

Student Teaching: Preservice Teachers' Perspectives and Experiences

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The purpose of the study was to investigate 94 preservice teachers' perspectives and experiences on student teaching. Data collection methods included journal reflections, focus group discussions, videotapes of teaching, and observation field notes. Data analysis focused on qualitative research methods (Glaser & Strauss, 1967) such as triangulation. The major findings included (a) elements of teaching such as concepts of pedagogy which were addressed in pre-service teachers' discussions, and reflection narratives; (b) interactions between cooperative teachers and the pre-service teachers for which apprenticeship-of-

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observation was used; (c) pre-service teachers' creation of curricular activities derived mainly from cooperative teachers' experiences; (d) pre-service teachers' experiences on shock during apprenticeship of observation period; (e) knowledge of pedagogy; and (f) acts of teaching.

Key words: physical education student teaching, apprenticeship-of-observation, learning domains

Introduction

Student teaching influences preservice teachers' academic values, beliefs, and pedagogical skills (Darden, Scott, Darden, & Westfall, 2001; Koskela & Ganser, 1998). In physical education, student teaching provides preservice teachers with opportunities and experiences to work with administrators, faculty, and students (Chepyator-Thomson & Liu, 2003). They learn pedagogical skills (Ojeme, 1984) and strategies such as lesson planning, content communicating, development of management and disciplinary techniques (Chepyator-Thomson & Liu, 2003). Preservice teachers enter student teaching with some enthusiasm. However, they soon experience technical shock following the observation period, a term created from Habermas's (1972) idea of "technical interest" of knowledge and derived from individual's experiences. During the observation period, a preservice teacher observes a cooperating teacher for two weeks before teaching a whole class solely. The preservice teachers experience praxis shock after teaching a whole class. Kelchtermans and Ballet (2002) coined the term, "praxis shock" to explicate preservice teachers' confrontation with the realities and responsibilities of teaching, where beliefs and ideas about instruction are tested, challenged or confirmed. Shock emerged from observed or experienced conflicts or difficulties during student teaching, which was either self-imposed through beliefs and values or other-imposed through predicaments of teaching.

Theoretical Perspectives

Socialization permits individuals to learn social behavior through mechanisms of training and social patterns (Macdonald, Kirk, & Braiuka, 1999). Socialization into teaching is generally conceived to consist of three phases: (a) recruitment (anticipatory socialization), (b) professional education (preservice socialization), and (c) organizational socialization (entry into the teaching profession) (Dewar, 1989). Scholars in physical education (Lawson 1983a, 1983b; Stroot & Williamson, 1993) have used occupational socialization to describe how preservice teachers are socialized to join the teaching profession.

Recruitment into teaching generally refers to the “process of actively seeking out new members for a group” (Dewar, 1989, p. 40). In the context of this paper, recruitment consists of two parts: those who recruit and the recruits themselves. The recruiters are professionals who seek out new members into the profession—prospective teachers—through visitations, letters of solicitation and workshops. The recruits are thought to use actions, ideas and beliefs (theirs and others) to make the informed decision to join a college’s or a university’s Physical Education Teacher Education (PETE) program. This aspect of recruitment is the first part of socialization, with the professionals in physical education calling it “anticipatory socialization” (Dewar, 1989, p. 43). Upon entry into a PETE program, the recruits, now called “preservice teachers,” enter the second stage of socialization to learn the “tools of the trade.” At this stage, prior knowledge of curriculum and pedagogical content knowledge and PETE faculty’s expertise and experiential knowledge in teaching help preservice teachers to learn the necessary skills to enter the third stage called student teaching practice. This stage serves as a bridge to the teaching profession. For this paper, student teaching practice consisted of two major parts: conceptual observation period and practice teaching period. During the conceptual observation period, the preservice teacher learned and anticipated teaching realities while observing the cooperating teacher. It is at the practice teaching

period that the preservice teacher was involved in actions of teaching. While previous studies examined ways preservice teachers monitor student learning (Hastie, 1994), curb students' misbehavior (Boyce, 1997), address gymnasium obstacles to teaching (Rikard & Knight, 1997), perceive successful and unsuccessful teaching (Placek & Dodds, 1988) to emphasize some parts of student teaching, the present study focused specifically on conception observation and practice teaching periods.

During the conception observation and practice teaching periods, Lortie's (1975) apprenticeship-of-observation perspective was used to understand the preservice teachers' experiences because it provides a way to explain preservice teachers' transition from being a student at the university to being "a preservice teacher" in public school. Further it enhances our understanding of ideas about technical and praxis shock as revealed through student teaching. Apprenticeship-of-observation includes both positive and negative aspects of student teaching; the preservice teachers experienced both and learn from them. Along with apprenticeship-of-observation, the learning domains — cognitive, psychomotor and affective — were also used to guide documentation and data analyses (Wall & Murray, 1994). The purpose of the study was to investigate preservice teachers' perspectives and experiences during the conception observation and student teaching practice periods. The intent was to discern how the preservice teachers' professional content knowledge unfolded and how they worked with the cooperating teachers and taught the students in public schools.

