



HOKKAIDO UNIVERSITY

Title	REFLECTION AND DEVELOPMENT OF PROFESSIONAL BELIEF: A CASE STUDY OF FIVE PRESERVICE TEACHERS
Author(s)	Saito, Masahiro
Relation	第2回東アジア教師教育研究国際大会 = The Second East Asian International Conference on Teacher Education Research. 2010年12月15日（水） - 17日（金）. 香港教育学院.
Issue Date	2010-12-16
Doc URL	https://hdl.handle.net/2115/44666
Type	conference presentation
File Information	saito.pdf



REFLECTION AND DEVELOPMENT OF PROFESSIONAL BELIEF: A CASE STUDY OF FIVE PRESERVICE TEACHERS

**2nd East Asian International Conference on Teacher Education
Research**

@ The Hong Kong Institute of Education

Masahiro Saito

Asahikawa University, Hokkaido Japan

e-mail: saitoum@live.asahikawa-u.ac.jp

1. PROFESSIONAL TEACHER STANDARD OF ASAHIKAWA UNIVERSITY (TENTATIVE)



REFLECTIVE PRACTICES

In order to reflect actions, practitioners need researching skills, rich social recognition and collaboration skills.

Creation of alternative methods of action

Spiral Accumulation

Action Trial

*This is also action phase of the next cycle

Researching skills

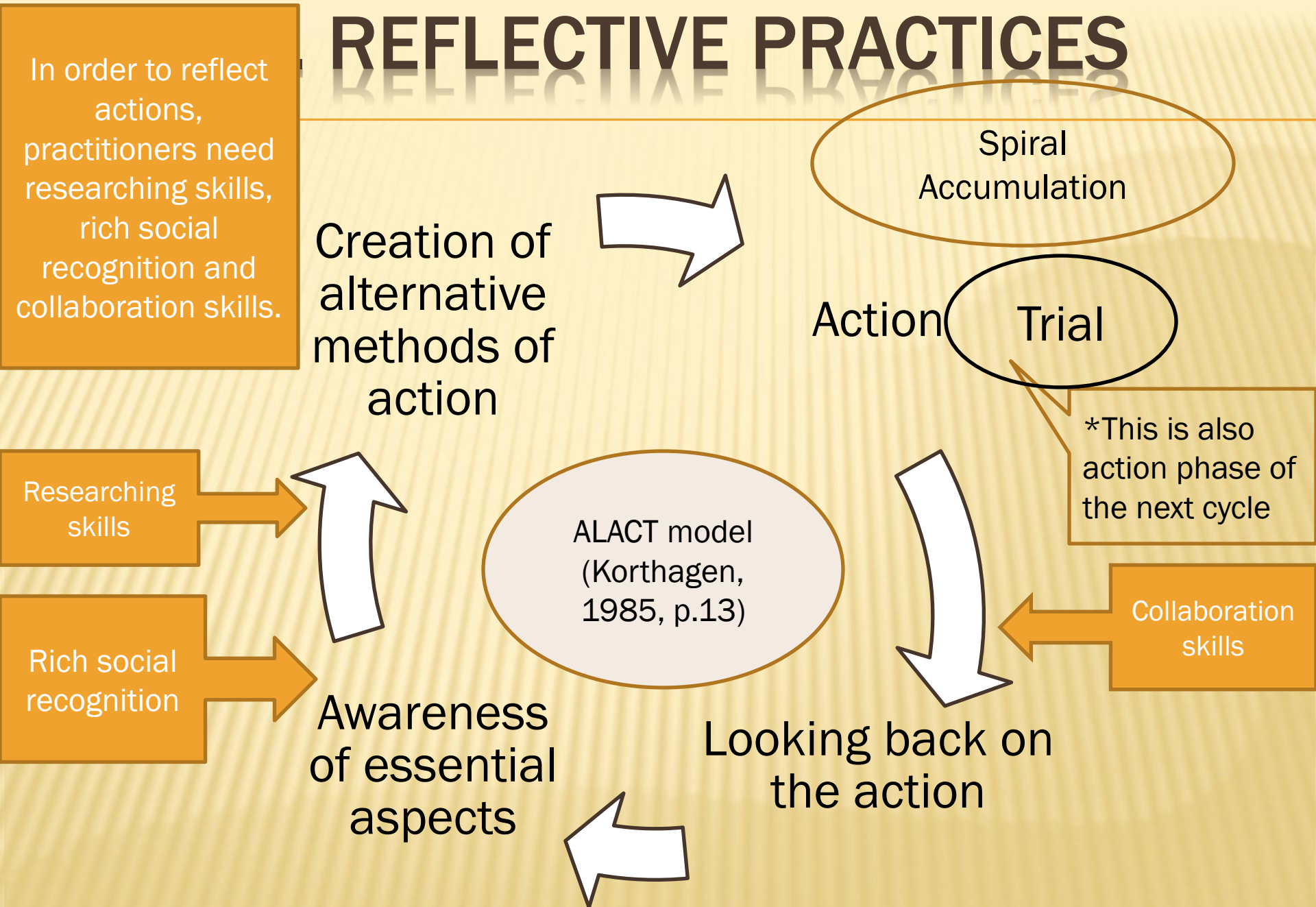
Rich social recognition

ALACT model
(Korthagen, 1985, p.13)

Collaboration skills

Awareness of essential aspects

Looking back on the action



DEWEY'S IDEA

According to Dewey (1910), reflective practices can be described as:

“Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought” (p.6).

Belief, consideration &
improvement

SCHÖN'S IDEA

Schön (1986) provides a new approach:

- ✖ Reflection-in-action: the thinking of what they are doing while they are doing it (p. xi)
- ✖ Reflection-on-action: what is done after the encounter and it “enables us to spend time exploring why we acted as we did, what was happening in a group and so on” (Smith, 2008, p.9).

KORTHAGEN'S ANOTHER IDEA

Korthagen (1993) identifies two modes of reflection(p.319):

- ✘ Non-rational/right-hemisphere, whereby the principal of the integration of experience is dominant.
- ✘ Rational/left-hemisphere where the principle of logical ordering is dominant.

2-2. MY DEFINITION OF REFLECTIVE PRACTICE

through the process of problem solving, to structure and restructure oneself and their teaching with multiple perspectives, organically connecting between their past experiences, current environment, theories and insights, based on professional identity in the duality of human consciousness.



PRINCIPLES/
