

International Journal of Education Sciences (IJES)

Received on 05. 12. 2014/30. 01. 2015

REF. NO. IJES-581

(Always refer our Reference No. for all correspondence)

University of Limpopo Student Teachers' Experiences and Reflections During Teaching
Practicum: An Experiential Learning Theory

Kgomotlokoa Linda Thaba

University of Limpopo, Mankweng, South Africa, 0727

E-mail: lindathaba@yahoo.com

University of Limpopo Student Teachers' Experiences and Reflections During Teaching Practicum: An Experiential Learning Theory

Kgomotlokoa Linda Thaba

University of Limpopo, Mankweng, South Africa, 0727

E-mail: lindathaba@yahoo.com

Address for correspondence:

Dr. K. L. Thaba

University of Limpopo

Mankweng, South Africa

Private Bag X1106

Sovenga, 0727

Telephone: 0725222671

Fax: 0865128875

KEYWORDS Teaching practicum, mentoring, experiential learning theory, responsiveness, reflection

ABSTRACT This study focuses on student teachers' experiences and reflections during teaching practicum. Students' experiences and reflections on school environment, teacher mentoring, classroom practice and management during their teaching practicum were investigated. An experiential learning theory frames this study where a qualitative multiple case study research design was adopted. Fifteen Bachelor of Education final year students at the University of Limpopo were purposively sampled. The findings revealed that school teachers experience challenges with mentoring schools because in many schools mentor teachers did not provide adequate professional support and did not execute their roles and responsibilities as required by University guidelines. It was further established that effective school management and leadership, coupled with high committed staff and learners, and availability of school resources provided the required experiential learning for student teachers. Teaching practicum provides students with an opportunity to experience real school

settings. It is therefore recommended that the university should send student teachers to effective schools that provide enabling school environments, which can handle student teachers' mentorship. Furthermore universities should initiate partnership with mentoring schools and provide thorough school mentoring training.

1. INTRODUCTION

The 21st Century has brought many educational reform challenges to the South African education system. These challenges emanate from the political change from apartheid into a new democracy, recursive curriculum change after independence and globalisation. In South Africa, like in China, teachers are faced with challenges emanating from ongoing implementation of nationwide curriculum reform (Peng et al. 2014). Furthermore, Peng et al argue that the impact of globalisation and an information and communication revolution has contributed to rapid changes in society which puts new demands on education systems. The changes brought along by globalisation upon education require teachers to be knowledgeable and competent to prepare students for a competitive society (Ming See 2014). It is in this turbulent time that governments need to support teachers so that they make informed decisions and convey appropriate impact on the lives of the learners. Peng et al (2014: 86) argues that *'a key aspect with regard to improving the education system nationwide is the need to improve teacher quality and support teacher professional development'*. This is supported by Akyeampong et al. (2013) when they argue that teacher education has a significant role in ensuring quality of learning, especially for poor children. This is because teachers are central to social transformation through provision of high quality education. In refocusing and rethinking teacher education in Africa, emphasis is shifted from student teachers gaining knowledge from education courses, which was applied separately as pedagogical content knowledge in the practical training in which practice itself is ignored, and replacing this with education programmes which brings together content knowledge and practice during initial teacher education training (Akyeampong et al. 2013).

In an attempt to address challenges brought by education reform, South African legislations and policies should provide for high quality teacher training. According to Romano (2008) this era needs teachers who can handle and manage student diversity and strive towards meeting new standards for learners' performance. Therefore, quality teachers are required to drive the national education agenda, 'Education for All'. According to Dhar (2015: 421) *'employees who perceive that their organisation supports upgrading and skill development in*

order to find better solutions to work related problems feel obliged to display a higher level of commitment towards their organisation’.

2. PROBLEM OF THE STUDY

There is growing concern which relates to getting teachers prepared for educating the young (Mirzaei et al. 2014). Well-designed teacher education programmes are likely to produce high quality teachers. However, teacher education programmes do not provide adequate field-based experiences, and after a programme novice teachers were found to lack teaching skills (Mirzaei 2014). Akyeampong (2013) asserts that poor quality education in many African schools ‘is a result of poor preparation of teachers’. Teacher education fails many schools as it supplies teachers of low quality. It was revealed in Ming Lee’s (2014) study that a majority of beginning teachers have grown in their pedagogical content knowledge after they started teaching whether through self-help, on-the-job training or external interventionist help.

