



Research Article

ASSESSMENT OF PRESERVICE TEACHERS' LEARNING DURING INTERNSHIP

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ABSTRACT

Internship for preservice teachers (PSTs) is significant in the acquisition of teaching competencies including lesson planning, presentation, technology integration and teaching learning material. Feedback from their teachers, mentors and peer group help them improve their abilities to tackle classroom related issues such as interest, attention, and response from the students. The present study attempts to compile the perceptions and teaching competencies of MEd students (PSTs) during their internship. Feedback form, reflections on internship record and a questionnaire are used to collect the responses about lesson planning, presentation, technology integration, perspectives and goals of internship. Preservice teachers possessed moderate level of technology integration, good perception of goals, teaching competencies and impression about internship. Thus, it can be concluded that PSTs need good orientation and extensive demonstration of the lessons during internship the way they are to handle the students and the lessons.

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INTRODUCTION

Preservice Teachers (PSTs) are teacher trainees who practice teaching in both simulated and realistic environment. The simulated experiences take the form of microteaching and reflective teaching at BEd level, and they are mandatory as training under internship. The realistic experiences for BEd students are the teaching practice or Internship at the school. Similarly, MEd students have internship which is mandatory, and they teach to the BEd students of their respective teacher education institutions. Through internship, MEd students gain practical knowledge of lesson planning as well as teaching BEd students which they are going to take it as fulltime teaching upon completion of their masters. With this intention, authors have conducted a study on internship of MEd students.

Objectives of the study

The purpose of the study is:

1. To find out the goals of internship perceived by the PSTs.
2. To determine new concepts and knowledge that are content-specific that PSTs have learned.
3. To be aware of the new abilities PSTs acquire that assist them in instructing aspiring teachers.
4. A collection of the modern technology tools and techniques that PSTs employ.
5. To list the new things about themselves that PSTs have taught them.
6. To know what part of their work makes them proud for PSTs.

7. To know what would they change and why, if PSTs had to do their Internship over again.
8. To study the feedback on the organization and presentation of the lessons, technology integration and overall performance of PSTs.

Significance of the study

The study focusses on attaining the teaching competencies during the post-graduation (MEd). Internship is the key component to improve lesson planning, teaching skills and integrating technology into the lessons besides feedback and assessment abilities.

Review of related literature

Internship helps build transferrable professional skills, academic training in a work environment, build network, become a better researcher, gain professional feedback, discover passions, boost confidence, and have an opportunity of potential hire (NJIT, 2022). Additionally, internships give students the chance to get valuable hands-on work experience that supplements the knowledge they learn in class (SOE, University of Michigan, 2021).

However, an internship is frequently at a higher level within the organisation than a part-time work and is directly tied to their topic of study, according to Kathy Haves (2017). The following are some advantages an internship can give a student:

1. The opportunity to network with professionals in your industry.
2. The exposure to real-life job situations and environments.

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3. The building of experience that makes you a more appealing employment prospect.
4. The development of the necessary skills for your chosen field.
5. The ability to evaluate a potential employer from the inside before accepting a job offer.
6. The potential to earn a higher starting salary after graduation.

Further, the examples of work entrusted to interns (OECD, 2023) include:

1. Participating in meetings and seminars.
2. Drafting notes and creating networks with officials in national administrations.
3. Conducting research and reviews of existing materials.
4. Collecting, organising, and analysing data.
5. Contributing to the creation of documents, working papers, and publications that result from the aforementioned activities.

In order to give students a comprehensive and in-depth understanding of higher education administration, master's level internships offer the chance for practical experience in a setting related to higher education and student affairs (Texas Tech University, 2023). The purpose of the internship is to give students practical experience using the knowledge, skills, ideas, and practises they have learned in class in a situation that is relevant to their chosen career aspirations. The student will take on managerial duties in a real-world workplace to develop professional competencies.

Thus, reviews of studies indicate internships as a significant training at Master's level which will serve as a springboard for prospective teaching assignment.

METHODS

Survey method is adopted for the study. The responses of the preservice teachers (MEd students) are collected on the feedback form, internship record and a questionnaire.

