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Incidental Becomes Visible: A Comparison of
School- and Community-Based Field Experience Narratives

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Abstract

The purpose of this study was to describe and compare student learning documented using written field experience summary narratives and occurring in community-based or school-based locations. Utilizing a hybrid portraiture-instrumental case study design, two researchers selected participants from undergraduate educational psychology courses using simple random selection. Overall, twenty narratives were collected and analyzed representing ten from each locale. Results indicate that both community and school placement narratives capture multiple types of learning (Jarvis, 2006); however, the similarities and differences of types of learning by locale are being further explored. The paper concludes with implications for teaching educational psychology and applications of Jarvis's learning theory to becoming a teacher.

The literature concerning best practices in teacher education indicates that prospective teachers' (PTs) learning is enhanced when they are able to participate in structured field experiences in conjunction with their academic coursework (Clift & Brady, 2005). Given that academic knowledge can remain inert until intentionally connected to real-life events, teacher educators must find ways to provide prospective teacher with authentic opportunities to participate in real-life situations in order to begin to make explicit links to the theory discussed in class. If Educational Psychology courses do not include a field experience component, it is possible that the academic content could become divorced from the actual life of classrooms and PTs would have little opportunity to legitimately examine, understand, and critique the range of educational constructs. However, well-designed field experiences can help prospective teachers to develop richer understanding of how educational theory connects to classroom practice. When coupled with guided reflection opportunities, PTs can begin to make solid links between theory and practice and develop a constructive understanding of what it means to learn and to teach.

The purpose of this study was twofold: first, to describe educational psychology student learning in field experiences using Jarvis's comprehensive theory of human learning (Jarvis, 2006) as documented through written summary narratives; and, second compare learning by location of field placement (school-based and community-based settings). Specifically, the following research questions guided this inquiry:

- 1) Do written field-experience summary narratives, in undergraduate educational psychology courses capture learning?
 - If so, what type of learning occurs?
 - If so, how does the narrative capture learning?

- If so, does learning change over time?
- 2) Does the location of the field experience (classroom or community) affect type and outcome of learning?
- If so, how?

Theoretical Framework

This study is grounded in two bodies of literature concerning the role and value of field experiences in programs of teacher education (e.g., Clift & Brady, 2005; Woolfolk, 2000) and a recently published comprehensive theory of human learning (Jarvis, 2006). We draw from a growing body of research surrounding the design and impact of “teacher-education-related field experience in a school or community” (Clift & Brady, 2005, p.309). We also employ Jarvis’ (2006) theory of human learning in which learning is defined as a combination of processes in which the whole person experiences a social situation, transforms it on a cognitive, emotional, or practical level, and then integrates it into his or her personal story resulting in a changed (or more experienced) person.

The Role of Field Experiences in Teacher Education

Teacher preparation literature reveals a fairly consistent consensus of the importance of practical experience in the work of learning to teach (e.g., Aiken & Day, 1999; Moore, 2003; Beeth & Adadan, 2006). Research findings tend to support the notion that theoretical knowledge combined with opportunities to experiment with the developing knowledge can help PTs become effective educators (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005). Further, practicing teachers commonly rate their field experiences as “the most valuable components of their preparation programs” (Burant & Kirby, 2002, p. 561). However, the positive merits of this aspect of teacher education cannot be taken for granted; field experiences

in and of themselves cannot guarantee that PTs will learn the lessons necessary to become effective teachers (Feiman-Nemser & Buchmann, 1986). In fact, Dewey (1938) argued that “the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other” (p. 25).

One recommendation for avoiding potential miseducation in field experiences has been to create field experiences in a variety of school and community settings that would function as “educative practicums” (Zeichner, 1996) and place PTs in supervised teaching/learning situations beyond that of a single classroom. Such experiences coupled with professional reflective writing could provide PTs with the opportunity to connect theory and concepts to practice in meaningful and practical ways and help to address one of the key areas of struggle for many teacher educators (Deemer, Hanich, Seifert, & Harper, 2007; Cochran-Smith, 2005). Furthermore, these practicums could help PTs see the larger picture of teachers’ and students’ complex roles within schools and communities and provide opportunities to deepen their understanding of students, parents, and families from all backgrounds (Burant & Kirby, 2002).

Carefully designed coursework in Educational Psychology can provide PTs with practical tools to take to the classroom including, “theories to think with,” “concepts to classify with ,” “pedagogical technologies,” and “findings to check out” (Barone et al., 1996, as cited in Woolfolk, 2000). But if PTs are going to acquire the theoretical lenses that can help them interpret and explain what happens in classrooms, academic knowledge needs to be transformed into functional knowledge that can be used in daily teaching (Shannon, 1994). For this to occur, PTs need to be engaged in field experiences concurrent with their Educational Psychology courses. Without early field experiences, PTs who enter student teaching tend to become

overwhelmed with the expectations and demands of everyday classroom schedules, and the procedural and management concerns of the classroom dominate in their field experiences leaving next to no time for reflection or instructional decision-making or the translation of theory into practice (Moore, 2003).

PTs enrolled in Educational Psychology courses with concurrent field experiences will have the opportunity to observe the theories of learning, motivation, and the effects of contextual factors such as poverty operating in real-life circumstances. PTs will also have the opportunity to evaluate the efficacy of principles of teaching and learning in a real-world context and consider the links between the course content, the students' understanding, and their eventual classroom practice. Furthermore, these field experiences will place PTs in face-to-face interaction with students, their families, and the community in which they not only have the chance to meet students' real academic and social needs but they also encounter a vast array of strengths that students, families, and communities bring to the table. When coupled with guided reflection opportunities, PTs can begin to make solid links between theory and practice and develop a constructive understanding of what it means to learn and to teach.