EXPERIENCES/
CONSIDERATIONS/
DEVELOPMENTS

3-1. MOTIVATION OF THIS STUDY

General pedagogical knowledge (teacher characteristic, delivery of instruction, classroom interaction, questioning techniques and instructional aids) is of special interest to most participants of this study. (omit) Highlighting the immediate or pressing matters, such as what works and what doesn't work, or simply how to do things better were the kind of issues that prevalent in the reflection journals.(Huang, 2001)

3-2. MOTIVATION OF THIS STUDY

- ✘ To understand how the selected five pre-service teachers developed their perception of education/teaching/teachers' role in their student teaching.
- ✘ To identify if their reflection was related to their developing perception of education/teaching/teachers' role?

4. TEACHING PRACTICUM

The practicum comprised of two parts:

① Seminar for future teachers

mainly cultivating their perception of teaching (April to July)

observing the lessons and practice their micro-teaching (5-20 minutes) and 50 minutes teaching about once a week (September to March)

② Mandatory student teaching

All the students had their three week mandatory student teaching.

*Only student D had an additional week of mandatory student teaching.

5. APPROACHES FOR DEVELOPMENT IN PROFESSIONAL BELIEFS AND PERCEPTIONS

Inquiry-oriented approaches:

- ① reflective journals
- ② group seminars
- ③ reflective interviews
- ④ peer observation conferences

6-1. STUDENT TEACHERS' DEVELOPMENT OF PERCEPTION OF EDUCATION

I could not see how their perception of education had been developed.

Ex. “(The more I think)the less I understand”(Student D: Senior, April,2010).

Ex. “To bring up those who have diverse values, and feel grateful and to give affections to those surrounding them as global citizens”(Student E: Senior, June 2010).

6-2. DEVELOPMENT OF PROFESSIONAL PERCEPTION

Student teacher	Perception	Relationship with reflection
A	Teaching	Yes
	Teachers' role	No
B	Teaching	No
	Teachers' role	No
C	Teaching	No
D	Teaching	Yes
	Teachers' role	Yes
E	Teaching	No
	Teachers' role	No

6-2-1. STUDENT TEACHER A'S PERCEPTION: TEACHING

Sophomore: April 2006

Teaching social studies was just to lead students to memorize subject matter knowledge and pass exams.

Senior: January 2009

Teaching MUST be MEANINGFUL to students.

* “Meaningful teaching” was “teaching through which students develop themselves.”

