

## Teacher Education: Science or Art?

Mira KARNIELI  
Oranim College of Education

### Abstract

*While being a teacher-educator is a complex task, the mode to train teacher-educators is yet unclear. This question is even more relevant because education colleges thriving for academic accreditation recruit PhDs with no field experience. The present study examines students and faculty perceptions on the strengths and weaknesses of the learning process of student-teachers. Using qualitative research tools we found that developing a professional identity is not seen by most of the discipline-oriented lecturers as part of their role, and they also do not know how to perform it. The results emphasize the importance of an appropriate balance between the theoretical foundation and practical learning in order to provide novice teachers with the mental flexibility enabling them to act correctly and productively in complex situations that arise in the act of teaching. Further, the study offers guidelines for teacher-educators' professional training.*

**Keywords:** *teaching, practice, teacher education, professional development*

In our era, along with knowledge, teacher-educators are expected to impart values and good citizenship, and deal with organizational concerns and classroom management. All these within a school framework whose culture, values and mores, at times, create an aggregate of complex and uncertain situations (Lampert, 2001; Malm, 2009; Spiro, Coulson, Feltovich, & Anderson, 1988; Woods, 1988; Wang et. Al. 2010). Teacher-education needs to be geared towards this complex reality (Malm, 2009). However, how to prepare teacher-educators so they contribute to the establishment of productive learning processes of their student-teachers is yet unclear.

“*I got nothing from college*” is a commonplace response given by student-teachers interviewed in our teacher-education program regarding the quality of education they received. This response led me to examine the influence of the teaching practices of the teacher-educators on the development of a professional and personal identity of these students.

The process and structure of teacher-education training has been discussed in many academic frameworks (Scheeler, et al. 2009; Shulman, 1988, Stone, 1994; Tatto, 1998). There is a consensus that good teachers must possess pedagogical knowledge, as well as, mastery of various disciplines, and have an ability to relate them to one another (Cochran, DeRuiter, King, 1993; Ormrod, Cole, 1996; Shulman 1986). As lecturers and pedagogical guides teaching in Teacher-Education colleges we usually exhibit proficiency in our areas of expertise and in teaching them. However, the most appropriate way to educate

student-teachers to their role as educators is an important, controversial and complex issue (Stone, 1994), requiring a special approach and focused structure in the process of training. The difficulty is compounded in a multi-cultural society like Israel, characterized by a lack of unity with regard to cultural, societal and religious domains all in a high-tech and information rich environment. Even when teachers are provided with a variety of teaching-tools and are conversant in the disciplines they teach, it does not necessarily guarantee their becoming ethical persons\teachers who grasp their role as including responsibility and total concern for the feelings and needs of students, enabling the latter to achieve maximal potential and success in their studies (Hargreaves, 2001; Nodding, 1992).

There are those who contend, myself included, that the traditional approach to teacher- education has little influence on student development. Examining the ways in which novice teachers apply the contents, competencies and skills they learned in pedagogic and didactic lectures and classes at the university\college, indicates that their beliefs and approach were formed and solidified during their formal education years, long before engaging in academic studies (Wideen, Mayer-Smith, Moon, 1998). These perspectives are well entrenched and unlikely to change in the traditional teacher-training framework of the college (Costa, Garmston, 1994; Pajares, 1992; Yost, Sentner, Forlenza-Bailey, 2000). Teaching and learning rely on interactions among people and require a learning environment providing frameworks enabling students to perform what they could not do before the learning occurred (Stone, 1994). In addition, it is customary to expect that student-teacher ability to integrate content and pedagogical knowledge require guidance (Yost, et al., 2000).

In the past two decades in Israel, the academic level for student-teachers in the colleges has been upgraded, and in addition to a teaching certificate and license they receive an undergraduate degree in education (B.Ed). The academization process required a change in the structure of training, a change that included a significant reduction in hours - reduced education and teacher preparation; increased focus on the study of disciplines (similar to university). Given the need for teacher-educators with PhD's, recruiting teachers-educators with experience in the field has suffered. The new reality significantly reduced the number of experienced teachers among teacher-educators (Zeichner, 2005). The change amplifies the argument about appropriate foci in teacher training: epistemological content (disciplines) versus heightened development of professional-teacher preparation. Proponents of strengthening the disciplinary approach contend that mastery of knowledge is key for adequate teaching, while the basics of teaching, according to them, will be acquired primarily in practice when facing the reality of the classroom. On the other hand, those that promote heightening of professional-teacher education argue that the emphasis of college training needs to focus, primarily, on teaching skills and competencies (Becker et al., 2003). All this towards providing student-teachers with a repertoire of teaching modes and means and inter-personal communication skills enabling

them to work with a student population requiring guidance, direction and assistance, while augmenting knowledge of disciplines can be achieved through self-study, or by taking additional courses (Cochran-Smith, 2004; Cibulka, 2009).

These issues have yet to be clearly resolved in the literature, which is highly disconcerting. As I have lately heard students in the advanced years (3<sup>rd</sup> & 4<sup>th</sup>) contending, time and again, that their studies have contributed nothing to their professional development, the need to examine varying aspects and perspectives of students and their teachers at the college regarding the content of study, and its relevance to teacher education, has been reinforced. Education is determined by local and national characteristics, where teacher history informs personal style and theory of practice (Beauchamp & Thomas, 2009), and it is unclear what professional training the teachers-educators need to better cope with the challenges of teaching student-teachers. Thus, my intention in this article is to examine what is happening at one teacher-education college, and based on the findings to suggest potential guidelines for professional training of teacher-educators.

#### *Who Are The Teacher - Educators?*

Teacher-education as a discipline is multi-faceted, multi-perspective and characterized by obscurity (Beauchamp & Thomas, 2009). One of the problems is a lack of formal training for the teacher-educators (Buchberger et al., 2000). There are those who argue that it is a discipline that is not clearly defined and not recognized as one standing on its own (Bullough, 2005; Duchram, 1992; Gee, 2000-2001). However, in spite of the obscurity regarding the nature of the discipline, this murkiness need not be seen as a problem to be resolved, but rather as a challenge (Beauchamp & Thomas, 2009). In other words, the teacher-educators need to identify personal and professional perspective and adapt them to a process of teaching and teacher-preparation that suits them, working from a position of conscientiousness and professional responsibility.