Method

In this study, qualitative research methods were used consistently with research questions. Qualitative research methods allowed for the understanding of the development of preservice teachers' pedagogical content skills, relationships, and problems that emerged from student teaching practice. As Shank (2002) pointed out, feedback and observation systems have allowed researchers to have a better understanding of preservice

teachers' socialization into teaching realities. Guba (1990) posited that realities exist in the form of mental constructions... [which are] dependent for their form and content on the persons who hold them". (p. 27)

Participants and Data Collection Procedures

The participants of the study were 94 preservice teachers (31 females and 63 males), who ranged in age between 21 and 23 years, and came from a university in the northeastern part of the United States. Their major requirements had been completed and were then assigned to teach for 50 minutes twice weekly for a 16-week semester at K-12 public schools. The researchers were not responsible for assigning grades to the preservice teachers.

Data collection methods included journal reflections, focused grouping, videotaping and observation field-notes. The preservice teachers wrote their journal reflections daily to document their student teaching experiences. They videotaped one of their best classes at the end of their student teaching for employment purposes. At the completion of student teaching, the researchers randomly put the preservice teachers (names were put into a container and drawn one by one) into focused groups to share their experiences. This documented the preservice teachers' student teaching experiences, which provided "tools of the trade" for future preservice teachers. Descriptive texts derived from observation field-notes of preservice teachers' classes served as data sources.

Reflection questions and focused group instrumentation. Prepared open-ended questions, which guided the students in writing their daily journal reflection entries, served as organizers of preservice teachers' thoughts, knowledge, and experiences during student teaching (for example, describe a critical incident, your reaction, and solution on a weekly basis). Although open-ended questions include biases (Elliot & Ellingworth, 1997; Lynn, 1998), they still provided adequate and useful information for a better understanding of preservice teachers' student teaching experiences. The participants were divided into 10 groups of 7-9 participants for focused

group discussion. The discussions centered on critical incidents generated at the end of the participants' student teaching practice. The preservice teachers selected a lead discussion leader, a note-taker, and a presenter who was to share points discussed at the end of the 25-minute time period. Discussion topics centered on strategies of teaching, student misbehavior, class management, styles of teaching and feedback mechanisms. The preservice teachers were allowed to add other topics not identified above related to student teaching. The focused discussion groups assisted the preservice teachers to organize their thoughts about teaching. Aspects of student teaching recalled included positive and negative incidents, which indicated how curricular and pedagogical content informed of public school physical education teaching or program development.

In video: representations of pre-service teachers' student teaching realities. The researchers analyzed videotapes using an event coding system. This allowed the researchers to view "frozen realities" of teaching and to discover events as they unfolded related to pedagogical content knowledge — pre-service teachers' intended plans and actions for teaching — in physical education learning environments. Although, ideally, the preservice teachers' intellectual interactions with professors and acquired textbook knowledge along with knowledge gained from involvement in public school environments came together supposedly in the preservice teachers' actions in the gymnasium, there are biases in videotaping. First, videotaping captures certain landscape of the gymnasium environment thereby only presents some aspects of teaching; and second, it is limited to the video-taper's point of view, which is in this case, the person the preservice teacher selected to do the videotaping.

Data Analysis and Trustworthiness

Constant comparison method (Glaser & Strauss, 1967; Merriam, 1998) was used to analyze the data to discover emergent themes. Aspects of teaching contained in the reflection journals were compared and categorized to discover preservice teacher's "apprenticeship-of-observation" during

“conception period” and “practice teaching” periods of student teaching. The conception period refers to the time that a preservice teacher observed the cooperating teacher and the practice period is the time that the preservice teacher was teaching. Focused group’s data were compared to determine emergent categories and subsequently, themes that unified the categories. Video analysis focused on events that unfolded in the gymnasium as the preservice teacher organized students for instruction, taught and interacted with them in the course of the lesson.

Triangulation (Goetz & LeCompte, 1984; Patton, 2002) was used to establish data trustworthiness. Three data collection techniques allowed researchers to achieve consistency in understanding school realities (Patton, 2002). The researchers analyzed individual journal reflections, group discussions and videotapes to discover categories and themes. Also multiple analytical frameworks — phases of socialization, video analysis approach and learning domains — were used to further examine the data to better understand student teaching. Data analysis started with identification of categories followed by within and between levels.

