STUDENT TEACHERS' REFLECTIVE LEARNING PRACTICES WITHIN SECONDARY SCHOOL TEACHER EDUCATION CURRICULUM IMPLEMENTATION PROCESSES AT BAHIR DAR UNIVERSITY

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Abstract

In this study attempts were made to explore student teachers' reflective learning practices by taking levels and forms of reflection into account. It was also planned to examine whether or not teacher education curriculum implementation processes were facilitative for student teachers reflective learning practices through examining different actors' involvement. Qualitative case study was the design of the study. Eight purposively selected student teachers (3 females and 5 males) and four teacher educators (1 female and 3 males) were participating in the study. Multiple data gathering instruments such as interview, observations and document analysis were employed. Analysis and interpretation were made following multiple qualitative case study design with the application of pattern matching, case-by-case and then inter-case analysis technique. Accordingly, the following major findings were obtained. In general terms, even though student teachers were good enough in conceptualizing the theoretical frames of learning and reflective learning practices, their status in reflective learning practice is found to be in its descriptive level and theoretical type of reflections. They were less-engaged in the productive and higher level (e.g. critical reflection) and practical type of reflection. This informed that student teachers' reflective learning practices were below the expected standards. Of the three levels of reflection fixed in this study, descriptive level of reflection stood first and followed by comparative level of reflection with rare occurrence of critical level of reflection. In contrast, student teachers sometimes were being totally non-reflective particularly in their practical learning engagements such as in teaching practices and examination responses. In terms of forms of reflection, student teachers did better on reflection-on-action than reflection-in-action, which indeed was better than how on reflection-for-action, was practiced. The process of curriculum implementation, in general, was theory-focused and close-ended which did not as such facilitative and encouraging student teachers' towards reflective learning practices especially for practical type of reflection. Except the curriculum materials, as a document, which were taken as an opportunity, the other actors (teacher educators, student teachers, and management body) of curriculum implementation processes were not supportive enough to facilitating reflective learning practices. In view of the findings, this study suggests that the teacher education management system in general and teacher educators in particular should encourage student teachers towards reflective learning practices by designing and delivering mainly open-ended and practice-focused contents/tasks and of course through initiating self-critiques, critiques among professional colleagues and student teachers as well. This can be realized with informed consent and positive mind-set of the management body, the teacher educators and student teachers about reflective teacher education paradigm.

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Content Outline

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Abbreviation and Acronyms

AAU	Addis Ababa University
BDU	Bahir Dar University
CGPA	Cumulative Grade Point Average
CIP	Curriculum Implementation Processes
CMPR	Comparative Reflection
CRTR	Critical Reflection
DSCR	Descriptive Reflection,
EPRDF	Ethiopian People's Revolutionary Democratic Front
FEBS	Faculty of Education and Behavioral Sciences
FRLP	Facilitative for Reflective Learning Practices
IER	Institute of Educational Research
IICBA	International Institute for Capacity Building in Africa
MB	Management Body
MoE	Ministry of Education
NFRLP	Non Facilitative for Reflective Learning Practices
NRLP	Non Reflective Learning Practice
PGDT	Post Graduate Diploma in Teaching
RfA	Reflection-for-Action
RiA	Reflection-in-Action,
RLP	Reflective Learning Practices
RoA	Reflection-on-Action
ST	Student Teachers
TE	Teacher Educators
TESO	Teacher Education System Overhaul
UK	United Kingdom
UNESCO	United Nation Educational, Scientific and Cultural Organization
USA	United States of America

Chapter One: Introduction

1.1. Background

Teaching is a complex and demanding practice because it is responsible in facilitating the learning engagements of all students with various thoughts, interests, motivations and readiness to learn. The dynamic and complex nature of teaching, which might be attributed to the diversity of contents, students and the school environment, needs proper and thoughtful responses from the school community in general, and teachers in particular. The principles behind the knowledge of teaching can also be taken as one of the factors that can increase the complexity and dynamicity of the teaching processes because they are under constant change. In relation to this, Bolin (1998) stressed that almost all of the academic community and teacher educators need to agree that teaching is a complex and dynamic activity that requires thoughtful planning and spot-on decisions from the teacher.

In view of the dynamic nature of teaching as a profession, it seems hard to imagine effective teachers without being intellectually energetic and thoughtful about their work in continuous manner. This implies that teachers, before they start to teach, have to get ready for the real task of teaching so as to initiate their students towards thinking and practicing critically and creatively (Bengtsson, 1995), which are mainly realized through the culture of reflective practice. This ultimately informs that teachers' preparation in the teacher education, the most important event for teachers' professional shaping, need to work for enhancing student teachers' reflective learning practices (Darling-Hammond, 1997; Hussien, 2007; Choy, 2012; Daudelin, 1996).

Moreover, in order to ensure some of the qualities of school teachers such as being intellectually alive and thoughtful in practice, making decisions at the spot, becoming self-evaluative, being lifelong learner, etc in their teaching, it is highly

advisable to facilitate reflective learning practices particularly high level (critical level) (Brookfeild, 1995; Lee, 2008) during student teachers' stay in the teacher education programs (Bengtsson, 1995; Erginel, 2006; Otienoh, 2011). In other words, in the attempt to facilitate the reflective skills of school teachers, it seems reasonable to educate student teachers in a trend that promotes reflection early in their teaching preparation. This is because acquiring the skills of reflective learning practices enables student teachers to be comprehensive, evaluative and creative (Poblete, 1999; Rodgers, 2002). It also enriches their ability to exercise scientific and evidence-based reasoning and helps them to see their own practices in relation to what was done well or could have been done better or differently (Tsang, 2009; Bengtsson, 1995; Zhu, 2011). Therefore, in order to strictly adhere to professionalism in teaching, teachers need to make reflection on their past, present and future practices (Schon, 1983; Schmuck, 1997).

Hence, this research was designed to explore reflective learning practices of student teachers in the teacher education program of the Faculty of Education and Behavioral Sciences (FEBS) of Bahir Dar University (BDU). This Faculty has maintained teacher education program for more than four decades. The study also examined the extent to which teacher education curriculum implementation processes, which include lesson framework (contents, learning experiences and assessment techniques) designing and delivering practices, are in a position to support student teachers' reflective learning practices.

In implementing lectures, tutorials, assignments, assessment techniques and other field work practices (including practicum and action research) in teacher education institutions, therefore, one has to make sure that he/she enhances student teachers' reflection over their learning (Darling-Hammond, 1997; Dyke, 2006; National council for accreditation of teacher education, 2010). Therefore, the process of curriculum implementation (designing and delivering of lessons) at teacher education programs needs to be situated in such a way that it substantiates student teachers' reflective learning practices. In the same manner, student teachers need to

recognize that being reflective learner, during their teacher education curriculum implementation engagements, is crucially important in supporting them to be fully professional teachers who will fit to the dynamism of teaching (Ravitch, 2008; Zhu, 2011). So, in curriculum implementation practices, efforts need to be made to enhance student teachers' reflective learning practices through realizing practice-theory integration course delivery (Korthagen, 2002; Byra, 1996; Choy, 2012) which ultimately helps teacher graduates to be competent in both of the theoretical and practical aspects of teaching.

Reflection in general is the ability of describing, comparing, analyzing and then criticizing experiences (deconstructing assumptions) in order to develop some kinds of new propositions. For example, Dewey (1933) defined reflection as active, persistent and careful considerations of beliefs, assumptions, etc so as to establish a kind of new ideas/practices of course based on firm experiences and rationality. For Kolb (1984), reflection is a mental engagement (processing) one's observation for ensuring meaningful learning. According to Schon (1983), reflective practice is the process of professional learning from the engagements of practical contexts because professionals can understand things through practice more than what they say.

Reflective learning practice, therefore a matter of delivering learning via describing, comparing/understanding, questioning, modifying (or changing) assumptions to the unexpected/new events. Reflective learning practice, as Freire (1973) contended, is the application of critical consciousness on learning experiences in such a way that learners become actors and authors rather than being observers. Reflective learning practice is engaging to question about freedom of life in the learning processes as well as in life aspects. Reflection in learning, moreover, is an active process of exploration and discovery which often leads to unexpected outcomes (Boud, et al, 1985) to treat unexpected events in the past, present as well as in the future environment (Dewey, 1933; Schon, 1983; Schmuck, 1997; Ghaye & Ghye, 1998; Moon, 2004).

Though reflection in learning is this much important to have far cited and competent school teachers, it seems true that educational researchers around the world have given minimal attention to examine whether or not student teachers' reflective learning practices are ensured in their stay at teacher education (Erginel, 2006; Colliver, 1999; Zhu, 2011). In this connection, Erginel, in her PhD work entitled "*Developing Reflective Teachers: A Study on Perception and Improvement of Reflection in Pre-service Teacher Education*", claimed that the area of reflection in learning teacher education courses suffers from scarcity of empirical findings. The problem seems more severe in Ethiopian context. As far as my reading is concerned, except Husien (2006), who examined student teachers' reflective status, Dereje (2009), who explored language student teachers' reflection and inquiry learning, and Taddesse (2013), who conducted a study on secondary school English teachers' reflective teaching, no study dealt with reflection in education in general and student teachers' reflection in the process of secondary school teacher education program in particular.

Few studies (e.g. Erginel, 2006, Dereje, 2009; Moore-Russo & Wilsey, 2013; Otienoh, 2011; Zhu, 2011) attempted to investigate about reflective learning in teacher education have found that the teacher education community demonstrates poor performance, especially in promoting and practicing the productive (comparative/dialogistic and/or critical/analytical) type of reflections. On the other hand, student teachers in their teacher education (Hussien, 2006; Erginel, 2006, Zhu, 2011) and secondary school teachers (Luttenberg & Bergen, 2008; Taddesse, 2013) prefer to exercise descriptive types of reflection, which cannot be considered as a legitimate type of reflection because reflection is beyond describing what was happening, is happening, and will happen (Brookfeild, 1995). Rather, it should involve thinking about the alternative practices/ theory conceptualizations/ of some events through puzzling with 'how' and 'why' questions (Ghaye & Ghye, 1998; Moon, 1999a).

Based on the assumptions of improving effectiveness of teacher education, during the past half-century (or more), several efforts have been made to reform or re-orient teacher education on the basis of an explicit theoretical paradigm (Huizen, et al, 2005). In effect, the models of teacher education have entertained a serious of changes from time to time. Of these models, personal orientation to teaching (sort of apprenticeship), competency-based, and reflection and inquiry models/approaches of teacher education were exercised (Zeichner 1983; Feiman-Nemser, 1983; Huizen, et al, 2005).

Reflective and inquiry model of teacher education works more to enhance student teachers' criticality, exploring power and evaluative capacity than to tell some pre-identified rules and principles in teaching. This model combines multiple theoretical perspectives such as learning by doing (Dewey, 1938), how we think (Dewey, 1933), experiential learning (Kolb, 1984), critical communication in action and with consensus (Habermas, 1984) and the reflective practitioner (Schon, 1983; 1987). As a result, this model has attracted more attention around the world because the elements it consists are regarded as core qualities of transferable repertoire and the notion of stable personal identity on which professional development may be based in such collaborative approaches rather than treating separately (Edwards *et al.*, 2002).

Therefore, the possible theoretical grounds of reflective and inquiry model of teacher education in general and reflective learning practices in particular are displayed in Fig. 1. As Figure 1 clearly indicated, when student teachers try to be reflective learners, they will exercise and realize learning by doing, experiential learning, constructivist learning and critical learning through their day to day practice.

