Discovering and developing student teachers’ practical teaching theory – writing logs as a tool?

Torunn Klemp

Abstract

This paper explores how writing logs sustain student teachers’ professional development. This is done through analysis of logs written during field practice in initial teacher education. The reason for writing and sharing these logs with fellow student teachers and mentors is embedded in theories of writing to learn, following Vygotsky and Bakhtin. Sociocultural theory also guides the research process. The study is designed as a qualitative case study. Data is collected from nine student teachers’ logs over a period of one and a half years. The paper presents findings from the initial phase of a content analysis showing thematic breadth and presence of traces of learning theory and traces of pedagogical content knowledge. The examples presented indicate the potential logs have as rich texts representing a dialogue and a bridge between theory and practice.

Keywords: writing to learn; logs; teacher education; practical teaching theory; transition shock

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1 Context and purpose

Astrid taught English in the last lesson today. The lesson started with a game called ‘My ship is loaded with’. The game was popular. The pupils came from different groups in year 6. These were pupils who needed individualized teaching. The game encouraged them to interact with pupils they normally don't play with. Such activities can strengthen pupil–pupil and teacher–pupil relations. Astrid's aim was to explain the theory and use of verbs in written and spoken English. She managed this in a very good way. She started with the basics and moved gradually to a more advanced level. All the time she ensured that all pupils understood the content and the use.1

Excerpt 1 from Magnus' log presents his thoughts while observing his fellow student Astrid's teaching. Magnus is a 20-year-old student teacher and the log was written on his fourth day of field practice. Prior to the practice period, Magnus had 13 weeks of experience from higher education. He is a novice, but one can still sense from his writing that he has started his journey to become a professional. His writing focuses on important issues in teaching such as establishing good relations between the participants in the classroom as a working community. Planned progression, the need to keep an eye on how pupils connect to topics taught, and awareness of the need for individualized teaching are other important teaching principles reflected in his text.

The log material is part of my doctoral research where I as a teacher researcher focus on how the gap between theory and practice in teacher education can be bridged. The project considers how student teachers’ practical teaching theory is manifested. The aim of my research is to contribute to teacher education by documenting how writing logs during teaching practice is used as a tool to develop professional thinking.

The main question addressed in my research is: How can log writing function as a tool for developing student teachers’ practical teaching theories? This main research question can be broken down as follows:

- To what extent do logs function as a bridge between practice and theory in teacher education?
- Is it possible to find traces of applied theory in logs?
- Do mentors observe development of the student teacher’s practical teaching theory in logs?

This paper discusses the first two of these sub-questions based on findings from a content analysis of logs from the first semester.

When student teachers evaluate their education programme, field practice scores the highest; they want more and longer periods of practice. When possible, many choose to work as substitutes in schools, even when this involves missing lectures at the university college. Student teachers tend to talk about college and school as two separate arenas for learning, as two quite different,
poorly connected worlds (Harnæs 2002; NOKUT 2006; Laursen 2008). Motivation for learning is connected to the reality 'out there', and they find it difficult to convert theoretical learning into practice. Some do not even recognize the significance of theory as part of teaching practice. Establishing relevance and bridging the gap between theory and practice are frequently referred to as dealing with a transition shock (Dann et al. 1981; Jordell 1986).

Building on Schön’s (1983) and Zeichner and Gore’s (1990) work, one can argue that in recent decades, the paradigm in Norwegian teacher education has changed from one based on technical-rationality to one which emphasizes interpretivism. The development of professionalism no longer focuses on applying scientific theory and techniques; instead the focus has shifted to the socialization process, and how autonomous professionals are developed through exposure to individual choices and strategies. Each teacher develops a personal ‘practical teaching theory’ (Handal and Lauvås 1987), and the student teacher is encouraged to make informed choices in real teaching situations. However, irrespective of the change, the transition problems still remain.