Jarvis' Learning Theory

Jarvis's recently published comprehensive theory of human learning is the single theoretical framework that overarches the study. Throughout this description, we will describe the components (i.e., 1₁, 2, 3, 4, 5, 6, 1₂) displayed in Figure 1. Jarvis (2006) defines learning as:

the combination of processes whereby the whole person – body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses): experiences a social situation, the perceived content of which is then transformed cognitively, emotively or practically

(or through any combination) and integrated into the person's individual biography resulting in a changed (or more experienced) person (p. 13).

This definition of learning is unique in that it combines nature with nurture (e.g., mind / body and experience), while infusing the four dominant precepts underlying current learning theories of today into a single definition (i.e., action/behaviorism, cognitive, emotion, and experience). The definition combines all of the components of Figure 1 into a verbal description.

The first component, labeled 1_1 is the complete person and their existing biography. Through the passing of time, this person experiences a social situation, depicted by the arrow connecting 1_1 and 2, in what Jarvis claims is a result of being in the world. Jarvis explains that, learning occurs as a result of the person-in-the-world ...I have discussed the four different relationships between the person and the world: person to person; person to phenomenon (thing/event); person to a future phenomenon; person to self (p. 17).

These four different relationships, or orientations, describe our person-in-the-world experiences and offer a starting point to analyze "how" PTs perceive their experiences of learning in a teacher education program.

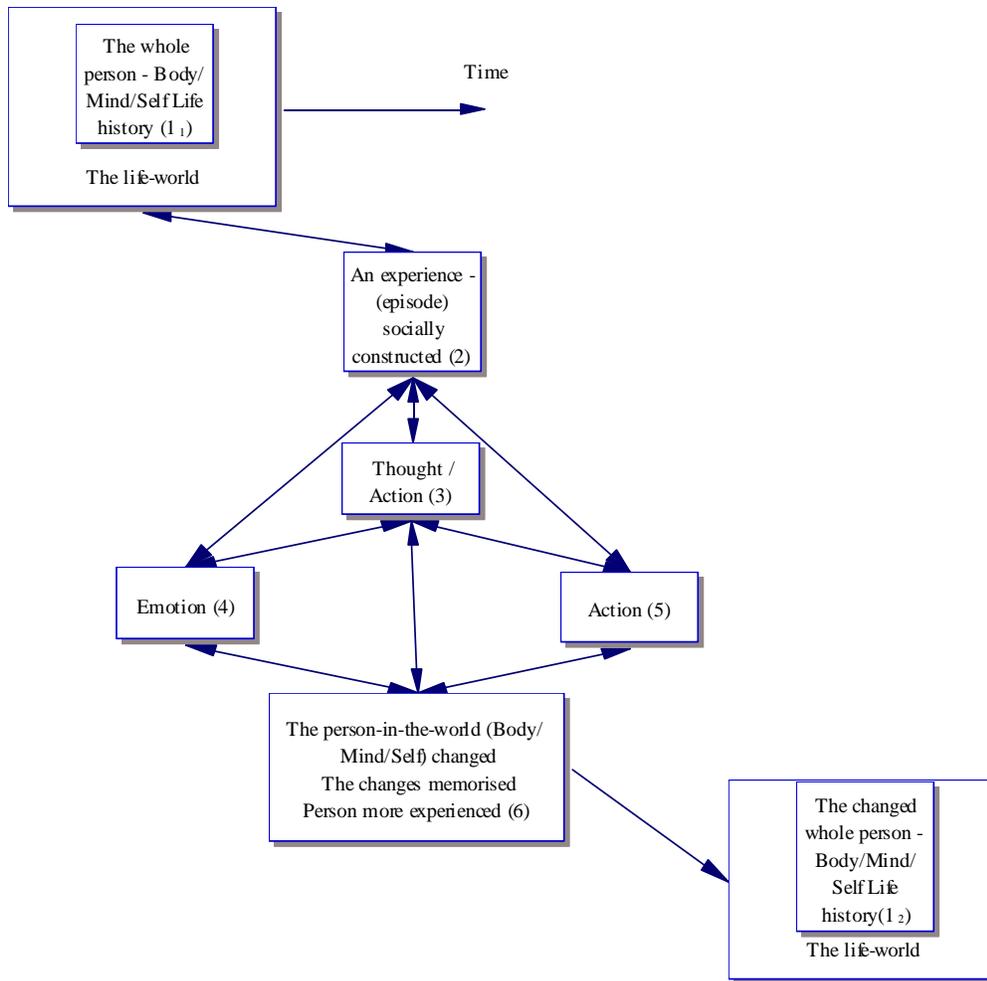


Figure 1: The transformation of the person through learning (Jarvis, 2006, p. 23)

When an individual experiences an episode, label 2 in Figure 1, Jarvis believes this is the focal point of his learning theory. He states, “At the heart of all my models of learning has been the process of transforming episodic experience and internalizing it” (Jarvis, 2006, p. 22). Further, it is at this stage in the learning process that the transformed episodic experience provides the foundation for learning. As Jarvis (2006) explains,

The point at which learning begins, ... is experience: the intersection of the person with the life-world. There are a number of ways through which we relate to our world. They revolve around the fact that either we are in

harmony with that world or there is disjuncture between our biographies and our consciousness of that world (p. 27).

The experience of harmony and disjuncture are otherwise known as “types of learning” and Jarvis’s account of nine different types is displayed in Figure 2. This process is also # 2 from Figure 1.

