University of Jyväskylä

The effect of the teacher training of subject teacher education on the teaching confidence of second and third year English major students

A proseminar paper
by

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Abstrakti

Tutkielman tarkoituksena oli saada selville millä tavalla 2. ja 3. vuoden englannin pääaineopiskelijoiden opetusvarmuus on kehittynyt pedagogisten perusopintojen harjoittelun myötä, ja lisäksi mitkä asiat ovat vaikuttaneet positiivisesti ja mitkä negatiivisesti. Tutkimus toteutettiin Jyväskylän yliopistossa vuonna 2008. Materiaali koostui 14 tutkimushenkilön tuottamasta vapaamuotoisesta kertomuksesta, jossa he muistelivat harjoittelun eri osa-alueita ja niiden herättämiä ajatuksia ja reaktioita suhteessa opetusvarmuuteen. Tarinat kirjoitettiin yksikön 3. persoonassa ja olivat noin parin sivun mittaisia. Tuloksia analysoidessa tutkimushenkilöt jaettiin kahteen eri ryhmään; aikaisemmin opettaneisiin ja niihin, joilla ei ollut aiempaa opetuskokemusta.

Tutkimuksessa kävi ilmi, että harjoittelun eri osa-alueiden vaikutus jakaantui pääosin positiivisiin ja negatiivisiin. Lisäksi joillakin osa-alueilla oli nähtävissä molemmanlaisia vaikutuksia. Opetusvarmuuteen kaikkein myönteisimmin vaikuttivat harjoittelun käytännönläheiset osiot, kuten pienoisopettajanhuonetta muistuttavat sekaryhmätapaamiset. Kielteisimmät vaikutukset olivat teoreettisimmilla osioilla, kuten luennot, sekä ohjaavien opettajien antamalla palautteella. Harjoitustuntien pitäminen ja suunnittelu saivat aikaan ristiriitaisimmat reaktiot.

Aineenopettajaopiskelijoiden opettajuuden kehittymistä ei ole aikaisemmin laajalti tutkittu. Lisätutkimusta tarvittaisiin, koska opetusharjoittelu on opintojen tärkeimpiä vaiheita opettajuuden kehittymisen kannalta. Erityisesti vertailevaa tutkimusta perus- ja aineopintojen harjoittelujen välillä kaivataan.

Asiasanat: language education, teacher training, teaching confidence

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1. Introduction

The area of research we chose is a field that has not been studied extensively before from this point of view. There are several academic works that analyze the teacher identity development of students studying to become teachers in elementary education. However, the study of the development of students aiming to be subject teachers has been more or less bypassed. We want to investigate the progress in second year English students regarding their confidence in their own teaching, which is one aspect of teacher identity. As future teachers we take a keen interest on this subject. In addition, we have personal experience from the courses our target group has done. These courses form the basis of our research.

Our goal was to raise interest in the education of subject teachers and to illuminate the professional growth of these students, in other words how they change from students of English into teachers of English. Hence we seek to give a critical overview on the organization and planning of the training period and how it could be improved.

Our research was conducted at the University of Jyväskylä. The teacher training period that we investigated took place in the Normaalikoulu of Jyväskylä. The University and Normaalikoulu together have hosted and organized these training periods for a long time and they have a fixed set of terms to different fragments. As we cannot use the Finnish terms, we have both explained the contents of each part of the course and given them English equivalents. These are presented in the beginning of the results section. In addition, we noticed a lack of an adequate equivalent in the English language for the Finnish term "opettajuus", meaning somewhat the same as "being a teacher" or "teacher identity". The term "opettajuus" incorporates the other two previously mentioned terms into its meaning, as "being a teacher" reflects the practical side of the profession and "teacher identity" depicts the inner aspects of it. Thus we decided to use "teacherhood" to depict the meaning of the professional identity of a teacher.

