

Students' Satisfaction with Teaching Practice during Pre-service Teacher Education

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Abstract

Practical teacher training has gained even greater importance in undergraduate teacher education programs since the reform of the curriculum based on the Bologna Process, even though practical teacher training has been historically strongly incorporated into these programs in Slovenia in a somewhat fragmentary manner. To gain insight into the quality and integrity of practical teacher training from the students' perspective research on students' perception about practical teacher training was conducted. This paper presents the results of the research on student satisfaction with practical teacher training including the analysis of the possible changes required. The paper also presents the differences between certain teacher practice forms - preformed in the process of practical teacher training and the differences among several aspects concerning teaching practice at the faculty and at the school level. Based on the analyses of the acquired data the segments that are prospective for defragmenting the faculty and school mentors' efforts for improvement of teaching practice are outlined.

Key words: *forms of teaching practice; integration; mentors; study programs.*

Introduction

The aim of teacher training is to prepare students for efficient, quality teaching, which raises the question about the most effective approaches for achieving this.

One such approach is the introduction of extended opportunities for student interaction with a teacher with strong instructional skills, who can provide accurate feedback to student teachers, and who can model how to establish positive relationships with students (Hill & Brodin, 2004), e.g. the introduction of applied

teaching practice during practical teacher training as an important component of initial teacher education.

Practical teacher training has gained even greater importance in undergraduate teacher education programs since the curricular reform based on the Bologna Process, even though practical teacher training has been historically strongly incorporated into these programs in Slovenia in a somewhat fragmentary manner.

The White Paper on Education in the Republic of Slovenia (2011) highlights practical teaching training as an important factor in the initial training of future professionals in education. Such training can take various forms: observation practice, where the student observes the mentor in class; integrated practice, where the student cooperates with the mentor in pedagogical work; or block teaching practice, where the student works independently over a longer period of time under the supervision and with the assistance of his teacher mentor.

Various international (Caires, Almeida, & Vieira, 2012; Ingersoll, Merrill, & May, 2012; Gruber, 2010; Postareff, Lindblom-Ylänne, & Nevgi, 2007; Korthagen, 2004) and Slovenian authors (Čagran, Cvetek, & Otič, 2006, 2007; Jurišević & Pavliha, 2006; Kalin & Šteh, 2006; Cvetek, 2002, 2006; Jurišević, 2000; Valenčič Zuljan, 2000) have found practical teacher training an important component of undergraduate studies. According to Cvetek (2006), teaching practice allows students to acquire practical pedagogical experience and skills, to connect the theoretical and practical aspects of teaching and pedagogical work and to foster their professional knowledge. Practical teacher training is thus an element that connects theoretical concepts with practical work. One of the recent studies (Ingersoll, Merrill, & May, 2012) also highlights the significance of practical training and shows that teachers who undergo more practical training before they start teaching are less likely to quit their profession after the first year of teaching. However, in spite of such evidence about the advantages of teaching practice, several studies (White Paper..., 2011; Ucgun, 2011; Malik & Ajmal, 2010; Smith, 2010; Čagran, Cvetek, & Otič, 2007; Cvetek, 2002;) also point out divergent views of the importance of teaching practice, and in particular the desire of students, teachers, mentors and university professors to increase the proportion of practical teacher training in undergraduate studies and improve cooperation among everyone involved in practical training.

In practical teacher training, students are expected to develop various competences: learn how to plan, implement and evaluate the teaching process; how to familiarize themselves with work at school; how to communicate with students, parents and colleagues; how to manage the class and maintain their own professional development. In order to develop these and other competences, teaching practice has to be well prepared and implemented. This is why, according to Valenčič Zuljan et al. (2007, p. 35), schools and universities should cooperate, and teaching practice mentors should be prepared accordingly for this responsible pedagogical role. Teaching practice mentors play an important role in the development of relationships and in

