



EUROPEAN  
INTERNATIONAL  
UNIVERSITY



## COVER PAGE AND DECLARATION

	Bachelor of Education (B.Ed.)
<b>Specialisation:</b>	
<b>Module Code &amp; Module Title:</b>	
<b>Students' Full Name:</b>	
<b>Word Count:</b>	
<b>Date of Submission:</b>	

**I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.**

---

**E-SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**EIU Paris City Campus**

**Address:** 59 Rue Lamarck, 75018 Paris, France | **Tel:** +33188320435 | **Mobile/WhatsApp:** +33607591197 | **Email:** [paris@eiu.ac](mailto:paris@eiu.ac)

**EIU Corporate Strategy & Operations Headquarter**

**Address:** 12th Fl. Amarin Tower, 496-502 Ploenchit Rd., Bangkok 10330, Thailand | **Tel:** +66(2)256923 & +66(2)2569908 | **Mobile/WhatsApp:** +33607591197 | **Email:** [info@eiu.ac](mailto:info@eiu.ac)

## Statement of participation

# Micaela Mostert

has completed the free course including any mandatory tests for:

---

### Learning to teach: making sense of learning to teach

This 5-hour free course explored approaches to teacher education and the implications of students' experiences of learning to teach.

---

**Issue date:** 24 October 2023



[www.open.edu/openlearn](https://www.open.edu/openlearn)

This statement does not imply the award of credit points nor the conferment of a University Qualification. This statement confirms that this free course and all mandatory tests were passed by the learner.

Please go to the course on OpenLearn for full details:

<https://www.open.edu/openlearn/education-development/learning-teach-making-sense-learning-teach/content-section-0>

COURSE CODE: LTT\_1

## Learning to teach: making sense of learning to teach

<https://www.open.edu/openlearn/education-development/learning-teach-making-sense-learning-teach/content-section-0>

### Course summary

This free course, Making sense of learning to teach, is the first of four courses which comprise the course Learning to teach. It draws on what we know about how people learn to become teachers. It explores the different approaches to teacher education and the different routes into teaching. It will help you to understand the philosophical and practical differences between the different approaches. It draws on research about students' experiences of learning to teach and considers the implications of this in designing teacher education programmes.

### Learning outcomes

By completing this course, the learner should be able to:

- know the differences in opinion about what Initial Teacher Education (ITE) is trying to achieve
- understand the differences in perception of the student teachers' role in ITE
- recognise some of the ways in which these differences manifest themselves in the UK
- understand effective student teacher learning and how students themselves perceive the process of learning to teach.

### Completed study

The learner has completed the following:

#### Section 1

Views of learning to teach

#### Section 2

Different routes into teaching in the UK

#### Section 3

Qualifications

#### Section 4

School experience

#### Section 5

What students say about learning to teach?

#### Section 6

Conclusion

**Table of contents: Learning to teach**

**Describe Important Concepts Learned from Assigned Reading:**

Introduction..... 1  
Choosing to become a teacher..... 1  
The four paradigms of Zeichner.....1 - 2

**Explain and Elaborate on the Utilization of Key Concepts Learned at and within Workplace Contexts:**

The role of the student-teacher.....3  
The transmission approach.....3  
Student teacher-led approach.....3  
Who designs, delivers and monitors the course?.....3 - 4

**Predict and/or Enumerate Potential Challenges Faced in Implementing these Concepts at the Workplace**

Difficulties with practical teaching work in schools.....4  
Challenges in learning how to teach.....4  
Conclusion.....5  
References.....6

When choosing to become a teacher, it is often fueled by a passion for shaping young minds and helping young children learn how to make a positive impact on their future and the future of others. The decision to start a career as a teacher is often motivated by a sincere desire to support, and direct students as they pursue their educational goals.

Many people are drawn to the satisfying experience of seeing young children develop their knowledge and character. It's a calling driven by the belief that education is a powerful tool for personal and societal transformation. The choice to become a teacher ultimately results from a sincere desire to support the growth and welfare of the next generation. When seeing students succeed in a field or subject we lectured them in, we realise what impact we had on them during their education.

After deciding that you want to become a teacher, you must do research about institutions where you would learn about methods, strategies, content creation, classroom management and other factors taken into account while teaching. Different schools of learning focus on different areas of teaching equally. Some people value practical experience and believe that learning comes from doing.

Others concentrate on theory, seeing it as the basis of effective teaching. Some programs place a high importance on reflective thinking and encourage educators to recognize their own approaches to learning. However, some teachers encourage cooperative learning, which helps to build a feeling of community between educators.