First we will introduce previous studies, theories and articles in the area of personal and professional identity and teacher's work in practice. Then we will move on to presenting the data, which will be followed by an explanation of the research method we have chosen and by our research question. In the results section we will first expound the contents of the teacher training and introduce the terminology and then continue reporting the findings that have been grouped into two categories. These results are then analysed and linked to the theoretical background.

2. Theoretical framework

First, we are going to present previous studies carried out in the field of teacher education and professional identity. We will look at the different stages of how a person builds up both their personal and professional self-image. Second, we will introduce our research question.

The development of teacher identity has been investigated before (see Husu 2002, Harjunen 2002). Most of the studies, however, concentrate on the students of class teacher education or teachers already in working life, as for instance Heikkinen et al. (1999). It can be assumed that the growth is somewhat similar on different areas of education and thus we will use these existing studies as our starting point. According to previous studies, it is important that the teacher trainees become aware of certain truths, for instance their responsibility of the students' learning. Coming in terms with these aspects is essential for the progress of professional identity (Harjunen 2002:465).

2.1. The development of personal and professional identity

Personal identity has been much investigated and the most well-known and recognized theory has been created by Erik Eriksson. That is, he (quoted in Himberg et al. 2000) has developed a theory of psychosocial development. He has divided life into 8 different crises. These stages take place in babyhood, early childhood, preschool, middle childhood, adolescence, early adulthood, middle age and old age. Each step builds on the skills that have been learned in the previous stages. The one that is relevant to our research is the stage of early adulthood. The main goal of that stage is that the individual is both able to be close to another person and to maintain one's own independence. The individual learns to accept other peoples' weaknesses and to admit that he or she needs other people. Thus it is vital to create close relationships. In Eriksson's opinion, if the crisis is successful, love will be the baseline of life (Himberg et al. 2000).

In addition to the personal psychosocial development, the teacher trainees also go through different stages of building their professional identity. The phases in the development of teacher identity have been investigated by Hannu L.T. Heikkinen (1999). He exemplifies the production of both personal and professional identity through the means of self-expression. With the term self-expression we mean any form of expression that represents a particular aspect in a person's character, for example if a person writes poems, tells about his/her own experiences to others, goes jogging, does gardening etc. In other words, it means everything that we do of our own free will. By reflecting the product of self-expression back to self-image, a person gains knowledge of his-/herself and builds up self-image as well. That leads to other self-expressions that are products of the renewed self-image. Heikkinen (1999:57) also points out that self-expression is never complete as it always expresses only a given side of the person. In addition, self-expressions do not copy the identity, but are results of self-knowledge. In our study, we will try to examine the development of teacher identity through these self-expressions and in our analysis we are able to investigate the participants' self-image through their own perspective. Korpinen (1993) has somewhat similar views about this issue. She discusses the development on students' both personal and professional self-image. She defines professional identity as a perception of how a given person sees his/her ability to work in his/her chosen profession and the aims that s/he has. Pöyhönen (2003:115-116) also discussed the function of narratives in the development of one's identity. She points out that self-expressions are not complete without the interpretation of other people and hence the development of identity is a social process.

One aspect of teacher identity and an essential part of teaching confidence is creating a workable relationship between the teacher and the students. According to Harjunen (2002:465), in pedagogical relationship it is important to take others into account and to know what the responsibilities and things that need to be done are. All this develops through time and experience. Building a pedagogical relationship

takes listening, seeing, understanding, giving and taking. The teacher needs to have ability to react and to be able to guide and protect both individuals and groups. In practice all this requires is justice and sense of how to be and cope with people. Harjunen (2002:466) states that it is impossible for starting teachers to begin with creating a relationship with the students. The ability to do this grows along age, experience and certainty. We agree that in the beginning of one's teacher career, with some uncertainty about teaching in general, creating a relationship with the students may not be as easy as later on. However, we do not consider it to be impossible. Pöyhönen (2003:163), on the other hand, found out that the role of teacher was seen as an active participant and expert whose responsibility is to organize the teaching and guide the students. Teacher trainees often base their operations models on those given by their own previous teachers. (Pöyhönen: 2003:139) This creates challenges for teacher education, as their purpose is to mold independent and individual teachers, who incorporate new methods and approaches into their teaching rather than relying on the ones that were in use when they were at school.