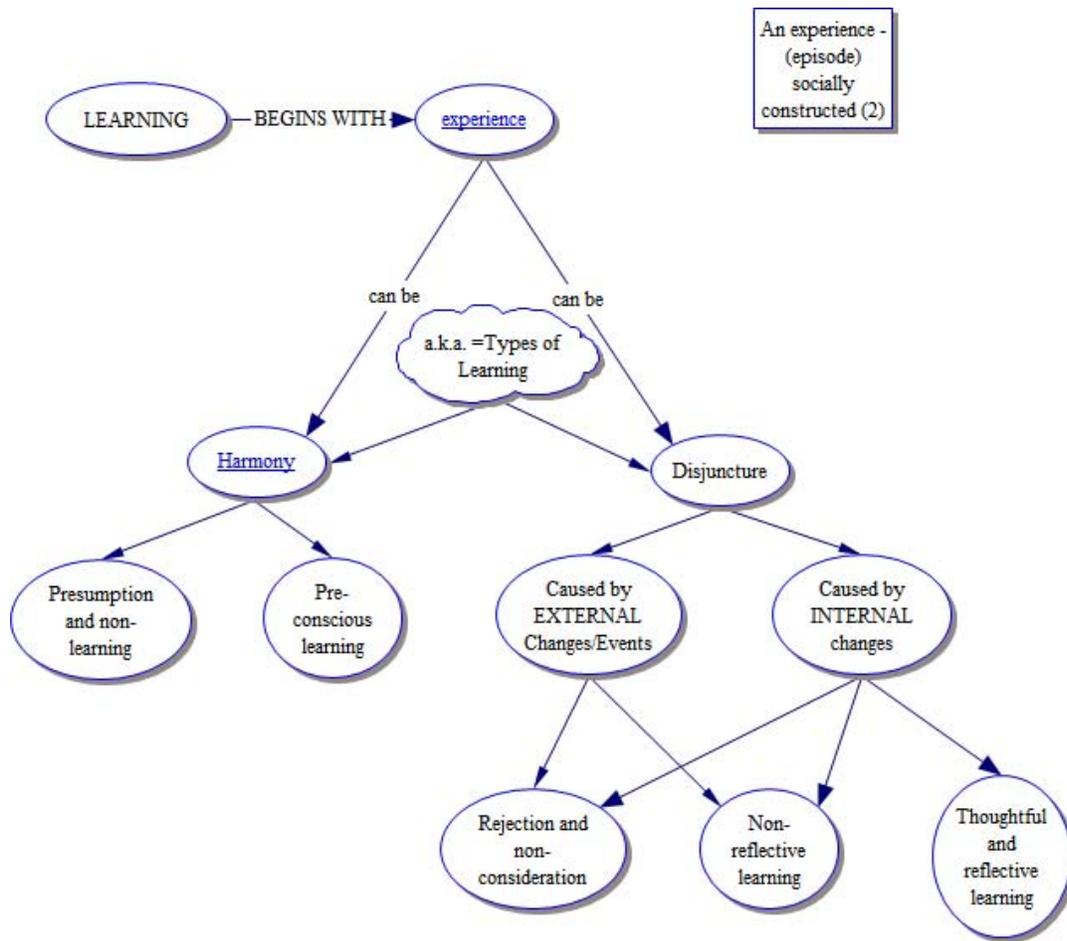


Figure 2: Types of Learning (Jarvis, 2006, pp. 27-30)

Harmony, when our consciousness of our experiences and our biographies coincide, is a state of awareness that produces an at ease, comfortable, take-for-granted feeling. Disjuncture, on the other hand, is the “gap between the individual’s biography and perception and

construction of the experience of the external world. It is the moment of potential for learning, whether it is cognitive, emotional, or behavioral” (p. 49).

Each of the nine types of learning has the potential to produce different outcomes; however, all of the products of the types of learning may be called “memories.” In regards to what is learned in field experiences, it is at this juncture where a very important distinction occurs. Jarvis wrote

However, the experiences that we have may not always be ones that we intend or are even aware of, and so it is necessary to distinguish between those that are intended and those that are not. I have deliberately chosen the term ‘incidental’ in order to distinguish it from ‘unintended’, which is the opposite of intended, and it will be used in this manner here. Self-learning is lifelong but it is incidental and we learn it pre-consciously. Through such learning we acquire such attributes as self-confidence, self-esteem, identity, maturity and so on (p 24).

The use of “incidental” to describe the totality of the content of our experiences which we are unaware of is a foundational component to this study. According to Jarvis, incidental learning is pre-conscious and occurs when an individual is otherwise in harmony, because it is the content of our experiences that, when we are experiencing, of which we are not aware.

Incidental Learning and Reflection: A Closer Look

Marsick and Watkins (1990) define incidental learning as “a byproduct of some other activity, such as task accomplishment, interpersonal interaction, sensing the organizational culture, trial-and-error experimentation, or even formal learning” (p. 12). After reviewing studies conducted in the nineties, and collaborating with Cesh (Cseh, Watkins, and Marsick,

1999), Marsick and Watkins (2001) proposed a revised model of informal and incidental learning. In the revised 2001 model the research team acknowledged the importance of the orienting component, “But in the model, preceding this is our worldview, our way of seeing things that frames what we pay attention to, how we will see this new trigger” (p. 29). It is important to note that researchers studying incidental learning have come to a similar conclusion as Jarvis above. Jarvis’s “person-in-the-world,” the arrow between 1₁ and 2 in Figure 1, is consistent with Marsick and Watkins “worldview” in that both models imply that an individual’s orientation will influence the content of the incidental learning.