students' acquisition of experience. The latter often depends on the mentor's attitude to teaching, their own experience and their learning ability. J. Herzog (2013, p. 12), who in her dissertation summarizes many studies about the role of mentorship in the teaching process, highlights the importance of good cooperation between mentor and student. It is important that the mentor teaches the student how to plan and teach classes, manage time and select topics. In the course of practical training, the student should learn how to plan pedagogical work, select appropriate teaching strategies, deal with various problem situations, teach, manage time and the class and use his or her knowledge of the subject-matter. The student can learn how to teach by observing the mentor and following his/her model; if appropriate feedback is provided at the same time, this can increase the student's self-confidence. However, mentorship does not only mean passing knowledge and experience from an experienced teacher-mentor to the student, but also refers to a dynamic, mutual relationship between them in a work environment that facilitates professional development of both parties (Healy & Welchert, 1990). Mentorship offers an opportunity for mentors to encourage younger colleagues to be cooperative and to reflect on their work. For this reason, it is important that a professional relationship develops between mentor and student; that mentors find mentoring challenging and that students be satisfied with their practical teacher training. It is equally important that they have a positive attitude towards the opportunities that such a relationship provides for their own professional development.

The following is a presentation of teaching practice in the study programmes at the Faculty of Education, University of Maribor. An analysis of study programmes (Akreditacije študijskih programov [Study Programme Accreditation], 2014) showed that practical teacher training is a mandatory course in the following first cycle study programmes: Music Arts, Fine Arts, Elementary Education, Preschool Education and Sports Coaching. The number of ECTS points for teaching practice depends on the individual study programme and takes different forms.

Practical teacher training in the Elementary Education first-cycle study programme comprises 25 ECTS points or 10.4% of the entire study programme. It takes the form of observation practice, integrated, guided, and block teaching practice. Student observes classes, familiarizes him/herself with the various roles of the teacher and with school documentation, analyses classes, participates in various activities at school, prepares classes with the mentor and then teaches practice classes. Teaching practice in the Fine Arts and Music Arts first-cycle study programmes comprises 9 ECTS or 3.75% of the entire programme. It takes the form of observation practice (3 ECTS) within the foundational pedagogy-psychology courses (pedagogy, didactics and psychology), and as block teaching practice is equivalent to 6 ECTS. In observation practice, students observe the educational process in schools and other institutions and integrate their basic pedagogical-psychological, music or fine arts knowledge with practical experience. Block teaching practice in Fine Arts takes place in primary or secondary

schools; in Music Arts, owing to the specific features of teaching music, it is organized in primary, secondary and lower-level music schools. Students prepare for a practice class and teach it under the supervision of their mentor. The Preschool Education higher vocational study programme includes teaching practice for each of its three years. Teaching practice comprises 22 ECTS or 12.2% of the entire programme. It takes the form of integrated and block teaching practice. Integrated practice takes place each year and comprises 10 ECTS. Students spend one day a week at a preschool or in the first grade of basic school and perform a range of assignments: they observe various aspects of teaching, prepare analyses and familiarize themselves with different institutions peripheral to preschools. Block teaching practice takes place in the second and third years of study, amounting to 12 ECTS. In the second year, block teaching practice lasts two weeks and takes place in a preschool; in the third year, it lasts four weeks, three of which are in a preschool and one week in the first year of elementary school. The Preschool Education study programme includes teaching practice in the first year of elementary school because the Elementary School Act (1996, Article 1) obliges preschool educators to teach in the first year of elementary school in tandem with an elementary teacher. Teaching practice in the Sports Coaching higher vocational study programme comprises 12 ECTS or 6.7% of the entire programme. Teaching practice takes place in sports clubs in the selected sports disciplines. With the assistance of the mentor and the course chair of the selected sports discipline, the student plans his/her work and implements it.