Student teachers find it challenging to introduce research-based knowledge as part of their teaching, and to reflect on ‘the wisdom of practice’ (Shulman 2004) they encounter through their mentors. An extensive use of tools such as interactive logs and elaborate planning documents (Nilssen 2010b) shows that writing is believed to play an important role in bridging theory and practice. My search for traces of theory in student logs is motivated by this fact.

2 Methodology and data collection

The project is designed as a case study rooted in a qualitative, interpretative research paradigm. The main data are logs which student teachers wrote every day during their field practice. Questions which arose were discussed in daily meetings, and the mentor gave a written comment to each student teacher’s log once a week. To encourage reflection student teachers were given a template structured by the headlines completed–learned–smart (to do next time). All logs are therefore partly a description of the student teacher’s day in school and partly reflections on experience.

The data was gathered in the course of the first one-and-a-half years of initial teacher education, from autumn 2008 to Christmas 2009. Nine informants, in three groups, were selected randomly. Eight weeks of practice were distributed as one longer block each of the first two semesters and three shorter blocks in the third. In total the nine informants have delivered 304 logs.

What follows is based on findings from the initial phase of a content analysis. Data from the first semester (90 logs) has been processed by open coding; the first close reading has led to preliminary thematic categories. Following
further readings, the preliminary categories have been processed into four categories with nine subcategories. In this paper findings are represented through log excerpts from four of the nine informants.

Here I explore the potential in analysing the logs as accounts. For this purpose I draw upon an article by Sarangi (2010) where he advocates, as part of discourse analysis, to look into how professionals become ‘accountable’ to others for their actions or behaviours through writing. Student teachers’ presentation of their own roles as teachers, and their construction of meaning for problematic events in classrooms, might reveal important aspects of their practical teaching theory.

My double role as teacher and researcher in this project challenges the credibility of the research, and requires constant monitoring of how ‘my different I’s’ interact with the research, and might affect the findings (Peshkin 1988). However, this double role also constitutes a comparative advantage since, as their teacher in education and close collaborator with subject teachers at the university college, I have insight into the student teachers’ learning context, and know what traces of theories to look for in their texts. I am aware that my role as teacher in education might encourage the students to pay more attention in their logs to general pedagogical issues and literature, than to subject matters.

The data contains many examples of student teachers rethinking what happened in class as a result of discussions with their mentor and fellow students. When relying exclusively on what student teachers write in their logs, it is often difficult to know whether new thoughts are formed through mentoring, or if they arise through the student’s own writing and reflection. As I discuss below, it is, in any case, the product of a wider dialogue.

3 Conceptual and theoretical basis

The project is designed and the material analysed within a sociocultural perspective on language and learning. Learning is seen as the mediated, internalized outcome of social interaction (Vygotsky 1975). The logs are the internalized results of interaction with pupils, mentors and other students. My own ‘voice’ as education teacher at the University College is in the background; this is also the case for the voices of colleagues and textbook writers. Building on Bakhtin (1998), a log can be seen as part of a wider dialogue, irrespective of who actually reads it, since all utterances are dialogic by nature. Through writing, students ‘position’ themselves as future teachers (Sjøhelle 2007). Writing is an expression of students’ processing of experiences in interaction with their own preconceptions; the written product is the end result that gives meaning to their role as student teachers and future teachers.
The Norwegian tradition of writing logs in primary and secondary school and in teacher education is inspired by Vygotsky’s work, where the basic idea is that putting thoughts into words helps develop understanding. According to Vygotsky (1986: 255), the relation between thought and word is a living process where thought is born through words. Although both oral and written language clarify thought and create awareness, Hoel sees writing as the most important facilitator for reflection:

Through writing we are able to follow a train of thought, retrieve it, and develop it further by restructuring and discovering new associations. Such retrospective structuring is important with regard to the creation and maintenance of longer deliberations and reflections. (Hoel 2002: 17)

A new, Norwegian study (Eik-Nes 2008) illustrates that log writing supports the dialogue between PhD students and their mentors, consequently contributing to their academic growth and writing.