Further, both Marsick and Watkins (2001) and Jarvis (2006) posit that upon reflection, an individual may access incidental learning. Even then, the individual may still be unaware of how the preconscious incidental learning affects development. The process of transforming pre-conscious incidental learning into conscious learning requires language. Jarvis explains that,

Language is at the heart of the greater part of our conscious learning and it will always reflect the culture of our life-world, as many childhood educators have demonstrated. Language, as such, is arbitrary and symbolic; no word, thing or event has intrinsic meaning, and only assumes meaning when meaning is given to it, which occurs through narrative that unites the disparate episodic events in our lives (p. 57) ... so that we can see how our conception of our selves, as persons, is enabled by the development of language and meaning. **With it, we develop self confidence and this is another unintended and incidental facet of our learning.** As we develop this sense of individuality, self-identity and selfhood, so we have a growing store of memories upon which we can assess new experiences and new learning and so we can engage in negotiation of meanings and

interpretations with others within our life-word. In other words, we can develop our critical and creative faculties, and these are relatively independent of our biological base. **Consequently, the ability to learn reflectively develops with our growing ability to use language**” [bold added] (p. 58).

The critical component of how language interacts with learning reflectively and consciousness is in the event of combining and/or constructing meaning for “disparate episodic events.” Jarvis contends that this is through the process of narrative. Narrative, as such, is the act of constructing intrinsic meaning on harmonious and disjuncture situations. In order to tap into ones incidental pre-conscious learning, Jarvis (2006) states that *doing something* is the basis for the transformation of experience leading to changed mind/body. He explains that,

reading, writing, listening, speaking, acting, summarizing skills, touching, appreciating, and sharing are but a few of the activities included in this profile through which we learn. ...We transform experiences not just by thinking about them but by doing something about them, for this is fundamental to our understanding of the person as being both mind and body (p. 114).

The *doing something* (i.e., the list of activities embedded within the quote above) is literally the types of activities that are required to construct the narrative which enables one to access incidental learning. Whether or not an individual does something (e.g., creates a narrative), all of the nine types of learning from Figure 2 potentially change the individual and are otherwise known as outcomes of learning. The nine outcomes are displayed in Figure 3.

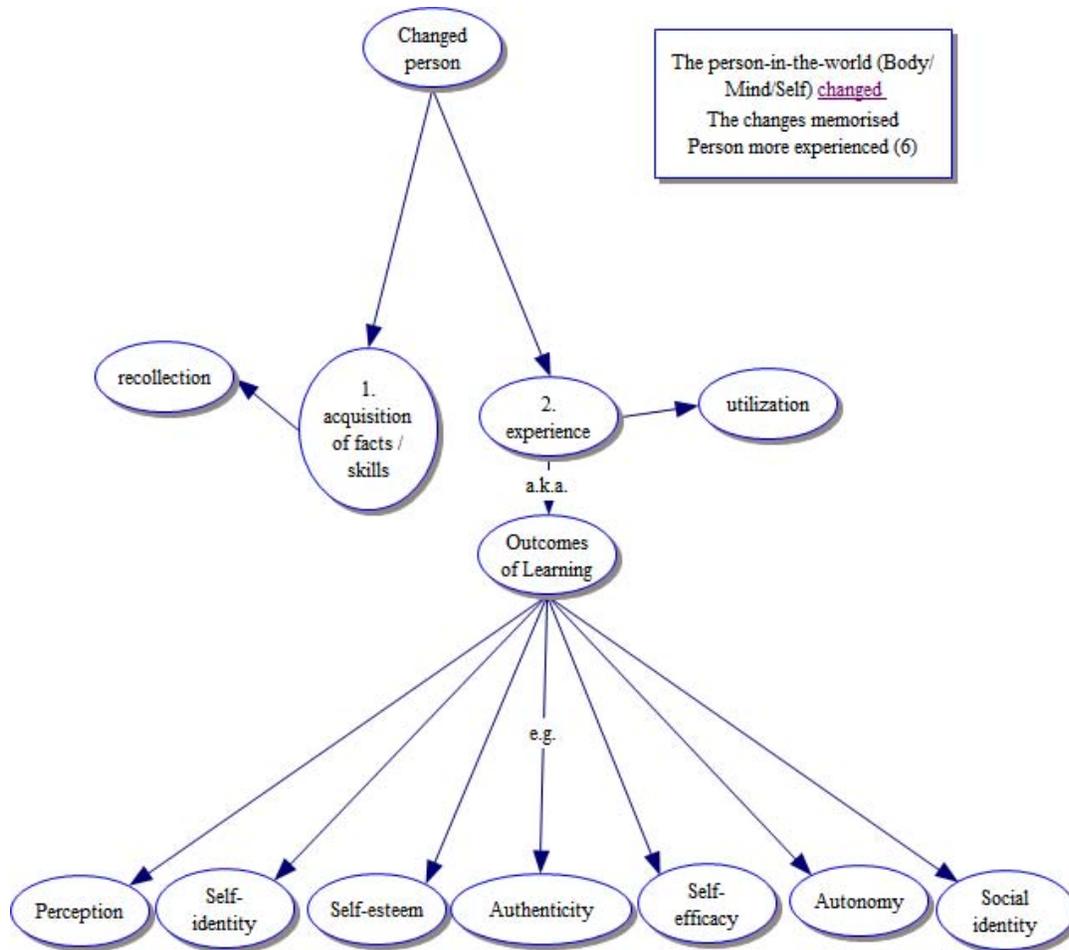


Figure 3: Nine Outcomes of Learning (Jarvis, 2006, pp. 27-30)

The person being changed, # 6 from Figure 1, either changed through the acquisition of skills or changed due to new experience. As displayed in Figure 3, the changed experiences are related to nine potential outcomes of learning. The outcomes of learning are: “Perception, Self-identity, Self-esteem, Authenticity, Self-efficacy, Autonomy, Social identity” (p. 120).

