



Student Teachers' Perceptions of Success: A Tale of Two Universities

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This article is primarily focused on a recent group (tale 2) experiencing a series of embedded and interactive field based experiences (field learning); the discussion is benchmarked to a previous study (tale 1) of student teachers having had a more traditional semester practicum as part of their field-based experience. It is within this context that the authors' show support for rarely noted findings (knowledge) supporting the efficacy of university campus programs: novice teachers linking their success in field-based teaching to their university campus program (campus learning). We contend this is important evidence supporting the link between theory and practice that has the potential to better inform educational management decisions.

Keywords: teacher education, novice teachers, teacher efficacy, affirmative inquiry, reform

This paper is an exploration of prospective teachers' experiences and the impact of teacher training programs. Their responses reveal how student teachers use success experiences to build self-efficacy and provide insight into how student teachers gain confidence in their teaching abilities as part of their university program.

There is a need for this type of research as there appears to be few studies of pre-service teachers focused on student teachers' perceptions of their successful teaching performance (Jones & Vesilind, 1996; Van Zee & Roberts 2001). Further, Beeth and Adadan (2006) state, 'teacher education programs need to know which aspects of their programs contribute to successful teacher practices reported by their students' (p. 107). The literature on any substantive understanding of the relative influence of university and school-based components of teacher education programs on student teacher self-defined success and self-efficacy is in short supply.

In an attempt to address this gap, Anderson, Walker, and Ralph (2009) spoke primarily to the post-practicum experience, reporting on a group of four cohorts of interns over a three-year period. However, this tale did not explicitly focus on the impact of the university component (the on-campus part) of the teacher education program. This study did not include the interpretation of how both the on-campus and field-based experiences related

to students' socially-constructed and cognitive sense of self-efficacy (perceived competence). It is our aim to fill this gap as we compare the results from the post-practicum research from Anderson et al. (2009) with a similar success story, by orienting our study at a newer comprehensive teacher education program, which explicitly links on-campus and field components of the teacher preparation program. We do this by connecting the success story perspectives of student teachers drawn from the university and field-based components of their education programs.

This discussion describes how the first and second case studies are contextually different, primarily in two ways: length of program and position/role of practicum. Tale 1 was situated at a university that offered its students an after-degree education program of two years capped by a semester long internship (in addition to other degree program alternatives). Tale 2 offers an 11-month after-degree program, with an intended reliance on an embedded practicum that runs concurrent to the on-campus components and is punctuated by extended practica periods at the end of each semester (Hirschhorn, Sears, & Rich 2009). It is within this fertile ground of educational program change that we looked to student teacher success experiences as a means to understand how self-efficacy, as a building process, can be linked to both the field and university components of the teacher education program.

Self-Efficacy, Teacher Education, and Seeking Positive Frames

After reviewing the research on self-efficacy and teaching, Vartuli (2005) suggests 'that teachers with high self-efficacy have a positive influence on child outcomes, use effective classroom practices, [...] help children develop greater self-esteem, motivation to learn, improved self-direction, and positive attitudes towards schools' (p. 78). We accept Vartuli's (2005) view of self-efficacy as being 'based on the teachers' perceptions of their competence; [...] the strength of the teachers' self-efficacy helps determine how much effort they will expend [...] and how long they will persevere when confronted with obstacles' (p. 76). Sheldon, Ryan, and Reis (1996) stress a need for research that breaks the tradition of negative reporting and deficit foci as they are 'concentrated on what makes for "bad days,"' arguing 'that in studying the quality of a particular day, it is valuable to consider factors that lift our spirit and keep us going [...] it is worth asking: what makes for a good day?' (p. 1270). Indeed, we also contend that it is worth asking: 'what aspects of your education program did you celebrate as contributing to your most successful experience?' This is a selectively narrow focus, but within the positive frame suggested by the authors above, it is linked to the self-efficacy building process.