As indicated, presently teacher-educators must have advanced degrees and research qualifications. The significance of this requirement is such that many lack teaching experience in formal educational frameworks for which they are preparing others, and have no teacher-training themselves. This reality contravenes the approach that to be a teacher-educator one has to integrate theory and practice (Beauchamp & Thomas, 2009). In very few instances do teacher-educators regard themselves intrinsically as teachers or as researchers; the boundaries are mostly indistinct (Cochran-Smith & Lytle, 2004).

Beyond the question of who the teacher-educators are and their extent of preparation for the role they fulfill, they also have to cope with the issue of foci that need to be emphasized in teacher-education programs – an unresolved issue. For instance, the 70's saw the development of the Humanistic perspective

(HBTE–Humanistic Based Teacher Education) to teacher-education (Rodgers, 1969), an approach focusing on teachers' unique personality, their self-respect as individuals, and self-actualization. Presently, the view at the forefront is one focusing on the importance of positive personal attributes, strengths, or in philosophical terms - virtues (Ofman, 2000; Seligman et al., 2000). The classic dispute between the competency approach and the one emphasizing teachers' personality continues to this day in the research and general dialogues, regarding the mores of teaching and teacher-education. Policy makers, in a word, the Ministry of Education, emphasize the importance of product in terms of capabilities. Thus, the tendency to compile a list of competencies describing the attributes of a good teacher is an approach serving the interests of the policy makers well (Becker et al., 2003). However, doubt exists as to the efficacy, validity and practicality of these types of lists (Barnett, 1994; Hyland, 1994). Many researchers support reinforcing personal attributes of teachers, among them, for example, enthusiasm, flexibility, love and caring (Hargreaves, 2001; Nodding, 1992). The distinction between attributes and capabilities stems from the fact that attributes are intrinsic, while capabilities are acquired from without. Even if we agree that the role of the teacher-educators is to elicit insights and transmit knowledge to teachers-in-training employing demonstration and a process of reflection, the question of the optimal way for teacher preparation remains open.

#### *Professional Identity*

One of the important goals of the teacher-educators in the process of training is to assist would-be teachers to develop a professional identity that will enable them to understand their role. Professional identity is part of one's personal one that provides answers to the self-debate in the process of self-actualization. It is a key term in human development during the various stages of life; the portrait individuals construct of themselves that provides meaning to their life (Erikson, 1968). The professional identity of teachers is their sense of belonging to the profession and identification with it. It includes two symbiotic components: ways teachers perceive themselves as teachers and what they see as important in their work and life, based on personal experiences and background (Tickle, 1999).

From this construct arises the need of teacher-educators to assist students during their studies and have them frequently examine personal and professional positions with respect to themselves as human beings and their approach to, and understanding of, the profession. Developing a professional identity as a basis for shaping responsible professionals (Tickle, 1999) may help students cope with the questions of "Who am I?", "What kind of teacher do I want to be?", "How do I see my role as a teacher?" (Korthagen, 2004).

The perception of professional identity influences one's awareness of self-capabilities, judgment and ability to make professional decisions (Beijaard, Verloop & Vermunt, 2000). It determines, to a great extent, how teachers continue to study and develop professionally, and their attitudes to changes and reforms in education (Knowles, 1992). Professional identity is an outcome of close and distant relationships with others, and is constructed by negotiating with others, taking into consideration emotional expression anchored in societal-cultural, ethical, professional, political and physical perspectives (Rodgers & Scott, 2008). Student-teachers have no clear view what is required of them professionally, a situation often pertaining to novice teachers, as well. They face challenges in areas of professional authority, leadership identity and lack an understanding of the professional requirements and expectations of them (Grimsæth, Nordvik, & Bergsvik, 2008). In addition, life events, critical stages and significant people in the life of teachers-in-training, influence their professional development (Kelchtermans & Vandenberghe, 1994). This point of view contends that the way teachers perceive their role is influenced, to a great extent, by important events in their life (Mayes, 2001).

As to the question of the professional identity of the teacher-educators there is no clear answer, even though the preparation and training for their role, likely, has a major impact on the way novice teachers in the future will understand the profession and how they develop professionally (Ackerman, 2005; Flores & Day, 2006).

#### METHOD

The purpose of this research was to examine the quality of teaching in teacher-education as perceived and interpreted by students and teacher-educators. The aims were to identify strengths and weaknesses in the work of the teacher-educators and to suggest guidelines for preparing them for their role. Thirty students in the 3<sup>rd</sup> and 4<sup>th</sup> year of study and 10 lecturers from one college participated in this research project. To this end the qualitative-phenomenological methodology was selected, an approach with no clear defined theory. The underlying assumption is that knowledge is embedded in the significance that people give to the reality being studied (Moustakas, 1994). The theory is constructed inductively throughout the research based in the reality of the field being studied (Strauss & Corbin, 1990). I did not seek out a single objective reality, but rather sought the subjective perspectives and interpretations of participants, who are in and of themselves the reality (Turner, 1982). The understanding of how people experience their world in terms of meanings, interpretations or inside perspectives is the reality (Patton, 1990; Rosenblatt & Fischer, 1993). The phenomenological methodology is concerned with representing terms and the characteristics (not their commonness) that may contribute to understanding a phenomenon (Creswell, 1998; Patton, 1990). Using this approach the selection mode chosen for the research is an amalgamation of criterion sampling and homogenous sampling (Patton, 1990). The criterion

sampling was selected as one designed to encompass a population studying in numerous courses.

### *Research Tools*

Two conventional tools of qualitative research were employed – observations accompanied by field notes and in-depth, semi-structured interviews (Strauss & Corbin 1990). These tools enabled me to glean data from primary sources, examine perspectives and different points of view of the participants and events, and their mutual validity. Combining these tools enabled me to collect maximal information regarding the teaching-learning at the college (Belgrave et al., 2004; Charon, 1995).

Qualitative research is effective in studying sensitive, complex and changing topics (Boss, Dahl, & Kaplan, 1996; Rosenblatt & Fischer, 1993). For example, employing it one can deal during interviews with students even if topics related to ethical dilemmas about teachers arise; using this methodology enables the researcher to lead the conversation carefully and in a reputable manner.

### *Ethics*

*Participation and Consent of Teachers and Students.* The purpose of the research was explained to participants prior to conducting it and informed consent was obtained before the interview.

*Guarding Privacy and Confidentiality.* An ethical concern accompanying this type of research is how to describe the way various teachers teach and authentic events occurring, alongside the need to preserve their dignity (Witstom & Margolin, 2002). Thus, details about participants were concealed to prevent identification, and it goes without saying that information about interviewees was not shared with other participants.