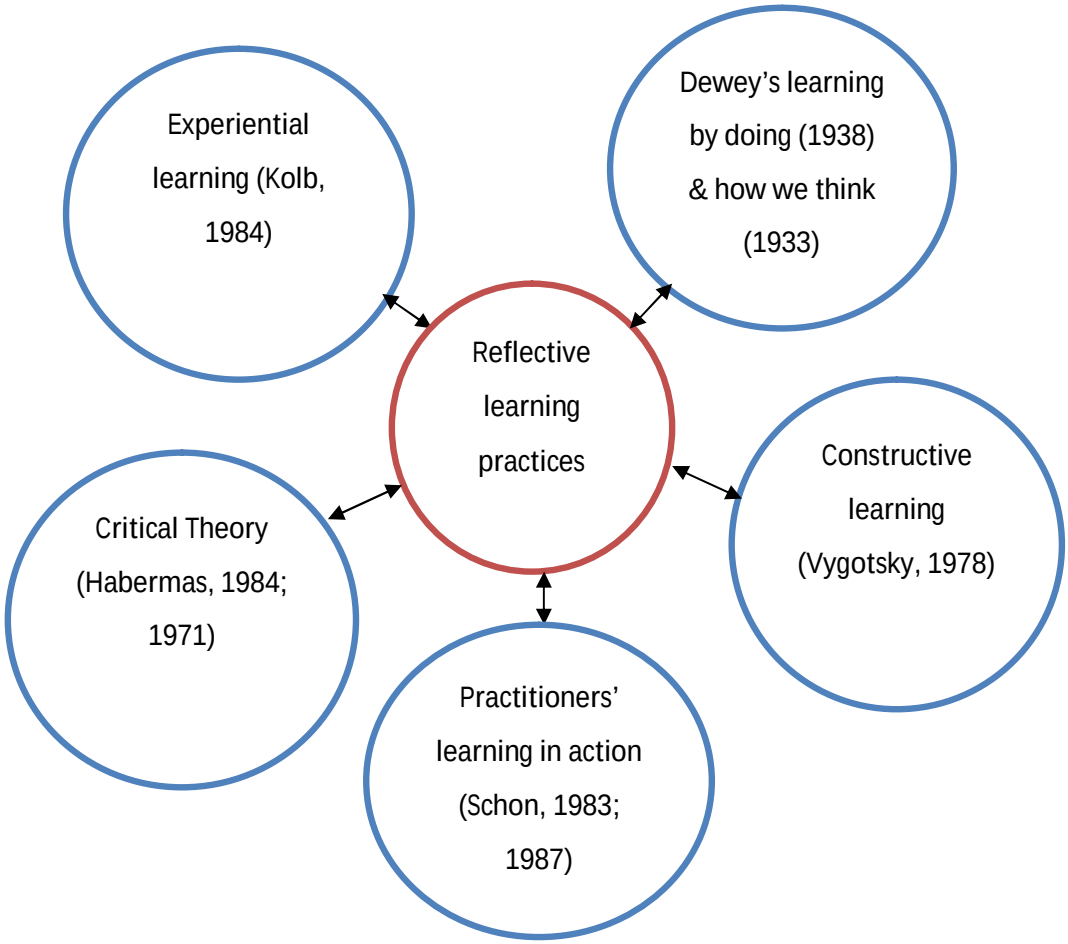

Figure 1: Theoretical Background of Reflective Learning Practices

This is to mean that in order to be a reflective learner (especially of the highest level-critical reflection), someone needs to actually experience, see the experiences critically, and then construct some views/practices. Hence, reflection in learning at teacher education is helpful to build student teachers' continuous and comprehensive professionalism in teaching (Biggs & Collis, 1982; Korthagen & Vasalos, 2005) because its realization encourages other multi-dimensional learning engagements (Doudelin, 1996).

Like many other countries, Ethiopia has adapted various models of teacher education, which have been introduced around the world from time to time. Accordingly, 'personal orientation' to teaching, which focuses more on the maximum empowerment and utilization of an individual teacher than formal training, was implemented at the beginning of teacher education (until late 1970s) followed by competency-based teacher education (late 1970s to 2003) in Ethiopia

(Kelemu, 2000; Mulugeta, 2009; Kedir, 2006). With the introduction of the current education and training policy (MoE, 1994) in general and Teacher Education System Overhaul (TESO) in 2003, in particular Ethiopia has introduced reflective and inquiry model of teacher education. In order to be responsive for reflective and inquiry model of teacher education, Ethiopia, through its various policy and legislation documents (MoE, 2003; 2004; 2007; 2009), has proposed some values and techniques to design and implement reflective learning practices in different levels of teacher education programs. Accordingly, the secondary school teacher education syllabi have initiated practice-led and open-ended contents and learning experiences, even to the extent, with the designing of the course 'Teachers as a Reflective practitioners' (MoE, 2009).

As it is stated here above, although the aims and goals in the policy documents as well as in the syllabi were concerning about the realization of reflection and inquiry model teacher education in Ethiopia, it seems to be poorly implemented. Possible indicators for this claim are being manifested in the actual performances and feelings of prospective teacher trainees and school teachers. In the first place, secondary school graduates in Ethiopia choose the teaching profession as a last resort among other trainings in higher institutions (Kelemu, 2000; Tesfaye & Demoz, 2004; Reda, 2008; Yirgashewa, 2014). In their training at the teacher education institutions, student teachers continue to be less attentive for learning in general (Reda, 2008) and reflective learning practices in particular (Dereje, 2009; Husien, 2006; Mulugeta, 2009). Mulugeta (2009), in his PhD work that focused at secondary school English teacher education program, for example, found that the practical activities such as practicum support system, reflective dialogues, portfolio construction, and action research experiences were below the standard.

For Hussien (2006), even though student teachers in Ethiopia seem to have the potential to reflect, they are not doing it as expected. Husien mainly attributed this problem to teacher educators' lack of attentiveness to entertain reflection by plan and with evidence. He noted, "The implication of the paper for teacher educators is

that before they complain that student teaches are unreflective, they should set clear objectives and expectations for themselves as well as their student teachers and supply their student teachers with methods of structuring and evaluating their reflections" (Hussien, 2006, P. 12).

Student teachers, as reported by Dereje (2009), were also involved in low level reflective learning practices such as recounting some procedural aspects while they were receiving teacher education. With such conclusion, Dereje (2009) recommended further study to see student teachers' reflective learning practices by considering different variables (e.g. students across departments, different courses within the curriculum) into account. Moreover, according to the reports made, though there are no well-organized and full-fledged studies, the current secondary school teacher education program implementation in Ethiopia (usually we refer as Post Graduate Diploma in Teaching, PGDT) is suffering from lots of challenges related to misunderstandings from stakeholders (e.g. student teachers, teacher educators and other related institutions) and then inappropriate practices (MoE, 2013; Addis Ababa University, 2013; Yergashewa, 2014).

As far as my reading in this area is concerned, so far there are only two research works that paid attention to student teachers' reflective learning practices in Ethiopia. The first one is Dereje (2009) that focused on language student teachers' reflective learning practices in Ethiopia. The second one is an article published by Hussien (2006). Hussien's article dealt with about the potentials of student teachers' reflection at the teacher education. Unfortunately, both works explored student teachers' reflective learning practices before 2011; that is before the present secondary school teacher education curriculum was launched. In addition, these two works are not comprehensive enough to see student teachers' reflective learning practices in line with the challenges and opportunities attached to teacher education curriculum implementation processes.

The current secondary teacher education program which is named as Post Graduate Diploma in Teaching (PGDT) has given strong emphasis for realizing student teachers' reflective learning practices through designing an independent course 'Teachers as a Reflective practitioner' and advising most of the course delivery styles in practice-based, open-ended and school practical visit (MoE, 2009) form. However, no studies yet examined its status in this regard. In order to fill these gaps, this dissertation, therefore, attempted to examine student teachers' reflective learning practices including the levels and forms of reflection mainly accomplished. It also checked the level of facilitations, challenges and opportunities in practicing reflective learning practices while teacher education curriculum implementation processes are in progress.

1.2. Description of the Research Problem

Teachers are responsible to initiate students' effective learning which can be taken as central components for ensuring quality in education. The rhetoric about bringing quality education in Ethiopia should be matched with a similar call for quality teachers, which in turn calls for quality teacher education practices that initiate sustainable professional development in teaching (Hussien, 2007) which place teachers at the centre of the educational enterprise. Sustainable professional development of teachers can be started within teacher education settings and need to be enhanced through reflection which helps them to always question the past, the present and the future, in fact, for the betterment of the future (Schmuck, 1997; Holborn, 1998; Zhu, 2011). With such notions, the Education and Training policy, in this regard, directly stated that "teacher education and training components will emphasize on basic knowledge, professional code of ethics, methodology and practical trainings" (MoE, 1994: 20).

As a result of this policy, in the last 20 years, teacher education programs in Ethiopia have witnessed various amendments and revisions. For example, the teaching load for the actual teaching practice (practicum) has risen from 3 Cr.hr

(before the introduction of Teacher Education System Overhaul, TESO) to 25 Cr. h.rs (after TESO for 2-3 years) (MoE, 2003; Mulugeta, 2009) and then it was reduced to 13 Cr.hrs until the recent secondary school curriculum has been developed and introduced (MoE, 2009). In general, following the introduction of the TESO program, as a refreshment of teacher education in Ethiopia, more emphasis has been given to professional studies and school practicum with reflection on school visit assignments, portfolio development and action research reports (Mulugeta, 2009; Dawit, 2008).

According to Doyle (1990), it seems mandatory for teachers to have subject matter competency, communication skills, methodological appropriateness and socialization ability in order to be competent in the teaching profession. Moreover, the ideal teacher education program is assumed to help learners to begin practice as early as possible by making interactions between the actual school practices and teacher education studies that may include subject matter, instructional theory and practice, and other professional related courses (Hytonen, 1995). Such kinds of teacher education programs have been acknowledged (Schon 1983; 1987) as opportunities of learning from practice rather than learning professional knowledge via theoretical discussions. With this understanding, the current Ethiopian secondary school teacher education syllabus has given sufficient attention to subject area contents, curricular and instructional principles and practices, practicum packages and communication skills (MoE, 2009). The syllabus also highly encourages inquiry and reflective teacher education through practice-led training by designing courses like practicum, action research. In addition, before any classroom course deliveries started, according to the current secondary teacher education curriculum, student teachers are expected to visit the actual school setup and come up with some reflections.

The current secondary school teacher education syllabus of Ethiopia, to ensure adequate subject matter competence, recommended student teachers who earn first degree (with better CGPA greater than or equal to 2.75) in either of the academic

subjects (Amharic, biology, chemistry, geography, economics, etc). Above all, they are selected on voluntary bases and are obliged to sit for an entrance examination that contains subject area, aptitude and English language tests. Once these applicants join the teacher education program, they are expected 40 credit hours load that include courses like school practicum and action research (6 Cr.hr), general and subject methodology (12 cr.hr), curriculum related courses (10 Cr hr), psychology courses (6 Cr. hr.), reflection practice in teaching, and English for teaching purpose course (3 Cr. hr) (MoE, 2009). Moreover, the general philosophy and framework of the curriculum has been declared to follow a practice-theory integrated approach with a focus to student teachers' reflective learning practices. In this regard, the current secondary school teacher education curriculum clearly indicates that, in addition to the actual school practicum and action research endeavors, 30% of each course should be treated via school-based practical assignments (MoE, 2009).

As it is indicated in the syllabus, more emphasis is given to intensive school observation for a week or more prior to the face to face classroom discussions, seminar presentations and debates (MoE, 2009). MoE's (2009) secondary school teacher education curriculum seemed to derive its theoretical underpinnings from the model proposed by different authors that include Dewey (1938) who recommended learning by doing, Kolb (1984) who advocated about the extraction of concepts from experience, Schon (1983, 1987) who encouraged learning from practice, Vygotsky (1978) who promoted constructivist pedagogy, and Habermas's (1984) critical analysis for proper learning engagements.

Taken together, one can learn that the intentions and organizations of the current secondary school teacher education curriculum seem to encourage inquiry and reflective teacher education in general student teachers' reflective learning practices in particular through exercising effective practice-theory learning (MoE, 2009). The curriculum in general, and the practicum and action research packages in particular, include reflective dialogues, report compiling experiences, micro teaching and

report presentation skills to promote student teachers' reflective ability (MoE, 2009). In addition to the favorable grounds mentioned above, one of the courses in the syllabus of the current secondary school teacher education *'Teachers as Reflective Practitioners'* (with 3 cr. hrs), exhaustively deals with the theory and practice of reflection in teaching and learning (MoE, 2009). Therefore, though the context of its implementation is not yet examined, the syllabus of secondary school teacher education of Ethiopia (as a document) may serve as a favorable ground for engaging student teachers in reflective learning practices.

