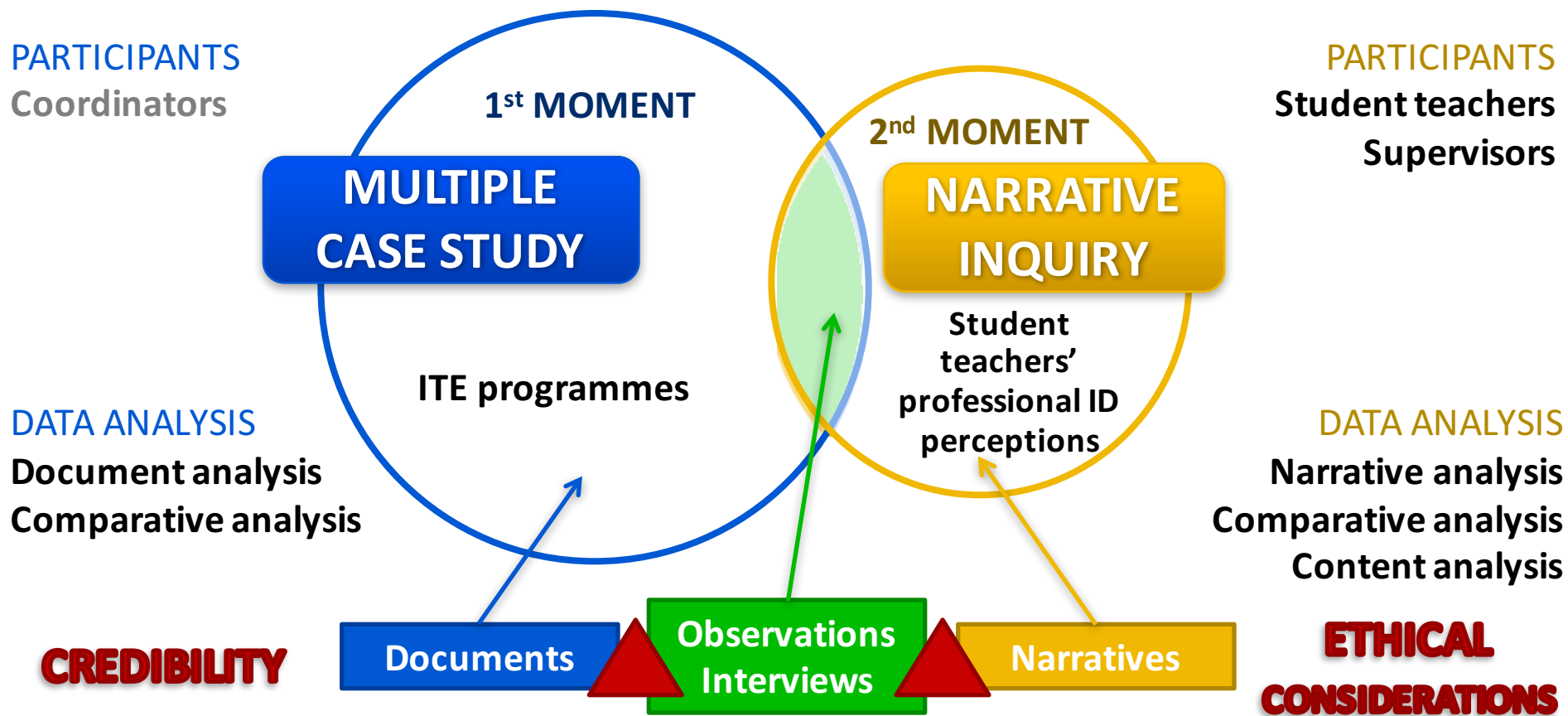


RESEARCH DESIGN

Methodology

Characterization of the **curricula** of the **ITE programmes**, and of the **relations** that can be established between them and the **European guidelines**

Relations that can be established between the **curricula** of the **ITE programmes** and the development of the student teachers **first professional identity**





PRELIMINARY RESULTS

Teaching Qualification for Secondary School



- Biology + Geology
- Physics + Chemistry

Graduation

**Masters in
Teaching**

- Biology + Geology
- Physics + Chemistry





PRELIMINARY RESULTS

Masters in Teaching

BIOLOGY & GEOLOGY



Sofía

PHYSICS & CHEMISTRY



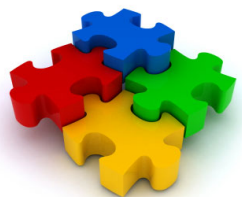
Rodrigo



Adriana



Daniel



PRELIMINARY RESULTS

Participants

BIOLOGY & GEOLOGY



Sofia

Pre-service

Never taught before

Academic Degree

Graduation (major in Biology)

Age

Early 20's

PHYSICS & CHEMISTRY



Rodrigo

In-service

Currently teaching

Academic Degree

PhD in Physics

Age

40's



PRELIMINARY RESULTS

WHY CHOSE TEACHING?