In building our understanding of self-efficacy, while contributing to the

development of novice teachers, Self Determination Theory (SDT) can help frame our understanding of the relationship between self-efficacy (perceived confidence), motivation, and successful teaching experiences. Guay, Ratelle, Senecal, Larose, and Dechenes (2006) explain that 'SDT is an approach to human motivation that highlights the importance of three fundamental needs, namely autonomy, competence, and relatedness [...] (p. 237). Ryan and Deci (2000) discuss SDT, drawing attention to intrinsic and extrinsic motivation in the context of success. They argue that *intrinsic motivation* produces action because the agent of the action finds 'it is inherently interesting or enjoyable' (p. 55). Conversely, however, many aspects of teaching for novice teachers will involve *extrinsic motivation* as both novice teachers and their students are expected to be engaged in tasks that 'are not inherently interesting or enjoyable, [therefore] knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching' (p. 55). Further to this, Sheldon et al. (1996) argue that 'psychological health depends on ongoing feelings of effectance or competence [...] the need to feel competence is a basic organismic propensity that underlies self-esteem and self confidence' (p. 1271). Indeed this element may be an often missed reality of teacher development programs. The importance of building self-efficacy for novice teachers should be more clearly articulated as a key aim of teacher education. Increasing self-efficacy has ramifications for the long term welfare of teachers as noted by Sheldon et al. (1996) who refer to Bandura (1977) suggesting, 'self-efficacy, the feeling that one can bring about desired outcomes, is an important determinant of psychological health' (p. 1271). As part of the efficacy building process, Bandura (1982; 1986) has shown that learners engage in observing and modeling the behaviour of others in mutually interactive relationships, which contributes to the learners' judgments of their self-efficacy. The elements of these relationships are: *personal* (one's beliefs, values, expectations, physical traits, and social skills), *behavioural* (one's outward actions), and *environmental* (one's physical and social surroundings). All of these elements may influence and be influenced by one another as the learner engages in the learning process.

The student teachers' judgments, and thus their self-efficacy, are also affected by other factors, such as the interns' previous success experiences, their existing skills and knowledge levels in performing particular teaching tasks, and the quality of their key mentors' teaching and supervisory style (Ralph 2003). This growth is often credited to the school based experiences under the mentorship of classroom cooperating teacher(s), while college supervisory personnel are seen less favorably (Anderson et al. 2009; Ralph 1998).

Typically, university education programs are offered in concurrent or consecutive formats. In either format, there appears to be a difference in the relative value and positioning of field experiences in relation to the on-campus part of the overall teacher education program. Often the field experiences are treated as distinct from the on-campus components, most commonly positioned at the end of the education program following the completion of the on-campus components (Crocker & Dibbons 2008). It is in the field-based experiences where a perceived gap between the on-campus and field-based components of the program is actually articulated as cited by a student from Beeth and Adadan (2006): 'Field experiences provide opportunities for pre-service teachers to apply knowledge of teaching and learning acquired during university-based coursework' (p. 103). This following quote demonstrates the sometimes stinging critique of the relevance of on-campus components: 'most teacher education programs place substantial emphasis on linking pedagogical preparation with field experiences, prospective teachers [...] are quick to point out the lack of usefulness that university-based courses have in relation to field experiences' (p. 104).

The practicum experience, including the self-judgments of these neophyte teachers, is intended to help influence the ongoing beliefs of student teachers in their instructional and professional capabilities; that is, their sense of self-efficacy. There seems to be scant evidence or support for the efficacy building potential of university courses, indeed typically it reflects Vartuli's argument that 'university faculty must select field placements carefully as [...] student teachers are more influenced by cooperating teachers than the college supervisors or university courses' (p. 81). Supporting this, Anderson et al (2009) found that only 1% of student teachers cited their university supervisors as related to their primary most important success as student teachers. However, while often diminished, the role of the on-campus components in the relative 'success' of student teachers during their field experiences cannot simply be ignored. There seems to be a need to re-focus our research on newer teacher education programs, which aspire to go beyond the traditional concurrent and consecutive program and away from a problem deficit orientation. In this way, we can explore the successful adaptation of the student teacher's experience to better understand the efficacy building aspects of both the field-based and on-campus components of teacher education programs.