This is true because student teachers in their stay at the teacher education are expected to manipulate school related practical experiences, to work on doubtful and open-ended tasks, to be familiar with the theoretical and practical aspects of reflection (MoE, 2009). To do so, BDU FEBS has arranged few hours for the lecture sessions and much contact hours for tutorial session. In the lecture session top facts in teacher education have been addressed with senior professors of the Faculty but the tutorial session were assigned to do with student teachers' practical engagements and their synergy with the theoretical frames of teaching. In addition student teachers are matured enough to engage in reflection for they already had first degree in subject areas and they have joined the training in voluntary-basis application.

In order to maximize their experience in teacher education setting and then to see them with a better position in reflection, the study collected data towards the end of the training, at the third term. In this term, courses such as Subject Area Methods II, School Practicum, Action Research, and Special and Inclusive Education were implemented. These courses and their implementation processes, therefore, were the major data sources of student teachers' reflective learning practices and for the processes of curriculum implementation as well. Due to its special relation to the topic under investigation, examination papers and course guidebook of the course 'Teachers as a Reflective Practitioner' were also analyzed.

However, in today's secondary school teacher education program, the teaching learning process and management accomplishments seemed very poor in such a way that major stakeholders like student teachers, teacher educators, and the management body are in sort of confusions (Yergashewa, 2014; Addis Ababa, University, 2013; MoE, 2013). As a result student teachers as well as teacher educators are less-interested, non-committed, disorganized for their teaching learning involvements of the courses in the current secondary teacher education program (Yergashewa, 2014; MoE, 2013). Such kinds of weak teacher education course implementation might not be conducive for ensuring reflective learning practices because it needs more of learning-focused environment (Daudelin, 1996; Dulescu, 2013). This shows that, though teacher education curriculum as a document seems favorable to facilitate reflective learning practices, the process of implementation seems to need further investigations.

Hytonen (1995), Furlong & Mayonard (1995), and Loughran (2006) contended that only preparing better teacher education curriculum, at planning level, is not a sufficient condition to make effective and efficient teacher education in general and reflective learning practices in particular. Rather, the implementation or delivery practices matter a lot because, as Kelly (2004) and Diamond (2008) noted, it is implementation that makes lesson decisions, designs, and actual teaching practices over the contents found at the curricular document. This is an important process that might be taken as a ground for the emergence and development of students' learning, which is the cell of the education enterprise. Therefore, curriculum implementation, which is mainly the responsibility of teachers and students (Pratt, 1980) to adapt the given curricular document to students' better learning is one of the important stages in curriculum development (Taba, 1962). It can be realized through designing and delivering relevant and standard contents (facts, theories, procedures, principles, etc), learning experiences (assignments, projects, examples, etc), and assessment techniques (tests, exams, presentations, etc) (Taba, 1962).

That is why this study was coming to the front. In addition to see the status of reflective learning practices, the study was intended to explore the contribution of teacher education curriculum implementation processes in enhancing reflective learning practice as perceived and experienced by student teachers and teacher educators. This study, therefore, helps to understand what really the status of reflective learning practice is thereby to identify its challenges and opportunities by assessing the implementation processes against to the standards (e.g. practice-focused, experience-based, open-ended, etc) found in the PGDT curriculum as well as in the theoretical frames of this study.

In order to explore whether student teachers are reflective learners and how the curriculum implementation process supports their reflectivity, though they may not be exhaustive, it would seem appropriate to identify quality indicators that help to label someone as a reflective learner. This seems important to guide the research processes (especially for instrument development, analysis and interpretation part with some kinds of standard. Moreover, indicators for being reflective learner which are discussed and mentioned below are in one way or another stated in the secondary teacher education curriculum (MoE, 2009) because both have been developed from the same plane of thought: Inquiry and reflective model of teacher education.

Reflective learners need to have certain experiences and time to think and digest the new experiences (Liakopoulou, 2012; King, 2001). Learners who are practicing reflective learning, therefore, prefer to stop and periodically review new works, write summaries, write exercises, do question-formulating exercises and think of possible questions about the experiences they face (Morrison, 1996; Poltorak, 1993; Moore-Russo & Wilsey, 2013). In this regard, it will be very much interesting for them if their teacher poses questions or problems like: “Translate this sentence.”, “What’s wrong with what I just wrote?”, “How many synonyms for ‘happy’ can you think of in 30 seconds?”, “What question do you have about what we covered today?” etc (Morrison, 1996; Larrivee, 2008).

Boud et al, (1985, P. 26), in their monograph entitled '*Promoting Reflection in Learning*: *a Model'*, further reported that "one of the most important ways to enhance learning is to strengthen the link between the learning experience and the reflective activity which follows it." To do so, reflective learners have been engaged in intentional practices that the learner carefully exercises, at least in three phases: preparation, in activity and post activity stages, as Boud, et al., (1985) suggested, and in three forms: the past, the present and the future, as Schon (1983) and Schmuck (1997) contended.

Boud, et al (1985) also attempted to develop a model for reflective learning processes that followed from learner's experiences. Based on this model, reflective learning processes have three components: (1) *returning to experience* refers to the recollection and replay of the experience in the mind's eye, (2) *attending to feelings* refers to utilizing positive feelings and avoiding obstructing ones from the experiences, and (3) *re-evaluating experiences* includes four further ingredients (association, integration, validation and appropriation) that lead towards newly synthesized learning outcomes. The learning outcomes developed might include new perspectives on experiences, preparation and commitment for action (Boud et al, 1985). Other writers, such as Hatton & Smith (1995) and Lee (2008), framed reflective learning practices into three sequential stages: *descriptive, dialogic and critical* reflection. Moon (1999b) and Adler (2002) also advised that to be a reflective learner, students need to use the learning diaries, (which are also referred to as reflective journals or portfolio or learning logs). This enables them to describe their learning, reflect on their personal learning experiences and outcomes in terms of how they have changed or intended to change or not change the way they learn.

The present study tried to examine student teachers' reflective learning practice in terms of the reflective learning practice indicators suggested by different authors like Boud, et al (1985), Hatton and Smith (1995), Adler (2002), Radloff and de la Harpe (2001) and mainly from Moon (1999a). With this in mind, the following can

be taken as indicators to examine student teachers reflective learning practices in this dissertation. These include student teachers ability and skill of demonstration to:

a. Pull a broad range of experience together and use it for a different purpose,
b. Use chain of experiences that aimed at solving a problem and/or reaching a conclusion,
c. Exercise a purpose-driven mental process which searches some defined outcomes,
d. Cope with ill-structured problems with no obvious, right or best solutions,
e. Work with uncertain practical and theoretical knowledge,
f. Engage in knowledge interpretation and synthesis rather than accepting it blindly,
g. Employ prior experiences to make some kind of judgments and decisions at the learning spot (Moon, 1999a).
h. Transfer learning experiences from one course to others,
i. Apply experiences developed from courses for different purposes (even beyond the intention of the courses),
j. Evaluate and re-evaluate before, during and after the theoretical or practical exposures (learning),
k. Be committed for exercising self evaluation (Bound, et al, 1985).
l. Use learning diaries (reflective journals or portfolio or learning logs) (Adler, 2002; Moon, 1999b; Zubizarreta, 2004).
m. Exercise the various levels (descriptive, comparative/dialogic and critical/analytical), and forms (for-, in- and on-action) of reflection (Schon, 1983; Hatton and Smith, 1995, Schmuck, 1997).

These indicators are not working only for student teachers reflective learning practices but also for teacher educators' involvement to facilitate reflective learning practices. That is to mean, in their curriculum implementation practices, teacher education faculty staff and student teachers are expected to initiate, instruct, supervise, assess and advise the student teachers (Dyke, 2006; Burnett & Lingam, 2007; Tsang, 2009) by making the context of curriculum implementation open-

ended, doubtful/vague, evaluative including self evaluation, challenging, flexible, imaginative, practice-oriented and experience-based. These could be taken as opportunities to enhance student teachers' reflective learning practices (Moon, 2004; Dewey, 1933, Kolb, 1984, Schon, 1983). Dewey (1933) and Moon (2004) contended that reflective learning practice will be fostered in the learning context which is relatively complicated and unstructured with no immediate solutions rather it demands further processing of knowledge, one's own understanding and practice on what is already possessed.

Moreover, reflective practice is not a haphazard endeavor; rather it is a well planned activity which is primarily concerned with continuous improvement in achieving process-based and well-defined learning outcomes (Schmuck, 1997). Therefore, student teachers, who practice the various indicators mentioned above, can be taken as reflective learners. Curriculum implementation contexts with pre-fixed processes and outputs, rigid procedures, assessment-driven engagements, immediate goal satisfaction and minimal considerations of learners' idea, however, are some of the possible challenges that hinder student teachers from being reflective learners (Zubizarreta, 2004; Larrivee, 2008). Curriculum implementation practices which are influenced with such kinds of contexts initiate students towards procedural and rule-oriented learning which is almost a contradicting scenario to reflective learning practices in particular (Tsang, 2009; Moore-Russo & Wilsey, 2013) and to the expectations of the teaching profession in general (Bolin, 1998; Edwards, et al, 2002).

Cognizant of this, the present study intended to explore what is actually going on in student teachers' reflective learning practices by taking secondary school teacher education curriculum implementation processes into account. This is to mean how much these implementation processes have contributed for student teachers' reflective learning practices by taking FEBS of BDU as a case. The study, moreover, attempted to identify the major challenges, opportunities, and possible alternatives related to student teachers' reflective learning practices.

Accordingly, the study tried to answer the following research questions.

1. *What is the present status of student teachers' reflective learning practice in the secondary school teacher education program?*
    - *1.1. Which levels of reflection (descriptive, comparative and/or critical) is/are mainly practiced?*
    - *1.2. Which forms of reflection (before, during and/or after the action) is/are mainly practiced?*
2. *To what extent are secondary school teacher education curriculum implementation processes supportive to engage student teachers in reflective learning practices?*
    - *2.1. Do different actors (student teachers, teacher educators, the curriculum and the management body) of teacher education curriculum implementation processes play their part in facilitating reflective learning practices?*
    - *2.2. Are there any opportunities that initiate student teachers' reflective learning practices so far?*
    - *2.3. What are the major challenges that impinge on student teachers' reflective learning practices so far?*
    - *2.4. What are the possible strategies that help to strengthen student teachers' reflective learning practices to the future?*

1.3. Objectives

The general objective of this study was to examine student-teachers' reflective learning practices in the implementation of secondary school teacher education program of BDU and to identify challenges and opportunities of student teachers' reflective learning practices. Specifically, the study endeavored to:

1) Examine student teachers' reflective learning practices while they were learning at the teacher education institution.
2) Identify the levels of reflection that student teachers mainly perform in their reflective learning engagements.

3) Identify the forms of reflection that student teachers mainly prefer in their reflective learning practices.
4) Assess whether or not the implementation processes of the teacher education curriculum (as it did by student teachers, teacher educators, management body and the curriculum) are facilitative for student teachers' reflective learning practices.
5) Identify some of the major challenges, which may hinder student teachers' reflective learning practices.
6) Identify some of the major opportunities that encourage student teachers' reflective learning practices.
7) Come up with alternative strategies that may bolster student teachers' reflective learning practices.

1.4 Significances

Student teachers' reflective learning practice is helpful to give comprehensive and integrative professional preparations that promote the ability to learn from one's own experience. This is an opportunity to handle teaching, which is a dynamic, evaluative, critical and creative profession (Bolin, 1998; Edwards, et al, 2002). Therefore, the results of this study are expected to be valuable for different stakeholders in education.