Findings

The preservice teachers’ student teaching experiences were examined through individual journal reflections, focused group discussions and videotapes. The analyses yielded perspectives subsumed under several themes: elements of teaching, preservice-cooperating teachers’ interactions related to pedagogy, knowledge of pedagogy, acts of teaching, and use of Lortie’s 1975 Apprenticeship of observation viewpoints.

Elements of Teaching

Using constant comparison analytical method, fifteen elements of teaching emerged from the findings of the study, which included discipline, use of students’ names, behavior management, verbal cues/non-verbal teaching, class management, use of space, lesson planning, students’ use of medication,

use of key words, organization of students, gender teaching/language use, utilization of regular routines, student assessment/evaluation, use of warm-up, and preservice and cooperating teachers' conversational discourse all derived from reflection journals, focused discussion groups and video analysis. These fifteen elements of teaching, which were derived from triangulation of the data, came under four sub-themes: (1) pedagogy (80%), (2) facility (7%), (3) medication (6%), and (4) cooperating teacher-preservice teachers' interactions (7%). While pedagogy centered on acts of teaching, facility concerned places of teaching, medication targeted students that took medicines, and interactions with cooperating teaching completed the list.

The preservice teachers focused on pedagogy concepts (80%) such as management, lesson plans and class organization. These concepts were related to preservice teachers' professional preparation knowledge. For example, one preservice teacher thought and executed actions related to class behavior, management, and organization during student teaching (see the journal reflection entry below).

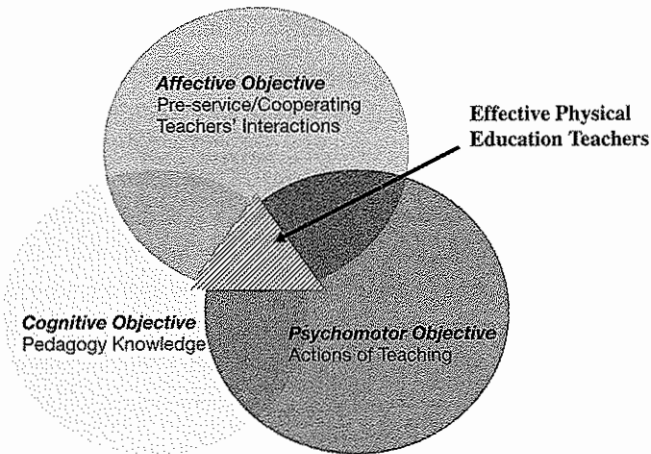
Today I taught a kindergarten class on a lesson of parachute play. ...One [student], specifically Anthony, kept disobeying the rules and not listening to directions. Anthony was asked not to crawl under the parachute unless told ...but he persisted.... My reaction at first was to try and understand Anthony's actions since it was his first time with a parachute. Then, I started to think that other kids might follow his doings and someone may get hurt. Also I thought about how disruptive the class would get. I wanted as much activity time as possible. Therefore, I had no other choice but to sit Anthony out. I put him on the side of the gym for about 5 minutes. Then I asked him if he was ready to follow directions and he said yes. So he came back to the circle to join the group. They learned the rules somehow. (Mary's reflection journal)

In Mary's descriptive reflection journal, her knowledge reflected her professional development of pedagogy concepts in her thinking that students somehow could learn class rules during her student teaching.

Elements of Teaching as Seen Through the Learning Domains

Elements of teaching derived from data contained in reflection journals, focused group discussions, and videotapes. These elements were examined from the framework of learning domains—*affective*, *cognitive*, and *psychomotor*—and three major areas associated with previous four sub-themes emerged (see Figure 1). In the context of the learning domains, three areas were evident: (a) interactions, (b) pedagogical content knowledge, and (c) actions of teaching (see Figure 1).

Figure 1 Use of Learning Domains in Student Teaching Practice



Preservice-Cooperating Teachers' Interactions Related to Pedagogy

The interactions related to pedagogy between preservice and cooperating teachers were in reflection journals. For example in individual journal reflection entries, many preservice teachers referred to cooperating teachers, who helped them not only to solve problems but also to familiarize them with teaching contexts, including whole school environments. In addition, cooperating teachers helped preservice teachers to learn about students' personalities and behaviors. Preservice teachers acquired skills of pedagogy as indicated in Bills' journal reflection entries. Bill described an incident in which he was having difficulty teaching a badminton lesson:

The students were not grasping the badminton skills. I explained [and] demonstrated the skills [and] then I let the students try the skills. I could see that it was not just one class, but all classes were having difficulty. These signaled to me that maybe “I” was doing something wrong. I went to Ms. Freeman (cooperating teacher) for advice. I also looked at my resources again. Ms. Freeman advised me that I needed to break the skills down more. With this in mind, I changed the next lesson plan accordingly. I was amazed at the improvement the students made. I spent more time with specific cues like footwork, where the racket and birdie were in relation to the body. The students performed the serve with so much more success than before. (Bill’s reflection journal)

Similarly, Maria, another preservice teacher, learned from cooperating teacher’s knowledge and experiences as indicated in the journal reflection entries below.