### *Data Analysis*

Data collected during in-depth interviews, observations and field notes were the basis for developing descriptive categories. I performed a mapping analysis – selective coding (Strauss & Corbin, 1990), and based on the emerging picture I discuss the teaching process and its effect that reflect the experiences of the different participants in relation to the literature, towards rendering the data inclusive beyond specific cases (Strauss & Glaser, 1977).

*Limitations of the Data Collection.* One of the influences, built in as an integral aspect of qualitative research of this type, is the effect of the researcher and research on the conversations.

## FINDINGS AND RESULTS

### *The Situation in the Eyes of the Students:*

#### A. Significant teachers

Students were asked to describe teacher(s) who were significant for them and to try and explain why they were denoted as such. Five quickly responded, "There are none". Others succeeded in pointing out significant teachers; for example, Nurit, a 4<sup>th</sup> year early childhood education student, selected her pedagogical mentor (teacher educator) for the following reasons:

*My pedagogical mentor in year two, in her way, even though she did not make my life easy, brought me to believe in myself and my abilities. With her encouragement I dared, she encouraged me. She highlighted my strengths, as well as the points I needed to focus on and correct. She did not relent and did not compromise; did not say this is the best, but knew how to reinforce and enhance. I had a difficult time with her, but she believed in me and was not demeaning. Her approach was not to tell somebody that the painting was nice, but to tell them what in the painting was nice and what could be improved upon.*

Nurit is speaking of a mentor who follows a prescribed program and has clear aims for developing students in a professional capacity and enhancing their capabilities, following the Chinese proverb (Lao Tzu), "Give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime." We are speaking of a well aligned, guided, demanding and enhancing process of learning, pleasantly conducted with immediate, clear and explanatory feedback given, enabling students to understand weak points along with strengths and devise ways to improve. Integration of a professional mentor, with a supportive approach who sets high 'bars', but does so in a pleasant manner, with backing and guidance.

Fifteen additional students variously described these aspects as important. Anat, a 4<sup>th</sup> year special education student, also emphasizes the importance of the lecturer's personality:

*I studied with one lecturer for 3 years. Her approach is motherly, warm, attentive; she was a role-model. She was the only significant one. She, as opposed to other lecturers, appreciated my work and that is how I grew and developed. When I came to consult her and show her my plans of action, here response was pleasant and sympathetic. During class sessions her approach towards us was warm. She was attentive, open to student needs and did not adhere to the content. She is very significant.*

Students emphasize they are looking, first and foremost, for the person in the college teacher, one who respects them, and based on this, demands and enables them to develop. Openness and attentiveness on the part of mentors are important to them, which communicates in their eyes a message that the mentors believe in them and their abilities, and thus, heighten their motivation to face challenges and succeed (Hargreaves, 2001; Tickle, 1999; Seligman et al, 2000; Nodding, 1992). In other words, the person in the teacher is the model for the professional development of the teachers-to-be, similar to the basis for the development of students in schools; in practice, teacher-educators resemble school teachers.

## *B. Modes of Teachings/Content*

### *1. Tools and skills*

Without exception, all students interviewed emphasized, first and foremost, their need to acquire tools and skills as an essential foundation for significant preparation for teaching:

*I acquired many applicable tools from one lecturer; she is the only one that extended my knowledge and professionalism; the only significant one. Let them provide teaching strategies, tools I can use – that is interesting and relevant to learn.*

The demand for tools and skills that will enable them to do their professional job when they go out into teach is prominent.

### *2. Linking theory and practice*

Students understand that theory is an inseparable aspect of academic learning, but some find it difficult to understand why this information is necessary in their undergraduate studies. According to them, they do not know what to do with the theories that are perceived as distant and irrelevant.

*What is articulated in theories is not what happens in the field. It doesn't work. Let them give theory, but juxtapose it to practice. These are lessons for life. I only want what is relevant to my life; it grabs me. A lesson that integrates knowledge provides intellectual challenge and guides in the field. Let them demonstrate how the theory pertains to practice, to the job. Lessons that present what happens in the field enable us to apply theory to reality. Lessons where examples, personal stories are presented clearly demonstrate the terms and things they are speaking about. In a word, theoretical lessons with a lot of illustrations (concretization)...*



Students contend that most of the teachers present theories, but do not help link them to practice. Their general feeling is that they are receiving packets of information, and in practice do not understand its relevance and how to translate it in the field as noted by Rachel during her internship year:

*When I entered the field I felt lacking, a big 'bang', between what I studied and what was occurring in the field. There is a disconnect between the demands of the supervision and what is happening in the field. Most of the courses were repetitive; I am missing much of the practical knowledge, I did not experience the work in the schools sufficiently, I feel that something was missed.*

Indeed, there are researchers that contend there is no teaching strategy able to deliver "prepared" information for use or application, as the human brain is not a container to be filled, nor a post-office box receiving mail. Teaching and learning depend on interactions among people and require a learning environment that enables growth and can mediate change in a way that enables learners to accomplish what they could not prior to learning (Harpaz, 2005; Stone, 1994; Strauss & Shilony 1994).

### 3. *Criticism and Disappointment*

Student criticism and disappointment with the program were strongly expressed:

*In most instances lessons were insignificant. What is important at the end of the day and upon which most lecturers are intent, are the marks at the end of term. Most lecturers are not focused on a process that is intellectual and challenging. Many lessons were unclear, [...] provided content, [...] I did not connect. Courses and content were repetitive, three years there is no response, and I am leaving mostly disappointed. I do not think that the college sees intellectual challenge as a goal.*

Others contend:

*Most of the lecturers find it easy to say what is good, and what is not - to be critical, but the interaction is missing. The program is supposed to bring you to some place. But something in the courses did not connect... perhaps something human is missing, that special 'fire' emanating from humans.*

### 4. *Thinking processes and expectations*

In light of the negative perspective characterizing most of what students said, I asked them to define who, in their opinion, is a good lecturer, and what they expect of them. They focused on the need for a warm and accepting relationship, guidance, mentoring, and demonstration. Some even added that

they expected high and challenging academic standards as a basis for significant learning (compare: Lunenberg & Korthagen 2003; Rosenshine & Stevens, 1986).