The problem of student overcrowding, bad timing by college assessors and the absence of student formative feedback were also indicated to cause a problem during teaching practicum in college-based training models (Hardman et al. 2012). According to Mukeredzi and Mandrona (2013) gaining insight through studying lived experiences of student teachers during teaching practicum may assist teacher education institutions to review their approaches and foster attainment of desired outcomes. Therefore this study attempted to identify UL students’ teachers’ experiences and to capture their reflections on challenges and opportunities they encountered as well as areas that need improvement.

3. RESEARCH QUESTIONS

The study attempted to answer the following questions:

- i. What were the trainee teachers’ experiences and reflections on school environment during their teaching practicum?
- ii. Did the subject mentor provide adequate mentoring support?
- iii. What were trainee teachers’ classroom practices and management styles during teaching practicum?

4. RESPONSIVENESS AND REFLECTION AS PART OF EXPERIENTIAL LEARNING THEORY

Education programmes should be responsive to student teachers’ needs and teaching practicum in particular. Experiential learning is core in teaching practicum and teaching

practicum is a core in teacher education. Teacher learning processes should occur during teacher practice as suggested by Harrison et al (2006). Experiential learning theory is a philosophy based on what Dewey called a theory of experience (Kolb and Kolb 2005). Teaching practicum provides experiential learning which affords student teachers opportunity for action, reflection and experience (Kolb and Kolb 2008). *‘Education programmes should address new perspectives of the knowledge-based economy by focusing on rethinking the teaching-learning process which prepares the teaching personnel to meet the changing social and economic demands by adopting a complex, evolutionary and responsive approach’* (Serdenciuc 2013: 754).

Responsiveness focuses on provision of required education services when they are needed. Responsiveness is the opposite of anticipation. Higher Education Institutions (HEIs) are required to adopt new organisational approach, thus responsive business model in their education programmes. This model calls for (HEIs) to wait for clients to make an order (procurement), before engaging in the provision of educational services. Unfortunately, in South Africa, HEIs become policy implementers, and their autonomy and flexibility on curriculum making decision, is minimal. In recurriculisation, the Bachelor of Education BED programme at UL had to be overhauled to meet Minimum Requirements for Teacher Education Qualification (MRTEQ) policy requirements, if its accreditation by Council of Higher Education (CHE) is to be maintained.

University of Limpopo had to recurriculate its Bed programme, and teaching practicum notional hours were increased. In order to be responsive to the UL clientele during teaching practicum, UL uses school-based and university based-models. The adoption of both models was after thorough deliberations between the university lecturing staff and student body. Both models were found to have benefits and set-backs. Without much focus on cost and benefits analysis, it was agreed that both models are used, considering students’ background and circumstances. In an attempt to design teacher education and teaching practicum that is responsive and flexible, the experiential learning theory served as a useful guideline to design and implement education programmes in higher education, specifically at UL.

Reflection is referred to as a constructive teacher practice (Huso, et al. 2006). According to Kolb and Kolb (2008) the experience which is needed for reflection is preceded by action. Teaching practicum provides student teachers’ with a platform to experience and reflect on the practice of teaching. Teachers’ reflections have become a point of focus with regard to educational evaluation and the introduction of new methods of measuring learner and school performance at local, regional and national levels (Peng et al. 2014). In teacher education,

student teachers can reflect on numerous activities ranging from school discipline, mentoring, and classroom practices and management. Teaching practicum facilitates the attainment of reflexive thinking skills. These include, observation, communication, team working, judgement and decision making skills (Mirzaei et al. 2014). Mirzaei et al. (2014) further state that using reflective thinking tools is an important way to support teachers' reflective thinking skills. Student teachers are exposed to teaching practicum to provide them space to make educational meanings.