In Korpinen's view (1993:142) the primary goal of teacher education is to help students to develop their conception of themselves as persons and as teachers. In our opinion this aspect should also be considered in the education of subject teachers and with our research we try to raise this point. In addition, Korpinen (1993:141, 151) comments on the importance of field practice periods of the students in relation to the strengthening of their self-image and self-confidence.

2.2. Practical knowledge

Some of the earlier studies have focused on the problems that young teachers encounter when starting their career. Husu (2002:98-100) has studied teachers' pedagogical uncertainty. According to him, it is hard for teachers to make their students more confident about their learning when the teachers themselves have to go through similar uncertainties. These uncertainties make teachers behave more

spontaneously with their students, colleagues and the students' parents. Husu (2002:99-100) also states that teachers are very dependent on their colleagues and coworkers' actions. Husu (2002:100) further claims that "pedagogical problems presupposed that one's actions could be succesful only if they could be accepted by other participants." In another research Harjunen (2002:466) found out that young teachers tend to be uncertain because they are responsible for all that goes on in the classroom alone. That is one reason why teachers with little experience find it hard to create contact with the students. Harjunen (2002:98) says the essential question for beginning teachers is "will I be able to accept all the students and will they accept me?"

In their compilation of articles Hannu Heikkinen et al. (1999) have taken a look on what it is to be a teacher on a scale of the whole working career. In their introduction to the book, they define the different aspects that together mold the professional identity of a teacher. In their view, the evolvement of becoming a teacher is influenced by three different underlying questions: firstly, the nature of the beliefs and concepts that guide an individual teacher in his/her work, secondly, the traditions and models of operation of the school where the teacher works in, and thirdly, the general characteristics that define teacherhood. They state that in understanding the behavior and the actions of a given teacher, it is smartest to study it from the perspective of that particular teacher, as some aspects of the job are only visible to the person in question and could not be detected even by the most competent outside observer. We rely on this finding in our compilation of the data.

3. Data and method

In the following subchapters we present our data and explain the method we used in the collection of the data and in its analysis.

3.1. Data

We collected a set of autobiographical stories written in the third person singular from second, third and one fourth year English major students. Each student wrote about their experiences from the teacher training period that is done as a part of the pedagogical studies at the basic study level in the University of Jyväskylä. The stories were written in Finnish and the approximate length of the texts was two pages. The instructions for the stories are presented as an Appendix. The participants of the study were English students on their second or third year in the University of Jyväskylä. The age of the participants varied from 20 to 26. All of them were studying in the teacher-orientated program. All in all, we had 14 participants of which two were male. The data was collected in February 2008.

3.2. Method

In analyzing our data we used *personal experience method* presented by Clandinin and Connelly which they considered to be a specially promising method in making qualitative research (quoted in Heikkinen et al. 1999). Heikkinen (1999) claims that a narration is suitable for describing the progress of identity change because of its nature to produce genuine and contextual information. In addition, we chose to have the participants write their stories in the third person singular because it enables to see things differently from the perspective of an outsider (Heikkinen 1999). This would not have been as easy, if we had chosen to interview our participants. In addition, the experiences are conveyed much more personally in self-written stories as in answering a questionnaire.

By using the method introduced, we seek to find answers to the following question: How does the teacher training of subject teacher education at basic studies level affect the teaching confidence of second and third year English students?

We assume that the training period is experienced as a positive influence and a boost to self-esteem and teaching confidence.

4. Results

The training consisted of two main courses OPEP410 and OPEP510, which were divided into several different sub-segments. OPEP410 dealt with didactics and several issues concerning e.g. special education, through both a lecture series and small groups. OPEP510 had more practical aspects, including giving and planning the lessons, being in contact with the teacher tutors (teachers whose class the trainees taught and who were responsible for giving feedback on both the lesson plans and lessons), attending meetings of groups resembling a miniature teacher community that consisted of students of different subjects (later referred as composite groups). The course also included a lecture series that covered various matters from how to introduce a new text to the role of the student body.