Although a compulsory part of many Norwegian teacher education programmes, we have only limited research based knowledge about the contribution of writing logs to student teachers’ professional development. Hoel et al. (1999) have undertaken a case study in the Norwegian context on the content and discourse in different types of electronic communication. The researchers find that reflecting on a concrete situation or action, and regular writing quite often promote reflection. Another Norwegian study on the connection between log writing and reflection, Firing (2007), relates to higher education for officers in the Norwegian air force. The context for writing these logs was different, but Firing’s findings can be summarized in terms of three areas of general interest: (a) using writing as a tool helped the reflection transcend the specific and achieve an analytical and logical character; (b) writing brought reflection from an emotional starting point to a more cognitive stage; and (c) the dialogic character of writing made it possible to develop reflection.

However, other studies are less promising concerning the connection between writing and reflection. A case study in the Netherlands (Van der Leeuw 2006) focuses on the learning outcome of different written assignments in Dutch teacher education. One of the four cases is similar to my logs – where a reflection report was written daily or weekly during their school practice. Van der Leeuw concludes that the learning potential of these reflection reports is low; reports are filled in as a mere routine, and functions mainly as ‘testing’ and ‘assessing’, whilst other learning functions remain invisible.

Another Norwegian study (Sundli 2002) reports that the reflection process in teacher education is hard to facilitate through oral mentoring. Hoel (2002) asserts, however, that the difference between the oral and written situation with respect to time is crucial; the process of writing takes more time, and gives
more room for reflection. Wittek (2008) has explored the connections between pedagogical tools and learning within Norwegian nurse education and finds that the tools are constituted through interaction between the students and therefore structure the learning activity very differently. Her conclusion is that the teacher’s presence as expert is of crucial importance; this parallels Hoel’s (2002) focus on the importance of response in the log writing process.

Several questions remain to be answered. Is it correct that writing logs turn into mere routine with little thematic breadth and depth and therefore become texts of low quality? Is it possible to get young student teachers with only a few weeks of study to reflect, and what signs of reflections can be found? Is it possible to find signs that show a connection between theory and practice in their logs? Does such writing help the students develop their theory of practice as teachers?

4 Preliminary analysis and findings

The first content analysis revealed thematic variation in the log material. By asking the question ‘What are the student teachers writing about?’, applied theory was looked for. In the first process of open coding, nine categories emerged on the basis of the data. Further reading of the data showed that the preliminary categories could be grouped into four categories. The four categories and the nine subcategories are showed in Table 1.

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<thead>
<tr>
<th>Categories</th>
<th>Subcategories</th>
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<tbody>
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<td>Diary</td>
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<td>Leadership</td>
<td>Class management</td>
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<td>My learning process</td>
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<td>Change of perspective</td>
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<td>Collaboration with parents</td>
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<td>Individualized teaching</td>
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The logs developed over time in length (up to two single spaced pages), and in thematic breadth; but after two days, three of the student teachers had already written texts whose content could be categorized as belonging to all four categories, and covered eight of the nine subcategories. After ten days of practice, each of the nine student teachers had covered all four categories, and all or all but one of the subcategories.
4.1 Diary
Due to the template all logs are partly descriptive. Most of the student teachers start their logs with a longer descriptive part which is continued with shorter descriptive parts throughout the text. After his second day of practice, Magnus typically starts by giving a short overview of the day and his responsibilities before he continues to describe what he experienced in home economics this day (Excerpt 2, parentheses in original):

All pupils in our group were gathered in the kitchen. They were organized in groups of 4–6 pupils. We observed and helped in each our group when necessary. In my group one of the pupils had CP (cerebral pareses) … I observed that I changed language and approach when I interacted with this pupil.