Teaching practice is also an obligatory component of all second-cycle study programmes at the Faculty of Education, University of Maribor: Early Learning and Teaching; Elementary Education; Fine Arts, Music Arts; and Inclusion in Education. It takes different forms: in the form of integrated practice, block teaching practice and practice classes. The proportion of teaching practice also varies from 6 to 15 ECTS and depends on the length of a study programme (one-year or two-year programmes), the amount of teaching practice in first-cycle study programmes and the specific features of the work for which the student seeks qualification. The total amount of teaching practice for first- and second-cycle students ranges from 15 to 31 ECTS, which is in line with the Criteria for the Accreditation of Study Programmes for Teacher Training (2011), according to which teaching practice comprises a minimum of 15 ECTS.

Other countries have a comparable amount of practical teacher training in similar study programmes. It can range from a few percent: e.g., in the integrated MA study programme for elementary school teachers at the University of Zagreb, teaching practice comprises 3.6% of the study programme; however, it can also comprise more, as is the case in Hungary, where teaching practice for elementary teachers represents 15-20% of the study programme. The difference in the amount of teaching practice also depends on whether the student is studying to become an elementary or a subject teacher. By law, elementary teachers receive more teaching practice than subject teachers (White Paper..., 2011).

Research Question

The empirical research focused on the teaching practice of the students at the Faculty of Education, University of Maribor. The research design was based on the theoretical knowledge about the importance of practical teacher training and on the previously conducted studies.

An analysis of student satisfaction with different aspects of teacher training practice that takes place in different forms of teaching practice as part of their study programme was carried out.

The focus of the analysis of student satisfaction was on:

- aspects of teaching practice concerning the realization at the faculty level,
- aspects of teaching practice concerning the realization at school or in other institutions,
- the relationship between students' satisfaction with teaching practice at the level of faculty and at the level of schools/institutions.

Method

The study was designed with the aim of gaining insight into students' evaluations regarding organisational and realization aspects of the four forms of teaching practice. Every form of teaching practice is dealt with at both the faculty itself and at a later time at the dedicated institution, such as elementary school, upper secondary school, preschool and such.

The responses from 210 students participating in teaching practice courses in the academic year 2013/14 were acquired. The sample is representative of students in the study programmes of Preschool education, Elementary education, Fine arts and Music arts of the Faculty of Education at the University of Maribor.

Table 1
The sample structure by study programmes

<i>Study programme</i>	<i>N</i>	<i>%</i>
Elementary education	94	44.8%
Preschool education	86	41.0%
Fine arts	16	7.6%
Music arts	14	6.7%
Total	210	100.0

The largest percentage of the sample represents students from the study programmes of Elementary education and Preschool education. On account of the specific nature of the study process, the share of students of Fine arts and Music arts is adequately lower.

Table 2
The sample structure by forms of teaching practice

<i>Forms of teaching practice</i>	<i>N</i>	<i>%</i>
Observation practice	61	21.2%
Integrated practice	89	30.9%
Guided practice	38	13.2%
Block teaching practice	100	34.7%
Total	288	100%

During the programme of study students take part in more than one form of teaching practice, therefore the N of responses (N=288) is larger than the N of the responders (N=210). As the fundamental form of teaching practice the largest portion of responses are represented by block teaching and integrated practice forms. The other two forms are commonly performed at the very beginning of the teacher education process and are consequently represented in lower portions. In the following part of the paper, the results will be presented for each form of teaching practice separately.

Data was acquired by means of an on-line survey in the form of a Likert-type questionnaire. The questionnaire was delivered to the participants immediately after the completion of the particular practical teacher training course. The participants were invited to express their personal level of agreement about each of the presented statements. The levels of agreement were represented by a scale with values from 1 to 5 where value 1 describes total disagreement and value 5 total agreement with a particular statement. The resembling aspects were presented first for evaluating the implementation at the faculty and again for evaluating the implementation at the dedicated educational institution.

The data analysis includes the computation and analysis of each statements' average level of agreement, an analysis of the differences between statements in each particular group of statements. To establish the general difference between particular groups of statements the totals for each pair of groups were computed and analysed. The basic analysis was performed using methods of descriptive statistics. For acquiring the level of differences between groups of statements, selected nonparametric tests were performed.