We divided the data into two groups according to whether the participants had previous teaching experience or not. Four had taught before the training and some others had experience in leading a group and/or performing. We concentrated on what the participants had found helpful and positive and what had been been frustrating, unuseful or negative. After presenting the positive and negative experiences of those participants, who had taught before the training period, we will elicit the results of the participants without teaching background.

4.1. Participants with previous teaching experience

The composite groups, training lessons and their planning had had the most positive effect on the trainees. The planning of the lessons had widened the participants' conceptions of useful teaching methods such as using the target language even with beginners and not being totally dependent on the course book.

Example 1.

> Sitä (tuntisuunnitelma) tehdessään Esko sai huomata kuinka opettajuus on paljon muutakin
> kuin pelkästään käytettävään kirjasarjaan tukeutumista ja uskollista seuraamista.

> While doing it (lesson plan) George noticed how teacherhood is a lot more than just relying
> on and faithfully following the book series in use.

The composite groups were almost unanimously considered to be interesting, useful and even the best part of the whole training. They dealt with concrete and every-day issues and gave an opportunity to observe the social relationships in the class. The training lessons allowed the trainees to apply theory into practice and they gave the feeling of success. The teacher tutors were seen as competent and some trainees reported having received supportive and encouraging feedback. Evaluating their previous experiences in teaching in the light of the training period was a positive outcome to some of the trainees.

The courses included several lection series and almost all of the participants with previous teaching experience regarded them as superficial, boring and useless and not providing any new information. The lecturers challenged the trainees to ponder the black spots of teaching in general, but in the opinion of the trainees these black spots were never discussed further and neither support nor solutions were given.

Example 2.

> Luennot olivat yllättävän pintapuolisia ja Annesta tuntui, ettei hän saanut mitään uutta niistä
> irti. Asiat olivat itsestäänselvyyksiä ja ongelmakohtia vaan kehotettiin pohtimaan eikä
> niihin koskaan saanut luennoitsijoilta tukea tai vastauksia.

> The lectures were surprisingly superficial and Anne felt that she did not get anything new
> out of them. The issues were self-evident and the students were asked only to ponder upon
> the black spots to which the lecturer never gave any support or answers.

In addition of the lectures, a part of the courses was to go and observe classes given by teachers and other trainees. This was felt as frustrating after a while, since it was time-consuming and did not seem to be of great advantage. The notes from each class resembled one another. The scheduling of the courses received much criticism

because there were quite a few overlaps between different lectures and group meetings.

Although giving lessons was generally seen as beneficial, some aspects of it were thought to be negative. The lessons were given in pairs or in groups of three and difficulties arose if their ways of thinking and/or attitudes towards teaching differed substantially. Experiences about received feedback varied depending on the teacher tutors. The trainees felt their teacher tutor did not give enough personal feedback and it was not encouraging or constructive. The teacher training was taken much more seriously by the teacher tutors than the trainees had expected. The participants felt that too much was expected from them, especially taking into account that for some it was the first contact with teaching. The reasons mentioned above resulted in the students starting to get nervous about giving the lessons. Moreover, the extremely well-planned classes got the trainees to question the connection between the training lessons and real life.

4.2. Participants with no previous teaching experience

The majority of the participants did not have any previous contact with the traditional classroom teaching. They found training lessons and composite groups as the most useful parts of the course. The trainees stated that the training lessons compensated the theoretical part of the training, gave experience and enabled to try out different methods and tricks. Some felt that it was safer and more comfortable to give lessons in pairs instead of having to stand alone in front of the class. They saw the planning of the lessons as a positive thing, because it forced to pay attention to the use of time, using the L1 in class, starting a lesson and giving positive feedback to the students.

Example 3.