Wanted to teach someone
to be...

Thought about being a
journalist but no teaching
was involved – So decided
on a MT

(S_NE_UC4)

Hands-on Teacher

Admits having **CHANGED
HER VISION** about what it
means to be a teacher.

(S_NE_UC4)

Admits being **DOUBTFUL
and AFRAID** (S_NE_UC7)

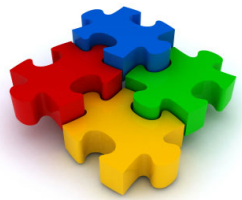
Written Narratives

SOFIA

GOOD TEACHER

*To be a teacher is to be also **psychologist, politician, friend and often the parent or the older brother students do not have.** Being a teacher means more than being able to teach, or to transmit knowledge. Being a teacher means **MINDING THE NEEDS OF EACH STUDENT**, as an individual and in the group. Being a teacher is something that is **CONSTANTLY GROWING AND EVOLVING**. Everyday, **A TEACHER EDUCATES AND LEARNS WITH HIS/HER STUDENTS**. It is, therefore fundamental that the teacher **knows how to MOTIVATE his/her students.***

(S_NE_UC4)



PRELIMINARY RESULTS

Written Narratives

RODRIGO

GOOD TEACHER

*Firstly, a teacher needs to be **SOMEONE WILLING TO LEARN**: learn from his peers (...), his students, or anyone else he may find. He needs to be a **person that is aware of his LIMITATIONS**, but at the same time **knows that he has more CONTENT KNOWLEDGE than his students** and therefore can help them learn and **develop their skills**.*

(S_NE_UC1)

Is aware of the difficulties that he needs to overcome to become a good teacher.

(R_NE_UC4)

WHY CHOSE TEACHING?

It was a chance based on a decision to get a job. It was a difficult but unforgettable experience; it was very enriching.

(R_NE_UC2)

*I think I can only be a good teacher if I'm able to keep an open mind and if I'm open to others, which would help me be an adequate **INSTRUMENT** to stimulate in my students the desire and the commitment to learn, and **DEVELOP THEIR SKILLS**.*

(R_NE_UC8)



PRELIMINARY RESULTS

Field Notes | Class Observation

Semi-inductive coding frame

CATEGORIES	SUBCATEGORIES
Learning environment	Teacher/student(s) relation
	Students' behaviour
	Use of students' contributions
Classroom management	Planning
	Manages student behaviour
Lesson clarity	Contextualizes activities
	Explains content
	Relates different content
	Revises content
	Uses examples
	Systematizes content
	Relates CTS
	Clarifies doubts

CATEGORIES	SUBCATEGORIES
Student engagement	Stimulates student collaboration
	Promotes discussions
	Promotes practical work
Teaching strategies	Gives feedback
	Corrects assignments
	Collaborative teaching
	Interdisciplinarity
	Science epistemology
	Emphasises content
	Monitors student achievement
	Alters usual oral discourse
	Teaching resources
	Teacher's movements
	Student's movements

Categories adapted from Borich (2011)



PRELIMINARY RESULTS

Field Notes | Class Observation

Sofía

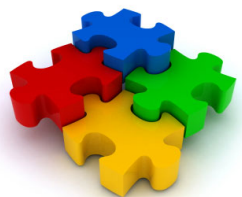
Rodrigo

CATEGORIES	SUBCATEGORIES	S_O1	S_O2	S_O3	S_O4	R_O1	R_O2	R_O3	R_O4
Learning environment	Use of students' contributions	0	0	0	3	0	0	0	0
Classroom management	Manages student behaviour	5	5	6	7	1	1	11	2
Lesson clarity	Explains content	0	11	7	15	3	0	1	1
Student engagement	Stimulates student collaboration	0	2	13	35	10	1*	17	10
Teaching strategies	Monitors student achievement	0	2	5	7	4	4	7	3