6-2-2. AN EXAMPLE OF REFLECTIVE PRACTICES OF STUDENT TEACHER A (JUNIOR: FEB. 2008)

Action

The content she had prepared was too shallow, even though she thought she had gained more subject matter knowledge than before

Looking back

Students looked exhausted after her lesson.

Awareness of essential aspects

She admitted that she was not familiar with the subject matter knowledge and worried about how to teach the unit.

6-2-3. STUDENT TEACHER A'S PERCEPTION: TEACHERS' ROLE

Sophomore (August, 2006)

[As children have unlimited possibilities] it is the adults, especially the teachers that bring out and broaden their possibilities.

Senior (March, 2009)

To provide “abilities to overcome [obstacles in pursuing their future dream].”

6-3-1. STUDENT TEACHER B'S PERCEPTION : TEACHING

Sophomore(July,2008)

To motivate the students to obtain more subject matter knowledge than others

Sophomore(February,2009)

“Teaching [students as a student teacher]should enable me to continue to challenge my students.”

Senior (October,2010)

“I tried to teach the students that studying history is neither hard nor is limited to [learning] dry [facts].”

“I wish I could have shown that a foreign teacher could teach Japanese history well.”

6-3-2. AN EXAMPLE OF REFLECTION OF STUDENT TEACHER B (SOPHOMORE: DECEMBER, 2008)

Looking back

On the whole, students neither showed reaction nor interest.

I should think of how to raise their interest [in the content of the lesson]. (Her impression)

“To say honestly, because of last time, I felt students wouldn’t give me any response [even] if I had given it my best efforts. So I supposed only to finish telling the coverage of today’s lesson was enough.”(February,2009)

6-3-3. AN EXAMPLE OF REFLECTION OF STUDENT TEACHER B (SENIOR: OCT. 2010)

Looking back

- ✖ “[Due to my secondary education in South Korea] I am not familiar with history of Japanese social studies. ... So I tried to teach [my students] how interesting it is to learn history, rather than subject matter content.”

6-3-4. STUDENT TEACHER B'S PERCEPTION: TEACHERS ROLE

Sophomore: July 2008

Giving subject matter knowledge

Sophomore: February 2009

Supporting their students' development

“Students have unlimited possibility. So, even if [a student is] has no more than 1% [chance of achieving something], [teachers] should still support them.”

6-4-1. STUDENT TEACHER C'S PERCEPTION : TEACHING

Junior: April 2007

Students would follow teachers if they have rich subject matter knowledge and the capability to control their students.

Senior: June 2008

Two aims of his lessons:

- ✗ to give subject matter knowledge
- ✗ to provide skills to think logically

6-4-2. AN EXAMPLE OF REFLECTION OF STUDENT TEACHER C (JUNIOR: NOV. 2007)

Action

He showed his students two pictures.

Looking back

“The students only looked at the pictures and showed no interest.”

Creating alternative method of action

“I should have asked students something like ‘What picture is this?’ [to draw students’ interest].”

6-5-1. STUDENT TEACHER D'S PERCEPTION: TEACHING

Junior: July 2008

Leading students to acquire their motivation to study

Senior: March 2010

Providing abilities and skills of independent learning and problem solving

6-5-2. AN EXAMPLE OF REFLECTION OF STUDENT TEACHER D(SENIOR: MAR. 2010)

Action

He made his teaching plan and prepared several questions.

Looking back

He gave the students only subject matter knowledge mentioned in the text book in one-sided manner and the students showed no response.

Awareness of essential aspects

His understanding of the unit was too shallow to teach students.

Creating alternative method of action

He should have grasped the main topic of the lesson and prepared a main question, “What did Edo Shogunate did to control the country?”

6-5-3. STUDENT TEACHER D'S PERCEPTION: TEACHERS ROLE

Fresh person

A decision maker of students' school career in accordance with examination records

Junior: April 2008

A supporter of students' self-exploring

Senior: October 2009

Providing students with abilities to learn and solve problems independently.

6-5-4. AN EXAMPLE OF REFLECTION OF STUDENT D(SENIOR: OCT. 2010)

Action

When a student refused to follow his directions, he became hard on him and continued to give the direction in plainer words.

Looking back

The student continued his resistant to his direction and said “I don’t need you.”

Awareness of essential aspects

“[If I had accepted that he did not do that because he was handicapped] I would have spoiled his seeds of possibilities. I should provide necessary supports when necessary.”