Research Design

The design of this study replicates and complements a study reported in an article 'Practicum teachers' perception of success in relation to self-efficacy (perceived competence)' by Anderson et al. (2009) labeled tale 1.

Tale 1 was largely focused on pre-service teachers' perceptions of efficacy building in the practicum. Tale 2 shares a similar methodology, but expands the research focus to include efficacy building in the context of the entire teacher education program, meaning both practicum and on-campus components.

Using the framework from tale 1 in comparison to tale 2, this research contributes to a focus away from a teacher education research program with a deficit orientation, to a focus building on the self-efficacy of pre-service teachers and the use of successful motivation and efficacy enhancing experiences. Unique to tale 2 is our intention to seek this understanding of the efficacy building process in the context of a program, which strives to integrate field and on-campus components. Although formally a consecutive education program, it is a program designed to link the field-based and university components to enhance the professional development of prospective teachers. As student teachers build their sense of self-efficacy, we wondered what they felt had constituted success experiences for them. We wanted to know how student teachers gain confidence in their teaching abilities as part of their complete teacher education program while developing self-efficacy as they enhance their development as teaching professionals?

We postulate that these student teachers find success as they search for exposure to positive events, which support their efficacy building process. While we do not claim to have proven this relationship in the quantitative sense, we feel that we have described the relationship qualitatively. In this sense, we share our findings of the situated and cognitive experiences of these student teachers in linking self-efficacy with their success experiences. Thus, we see a mixture of factors as student teachers respond to their environment, personal factors, goals and related choices that influence their behaviour in a way, which improves effectiveness.

While tale 2 participants were a mixture of student teachers and university representatives, the data reported herein is drawn from the success stories of the student teacher respondents. These novice teachers were at the end of their education program. This is similar to the cohort in tale 1, allowing for a better comparison and relative insight. The data from other respondents, teacher liaisons and cooperating teachers is being used in other reports and writing. In this paper, these non-student teacher sources are only used from time to time to add to the perspective being presented.

After experiencing a mixture of field-based and on-campus experiences over their 11 month after degree program, the student teacher respondents were in the last few weeks of their programs. The researchers had a continued relationship with these students, acting as instructors in the program, as well as working with the majority of the students in another research

Table 1 Tale 1 and 2 in Context

<i>Tale 1</i>	<i>Tale 2</i>
<i>Respondents:</i> 193 students (post practicum) 4 groups over a multiyear period.	<i>Respondents:</i> 30 students drawn from one group in an inaugural year of new program.
<i>Research Focus:</i> How do student teachers build self-efficacy as part of the practicum experience?	<i>Research Focus:</i> How do student teachers build self-efficacy as part of the overall teacher education experience?
<i>Research Question:</i> Relating most successful (story) experience from the <i>practicum</i> .	<i>Research Question:</i> Relating most successful (story) experience from the <i>program</i> .

program designed to solicit the experiences of the students while in the program. The respondents' participation in this study was sought by canvassing volunteers to attend focus group and large group sessions. No demographic data were collected from these teacher candidates from which to identify any particular participant who provided the success story narratives. Overall sixty respondents participated, thirty of these being student teachers. Each of the respondents was asked to write about their most successful experiences related to their education program. Specifically, they were asked to think back over their experiences of the previous several months and 'recall an activity, situation, circumstance, or event that depicts a real success narrative for you. Relate this success by telling a story that energizes and encourages you when you recall it.'

The categories and themes used in tale 2 are the same as those used in tale 1. This framework enables some comparison of an existing data frame within the current round of research, while seeking distinctions between the two distinct contexts (i.e. given as tale 1 and tale 2). In tale 2 we reviewed and classified these ideas (or incidents of experience) and compared them across categories and contexts to discover similarities and differences. The ideas derived from the data were counted for frequency of unique responses. However, in order to enable better comparison between tale 1 and tale 2, the primary approach to reporting the data was as the percentage of responses portraying respondents' ideas.