5. RESEARCH METHODOLOGY

A qualitative multiple case study methodology was adopted for this study. This methodology provides tools for researchers to study complex phenomena within their complex contexts, and can be used to develop theory and interventions (Baxter and Jack 2008). In qualitative research, focus is on the meanings that participants give to their life experiences while case study helps researchers to obtain an intimate familiarity with their social world and to look for recursive and identifiable patterns in the research participants' real life and their activities (de Vos et al. 2011).

Five Bachelor of Education final year students enrolled at the University of Limpopo were purposively sampled and interviewed. Babbie and Mouton (2007) observe that it is sometimes appropriate for the researcher to select a sample on the basis of the researcher's knowledge of the population, its elements and the aims of the study. The major aim of this investigation was to identify and explore student teachers' experiences and reflections on the school environment, teacher mentoring, teaching, assessment and classroom practices and management during their teaching practice.

6. ANALYSIS AND INTERPRETATION OF DATA

Three structured questions were given to the research participants during interviews. The participants' responses were captured as field notes for subsequent analysis and interpretation of gathered data that was captured. The interview questions and participants' responses are interpreted in the following section.

6.1. School environment

The question on school environment wanted to establish if schools provide enabling and supportive climate for student teachers' teaching practicum. Under school environment, themes such as supportiveness, warmth and caring, management and leadership, school resources and textbooks, teacher commitment, school discipline as well as school infrastructure, were identified. It was clear from practising teachers' responses that the school environment was important in the provision of adequate learning experiences during teaching practice. It was further established that that well-managed schools led by effective school principals, coupled with committed teachers and proper resources generate the capacity for successful experiential learning. The vignettes below illustrate this point quite succinctly:

'In three special cases learners were abandoned by teachers who labelled them as 'problematic'. This was caused by their low achievement level as compared to other learners in other classes of the same grade. This labelling of learners, instead of helping them, was found to be a serious problem in under-performing schools than in well-performing schools. In schools that were functional, learners were not discriminated based on their academic performance. Seemingly, there is a trend, well established trend in secondary schools, where some classes are labelled and learners are left on their own, without proper intervention. The classes experience highest failure rate, and ultimately, learners drop out of school'.

'Some of these classes are allocated to us. Occasionally you will find that learners are aware that they are not treated as others, and show dedication and commitment to attract student teachers to help them. It is really a shocking situation, and it is being perpetuated, and nothing was done in the school to curb the situation. No departmental official nor parent, nor community member is coming to the learners' rescue. I felt sorry for learners, and I taught them, even when I was scorned and discouraged by their teachers'.

An enabling school environment makes teaching practicum a fruitful experience. The learning context is central to teaching practicum and experiential learning, and as such it should be designed to enable student teacher development into effective practitioners (Kim 2001). Mukeredzi and Mandrona (2013) argue that if a school as learning context is characterized by unhappy or disinterested individuals this scenario can breed discontent, feelings of helplessness and create negative learning experiences.

'In one case, the school was without proper school infrastructure and teacher and learning materials. This has impacted negatively on my teaching and assessment of learners. The learners' performance and classroom discipline became issues during my lessons, as 10 to 12 learners were to use one textbook, and no other books served as references. The class of 78

learners had to share 7 books. I found it difficult to move to the back, because my class was over-congested. Even my mentor and university evaluators found it difficult to find a space to sit.

Lack of classrooms and textbooks is a problem in most of Limpopo rural schools. In 2013, it was found that the new South African curriculum textbooks were not delivered to schools, and the ministry of Education was put to question. Similar problems recurred in 2014, where Grade 12 teachers' and learners' books were not delivered to some schools in Limpopo again. Teacher experiential learning is being compromised by overcrowded classes and lack of textbooks. Peng et al. (2014) asserts that a positive school environment has impact on classroom climate and when such basics are not available then performance is compromised. *One participant reported that the principal was always absent. During his absence, teachers and learners bunk lessons. As a result teaching and learning was difficult to take place, and this caused disciplinary challenges. I had last period on Friday, and I failed to attend three times in my five weeks of teaching practicum. The culture created is that the school knocks off at 13h00, but timetable has periods up to 14h00. I had to talk to my class and we eventually agreed, after I learnt my lessons of being in a disruptive school like this. I intend not to come back, and I will indicate in my report the problems I encountered in this school. It was not good experience at all, despite the warm, caring support that I enjoyed from my mentor.*