> Opetussuunnitelmia oli mielenkiintoista suunnitella, sillä siinä oppi todella keskittyä tunninrakenteeseen ja ajankäyttöön. ... Hän piti siitä että sai opettaa vasta-alkajia, koska se toi mukanaan haasteita, joihin hän ei ollut aiemmin kiinnittänyt suurta huomiota, esimerkiksi ohjeistukseen ja siihen kumpaa kieltä käyttää piti keskittyä tarkasti.

It was interesting to plan the lessons, because it taught to concentrate on the structure of the lesson and on the use of time. ... She liked teaching beginners, because it brought challenges that she had not focused on before, for example one had to direct one's attention to how to give instructions and which language to use in class.

The composite groups evoked good reactions due to a more practical approach. The observing tasks given in the composite groups were more specific than in subject-divided groups and resulted in more diverse knowledge of group dynamics. Another factor they found particularly useful in observing classes was lessons given by another trainee, whether at the same stage or more advanced because they made more mistakes. Some topics of the lectures were regarded as beneficial. These topics were co-operative teaching, special education, teaching materials and teacher's self-confidence. The role of the teacher tutor was important in many ways. S/he gave practical tips and advice and did not expect perfection. The feedback given by the teacher tutors made many of the trainees certain about their career choice.

However, some of the participants had a different opinion about their teacher tutors. They seemed for some to be too workmanlike, not taking into account the trainees' own suggestions and ideas or too controlling, not giving enough liberties for the trainees to work on their own. The feedback of the teacher tutors was also criticized. It was sometimes seen even too plentiful, but still not concentrating on the essential. Some participants also felt uncomfortable with the feedback being given in front of other trainees, giving the whole training a sense of competition. Although giving lessons was generally acknowledged to have a positive impact, in the participants' opinion the amount of training lessons should have been greater and some of the lessons could have been given without a pair. The reasons they gave for this were that the teaching experience would have been more individual and that co-operative teaching does not resemble the real-life situation in most schools.

Example 4.

Tunnit piti suunnitella ja opettaa yhdessä ryhmän kanssa. Heillä oli pieniä erimielisyyksiä ryhmän kanssa tuntien suunnittelussa ja kaikki varmaan ajattelivat siinä vaiheessa että miksi ihmeessä pitää opettaa ryhmässä kun eihän opettajat oikeasti opeta niin.

The lessons were planned and taught together with the group. They had small differences of opinion inside the group in planning the lessons and at that point all must have been thinking why on earth we have to teach in groups when teachers do not do that in reality.

In addition, the planning of the lessons was regarded as more stressful than actually giving the lessons. The lectures were seen as repeating the obvious, where the information was just poured down on the trainees. In their opinion, in contrast to the training lessons, there were too many lectures and it was difficult to form a general view. It was also stated that the teaching confidence was not affected by the theoretical instruction. The most useful topics of the lectures were dealt with towards the end of the training period. Related to that, the scheduling of the two courses received a great deal of criticism. There was much overlapping in the lectures and still presence was required. If a student was absent, s/he had to do extra written work and thus avoiding the extra assignments was the main reason for attending the lectures. There was a lack of critical evaluation of various aspects of being a teacher. Especially before and in the beginning of the training period the information about the courses and their schedules were inadequate and not clear enough. The trainees also felt that the time between the basic studies training and the subject studies training is too long.

5. Discussion

In this section we will analyse the results presented in the previous chapter. We will review aspects that had positive and/or negative influence on the participants' teaching confidence. First, we will interpret the effects on the participants with previous teaching experience and then move on to those participants who do not have teaching background.

