



Comprehension of tacit knowledge future teacher gain in the processes of teacher training practice



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INTRODUCTION

This poster is presentation of the methodology of the research project “Acquisition of tacit knowledge of student teachers during their teaching practice” realized in the years 2013-2016 at Department of Education, Faculty of Education, Masaryk University, Brno, Czech Republic.

It focuses on a research on the construction and development of tacit knowledge of student teachers during their teaching practice in schools.

It offers a further contribution to tacit knowledge creation in teacher training courses, aiming to identify what affects the construction and development of tacit knowledge of teacher students.

THE PROJECT ASSUMPTIONS

Tacit knowledge involves two basic components: cognitive (mental picture of activity) and non-cognitive (motivation to work).

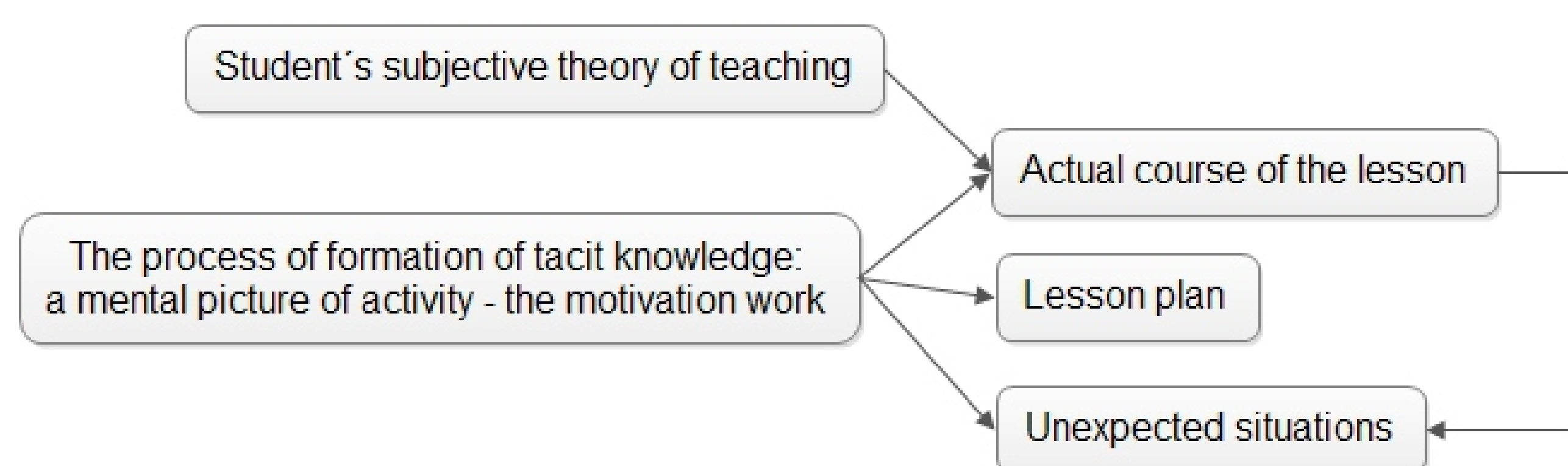
Tacit knowledge of student teachers is shaped by the perception and solution of practical situations, life experiences, experimentation, improvisation and creating solutions on the basis of the practical requirements of a given situation.

Because of tacit knowledge is developed through a deep personal and emotional commitment to a problem to be solved, the unexpected situations have a motivational effect.

Even if trainees acquire tacit knowledge independently, relatively unassisted, it is desirable to provide them with external support and feedback; the formation of tacit knowledge makes the sharing of experiences of students with teacher educators or an experienced teacher trainer at their teaching practice easier.

THE MAIN OBJECTIVES OF THE PROJECT

To find out relations that the following diagram shows:



THE MAIN OBJECTIVE AND THE METODOLOGY OF THE PROJECT

To find out how the tacit knowledge of the future teacher is created during his/her teaching practice. Based on the nature of the research questions we are choosing qualitative research with these methods:

Research question	Research method	What the method investigates
1. How does a student's subjective theory of teaching change during their teaching practice?	Semi-structured interviews with students	Student's subjective theory of teaching
2. What did the sharing of experiences of students and teachers consist of? How do student teachers and their mentors perceive the sharing of teaching experiences?	Unstructured observations of student and teacher trainer interaction (after selected lessons) Focus group with students and teacher trainers (after a series of lessons)	The development of the sharing of teaching experiences Student and teacher's perception of the effects of sharing teaching experiences
3. What unexpected practical situations did students come across during teaching practice? How did they cope with them?	Focus group with students (after a series of lessons)	Description of unexpected situations and explanation of how solutions were found
4. What did students in the course of self-reflection become gradually aware of?	Content analysis of student's written self-reflection	Student's realisation of (recollections) significant moments in their practical activities
5. Does the preparation of students for their lessons differ from what really happens? If so, what is the difference? How do students explain this difference?	Content analysis of the student's preparation for the lesson Video-stimulated recollection of experiences from lessons	Differences of the lesson plan from what really happened in the lesson Explanation of the differences with the student

THE RESEARCH SAMPLE

Selected students of the fourth year of the Master's programme at the Faculty of Education of Masaryk University.

The sample will be heterogeneous in terms of approbation of subjects: Science teacher, Teacher of Arts, Teacher of Humanities.

For each field of teaching two students will be selected (one male and one female), a total of 6 students.

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DATA ANALYSIS

It will be based on the design of grounded theory.

A complementary design will be case studies of selected students.

We expect that these will illustrate the results of the analysis of data obtained through the grounded theory.

We search for the relation among students' subjective theory of teaching and the process of formatin of tacit knowledge: a mental picture of activity - the motivation to work.