Substantial parts of some of the early logs are categorized as ‘diaries’. Having looked into logs from the second semester this approach seems to change over time. The descriptive parts still remain, but other themes are given more focus. This change of focus is supported by the student teachers’ own declaration of change in log writing from the first to the second semester.²

4.2 Leadership
Questions concerning class management and personal development as leaders are the dominating themes in nearly all the logs.

Class management
Class management is addressed in various ways: as a choice between methods, as a question of professional code of ethics and as a question of personal skills. After the eighth day of practice, Pernille writes (Excerpt 3):

I have also learned that having a class for the first time is a test. My mentor came in a couple of times, and then the pupils quieted quickly. It was difficult to find methods to get their attention. The clapping method didn’t function as well as I had hoped. So I swapped to ‘the quiet method’, which functioned, but it took a good while before they calmed down. When one of the pupils left the classroom I experienced a dilemma, should I follow him and leave the rest alone, or should I let him go and stay with the class? I chose the class. A very difficult situation.

Having difficulties in attracting the pupils’ attention, or being afraid of not getting it, is a recurrent theme in the logs from the student teachers’ first practice period. Interventions, clear instructions, transitions, time management, and their relations with pupils are other dominant themes.

A typical feature of many logs is that they reflect retrospective discussions of choices the student teachers make on the spot in new situations as classroom leaders. The student teachers are often unable to foresee events, and consider the situations from their own perspective, based on how they master
the situation. Reflection on management concerning subject specific topics is almost nonexistent in the logs from the first semester. This is in accordance with existing research which documents that student teachers early in their career focus on their own performance (Fuller 1969; Lortie 1975; Ball 1988).

Learning process
There are only few examples in the data of anxiousness concerning the student teachers’ ability to master the classroom situation and these occur only in logs from the first few days of practice. Optimistic expressions for the future are much more frequent. The data contains several meta-level reflections on personal learning processes such as in Merete's log after the seventh day (Excerpt 4):

It is very interesting to experience that while I previously had problems filling the time in the class circle using examples and things like that, it has now come to the point where I can have too much time. It is clearly about finding the golden mean.

4.3 Change of perspective
Even if the focus on their own performance dominates the logs from the first semester, there are examples that show that new student teachers are able to change the perspective from themselves to others. Reflecting on his approach on his first day of practice, Magnus writes (Excerpt 5):

I will try out both methods during this practice period in different subjects. I will do this in order to get an idea of what will be best for the pupils.

The above excerpt illustrates that his perspective has shifted from his own performance as a leader to the pupils’ needs for leadership.

Knowledge about pupils
All nine student teachers in this research project show an interest in the pupils. Merete's reflection after her second day of practice exemplifies their observations of differences and different behaviours, and how these are related to changes in the context (Excerpt 6):

It was interesting to observe how the pupils acted in a practical lesson compared to the lessons in the classroom. Many pupils now were much more active, probably because moving physically is something they have been used to do since their early days, and thereby feel free and safe to do so.

Teacher's role
Utterances in the subcategory 'teacher's role' often mirror the same change of perspective as utterances categorized as 'knowledge about pupils'. The students start to position themselves as teachers (Smidt 2002). On the fourth day Pernille has started this transition by recognizing that she is moving into a multitasked occupation (Excerpt 7):

It was interesting to observe how the pupils acted in a practical lesson compared to the lessons in the classroom. Many pupils now were much more active, probably because moving physically is something they have been used to do since their early days, and thereby feel free and safe to do so.
Today I have understood that a vaccination is not only a vaccination. Some pupils cried for a long time, others became very anxious, and some had to go home, feeling ill. So school is much more than learning. Today we had to support nervous pupils. Teaching must be adapted to the situation. Everything might not work according to plan, and we must improvise.