5.1. Participants with previous teaching experience

The composite groups that dealt with everyday issues were perceived as one of the best parts of the whole training period. They gave the trainees the feeling of being a member of a real teacher community. Based on our findings a conclusion can be drawn that the peer support received in the groups and the resemblance between the groups and reality had a positive influence on the trainees. The participants found it helpful to have a point of comparison in teaching. The training gave an opportunity to critically evaluate their previous successes and mistakes. This evaluation thus enhances self-knowledge and the trainees become more aware of their teaching style. Heikkinen (1999:56-58) also pointed out the importance of self-expression in building up one's self-image and professional identity. On the other hand, observations and course scheduling were seen as unconstructive. The first few observation sessions did give knowledge about the structure of a lesson and class-room interaction but after a while the notes started to resemble one another and hence it was no longer beneficial. The observations also took time from more important parts of the courses. In addition, the problems with the scheduling distracted the focus away from the essential.

Some entities had both positive and negative aspects. Firstly, the planning of the lessons widened the conceptions of different teaching methods. This enabled the trainees to broaden their "tool box" and brought variety into their teaching style. Nevertheless, the trainees felt that the too conscientiously planned lessons were in conflict with the situation in real life. This created extra pressure and burden. Secondly, the actual training lessons raised ambivalent feelings. The given lessons incorporated theory into practice. The results of it were the increase of teaching/self-confidence and the feelings of triumph. However, as the lessons were given in pairs or in groups, the ways of thinking and the attitudes of the trainees clashed. The outcome of this was the lack of self-fulfillment and frustration because they could not carry out all of their ideas. Thirdly, the role of teacher tutors was ambiguous. Some participants received useful feedback from their tutors, which

resulted in the feelings of success and support. Others, on the contrary, did not receive enough personal feedback. They also felt that too much was expected from them by the tutors and that caused more pressure and nervousness in giving lessons. This was the main reason for the negative influence on their teaching confidence. As the effect of the teacher tutors, whether positive or negative, was the most significant aspect in relation to teaching confidence, they should be made aware of their importance and pay more attention to the feedback they give and how they give it.

5.2. Participants with no previous teaching experience

As with participants with previous teaching experience this group regarded composite groups as wholly positive. It opened up a more practical side of teaching and enabled them to gather information e.g. about group dynamics in a real classroom situation. This type of knowledge can only be acquired through practice. It is something that the trainees need to see and experience themselves. The opportunity to gain this information is vital in order to become a better teacher. Another completely positive factor was observing classes given by other trainees. It was encouraging to see them making mistakes as well and it taught the participants to try and avoid making the same mistakes. This is supported by Husu's (2002:99-100) statement that teachers need the support and acceptance from colleagues, which in this case were other trainees and the teacher tutors. On the other hand, entirely negative aspects of the training period were the lectures and the scheduling of the courses. The lectures hardly brought new or useful information and thus did not have effect on the trainees' teaching confidence. A conclusion can be drawn that the trainees did not consider the lectures and their topics to be beneficial because they did not mirror the everyday life of a teacher.

The practical part of the training raised controversial feelings. The fact that in planning the lessons the trainees had to pay attention to all the different components that a class consists of and especially to those that they would not have otherwise

thought of allowed them to be more assured about their teaching lessons and thus to build up their teaching confidence. This is a concrete example from Harjunen's claim that knowing the responsibilities of a teacher is vital in creating a pedagogical relationship (2002:465). However, for some it became more stressful to plan than to actually give the lessons. This created insecurity. The actual training lessons enabled the participants to try out different methods and tricks, which helped them to build and modify their own teaching style. As none of the participants in this group had any previous teaching experience most of them found it pleasant to give the lessons in pairs, since they did not have to be solely responsible for the teaching and they received support from one another. The result of this was that the participants gained more self-confidence. Harjunen's research supports this, as she noticed that young teachers are uncertain, because they have to be alone responsible for everything during a lesson (2002:466). Nevertheless, some of the participants had also hoped to be able to give more lessons and one or two alone in order to get a more personal and a more real-life corresponding experience. Therefore the influence of the training lessons on teaching confidence could have been greater. The teacher tutors played a big part in the development of the trainees' teaching confidence. On one hand, most of them gave a lot of useful tips and advice and the feedback they gave made the trainees more certain of their career choice and enhanced their professional self-image. On the other hand, because some of the teacher tutors regarded their work so routinely, the trainees felt that they did not get as much liberties as they had hoped for. The feedback given by the teacher tutors and the form in which they gave it was not considered to be constructive, but rather creating a competitive atmosphere. Not getting feedback that is supportive enough lead to frustration, which did not boost their professional identity. This affects the way the participants see themselves and Korpinen (1993) claims it to have an influence on how competent one feels in the chosen profession.

