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Student teacher ability to apply progressive intervention in both their majors during teaching practice

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Abstract

It has not been identified yet how prospective teachers perceive the reform of the education system and progressive teaching approaches. The aim of the study was to assess whether students of teaching are adequately prepared to apply the proposed approaches and to what extent they are able to carry them out in physical education and the other majors they study. During their teaching practice in 2002–2005, these students of teaching carried out two types of lessons (habitual and progressive) that were assessed with standardized questionnaires immediately upon the end of the lessons. We analyzed 314 questionnaires completed by students of teaching and 4350 questionnaires completed by pupils in physical education lessons; and 152 questionnaires completed by students of teaching and 3352 completed by pupils in other subjects. The students of teaching have assessed more positively the progressive lessons of physical education than the habitual ones ($p < 0.001$) as they also did in other subjects ($p < 0.001$). More than half of the students of teaching were able to increase the students' role in the lessons in both subjects they taught.

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