In this case, it was revealed that the school has a principal who does not execute his roles and responsibilities as required by professional statutes. The principal's absenteeism from school has negatively impacted on school discipline and leads to bunking of lessons by teachers. This erodes the culture of teaching and learning in schools and makes teaching practicum experiences difficult. Again, teacher-subject-learner contact time is negatively affected. Loss of teacher-subject-learner contact time on Fridays impacts negatively on student teachers'-subject-learner contact time and subject teachers-mentor contact time. The sum of all these problems has a negative impact on learner and school performance, ultimately.

The study established that a good working environment, in a good school with good teachers and learners, makes student teachers enjoy their stay in the school, and enables their experiential learning. The study further established that an enabling school environment coupled with good mentoring systems expose student teachers to good classroom practices and management that they are expected to emulate. Moreover, the positive school environment is likely to teach socialisation skills and instil high levels of professionalism.

6.2 Mentoring

On the question of mentoring students focus was on mentoring competencies, mentoring approaches and a practice teaching mentoring model adopted by the University of Limpopo.

“Mentor teachers were very kind, helpful, caring and they were able to provide positive comments about my teaching. They provided the support I needed in lesson planning and presentations. My mentors helped me improve my teaching practice, as they were able to identify my weaknesses and areas that needed improvement. She was regularly visiting my classes. Mentoring was done by mentor teachers and the principal. The principal was regularly making rounds of class visits to evaluate students’ lesson presentations. I decided to do my practice teaching at my home and former secondary school, in Malalane village Mpumalanga Province. I was heartily welcomed and supported by my entire former staff including my former principal. My principal indicated that I was the source of their inspiration and my choice of school was perceived as a reflection of their commitment to education. He said in the morning assembly during my first day’s introduction that the school was proud of me, and students were motivated.

In the case above, mentor teachers provided adequate support that student teachers required, with regard to lesson planning and presentation; and provided feedback by identifying weaknesses and areas that needed improvement. Since mentors are expected to display positive attitude, and should motivate student teachers and be available when help is needed, (Mukeredzi and Mandrona 2013), this case indicated a mentor who knows his roles and responsibilities, and at least he was able to meet the student teacher’s expectations.

The University of Limpopo adopted two models of teaching practicum - home and university models. The students were at liberty to choose the model based on their educational needs. Practice teaching was done in schools situated in all five Limpopo educational districts and Mpumalanga. Based on the findings from student teachers who chose home-based teaching practicum model, they received all support they needed and they established good professional relationships with their mentors. Unlike those who chose university-based model, they were denied access to other classes and they were not supported. They were not seen to be part of the staff, and they were put in special staffrooms that were to set them apart from the conventional staff.

During my teaching practicum, I found myself a mentee mentoring both of my mentors, business studies and accounting teachers. They were expected to mentor me, with teaching and assessing my learners. Instead I was helping them, because I found that they have problems with certain content areas, and the accounting teacher requested me to teach them,

and he observed. With business studies we were able to sit down and discuss the difficult content with the teacher. I was further requested by the business studies teacher to give a project and mark it. I felt like I wanted a mentor who should help me with pedagogical content knowledge, and I was on my own, in this area. With other school related issues, they helped a lot, but with classroom practice not.

Mentoring is perceived and executed by schools differently. There were three approaches of mentoring adopted by mentoring schools. In the first approach, all teachers in the school become mentors. This is usually applicable with students who chose home-based model. The second approach is when subject teachers become mentors. Lastly, some schools appoint only one person to be the mentor for all student teachers deployed to the school during practice teaching. Student teachers were found to favour home-based model, because they feel like they are well supported and adequately mentored.

6.3 Classroom practices and management

According to student teachers experiences, teachers' classroom competencies refers to their knowledge of learners, employment of effective mitigation strategies when faced with learners' bad behaviour and conduct, pedagogical content knowledge, and ability to use variety of assessment methods and strategies.

