

Faculti Summary

<https://staging.faculti.net/reimagining-trainee-teacher-practicum-experiences-in-turkish-k-12-schools/>

The presented study involved collaboration among four teacher educators in Turkey to explore the experiences of future teacher trainees undergoing practicum education in three different contexts. The primary goal was to assess the opinions of these trainees regarding the efficacy and benefits of their practicum training.

The literature review highlighted the importance of mentoring in teacher training, stating that effective mentoring plays a crucial role in preparing trainee teachers for K-12 education. However, gaps were identified in the collaboration between university and school mentors, and trainees often struggle to connect their university learning with practical teaching in schools.

Using a mixed methods approach inspired by Creswell, the researchers conducted a survey followed by interviews with participants. The survey was piloted, revised, and then implemented in various contexts, including state universities in different regions of Turkey. Statistical analysis of the survey data was performed, and interviews were conducted in English to gather qualitative insights.

Key findings indicated that trainees gained confidence and professional development from their practicum experiences. They learned about effective teaching practices and school culture. However, not all mentoring experiences were uniformly positive. The study suggested that having clear guidelines for mentoring, ongoing training for mentors, and closer cooperation between universities and schools are critical for improving the quality of teacher education. The researchers emphasized that systematic policies should be developed to support the practicum process, especially in light of changes in the educational curriculum.