Results and Discussion

Numerous authors (Fish, 1995; Valenčič Zuljan, 2000; Juriševič, 2000; Javornik Krečič et al., 2007; Marentič Požarnik, 2010) emphasise not only the importance of teaching practice but in more detail also the importance of quality mentorship during the course of teaching practice. Therefore, the views of students were examined regarding their teaching practice at the faculty and at the institution where the teaching practice was actually carried out. As the sample structure implies different educational institutions for implementing the teaching practice (basic schools, upper secondary schools, preschools), the term "institutions" will be used in further explanations.

During the course of their undergraduate study programmes, future teachers first take part in observation practice.

At the faculty level, students are most satisfied with "professors' instructions for implementing the teaching practice" and least satisfied with the "opportunities for choosing the school or another institution". Altogether, the students are still rather satisfied with the segment of observation teaching practice as it is attended to by the faculty. At the level of the institution where the teaching practice is carried out, students are most satisfied with the "support of the mentors at the institution" and

least satisfied with the statement “the mentor was familiar with and introduced me to innovations”. Overall, students are very satisfied with the segment of the observation teaching practice as it is carried out by the school or another institution.

Table 3

Assessment of satisfaction with observation teaching practice at the faculty and at the institution of implementation

<i>at the faculty</i>				<i>at the institution</i>			
aspect	<i>M</i>	<i>SD</i>	\bar{R}	aspect	<i>M</i>	<i>SD</i>	\bar{R}
professors' instructions for implementing the teaching practice	4.22	0.85	4.67	support of the mentors at the institution	4.40	0.94	4.38
professors' feedback	4.16	0.77	4.32	the mentor has developed criteria for the evaluation of my practical training and considered them in the evaluation	4.31	0.87	4.18
form of teaching practice	4.02	1.08	4.28	coordination of organizational aspects regarding practice	4.29	0.76	4.02
coordination of organizational aspects regarding practice	3.93	0.96	4.01	mentors' integration of theory and practice	4.27	0.87	3.92
suitable agenda	3.84	1.22	3.93	mentor teachers' feedback	4.24	0.91	3.90
duration of teaching practice	3.82	1.03	3.66	opportunities for involvement in the school working process	4.22	0.80	3.89
opportunities for choosing the school or another institution	3.42	1.34	3.13	the mentor was familiar with and introduced me to innovations	4.20	0.97	3.72
Total	3.91	0.76		Total	4.27	0.76	

Notes. \bar{R} - mean rank of assessments in particular statement

To assess the significance of the differences between students' satisfaction with different aspects of their teaching practice, Friedman's test as a nonparametric alternative to analysis of variance was used. The results show that the differences between different aspects of students' evaluation were significant at the level of faculty ($\chi^2 = 25.116$; $p = 0.000$). However, the differences were not significant at the level of school or another institution ($\chi^2 = 6.895$; $p = 0.331$).

Also, the Spearman's correlation coefficient was calculated to assess the relationship between students' satisfaction with practice at the level of faculty and at the level of school or other institution. Students' satisfaction with practice at both levels is

significantly positively correlated, the correlation is moderate ($r_s = 0.34$; $p=0.020$).

In the next stage of their programme of study, students are involved in integrated teaching practice, as part of which they occasionally collaborate with a mentor teacher in the implementation of teaching.

Table 4

Assessment of satisfaction with the integrated form of teaching practice at the faculty and at the institution of implementation

<i>at the faculty</i>				<i>at the institution</i>			
aspect	M	SD	\bar{R}	aspect	M	SD	\bar{R}
professors' instructions for implementing the teaching practice	2.94	1.16	3.15	support of the mentors at the institution	3.88	1.26	4.58
professors' feedback	3.14	1.01	3.50	the mentor has developed criteria for the evaluation of my practical training and considered them in the evaluation	3.58	1.21	3.65
form of the teaching practice	3.60	1.06	4.67	coordination of organizational aspects regarding practice	3.57	0.99	3.60
coordination of organizational aspects regarding practice	3.33	1.01	4.08	mentors' integration of theory and practice	3.68	1.18	3.91
suitable agenda	3.50	0.99	4.35	mentor teachers' feedback	3.68	1.30	4.03
duration of teaching practice	3.13	1.20	3.77	opportunities for involvement in the school working process	3.89	1.06	4.48
opportunities for choosing the school or another institution	3.47	1.31	4.48	the mentor was familiar with and introduced me to innovations	3.60	1.32	3.75
Total	3.30	0.72		Total	3.69	1.06	