From Jarvis’ theory, this study utilizes three levels of processes occurring within the learning cycle. First, in Figure 1, we described how the person-in-the-world perceives and orients their episodic experiences as one of the following: I-thou, I-it, I-me, I-envisioned me. Next, we described that the initial experience is classified as either harmony or disjuncture (Figure 2). Further, it was here that an individual, when experiencing harmony, also learns

incidentally. It was at this stage where it was imperative to recognize that narrative is the process by which one accesses incidental learning. Lastly, in Figure 3, we described how each of the nine types of learning found in Figure 2 potentially lead to nine different changes or outcomes of learning.

Methods of Inquiry

This study incorporated a hybrid portraiture-instrumental case study methodology. Portraiture was initially used consistent with Lawrence-Lightfoot & Hoffman-Davis (1997); and, in particular aligns with the description of Lipstein & Renninger (2007) as “a method of creating case descriptions that reflect the responses of a like group” (p. 119). The ultimate goal for this study was an attempt at describing PT learning during early field experiences via the construction of portraits. Hence, the construction of case descriptions of our PTs’ learning, became the research aim. Further, Lipstein & Renninger (2007) describe how the data is integrated with the researcher’s own narrative and the research question by arguing, “the portrait preserves the real students’ words and anecdotes; however, the narrative that presents them is written from the perspective of the researcher and not from the perspective of the student being described. Moreover, the researcher’s reporting on each group of students is informed by the questions of the study” (p. 119). The use of instrumental case study was consistent with Stake’s (1995) description of research in which,

we may choose a teacher to study, looking broadly at how she teaches but paying particular attention to how she marks student work and whether or not it affects her teaching. This use of case study is to understand something else. Case study here is instrumental to accomplishing

something other than understanding this particular teacher, and we may call our inquiry *instrumental case study* (p. 3).

For this study, the orienting focus was an inquiry into the nature of PTs' learning to become a teacher as they participate in an Educational Psychology course and complete a required field experience. Our explicit focus is a comparison of learning resulting from classroom and community based field placements. The case in this study is the collection of written field summary narratives occurring in two separate contexts; we set out to compare two sets of field summary narratives.

One distinct difference between the present study and the methodology of portraiture and instrumental case study is that both portraiture and instrumental case study align more with participant observation and/or naturalistic settings. In the present study, the researchers examined an artifact of PTs being in the naturalistic setting rather than observing PTs in the setting.

Data Sources

The data for this study are twenty "Field Summary Narratives" written by undergraduate Educational Psychology PTs from two courses occurring on two different campuses. In other words, each case below contributed ten field summary narratives. The field summary narrative is a four to seven page reflective paper written by PTs after participating in either a school- or community-based field experience.

Case # 1:

The Educational Psychology course is one of a set of three courses called the "Pre-Methods" courses. Students register for the course after being admitted into the Teacher Education Program. The course includes a 20-hour field experience in either 4th or 5th grade

classrooms as well as a full day field-trip to an exemplary bi-lingual two way program elementary school in a near-by larger city.

The “Field-Summary Narrative” is a point-earning written assignment in which PTs are instructed to “document” their learning by telling the story of what they “do” or “see” during their field experience. PTs are required to self-select and use direct citations to the “Important Concepts” from the text (Eggen & Kauchek, 2007) (See Appendix A for Case # 1 Field Summary Directions and Rubric).

In Case # 1, the narratives were randomly selected from the PTs participating in the course. Further, to address Research Question 1.c. (Do narratives change over time?), Case # 1 provides a Field Summary 1 and a Field Summary 2 selected from five PTs. FS 1 was written during week five (i.e., one-third of the course completed), and FS 2 was written near the completion of the course.

Case # 2:

The Educational Psychology course is one of seven required education foundations courses that serve as prerequisites for acceptance into the teacher education program. The University is located in an agricultural valley with a low population density and a small number of schools within a 60 mile radius of the city. Classrooms within driving distance are filled to capacity with students enrolled in methods courses and student teaching; thus, there are no classrooms available for PTs’ early field experiences. The field experience component of our Educational Psychology course is a Community-Based Field Experience which requires PTs to provide a minimum of 10 hours of community service related to children, adolescents and/or their families. At the end of the semester, PTs write a reflective paper describing what they

learned through their experience and connecting their insights to course content such as theories of learning and motivation and factors influencing teaching and learning.

The Community-Based Field Experience is a point-earning assignment in which PTs are instructed to describe what they learned through their experience about the role and/or value of volunteer or service agencies in the community, about adolescents and/or their families, and about themselves. PTs are required to self-select and describe their perceptions of their learning in these three domains. (See Appendix B for Case # 2 Community-Based Field Experience Assignment). The written paper was submitted near the completion of the course.

Procedures and Analysis

The first procedure was the establishment of our distinct cases. In Case # 1, using a simple random drawing from the class list, five students were selected. In Case # 1, each student contributed a Field Summary 1 which occurred in the first third of the semester and a Field Summary 2 which occur during the last third of the semester for a total of ten narratives. In Case # 2, “confirming and disconfirming sampling” i.e., elaborating on initial analysis, seeking exceptions, and challenging assumptions, (Creswell, 2008, p. 217)) was used to select 10 student narratives. Five of the PTs’ narratives described their learning resulting from volunteering with community-based agencies that offered in-school tutoring and mentoring; the other five PTs described their learning as it occurred in non-school settings such as the Future Farmers of America, the Boys and Girls Club, and the Homeless Shelter.