There are not only in-person classes but online classes as well. Online learning platforms allow for flexibility and remote access to education. Even if methods are distinct, the aim is to give teachers the skills, knowledge, and frame of mind they need to effectively inspire and mentor students in a variety of educational settings from kindergarten to university.

After choosing where and how to study, student-teachers need to learn about all the different methods and strategies they might need to follow in a classroom. Any teacher can just show up to a class, pick up a book and start the lesson. However, it takes years of learning and classroom experience to create effective and successful lessons.

To understand what teachers try to achieve, you must look at all the different strategies for teaching before you can successfully choose one to focus on. You will start with the four paradigms that Zeichner (1983) wrote. The four paradigms are Behavioristic, Personalistic, Traditional craft and Enquiry orientation. These serve as a good place to start when talking about the important differences in ITE approaches.

First, you will look at the behavioristic paradigm. This has to do with practicing specific behaviors that the curriculum requires, which may be based on legal requirements or abilities. The student teacher will be provided with a list of school guidelines or expectations, for example, which is likely to represent a single viewpoint on classroom management. Each school or education facility will have different rules and guidelines that they follow.

Next, the second personalistic paradigm is focused on the student's personal development and psychological maturity as they step into the position of teacher. This is linked to the belief in creating an educational identity.

Creating a successful classroom management strategy will be understood as growing out of the change of the student teacher into the teacher character. Discussions about behavior control might be overtaken by questions about how the student sees themselves in the classroom and how they've dealt with behavior. Student teachers need to be self-aware and focus on how they can improve their own abilities.

Then, the third paradigm is traditional craft. This is a training model where students are expected to learn by working with experienced teachers in a learning environment. This approach will have student instructors observe and mimic their mentor's classroom management style. Just like the term 'shadowing'. It is an informal method of finding out what it's like to do a job. The student teacher is like a shadow, following the teacher and making observations on how they conduct the class. (Munichiello, n.d.)

Lastly, the fourth paradigm is enquiry orientation. Through this paradigm, educators make thoughtful, competent, and deliberate decisions regarding moral, political, and educational issues as they create their own knowledge from a variety of sources. Solving problems is a preoccupation of the enquiry-orientation. (*4 Paradigms in Teacher Education*, 2015)

Each and every learning opportunity is used to try out different techniques, assess how well various approaches work, and then let the student build their own understanding of behavior control. There are different strategies that may involve testing out a behaviorist or traditional craft strategy, but they also allow for the flexibility to challenge, criticize, and reject ideas in favor of their own thoroughly researched and tried-and-true answers.

There are noticeable differences between these four paradigms. Some differences could be positive or negative however, each paradigm has an effect on how student teachers learn and grow. Three concerns are behavior, location and time.

Effectively controlling the behavior of a class of students is not something you can learn from a book. It takes experience in a classroom and observing how other teachers handle their classes. You should also know that the behavior of students is never the same and constantly changes each and every week. Therefore, you as a student teacher should know how to behave and handle a variety of situations.

While learning, student teachers will have to spend time teaching in a classroom. Depending on where you study, you will not have the choice of deciding where you do the practical part of learning how to become a teacher. Each school has its own dynamic, beliefs, rules and regulations for students and teachers and you have to follow the schools' criteria and syllabus.

However, the main concern for the ITE course is time. Achieving basic requirements is the goal of ITE in order to teach. Student teachers have to meet the basic demands for training and skill development so that they can keep learning new things as professional educators.

Researchers have supported Zeichner's paradigms by giving their own viewpoints on each strategy. Passing on the knowledge from experts to learners, encouraging pupils' personal development as teachers and letting them practice their own critical thinking in learning situations are all strategies that follow the four paradigms.

What is the student teacher's role? Simply put, the student's role is to learn. You must understand where the information comes from by analyzing it. As stated earlier, the behavioristic and traditional craft approaches expect student teachers to copy what's already there and follow the lead of an expert like a current teacher, university lecturer or tutor.

However, the personalistic and enquiry orientation approaches want student teachers to grow on their own and actively help create new knowledge. It is like comparing a teaching style where information is passed down to a student-centered approach where everyone works together to build their knowledge.

There are many different approaches lecturers can take. Let's discuss these two approaches further, the transmission approach and the student-teacher-led approach. The transmission approach needs a well-structured learning environment. This approach to teaching and learning in which students' roles are to absorb the knowledge and skills that the instructor has specified. The teacher's function is to plan courses with set objectives and present the material in an organized manner.

