

Classroom Readiness of Open and Distance Learning Student Teachers

Authors : E. C. du Plessis

Abstract : Teaching practice is a major component of teacher education and the preparation of teachers for the real-life classroom throughout the world. Learning is seen as a constructive process, whether it is classroom based or takes place by means of distance education. Blending theory and practice with effective education in distance context as part of situated learning is crucial. Therefore, the aim of this research was to determine distance education student teachers' classroom readiness on completion of the teaching practice modules of their Postgraduate Certificate in Education (PGCE) course. A qualitative research approach was used for the collection, analysis, and interpretation of data. A total of 15 student teachers enrolled at the College of Education of an ODL (Open and Distance Learning) institution were selected and volunteered to participate in the research. In the light of the results of the research, it is recommended that more attention is given to the interaction between mentor teachers, academic lecturers, and student teachers, as well as the expectations and responsibilities of these role-players.

Keywords : communities of practice, mentor teachers, open and distance learning, practicum, professional development, student teachers, teaching practice

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