Following is a collection of topics raised by students and select quotes from interviews regarding their expectations:

- a. Teaching suited to the field - *examples from practice, the program is suited for each child, as they are a world on to themselves; requires something different, which we did not get. Need applicable and practical content.*
- b. Structured and organized teaching – *comprehensible teaching that provides direction. Lecturers that have guiding lines, know what they want to teach. One can imagine such a lesson as a long corridor, at times one goes down a side corridor, but returns to the long one; in a word, an ordered line of thought, the lesson doesn't 'fly off' in different directions; a teacher that is well prepared for the session and can excite; teaches willingly and doesn't come to the lecture just to lecture and leave. Lecturers that in addition to theoretical subject matter bring examples from practice, broaden our horizons and actively engage you.*
- c. Guidance - *interest and significance related more to guidance and direction and less 'spoon feeding' of subject matter. There are specific programs by which they are required to operate, but there is no accommodation for individual teaching.*
- d. Setting intellectual challenges – *a lecturer that expects me to think, analyze the reality; a teacher that creates thoughtful, intellectual challenges, raises awareness and attracts curiosity; lecturers that deal, not only with information, analysis and transformation to knowledge, but also makes us use the knowledge garnered to change consciousness, world views, and develop the ability to apply what was learned in practice.*
- e. Productive dialogue – *engages students in real dialogue, dialogue is the foundation that determines whether or not, learning is effective, or just for the sake of placing a [ ✓ ] next to an item; passes on knowledge and then checks if it was absorbed, or only transmits it as irrelevant information. A Lecturer that knows how to 'breath' life into the material, refers to student experiences and in this way makes connections to subject matter. Someone who has the spark, someone who is enthusiastic about teaching! Enthusiasm carrying us along originates inside. Congeniality.*
- f. Encourages and supports – *a teacher that teaches the love of learning and encourages success, not one who gives students a feeling that they will never succeed; a lecturer that emanates niceness, sympathy and respect towards students. A lecturer that is capable of holding me one way or another; really sees the students.*
- g. Aware of the needs of the environment - *a lecturer that knows at given moments to set the lesson aside and deal with other 'burning' issues raised by students.*

Students seek direct connections, a feeling that lecturers carry them along with on the journey of learning and in the process transform them to good professionals.

### *The Teacher-Educators*

Contentions raised by students hone the importance of the role of teacher-educators and raise the question whether they need vocational training. Thus, I examined what the teachers think of their teaching and whether they correspond to the general approach that their role is to present theoretical knowledge, intellectual challenges, insight, teaching tools and skills to the student-teachers, and using demonstrations and reflection, in a pleasant manner. The above are recognized as powerful tools for professional development (Beauchamp & Thomas, 2009). Thus, I turned to teacher-educators from different disciplines to study their perspective on teaching in the college.

First, I present perspective of lecturers considered successful by students<sup>1</sup> who explained why they considered them successful teachers. The quotes are a selection from interviews held with the teacher-educators:

Clear requirements: *I have special success with students whom I ‘hit’ over the head with a 5 kg hammer. I cannot be shallow. Most of the mentors and lecturers are afraid of the students and do not present things as they should. During feedback sessions I open with strong points and then, I say, “let’s speak about the difficulties”. I raise them. I come prepared with examples... when difficulties are identified and the students do not accept them, I give examples and ask for their opinion. How would you react differently...? I take another situation, something from the practicum or something we corresponded about. And then I say – here is where I see you having a difficulty. What do you say?*

Teaching methodology: *inductive-constructive, where students require:*

- *Preparation- work at home reading articles about the topic studied and raising questions. Highlight key sentences in the article and suggest 5 sayings that are most significant for them – from their life.*
- *In class – work in small groups, each student arrives with a list and together they need to reach a group consensus, and later on a class one and categorization by topic. In other words the work is individual, in small groups, the entire class and finally we arrive upon common definitions.*
- *Echoes – in my lessons we also deal with concerns from the field. The stage is theirs and then I connect the topics raised to theories and topics discussed in the course. I provide room for thought, assign articles on the topic for discussion, interview people, to see, to learn.*
- *15 minutes before the session ends – I stop the proceedings and ask the students to reflect upon what they learned during the lesson. I respond to their thoughts.*

Professionalism: *a lecturer must be knowledgeable. I need to know more than my students – I study a lot, read articles, books. Life-long learning is part and parcel of the professional culture.*

---

<sup>1</sup> Students gave the designation during the interviews.

Love and respect for students: *in my view respect for students is accepting them where they are, I get to know them, accept them wherever they may be, and from there we move on so each can get to a better place. To look at things at their eye level. First of all we are humans with feelings, hugs and love.*

Demonstration – *in the classes and the kindergarten act following the principles that I teach.*

Structured and stepwise teaching: *I teach following the questions: What are the contents? Why these? And how shall we learn: subject, aims, and procedures – why are they important didactically? What is the Rationale for teaching them?*

A worldview of teaching: *expanding the students' relevant environs. Every person has a relevant world to which they relate. They begin with themselves and move out in ever expanding circles. The role of the educator is to enlarge the 'no limit', the relevant, the surroundings, and human culture through history, and help them reach a place where values associated with the human spirit are not foreign to them.*

Linking theory to practice: *I link the theoretical material to life. That is my role. They are not obliged and cannot see the link of theory to its application to life. I explain, provide examples, but it is not enough. I see that it is not enough; I wonder if I should hold a workshop, activate them in more than thinking.*

Emphasis on developing thinking: *I require critical thinking about our thinking in my classes, expose our preconceived notions. I present them with dilemmas they need to face, challenging teaching. Encourage verbal expression. Raise conflicts that are characteristic of the age of the students that they will teach – how does one cope with ethical and meta-ethical conflict? The ability to develop critical thinking, encourage reflection. Why do I think so? I ask questions and encourage them to reach personal insights. In the ethical domain we differentiate between good and bad behaviour.*

*I think about good questions... I ask many questions during the lessons, or provide assignments, expose them to current material for teachers, connect to its relevance for work. It is intuitive; I love teaching.*

*The good teacher is one who reflects during class sessions, thinks together with the students – collective thinking.*

The teachers quoted above were classroom/kindergarten teachers in the past. On the other hand, there are other lecturers who students have a difficult time concerning their way of teaching; these lecturers describe their work as follows:

Teaching methodology: *a challenging lesson is based on the teacher dealing with something that interests him, and then linking the content to the students' world. I ask for questions... I flow with the students.*

*I have a tendency to be distracted by issues that students raise and then the lesson changes direction and many students have a difficult time to follow. I tend to lecture, I explain; it isn't always interesting. I do not*

*think that learning is something that always needs to be interesting. The interest, the willingness to learn, has to come from them. They need to find an interest in the material; I rely too much on them as people who thirst for knowledge and this is where, in my opinion I fail and pay the price.*