Collaboration with parents
‘Collaboration with parents’ is yet another subcategory which indicates that the student teacher takes a wider perspective and enters the scene as a teacher in its full extent. After her fifth day in practice, Hege reflects on her feelings years ago when she was given the role as a buffer against boys who acted out in the classroom. In her new role as a teacher she defends that it is sometimes necessary to group pupils in this way, but she recognizes the parents’ role when she continues (Extract 8):

Even so I understand that parents ask questions and wish for their children that they shall be freed from pupils who destroy their working conditions and behave in ways that can’t be accepted. Parents can feel that their child is used to help the teacher to teach the unsettled pupil the right behaviour.

At such an early stage of teacher education, only a few student teachers produce utterances that belong to this category.

4.4 Becoming professional
The category presented in this section connects directly to my research question on applied theory. In the examples to follow I illustrate and discuss traces of learning theory and pedagogical content knowledge (Shulman 1986). I use the notion ‘trace’ to reflect the fact that utterances do not always take the form of a conscious statement about learning and teaching. In my understanding, some of the utterances only provide an indication of a subconscious attitude to teaching and learning. Nonetheless, they represent the practical teaching theory which guides the student teacher’s actions in the classroom and which forms part of his/her thoughts on teaching and learning. Similarly, the conscious part of the student teacher’s practice theory is not always named or explained in such a way that it is easy to understand which aspect of theory is being referred to.

Learning theory
Not surprisingly, student teachers write a lot about learning in their logs. During the first semester, theories of learning occupy a large portion of class time at the University College, and in the climate of the Programme for International Student Assessment (PISA), learning goals are underscored whenever possible. Additionally, all student teachers have preconceptions about learning as a result of their own experiences as pupils. Theories on learning are therefore integral to their practical teaching theory.
Traces of theories of learning are present in the logs of nearly all the students. However, awareness of these theories varies considerably. Merete writes most explicitly about learning theories which she knows from reading and working in class. She mentions Dewey, Piaget and the behavioural teaching model. Professional terms like mastery, motivation factor and schema are internalized and are used in her reflections. In the log from her seventh day of practice, she also relates how such theories mediate her actions as a teacher (Excerpt 9, brackets in original):

I started by asking the pupils whether they knew some words which are spelled and pronounced differently [o, u, å]. This might be linked to Piaget's theory on assimilation, which says that a new phenomenon is adapted to old schemes. I tried, in other words, to connect what they were going to learn to already internalized knowledge.

Other students use the same theories without naming them. Accounting for this fact that student teachers often do not refer specifically to theory in their logs, Hoel (2005) points out that the student teacher knows who their reader is and is aware that they share the same conceptual context. It is therefore possible that some students' hidden reference is embedded in the reflection.

Student teachers can also have different and apparently contradictory theories on learning. It is not unusual, for example, for students to support Piaget one moment, but lean towards learning through reward and punishment the next. For instance, Pernille writes on the first day (Excerpt 10): ‘… of course, everything can't be fun.’ Then on the fourth day she writes (Excerpt 11):

It takes very little to undermine motivation to learn for some of the pupils. They need a lot of encouragement and praise from the teacher.

These excerpts illustrate that she first states that learning cannot always be fun; however, three days later, she argues that this motivation is important for learning. I am sure that Pernille does not think of these comments as examples of theoretical thinking. Even so, I consider them to be examples of her active practical teaching theory.

**Pedagogical content knowledge**

Experience shows that especially in the first two years of teacher education, student teachers tend to pay more attention to general pedagogical issues than to subject matters (Nilssen et al. 1996). However, the following excerpt from Hege's log after one day of practice shows that some students are concerned from the very beginning about pedagogical issues closely linked to different school subjects (Excerpt 12):

Also in the math lesson I observed different levels. I especially noticed one pupil's answers. His answer to the task 15+3 was 48. Several of his answers expressed that his
thinking was 1+3 is 4 and 5+3 is 8. I think this was an interesting observation, and it is interesting what a teacher can do to make the pupil understand that three more than fifteen isn’t 48, but 18.