With a modified question in tale 2, did we expect to get results that are more reflective of the on-campus program than was the case in tale 1? The answer is yes, and that is our point, to take a framework that emerged from a study focused on the practicum and apply it to data collected with a program wide emphasis. In doing this we can see the distinctions between the practicum focused question in relation to the wider university program view and thereby gain a sense of the relative impact of the on-campus and field-based components of the program. This process links the field experience and on-campus program in a way that other research has not.

As a final note, it became apparent that some comments did not fit the data frame for tale 1. These new areas were tale 2 success stories

of students' which seem to be unique experiences attributable to a more interactive and consecutive degree program and context.

The Findings

We have supervised interns in practica, as well as taught university courses with the aim of preparing these students for teaching. For many years, we have witnessed anecdotal examples of efficacy building attributed to success experiences. We felt that students in previous cohorts and programs seemed disengaged when they returned to university coursework after completing their practica. This was noted in tale 1 as many of the post practicum student teachers felt they were students again after having *been* teachers (Anderson et al. 2009). In tale 2, it seems the respondents were actually more engaged. They offered the view that their on-campus *capping* experience allowed them to see the link between the university and field-based components of their program, to share experiences with other prospective teachers who had many of the same concerns and experiences, and to choose courses and synthesize professional projects which complemented what they perceived they needed at that stage in their teacher progression. While we respect and appreciate the insights from the impressions above, we also need to challenge such perceptions and insights by seeking more empirically based clarification and understanding. What we found was particularly helpful for understanding the potential of 'success' to promote growth in the self-efficacy of prospective teachers in teacher education programs.

The findings in both tales are based on the personal success reflections of student teachers. However, unlike the participants in tale 1, who primarily focused on the field-based practicum component, in tale 2 more student teacher respondents reflected on the on-campus elements of their university program.

What Pre-service Teachers Saw as Success in Building Self-Efficacy

The table used to report the findings was originally developed in Anderson, et al. (2009) to present the data categorically. However, Table 2 has been modified to include the present findings of this study, enabling the comparison between these findings and the specific contexts (and thus programs) from which they originate. Each of the categories is explained using examples drawn from the data in the paragraphs following Tables 2 & 3.

The ideas below are organized according to five key themes with nine related sub-categories. Also included are the success stories of students' experiences, which did not fit the previous five categories, hence may be unique experiences attributable to tale 2's study and context. Advancing our understanding of the link between our two research foci (the practicum for tale 1 and the entire program for tale 2), Table 3 is adapted to reveal the

Table 2 Success Factors Categories and Response Rates

Categories	Sub-categories	(1)	(2)
Personal relationships		37	50
	With mentors	19	23
	With students	18	27
First time teaching		22	7
Special event		18	10
Meeting challenges		13	3
	Adversity	5	0
	Control	3	0
	Innovation	3	3
	Intervening	2	0
Earning wings and other things		10	17
	Earning wings	6	10
	Team work	2	7
	Faith/spirituality	1	0
New areas	Tale 2 specific	n/a	13

Column headings are as follows: (1) percentage of responses: tale 1, (2) percentage of responses: tale 2.

distinction made by tale 2 respondents as to the success in their program experience.

Personal Relationships

As was the case in tale 1, in tale 2 the most frequently mentioned dimension of success during the program was personal relationships (50%). This category seemed to favor personal relationships with students (27%) over personal relationships with mentors (23%) as the sources of most significant success for student teachers.

Personal relationships with students: Twenty-seven percent of the responses suggested that success factors were attributable to relationships between the respondent student teachers in the school setting. While this often was a routine matter of developing techniques to better manage the learning experiences of children, some situations were more challenging, yet respondents were able to meet these challenges and produce success narratives. Also distinct in 5 of the 8 success stories are references to the on-campus courses and personnel in relation to this school based student relationship. Two comments in this vein are notable: First, a student teacher discusses the year long engagement of the program and his getting to know the 'kids' throughout a range of activities, attributing this to 'Having been able to be in the school throughout the year was wonderful. I feel I got to know the kids better than had I only been there for one 15 week chunk.' In

