

WHAT ARE THE PRE-SERVICE MATHEMATICS TEACHERS' EXPECTATIONS TOWARD THE COURSE OF SCHOOL EXPERIENCE?

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Abstract

The purpose of this study is to identify pre-service mathematics teachers' expectations toward the course of School Experience. 26 pre-service teachers studying at Department of Elementary Mathematics Education in the 4th grade and Department of Secondary Science and Mathematics Education in the 5th grade and taking the School Experience course in the fall semester of 2015-2016 academic year constitutes the study group. Reports written by the pre-service teachers about what they expect from the school experience in the beginning of the semester were used as the data collection tool. The content analysis method was employed for the data analysis. Based on the data analysis, it was identified that pre-service teachers' expectations were grouped into 6 category as expectations from the course of School Experience (in general), school experience, the mentor teacher, the practice school (focusing on administrative), lectures and lecturers in the faculty, and themselves as pre-service teachers. Most of the pre-service teachers reported that they expected to gain experiences by observing the issues like having opportunity to practice what they have learnt from the theoretical courses during their undergraduate education, monitoring the teachers' communication with the students and how the classroom management is ensured by the teachers.

Keywords: Pre-service mathematics teachers, school experience, expectations.