*My teaching is frontal-centrist, I don't dictate, don't recite. The teaching is associative, I take things that come up in class and sail to all sorts of regions and connect to topics I intended to. No displays. Use the blackboard a lot to present a skeleton of the information. I do not send the material to the students.*

*During lessons I have meta-ethical discussions, such as clarification of values, understanding points of view and then presenting our perspective as one of many... the problem is that few students participate in the discussion.*

Goals: *the thing that is important to me in teaching is that at the end of the lesson they get the message, comprehend what I so want to 'sell' them in a given lesson. During the lesson I take them on a journey, they need to rely on me and give themselves over to learning, while they will only understand at its end where it was leading. Suddenly, they will get a new tool for analyzing reality, or a class, or the realities of life. I want to help them develop new "glasses" for seeing the child. To find their way in theoretical perspectives, not strategies but a change in perception.*

Expectations of learners: *as adults, I expect curiosity, I do not like to make the way easy; one has to be active in acquiring knowledge, to 'break' teeth. I serve up my innards, but can't digest it for them; not everything is my responsibility. We have here a tango for two... I can lead, but I can't dance for the other person. I don't think that I represent the majority. People are continually looking for ways of making life easy for students; I am critical of students.*

*Their trouble with me is in the difficulty they have in applying what they don't understand.*

Understanding student ability: *The basic ability of some of the students does not make things easy. Many are not suited. In my course they fall... they do not put in the effort, do not practice, do not ask, are unfocussed... they are unreliable... lazy.*

Ascertaining comprehension: *Why does one have to ascertain whether, or not, they understood me? There is no checking comprehension other than the final paper; I check comprehension through assignments, at mid-term – an exercise simulating a test, asking application questions; they do not have to perform analysis and synthesis.*

The apparent motif in teacher-educators considered irrelevant by student-teachers is in seeing their role and responsibility as transmitters of information. The teachers set the responsibility for learning squarely on the students' shoulders. These lecturers see the students as lazy, weak, and disinterested. They

do not see themselves as significant teaching role models responsible for student learning.

## DISCUSSION AND CONCLUSIONS

The central role of the College of Education and Teacher Training is to prepare students for their professional role as classroom and kindergarten teachers. Much of the burden for training rests with the teachers-educators. The findings of this research indicate that 'academic freedom' at the college, as in the universities, facilitates a liberal system where lecturers act based on their professional outlook, while student expectations focus on acquisition of knowledge that will enable them to do their professional work, and less on learning theories that seem irrelevant and make the linkage to practice and application difficult. Thus, the motivation and interest of the students in the contents of learning is diminished (Shuell, 1996).

Teacher-education as a profession is very complex, multi-faceted, multi-perspective and characterized by obscurity (Beauchamp & Thomas, 2009). Being a teacher-educator entails juxtaposing theory and practice towards developing and strengthening the discipline and prevent a sense of ambiguity (Beauchamp & Thomas, 2009; Cochran-Smith 2004). The findings of this research indicate that this requirement, not easy to apply, occurs in few instances judging by student reports. In very few cases do teacher-educators regard themselves intrinsically as teachers or as researchers; the boundaries between the two are mostly indistinct (Cochran-Smith & Lytle, 2004). Perhaps the reason for the phenomenon lies in the fact that many of the lecturers were not school teachers, did not study pedagogy and didactics and were not required to undertake formal training to become teacher-educators (Shuell, 1996; Bechberger et al, 2000). To the best of my knowledge, at the college where the research was conducted, there is indecision regarding the classic issue of the preferred mode of teaching for teacher preparation – the approach strengthening skills, or the one focusing on teacher personality. As a rule, where there is no agreement as to teaching policy and the essence of the role of teacher-educators there is also no leading approach to teaching. Perhaps, it explains the variance in teaching methodologies cited in this research: from a teacher who sees himself only as a dispenser of information – the lecturer who delivers the material and expects students to trust him, to those enabling students to steer the lesson by asking questions - resulting in student inability to follow the proceedings, while others see the process of learning-teaching as collaborative, and those who encourage independence and see students as responsible for their learning. Even if the diversity of teaching methodologies is beneficial and encourages thinking and contemplation, a teacher preparation program requires intercession that will facilitate student understanding of the methodologies used. This mediation may be productive and progressive - an integration of subject matter content and a practical educational-teaching orientation. The abundant literature regarding teacher training presents a multiplicity of modes for enlightening teachers and educators. Understanding

that teaching is a complex profession, implemented at a low level of predictability and in a complex, dynamic and real-time environment (Doyle, 1986; Lampert, 2001; Seidman, 1983; Spiro, Coulson, Feltovich, & Anderson, 1988), will support the approach that it is important to implement professional training of teacher-educators. One needs to emphasize the need for balance of academic theoretical learning providing student-teachers with analytical tools, systematic frameworks and theoretical constructs, with practical studies integrating methodologies and strategies in the classroom (Darling-Hammond, 2006). It is important that teacher-educators understand that the theoretical learning that anchors practice through judicious explanations and demonstrations, provides a frame of reference for understanding the components of changing teaching situations, and is a foundation for balanced thought and making well-rationalized decisions. An appropriate balance between the theoretical foundation and practical learning by resorting to applicable pedagogy will provide novice teachers with the mental flexibility enabling them to act correctly and productively in complex situations where they must provide answers to situations that arise in the act of teaching (Darling-Hammond & Bransford, 2005). Reflection, mentoring and guidance may lighten the process of teaching teachers-to-be, and later, yesterday's students may apply the approach in their classes, as understanding teaching situations and experiencing them facilitates recognition and categorization of occurrences, such that after a while teachers will act intuitively without stopping to think about theory, rules or principles (Bourdieu, 1993).

The findings indicate that some of the teacher-educators transmit their lessons in an unstructured and associative manner, following the happenstance dialogue in the classroom. Few students participate in these sessions and many find it difficult to follow the discussion. Thus, the lesson becomes irrelevant for them. At times, some of the views held by the lecturers are at odds with the ethos and beliefs of the students, a fact that makes it difficult for them to construct alternate frameworks of knowledge. Few lecturers assess prior student knowledge, and using this information as a basis structure the contents of learning. Furthermore, many lecturers assume that all responsibility for learning and understanding fall to the students and that their lessons do not need to be interesting. The teacher-educators need to understand that knowledge of factual information does not necessarily translate into understanding and an ability to analyze, as understanding and the ability to analyze do not automatically lead to acting correctly (professional proficiency). Therefore, teachers in training need opportunities to analyze and act so they learn to make connections between the two (Shuell, 1996).