Table 3 Success Factors & Response: Tale 2 Distinctions

Categories	Sub-categories	(1)	(2)	(3)
Personal relationships		50	27	23
	With mentors	23	10	13
	With students	27	17	10
First time teaching		7	0	7
Special event		10	3	7
Meeting challenges	Control, adversity, & intervening	3	0	3
Earning wings and other things		17	3.5	13.5
	Earning wings	10	0	10
	Team work	7	3.5	3.5
	Faith/spirituality	0	0	0
New areas	Tale 2 specific	13	13	0

Column headings are as follows: (1) percentage of responses from tale 2, (2) on campus, (3) field-based. Note: tale 1 = 1%.

the second case, the student teacher attributes his successful intervention in the classroom to a university literacy course and his instructor insights. The sense that the student teachers were looking for relationships between the student teacher and the school students as the student teacher negotiated a place in the school is apparent. Also apparent, in the opinions of the student teacher respondents, is a mixture of forces, which support the university and field-based elements as interconnected.

Personal relationship with mentor-exemplar: Twenty-three percent of the responses gave evidence that mentoring-exemplar relationships with other educators were significantly related to the successful aspect of their school-based experiences. Somewhat encouraging in tale 2, is the greater support for the role of the university based mentors than in tale 1. They are better represented in these student teachers success stories. In tale 1, only 1% of student teachers referred to university based personnel, while in tale 2, iteration of this study 3 of the 7 reflecting 10% of the total sample linked their success story to relationships with university personnel.

The 'mentor-exemplars' as identified by respondents were a mixture of key people. These were not always the formal mentors assigned, but included university representatives in the school and other educators whom they also saw as role models for their teaching. Given the emphasis that the literature places on mentor relationships and the literature citing the strong identification between field-based personnel and student teachers (Brown, Collins, & Duguid 1989; McCown et al. 1999), this 'hint' at more success attributed to university based personnel is noteworthy. In one such instance a student teacher extolled that 'He [university source] encouraged us to attempt a project. We learned that taking risks is not negative.' Stress-

ing the importance of the school based relationship and mentoring, another reflected that ‘after a hard day at school, I doubted my skill and choice to become a teacher. I turned to [...] for advice and she was supportive and understanding and shared similar moments where she experienced similar feelings. That moment I felt I connected to her and to the schools (a sense of belonging). I am so happy she was there for me.’

The work of the faculty supporting the success of this connection between the school, university, and student teacher can be shown. In speaking of her work in creating a success story, a faculty source commented, ‘I enjoyed watching teachers and interns building their relationship. One particular intern struggled to build a relationship [...] after being moved from several teachers she found a compassionate and patient teacher. There I saw her creativity and intelligence emerge. I felt it was a lesson for teachers to realize that interns also need time to grow and flourish like our students.’ Each of these instances is indicative of how building student teacher self-efficacy requires the combined efforts of mentors from the school and university as student teachers look to role models and guides during their field and university-based program components.

First Time Teaching Experience

The category of first time teaching experience indicates a success story associated with the first time the student teacher took primary responsibility for a class lesson or related event. As such, tale 2 student teachers encountered a variety of activities related to first time teaching, which was seen as: teaching the first class, taking responsibility for part of a class, or situations that involved respondents in a way that made them realize that they were responsible for an outcome related to their actions. In tale 2, however, only 2 responses (7%) suggested their most successful experience was centered on a first time teaching experience. This is much less than the 22% noted in tale 1. Of the two that did offer ‘first time’ comments, one respondent celebrated the realization of the connection between their teaching and students learning: ‘I was teaching and assigned work to my students and they did it. They got right to work and wanted to do what I had asked them. They were engaged, interested and happy to be learning. It was exhilarating to realize that I was capable of inspiring students to want to learn. I had done something right and I wanted to make sure I repeated it.’ The other respondent relates seeking constructive and positive feedback from students during an evaluation of her teaching: ‘I felt like I learned something from my students, about my teaching style, and that they respected me for giving them a chance to express their ideas.’