Firstly, student teachers will be beneficiaries in order to be competent, creative and dynamic in their learning as well as in their future professional engagements (teaching) as it is stated in different educational documents (MOE, 1994; MOE, 2003). The education policy and related documents emphasized that student teachers are required to develop creativity, reflectivity, problem-solving capacity, flexibility, power of self-critique and an independent and autonomous learning capacity which in most cases are ensured through reflective learning practices (Brockbank & Mcgill, 2007). Moreover, reflective learning practices will help students to be intrinsically motivated, and develop positive self-efficacy and internally-attributed locus of control for their learning engagements in their training and later in their teaching (Race, 2002). Besides, the applications of reflective learning in teacher education is assumed to bring change in student teachers' conceptions

and approaches to learning about the science of teaching so that they can cope with the society's assumption in teaching in general and the statements found in the nation's educational objectives in particular. The results of this study, therefore, are expected to help student teachers to be reflective teachers after they graduate and, in turn, to meet the professional standards which are set for secondary school teachers (MoE, 2006; 2007; 2009).

Secondly, to my knowledge, there are no studies done on how teacher education curriculum implementation processes facilitate student teachers' reflective learning practices. Therefore, this research may help to fill this knowledge gap and then may help to add to knowledge in the realm of reflection and learning at the teacher education context; consequently, it could serve as a ground for future research in the area. Thirdly, teacher educators can also benefit from the study. They can gain alternative insights for their teaching learning practices, particularly in engaging their student teachers towards reflective learning practices while teacher preparation is going on. Therefore, the results will help teacher education staffs to succeed in supporting student teachers for their practical as well as theoretical learning through designing and delivering contents, learning experiences and assessment techniques up to the expected standards for teacher education institutions.

Fourthly, the result can also be important for teacher education curricula designers/reviewers, material writers and assignment developers. These experts can be informed by this research in that the planning and deliveries of teacher education curriculum can be geared towards meeting reflective learning practices. As a result, they will pay attention for the structural, philosophical and instructional assumptions of teacher education syllabi in general and the detailed frameworks and delivery strategies of contents, learning experiences and assessment techniques in particular. In general, this study may contribute for further understandings of teacher education curriculum developers or designers, teacher educators, student teachers and school mentors about reflective learning practices so that they will design and implement teacher education curriculum accordingly.

1.5. Context

1.5.1 Political and Socio-Economic Situations in Ethiopia

Ethiopia is located in the north-east Africa, south of Eritrea, east of Sudan, north of Kenya, west of Djibouti and north-west of Somalia. The overwhelming majority of the people dwell on agricultural activities. So, it is possible to infer that the country's economy is predominantly agrarian. The country had experienced a monarchic rule before the launching of the “revolution” in 1974. The revolution was followed with the socialist regime, and was led by the Revolutionary Military Derg (Council) until the system was destroyed by the Ethiopian People’s Revolutionary Democratic Front (EPRDF) forces in 1991 (Young, 1998). After the downfall of the Derg regime in 1991, the country put in place a federal state with a parliamentary form of government, which is composed of nine Regional and two Administrative councils.

Adane (1993) reported that education for the monarchy system was only for few elites of the royal family with a focus to foreign language education. Though it is not comparable with EPRDF, access for education was good during the Derg regime; particularly its illiteracy campaign was remarkable (Adane, 1993). In its last 25 years legacy, EPRDF has done many important things in infrastructure, social capital and impressive expansions in all levels and types of the education systems. For instance, if we take the higher education institutions, universities have increased from 2 (in 1991) to 41 (in 2015) with careful considerations of access and equity across the nation. The idea of constructive learning, active learning, student-centered, reflective teaching and learning, practice-based, and experience-based learning have been promoted by EPDRF via its 1994 Education and Training Policy and other related documents (MoE, 2003; 2009). Before the establishment of the education and training policy in 1994, the education system was extremely teacher-centered, theory-based, non-participatory and unidirectional though it is not as such improved yet in its practicality (Amera, 2012; Zenawi, 2012).

1.5.2. Teacher Education in Ethiopia

Teacher education in Ethiopia has its own history which has passed through a number of modifications and changes. In the beginning of modern education, teachers were expatriates though some church educators were participating to teach local languages and moral education (Kelemu, 200; Misganaw, 2002; Kedir, 2006), therefore, there were no formal teacher training institutions. After a while, in 1944/5, however, the MoE and Fine Arts opened the first teacher training institution which was housed in one room at Menelik II School and accepted trainees from grade 6 complete. Later, in 1952, it shifted to Harer and was renamed the Harer Teacher Training School and allowed for those who completed grade 8. Parallel to these practices in Ethiopian teacher education, in 1946, the Haile Selassie I day School at Addis Ababa had also started a new 8+4 teacher training program. The teacher education institutions of that time, particularly for primary school teachers, had offered subjects like English, Amharic, psychology, history and philosophy of education, moral and ethical education, and methods of teaching in primary education with main focuses in theoretical issues and teacher-centered approach in deliveries (Misganaw, 2002; MoE, 2006; Kedir, 2006).

From 1974 to 1991, teacher education had entertained various reforms. For example, candidates were expected to have positive regards for Marxist Leninist philosophy. In this era, there was uniform curriculum, certification and duration of the training. Around 17 subjects (such as English, Amharic, mathematics, social sciences, science, education, psychology, sport, music and other vocational subjects) were delivered within 10 months training in the then teacher education institute (TTI); and this seems very amorphous and unmanageable. As a consequence, the training continued being theoretical, teacher-centered and with a major intent of large content coverage (Misganaw, 2002).

Since the introduction of the Education and Training Policy of Ethiopia (1994), in addition to making revisions in higher education curriculum including teacher education (Teshome, 2007), agreements have been reached to make the teaching learning process active, innovative, reflective, practice-oriented and student-centered (Teshome, 2007; MoE, 2003). Curriculum design, delivery, and assessment of learning outcomes in

various tertiary institution programs shall aim at enabling the learner to acquire pertinent scientific knowledge, independent thinking skills, communication skills and professional values that together prepare him/her to become competent professional in teaching (MoE, 2009; MoE, 2003). To mitigate problems of prospective teacher graduates, secondary school teacher education has got major revision with maximum emphasis for student teachers' reflective learning practices via practical experiences, portfolios, action research, and school observations (MoE, 2009).

The years' between1966 and 1974 were characterized as the period when teacher education had got significant changes which included the development of teacher training guides by the Ministry of Education and Arts (Kelemu, 2000). The policy guided the teacher training in a uniform pattern in its admission, curriculum, duration of training and certification. Though secondary school education was structured in the early 1940s, secondary school teacher education was initiated as late as the beginning of the 1960s in the Faculty of Education at Addis Ababa University (Kelemu, 2000; Teklehimanot, 2000). Teklehimanot further remarked that preparation for secondary school teaching, though it was short-lived program, was progressed through Bede Mariam Laboratory School as preparatory center for secondary teacher trainees. It was a successful program that recruited candidates from grade 11 complete students with high caliber to enroll them in the Faculty of Education after one year (grade 12) preparatory scholarship (Teklehimanot, 2000).

After Prince Bede Mariam Laboratory School had ceased, there was no clear demarcation between secondary and primary school teachers training until 1997, when some higher education institutions under the auspices of MoE, had commenced training secondary school teachers. Thus, regional teacher education colleges, federal universities and other higher education institutions such as Bahir Dar Teachers' College, Dilla College of Teacher Education and Health Science and others had been engaged in training secondary school teachers at the diploma and bachelor degree levels (MoE, 2006, BDU, 2013). It was a common practice to see diploma holder teachers, who have graduated from teacher education colleges across the nation, in secondary schools (Kelemu, 2000; MoE, 2003;

Reda, 2008). However, since 2000, the number of universities in Ethiopia has increased from two to thirty one; and secondary school teacher education program has been included in ten public universities, as a faculty, school or college (MoE, 2012; AAU, 2013; BDU, 2013) and later in 2015 more ten public universities included the program.

Although there have been many amendments and changes made on teacher education systems from time to time, the history of teacher education in Ethiopia was characterized by a prevalence of teacher education which follows an integrated approach. This is to mean that subject area, professional, practicum and other common courses such as communicative English, Ethiopian studies, logic, etc. were offered simultaneously in the bachelor degree training (Joshi & Vespoor, 2013). However, after 2 years (2010 and 2011), curriculum and related preparations were finalized, new model of teacher education has been introduced to the Ethiopian higher education system in July 2011. This model is named add-on, linear, consecutive or post-graduate diploma in teaching (PGDT). This model/approach of teacher education entertains only professional courses such as Psychology, curriculum and instruction, subject area methodologies, action research, practicum and others. It does not treat any kinds of subject area contents because the teacher education candidates have got first degree in those disciplinary contents by the time they join the PGDT. As it is mentioned here and there in this monograph, the PGDT curriculum, as a document, extremely claims that it would work for the enhancement of student teachers' reflective learning practices (MoE, 2009; BDU, 2013). Therefore, it seems timely to examine its practices by taking its main agenda, reflective learning practices, into consideration.

Though this PGDT was planned for 10 months (with three terms) regular training, due to different reasons (MoE, 2009), it has been converted to in-service summer program (in-out-in form) for three years time (2011; 2012; 2013). Due to multidimensional problems observed in the summer PGDT program (Addis Ababa University, 2013), the government has recently decided to shift it from the summer to regular program for pre-service teacher trainees and it was launched in December 2013.

1.5.3 Teacher Education in Bahir Dar University

In its experience of teacher education, Bahir Dar University (BDU), the present research setting, is one of the largest and oldest universities in the country. BDU was inaugurated in May 2000 when the former Bahir Dar Teachers College and Bahir Dar Polytechnic Institute merged together to the Education and Engineering Faculties respectively, of the new University (BDU, 2013). BDU is situated in Bahir Dar which is the capital city of the Amhara Regional State since 1995. BDU has now four colleges, three faculties, four institutes, two academies and one school. The Faculty of Education and Behavioral Sciences (FEBS), is thus one of the institutions of BDU, is the mother institute of the current teacher education program at BDU.

For the last 41 years, this faculty (FEBS) has undergone a number of program changes within the area of teacher education until the commencement of the new curriculum for the training of secondary school teachers, since 2011. In 1972, the Bahir Dar Academy of Pedagogy was established by the tripartite agreement of the Imperial Government, UNESCO and UNDP and started training under the auspices of the Ministry of Education and Fine Arts (MoE, 2006). Its general objective was to train teacher education instructors and other multipurpose primary education professionals capable of adopting primary education to rural life and rural development (BDU, 2013). Soon after its beginning, however, the academy focused only on offering pedagogical science as a major area of study and Amharic, English, geography and mathematics as minor subjects. Later, in 1978, more diploma programs in teaching school subjects (Amharic, English, mathematics, chemistry, etc) were introduced in addition to the department of pedagogical science. At this time, the Academy of Pedagogy was assigned under Addis Ababa University (AAU) and it was renamed as Bahir Dar Teachers College (BDU, 2013).

In 1996, Bahir Dar Teachers College became independent from AAU and was run under the MoE until BDU was inaugurated in 2000. In the same year, 1996, all the diploma programs in teaching were upgraded to degree level in order to train teachers for the secondary schools of the country (BDU, 2013). Hence, throughout its journey, in teacher

education the current Education and Behavioral Science Faculty of BDU, has produced instructors to different levels and forms of the education sector (including the teacher education institutions) through its regular, extension and summer programs (BDU, 2013). These long years of experience of teacher education at BDU makes the setting a fertile ground to explore the whole picture of teacher education in Ethiopia in general and student teachers' reflective learning practice in particular.

1.6. Rationale

It is well known that teacher education has an overarching effect by way of influencing the quality and quantity of levels of educational programs. This is to mean that, teacher education programs have the mandate to educate teachers for schools that cultivate the entire future professionals (engineers, medical personnel, politicians, teachers, etc) of the country. In addition, since the present researcher himself is a teacher educator, the familiarity of the issue helped him to examine the problem in more detail – one of the parameters required for success in doing qualitative research of this kind. With this understanding, the present researchers have been convinced to study about teacher education. More specifically, student teachers' reflective learning practices in teacher education have been identified to be the main issue of this dissertation.