The success of my lesson preparation and presentation was a result of the availability of learner teacher support material (LTSM). The teaching and learning activities involved usage of extensive materials, and sometimes there was a lack in the school. This posed a challenge to use a variety of teaching and learning methods and strategies. Learners portrayed good behaviour, and they were very cooperative, respectful and they were willing to learn. When the principal is not present, some teachers would bunk their lessons and learners will be left on their own in the classrooms. This causes uncontrollable noise in the school, and most often than not, I fail to teach my Grade 11 class when the principal is away, especially on Fridays.

Effective schools serve as good experiential sites that offer student teachers ample opportunity to experiment with their pedagogical and subject knowledge. Disciplined school environment where learners portray acceptable behaviour, enhance teaching and learning. However, ill- disciplined schools hindered student teachers' opportunity to experiential learning.

I was given a problematic class where most of the learners were repeaters. I gave myself time to understand their learning background and how school environment impacted on their low academic achievement. Teachers' commitment, bunking of classes, teacher absenteeism and school leadership laissez faire leadership style were cited as a cause of their failure the previous year. I felt like they put a thorn in my flesh, and I wanted to bring transformation in this class. I then adopted a class, and I decided I make it my office and the school management agreed. I felt more fulfilled when I started to realise change. I developed a very strong bond with many learners from this class. Surprisingly, the principal called me to his office, and thanked me for the good job I was doing, to reform Grade 10c. He then made a proposal. I was offered a post to teach Life orientation and English next year, because there is vacant post at school. I completed an appointment contract. I'm waiting for my final examinations and submit my statement of results and SACE certificate.

This student teacher used his time and effort without mentors and teachers' support to help transform classrooms and derive job satisfaction. This is supported by Mukeredzi and Mandrona (2013) study that student teachers often did not receive the expected support, but drew on personal resources and resourcefulness to transform their classrooms into a place of engaged learning.

7. DISCUSSION OF DATA COLLECTED

Schools are required to provide experiential learning as one component of five knowledge areas as prescribed by Minimum Requirements for Teachers Educational Qualification (MRTEQ) policy.

Teaching practicum should target quality schools. The schools which have proven to be good practical sites in the provision of the required experiential learning should be used for teaching practicum. Peng et al. (2014) assert that mentoring schools should possess good culture of teaching and learning and be supportive, positive and caring for learner. They further argue that the importance of a supportive and positive school culture is important in terms of enabling students' teachers to bridge theory with practice. Teachers' support to learners is an enabling factor during teaching practicum. In a similar study conducted in South Africa, it was revealed that student teachers were concerned over perceived disorganisation and unpreparedness in schools, received inadequate teaching materials, classroom discipline, and low levels of learner motivation and as such they felt uncomfortable whereas others tried to develop coping strategies (Mukeredzi and Mandrona 2013). This study arrived at the same conclusion as Mukeredzi and Mandrona (2013) study.

The current study established that school-based mentorship supported with regular lesson supervision, constructive criticism and feedback often sufficiently prepare student teacher into competent practitioners.

Effective school mentoring model was found to be home-based model whereas effective mentoring approach was found to be subject teacher mentoring approach. A participant who was doing her practice teaching at Malalane village, Nelspruit was mentored by the entire school staff including the principal. When this student was asked a question to share her benefits from using home-based model, she revealed that she found no difficulties in socialising with people she knew, and that her professionalism level was uplifted. It was further revealed that division of labour, coupled with diversities in people's capacities made it possible for her to learn a variety of school tasks in a short space of time.

In the home-based model student teachers are granted opportunity to be extensively mentored in all aspects of teaching practice activities. The subject teacher mentoring approach affords student teachers opportunity to interact with subject teachers, and to suck specialised knowledge and skill, particularly disciplinary and pedagogical competencies from subject experts.