Independently, individual researchers coded the Field Summary Narratives using a modified version of Jarvis’s (2006) four elements of the “person-in-the-world” (See Table 1 below for categorical aggregates). Specifically, due to the present study’s context being school- and community-based, we modified Jarvis’s categories to be: (1) I – thou which includes: I-

teacher, I-student, I – teacher & student, I – other; (2) I – it; (3) I – me; (4) I – envisioned me.

Researchers read a passage from individual narratives and attempted to determine the person-in-the-world orientation that the text best exemplified. Next, using Stake's (1995) "categorical aggregation" (p. 74) the researchers attempted to interpret the findings from the categorical analysis by tabulating a frequency chart.

From the categorical analysis, themes and patterns were explored. Researchers utilized the intent of the Constant-Comparative Method (Bogdan & Biklen, 1998) by examining the categories, examining the coding scheme and worked back and forth between the data, Jarvis's learning theory, and toward the development of potential portraits. At this stage, Jarvis's "types of learning" such as incidental learning, harmony, and disjuncture and "outcomes of learning" such as self-identity began to emerge. Further, distinctive differences in the content of the outcomes began to emerge. Examples of these categories appear below in the results.

Results and Discussion

We examined the data with several different analyses. Multiple passes through the data allowed us to extract a rich comparison of PTs' orientations by field placement location, including similarities across field placement location, differences across field placement location, and types of learning field placement location.

Our primary analysis focused on identifying PTs' orienting stance during their school- and community-based field experiences. We used Jarvis' (2006) four different relationships, or orientations, to help us articulate their "person-in-the-world experiences." This approach offered an important starting point for us to understand how PTs perceive their experiences of learning as related to the field experience component of their Educational Psychology course.

Comparison of Narratives by Field Placement Location

Table 1 presents a frequency count of PTs' orientations (I-Thou, I-It, I-Me, I-Envisioned Me/It) as provided in their field experience narratives. Not surprisingly, the PTs in the school-based setting showed a relatively strong orientating position in the I-Thou category. Over half (53%) of their responses involved orienting toward the teachers and students in their assigned classrooms. Approximately a quarter (26%) of their responses were oriented toward the I-It; these statements showed PTs' ability to connect the Educational Psychology course content and theory with daily classroom practice. However, only 21% of their responses were oriented toward themselves as teachers now or in the future.

On the other hand, the PTs in community-based settings showed a modest (33%) orienting position in the I-Thou category. Given that these PTs were not placed in formal classrooms but were involved with students in a variety of settings, this is not a surprising finding. Approximately a quarter (26%) of their responses were concerned with an I-It orientation reflecting their ability to connect the Educational Psychology course content with real-life situations. Approximately 41% of these PTs' responses were oriented toward themselves as teachers now or in the future.

Table 1: Frequency of Text Passages by Person-in-the-World Categorical Analysis

Category		School-based		Total	Community-based
		FS 1	FS 2		
I – Thou	Teacher	8 (10%)	15 (19%)	23 (15%)	2 (1%)
	Student	24 (31%)	13 (16%)	37 (24%)	37 (19%)
	T & S	11 (14%)	11 (14%)	22 (14%)	0 (0%)
	Other	0 (0%)	0 (0%)	0 (0%)	25 (13%)
I – It		17 (22%)	23 (29%)	40 (26%)	50 (26%)
I – Me		11 (14%)	11 (14%)	22 (14%)	47 (24%)
I – Envisioned Me/It		6 (8%)	6 (8%)	12 (7%)	32 (17%)

Similarities in the Field Summary Narratives

The most commonly described relationship in the PTs' narratives was the I-It orientation (26%) for both field placement settings. Both sets of PTs were similar in their orientation and their ability to connect course content to real-life situations. For example, one community-based PT wrote, "I have learned that if a student is previously interested in something, they are way more willing to discuss it and learn about it than if it is just another piece of homework assigned to them. That is why it is important for students to choose, within some boundaries, something of interest to them" (Case 2, #3, p.3). Similarly, a school-based PT wrote,

This method of teaching reminded me of the sociocultural theory of development. This Vygotskian theory is based on the fact that social interaction and language embedded within a cultural context have a huge impact of cognitive development. By creating these groups in a working environment, the teacher is also building on the students' social development. They are working on teamwork and learning how to communicate their ideas within an education context (Case 1, #3, FS1, p. 2).

This finding was a pleasant surprise for us; we did not necessarily expect to see this level of similarity between the two settings but we were delighted by this finding. This data tells us that despite some significant differences in the field experience placements, the PTs' were able to develop a similar orienting stance and were able to connect theory and practice in both contexts. For the PTs in this study, both settings provided ample opportunities to make theory-practice connections. This supports previous research indicating PTs can make theory-practice links during field experiences. However, this study extends those findings by showing that

different settings can be equally productive. Thus, these data suggest that placing Educational Psychology students do not necessarily have to be placed in formal classroom field experiences; PTs can make meaningful theory-practice links even if their early field experiences take place in community-based settings.

Differences in the Field Summary Narratives

The primary difference in the field summary narratives was that PTs in school-based field experiences included more orienting responses to the teacher, student, and teacher-student interaction whereas the PTs in community-based field experiences included more orienting responses to the context, self as teacher, and self as a future teacher. The school-based narratives commonly described teacher pedagogy and instructional strategies. This proved to be a difficult element in the Level 1: Person-in-the-world analysis because there wasn't a single 'true' category for some of their descriptions. The PTs' narratives documented their awareness of teacher-student-instructional strategies.