Tale 1 reflects a post practicum group of student teacher respondents in a traditional block semester program. Tale 2 is a more comprehensive

program in which the practicum components are interwoven throughout the 11-month program. It seems a reasonable assumption, and perhaps an important finding, that the link to first time teaching was muted somewhat for the tale 2 student teachers. A more exciting possibility is that perhaps this was due to the tale 2 program easing the first time anxiety while transitioning student teaching more effectively.

Special Events

Special events are an ever present feature in schools. And likewise, respondents were drawn into such events, which they cited as their most significant success. In tale 1, 18% of the respondents discussed sports tournaments, drama, schools concerts, and sometimes community events. In tale 2, only 10% of the student teachers' comments reflected this. Tale 2 student teachers were in the school periodically over a period of 11 months, while tale 1 student teachers were engaged in a semester block, which may have provided more opportunity to get involved with special events. Of note in the tale 2 context, of the three references to special events, one was actually in reference to an art show put on by her university art class. The other two are school based and focus on a drama club and physical education activity which is reflective of the case in tale 1.

In the school based setting, the student teacher celebrates being 'allowed to work with the drama club all year. I really cherish the time I spent with those kids and the professional relationship I built throughout the year.' Such events provided 'avenues of opportunity' for interns to practice their skills in forums that involve students and sometimes the larger community and, in least one instance, act as a part of the university education. For both, tale 1 and 2 such events provided an opportunity for interns to become involved in typical extended school related activities. In tale 2 there was one instance in which this occurred in on-campus setting.

Meeting Challenges

Many experiences involve challenges. People with high degrees of self-efficacy are more likely to persist in meeting these challenges by perceiving them as obstacles to overcome instead of barriers to further progress. Student teachers are challenged with many issues in both the field and on-campus experience. In tale 1, Anderson et al. (2009) saw meeting challenges as being loosely connected to a student teacher's role as: facing adversity (5%), exerting control (3%), innovation (3%), and in some case intervening (2%). As these were relative low frequency instances in tale 1, it was not surprising that the participants in tale 2 also had few references in this category. Indeed, some were nonexistent. But for one sub-category, innovation was raised by a lone tale 2 respondent. Arguably there was in-

novation but it is difficult to attribute significance to a single success event for tale 2 respondents. Nonetheless, one citing that was given reveals an important story as the student teacher explains:

I had the opportunity to work with at risk students. These students had a mixture of behavioural, academic, and learning challenges. The students bought into the idea of making boomerangs and each created their own uniquely designed and painted boomerangs. During the construction of the boomerangs, the students opened up to me about their lives and I felt as though I really connected with this group of special individuals. We have to throw a boomerang pretty hard in order for it to come back to you and we found a parallel between throwing your boomerangs and your actions in your life. If we throw out positives to others they often come back to us, the same is true for the negatives (sometimes multiplied).

With the same special group of students, I was able to have interviews with each one of them for 1 hour. During this time we wrote 3 goals for each one of them to achieve including actions plans and rewards they would receive if they accomplished these goals. During our individual interviews, all of the students opened up to me on a whole new level and showed me part of their world. When the students found out that I really cared about them, we were able to accomplish a lot together. These students had a lot of needs; most of them needed just the basics, like someone to listen to them, someone to encourage them, someone to tell them that they can be successful. This was a special experience for me because I felt as though I made a difference in these kids' lives, I truly believed in them.

Earning Wings and Other Things

In tale 1 *earning wings and other things* was a collection of dimensions that relate to the recognition of interns by others (6%), a sense of being part of a team as a member of the staff (3%), and the interns' spirituality (1%). In tale 2, we see the same patterns emerge for this group of student teachers, with the exception of spirituality. Tale 2 student teacher respondents gave success stories, which were attributed to the recognition of them by others (10%) and gaining a sense of being a member of the team (7%).

Earning wings: This category is similar to the first time teaching experience with the exception that there was a unique emphasis given by the respondent in expressing a sense of affiliation; of 'feeling like real teachers' and was defined by Anderson et al. (2009) as 'times when they felt the success of being recognized as what they called "a real teacher" by others' (p. 164). In tale 2, 10% of student teachers commented on 'Earning Wings.' This sense of earning wings was described by one student teacher as, 'a

turning point when I realized that I would teach and get through to students.' Also a member of a focus group session for student teachers from tale 2 explained this as when, 'I actually felt it when I was teaching. [...] I would get up in front of the class and just start going.'