To begin with, I have started to think about reflective learning practices in secondary teacher education as the title of my PhD dissertation while I was preparing to teach one of the courses in the current secondary school teacher education curriculum, '*Teachers as Reflective Practitioners*'. For the sake of teaching this particular course, from the literature, I have been well-informed about reflection and teacher education. I have also learnt that it is useful to initiate student teachers towards criticality, self-critiquing and continuous professional development to make the profession of teaching adaptable towards the actual environment of the school (Loughran, 2006; Korthagen, 2002; Furlong & Maynard, 1995) while their training is ongoing. This is definitely a favorable ground to prepare them for being reflective school teachers after graduation and work up to the expectations of the standards for Ethiopian school teachers as mentioned in MoE (2006; 2007; 2009).

As it is well-discussed above, though the issue of student teachers' reflective learning practice is critically valuable to learn teacher education contents effectively and then to improve the later teaching quality, educational researchers do not seem have paid much attention to this. For instance, as far as publications in Institute of Educational Research (IER) journals and MA/PhD thesis of Addis Ababa University are concerned, until now, around 38 studies out of the 1964 (360 journal articles in IER and 1604 MA and PhD thesis) research works were devoted to issues related to teacher education. The major educational issues included were multicultural, teaching effectiveness, application of active learning, relevance of the curriculum, the system of higher education, educational leadership, and teachers' and students' psychological variables. On top of this, even most of the studies done on teacher education focused on the primary teacher education colleges of Ethiopia. As a result, this research seems to bring a new turn in secondary teacher education of Ethiopia.

Investigations which have focused on secondary school teacher education were not more than twelve. For example, Teklehimanot (2000) examined the general pictures of secondary teacher education in Ethiopia, Hailemariam (2007) treated the issue of diversity in secondary school teacher education and Reda (2008) dealt with prospective secondary school teachers' self-efficacy. Other researchers who conducted studies on secondary school teacher education include Tesfaye and Demewoz (2004) who investigated student teachers' attitude towards teaching, Dawit (2008) who explored the status of TESO in general, Mulugeta (2009) who evaluated the paradigm shift in language teacher education, Tesfaye (2014) assessed teacher preparation in Ethiopia, Kedir (2006), examined the challenges, contradictions and Chaos in Ethiopian teacher education, and Hussien (2007) worked on the performance of teacher educators. But, only two studies, Dereje (2009) and Hussien (2006) have so far explored the topics related to reflection and teacher education in general and student teachers' reflective learning practices in particular. In the Ethiopian context, studies on reflection are minimal not only at teacher education institutions but also at the overall education system. As far as my reading is concerned, only Taddesse (2013) conducted a study on secondary school English teachers' reflection in their teaching.

Therefore, it is my conviction that the present study is relevant and timely to show something new in secondary school teacher education perspectives to the education community of Ethiopia in general and student teachers and teacher educators in particular. As a result, the dissertation might attract significant attention of many educators to read and use it for different purposes including further research endeavors in the area. Viewed from the foregoing sources of inspiration, research findings and arguments posed, the present study tried to examine whether or not the processes of secondary school teacher education curriculum implementation activities (by teacher educators, student teachers and school mentors) are contributing to student teachers' reflective learning practice.

1.7. Definitions of Important Terms

Reflective learning practice: It is the ability that student teachers describe, analyze, and question assumptions about their past, present and future experiences in order to change these experiences into learning/developing new experiences or insights through investing creative and critical thinking (Dewey, 1933, Schon, 1983, Boud et al, 1985; Brookfield, 1995). I coined this definition by taking ideas from variety of sources under the review of literature so as to have one concrete conceptualization about the principal concern (reflective learning practice) of the study. This definition attempts to include the major concerns (levels and forms of reflection) of the study in it.

Level of reflection: This term comprises of descriptive, comparative and critical types of reflection which are extended from simple recalling, associating and criticizing of experiences to synthesizing experiences for coining something new (Yot, et al, 2000; Whitton et al 2004; Lee, 2008; Zhu, 2013; Tadesse, 2013).This definition is in line with the types of classification that this study adapted from various literature sources that attempted to classify the level of reflection into numbers of categories (e.g. two, three, … seven).

Forms of reflection: This phrase refers to the position of reflection in correspondence with reflectors' action. The reflection practices might be observed at three positions that

include before (for action), during (in action) and after (on action) any kinds of learning actions (Schon, 1983; Schmuck, 1997; Colliver, 1999). I tried to adapt and conceptualize forms of reflection into three types because my study has planned to examine student teachers' reflective learning practice status before, during and after the actions of the course delivery engagements.

Curriculum implementation: This phrase refers to the planning/designing and delivery of practical as well as theoretical lessons at teacher education (Pratt, 1980; Lewin and Stuart, 2003). It can be expressed by the actual involvements of different teacher education actors such as teacher educators, student teachers, management body and of course the curriculum itself (Hursh, 1987; Van Mannen, 1997; Choy, 2012). This definition also goes in hand with my theoretical propositions that have explained itself through the second basic research question and its sub questions.

Curriculum implementation actors: These include the major teacher education stakeholders such as teacher educators, student teachers, management bodies and the curricula that are critically involved in the processes of curriculum implementation (Diamond, 2008; Afe, 2006). That is why this study attempted to guide its data collection, analysis and interpretation with respect to these four major stakeholders.

Challenges: These are factors or contexts that hinder student teachers' reflective learning practices while the curriculum is implemented (Pultorak, 1993; Moore-Russo & Wilsey, 2013; Sandars, 2009). The factors may be related to the different actors of the teacher education curriculum implementation as a result of lack of awareness, commitment, etc as well as due to resource scarcity.

Opportunities: These are factors or contexts that can be taken as favorable grounds for student teachers' reflective learning practices while the curriculum is implemented (Moon, 1999b; Adler, 2002; Radloff & de la Harpe, 2001). Positive regards, better understandings, etc of the actors of teacher education curriculum implementation, the attempt of introducing and practicing reflective teacher education and the like can be taken as an opportunities for facilitating reflective learning practices.

Future strategies: These may include the utilizations of different tactics such as practice-based, open-ended, doubtful, etc which will be suggested for teacher education curriculum implementation actors in order to facilitate student teachers' reflective learning practices (Dewey, 1933; Boud et al, 1985; Brookfield, 1995). The strategies may include giving clear directions about reflective teacher education and its requirement such as working with doubts, practical exercises, open-ended contexts, etc that initiate student teachers towards thinking and then reflecting about their experiences.

Secondary School: refers the structure or level of education that incorporates grades 9 – 12 in such a way that Grades 9 and 10 labeled as lower secondary and Grades 11 and 12 as upper secondary or preparatory school (MoE, 1994). This level of schooling usually entertains children with the ages of 14-18 years old. Secondary school curriculum is uniform across all the regions in the nation by taking English as a medium of instruction (MoE, 1994).

Chapter Two: Literature Review

In this chapter related literature about reflection in teacher education in general and student teachers' reflective learning practices in particular were reviewed. The chapter contains two major sections that include theoretical perspectives and empirical findings about teacher education with particular attention to reflective learning practices. Towards the end of this chapter, the theoretical and conceptual frameworks of the study have been developed and reported.

2.1. Teacher Education and the Practice of Reflective Learning: Theoretical Perspectives

The system of teacher education which has started in the mid-nineteenth for preparing teachers to public schools (Zeichner, 2008) has passed through numerous doubts, questions and steps. The system is subjected for arguments that have extended from questioning its presence up to which kinds of course planning and implementing strategies are preferably work to prepare and produce effective school teachers (Brouwer & Korthagen, 2005; Misra, 1993; Labaree, 2008). In present days, however, almost all nations throughout the world have their own teacher education though some kinds of disparities in their forms and models are there (Zeichner, 2008). This review, moreover, found that among the teacher education paradigms which have emerged from time to time (e.g. crafts, applied science, competency and personal orientation paradigms) (Brouwer & Korthagen, 2005; Huizen, et al 2005), inquiry and reflection paradigm of teacher education has got acceptances throughout the teacher educations around the world including Ethiopia at least in its theoretical frame (Otienoh, 2011; Dereje, 2009; Mulugeta, 2009; Borman, 1999; Daloglu, 2001) though there are serious limitations in its practicability. As a result of these discrepancies, this dissertation attempted to explore student teachers reflective learning practices with respect to curriculum implementation processes of secondary school teacher education of Ethiopia by taking Bahir Dar University in Focus.

Ethiopia has introduced the idea of inquiry and reflection teacher education paradigm since the promulgation of the education and training policy (MoE, 1994) in general and the introduction of TESO (MoE, 2003) in particular. In its more strong sense, inquiry and reflection model of teacher education has been incorporated in the current secondary school teacher education of Ethiopia to the extent of designing an independent course (teachers as reflective practitioners). The curriculum also has advised that 30% loads of all courses in the teacher education better to experience and reflect on the actual general school settings with the teaching learning practices in focus (MoE, 2009). Though this is the intention of the current Ethiopian secondary school teacher education curriculum, its practicality is not examined yet. This dissertation, thus, intends to fill this gap and to show some alternative strategies for the better practices of reflection model of teacher education in general and student teachers reflective learning practices in particular in Ethiopia.

Having this in mind, this section tried to report the review of major assumptions related to reflection in teacher education curriculum implementations with particular attention to student teachers' reflective practices from the perspectives of different writers in the field. To this end, topics such as fundamental concepts of reflection and learning, reflective learning practices in teacher education, and levels and forms of reflection were discussed. In this section, moreover, the processes of teacher education curriculum implementation, related challenges and opportunities in facilitating reflective learning practices have been also treated. By doing so this study tried to develop its theoretical assumptions which have been used as a road map to proceed and work to the other components of the study.

2.1.1. Reflection, Learning and the Reflective Learning Practices at the Teacher Education

To make the discussions about student teachers' reflective learning practices are relatively at ease, the general concepts related to reflection and learning shall be presented first. Therefore, in this sub-section, this dissertation tries to review the basic concepts and the why of reflection and reflective learning practices, and of course the fundamental theory of learning and its processes.

2.1.1. 1. Conceptualizing Reflection in General

Reflection is defined, according to a book entitled as *'Reflection: Turning Experiences into Learning'* by Boud, et al (1985:7), as "an active process of exploration and discovery which often leads to unexpected outcomes." Other authors (e.g. Schon, 1983, 1987; Caine, & Caine, 1991; Lackney, 2000) further defined reflection as the process of looking back and forth intentionally and with justifiable rationale to make sense for your present practical as well as theoretical experiences. Reflection, therefore, affects your future experiences/learning/ in action as well as in thought (Ghaye and Ghye, 1998; Tsang, 2009; Daudelin, 1996). Therefore, it incorporates (Ghaye and Ghye, 1998) what the individual thinks /feels/ and does of course consciously and deliberately by trying to redefine one's experiences. In this regard, Biggs (1999) also noted that reflection in a mirror is an exact replica of what is in front of it. But, reflection in education gives us back, not what is, but what might be or should be with improvements on the original phenomena or idea. Reflection, in general, is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it in order to search for new experiences (learning or understandings) (Zubizarreta, 2004; Moon, 2004).

Furthermore, reflection is a form of mental processing that demands high amount of mental investment from the learner in order to realize stable and deep learning with relatively complicated, doubtful or unstructured experiences/tasks (Dewey, 1933) for which there is no obvious solution rather it is advised to depend on further processing of knowledge, skill and feelings that we already possess (Moon, 2004; Moon 1999) either in a group-based or individual-based situation (Boud, et al 1985; Caine, & Caine, 1991; Lackney, 2000). Larrivee (2008:4) also stated, "In the existing literature, the term reflection is being used to describe vast array of practices, ranging from mere thinking about a single aspect of a classroom lesson to considering the ethical, social, technological and political implications of the teaching and learning processes"

John Dewey (1933), the prominent American philosopher and educator, contended that reflection is planned, active and persistent events that are initiated with something

occasional rather than evoked from the usual and general principles and rules. Reflection is based on practical experiences (Schon, 1983, 1987), however, in the higher level of reflection, the reflector takes his/her own thinking (on the previous experiences) as a grounded that his/her reflection goes on (Dewey, 1933) even without being exposed to concrete and practical experiences at a time. Such features slightly initiate certain questions on the idea of Schon (1983) who claims reflection is exclusively depending on practical engagements of professionals and assumes theoretical knowledge from universities and research centers are incomplete and helpless unless otherwise it is practiced in the field. In conclusion reflection is a process with deep thought that occurs before, during and after situations (experiences of something in thought or action) with the purpose of developing greater understanding of both the self and the surrounding situation in order to use the past and the present for the future (Sandars, 2009; Schon, 1983).