The community-based narratives included some insightful orienting responses to the larger context of the students, families, and communities. For example, one PT wrote, "The value of a program such as the CAP mentoring program is that it gives students a chance to succeed in different aspects of that they need to work on and to have a chance that most other kids will not" (Case 2, #5, p.1). Another stated,

I was able to observe poverty from a firsthand perspective as well as develop an understanding of the situations that many impoverished people endure. There were several teenagers that came into the P. and if they were students in my classroom I would never have thought they were in such poor living conditions that they could not afford meals. And I realized that if they could not afford

meals then they would not be able to afford to buy school supplies either (Case 2, #8, p.1).

These findings indicate instructors of Educational Psychology courses can expect to see some differences in PTs' learning in relation to their type of field placement. For the PTs in this study, the community-based experiences led to a stronger orientation toward seeing themselves and schools as embedded in larger communities of people who have important needs as well as significant strengths. The PTs in the school-based placements showed a stronger orientation toward seeing the learning and social needs of individual students and the pedagogical approaches of the teachers who worked with them.

Types and Outcomes of Learning

Initial analyses of the first pool of twenty field summary narratives indicates that both school and community placements indeed capture multiple types of learning that have points of similarity and difference. First, findings from Case 1 and 2 both suggest Harmony and Disjuncture types of learning occur and produce outcomes in the domains of perception and identity. As one student wrote:

“When I first decided to go into teaching, I always said that I would never teach the younger kids, third grade would be the youngest, but from my experience at D elementary, with a multitude of grade levels before me, I realized that each grade has something unique to offer and I would be happy teaching anything, as long as I got to teach it” (Case 1, #4, FS1, p. 3).

This brief paragraph indicates that the participant's life history (1_1 from Figure 1) was in Harmony and produced two distinct outcomes: perception and self-identity (e.g., “when I first

decided to go into teaching”). The experience of visiting the classroom (2 from Figure 1) was External Disjuncture learning for her self-identity of teaching third grade or higher. Her thoughtful reflection learning (Figure 2) transformed her self-identity (outcome) of being only being a teacher of upper elementary to a personalized identity of being a teacher (e.g., “I would be happy teaching anything...”).

Second, the comparison of narratives reveals that the location of the experience (school-based or community-based) primarily affects the outcome of learning. The types of learning were similar in both settings; however, the narratives suggest differences in the outcomes of students’ learning. Case 1 outcomes were connected to specific terminology specific to the classroom and student learning, while Case 2 outcomes were connected to more global ideas about children, family, community, and the personal characteristics needed to be a successful teacher. For example, one PT wrote:

“Volunteer work is a great opportunity to engage oneself with the community ...I myself am an extremely busy person and frequently find myself so wrapped up in all that I do that I fail to connect with others in the surrounding community. I realized, through my tutoring experience, the true value of working with people who I do not regularly come in contact with. Specifically, I was able to work with students of varying backgrounds which gave me a better perspective on how those backgrounds might influence the students’ lives” (Case 2, #6, p.6).

Incidental Learning

After completing the initial analyses, incidental learning became a focus of our on-going analysis. Our research questions were put on hold as we asked the following new research question: What do students learn incidentally during field experiences? In other words, what do

PTs learn that is pre-conscious and occurs when he or she is otherwise in harmony; what is the content of their experiences that, when they are experiencing, they are not aware?

We recognized that our interpretation of their incidental learning was inferential at best; however, the following two excerpts from student field summary narratives were clearly indicative that incidental learning was taking place.

Throughout all my observations, I could tell that the teachers are committed to helping all students learn. I like being able to connect concepts from class to the classroom setting. Overall, it helps me get a better understanding of concepts, how the classroom works, etc. I am developing a good self concept to help me prepare for teaching. This has all been a meaningful learning experience. (Case 1, # 2, FS2, p. 2)

In the example above, the students' reflection and writing of "I am developing a good self concept to help me prepare for teaching" reflects how Jarvis's outcomes of learning (i.e., self-identity) were being affected by this student's field placement *incidentally*. The development of teacher identity clearly was beginning to emerge.

In the next example below, this student has incidentally learned that classroom management based upon behavioral psychology principles "works."

Mr. Finnegan's classroom is very structured. While I mainly observe Mr. Trumbull, I have seen that Mr. Finnegan prefers rigidity and order, which leads to personal development (p. 79) in his students. They learn behaviors that are acceptable, such hard work or obedience of authority figures, and those that aren't, such as talking out of turn or other disruptive behaviors. Those that step out of line with unacceptable behavior face a consequence (p. 200), usually in the

form of removal punishment (p. 205). For example, Mr. Finnegan made two students with messy desks stay in during a recess to clean. Removal of recess is the most common punisher (p. 205) in the classroom, and when it is used, the rest of the class usually settles down pretty quickly, an example of vicarious learning (p. 217). (Case 1, # 1, FS1, p. 3)

Limitations

The purpose of this study was twofold: First, the results of this study were meant to inform professors of Educational Psychology about the different types of PT learning that can occur within school-based and community-based field experiences. Second, more broadly, the study was an attempt at applying Jarvis' (2006) "comprehensive learning theory" to the nature of PTs' learning to become a teacher within preservice teacher education.

Two limitations to this study are noteworthy. First, the development of student portraits of learning and the use of portraiture methodology was not fully achieved. Specifically, analysis and results were primarily focused on "Level 1: Person-in-the-world" rather than at the "Level 2: Types of Learning" or "Level 3: Outcomes of Learning." Second, although the samples came from unique universities, both contexts for the cases are more representative of rural low population density universities.