Team work: The experience of starting something as new as a career is characterized with issues of self-identity as well as self-efficacy. As first student teachers are outsiders and may not see themselves as part of any group, let alone the school or university 'team.' With some trepidation, prospective teachers make their first steps into a new context, and at some point will make a socially embedded and cognitive decision to construct relationships in a new social setting. In understanding the team aspect of success stories, 7% of our tale comments from student teachers suggested this was their most successful experience in the program. One cites being part of the university, as being 'surrounded by people who challenged me, encouraged me, and supported me. I was honoured to do the same for them.' The other student teacher respondent spoke of the practicum saying 'by the end of the practicum: when I was opening gifts, eating cookies, and taking photos with my students who truly did not want me to leave, I knew I had made the right choice in becoming a teacher.'

New Areas as Tale 2 Specific

We have tried to compare and contrast tale 1 with tale 2. As outlined earlier, there are differences in the context for tale 1 and tale 2; therefore, one should expect unique findings attributable to these differences. Although this is a qualitative piece with an exploration and comparison of the two case studies with the themes derived by Anderson et al., (2009) definitive claims cannot be made, we can infer and make some reasonable suggestions as to the related findings. In this distinctive section we share the 13% of student teacher responses that did not fit the existing themes which emerged in Anderson et al. (2009). These responses sought other successes in a way not attributed in tale 1. The ideas expressed ranged from identifying with the university as a cohort to valuing their participation in the university courses at the end of their program. As one student teacher noted, 'my mind was opened to critical theory and the possibilities within such a discipline. [...] I felt like a competent, intelligent adult.' Another celebrated being able to influence the program as 'utilizing the power of student directed learning [...] designing a seminar course in educational thought. [...] [a] learning experience from proposal to completion.' While finally one respondent suggests, 'I have had more 'aha' moments in the intersession than in the rest of the year put together. It's here that I've felt for the first time that I can do this, and I might be good at this. Maybe it's the caliber of the courses, the fact that we got to choose, or the culmination of something that was already building.'

Conclusion

One of the contextual differences between the education program in tale 2 and the program in tale 1 is how the practica in tale 2 are embedded within its 11-month collaborative framework of field and on-campus components. For example, faculty representatives from the field had a hand in determining the on-campus topics and also contributed to the assessment of student teachers' professional projects, portfolios, and their end or program interviews. Tale 1 reflects a semester practicum, which is more distinct from the on-campus component of the university program normally followed by another semester of on-campus course work. These contextual differences influenced the conveyed success stories. Indeed, we have endeavored to identify these contextual factors for the role they may have played in building the self-efficacy of the student teachers.

Ryan and Deci (2000) delineate self-efficacy within Self Determination Theory as 'perceived competence.' They argue that 'people must not only experience perceived competence (or self-efficacy), they must also experience their behavior to be self-determined if intrinsic motivation [to act] is to be maintained or enhanced' (p. 58). Our discussion of the findings in relation to both tales 1 and 2, and in relation to self-efficacy suggests that success events reveal a variety of extrinsic and intrinsic motivation, which can increase levels self-efficacy as actual competence. Furthermore, in tale 2, there is more support for the university context as being able to contribute this growth.

Elements of the education program described through tale 1 and tale 2, contribute to our understanding of how student teachers build self-efficacy, but the tale 2 data again is suggestive that the university component can play a significant role in the process. This was a concern in the finding of the tale 1 study as the university personnel were cited by only 1% of student teacher respondents with their most notable success story. Significantly, in the tale 2 context, nearly half the success stories were attributed to the on campus element of the university program. While the literature has scant evidence supporting student teachers as linking their university experience to their success in the field-based teacher or program success, the findings herein are suggestive of how an after degree education program with interwoven practica components can make this connection.

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