There was an incident where I was at fault. During my explanation and demonstration of the correct push-up position, I said that there were also “girl” push-ups. My cooperating teacher later told me that that was inappropriate. I could see my teacher’s point that in today’s day and age, we must be careful to avoid all stereotypes, especially when dealing with young children. I vowed to myself to think about everything I say before I demonstrate something to the class. Even though we do not mean to be stereotypical when speaking, it often offends someone. (Maria’s reflection journal)

Although these two preservice teachers experienced two different teaching experiences, they learned the roles of cooperating teachers whom they referred to during student teaching. Further, the preservice teachers learned about the school system-wide rules and regulations. For example, Jean learned about the school system and also experienced it through her cooperating teacher’s actions. She stated that:

The administration [at the school] employs a system of accountability [where] students in 6th, 7th, and 8th grades [were] assigned ... a planning teacher. Ms. Mary, my cooperating teacher, had 10 students who made up her planning group. These students comprised of 6th, 7th, and 8th graders. The 7th and 8th grade students had come through middle school with Mary as their planning

teacher. Their graduation to high school left room for new 6th grade planning students for Mary the following year. I was impressed with the system — the way Ms. Mary ran her group. Planning teachers met with their students two times a day. The first time was a half period before lunch. The second time was at the end of the day. These students reported any problems or concerns they had directly to their planning teacher, who in turn followed up on these concerns. The planning teacher developed a rapport with the student's caregivers at the beginning of the year. The students were provided with daily schedules that they carried from class to class during the school day. If they experienced trouble, or were to stay after school for any of their teachers, it showed up on the schedule at the end of the day. The planning teacher was responsible for following through on student expectations. My cooperating teacher took this responsibility very seriously. (Jean's reflection journal)

As Jean described in her journal reflection entry, she learned about a physical education teacher's accountability mechanisms in the process of running the school system through her cooperating teacher's actions.

In reference to the teachers' networking in school, one preservice teacher expressed that he learned to build good relationships with the school's personnel from his cooperating teacher:

The P. E. staff gave the secretaries a luncheon for Secretaries day. I thought it was a great idea. While the secretaries were at lunch, I monitored the main office with another P. E. instructor [and] we had a great time, as did the secretaries. As my master teacher said, "The secretaries will treat us like well now." Any favor we needed they were sure to help us and they did. (Mike's reflection journal)

In addition the preservice teachers learned about students' characteristics and backgrounds through their cooperating teacher's information or knowledge as indicated below:

A girl doing tumbling asked me to spot her for a handstand. She kicked over into a bridge and then a minute later claimed that she injured her leg. I told her to stretch out her leg. I was very concerned that maybe I didn't spot her good enough. I spoke to the master teacher and it seemed that this student constantly looks for some attention and always seemed injured. (Jared's reflection journal)

The preservice teachers' and cooperating teachers' interactions dominated journal reflection entries, which showed cooperating teachers to be mediators of pedagogical knowledge as exhibited in preservice teachers knowledge about socio-cultural realities in schools.

Although there were positive recollections about interactions with the cooperating teachers, there were also some negative aspects. Cooperating teachers not only served as mentors to guide preservice teachers to be familiar with school environments but also as mediators to help them connect their knowledge and teaching skills to socio-cultural realities in schools. But on the contrary, when a cooperating teacher was not available for the preservice teacher, he/she experienced "shock" directly from his/her student teaching. For example, Andy reported such a shock in his reflection journal entries:

Today was the first day that I had to teach all of the classes. I was starting a volleyball unit with grade 2-5. I was mad at my master teacher for "throwing me in the water to drink or swim." I wanted her to help me step by step. What could I do about it? We were not communicating well. (Andy's reflection journal)

In Andy's report, the role of cooperating teacher was to serve as an influential person during preservice teacher's teaching practices. However, when a cooperating teacher was not available for the student teacher, it seemed that the preservice teacher was caught in a dilemma about teaching students.

Knowledge of Pedagogy

The preservice teachers provided knowledge of pedagogy for future use during focused group discussions on the topic of teaching and coaching. The group discussions produced the following concepts: (a) management (class and time management); (b) discipline (individual, class, and behavior management); (c) communication (teacher-student relationship, verbal/non-verbal cues, keyword usage, and student names); and (d) lesson plan organization (warm-up, student organizing, regular routine, and assessment and evaluation).

The analysis of the journal narratives confirmed or contradicted the knowledge of pedagogy that emerged from the conversational discourse above. As evident from group discussion narratives, the preservice teachers thought that they should “try everything [because] you never know what will work until you try it” (Group A) and to “be as creative as you can” (Group C), and similarly, in one of this group’s members, Andy, mentioned one incident in his reflection journal entries that confirmed this.