There are many ways that the transmission approach could be ineffective. It is difficult to find a solution to a problem that would work in every situation. This means that knowledge in education is not consistently transferable. Each school has its own set of rules, beliefs and values that expect their students and teachers to follow, which some teachers might find difficult to comply with. And lastly, this method may overlook the individuality of each student and how they prefer to learn.

Next is the student-teacher-led approach. This approach allows the student teachers to look at a problem and find solutions using critical reflection and discussing how to solve issues. However, this approach also comes with its own challenges. Students in general need a lot of time to discuss their own views, be able to listen and give their own opinions.

There is also a lot of information that they will learn in one day, which might be overwhelming especially if the student teacher has not had experience in a classroom and cannot voice their opinions on a specific topic. That is why student teachers need to be encouraged to do their own research and focus on their own style of teaching while still keeping an open mind while learning about new methods.

You might wonder who designs, delivers and monitors the teacher learning course. There are four different groups that help create and teach this learning course. First, the course tutor's job is to help the student have a broad, organized, and well-supported program. Next, is the school-based mentor who, when working in schools, student teachers have daily contact with and support from them. They offer students access to the specific school context's knowledge and assist them in applying it in class.



Then, the school-based ITE coordinators need to guarantee that standards are being applied consistently, they will also supervise student teachers and may plan conferences and training sessions for all student teachers employed by the school. Lastly is the assistance from other student teachers. As they are learning the same content, they might be able to give positive insight into what they are learning and can assist other student teachers to understand different views on a topic.

Each course you take while learning to teach will qualify you to become a teacher. You need to make the decision on what level you want to teach, each level requires a different degree or qualification. That is why it is important to know exactly which grade or level you would want to teach as each course has different approaches and content that they need to follow.

While studying to become a teacher, students have to do a minimum amount of hours a week teaching in a real classroom to qualify. Most schools require five or more weeks of practical work. Without practical experience, students might not qualify to do certain teaching jobs. Doing practical work ensures that they start observing students and other teachers, teach lessons and build up the knowledge they will need for future classes.

You will also have to attend school meetings and see the other operations of the school and being a teacher. You will receive feedback from the head of school and other teachers. Some courses will send you to different schools or institutions to give you a broader understanding of the operations of different schools. After the five weeks, you will have time to reflect on your lessons and methods.

There are some potential challenges that may arise while learning how to teach. Students need to have the intention to study on their own and not just follow the lectures in the course. When students consciously create their own learning schedules, they can reflect on the content they learned in the course. However, when they do not take that step to study by themselves, they unconsciously set themselves behind the rest of the student teachers.

Teachers need a variety of sources and references while teaching, they can't rely on just the knowledge learned in the course. References are useful in many ways, finding content to teach and assessing different behavioral issues in children. If they do not do this research, students will find themselves struggling to maintain good classroom management and behavioral skills in class.

Student teachers will always receive feedback from lecturers. This must be done to ensure students learn effectively, recognise their mistakes and find solutions on how to solve problems. Many student teachers will have a negative reaction to feedback given to them about their teaching and feel discouraged when receiving certain feedback. Therefore, students must keep an open mind while receiving feedback and know that it is for their own benefit to listen to the expertise of current teachers or lecturers. (Ricee, 2021)

In conclusion, effective student-teacher learning is like a two-way street where understanding flows in both directions. When students actively engage in the process of learning to teach, they not only grasp the subject matter but also develop a deeper appreciation for the art of



teaching. It's not just about textbooks and exams, it's about the connection between teacher and student.

Students perceive this process positively when they feel heard, supported, and encouraged to express their thoughts. The best learning happens in an environment where questions are welcomed, and mistakes are seen as stepping stones to growth. When students sense that their journey matters, learning becomes a collaborative adventure. Effective learning to teach is about fostering a partnership between students and teachers, creating a space where knowledge is shared, understood, and celebrated.

## References

- Avvisati, F. (2018, September 19). *Why experience matters in teaching*. OECD Education and Skills Today.
- Fecich, S., & Fecich, S. (n.d.). *What Is Student Teaching?* BestColleges.com.
- 4 paradigms in teacher education*. (2015, January 25). Koreabridge.
- Lathan, J. (n.d.). *Complete Guide to Student-Centered vs. Teacher-Centered Learning*. University of San Diego Online Degrees.
- Munichiello, K. (n.d.). *Shadowing: Definition and How It Works, Vs. Interning*. Investopedia.
- Ramadan, M. (2022, September 5). *The Three Common Views Of Teaching. Which One Are You For & What's Your Own?*
- Ricee, S. (2021, March 29). *Why is Learning Experience Important? [2023]*. Diversity for Social Impact.