Notes. \bar{R} - mean rank of assessments in particular statement

At the faculty level, the students report most satisfaction in terms of the “form of the teaching practice”. Since in the previous year they concluded the observation practice and were not actively involved in the pedagogical process, they now probably feel more connected to the occupation they are being educated for. What students are least satisfied with at the faculty level are “professors’ instructions for implementing the teaching practice”. The difference in satisfaction with the same item when considering different types of teaching practice (i.e. observation and integrated practice) indicates that at the faculty more coherence should be adopted when planning for the teaching practice among professors. On average, students report slightly above-average satisfaction with the integrated teaching practice at the faculty level. The Friedman’s test also indicates that there are significant differences between different items of the satisfaction of students with integrated teaching practice at the faculty level ($\chi^2 = 24.932$; $p = 0.000$).

At the level of the institution where teaching practice is carried out, students are most satisfied with “opportunities for involvement in the school working process”, which confirms that students are interested in being actively included in the teaching process during their teaching practice. Least satisfaction at the institution of teaching practice implementation is reported for the item “coordination of the organizational aspects regarding practice”. On average, students report that they are mostly satisfied with different aspects of the integrated teaching practice, however, there are nevertheless some significant differences with their satisfaction with different items regarding the integrated practice at the institution level ($\chi^2 = 25.116$; $p = 0.000$).

Students' evaluation of the aspects of integrated practice at the faculty and evaluation of the practice at the institutions are significantly and positively correlated, the strength of the relationship is moderate ($r_s = 0.47$; $p = 0.000$).

The integrated teaching practice is followed by the guided teaching practice as part of which students collaborate with a mentor teacher in the implementation of teaching.

Table 5

Assessment of satisfaction with the guided teaching practice at the faculty and at the institution of implementation

<i>at the faculty</i> aspect	<i>M</i>	<i>SD</i>	\bar{R}	<i>at the institution</i> aspect	<i>M</i>	<i>SD</i>	\bar{R}
professors' instructions for implementing the teaching practice	3.76	0.90	4.27	support of the mentors at the institution	3.67	0.89	4.17
professors' feedback	3.85	0.83	4.55	the mentor has developed criteria for the evaluation of my practical training and considered them in the evaluation	3.36	0.96	3.21
form of the teaching practice	3.94	0.75	4.76	coordination of organizational aspects regarding practice	3.79	0.65	4.38
coordination of organizational aspects regarding practice	3.73	0.72	4.12	mentors' integration of theory and practice	3.70	0.73	4.12
suitable agenda	3.58	0.97	3.70	mentor teachers' feedback	3.85	0.80	4.55
duration of teaching practice	3.58	1.09	3.97	opportunities for involvement in the school working process	3.55	0.87	3.74
opportunities for choosing the school or another institution	2.97	0.81	2.64	the mentor was familiar with and introduced me to innovations	3.58	0.87	3.83
Total	3.63	0.63		Total	3.64	0.66	

Notes. \bar{R} - mean rank of assessments in particular statement

At the faculty level, students are most satisfied with the form of the teaching practice. As was the case before, students most likely express their enthusiasm with being

actively involved in the teaching process, since they can now implement teaching in collaboration with the mentor teacher. Least satisfaction is reported with the “opportunity for choosing the school or another institution” where they would attend the guided teaching practice. On account of the continuity of the study process and the teaching practice, students are instructed not to switch to another institution of teaching practice if possible and several students therefore feel that their rights for making decisions about their studies are being denied. Regarding the institution of the guided teaching practice students report most satisfaction with “coordination of the organizational aspects regarding practice”. The same item was rated as least satisfactory by students in terms of the integrated teaching practice, however, that could probably also be explained with non-satisfactory instructions for implementing the teaching practice given by professors at the faculty. Students are least satisfied with the item “the mentor has developed criteria for the evaluation of my practical training and considered them in the evaluation”.