I had new kids today for the volleyball unit. It was interesting to try the same lessons that I did the day before and I was able to see what worked and what didn’t. I wanted to change the lesson so that I had new ideas for things that did not work. I tried to keep the lessons somewhat the same [so] that I could see what really worked and what didn’t. Then, wrote down how it worked. (Andy’s reflection journal)

From both group discussions and the journal narratives, the preservice teachers presented the idea of trying new lessons and learned to modify and create a suitable lesson based on the new lesson for the students in their physical education classes. This was revealed through a preservice teacher’s teaching actions embedded in the narrative below:

Set guidelines and express why and how students will participate in class... for student behavior and [to] expect all students to stay within those guidelines. I don’t change for any student and this way, they [students] know exactly what to expect from me [the preservice teacher Group 3]. Class procedures and behavioral rules [should be] clearly stated at the start of the lesson [the preservice teacher, Group 2]... Set the standards by which to expect students to conform to and expect no less from them. Set class policies and stick to them. (Focused Group Discussion Statements)

In these focused group discussion statements, it seemed that the preservice teachers endorsed the important concept of discipline, including individual, class and behavior management.

In a different narrative and in reference to knowledge of pedagogy connected to planning lessons, a student’s journal entry provided the following perspective:

My master teacher told me that I needed to move my lesson ahead because the students were getting bored with what we were doing. I felt that the students needed to work on the fundamentals more than they might have been used to. I changed my lesson to appease my master teacher but I still felt that the students still needed to work on their skills. (Andy's reflection journal)

In Andy's narrative above, a difference between what he learned and thought and what his master teacher taught him with regard to his lesson plan is explained. "Cooperating teachers helped [them] to modify lessons to address children's skill levels and to better relate to [students] in class instructions" (Discussion Group D). Furthermore the preservice teachers addressed issues of communication connected to behavior; for example, it was expressed that: "[the preservice teacher was] not the students' friends at the same time not [their] enemy"(Group A). A member of Group A, Jimmy, described an incident in his reflection journal as follows:

During my first week I had a student get in my face and act like he wanted to fight. Inside I was ready to defend myself, but I acted in a passive manner visually and verbally. I acted very passively. Then he acted calm and was just joking around. He never meant anything, but I was never aware of it. It was a good thing I remained calm however or things may have escalated. (Jimmy's reflection journal)

Discussion groups A and D, including Jimmy's description above provide a clear concept of teacher-student communication during a preservice teacher's delivery of a physical education lesson. Hence, the development of communication skills not only helped preservice teachers to manage their classes properly but also to understand needs of their students.

In discussion Group D, it was indicated that in elementary schools, discipline such as "students [being] accountable for actions" was a major concern that a preservice teacher needs to be aware. As compared with one of the members' journal reflection entries, Russell reported that:

On Friday, my only 3rd grade class came in very unruly and disorderly. I sat them down and told them if they did not manage themselves immediately, I would sit them down for 10 minutes. They did not obey my instructions and

therefore sat for a full ten minutes. I could not understand why they continued to be disruptive, but there was no way I would continue to teach under the circumstances. I explained to them that I did not like doing that any more than they liked sitting through this. I mentioned that the next time they come into class I expected a major behavior change. (Russell's reflection journal)

The concept of discipline corresponded to Russell's and Group D's reports that preservice teachers need to provide proper disciplinary actions in order to have their students follow the rules in their physical education classes.

In regard to class management, preservice teachers were aware of multiplicity of tasks in teaching individual students about movements in physical activities. For example, in a gymnastic class, the following scenario occurred in the gymnasium and was discussed in journal reflection journals: Group H suggested that "spotting in gymnastics, appropriate versus inappropriate," was one of the management issues that need to be considered. Similarly, Steve from Group H described the concern with regard to class management in his reflection journal entries:

Spotting a 6th grader as he performed the vault. The first time he went over looked good, but his legs were not straight. I asked him to perform again watching his performance. I forgot I was the spotter. His legs chipped the horse and he fell. He was not injured though. I could not believe how absent-minded I was. I was concentrating on the form and not the safety... There were no further incidents, but the boy was nervous. Kept focused on my task as to that of spotter. For future testing I will be conscious of both roles. (Steve's reflection journal)

Apparently, physical education teachers and preservice teachers learned to play not only one role but also several roles in physical education environment. For example, they played such roles as being a physical education teacher, being a good friend of their students, being a class supervisor and being a student.