5.3. Conclusion

In starting to study this topic, we assumed that the training period would have had a positive impact on the teaching confidence and self-esteem of the participants. However, we discovered that certain aspects of the training discouraged them. In terms of teaching confidence both groups of participants found similar issues positive and negative. The most positive influence was accomplished by those sections of the training that gave pragmatic and down-to-earth knowledge to the trainees, e.g. composite groups and training lessons. Instead, the effects of the negative aspects were multidimensional. The lectures did not help in the development of teaching confidence, but did not weaken it either, whereas the negatively experienced feedback from the teacher tutors even lessened the certainty of becoming a good teacher. It came as a surprise to us to find out that there were so many negative sides in the training and especially the unfavourable outcome of the feedback of the teacher tutors. Another unpredictable result was that the teaching confidence of those participants who had taught before weakened more than the confidence of those without previous experience.

Our research, being the first of a kind, can now give information on how to improve the teacher training of future subject teachers. The results revealed that the feedback of the teacher tutors and the topics of the lectures had the most negative impacts on the trainee's teaching confidence and hence more attention should be paid on how the teacher tutors give their feedback and which topics are relevant for the trainees at basic studies level. In addition, based on our findings, the amount of the training lessons could be increased.

In executing this study, we had difficulties in gathering the data. Thus, the number of the participants was not as great as we would have liked it to be. In order to gain more in-depth knowledge of this topic, a larger data would have been needed. In addition, when starting to receive the stories, we noticed that a clearer instruction would have provided better possibilities to get more out of the data we managed to

gather. Another challenge was translating the terminology from Finnish to English. More research is needed in this area, since the development of professional identity of subject teachers is not widely examined and the training periods are the most vital phases in subject teacher education in respect to the development of teacherhood. Especially comparative research about the differences between basic and subject level trainings is needed.

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Appendix 1.

OHJEISTUS

Kiitos, kun osallistut tutkimukseemme!

Voit kirjoittaa niin paljon kuin tekstiä riittää, kuitenkin vähintään kaksi sivua. Fonttina Times New Roman 12, marginaali normaali/oletus, rivinväli 1,5.

Kirjoita kokemuksistasi opetusharjoittelusta, sekä hyvistä että huonoista puolista, ja miten ne ovat vaikuttaneet opetusvarmuuteesi. Ota huomioon koko kurssikokonaisuus, ei vain pitämäsi harjoitustunnit. Jos sinulla on aikaisempaa opetuskokemusta, vertaa sitä perusopinnoissa saamaasi kokemukseen. Esimerksiksi, tukivatko ne toisiaan vai oliko harjoittelu turhauttavaa tms.

Kirjoita tarina yksikön kolmannessa persoonassa. Esim. hän, poika/tyttö, eräs, Maija/Kalle jne.

Palauta tarinasi viimestään. xx.xx.2008 sähköpostilla. Liitä mukaan myös taustatietolomake täytettynä.

Jos tulee kysyttävää, ota vapaasti yhteyttä.

Terveisin,

Sanna Uusi-Rajasalo
Eeva-Maija Aaltonen

Appendix 2.

TAUSTATIETOLOMAKE

NIMI:

IKÄ:

SÄHKÖPOSTIOSOITE:

AIKAISEMPI OPETUSKOKEMUS (paljonko, millä tasolla?):

MILLÄ KOULUASTEELLA TEIT PERUSOPINTOJEN HARJOITTELUN? (alakoulu/yläkoulu)

Palauttamalla tarinan ja taustatietolomakkeen suostun, että niitä käytetään tutkimuksen aineistona.