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Toward a holistic view: analysis of pre-service teachers’ professional vision in field experiences and its implications.

Summary: This study investigated the aspects of learning and teaching that pre-service teachers examined at distinct time periods while taking on different roles. Participants reported on what they noticed from their past learning experiences as students, as well as their current field experiences as student teachers. Their reflective critique was created within loosely structured themes. Results showed that participants mainly focused on the “teacher” factor while their attention to the “student” factor was weak. In addition, the participants tended to avoid making critical reflections when they were in the field compared to their reflections on previous learning experiences. It would be appropriate to consider more structured observation/reflection activities to support pre-service teachers’ development of the full range of teaching/learning mathematics.

Classification: C29 C39 D49

Keywords: pre-service teachers; teacher knowledge; noticing; instructional activities; instructional practices; reflection