Acts of Teaching

The preservice teachers used effective teaching skills observed mostly from participants' videotapes. Each preservice teacher was asked to tape one of

his/her best lessons during his/her student teaching and to submit it to the researchers at the end of student teaching period. The researchers reviewed these participants' videotapes, and then coded them into several major themes. The researchers found the preservice teachers to follow a similar model of lesson delivery method—warm-up, class instruction (class management, discipline, and communication) and review in the videotapes. This model of lesson organization was related to previous perspective of knowledge of pedagogy associated with lesson plan formats and class instructions, which were associated with skills of management, discipline, and communication. In this observation, the preservice teachers applied and performed effective skills of instruction during their student teaching practice.

However, despite the fact that the videos showed the preservice teachers to perform teaching practices professionally, they appeared to assume the roles of managers that only “passed” content to their preschool–12 grade students. Even though they did develop and tried to apply an excellent model of a lesson plan procedure and appeared to convey a model of effective teaching, they appeared to ignore and misunderstand the concept of “lesson objectives.” In the videotapes, the preservice teachers followed a mechanical implementation of content and appeared to lack means of expression. Even though these videotapes, for the most part, presented a formal model of effective teaching during their student teaching practice, some lesson objectives used appeared to lack elements of effective teaching.

An observational field note by one of the researchers explained such an issue from the perspective of lesson plan organization: warm-up, class instruction (class management, discipline, and communication) and review. Alan provided a good example in his teaching videotape:

Alan taught a dribbling lesson to third/fourth grade students. The students were screaming and running in the gym. Meanwhile, Alan seemed to say something to the students in order to keep them safe. [Observer comment (OC): Alan was not showing up in the screen. It seemed to me that he dismissed the students and had them throw balls to someone. I guessed this was his warm-up session before the lesson started.] (Alan's videotape)

One section of observer's field notes shown above, Alan had his students throw and pass balls with their partner during their warm-up section. Moreover, it seemed that Alan did not manage his class well because he allowed his students to run around in the gym and screaming around during the class.

Alan continued to deliver his instruction to his students. The description in the second part of Alan's videotape follows:

Three minutes later, Alan blew a whistle and had his students return the balls and had them sit down in front of him. He put the ball bag inside and grasped a yellow rubber football. He held the yellow rubber football and raised it in front of his students. He said: "football." Some of his students repeated his phrase "football." At the same time, one lady stood beside him and helped him to translate the phrase to sign language. [OC: some of the students might have hearing impairment in this class.] Alan continued to say: "not...not major dribbling, right?" Students: "yes!" Alan responded: "wrong! We're gonna be dribbling today." [OC: the students seemed to get shocked by his response.] He said: "this is pretty hard-hard for me, hard for yourself, probably hard for Mr. Michael Jordan—but everyone can do this practice. I want you to try it. I don't want you to say "it's hard. It's hard." I know it's hard. That's why we're doing it. We're trying to challenge you. Why it's important...the skill such as the dribbling in basketball?" Some of the students raised their hands and Alan pointed one student and asked his/her answer. Alan repeated a phrase: "control. What else?" He moved his hand with the yellow rubber football around and waited for another answer. One student said "weight." Alan repeated his phrase "weight" and asked other students: "what is the weight for?" [OC: Alan seemed to be very excited about the student's answer "weight" and tried to challenge the students to think deeper about the skill of dribbling.] Alan said "sort of, sort of. How about you [having to strike] the weight [across] the ball and you will feel your hand on the ball. Right? Is it important?" Students said: "yup." He continued: "because when you put too much weight on one side of ball, what happens? Goes the other way. Okay? That's one way to do it. [OC: Alan also demonstrated the way to dribble the football at the same time when he talked to them.] (Alan's videotape).

In this part of instruction, Alan seemed to deliver the knowledge of dribbling in different ways to dribble [activities] such as football and basketball

dribbling. He tried to inspire his students to think about the dribbling movement. Yet, Alan did not select proper equipment or football to teach his students dribbling skills. After Alan's verbal instruction, he asked his students to perform the skill of football dribbling around the gym:

He asked the first line of students to get the footballs. After the students got the balls, he asked them to hold the balls and be quiet listening to his instruction. He was silent for a while and got all of the students' attentions [OC: discipline and class management]. Alan explained the rules for the activity. He asked first group's students to dribble the football for 30 seconds. When they heard the whistle, they needed to hand the football to next group's students, and then would sit down at the end of line. [OC: class management]. He spent four minutes in this football dribbling activity. [OC: During the four-minute football instruction, the students were in chaos because they couldn't dribble the football around the gym, and they seemed got confused about his instruction of football dribbling.] (Alan's videotape)

From the observer comments, the students could not complete the task of dribbling football around the gym. Since the students were in chaos, Alan gave a proper class management; he taught his students class rules and had them dribble football one by one instead. In the following section of Alan's teaching, he seemed to teach them ideas of "practice" and "concentration":