Creating alternative methods

He would do the same in a similar situation.

6-6-1. STUDENT TEACHER E'S PERCEPTION: TEACHING

Junior: April 2009

Doing something for students.

Junior: March 2010

Enriching social recognition of students and supporting students in cultivating their sense as citizens.

* In the student teachers' own words, developing the sense as a citizen is to find issues in their everyday life, consider them and gain their own ideas.

6-6-2. STUDENT TEACHER E'S PERCEPTION: TEACHER'S ROLE

Junior: Not dated

- ✖ “Somehow, [the role of a teacher] is to tell what [they] have experienced.”
- ✖ “[Let students] enjoy what they like.”

Senior: June 2010

“The reason why I hope to be a teacher is to tell students that people are living supporting each other.”

6-6-3. REFLECTION OF STUDENT TEACHER E (SENIOR: SEP. 2010)

Action

In his geography class, he asked the students to explore and have presentation about characteristics of every district in Japan.

Creating alternative method of action

“Was it better [for the students] to evaluate each other[’s work]?”

7. CONCLUSION

- ① Through classroom teaching, all of the five student teachers developed their perception of teaching and teachers' role.
- ② Only two student teachers developed their perception of teaching and teachers' role through their reflection.

8-1-1. DISCUSSIONS AND IMPLICATIONS

- ① All of the five student teachers had been under strong influences of their early experiences, which became main obstacles in the development of their perceptions. It takes time for them to become conscious of educational ends, purposes and values (philosophical/historical aspects) .

8-1-2. THE STUDENT TEACHERS' EARLY EDUCATIONAL EXPERIENCES

The student teachers' early educational experiences	Student teachers
One sided lessons	A,B,C,D,E
Their studying methods (aimed only at memorizing the subject matter knowledge for exams)	A,B,C,D,E
Teachers asked them to memorize subject matter knowledge to prepare for their exams.	A,B,C,D,E

8-1-3. THE INDIVIDUAL STUDENT TEACHER'S EARLY EDUCATIONAL EXPERIENCES

Their individual early educational experiences	Student teachers
“Teachers just read textbooks and talked only about the contents. So, I often fell asleep.”	B
Good teachers were very informative and knowledgeable on topics and contents.	C
Good teachers were good at controlling students.	C
“In my view, teachers only put students into groups according to their exam results.”	D
“A high school teacher ignored me completely and even didn’t deliver the attendance book by hand on the day I was on day duty. The attendance book was left on my desk every time.”	E

8-1-4. THE STUDENT TEACHERS' EARLY EDUCATIONAL EXPERIENCES

An example of descriptions

(When a teacher educator asked him to consider perception of education, teaching and teachers' role) "There was NOT such a teacher in my high school days." (Student Teacher E)

With these early educational experiences, they had assumed that without learning philosophy of education or improving educational perception, everybody could teach students. Teaching, in their view, is just a technique.

THE KEY IDENTIFIED LEARNING DIFFICULTIES ENCOUNTERED BY PRE-SERVICE TEACHERS

- ✗ Biases and snap judgment based on their early experiences of education (LaBoskey, 1994)
 - ✓ Lack of words to confront their practices
 - ✓ Rejecting offered advice
 - ✓ Feeling reluctance to look back on their practices
 - ✓ Justifying their actions regardless of appropriateness
 - ✓ Seeking practical solutions and only considering applying/adjusting educational knowledge to a specific, narrowly focused, issue
 - ✓ Finding no meaning in reflective practices

8-2-1. DISCUSSIONS AND IMPLICATIONS

- ② All of five student teachers had their self-concerns. Student Teachers A and D showed more insightful reflection than their peers, which helped them to overcome their self-concerns.

The biggest challenge for teacher educators is how to lead student teachers to face their self-concern, to experience their failures, to learn something from them and to overcome them.