The difference between different students' evaluations of different aspects of their guided teaching practice is significant both at the level of the faculty ($\chi^2 = 33.271$; $p = 0.000$) and at the level of institution ($\chi^2 = 17.478$; $p = 0.008$). Overall, students report a similar degree of satisfaction with the guided practice at the faculty level and at the level of the institution where the teaching practice is implemented.

The relationship between students' evaluation of practice at the faculty and at the institutions is positive, the correlation is significant and moderate ($r_s = 0.42$; $p = 0.014$).

Most autonomous students' involvement in the learning process is achieved during the course of integral practice. Therefore, this teaching practice course represents the most complex collection of tasks for all participants, i.e. from students to professors at the faculty and mentor teachers at the institution where the practice is implemented. Gaining insight into evaluations of the most critical aspects is of crucial importance for facilitating smooth and high quality realization of integral practice.

At the faculty level, students are most satisfied with the opportunities for choosing the school or another institution, which is expected since the organizational aspect of the integral practice is very complicated for the schools and students are given the opportunities to choose schools near their homes and are not expected to attend the teaching practice near the faculty as is the case for most of the other forms of teaching practice. The next most satisfying aspects are “form of teaching practice” and “suitable agenda”. All the aspects that the students report to be satisfactory also confirm that they want to be actively involved in the teaching process as part of their education.

The aspect that the students are least satisfied with is “professors' instructions for implementing the teaching practice”, but some concern should also be expressed in relation to students' dissatisfaction with “professors' feedback”. On average, students are rather satisfied with the integral teaching practice regarding the faculty level but there are significant differences between different items of satisfaction ($\chi^2 = 262.712$; $p = 0.000$).

Table 6

Assessment of satisfaction with the integral teaching practice at the faculty and at the institution of implementation

at the faculty aspect	M	SD	\bar{R}	at the institution aspect	M	SD	\bar{R}
professors' instructions for implementing the teaching practice	2.55	1.20	2.29	support of the mentors at the institution	4.78	0.72	4.33
professors' feedback	2.93	1.04	2.85	the mentor has developed criteria for the evaluation of my practical training and considered them in the evaluation	4.65	0.72	3.83
form of the teaching practice	4.24	0.95	5.17	coordination of organizational aspects regarding practice	4.36	0.80	3.02
coordination of organizational aspects regarding practice	3.24	1.19	3.35	mentors' integration of theory and practice	4.70	0.74	3.99
suitable agenda	4.04	1.01	4.69	mentor teachers' feedback	4.81	0.60	4.33
duration of teaching practice	3.42	1.30	3.60	opportunities for involvement in the school working process	4.79	0.63	4.25
opportunities for choosing the school or another institution	4.71	0.74	6.05	the mentor was familiar with and introduced me to innovations	4.79	0.61	4.26
Total	3.59	0.70		Total	4.69	0.59	

Notes. \bar{R} - mean rank of assessments in particular statement

At the level of the institution, students are, on average, very satisfied with the integral teaching practice, which is expected, since they are actively involved in the education process and implement the teaching themselves under the supervision of the mentor teachers. Most satisfaction is reported in relation to the feedback received from mentor teachers, which is very encouraging for further development of a more coherent teaching practice for students. Least satisfaction is reported by students at the institution level with coordination of the organizational aspects regarding practice. This comes as no surprise since some difficulties with organisation are expected because of the complexity of the integral teaching practice being implemented in everyday school life. Friedman's test indicates significant differences between different aspects of evaluation at the level of institution ($\chi^2 = 94.700$; $p = 0.000$).