Participants

The sample consists of 7 MEd students (one female and six males) in the age range of 28 to 38 who pursued in academic year 2021 – 2023 at University College of Education, Osmania University, Hyderabad.

Materials

Three tools are used to collect data for the study. They are:

1. Teacher educators appraisal form for Internship developed by a group of curriculum experts (including authors) available with the MEd program of Osmania University, Hyderabad.
2. Preservice teachers perspectives, their stories and feeling during the internship are collected from the students.
3. A questionnaire on 'Assessing my learning during Internship' (Tomlinson, et.al., 2009, p. 227).

Description of the tools

First, the supervisor, teacher educator, or mentor should provide feedback on the course planning, presentation, and technological integration using the teacher educators assessment form. Further, teachers provide overall impression and suggestions for improvement of the lesson. The rating is

on a 5-point scale (5 – excellent; 4 - good; 3 - moderate ; 2 - poor ; and 1 – very poor) for each of the component of internship (such as introduction, examples, attention, interest and so on).

Second, MEd students compile a record of their lessons, feedback and their own reflections, stories, and feelings during their internship. This is presented in the study as insights during internship.

Lastly, the questionnaire consists of primary data including the name and the goals of internship; nine items related to their goals, learning new skills, new tools or methods, complacency, self-reflections, feedback, and suggestions for improvement.

Collection of data

Authors personally collected data pertaining to the feedback and internship record while the questionnaire is shared as Google Form to the students WhatsApp group.

RESULTS

Analysis of data is organized as three sections, namely, feedback form, internship record and questionnaire.

Data analysis related to the feedback form

Insert Table 1.

Data related to internship record as insights

Insert Table 2.

Analysis of the items on the questionnaire

The goals of internship perceived by the PSTs are:

1. To practice teaching skills and lesson plan preparation in an efficient way.
2. To familiarize with teaching and classroom management of B.Ed. students.
3. Meet an employer or absorbed by an employer Learn soft skills better Constructive feedback from professors Understand the psychology of the student teachers.
4. Teaching for BEd students with fluent English and teaching with confidence.
5. To become a good teacher.
6. To gain teaching skills and how to write effective lesson plan.
7. To learn teaching techniques.

These are consolidated and tabulated below.

Insert Table 3.

What part of your work makes you proud?

1. Content preparation and explanation.
2. Integration ICT and Discussion of Contemporary Issues based on Content.
3. Explained clearly.
4. Writing of planning.
5. My content knowledge.
6. Subject Explanation.
7. I made my authentic research work.