8-2-2. STUDENT TEACHERS' MAIN CONCERNS

Concerns	Student teachers
Fear of the students	A,B,C,D,E
Developing lesson plans (Fear of failures)	A,B,C,D
Competitive environment of attaining social studies teaching position in secondary school	A,B,C,D
Demanding course works	B,C,E
Cynicism expressed by others in relation to becoming a teacher	A
University teachers do not provide fair assessment.	E

COMMON CONFLICTS IDENTIFIED IN THE LITERATURE, ENCOUNTERED BY PRE-SERVICE TEACHERS IN CLASSROOM TEACHING

The key conflicts (Freese, 2008)

- ✘ Conflicts with the realities of teaching: misplaced assumption/idealism
- ✘ Contradictions between beliefs and practice
- ✘ Fear and uncertainty: fear of failure/of what students think of them
- ✘ Classroom management: difficulty relating to disrespectful, disruptive students As the findings are not mentioned this is hard to comprehend

8-2-3. STUDENT A'S CONCERN: CYNICISM RELATED TO HER BEING A TEACHER

Many of those around her, including her academic advisor, seminar classmates, parents, and elder sister, were cynical about her being a teacher

Student A told the university teacher: “Without doing my best, I do not want to give up.” (Junior: February 2008)

To overcome cynicism became the motivation to reflect her practices.

8-2-4. STUDENT A'S CONCERN: FEAR OF THE STUDENTS

Sophomore: June 2006

When she entered the classroom, some students quickly glanced at her and then apparently started to chat about her looks.

Senior: June 2008

(On the last day of her mandatory student teaching) “My students said to me, ‘Your teaching is plain to understand. Please stay with us!’ I sincerely felt I could overcome any conflict [related to being a teacher] for them.”

8-2-5. AN EXAMPLE OF REFLECTIVE PRACTICE OF STUDENT TEACHER A (SENIOR: JUNE 2008)

Action

- ✕ (During a homeroom activity) She tried, but was not able, to speak to students and remained standing silently (while they continued chatting among themselves).

Looking back

She felt an insurmountable wall between the students and her and “could not do anything to students.”

Awareness of essential aspects

She had already been aware that she would have to overcome the fear of the students to become a teacher.

Creating alternative methods of action

To say “hello” to students.

After trial

Her communication with students became active.

8-2-6. STUDENT D' S CONCERN: FEAR OF THE STUDENTS

Senior: June 2009

“During lunch breaks, I never stepped into the class where I just finished my lesson.”

Senior: March 2010

“I have never minded even if students said to me ‘ugly,’ ‘nuisance,’ or ‘stinky.’” (The biggest thing he learned was) “to get used to standing in front of students.”

8-2-7. STUDENT D'S REFLECTION

Senior: July 2009 (Self-Exploring)

“[When I was a high school student,] I felt ‘why such a good for nothing teacher was giving us lessons.’” *He admitted that because of this attitude he was afraid of the students.

Senior: December 2009 (Looking back)

As soon as he started his lesson, he forgot what he was going to say next. He was in panic. He said to the students, “Please wait for five seconds.” A male student started counting, “Five, four, three, two, one...zero!” The classroom was filled with laughter.

9. DEVELOPMENT OF PROFESSIONAL PERCEPTION

Supports from students are especially effective.

All the learning is not necessarily connected to the development of professional beliefs and perception.

Reflection

Action

Failures

Self-exploring

Gaining some learning & sense of self-efficacy

Developing their professional perception

ACKNOWLEDGEMENT

I am really grateful for the five student teachers who have given me many learning opportunities and have cultivated my perception of teacher education.

REFERENCES

- ✖ Dewey, J. (1910, reprinted in 1997). *How we think*. New York, NY: Dover.
- ✖ Freese, A. R. (2008). Transformation through self-study: The voice of preservice teachers. In Kosnik, C., Beck, C., Freese, A. R., & Samaras, A. P. (Eds.), *Making a difference in teacher education through self-study* (pp. 65-79). London: Springer.
- ✖ Huang, H. J. (2001). Professional development through reflection: A study of pre-service teachers' reflective practice. Retrieved July 26th, 2010, from *International Electronic Journal for Leadership in Learning* 5, <http://www.ucalgary.ca/iejll/huang>
- ✖ Korthagen, F. A. J. (1985). Reflective teaching and pre-service teacher education in the Netherlands. *Journal of Teacher Education*, 36(5), 11-15.

REFERENCES

- ✖ Korthagen, F. A. J. (1993). Two modes of reflection. *Teacher & Teacher Education*, 9(3), 317-326.
- ✖ LaBoskey, V. K. (1994). *Development of reflective practice: A study of preservice teachers*. New York, NY: Teachers College, Columbia University.
- ✖ Schön, D. A. (1986). *Educating the reflective practitioner*. San Francisco, CA: Jossey Bass.
- ✖ Smith, M. (2008). *Donald Schon (Schön): learning, reflection and change*. Retrieved December 25, 2008, from <http://www.infed.org/thinkers/et-schon.htm>

THANK YOU ALL!!