The relationship between students' evaluation of integral teaching practice at the faculty and at the institution is positive, the correlation is significant and low ($r_s = 0.27$; $p = 0.009$).

Generally, it could be stated that the students are well satisfied with the implementation of the teaching practice and even more so at the actual institution

where the practice is implemented compared to those aspects of the teaching practice that are carried out by the faculty. This could call for revising these particular aspects of teacher training, but most of all it should raise the issue of reconceptualising this aspect of education in terms of developing a partnership between the providers of different segments of teacher education.

Conclusions

Students at the Faculty of Education, University of Maribor, Slovenia, experience the teaching practice from the beginning of their initial teacher education programme and they continue with different types of practical teacher training throughout entire programme and both Bologna stages. Throughout the programme, students also acquire pedagogical, didactical and subject matter knowledge and therefore also indirectly get familiarised with their future profession and the roles and tasks of the teacher and all other courses besides being exposed to teaching practice.

The initial impression based on the presented data seems very straightforward: regarding these data, changes in terms of adaptation of several aspects of the practical teacher training should be introduced, especially at the level of the faculty. Also, the required changes seem very obvious: revision of the instructions for different types of teaching practice and the feedback received from professors. Likewise, at the other end of the continuum changes should also be made at the level of the institutions that implement the teaching practice, including the mentors' design of criteria for evaluating the students' training and mentors' integration of theory and practice.

The data indicates that for all forms of practical teacher training the relationship between students' satisfaction with teaching practice at the level of faculty and the level of schools (institutions, where the teaching practice is implemented) is positive. That implies that students who are more satisfied with the teaching practice at the faculty level are also more satisfied with the teaching practice at the school level. However, there is a substantial difference in the strength of correlation for different forms of teaching practice and the highest is the correlation for integrated teaching practice and the lowest correlation for the integral teaching practice.

The data further confirms that students are interested in being actively involved in the teaching process as part of their teacher education. In general, they are also very satisfied with the teaching practice, which is very encouraging since among the many purposes of the teaching practice, the real-life experience of future teachers is desired because of their future motivation and professional identification.

However, we do believe that more consideration should be given to these results. They represent not only the fragmentation of the study programmes at the Faculty of Education, University of Maribor, but also the fragmentation of the entire teacher education in Slovenia and partly the fragmentation of teacher education worldwide. Since the acquired data has confirmed the fragmentation of this and other segments of the teacher education programme, efforts in terms of defragmentation should be put into practice.

Therefore, the integration of teacher education in Slovenia should be given top priority for achieving the goal of high quality teacher education. Integration should encompass integrating theory and practice included in the study programme both at the faculty and at the school level and also integrating the experience of practical teacher training and developing a professional identity as a teacher at both faculty and school levels. Based on several overviews of international research and discussions with fellow researchers and teacher educators worldwide the same issues could be raised anywhere. Teacher education should be a continuum.

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Zadovoljstvo studenata praksom u nastavi u sklopu studijskog programa za obrazovanje učitelja

Sažetak

Praksa u obrazovanju učitelja dobila je još veću važnost u preddiplomskim programima za obrazovanje učitelja za vrijeme reforme kurikula prema Bolonjskom procesu iako je praktična nastava, doduše fragmentirana, bila vrlo važan dio programa za obrazovanje učitelja u Sloveniji. Kako bismo procijenili kvalitetu i integritet praktične nastave za buduće učitelje iz perspektive studenata, proveli smo istraživanje o percepciji studenata o praktičnoj nastavi. Ovaj rad prikazuje rezultate zadovoljstva studenata praktičnom nastavom, dajući pri tome i analizu mogućih potrebnih promjena. Rad također prikazuje razlike između određenih oblika praktične nastave na razini fakulteta i škole. Na osnovi analiza dobivenih podataka ukazujemo na dijelove koji nagovještavaju defragmentaciju te donosimo nastojanja mentora s fakulteta i iz škola za što kvalitetnijim izvođenjem nastavne prakse.

Ključne riječi: *integracija; mentori; oblici praktične nastave; studijski programi.*