Student mentoring is one of the most significant activities performed during practice teaching (Bates, et al. 2011; Ibrahim 2013). Mentoring student teachers raise their level of commitment to teaching, level of satisfaction and self-efficacy (Onafowora, 2005; Ibrahim, 2013). A good mentoring relationship leads to student teachers' high levels of satisfaction and positive attitude towards teaching profession (Ibrahim 2013). To avoid conflict which can turn mentors and student teacher's relationship sour, and negative, collaborative rather than authoritative relation should be created (Ibrahim, 2013). Collaboration, equal relationship coupled with shared decision-making is a good model of mentor-student relationship (Wilson 2006; Kim and Danforth, 2012). Furthermore mentors have a direct impact on the identity, self-perception, and quality of future teachers (Freidus 2002; Bates et al. 2011).

Mentor competencies in disciplinary knowledge, pedagogical knowledge and pedagogical content knowledge are required to help student during teaching practicum. Peng et al. (2014) study reveals that curriculum reforms impact has raised concerns on teachers' abilities to engage with new concepts, teaching materials and teaching strategies, new forms of student evaluation, new management systems and the need to teach optional subjects.

8. CONCLUSION

The study explored student teachers' experiences and their reflections on teaching practicum. This study attempted to provide their experiences, challenges and opportunities, they encounter during teaching practice. The development of a high quality teaching personnel is an essential ingredient towards countries' future prosperity (Peng et al. 2014). It has become clear that quality education requires quality teacher. A quality teacher has been cooked in the special oven, where theory and practice is bridged. This oven enables appropriate learning experience, during teaching practicum if it was put at relevant heat. The relevant heat refers to mentoring schools sites and mentoring. The teaching practicum experience is an important component in the process of learning to teach (Ibrahim 2013).

Peng et al. (2014) argue that a key aspect with regard to improving the education system nationwide is the need to improve teacher quality and support teacher professional development. Therefore I support Thomas et al. (2012) that value-added approach to the assessment of school quality in order to enhance feedback to schools, improve teacher self-valuation and inform the development of teacher practice should be adopted by South African ministry of education. The University of Limpopo which has adopted the traditional teaching practicum, where university supervisors visit a school for student evaluation and mentors are left at school to make a student teacher experience teaching practicum is faced with major twin challenges, namely, university supervisors are disconnected from current school life and teaching practices, and teacher mentors are not aware of the university learning expectations for student teachers during the practicum, (Ibrahim 2013). Effective school management and leadership, high level of commitment of teachers, learners and the resourcefulness of mentors in terms of support, evaluation and feedback and school resources such as availability of classrooms and learners sitting accommodations provide school mentoring capacity for experiential learning. This study reveals that there is a missing link between universities and mentoring schools, on the role and responsibilities of mentors.

In an attempt to deal with a missing link identified between universities and mentoring schools, the role and responsibilities of members playing role in practise teaching, mentors in particular, should be reviewed and communicated to relevant stakeholders. Mentoring schools ought to provide student teachers with adequate support they need to enhance their experiential learning. The universities ought to provide platform to capacitate these mentoring schools. They need to develop formal training to raise mentors awareness of what is required and to conscientise them of their role in dealing with student teachers during practice teaching. Training should afford mentoring schools capacity to provide a required experiential learning which meets the requirements of the South African policy on teacher

education, namely, Minimum Requirements for Teacher Education Qualification (MRTEQ) policy.

9. RECOMMENDATIONS

The study therefore makes the following recommendations:

- Universities should send student teachers to effective schools that display enabling school environment, effective and committed school managers and staff;
- Universities should adopt school-based model coupled with subject teacher mentorship approach strategies for teaching practicum;
- Universities should initiate partnership with mentoring schools to establish appropriate mentoring sites;
- Universities should provide thorough school mentoring training, to raise the level of their commitment to their roles during teaching practicum; and
- In the long run universities should plan to have schools which are prepared to provide adequate experiential learning during teaching practice

