

PAYAO LAKATEB

Prince of Songkla University, Thailand

HERMENEUTIC PHENOMENOLOGY TO EXPLORE THE STUDENT TEACHER IN PROFESSIONAL EXPERIENCE

Abstract:

This research attempts to explore how the student teacher conceptualizes teaching, being a teacher through their professional experiences. This study used hermeneutic phenomenology as a research approaches to explored perceptions and lived experience of student teachers in Prince of Songkla University, Thailand. The study focus on student teacher's self-perception of notions of practice, good teaching and a good teacher. Key Informants in this study were 5 student teachers who are in during professional experience placements. Their transcripts were individually analyzed in order to extract themes. The qualitative data obtained were analyzed according to van Manen (1990). This study found that student teacher perception and feelings were three themes of meaning of motivation to become a teacher. 1) being a teacher as a learning experience and social support 2) teacher professional socialization as a subconscious process whereby persons internalize behavioral norms and standards and form a sense of identity and commitment to a professional field 3) being a teacher is related to a model of good teacher. The meaning of being a teacher were three themes such as intellectual content, intentional fulfillment for student and treat them with love and compassion.

Keywords:

hermeneutic phenomenology, student teacher, professional experience.

1. Introduction

Teacher education is a process of developing teacher profession throughout the culminating course and teaching practicum. Teaching practicum is a central component in any teacher education program regardless of the level of the program. It is also a time for student teachers to experiment with the knowledge obtained and put it into practice. So that teacher education institutes prepare their student teachers for teaching in the real classroom contexts through “the practicum” that is a teacher education course unit consisting of both theoretical and practical aspects. Teachers’ practical knowledge includes the teachers’ knowledge about the content, their beliefs about their own teaching practice, and their teaching experience (Van Driel, Beijaard, & Verloop, 2001).

Barnett and Hodson (2001) classified teachers’ knowledge into content knowledge (subject matter knowledge), pedagogical knowledge, and pedagogical content knowledge. Pedagogical content knowledge was introduced as a concept that represents the kind of knowledge that teachers use in their classroom teaching.

In addition, student teaching is the capstone experience in most teacher education programs. As a culmination of teacher learning, student teaching is viewed as the point at which all teacher preparation comes together. So that, teacher education institutions themselves as a way of asserting what makes a good teacher. While there is a diversity of conceptions of the teacher role within this root metaphor, it generally presumes that a person who sufficiently knows content, pedagogy, and student cognitive and emotional development is able to be effective in a classroom.

Briefly, The transition between teacher education and working life as a teacher has traditionally been described as a question concerning application of teacher knowledge that is acquired within teacher training and subsequently applied in practice. By allowing students to practice the skills of teaching, designing and implementing curricular activities as well as learning to get along with different types of learners, practice teaching can be deemed one of the most important areas of undergraduate teacher preparation. It also affords student teachers the opportunity to evaluate the extent to which they either possess or lack teaching-related abilities and skills.

In Thailand, teacher education curriculum based on the reformed curriculum of five years teachers training program. Teaching practicum set on the final year of curriculum. Hermeneutic phenomenology is used to ask for the meaning of the phenomenon that student teachers’ reflective experiences on how they conceptualizes teaching, being a teacher through their professional experiences during the teaching practicum. This is a study of hermeneutic phenomenology based on the idea of Martin Heidegger .This study thus views reflections on student teacher experiences by student teachers themselves as a very important aspect to consider when trying to understand and improve student teaching.

Therefore, student teachers enter training practicum with quite strong and varied notions, attitudes and values concerning teaching as a result of their previous experiences of the education system. The notion of self, the development of teacher identity, good teaching and a good teacher has been noted as important in teacher thinking and classroom actions.

The purpose of this study is to explore the experiences of student teachers both as a student role and a teacher role. During the teaching practicum, students are supposed to achieve certain objectives like to prepare lessons for use in the classroom and also to demonstrate an ability to conduct a lesson according to their lesson plan. Student teachers in during professional experience is to understand about notions of “practice” and “good teaching” by using the theoretical and methodological principles of hermeneutic phenomenology and practical philosophy. So that, this research intends to gain a richer understanding of practice teaching experiences.

2. Hermeneutic phenomenology

Phenomenological investigation is the study of experience, particularly as it is lived and as it is structured through consciousness. Phenomenology has its origins in the work of Edmund Husserl. Phenomenology is to discover and describe “lived world”. In phenomenology tradition can distinctly classify under two approach. They are transcendental phenomenology and hermeneutic phenomenology. Transcendental phenomenology, based on principles identified by Husserl, seeks to understand the life world or human experience as it is lived. (Moerer-Urdahl, T., & Creswell, J.,2004). Transcendental approach emphasis intentional structure of all consciousness in lived experience. By intentionality is meaning all our thinking, feeling, and acting are always about things in the world. So that , this approach aim to describe the essence of lived experience.

Hermeneutic phenomenology, based on the writings of Martin Heidegger (1889-1976), it is an attempt to unveil the world as experienced by the subject through their life world stories(Narayan Prasad Kafle,2011, p.186) Hermeneutics requires reflective interpretation of a text or a study in history to achieve a meaningful understanding.

Hermeneutic phenomenology is both philosophical movement and qualitative research methods. That is based on his philosophical investigation of the “question of the meaning of Being”or ”Dasein” translates as ‘Human being’. So that aim to focus on people's perceptions of the world in which they live in and what it means to them; a focus on people's lived experience" (Langdrige, 2007) Hermeneutic phenomenology is concerned with the life world or human experience as it is lived. So that described Heidegger as having a view of people and the world as indissolubly related in cultural, in social and in historical contexts. (Wilson & Hutchinson, 1991).

van Manen (1990) emphasizes four significant dimensions of lived experience; *lived other, lived space, lived time, and lived body*. These dimensions are closely inter-connected in the lived world.