Hege seems to have incorporated as part of her practical teaching theory to look for how pupils think when they do their calculations, and she reflects how she as a teacher can teach the position system in an effective way. All nine student teachers are represented in this subcategory already in their first semester. Furthermore, early readings of logs from the third semester show a substantial increase in the number of such representations.

**Individualized teaching**

Individualized teaching is stressed in all courses and all except from the first practice period, from which these logs are collected. Even so the subcategory is present in the material, here represented by Hege who writes the following after her seventh day of practice (Excerpt 13):

> The theme is still multiplication and today we focused on the two and three tables. We showed the pupils how they should use the number line to find and control their answers. The tasks they were given were differentiated. Even so, I don’t think the lesson was adapted well enough to those students who do not manage so well in mathematics. We should have individualized the teaching by dividing the class into different level groups.

In the material from the first semester, individualized teaching seems to be reduced to a question of adapting the teaching to different levels of mastery. There is hardly any example that shows that the concept in Norwegian school legislation also comprises the teacher’s duty to consider the pupils’ backgrounds and experiences, different learning styles and, for example, different resources in the school’s surroundings.

**5 Concluding remarks**

It emerges from the preliminary analysis above that the thematic organization of their school experience in logs contributes substantially to the understanding of student teachers’ practical teaching theory and their ability to reflect. The examples presented evidently show that logs are rich texts which reveal thoughts and reflections closely linked to student teachers’ professional development. The thematic breadth, the relevance of the topics and the willingness to write relatively long logs after hard days as teaching novices, which includes intense planning and mentoring sessions, contradict the understanding that such writings constitute mere routine task. It remains to be seen whether this apparent motivation for writing logs is sustained throughout their education.
To what extent do logs function as a bridge between practice and theory in teacher education? At the early stages of their education, the student teachers’ logs are primarily descriptive. Consequently, enabling the student teachers to see in the classroom is an essential step in their professional development (Korthagen 2001; Nilssen 2010a). A good description of practice is an important starting point. Even though theory is presented vaguely and sometimes contradictorily, the analysis shows that pedagogic theory is present in the early logs. Sometimes referred to by direct reference, but most often visible as traces, pedagogic theory is represented in the logs. The analysis thus shows that student teachers, to some extent, attempt to understand and develop their actions in practice through theory and reflection. Having glanced at the logs from the second and the third semester, I notice that reference to learning theory and pedagogical content knowledge increases. Further analysis will hopefully show whether these logs represent a superficial intertextuality, or if the reflections are embedded in the interdiscursivity of schools.

Notes

1. All quotes from logs are in Norwegian in original and translated by me. Quotes in Norwegian are presented in the Appendix. All names in logs and on informants are anonymized.

2. A group of 40 students (including the nine informants) were asked once each of the three semesters to comment on their experiences writing logs. Data from these questionnaires constitutes part of the ‘talk around the text’ (Lillis 2009) in my doctoral research, and will provide a basis to contextualize my final analysis of the students’ logs.

3. The OECD Programme for International Student Assessment (PISA) examines 15-year-old students’ performance in reading, mathematics and science through three-yearly surveys. See for example PISA 2009 – Assessment framework – Key Competences in Reading, Mathematics and Science. Retrieved on 20 April 2010 from http://www.oecd.org/document/44/0,3343,en_2649_35845621_44455276_1_1_1_1,00.html

4. I have chosen to use ‘pedagogical concept knowledge’ as a synonym to the Norwegian term ‘fagdidaktikk’ (literally subject didactics). Didactics is a culturally tricky concept. The US and the UK traditionally both link the term to traditional forms of teaching, where didactics is often used as an antonym of progressive education (for instance Bruner 1996; Edwards and Ogden 1998; Tharp and Gallimore 1998). The Norwegian term ‘didaktikk’ as in ‘fagdidaktikk’ is a wider concept. ‘Fagdidaktikk’ includes the history of a subject, the philosophy of learning and knowledge it builds on, as well as the methods used to teach it.
About the author

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Appendix

Excerpt 1 in original


Excerpt 2 in original

Alle elevene i vår undervisningsgruppe var samlet på kjøkkenet. De var plassert i grupper på 4-6 elever. Vi var med og observerte og hjalp til i de gruppene som trengte hjelp. Jeg var plassert i en gruppe der en av elevene hadde CP (cerebral parese) … Jeg måtte ta meg selv i å forandre språk og tilnæringsmetode når jeg samhandlet med denne eleven.