Alan asked the students to sit down in front of him again and listen to his instruction. He said: "we're dribbling the football, guys, some of you think it's practice or ...?" Student and Alan said at the same time: "practice." Alan continued: "exactly, pretty much everything that you do is practice, especially dribbling in the football... There is no any other better thing to do, dribble tennis ball, dribble football, and dribble basketball... Weight on the ball. Sure, you're still trying to concentrate on several different things, running, jumping, dribbling the basketball at the same time. That's pretty hard... I am not expecting you to dribble behind your back and do all that stuff... I would say everyone of you in this class got better in these two weeks. Anyone felt that way? [OC: student kept silent] What I'll like you to do is to do what I say. Not ready yet. Pick two people that you worked yesterday. Not yet! Not yet, not yet. You're with two other people to make three. You're gonna go out quietly and sit in the floor wall. While these two games are going on, you have to keep your feet off

the floor...[OC: Alan tried to address the issue of safety before he moved to next activity.]” Alan dismissed the students and moved to another activity—three on three basketball games—for 15 minutes.[OC: I think this activity was his major event. He spent four minutes to explain the relationship between “dribbling” and “practice”. After that, he asked the students to play three on three basketball games for the rest of time in class.] (Alan’s videotape)

In the teaching episode above, Alan seemed to teach his students to understand the relationship between “dribbling” and “practice” in his lesson. However, one question might emerge from his instruction: did Alan mean to apply this idea to football’s dribbling? If someone concentrated on and practiced hard in dribbling football, would he/she be able to perform the skill? Alan did not notice that his role of being a teacher did not simply mean to be a content deliverer to pass around content knowledge to his students, but to deliver the correct skills and knowledge to them effectively in order to accomplish the final concept of his lesson objectives. In Alan’s closure, he prepared to review what he taught in that day’s physical education class: the importance of teamwork.

Fifteen minutes later, Alan asked the students to put the basketballs into the ball bag and then came to sit down in front of him. He began with: “you guys were great today. I was my (one student was saying something. Alan stopped talking and waited for the student to be quiet.) That was my [plus] that’s not like my any class. You guys played. That was great. I saw... I think every team used teammates to pass the ball. That’s what the basketball is about. No one person can do it. Okay? You have to use your teammates. You can dribble and travel. I think you guys were working very hard to do that... Good job today. A few seconds later Alan asked the students to line up in front of the exit door. [OC: I think this was Alan’s review session.] (Alan’s videotape)

Again, Alan seemed to follow a mechanical implementation of content and appeared to lack means of expression when he taught his lesson. Most of the time, the students appeared confused about what they were taught to do; they also had no idea about “practices”, “dribbling” and “teamwork.”

Use of Lortie's 1975 Apprenticeship of Observation View

Through the apprenticeship-of-observation viewpoint, the preservice teachers were not only aware of the importance of pedagogical knowledge and related actions but they also learned from the cooperative teachers. The idea of "apprenticeship-of-observation" focused on interactions between preservice and cooperating teachers. Although the three phases of socialization process were emphasized, the "apprenticeship-of-observation" from the socialization framework to reality practices was often misunderstood to be a one-way direction in learning—only from cooperative teachers to perspective teachers. For example, many preservice teachers admitted that they learned many skills from their cooperative teachers and maintained a good relationship with them. However, preservice teachers relied heavily on both program instructors' teaching and cooperative teachers' actions to construct their own perspective of physical education in schools. The preservice teachers were slightly aware of the importance of program evaluation and learner assessment and appeared to consider instructors' experiences and textbook knowledge paramount. However, they appeared to ignore other elements or overlooked physical education curriculum, particularly the use of an integrated curriculum design. Apparently, the preservice teachers acquired teaching knowledge from their experiences and from observation of their cooperative teachers.

In summary, four findings maybe concluded from this study. First of all, the preservice teachers emphasized pedagogy: For example, they learned discipline and memorization of student names from preservice teachers' discussions and journal reflections. Second, patterns of interaction between cooperative teachers and the preservice teachers, evident in individuals' journal reflections, influenced the preservice teachers teaching. Indeed, the cooperative teacher played a key role in shaping preservice teachers' "outer growth" such as teaching techniques and gymnasium experience. They tended to apply the knowledge that they learned from their PETE program, such as lesson plan development, positive/negative reinforcement, class management, discipline, and gender responsive actions. Finally, preservice

teachers' theoretical knowledge dominated curriculum activities and teaching methods. They applied understanding of basic elements of curriculum design to their teaching practices. For instance, most self-criticism of preservice teachers was limited to their pedagogical content knowledge (acts of teaching).