2.1.1.2. Fundamental Concepts in Learning

Theories of learning, according to Darling-Hammond et al (2001), are mainly treated from three perspectives: (a) philosophical (the work of Aristotle and Plato), (b) psychological (the work of Thorndike, Skinner, Piaget), and (c) progressive theory based (the work of John Dewey).The philosophical perspective of learning has at least, two wings of arguments: rationalism and empiricism. Plato and one of his students, Aristotle, were early entrants into the debate about how people learn. They asked, “Is truth and knowledge to be found within us (rationalism) or is it to be found outside of ourselves by using our senses (empiricism)?” Plato, as a rationalist, cited in Darling-Hammond et al (2001), believed that knowledge can be discovered by self-reflection. Aristotle, the empiricist philosopher, as cited in the same authors Darling-Hammond et al (2001), on the other hand, claimed that knowledge is accumulated through senses from the external environment.

The learning theories have extended from assuming the human learner as passive/empty vessel/ (the behaviorist approach) to a very active and thoughtful creature (the constructivist approach). The behaviorist learning theory is very popular and influential

theory with highly structural and sequential curriculum, programmed instruction and workbooks together with reinforcement as a consequence of students' learning (Darling-Hammond et al, 2001). Behaviorist learning theory mainly emphasized obtaining observable and measurable learning behavior which is attributed to the external environment, rather than to the internal thought process of the learner (Jennifer, 2000; Borko &Putnam, 1996)

In contrast to the behavioral learning theories, Jean Piaget (1896 – 1980) and the Russian scientist Vygotsky (1896 – 1934) conceptualized learning differently. "Piaget, for example, conceptualized learning as a developmental cognitive process, that students create knowledge rather than receive knowledge from the teacher; Vygotsky, on the other hand, emphasized more on the role that culture and language play in developing students' thinking and the ways in which teachers and peers assist learners in developing new ideas and skills" (Darling-Hammond et al, 2001:6). From that on ward more cognitive psychologists and constructive learning theorists (Borko & Putnam, 1996; Owens, 2007) have endorsed and promoted the idea of cognitive and constructivist learning theories which encourage students' self learning. Progressive learning theory, founded by Dewey, has focused on socially situated learning to construct knowledge by acknowledging experiences, thinking and reflection as a basis for child-centered learning (Brockbank & McGill, 2007) as an alternative to the teacher centered teaching (Zeichner, 1988), which is grounded from the behaviorist theory of learning.

Learning, the ultimate goal of all types and levels of education system, has different conceptualizations in what it is and how it is processed. For behaviorists, for example, learning is the process of acquiring knowledge, skill and beliefs in order to practice and also theorize on something (Brockbank & McGill, 2007) based on observable and measurable outcomes. On the other hand in line with the cognitive and constructivists learning theories, Biggs (1999) contended that learning is a way of interacting with the world so that our conceptions towards certain phenomena are changed in order to see the world from different angles. For him, the acquisition of information by itself does not bring about such change, but the way we structure that information and think with it does

a lot. Therefore, learning, particularly in teacher education, is about conceptualizing change through the process (Borko & Putnam, 1996) rather just the acquisition of the available information because teaching is a practice with continual changes and uncertainties (Edward, et al, 2002).

For prospective teachers, it is not sufficient only to receive and accommodate established principles and rules of teaching but also it needs to adapt them to the actual contexts that the teaching practice is offered (Rosaen & Florio-Ruane, 2008). Though accommodating of facts in the teacher education gets bad press in the literature, probably most of the learning processes of teacher education courses use this approach (Race, 2002). In other words, making learning innovative, problem oriented, inquiry-based, practice-based, discovery-based, active and reflective type are accepted by most of the education community at least in its theoretical and philosophical frames (Otienoh, 2011) though reflective teaching and learning is not actualized yet properly. That is why this study was initiated and came to the stage of investigating student teachers' reflective learning practices.

2.1.1.3. Reflective Learning Practices in the Context of Teacher Education

Based on the assumptions of socio-constructivist theories of learning, educators attempted to re-conceptualize teaching as a profession (Murray, 1996), which might be facilitated via reflective teaching learning practices. According to these theories, teaching has to start in student teachers' reflective learning practices at the teacher education (Ostorga, 2006). Learning at the teacher education, moreover, is promoted when teacher candidates are provided with multiple learning opportunities to apply what they have learnt in meaningful contexts (Edward et al, 2002; Merrill, 2002) through the applications and integrations of classroom knowledge with actual teaching practices. This has to be initiated and accomplished through exercising reflective learning practices while teacher education courses are taking place (Yost, et al, 2000; Holborn, 1998; Navaneedhan, 2008).

Reflective learning practices, the main agenda of this dissertation, is mainly rooted in pragmatist philosophy and constructivist learning theories. Prominent authors in the field of education (such as Dewey, Habermas, Freire, Kolb and Schon) forwarded their views about reflective learning practices as follows. Reflection in learning, for the influential Brazilian educator and philosopher Paulo Freire, is associated with "critical consciousness" in which learners become actors and authors rather than being observers in their own decisions in knowledge searching and constructions (Freire, 1973). For Dewey**,** reflection in learning is an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads. It includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality (Dewey, 1933).

Jurgen Habermas (1971) wrote about three kinds of knowledge (instrumental, practical and emancipator knowledge) in human learning and reflection**.** Emancipator knowledge, the third form among the three, takes reflection as its major learning tool even to work with the first two forms of Habermas's (instrumental and practical) knowledge. It intensively uses reflective, critical or evaluative modes of thinking and leads towards the emancipation or transformation of personal, social or other situations in order to make judgments from the theoretical and practical sides of learning. For David Kolb (1984) reflection in learning is considered a mental engagement that has roles in learning from experiences. In the Kolb cycle of experiential learning, reflection stands as processing one's observation for ensuring learning. Donald Schon (1983, 1987) contended that the basic role of reflection in learning is to learn professional knowledge from practice (tacit-knowledge in action) because competent practitioners know more than they can say.

In general, the ideas underlying teacher reflection is based on cognitive psychology that develops student teacher's conception about constructivist theory, experiential learning, critical theory (that deals about the intellectual, moral and social dispositions), and motivation and caring (which works to develop the sense of self-efficacy on making differences in the lives of students, schools and community at large) (Cotton & Sparks-Langer, 1993). From this discussion, one can learn that reflection in learning is a

multidimensional practice that enhances the learning principles, processes and outputs suggested by a number of learning theories (e.g. **experiential learning, constructivist learning, critical learning, etc.)** (Caine & Caine, 1991)**.** "Reflection in learning then is the vehicle for critical analysis, problem-solving, synthesis of opposing ideas, evaluation, identifying patterns and creating meaning out of the experiences" (Caine, & Caine, 1991:3). It is possible to conclude that many of the higher order thinking skills that we strive to foster in our students in general and in student teachers in particular effect through the utilization of reflective learning (Andrusyszyn & Davie, 1997; Brockbank & McGill; 2007; King, 2011).

Reflective learning practices, furthermore, may be seen as exploration of issues triggered by experience, which alters perspectives (Boyd and Fales, 1983) towards critical reflection enabling things to be seen as something other than they first appear (Brockbank and McGill, 2007; Biggs, 1999) by putting events in a broader context (Sockett, 2006). "There are links here to notions of experiential and action learning. It is not sufficient simply to have an experience to ensure proper learning but also reflection upon this experience is critical, otherwise 'learning' quickly be forgotten, or its learning potential lost" (Gibbs, 1988: 9). Though it is suggested for any learning engagements, reflective learning is more popular in the case of teacher education and medical education (Ostorga, 2006; Colliver, 1999). Over the years Dewey's theories of reflective thought and the principles of pedagogy he inspired were restated again and again by subsequent educators (e.g. Schon, 1983; 1987; Kolb, 1984; Habermas, 1971; Moon, 1999a) and have taken large spaces in theories of learning and teaching particularly in the mid 1980's teacher education (Halbom, 1998; Luttenberg & Bergen, 2008).

2.1.1.4. The Role of Reflective Learning Practice in Teacher Education

The teaching profession naturally is context-based and full of uncertainty (Edward, et al, 2002; Murray, 1996) that a teacher has to entertain in a flexible and open-mind manner. That is why Larrivee (2006), Daloglu (2001) and Darling-Hamond (2006) claimed that it is almost impossible to manage all 'learning engagements to teach' at the time of training in the teacher education. Reflection, particularly critical reflection, helps learners to

realize being experienced, innovator, participant observers, continuous experimenters, adapters, action researchers, problem solvers, clinical inquirers, self-evaluators, political craftsmen, etc. in such a way that it ensures continuous professionalism in teaching (Tom, 1985; Zeichner, 1983), which is useful to manage uncertainties in day-to-day teaching practices (Larrivee, 2006; Edward, et al, 2002).

Another importance of reflection for teacher education is enhancing the professional development of teachers and then their competences (Korthagen, 2002; Luttenberg & Bergen, 2008). So that it helps teachers to cope with the difficult aspects of the profession (Hatch, 1999; Lange & Burroughs-Lange, 1994) even in solving problems which experts/researchers cannot solve with theories (Schon, 1983).Therefore, it plays critical role in teacher education in yielding teachers that are eligible teaching practitioners through broadening and deepening the professional development of teachers (Zeichner, 1983; Korthagen, 2002; Estrada & Grady, 2001).

Larrivee (2006), in his review about reflection in teacher education, concluded that through systematic and critical reflection teachers can (a) accommodate and adjust today's classroom which has greater diversity among students in ethnicity, economic status and achievement level, (b) make their practice much more effective than they might think, (c) be free from routine and impulsive acts rather to act in a more deliberate and intentional manner, and (d) develop self-efficacy to contribute something for quality education in general and for quality teaching in particular. Race (2002) also added that reflection is not helping only when the learning process is failing; it is equally useful to pressurize student teachers learning towards further distances and insights. Korthagen (2002) and Estrada & Grady (2001) also noted that reflection is valuable to solve problems in a rational manner in order to make both the practical and theoretical knowledge complementary to each other. Generally, reflection is an important and transferable skill to enhance student teachers' lifelong learning in moving back and forth between the theoretical experiences obtained in the classroom and actual work area practices (Dewey, 1938; Luttenberg & Bergen, 2008).

2.1.1.5. Levels and Forms of Reflection in Learning

Reflection consists of three dimensions: depth, content and form of reflection. Depth of reflection refers to the magnitude in which the reflection is matured and emerged from the reflector's experiences and his/her reasoning power instead of receiving from some source as it is. Content usually refers the topic of reflection: Self-related or outside self. Forms of reflection related with the time of reflection in line with the actions.

Depending on their experiences, as far as my reading is concerned, different writers put the levels/stages of reflection within the ranges of two to seven. It might be extended from simple and description level to high and judgmental level. To judge and construct something new from experiences, through the highest level of reflection (critical), it seems natural to go through the previous (lower and middle) levels (Holbern 1998; Erginel, 2006; Hellen, 2011). The reason is that in order to scale up and handle the level of reflection one needs to exhaustively work on and be familiar with the descriptions as well as arguments of the experiences faced before (Dyke, 2006). Some writers classify reflection into two, for instance, descriptive and productive (Otienoh, 2011), dialogic and critical (Hatton & Smith, 2005), and open- and close-ended (Luttenberg & Bergen, 2008).