So that Heidegger’s emphasis on the historicity of understanding as one’s background in the world(Koch ,1995) To illustrate that the student teachers living in a community of pedagogy is always situated within in the world of community of teaching, regardless of whether at work or not. Hence our task, as researchers is to ask the text what it means to be as a student role and a teacher role. In the light of research, experienced student teachers in

schools and other educational settings are being asked to reshape the way they work with student in the classroom and school.

Therefore in my own research project, hermeneutic phenomenology is concerned with interpreting concealed meanings in field experiences or professional training. The concept of the teacher as a reflective practitioner is, in part, a response to the sense that a technical theory into practice epistemology does not seem sensitive to the realization that teacher practical knowledge must play an active and dynamic role in the ever-changing challenges of the school and classroom. As most in the field of education will recognize, in the student teacher's life as a situation to the shift from student subjectivity to teacher subjectivity, there is the very practical concern of dealing with issues of self-perception of notions of professional experiences, good teaching and a good teacher.

3. Methodology

Research on the "lived experience" of student teachers in teaching experience that is well suited to an exploration of professional experience which student teacher conceptualizes teaching, being a teacher through their professional experiences. Student teachers who pass professional experiences that reflect thoughts, feelings and learning to be a teacher. The notion of reflection is further complicated by the temporal dimensions of the practical contexts in which the reflection occurs. The thinking *on* or about the experience of teaching and the thinking *in* the experience of teaching seem to be differently structured.

This is a study of Hermeneutic Phenomenology based on the idea of Martin Heidegger. The data were collected by in-depth interviews, informal interviews, observation, and study of related documents. Interview guideline were setting follow by research objective. The research process developed by van Manen (1990) were used that emphasis on describes the reading-writing rereading-rewriting activity of this circling as vital to the hermeneutic recovery of essential meanings of a phenomenon.

4. Results and Discussion

The findings of the research have been analyzed to understand lived experience of student teachers in teaching experience in Prince of songkla university, Thailand. First the information about inspired to become a teacher, with the results later consolidated to understand the meaning a teacher, and the meaning of practice teaching experiences.

4.1 inspired to become a teacher

lived experience of the student teachers are experiencing an identity associated with teaching. I was inspired to make their own teacher. Under three conditions hold true, namely social support from family and peer, professional socialization and learned from the teacher role model.

First, social support from family and peer is associated with how family help a person to enhance , provide and inform that a person can use to address problems. So that inspired to become a teacher form family and peer in teacher education contribute to be a teacher.

Accordingly Sugrue (1997) found that these lay theories begin with the student teachers' personalities, but that they are significantly shaped by (1) immediate family, (2) significant others or extended family, (3) apprenticeship of observation, (4) atypical teaching episodes, (5) policy context, teaching traditions, and cultural archetypes, and (6) tacitly acquired understandings.

Second, teacher professional socialization was an important time for students to begin to create a solid teacher identity that would support and sustain them in their future profession.

Socialization is a lifelong process by which a person learns the ways of a group or society in order to become a functioning participant. It is a process that produces attitudes, values, knowledge, and skills required to participate effectively as an individual or a group member. Professional socialization of a teacher implies the transition of the graduate to a full-fledged professional that is facilitated if there is congruence between the norms, values, and expectations of the educational program and the realities of the work setting.

In addition, professional socialization of a teacher, Wenger's (1998) concept of learning, the professional identity of the teacher is the person's self-knowledge in teaching-related situations and relationships that manifest themselves in practical professional activities, feelings of belonging and learning experiences.

Finally, inspiration to be a teacher was learned from the teacher role model. Teacher role model of the participants were someone in elementary or secondary school who acted as a role model of teacher. The outcome of being teacher was engaging in behaviors of teacher, such as impression teaching techniques, human relation. The importance of the teacher-student relationship in educational practice is contributed to attitude formation such as inspired to become a teacher.

4.2 The meaning a teacher

The meaning of being a teacher were three themes such as intellectual content, intentional fulfillment for student and treat them with love and compassion. Teaching practicum is a central component in any teacher education program regardless of the level of the program. It is also a time for student teachers to experiment with the knowledge obtained and put it into practice. Teachers must be knowledgeable consisting of contextual knowledge, subject – matter knowledge and pedagogical knowledge. In additional, a good teacher is one who is able to bond with his/her students with performing duties with energy and intentional fulfillment for student. Student teachers who pass professional experiences that reflect thoughts, feelings and learning to be a teacher. Good teachers learn that treat them with love and compassion. Furthermore, the meaning of being a teacher results that the students state that their approach to the learning process will be decisive in determining the kind of teacher that they will become. Responsibility and collaboration are also seen as connected to the professional activities as a teacher, and as central aspects of the professional teachers' role.

5. Recommendations

The study findings lead to some practical considerations. Student teacher' self-perception of notions of practice, good teaching and a good teacher. The development of student teachers

is related to the development of awareness of being a teacher and practice as a teacher with the goal of working for student, and treat them with love and compassion. So that ,teacher education institutes prepare their student teachers for teaching in the real classroom contexts through “the practicum” that is a teacher education course unit consisting of good teaching and a good teacher which individual deeply understand life of students , intentional fulfillment for student and treat them with love and compassion.

6. References

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