In actuality, students describe a program of study that leaves them, primarily, with a feeling of irrelevant learning content. As a result, when they leave the teaching college they experience confusion and apprehension as to their ability to deal with teaching. It is important to remember that novice teachers require a great deal of time to develop into capable teachers with inclusive

perspectives (Bourdieu, 1993), able to readily avail themselves of knowledge and skills acquired. Professional identity and the ability to apply accumulated knowledge over time are in a continual process of construction and development via interpersonal interactions. Thus, as they leave the college their professional identity is unstable and likely to change depending on the context and relationships they find themselves in (Kosminski, 2008). Thus, an established learning program is very valuable for reinforcing student-teachers and facilitating their professional development. Teacher-educators, who recognize this objective, can influence the attitudes and professional identity of would-be-teachers and reinforce them professionally (Korthagen, 2004; Koster et al, 1995). In such a process it is important that the teacher-educators in training programs emphasize activities such as thinking about positive and negative figures from the time they were in school. This process will facilitate exposing hidden influences and to consciously define what kind of teacher they want to be (Korthagen, 2004). Another possibility is the “*path of life*” exercise, in which students draw a timeline denoting important events and personas that influenced, and/or still do, their development as teachers. A variation on the theme was developed in an exercise called the “*river of experience*” where the river is seen as a metaphor for personal biographies (Pope & Denicola, 2001). Another mode directs to awareness of professional identity through the sharing of stories (Clandinin, 1992; McLean, 1999). In other words, it is important to search out activities and events that compel students to examine situations they and their peers experienced, interpret and understand them, and thus, reach insights that advance their ability to perform in a conscious and directed manner choices associated with their continuing professional development.

Some of the lecturers in this research assumed that knowledge acquired in courses would be applied automatically as needed to solve practical problems. This assumption that ‘recipe’ knowledge will step up a level, and focus the teachers’ thinking on making the best decisions in a given situation, is erroneous from the start. Automatic transference from theory to practice does not occur (Shuell, 1996). In my opinion, reinforcing the teleological versus the instrumental (Carr, 2003) may serve a catalyst for discovering solutions supplied from both directions. There is a need to devote teaching time to educate student-teachers to transition from theory to practice by integrating relevant terms and theories in given situations. Given the current background of the teacher-educators, where only a few arrive following experience teaching in schools, it is very important that this subject be studied as part of their training process, prior to being accepted to the teaching faculty. A course that prepares teachers to think about topics from a practical educational-teaching orientation is very likely to generate classroom activities of higher value and quality (see: Shuell, 1996). Thus, it is recommended that teacher-educators understand that there are a variety of teaching methodologies available to them for integrating and demonstrating the transmission of knowledge that will provide students with opportunities to analyze and act such that connections between knowledge and understanding are made. This type of process will include, among others:



acquisition of knowledge, understanding processes, ability to analyze situations, developing teaching tools and appropriate responses to situations in the field. In addition, it is important that teacher-educators deal with questions such as: *Does the assignment given to students promote understanding? Is the subject matter chosen most relevant to what students need to know, to the understanding and skills they will acquire? What are the social, emotive, developmental, behavioral topics that can be deduced and contended with? How can we assist students to cope with these topics in a productive manner? What are the teaching methodologies to be used in the course? Are there some methodologies that provide, better than others, towards understanding in certain situations? What of classroom heterogeneity? What do students know and how can we link their knowledge to what they need to know? Intensifying the professional training of would-be-teachers requires that the teacher-educators also assist the students to develop professional independence and identity. "People grow best where they continuously experience an ingenious blend of support and challenge; the rest is commentary" (Kegan, 1994;p. 42).*

In this study I found that developing a professional identity, is not a defined aim of all college lecturers. The need for lecturers with advanced academic degrees, and a focus on research as a condition of advancement, heightened the knowledge component, but did not prepare them to teach would-be-teachers. It is note worthy that there are those who see experience teaching in the educational system as a precondition for teaching would-be-teachers (Zeichner, 2005). In the reality described at the college it is not surprising that the goal of developing a professional identity and/or preparation for teaching is not seen by most of the discipline-oriented lecturers as an aspect of their role, and they also do not know how to perform it. In fact, there exists a dichotomy and disconnect between the practical aspects of the program and knowledge domains. In this conceptual framework where the teacher-educators do not see themselves responsible for the science of teaching, a prior and structured process of training will facilitate varying teaching methodologies used, demonstrate, ensure understanding and be role-models, and not grasp their role as only responsible for knowledge acquisition in the discipline in which they are expert.

To cope with this reality I wish to support Shuell's (1996) contention that training teachers is an art. As such, teacher-training colleges need to concern themselves also with appropriate professional training for the teacher-educators, and set a global training policy enabling acquisition of instrumental knowledge in teaching and pedagogy along side the theoretical knowledge. Such training would constitute an agreed upon, and accepted, working foundation for lecturer in all programs. When lecturers know and understand the basic requirements of them as teacher - educators, they will be able to examine their suitability to the profession of teacher-educator, and thus, an open and continual dialogue of the issue will be facilitated through learning, adjustment and upgrading.

For would-be-teachers to understand the essence of the profession for which they are training, identify with teaching and develop professional identity, there is a need for teacher-educators to broaden their arena of responsibility beyond teaching knowledge of disciplines, and keep a delicate balance between a focus on individual development and acquisition of professional knowledge (Grimsæth, Nordvik, & Bergsvik, 2008). If so, what can be done today to advance the training process and strengthen the teachers-of-teachers?

A. Setting policy regarding teachers-of-teachers:

1. For advancing cooperation among all college teachers and programs – at the goal setting level: establishing contents, teaching modes, and trust among subject matter lecturers and teacher education experts. A broad body of knowledge encompassing both theory and application will create a broad conceptual framework about teaching that can replace an eclectic collection of suggestions and techniques for application. Clear objectives can be derived from such a framework for teaching, as well as ways for training, applicable to such goals. As well, such a conceptual framework will ensure a common working language (Peterson, 1990; Shuell, 1996). Collaboration between teachers of education and didactics and those teaching specific disciplines can lead to consensus regarding topics of study and the skills to be taught in each course.
2. Instituting a program for training teachers-of-teachers – encouraging academic and teacher training for future lecturers in Teacher Colleges. In addition to the academic and research requirements facing graduates of tertiary degrees they also need opportunities for getting to know the school system, observe classroom dynamics so they can learn and understand the connection of theory and practice. It is important that the college encourage its lecturers to take teacher education courses.