Directions for Future Research

Given the limitations and findings from the present study, the researchers recommend the following directions for future research. First, researchers need to continue to develop portraits of learning within field experiences. The initial attempt at understanding the orientation, types of learning, and outcomes of learning need to be synthesized into portraits of learning. One key component to better understanding PT learning is to conduct a correlational study to explore the

relationship between students' "Level 1: Person-in-the-world" orientation and the percentages of "Level 2: Types of Learning" or "Level 3: Outcomes of Learning." A second study we recommend is the utilization of a discourse analysis methodology to further examine the content of the field summary narratives to better understand the integrated nature of PT writing and how it relates to incidental learning. Finally, one future study that is paramount to the development of the PT portraits of learning is the utilization of a participant observation design where researchers observe the PTs during their field experiences. This type of study will create a data set that can be used to triangulate interpretations and descriptions of PTs' learning during their classroom- and community-based field experiences.

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Appendix A

Name:

Username:

Field Summary # 1 Directions & Rubric

Directions: Using your experiences from the field, write a narrative essay documenting how your experiences “connect” to content (i.e., Important Concepts) from our ED 230 course. Specifically, address the following Focus Questions:

Focus Question 1: What did you _____ (Do ? See? Hear? Smell? Think?) during your field placement?

Focus Question 2: What did you observe and/or think about regarding student and/or teaching reading?

Note 1: Maintain **CONFIDENTIALITY**. This is a professional disposition which means you do **NOT** use real names in your F.S. (Nor do you talk about individuals from your field experiences to your friends.) Use a pseudonym for the school, teachers or students you individually identify.

Note 2: Partial credit may be awarded when specific criteria have not been met 100%.

Note 3: Read the rubric from the “bottom-up” and INSERT “_____All of points earning criteria below that apply and” into which ever Points criteria box you desire to earn.

Points	Criteria
50	_____References 12 I.C.’s from Chapters 1-4 of text with a minimum of 2 per chapter _____Provides clear and accurate examples from observations of I.C.’s identified _____Narrative moves beyond interpretation toward evaluation and curiosity questions – i.e., the narrative demonstrates an integrated and connected collection of your thoughts, descriptions of the observations, and other reference material (i.e., integrates observations, concepts, TD and MS into a coherent whole). Typical examples of integrated essays also include “digging deeper questions” such as “Why did this happen?” _____Peer edits a FS – print NAME of person here: _____ Peer Signature here:
40	_____References 8 I.C.’s from Chapters 1-4 of text with a minimum of 1 per chapter _____Appropriately references 1 Michigan Standards for Entry Level teachers

	<p>_____ Appropriately references 1 NMU School of Education Teacher Dispositions</p> <p>_____ The narrative is interpretive – i.e., begins to demonstrate an integrated coherent essay</p>
30	<p>_____ The narrative is a “polished” written product – it is apparent that it is of final draft quality</p> <p>_____ The narrative is descriptive -- demonstrates a linear collection of ideas (i.e., the narrative reads as a list rather than an essay)</p> <p>_____ Provides a minimum of one paragraph documenting observations related to “student(s) reading” or “teaching reading strategies”</p>
25	<p>_____ References 4 I.C.’s from Chapters 1-4 of text with a minimum of 1 per chapter</p> <p>_____ All references are high-lighted using the highlight function in Word and as exemplified in the EXAMPLE CITATION CHART below</p> <p>_____ Citation Chart emailed to Dr. Holder</p> <p>_____ Narrative is written in standard English with few to no grammatical mistakes</p> <p>_____ Between 4-7 double spaced pages, 12-font (Points WILL be deducted for papers longer than 7 pages at a rate of 5 points per page – does not include title or citation page)</p> <p>_____ Provides self-evaluation (check the criteria that have been fulfilled)</p> <p>_____ Uses this rubric as the cover sheet for the FS</p>

Comments:

1. Overall, your F.S. demonstrates a point F.S.
2. For next time, please work on:
3. I really liked your

EXAMPLE CITATION CHART

Highlight in:	F.S. # 1 Citations
Entry-level Standards for Michigan Teachers	1. MS – 3 b
NMU School of Education's Teacher Dispositions	1. TD – 6
Eggen. P., & Kauchak, D. (2003). <i>Educational psychology: Windows on classrooms</i> (6th ed.), Upper Saddle River, NJ: Prentice-Hall.	<ol style="list-style-type: none"> 1. "Real World Task" (Eggen & Kauchak, p. 284). 2. "Self-Regulation" (Eggen & Kauchak, p. 390) 3. "Classroom Management" (Eggen & Kauchak, p. 426) 4. "Productive Learning Environment" (Eggen & Kauchak, p. 426) 5. "Introductory Focus" (Eggen & Kauchak, p. 405) 6. "Review" (Eggen & Kauchak, p. 481) 7. "Self-efficacy" (Eggen & Kauchak, p. 361) 8. "Concept Mapping" (Eggen & Kauchak, p. 315) 9. "Psychomotor Domain" (Eggen & Kauchak, p. 466) 10. "Unconditional Positive Regard" (Eggen & Kauchak, p. 355)

Appendix B

Community-Based Field Experience Assignment Guidelines

In this project you will spend approximately 10 hours this semester providing community service with an agency that serves youth and/or their families. You will submit a Verification of Service Hours form and a 5 page (double-spaced & stapled) paper in which you:

1. Describe what you learned through this experience about the role and/or value of volunteer or service agencies in the community.
 - Explain how your experience connects to the issues we have discussed in class
 - Give examples from your work where possible.
2. Describe what you learned through this experience about adolescents and/or their families that will help you be a more effective educator.
 - Explain how your experience connects to the issues we have discussed in class
 - Give examples from your work where possible.
3. Describe what you learned through this experience about yourself that will help you be more effective in your work with adolescents.
 - Explain how your experience connects to the issues we have discussed in class
 - Give examples from your work where possible.