Excerpt 3 in original


Excerpt 4 in original

Det er interessant å oppdage at mens jeg tidligere hadde noe problem med å utfylle tiden i lyttekroken ved å bruke for få eksempler og lignende, har jeg nå kommet dit at tiden kan bli for lang. Det gjelder tydeligvis å finne den gylne middelvei.

Excerpt 5 in original

Jeg skal prøve ut begge metodene i praksisperioden i ulike fag. Dette skal jeg gjøre for å danne meg et bilde av hva som kan fungere best for elevenes del.
Excerpt 6 in original

Det var interessant å observere hvordan elevene oppførte seg i en praktisk time i forhold til timene i klasserommet. Mange elever var nå mye mer aktive, trolig på grunn av at det å bevæge seg fysisk er noe de har vært vant til å gjøre fra de var små av, og dermed er tryggere på dette feltet.

Excerpt 7 in original

I dag har jeg forstått at ei sprøyte ikke bare er ei sprøyte. Noen elever gråt i lang tid, andre fikk skikkelig angst, og noen måtte dra hjem etterpå fordi de ble dårlige. Så det er mer enn læring skolen driver med. I dag måtte vi være støttespillere for nervøse elever. Dette må man også tilpasse undervisningen etter. Kanskje ikke alt går som planlagt, og vi må improvisere litt.

Excerpt 8 in original

Likevel har jeg forståelse for at foreldrene stiller seg spørsmål og ønsker at deres barn skal få slippe å sitte med en elev som ofte ødelegger arbeidsroen og oppfører seg uakseptabelt overfor deres barn og andre. Foreldre kan føle at deres barn blir brukt til å hjelpe lærerne med å fremme ønsket atferd hos den urolige eleven.

Excerpt 9 in original

Jeg begynte med å spørre elevene litt om de visste noen ord fra før som skrives og uttales forskjellig. Dette kan koples til Piagets teori om assimilasjon, som går ut på at nye fenomener tilpasses gamle skjema. Jeg forsøkte med andre ord å koble det de nå skulle lære til de kunnskapene de satt inne med fra før.

Excerpt 10 in original

… såklart, alt kan ikke være morsomt.

Excerpt 11 in original

Hos enkelte elever skal det lite til for å bryte ned motivasjonen for faget. Hos disse trengs det mye motivasjon fra lærerne og mye ros.

Excerpt 12 in original

Også i matteøkta så jeg ulike nivåer. Jeg la spesielt merke til en elev sine svar. På oppgaven 15+3 hadde han svart 48. Flere av svarene hans ga uttrykk for at han hadde tenkt 1+3 er 4 og 5+3 er 8. Jeg synes at dette var en interessant observasjon, og det er interessant hva en som lærer kan gjøre for å få eleven til å forstå at tre mer enn femten ikke er 48, men 18.
Excerpt 13 in original

Temaet er fortsatt multiplikasjon og i dag hadde vi fokus på 2- og 3-gangen. Vi viste elevene hvordan de kunne bruke ei tallinje for å finne eller kontrollere svaret på et gangestykke. Oppgavene som elevene fikk jobbe med var av ulik vanskelighetsgrad. Likevel tenker jeg at økta ikke var tilpasset nok til de elevene som ikke mestrer faget så godt. Vi skulle ha delt elevene etter nivå og gitt dem mer tilpasset opplæring.