B. Emphases in student-teacher training:

1. Creating an ambient learning environment - recommendations for assisting students in coming to know the relevant surroundings and further their professional development:
  - a. Establish partnerships with schools for professional development (Karthagen, 2004).
  - b. Demonstrate teaching, practice and mentoring methodologies – all central components of progressive teaching models. Modeling appropriate behaviour and challenging teaching, which students can learn and adopt, are recommended. Requires lecturers adhere to ‘practice what you preach’ (Lunenburg & Korthagen, 2003; Rosenshine, & Stevens, 1986) and provide feedback.
  - c. Act to change the conceptual framework – presently students see teaching as an act of knowledge transmission, which we need to assist

them in changing to attitudes that are commensurate with the constructive model of teaching.

- d. Strengthen student professional identity – by enhancing reflection (Mayes, 2001); teaching ‘from within’ and highlighting the importance of seeing teaching as a mission; the pain and joy of teaching (Palmer, 1998). Good teaching cannot be expressed through techniques; it comes directly from the identity and honesty of the teacher (Hansen, 1995; Newman, 2000).
- e. Create challenging learning blueprints at a high academic level, such as discussion groups, guest lecturers, games as a stage for activity... I recommend searching often for ways to link theories to their application in the field, alongside encouraging the development of critical thinking. Ensure comprehension and promote enhanced thinking capability through activities, discussion, conversations, questions, so that learning is significant and challenging. It is worthwhile conducting many field trips in diverse educational frameworks that stimulate thinking and broaden knowledge.

In summary, the research teaches that teacher-educators require goal-oriented training in present circumstances. They need to be attentive to students, recognize student expectations, be patient with, and tolerant of them and their comprehension ability. Such a process will facilitate dispelling myths, strongly held beliefs and positions, and enable the construction of new approaches.

#### REFERENCES

- Ackerman, D. J. (2005). Getting teachers from here to there: examining issues related to an early care and education teacher policy. *Early Childhood Research and Practice*, 7 (1), Accessed at <http://www.ecrp.uiuc.edu/v7n1/ackerman.html>
- Barnett, R. (1994). *The limits of competence: knowledge, higher education and society*. Buckingham: Open University Press.
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175-189.
- Becker, B. J., Kennedy, M. M., & Hundesmarck, S. (2003). *Hypothesis about 'quality': A decade of debates*. Paper presented at the Paper Presented at the annual meeting of the American educational Research Association (AERA).
- Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16, 749-764.

- Belgrave, L. L., Allen-Kelsey, G. J., Smith, K. J., & Flores, M. C. (2004). Living with dementia: Lay definitions of Alzheimer's disease among African American caregivers and sufferers. *Symbolic Interaction*, 27, 199-222.
- Boss, P., Dahl, C., & Kaplan, L. (1996). The use of phenomenology for family therapy research. In D. H. Sprenkle & S. M. Moon (Eds.), *Research methods in family therapy* (pp. 83-105). New York: Guilford Press.
- Bourdieu, P. (1993). *The field of cultural production*. New York: Columbia University Press.
- Buchberger, F., Campos, B.P., Kallos, D., & Stephenson, J. (2000). *High quality teacher education for high quality education and training*. Umea: Thematic Network on Teacher Education in Europe.
- Bullough, R. V. (2005). Being and becoming a mentor: School-based teacher educators and teacher educator identity. *Teaching and Teacher Education*, 20(6), 143-155.
- Carr, D. (2003). *Making sense of education*. London & New York: Routledge Falmer.
- Charon, J. M. (1995). *Symbolic Interactionism* (5 ed.). Upper Saddle River: Prentice Hall.
- Cibulka, J. (2009) A new approach to teacher preparation, *American Teacher*. 94(1), 7.
- Clandinin, D. J. (1992). Narrative and story in teacher education. In T. Russel & H. Munby (Eds.), *Teachers and teaching: from classroom to reflection* (pp. 124-137). London: Falmer Press.
- Cochran, K., DeRuiter, J., & King, R. (1993). Pedagogical Content Knowing: An Integrative Model for Teacher Preparation *Journal of Teacher Education*, 44, 263-272.
- Cochran-Smith, M. (2004). Taking Stock in 2004: Teacher Education in Dangerous Times. *Journal of Teacher Education*, 55, 3-7.
- Cochran-Smith, M., & Lytle, S. (2004). Practitioner Inquiry, Knowledge and University Culture. In J. Loughran, M. L. Hamilton, V. L. LaBoskey & T. L. Russell (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices* (Vol. 12, pp. 601-649). Dordrecht: Kluwer Academic Publishers.
- Costa, A.L. & Garmston R.J. (1994). *Cognitive coaching: A foundation for renaissance schools*. Norwood: Christopher-Cordon Publishers, Inc.
- Creswell, J. W. (1998). *Qualitative inquiry and research design - choosing among five traditions*. Thousand Oaks: Sage.

- Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- Darling-Hammond L. (2006). Constructing 21st-Century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
- Doyle, W. (1986). Classroom organization and management. In M. Wittrock (Ed.), *Handbook of Research on Teaching* (4 ed.). New York: MacMillan Publishing.
- Duchram, E. R. (1993). *The lives of teacher educators*. New York: Teachers College Press.
- Erikson, E. H. (1968). *Identity - youth and crisis*, London: Faber & Faber.
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study *Teaching and Teacher Education*, 22( 2), 219-232
- Gee, J. P. (2000-2001). Identity as an analytic lens for research in education. In W. G. Secada (Ed.), *Review of research in education*, (Vol. 25, pp. 99-126). Washington, DC: American Educational Research Association.
- Grimst eth, G., Nordvik, G., & Bergsvik, E. (2008). The newly qualified teacher: a leader and a professional? A Norwegian study, *Journal of In-service Education, Routledge*, 34(2), 219-236.
- Hargreaves, A. (2001). Teaching in a box: Emotional geographic of teaching, In Ariav, T. Keinan, A. Zuzovsky, R. (eds.). *Ongoing development of teacher education: Exchange of ideas*, Tel Aviv: Mofet Institute.
- Harpaz Y. (2005) Teaching and learning in a community of thinking, *Journal of Curriculum and Supervision* 20(2), 136-157.
- Hyland, T. (1994). *Competence, education and NVQs': Dissenting perspectives*. London: Cassell.
- Kegan, R. (1994). *In over our heads*. Cambridge: Harvard University Press.
- Kelchtermans, G., & Vandenberghe, R. (1994). Teachers' professional development: A biographical perspective. *Journal of Curriculum Studies*, 26, 45-62.
- Knowles, J. G. (1992). Models for understanding pre-service and beginning teachers biographies. In I. F. Goodson (Ed.), *Studying teachers' lives* (pp. 99-152). London: Routledge.
- Korthagen, F. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education *Teaching and Teacher Education*, 20, 77-97.