The lower level of reflection (e.g. descriptive, dialogic and close-ended) is relatively less intensive in coping with the larger values and norms of the society. However, it involves a discourse for exploring the decisions and judgments made and the possible reasons too (Luttenberg & Bergen, 2008; Hatton & Smith, 1995). Higher order reflection (productive, critical, and open-ended), on the other hand, entertains reflection for the broader and deeper historic, cultural, and political values in framing practical problems and to arrive at a solution (Hatton & Smith, 1995; Hellen, 2011). According to Whitton, et al (2004) and Lee (2008), reflection can be practiced in three phases that comprises direct experience, analysis of our conceptualizations of the experience, and consideration of the options which should lead to action as a result of the analysis. Yost, et al (2000), on their side, proposed the level of reflection into three: technocratic, interpretive and critical reflection.

Van Maanen (1997) arranged reflection into four cognitive hierarchies, which has been also applied by other writers such as Moon (1999a) and Zhu (2011) thinking and acting in a common sense, reflecting on particular events, reflecting on personal experience and that of others, and reflecting about thinking and the nature of knowing (meta-cognition). Dewey, as cited in Loughran (2006), characterized reflection as comprising five phases: Suggestions, problem, hypothesis, reasoning and testing. In a more specific and detail manner Rodgers (2002) organized that the levels of reflective learning into seven steps: make sense out of the experience, standing back, repetition, deeper honesty, clarity, enhancing better understanding and making judgments**.**

All reflective level of classifications, however, can be classified in order of complexity into the three levels of reflection which are low, middle and high. The lower level of reflection **descriptive/technical reflection** deals with recalling and reporting of experiences as they were (are)**.** The middle level **Comparative/dialogic/interpretive reflection** is reflecting to see relations and differences among varied experiences that the person has and to make certain modifications and arrangements**.** Comparative reflection is relatively advanced level of reflection (Luttenberg & Bergen, 2008), which involves some stepping back and forth, exploration of reasons and consideration of different viewpoints in order to check the relations and associations among experiences. The highest level, **Critical reflection** involves exploring reasons in the wider sense of the experiences by making certain critiques for an event and then locating them in broader ethical, moral, social or historical contexts (Hellen, 2011; Lee, 2008). It is genuine and to the standard level of reflection, that works with careful considerations of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions in assuming its end result is individual cognitive as well as psychomotor change and then transformative learning **(**Yost et al, 2000) for real application.

A form of reflection, according to Grimmett (1988), is restructuring of past and present experiences for generating possible explanations and developing hypotheses for the future teaching practices by posing problems or questions (Rodgers, 2002; Witton, et al,

2004). A teacher is expected to engage, in Schon's (1983, 1988) terms, in reflection-in-action (carried out during the event/action), reflection-on-action (carried out after the event/action) as well as reflection-for-action (carried out for the next action). According to Schon (1987), these three different forms of reflection are not necessarily developmental in nature because all the three forms of reflection may occur for one event or incident (Hatton & Smith, 1995). They, however, are connected in cyclical manner (Schmuck, 1997; Schon, 1983). That is to mean the outcomes from reflection-for-action will serve as an input for reflection-in-action, to reflect whether the action is in line with the intended plan while reflection-for-action is done. The outcomes of reflection-in-action, through adjusting the actions, will give some inputs for the next reflection, reflection-on-action (Cowan, 1998; Daloglu, 2001).

In general terms, the dimensions (level and form) of reflection including their content of discussions are interrelated. In this regard, Luttenberg & Bergen (2008: 545) noted, "in sum, consideration of the breadth (or content) of reflection and the depth (or nature) of reflection does not do complete justice to the coherence which exists between these two aspects of reflection. This is because the two are so intricately intertwined in different forms of reflection." From these explanations, it is possible to conclude that whatever the levels (descriptive, comparative and analytical), forms (reflection 'for', 'in' and 'on' action), and topic/content (self' and/or outside 'self') of reflection are being implemented, in most cases they come together at a plane (Luttenberg & Bergen, 2008, Schmuck, 1997). If a student teacher, for example, plans to reflect on his/her lesson preparation, it is a must for him/her to point out in which time and level that he/she engages to reflect, that is why literature in reflection considers the two dimensions are happened at a time.

2.1.2. Curriculum Implementation Processes in Reflective Teacher Education Settings

This sub-section tried to review the nature of teacher education curriculum, its implementation, and then the effect on student teachers reflective learning practices. Reflective teacher education naturally follows the innovative and reflective paradigm of

teacher education, which is theorized and grounded from the cognitive and constructive learning theories and principles (Huizen, et al, 2005). Therefore, it gives more attention in enhancing student teachers' individual learning, rather than receiving information as it is (Choy, 2012; Daudelin, 1996) from sources that they assumed as authoritative by practicing reflection over the theoretical and practical experiences while teacher education curricula are delivered. Such intentions at the teacher education are best served through enhancing student teachers' reflective learning practices (Zeichner & Liston, 1987; Lee, 2008; Burnett & Lingan, 2007). Having this in mind, below, the nature of curriculum and its implementation with regard to the effects aligned to reflective learning practices are explained.

2.1.2.1 The Concept of Curriculum and Its Implementation in General

The history of curriculum is as old as education itself because, to assume education, it is a must at least to have what is going to be learnt and taught and of course who is the learner (Afe, 2006). In this regard, Pratt (1980:16) stated, "Curriculum design is usually considered to be a development of the last hundred years, but this is a somewhat misleading simplification." This is because, according to Pratt, curriculum in its general sense is a matter of taking deliberate thought about the nature of education and instruction and these kind of thought was recorded for the last 2500 years; even it is difficult to imagine that people before 2500 did not think about education though they left merely no records.

Regarding the concept of curriculum, there are varieties of views by authors in the area. To start with, some scholars narrowed curriculum as the outline of a course; others, on the other hand, widen it as everything related to students' learning of course with the auspices of schools (Diamond, 1989). Others, for example, Pratt (1980) and Taba (1962) claimed curriculum is the accumulated tradition of organized knowledge in school and college subjects. Still others, on the other hand, have considered it to be the modes of thinking and inquiring about the phenomena (Kelly, 2004) in our world. Curriculum, moreover, has been commonly conceived as subject matter, activities or the course of

studies in schools, which help students to gain knowledge (Diamond, 1989) curriculum is defined in terms of the humanistic, social reconstructions, technological and academic dimensions.

In most cases we curriculum professionals, because it deals with division of labor and resource allocation, leave the issue of curriculum implementation for administration and management specialists (Pratt, 1980). However, once the managerial procedures and activities are completed and the actual teaching learning processes (course delivery) in the classroom are launched, it is highly the concern of experts from curriculum and instruction, and mainly subject specialists (Pratt, 1980). In reflective teacher education though there is a kind of demarcation between content selection and delivery, according to Lewin and Stuart (2003), it is permeable because there might be revision and amendment on the selected contents, learning experiences and assessment techniques, while actual curriculum implementation is going on. Curriculum implementation, from its instructional sense, refers to the teaching and learning processes and activities by which students' learning may be achieved through the actual togetherness of course experiences, teachers' intention and students' learning (Diamond, 2008; Stark & Lattura, 1997). Curriculum implementation is also considered as the treatment and distribution of knowledge through making proper connections among the three important entities (curriculum, teacher and students) as 'didactive triangle' (Diamond, 1989; Afe, 2006).

2.1.2.2. Curriculum Implementation versus Reflective Learning Practices

Depending on the paradigms discussed elsewhere in this dissertation, teacher education curriculum implementation has moved away from 'direct theoretical dictation' in the classroom to pure 'school apprenticeship' approaches. Teacher preparation should be more thoughtful and reflective in contrast to the traditional teacher education curriculum implementation practices. It has emphasized instructing on technical teaching skills (Goodman, 1989) through direct course work at the university and little exposure to school teaching practices (Diamond, 2008). The value of knowledge generated by university researchers and taught in teacher education courses is not neglected. However, reflective teacher education emphasizes on active involvement of learners in constructing

knowledge from the practical as well as theoretical experiences (Burnett & Lingam, 2007). This intention, to push students towards knowledge construction (Goodman 1989), is realized through enhancing student teachers' reflective learning practices at the teacher education.

In teacher education curriculum implementation processes, teacher educators, as Navaneedhan (2008) mentioned, are expected to do their teaching learning in reflective manner that involves questioning oneself to bring reflective learning practices. The questions may include: (a) which teaching model am I using? (b) How does it apply in specific teaching situations? (c) How well is it working? If teacher educators are applying such an approach in their classroom practices, the classroom becomes a kind of laboratory where both the teacher educators and student teachers can relate the teaching theory with the teaching practice one of the very profound essences of reflective learning (Dewey, 1933; Colliver, 1999; Rodgers, 2002). Therefore, "By adopting reflective teaching pedagogy teacher educator can impart inspiration among student teachers, so as to enable them to practice the same in their immediate teaching practice sessions as well as in their latter actual school teaching engagements" (Navaneedhan, 2008). To do so, the teacher educator is expected to apply coaching, peer involvement instruction, self reporting techniques, open-ended lessons, dialogue journals, small and large-group discussions etc while the teacher education curriculum is being implemented (Ojanen, 2005, as cited in Navaneedhan, 2008)

Any curriculum has two major dimensions, theory and practice, with a continuum running from one end to the other. Both, particularly the practical experience of teaching, are important to make the teacher candidate effective and efficient while they involve in their actual teaching latter (Schon, 1983; Grimmett, 1988). Therefore,

> Critical components of effective teacher education program include coherence and integration among courses and between course work (in the university classroom) and clinical work in schools. Extensive and intensely supervised clinical work integrated with course work using pedagogies that link theory and practice, and closer, proactive relationships with schools" (Hess, 2008, P. 1324).

This tells that reflective teacher education curriculum implementation processes intensive supervised clinical work together with course work has to be taken into consideration.

Teacher educators and scholars of teacher education have raised questions such as what do teachers need to know, care about, and be able to do and guess some way out of the usual experiences *(*Feiman-Nemser, 2008*)*. There is a definable body of knowledge, thought, and practice that teachers need to possess in their stay at the teacher education prior to their entry into actual teaching (Hess, 2008). In this regard, Feiman-Nemser (2008) identified four major dimensions (learning to think like a teacher, learning to know like a teacher, learning to feel like a teacher, and learning to act like a teacher) that student teachers should address well at the teacher education. These themes include teachers' skills, strategies, routines and the judgments to figure out what to do, with whom to do, and when (Afe, 2006; Lee, 2008). Teacher education curriculum has to incorporate contents and learning experiences that ensure knowledge and skill about subject area contents, students, instructional methodologies and communication skills (Dunking & Michael, 1987; Borman, 1990).

The other concern in teacher education curriculum implementation therefore is that the arguments raised about the balance between the subject area and professional, theory and practice, field work and classroom experiences (UNESCO, 2007; Murray, 1996). Teachers are not educated in isolated programs such as those attended by aspiring to be lawyers, doctors or architects, but instead are educated by the entire institutions because they need to have knowledge and skills from diversified angles including the local community (Zeichner, 1991). There are also dilemmas in teachers' role, which assumes the teacher as cultural expert, supporter of school children, political actor, professional expert (Kennedy, 2008). Hence, in reflective teacher education curriculum implementation, it is advisable to avoid the extreme narrowness and technicality of teaching and then to make harmony within the concerns and dilemmas mentioned here above (Howey & Zimpher, 1989). If this is the case, it is possible to produce a teacher graduate with multi-directional and holistic professional personality through shifting from only being consumers of educational knowledge to becoming inquirers into knowledge (Frere, 1973). This can be true through the enhancement of reflective learning practices (Ostorga, 2006; King, 2011) which is multi-dimensional and versatile in nature.