Discussion

Student teaching occupies a critical juncture between preservice teachers' PETE program education and reception of professional employment in school institutions. Locke's (1979) plea for improvement of student teaching is of special import as he expressed that to improve student teaching we must understand it, a perspective that drives this study. To understand the processes of socialization, O'Bryant, O'Sullivan, and Raudensky's (2000) point of view is important: "individuals [are]... active agents in determining their behaviors and destiny. [And] teachers play an active role in the formulation of their beliefs, attitudes and behaviors toward teaching" (p. 178). As such, the process of socialization into teaching physical education could be understood to consist of a series of steps: (a) Recruitment (ideal/anticipatory) socialization; (b) Professional education (knowledge formulation); and (c) organizational socialization (student teaching/entry into work) that enables preservice teachers to face socio-cultural reality in schools. The study focused on professional socialization into teaching, emphasizing conception observation and practice teaching periods, and used multiple lenses — videos, journal reflections to better understand student teaching.

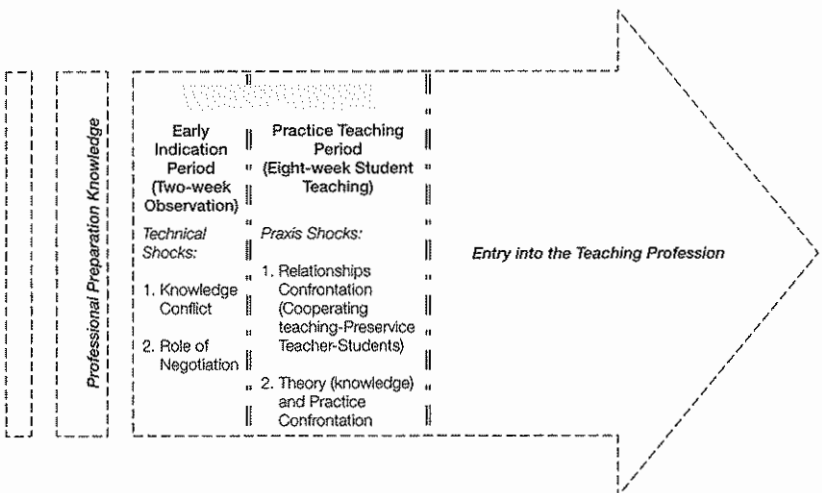
Actions of teaching indicated elements of effective teaching but they also revealed some "hidden" issues rarely discussed. As Wayne (2003) stated, "[t]eaching practice in a way that fosters a critical relation to 'doing' [and] raises specific questions about the nature of practice [student teaching], about how best to integrate the theory [preparation professional knowledge] into student experience [student teaching] in the classroom and about assessing student video practice and reflection on practice" (p. 55). Wayne (2003)

expressed that the function of video making in student practice is to serve as “a creative practice.... [as] it offers much more scope for the creative exploration of the means of expression than the conventions of the written essay (p. 57). This view of video making was considered critical to this study.

The focused group discussions centered on preservice teachers’ knowledge of pedagogy. The preservice teachers expressed acts of teaching for future reform in the gymnasium. For example, a preservice teacher “needs ‘to try everything’ in terms of instructional delivery methods and to be ‘creative’ in the process.” Such an idea appeared to be a fusion of textbook knowledge and teacher preparation experience, as preservice teachers attempted to adopt elements of “effective teaching” (Graham, Holt-Hale, & Parker, 2001).

Emerging from the findings are two types of shock: technical and praxis (see Figure 2) connected to socialization phases. Technical shock occurred during the early induction period and centered on “knowledge conflict” and “role negotiation”. Praxis shock came during practice teaching period and focused on interactions between preservice and cooperating teachers, and

Figure 2 Professional Physical Education Teacher Development Spectrum:



on knowledge and practice conflicts. The preservice teachers experienced shocks that concerned inner beliefs or outer-imposed predicaments of teaching and learning during student teaching.

Prior research studies support shock experiences of preservice teachers (Chepyator-Thomson & Liu, 2000, 2003). When they were exposed to actual teaching in clinical situations, some preservice teachers experienced reality shock for they found the real world to be somewhat different from what they thought: large classes to teach, limited space for teaching and short teaching time (Chepyator-Thomson & Liu, 2003). The present study corroborates the idea of shock when the preservice teachers were faced with realities in public schools during the observation period and student teaching practice.

Implications for Teacher Education Programs

Implications for student teaching in teacher preparation programs are that prospective teachers need more time to experience teaching realities in school settings and suggestions for ways to diminish technical and praxis shocks during student teaching period include “the increase of actual teaching opportunities ... [and] the time the preservice teachers observe in schools” (Chepyator-Thomson & Liu, 2003, p. 4). Suggestions are observational opportunities that can be incorporated into foundation, methods and curriculum courses. O’ Sullivan & Tsangaridou (1992) and Curtner-Smith (1996) expressed that the use of early field experiences is considered paramount in the literature. Mawer (1995) explained that student teachers need experience teaching prior to their entry schools otherwise they will have apprehension and anxiety the first day they teach in schools.

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