- Lampert, M. (2001). Teaching problems and the problems of teaching *Journal of Mathematics Teacher Education* 5(2), 187-199.
- Kozminsky, L. (2008). Professional identity in teaching, *Shviley Mechkar*, 15, 13-17
- Lunenberg, M., & Korthagen, F.A.J. (2003). Teacher educators and student-directed learning. *Teaching and Teacher Education*, 19(1), 29-44.
- Malm, B. (2009). Towards a new professionalism: enhancing personal and professional development in teacher education, *Journal of Education for Teaching*; 35(1), 77-91.
- Mayes, C. (2001). A transpersonal model for teacher reflectivity. *Journal of Curriculum Studies*, 33(4), 477-493.
- McLean, S. V. (1999). Becoming a teacher: the person in the process. In R.P. Lipka & T.M. Brinthaupt (Eds.), *The role of self in teacher development*. (pp. 55-91). Albany: State University of New York Press.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks: Sage Publications
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- Ofman, D. (2000). Core qualities: A gateway to human resources. Schiedam: Scriptum.
- Ormrod, J. A. & Cole, D. B. (1996). Teaching content knowledge and pedagogical content knowledge: a model from geographic education, *Journal of Teacher Education*, 47, 37-42.
- Pajares. M. F. (1992). Teachers beliefs and educational research: Cleaning up a messy construct, *Review of Educational Research*, 62,(3), 307-332.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Beverly-Hills: Sage Publications.
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5), 1189- 1208.
- Pope, M., & Denicolo, P. M. (2001). *Transformative education: Personal construct approaches to practice and research*. London: Whurr.
- Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre & K. E. Demers (Eds.), *Handbook of research on teacher education* (pp. 732-746). New York: Routledge.
- Rogers, C.R. (1969). *Freedom to learn: A view of what education might become*. Columbus: Charles Merrill.

- Rosenblatt, P. C., & Fischer, L. R. (1993). Qualitative family research. In P. G. Boss, W. J. Doherty, R. LaRossa, W. R. Schumm, & S. K. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 167-177). New York: Plenum Press.
- Rosenshine, B., & Stevens, R., (1986). Teaching functions In: M. Wittrock (Ed.). *Handbook of research on teaching (3rd ed)* (pp. 376-391). New York: Macmillan.
- Scheeler, M., Bruno, K., Grubb, E., & Seavey, T. (2009). Generalizing teaching techniques from university to K-12 classrooms: Teaching pre-service teachers to use what they learn. *Journal of Behavioral Education, 18*, 189–210.
- Seidman, E. (1983). Unexamined premises of social problem solving. In E. Seidman (Ed.), *Handbook of social intervention* (pp. 48-67). Beverly Hills: Sage Publications, Inc.
- Seligman, M.E.P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5-14.
- Shuell, T. (1996), The role of educational psychology in the preparation of teachers, *Educational Psychologist, 31*(1), 5-14.
- Shulman, L. S.(1988). The danger of dichotomous thinking in education. In P.P. Grimmett & G. L. Erickson (Eds.), *Reflection in Teacher Education Teacher* (pp. 31-38), Missouri: College Press.
- Shulman, L. S. (1986). Those who understand: knowledge growth in teaching, *Educational Researcher, 15*(2), 4-21.
- Spiro, R.J., Coulson, R.L., Feltovich, P.J., & Anderson, D.K. (1988). *Cognitive flexibility theory: Advanced knowledge acquisition in ill-structured domains* (Tech. Rep. No. 441). Urbana-Champaign: University of Illinois, Center for the Study of Reading.
- Stone, E. (1994). Reform in teacher education: The power and pedagogy, *Journal of Teacher Education, 45*, 310-318.
- Strauss, A., & Corbin, J. (1990). *Basic of qualitative research: Grounded theory procedures and techniques*. Newbury Park: Sage Publications.
- Strauss A., & Glaser, B. (1977). *Anguish: A case study of dying trajectory*. Oxford: Martin Robertson.
- Strauss, S., & Shilony, T. (1994). Teachers' models of children's minds and learning. In L. A. Hirschfeld & S. A. Gelman (Eds.), *Mapping the mind* (pp. 455-473), Cambridge: Cambridge University Press.
- Tatto, M.T. (1998). The influence of teacher education on teacher's beliefs about the purpose of education, roles and practice. *Journal of Teacher Education, 49*, 66-67.

- Tickle, L. (1999). Teacher self-appraisal and appraisal of self. In R. P. LipkaT. & M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 121-141). New York: State University of New York Press.
- Turner, J. H. (1982). *The structure of sociological theory* (3 ed.). Homewood: The Dorsey Press.
- Vitstum, A. & Margolin, J. (2002). *Case studies and keeping the privacy and secrecy of patients*, Tel Aviv: Am Oved (Hebrew).
- Wang, J., Spalding, E., Odell, S. J., Klecka, C. L., & Lin, E. (2010). Bold Ideas for Improving Teacher Education and Teaching: What We See, Hear, and Think. *Journal of Teacher Education*, 61 (1-2), 3-15
- Wideen, M. Mayer-Smith, J. & Moon, B. (1998). A critical analysis of the research on learning to teach: Making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68 (2), 130-178.
- Yost, D. S. Sentner, S. M. Forlenza-Bailey, (2000). An examination of the construct of critical reflection: Implications for teacher education programming in the 21st century”, *Journal of Teacher Education*, 51(1), 39-49.
- Zeichner, K. M. (2005). Becoming a teacher educator: A personal perspective. *Teaching and Teacher Education*, 21, 117-124.

**Correspondence:**

Mira Karnieli  
Head, Department of Education  
Faculty of Education  
Oranim – College of Education  
Kiriati-Tivon 36006, Israel  
Tel: +972-4-9838912  
Fax: +972-4-9838890  
Email: [mika@oranim.ac.il](mailto:mika@oranim.ac.il)