Table 1 Feedback from supervisors/ teacher educators / mentors

S.No.	1	2	3	4	5	6	7
Name	S	NR	RG	N	R	T	RV
Topic 1	Emotional Intelligence	Difference between Practical and Community knowledge	Science and Society	Mind and Body	Academic freedom	Science and Society	Liberty of teacher
2	Aims of Learning	Process of Philosophy	Understanding Language and Producing Discourses	Gandhi and learning	Liberty of Teacher	Birbal Sahni	Ancient schools - India
3	Critical understanding the difference between knowledge and skill	Rating scale	Assessment and evaluation	Student Portfolio	Place of Marks and Grades	Prose teaching methods	Concept of learning
4	Self-concept, Self-esteem, Self-image	Questionnaire	Physical development	Rubric	Improving quality & language of questions	Textbook and colloquial language	Hereditary factors
5	Knowledge and understanding through Science	Influence of neighborhood on development of child	Social Development	Psychosocial entity of an individual	Maslow's Theory	Academic freedom	Quartile deviation
6	Blooms Taxonomy	Influence of community on development	Nature of Philosophy	Political influence on the development of childhood	Moral development	Basic Education	Assessment of Learning
7	Learning Objectives	C V Raman	Intuitive / Tacit Knowledge	Key concepts in Economics	Chanakya	Moral development	Characteristics of good test
8	Manipulating tools and symbols	Scientific method	Tenses	Key concepts in Economics, Demand & Supply	Social sciences as integrating area of study	Language development	Analytic method
9	Meaning making propensities	Content-cum-methodology	Types of evaluation	Word Formation	Sounds,	Interview & Observation	Development of Science in India
10	Meaning, Nature and scope of Philosophy and Education	Pedagogical Analysis	J B de Lamarck	Affixation	Microteaching	Formative & Summative evaluation	Learning objectives
Feedba ck – Plannin g, Organiz ation and Present ation	64, 58,8,8,60, 69, 55, 42,32, 24. Total – 420 Average – 4.2	8, 8, 45, 42,0, 15, 45,53, 54, 49. Total – 319 Average – 3.19	37, 45, 53,8, 8, 0, 12, 12, 46. Total – 221 Average – 2.21	48, 41, 53, 58, 57, 28, 51, 51, 12, 12. Total – 411 Average – 4.11	44, 44, 45, 34, 41, 42, 31, 42, 31, 42. Total – 396 Average – 3.96	40, 37, 42, 48, 15, 8, 14, 42, 37, 42. Total – 325 Average – 3.25	39, 12, 42, 46, 42, 41, 45, 42, 44, 41. Total – 394 Average – 3.94
Techno logy Integrat ion	29,35,24, 12, 32, 36, 33, 31, 28, 20. Total – 280 Average – 2.8	2, 4, 9, 24,0, 0, 29, 32, 35, 32. Total – 167 Average – 1.67	0, 11, 8, 0, 0, 0, 0, 0, 0. Total – 19 Average – 0.19	32, 23, 36, 35, 23, 28, 30, 30, 24, 24. Total – 285 Average – 2.85	24, 24, 24, 18, 0, 11, 19, 18, 9, 12. Total – 159 Average – 1.59	0, 0, 13, 17, 8, 0, 0, 11, 12, 14. Total – 75 Average – 0.75	13, 16, 10, 31, 21, 21, 28, 26, 26, 24. Total – 206 Average – 2.06
Overall Perform ance	4,4,4,4, 5, 5, 5, 4, 4, 4. Total – 43 Average – 4.3	4, 4, 4, 4, 0, 4, 4, 4, 4, 4. Total – 36 Average – 3.6	0, 3, 4, 0, 0, 0, 4, 4, 3. Total – 18 Average – 1.8	4, 4, 5, 4, 5, 4, 5, 5, 4, 4. Total – 44 Average – 4.4	4,4, 4, 3, 4, 3, 3, 4, 3, 3. Total – 35 Average – 3.5	3, 4, 4, 4, 4, 4, 3, 4, 4, 4. Total – 38 Average – 3.8	4, 4, 3, 4, 4, 3, 3, 3, 4, 3. Total – 35 Average – 3.5
Remark s	Good presentation, integrated ICT, give more examples, enhancement of PPTs, Ignite the students minds, Good explanation, interaction, Take less content.	Good explanation, interact with students, Use ICT, and blackboard, give relevant examples, motivate students, modulate the voice.	Poor preparation, low confidence, use ICT, give examples, take content as per the duration of the lesson, Reinforce students responses, improve teaching skills.	Good teaching, Give examples in classroom context, check for corrections in PPTs,	Good presentation, Use teaching learning material, Use technology,	Integrate technology, give latest information, Prepare well, Organize lesson properly, interact with students, Good lesson, check for spelling.	Teach in English

(Note: Names of the participants are abbreviated)

Table 2 Insights about Internship

Perspectives on internship	Lesson planning, reflective teaching, and classroom management abilities.	Rectify mistakes, improve teaching skills and writing content.	Rectify mistakes, improve teaching skills and writing lesson plan.	Eye-opening experience, challenging real-life situations in the classroom, valuable learning experience.	Improve teaching skills.	Improve teaching skills.	Improve teaching skills.
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Table 3 Goals of internship perceived by the PSTs

S.No.	Item	Rating				
		1	2	3	4	5
1	How well did you achieve your goals during internship?				5	2
2	How well did you learn content specific new information and ideas?				4	3
3	How well did you learn new skills that help you to teach to budding teachers?			1	3	3
4	How well did you use new technology tools or methods?			2	3	2
5	How well did you learn new things about yourself ?				2	5
	Total	0	0	3	17	15
	Average	0	0	0.6	3.4	3.0

(Note: 5 – excellent; 4 - good ; 3 - moderate ; 2 - poor ; and 1 – very poor)

If you had to do your Internship over again, what would you change and why?