Focused on
INTERACTION

Focused on
GROUP WORK

*Laboratory class



NVIVO

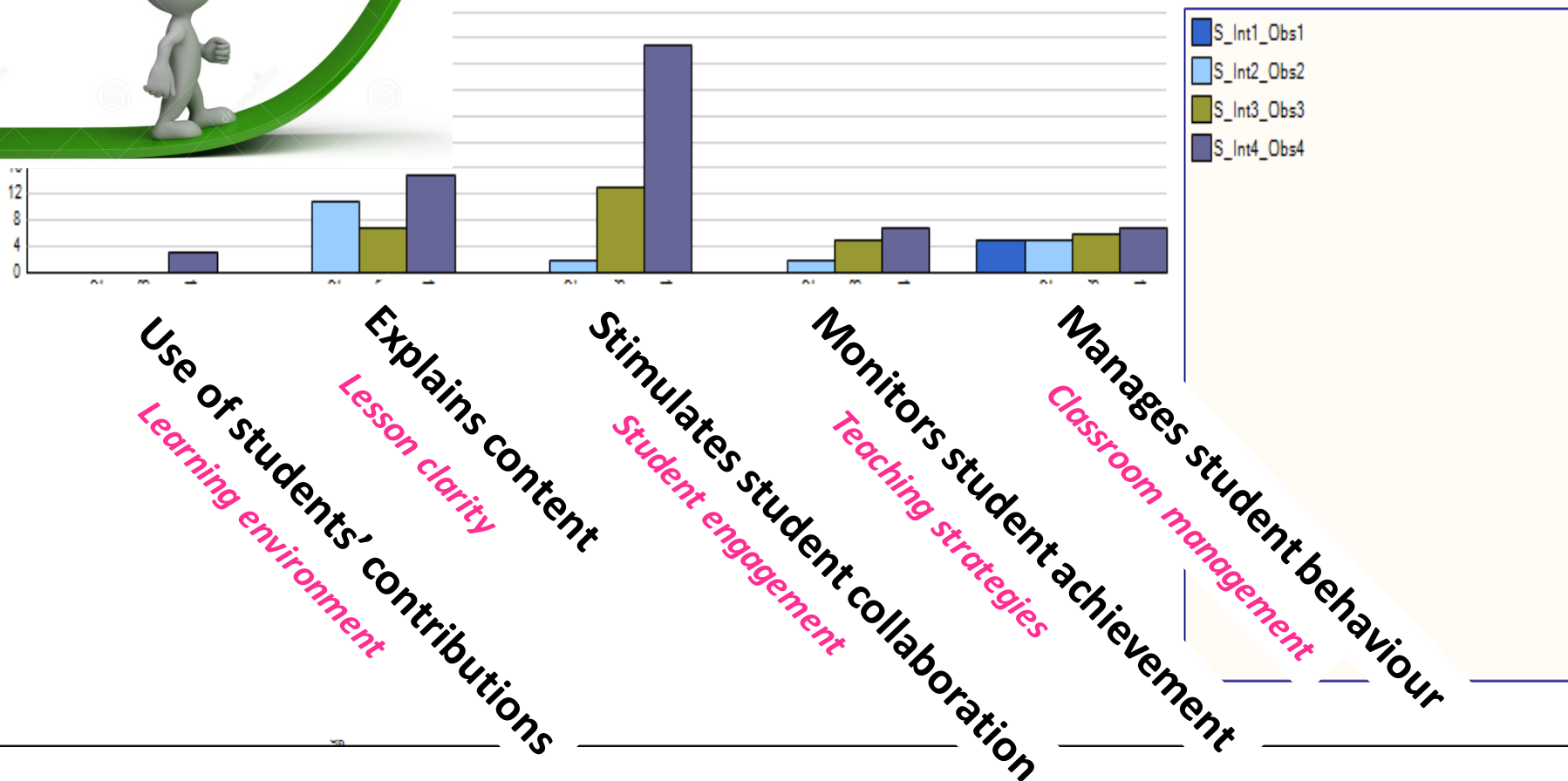
PRELIMINARY RESULTS

Field Notes | Class Observation

SOFIA



Prelim Results Sofia - Results Preview





PRELIMINARY RESULTS

Field Notes | Class Observation

SOFIA

Uses language close to students



Teacher as a friend, a brother

Not afraid of admitting she doesn't know

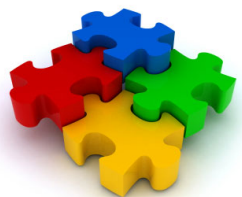


Growing and evolving with students

Tries to involve students in the learning process



Tries to motivate students

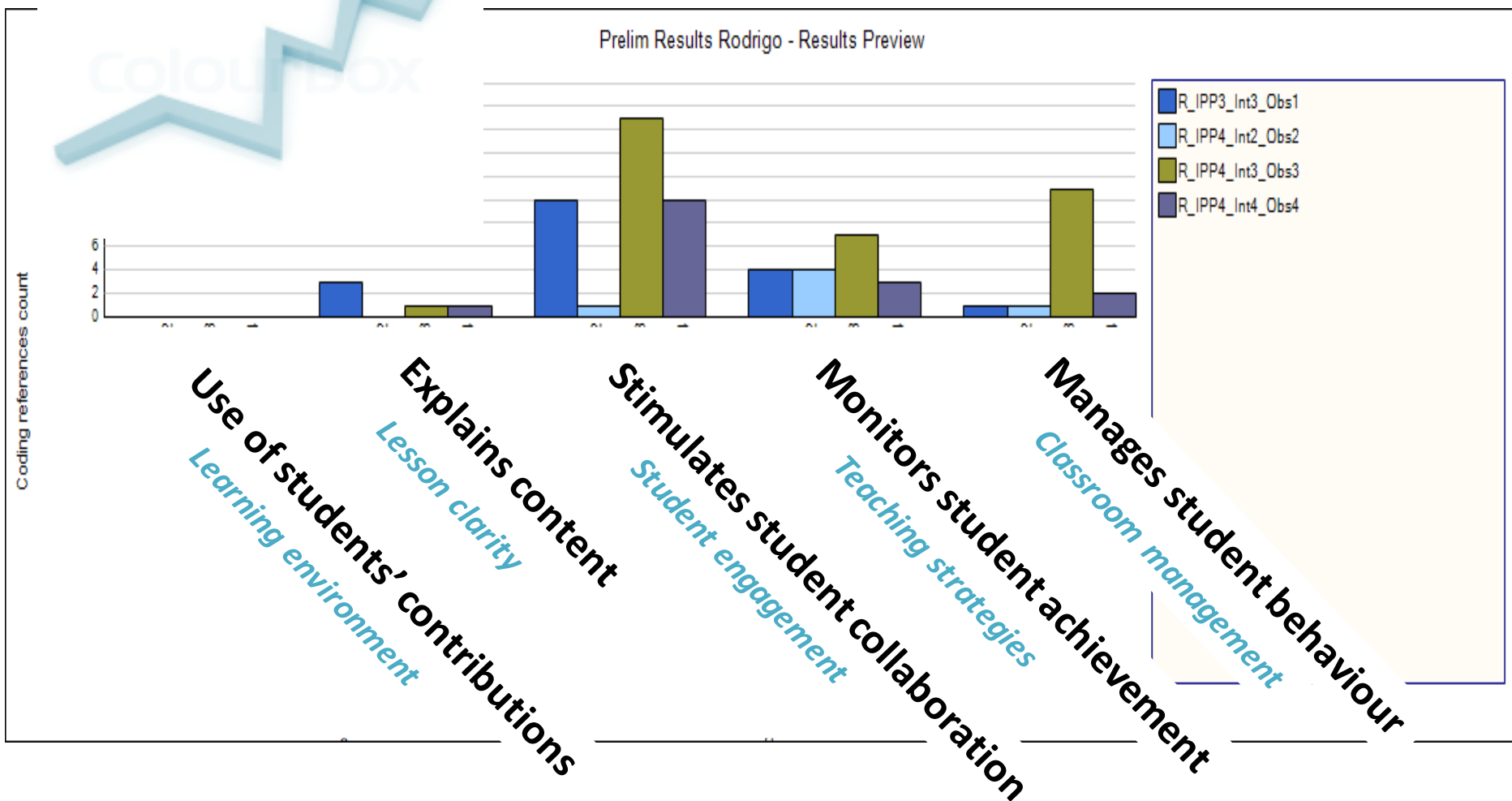


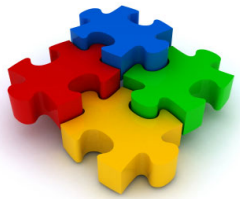
NVIVO

PRELIMINARY RESULTS

Field Notes | Class Observation

RODRIGO





PRELIMINARY RESULTS

Field Notes | Class Observation

RODRIGO

Focuses on peer work
and on students'
reasoning



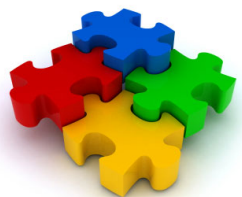
Development of
student skills

Involves students in
learning

Privileges laboratory
work



Stimulates students'
commitment in
learning



PRELIMINARY RESULTS

Field Notes | (In)Formal Meetings



Sofia

Is aware of part of her performances, but **not all**

Is able to reflect on critics

Tries to correct performances that were criticized

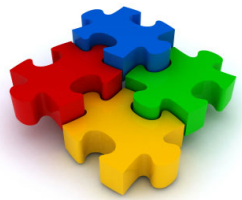


Rodrigo

Is aware of his performances

Points out improvements to be made

Is **not** always able to change his performances



FINAL THOUGHTS

CONCLUDING

Differences between
pre-service and in-service teachers

PRE-SERVICE

Lack awareness

Able to reflect on and change
performances

IN-SERVICE

Awareness of performances and ID's
Difficulty in changing performances

LIMITATIONS & DIFFICULTIES

LIVED EXPERIENCES are always INCOMPLETE
→ results may not reflect the way identity is
developed within the scope of practice

PARTICIPANTS' degree of INVOLVEMENT in
the study

ACCESS TO THE FIELD → authorization for
class observation

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Thank you very much!

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