5.REFERENCES

- Akyeampong K, Lussier K, Pryor J, Westbrook J 2013. Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal of Educational Development*, 33: 272-282.
- Babbie E 2007. *The practice of social science*, 12th ed. USA: Wadworth engaged learning.
- Bates A, Drits D, Ramirez L 2011. Self-awareness and enactment of supervisory stance: influences on responsiveness towards student teacher learning. *Teacher Education Quarterly*, 38(3): 69-87.
- De Vos AS, Strydom H, Fouche CB, Delpont CSL 2011. *Research at grassroots. For social sciences and human service professions*, 4th ed. Pretoria: Van Schaik.
- Dhar RL 2015. Service quality and the training of employees: The mediating role of organizational commitment. *Tourism Management*, 46: 419-430.
- Freidus H 2002. Teacher education faculty as supervisors/ advisors/facilitators: playing multiple roles in the construction of field work experiences. *Teacher Education. Quarterly*, 29(2): 65-76.
- Hardman F, Abd-Kadir J, Tibuhinda A 2012. Reforming teacher education in Tanzania. *International Journal of Educational Development*, 32: 826-834.
- Harrison J, Dymoke S, Pell T 2006. Mentoring beginning teachers in secondary schools: An analysis of practice. *Teaching and Teacher Education*, 22: 1055-1067.
- Huso J, Patrikainen S, Toom A 2006. *Examining student teachers practicum portfolio to develop reflective competencies in teaching*. Paper presented in EARA Annual Conference in San Francisco, 2006.
- Ibrahim AS 2013. Approaches to supervision of student teachers in one UEA teacher education program. *Teaching and Teacher Education*, 34: 38-45.
- Kim B 2001. Social constructivism. In M. Orey (Eds.). *Emerging perspectives on learning and teaching, and technology*. <http://www.coe.uga.edu/epitt/SocialConstructivism.htm>. (Retrieved September 20, 2014)
- Kim T, Danforth S 2012. Non-authoritative approach to supervision of student teachers: cooperating teachers' conceptual metaphors. *Journal of Education for Teaching*, 38(1): 67-82.
- Kolk AY, Kolk DA 2005. Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management learning and education*, 4(2): 193-212.

- Kolk AY, Kolk DA 2008. *Experiential learning theory: A dynamic, holistic approach to management learning, education and development. Handbook of Management Learning, Education and Development*. London: Sage Publications.
- Ming See NL 2014. Mentoring and developing pedagogical content knowledge in beginning teachers. *Procedia Social and Behavioural Sciences*, 123: 53- 62.
- Mirzaei F, Phang FA, Kashefi H 2014. Assessing and improving reflective thinking of experienced and inexperienced teachers. *Procedia Social and Behavioural Sciences*, 141: 633- 639.
- Mukeredzi TG, Mandrona AR 2013. The journey to becoming professionals: student teachers' experiences of teaching practice in a rural South African context. *International Journal of Education Research*, 62: 141-151.
- Onafowora L 2005. Teacher efficacy issues in the practice of novice teachers. *Educational Research Quarterly*, 28(4): 34-43.
- Peng WJ, McNess E, Wu XR, Zhang C, Li J Z, Tian HS 2014. Emerging perceptions of teacher quality and teacher development in China. *International Journal of Educational Development*, 34: 77- 89.
- Romano M 2008. Successes and struggles of the beginning teacher: Widening the sample. *The Educational Forum*, 72(1): 63-78.
- Richard, J. 2004. Towards reflective teaching, *The Language Teacher*, 33, 2-5.
- Serdenciuc NA (2013). Competency-based education-implications on teachers' training. *Procedia- Social and Behavioural Sciences*, 76: 754-758.
- Shiundu JS, Omulando SJ 1992. *Curriculum: theory and practice in Kenya*. Nairobi. Oxford University Press.
- Thomas SM, Salim M, Munoz-Chereau B, Peng WJ 2012. Educational quality effectiveness and evaluation: Perspectives from China, South America and Africa. In: Chapman C, Muijs D, Reynolds D, Sammons P, Teddlie C (Eds). *School effectiveness and improvement research, policy and practice: Challenging the orthodoxy?* Routledge, Abingdon, pp. 125-145.
- Wilson E 2006. The impact of an alternative model of student teacher supervision: views of the participants. *Teaching and Teacher Education*, 22: 22-31.