1. Use of technology particularly slides preparation and other ICT skills.
2. More interaction with the students and plan some interesting activities.
3. Time given to every candidate must be same. Some student educators have taken a longer time and were not interrupted even after expiring their allotted time.
4. I want to use PPT and I want to teach without fear and with confidence.
5. Technology and PPT, because I want to improve my explanation skills with PPT.
6. Improve in using ICT in content explanations.
7. I would like to have many students in my class rather than 5 to 10.

How does your work show that you have grown or improved in some way? Was there feedback from teachers? Did you had peer evaluation?

1. The faculty members all are given good guidance and suggested how to improve lesson plan & explanation in an interactive way in the classroom. Yes, I received valuable points about improvement of lesson plan from my peer group members.
2. Yes, I had peer evaluation to get to know about my strengths and weakness.
3. Professors feedback, peer evaluation and B.Ed. students augmentation were excellent.
4. Yes, my teachers and peers are given excellent feedback which I want to correct now.
5. Yes, I received valuable suggestions from teachers and my peer group. I know my problematic area in content explanation.
6. My lecturers gave me motivation.

What is the latest query you have? How can I help you begin to find your answer?

1. Improve technical skills in a most effective way.
2. The correct sequence of steps to approach the students with low grasping, memory, motivation.
3. Utility of PowerPoint presentation makes teaching perfect. Without PowerPoint presentation also the teachers will teach very effectively.
4. Approach to the students.

5. To implement e-resources and technology for effective teaching.

Findings

Feedback during internship shows that all the seven PSTs practiced ten lessons each. Scores obtained for each lesson for planning, organization, and presentation, the perceptions of PSTs about internship through their records and responses on the questionnaire indicate the following.

1. Teaching competence including lesson planning, organization and presentation is good to moderate.
2. Integration of technology in the lesson is moderate to poor.
3. Generally, impression of teachers about internship of PSTs is good to poor.
4. The insights of PSTs during internship indicate that it helped them to plan lessons professionally, introspect their teaching and acquire classroom management skills, besides, tackling challenging real situations to gain valuable learning experience.
5. PSTs perception about goals of internship is good to very poor.
6. Internship makes PSTs proud because they can share their knowledge about contemporary issues based on the content, integrate technology, and present their authentic research work.
7. If PSTs were to take up internship again, they would change technology integration, use of ICT, plan interesting activities, and teach to a large group of students (around 30 or so) instead of a small group of ten students.
8. Improvement during internship of PSTs was indicated through feedback from teachers and peer group and sought inspiration from teachers about effective teaching.
9. Concerns regarding technology integration, lesson sequencing, and how to approach students to make lessons entertaining and effective are voiced by PSTs about internships and the way they are addressed by teachers.

CONCLUSION

From the foregoing debate, it can be concluded that PSTs need good orientation and expansive demonstration of the lessons during internship the way they are to handle the students and

the lessons. Teachers also need to use technology in regular classes so that PSTs pick up those competencies and practice during their internship as well as when they take up teaching as a career. On the whole, internship of PSTs is good, but it needs improvement where they can excel in teaching competencies, because PSTs are experts in the subjects, but they need proper guidance and role models to exhibit their effective teaching skills. PSTs are highly motivated and committed to teaching which is reflected in their pursuance of interest in their dissemination of subject knowledge besides pedagogical knowledge. The difficulty is with regard to integration of technology which can be acquired through practice over a period of time.

PSTs are clear about their goals of internship which is reflected in their interest in preparing the lessons, resource material and their articulation during practice teaching. Only concern was with the strength of the students which also is a factor for motivation to teach and seeking attention of the learners.

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