

Teacher candidates' opportunity to study and enact teaching practices during coursework at campus

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Internationally, research on teacher education reveals a divide between coursework and the reality of practice in schools, sometimes referred to as the "practice shock" (Caspersen & Raen, 2014; Meijer et al., 2011). This challenge is by no means new (Schuck et al., 2018), and research in the past decades indicate that a key feature in good teacher preparation is to provide candidates with the opportunities to learn and practice things that are grounded in the actual work of teaching (Grossman et al., 2009).

In this paper we explore to what extent teacher candidates perceive they have opportunities to study and enact practice in their teacher education programs in Norway and in Iceland and whether these experiences differ between countries. Participants in the study were teacher candidates at the University of Iceland (N = 139) and at the University of Oslo (N = 112). Data was collected with a candidate survey designed to evaluate their perceptions of their opportunity to study and enact actual teaching practices, for example opportunities to examine

actual teaching materials or watch or analyse videos of classroom teaching. This construct was assessed with 10 statements ($\alpha = .79$), answered on a four-point ordinal scale (1 = "no opportunities" – 4 = "many opportunities").

Preliminary findings indicate that candidates in both programs had some opportunities to practice teaching methods and examine samples of K-12 students work in their programs. The Icelandic teacher candidates reported greater opportunities to discuss their experience from student teaching and plan for teaching, but the Icelandic candidates reported fewer opportunities to see and work with real examples from lessons, like watch or analyse videos of classroom teaching. Such opportunities can make a difference in teacher preparation because it gives teacher candidates the opportunity to envision good teaching and to adopt such practices (Jenset et al., 2018).