Teacher educators have to face student teachers in unstructured, doubtful, open-ended, action-oriented, continuous and purposeful experiences (Dewey, 1933; Schon, 1983; 1987) while contents, learning experiences and assessment techniques are implemented at the teacher education. The process of curriculum implementation (designing and delivering lessons) at the teacher education institution, moreover, needs to be situated in such a way that it substantiates student teachers' reflective learning practices through the utilizations of variety of instructional alternatives (Korthagen, 2002). For example, microteaching, computer simulations, the use of video technology and hypermedia, case methods, autobiography, portfolios, and practitioner research should be taken as the major instructional strategies at reflective teacher education (Korthagen, 2002; Darling-Hammon, 2006). In the same manner, efforts should not be only from teacher educators but also student teachers need to recognize that being reflective learner, during their teacher education curriculum implementation engagements (Hursh, 1987) is a crucial startup to make them fully professional teachers. Such a teacher, according to Borman (1990) and Hess (2008), will make teaching in a dynamic manner so that they can cope with the complex nature of teaching and then work for the betterment of students' learning.

2.1.2.3. Opportunities for Practicing Reflective Learning in Teacher Education

There are varieties of approaches/strategies that the teacher educator and other facilitators should take as an opportunity to enhance student teachers reflective learning practices. The introduction of inquiry and reflective teacher education, as a current paradigm of teacher education and the syllabuses developed in line with it (Zeichner & Liston, 1987), for example, might be taken as opportunity for enhancing student teachers' reflective learning practices. Student teachers will maximize their opportunity to be a reflective learner when the curriculum is designed and delivered in an open-ended, doubtful, unstructured but purposeful manner (Dewey, 1933, Holbern, 1998). Moreover, in each stage of teacher education course deliveries there must be an initiation to raise the 'why' and 'how' questions in order to motivate student teachers' critical thinking and analysis (Holbern, 1998).

In order to increase opportunities for maximizing student teachers' reflective learning practices, teacher education curriculum implementation processes have to enhance curriculum implementers' motivation for reflection, self monitoring, ability to seek feedback from others, ability to tell reflective stories, capacity to use learning diaries or reflective journals, positive tendency towards action research (Biggs and Tang, 2007), and utilization of portfolio (Moon, 1999b; Morrison, 1996; Adler, 2002; Radloff & de la Harpe, 2001). Student teachers, as major curriculum implementers and beneficiaries, have to maximize their opportunity to be reflective learners by raising questions like what causes us to make sense of what we have learned, why we learned it, and how that particular increment of learning took place (Race, 2002). They as reflective learners, moreover, enhance their reflective learning by posing questions related to their own personal needs. The questions might include (Moon, 2001; Hinett, 2008; Race, 2002) does anything surprise me about the situation? Do I have the information or skills to deal with this situation? And do I need to have further information or skills to deal with this situation, either now or in the future?

2.1.2.4. Challenges in Practicing Reflective Learning in Teacher Education

Preparation of reflective teachers is an important theme in teacher education though it is challenging to practice (Cook, 1993, as cited in Pultorak, 1993). Pultorak (1993) further stated that being a reflective teacher is difficult for the following two reasons: (a) it is cognitive in nature that demands a serious engagement in thinking and (b) it is organizational in nature that involves effective planning and utilizing of time and experiences through reviewing the past, present and future actions. The other challenge is that many things are stated about the values and conceptions of reflective learning practices (Moore-Russo & Wilsey, 2013) but little is reported on how it is going to be inculcated for student teachers.

The other variables that affect student teachers reflective learning practices, according to Sandars (2009), include the following points. (a) *Modular curriculum* focuses on actualizing pre-identified competencies rather than attempting to learn from the course delivery processes. (b) *Assessment-driven students' learning*: student teachers may follow

the natural strategic approach in order to get better achievement in tests eventually without proper transference of skills and knowledge for their latter practices. (c) *Misconceptions of reflective learning*: some may wrongly see it as entirely emotional and touchy though it is multi-directional checking and re-checking of truth. (d) *Abstractions of reflective learning*: by its nature, reflective practice is demanding because it requires critical thinking and self-critique which are the hardest and demanding tasks (Morrison, 1996; Brown, 1999). From this review, it is easy to see why reflection is difficult to teach and difficult to encourage; thereby, students and indeed some staff are not entirely comfortable to deal with. (e) Finally, the l*ack of Planning for Personal Information (Diary):* in planning a course, in most cases, there is minimal attention to encourage students' personal development which encourages substantial reflective practices through self-reporting techniques (e.g. diary, reflective journals). Instead, we may prefer to teach teacher education courses in direct lecturing/telling than approaching our student teachers with a kind of self-critique questions that include why and how it happens, and why not the other way round.

2.2. Reflection in Teacher Education: Empirical Review

Research in teacher education is devoted primarily for checking and clarifying doubts, arguments and problems arising from the question of how much the presence of formal teacher education are important to the questions related to which one is relevant and effective among the different approaches and strategies used in the teacher education around the world. To sort out the problems and then suggest some alternative solutions in teacher education, educational researchers have been involved in doing empirical researches by collecting evidences at the ground. This section, therefore, attempted to review those research outcomes, which mainly focused on student teachers' reflective learning practices when teacher education curriculum is implemented.

2.2.1. Conceptualizations and Practices of Reflective Learning Practices

Reflection in teacher education is critically important to address the complexity, dynamicity and contextual nature of teaching. As Grimmett (1988) reviewed, though the issue was introduced before eight/nine decades or so by Dewey (1933, 1916), its

acceptance has sharply increased for the last three to four decades with the work of Schon (1983; 1987), Kolb (1984), Moon (1999, 2004), etc. Nowadays therefore reflection in teacher education learning is well taken at least in its theoretical perspective (Ostorga, 2006; Colliver, 1999) though the challenges related to its actualization attracted the attentions of many educational researchers (Goodman, 1989).

Hinett (2008) and Godman (1989), in their reviews, found that reflection can be seen as both an approach and method of improving the quality and depth of students' learning through insisting them towards meaningful and high level of thinking and then help individual learners to understand what, how and why they learn. Though all research participants appreciate the concept and value of reflection in teacher education, student teachers' reflective learning practice is at a lower status (Hinett, 2008). As it is identified by Lee (2008), reflection enables teacher candidates to construct knowledge through asking, criticizing, evaluating, etc. to bridge the gap between imagination and the realities of teaching through developing tasks that align to reflection in general and critical reflection in particular. Though the practicality of genuine reflective learning practice is in its minimal position, it will help student teachers to make interaction between their knowledge and beliefs in the teacher education program in order to facilitate the development of more sophisticated conceptions of the teaching and learning process (Lee, 2008).

According to Cornish and Jenkins (2012), understanding the scientific procedures and structures of reflection has enabled students to be successful in reflective practices. The differences observed in the quality of novice and experienced practitioners of reflections and the role played by changes in practice have a lot of differences to make reflective practices (Zengaro & Iran-Nejad, 2007, as cited in Cornish & Jenkins, 2012). This is why student teachers are advised to start reflection in their training at the teacher education (Zeichner & Liston, 1987). As a consequence of these facts, the teacher education institutions around the world including ours have tried their best to actualize student teachers' reflective learning practices (MoE, 2009). In order to respond to this proposal, '*Teachers as a Reflective Practitioners'* has been offered as one of the courses of Ethiopian secondary school teacher education (MoE, 2009). Though the major objective

of teacher education is to enable teachers to be fully professional by initiating them to learn from their own practices by analyzing issues critically, Otienoh (2011) and Dereje (2009) found that they are not in a position to realize this fact because they are unable to critically reflect rather they prefer to describe some technical procedures in teaching.

This indicates that teacher education institutions do not work to make their education reflective as it is expected. Therefore, depending on the context, they have to use proper and relevant reflective guiding strategies such as reflective journaling, action research, portfolio, etc (Otienoh, 2011). Otienoh (2011, P.739) further reported, "Understanding the process of reflective journaling could enable teachers to develop analytical skills for deeper and meaningful reflections. Simply reviewing and revising what has been learnt/experienced is not leading towards analytical and deeper reflections." Though the teacher education didn't properly actualize it, the development of reflection can be supported with the application of journal writing, action research and portfolios, collaboration, video-commentary assignment (King, 2011; Byra, 1996).

The context of the teacher education in general and its curriculum delivery practices in particular affect the success of reflective learning practices either positively or negatively. In line with this argument,

> The journey towards critical reflection has not always been a comfortable one for us or for our students. Some of them passionately resist genuine 'assumption hunting'. Some write what they think we want to read. Some write pages of what can only be termed 'waffle' or 'raving', and continue to describe (at best) rather than analyze. Because they are still students, they do not always see the purpose of developing skills and routines that they will need as teachers latter. The misguided division into theory (university) and practice (schools) is very much alive and has obvious effects on motivation to reflect while they are at the university (teacher education) (Cornish and Jenkins, 2012, p. 164).

Teacher educators and student teachers often think that critical thinking skills and reflection need to be taught and learnt, however, research has shown that they may not know how to do this effectively (Loughran, 2006; Choy, 2012).

Though collaborative work is recommended to enhance reflective learning practices (Xie, et al, 2007), Byra (1996) contended that peer feedback was found to negatively affect students' reflective thinking and practicing skills. This might be true because the

reflectors as well as peers may want to act for meeting the available standard/norm which is almost the counter position of being reflective. These facts might be some times true for teacher educators and school teachers who are assigned to facilitate student teachers reflective learning practices.

> The promotion of reflective teachers is a complex process that may require close attention in every aspect of a teacher preparation program. Most importantly, reflective thinking cannot be taught through a few simple techniques but requires education that transforms the pre-service teachers' ways of knowing, their views about knowledge and the roles of teachers and students. When reflective thinking becomes a habit of mind, based on specific epistemic views that promote its development, then teachers will be able to make sound pedagogical decisions" (Ostorga, 2006, P. 19).

This review in general shows that the status of student teachers in actualizing reflective learning practices seems weak. The writer of the present study understood that every stakeholder in the teacher education (Byra, 1996; Grimmett, 1988) seems to accept the concepts and values of reflection in teachers' preparation. But, the big challenge is inability to understand on how practice reflective learning at the teacher education. This is a problem in the Ethiopian teachers and their training too. Dereje (2009), in his PhD work that investigated about pre-service trainees' practicum reflection, found that student teachers were not able to reflect, rather, what they referred as reflection was replicating the existing school situations. The same is true for graduate and employed school teachers of Ethiopia, as Tadesse (2013) indicated. They were calling reflection as their simple procedural and technical reports they compiled while teaching learning was going on (Tadesse, 2013). Husien (2006) found that teacher educators, instead of complaining on students' low capacity to reflect, should clearly understand and design on how to encourage student teachers towards reflection. The problem does not seem to result from student-teachers' commitment and ability (Husien, 2006; Lee, 2008; Korthagen & Vasalos, 2009), but from teacher educators and education faculty managers' lack of skill and devotion on how to inculcate; and, then improve reflective learning practices among student teachers at the teacher education.

2.2.2. Levels and Forms of Reflective Learning Practices in the Teacher Education

In the theoretical literature of this thesis, this dissertation has learnt that the three levels of reflection (descriptive, comparative and critical) can represent many of the classifications in terms of reflection. Of these level of classifications, reflective category one (Descriptive/technical reflective) is common for the majority of student teachers at the teacher education though category two (comparison/dialogic) is attempted by some student teachers (Colliver, 1999, Yost, et al, 2000). Very few student teachers, however, demonstrated a more open-minded approach to their experiences- an attempt to see things out of the norm, which can be taken as the third category, critical, of reflection (Yost, et al, 2000). Other authors, Hatton and Smith (1955) contend that sometimes it is possible to conclude that levels of reflection are interrelated to initiate and come one after the other. Therefore, "even though reflection aims to resolve a problem, the results of testing in one reflective phase may as well lead to further reflective action as the results of the test are reconsidered, evaluated and analyzed" (Loughran, 2006, P. 4).

In comparing the three reflection levels, it is distinguished that closed reflection (e.g. descriptive/technical) is more preferable than open kinds of reflection (comparative and critical) (Luttenberg & Bergen, 2008; Liakopoulou, 2012) by the teacher education community in general and student teachers in particular. Therefore, Luttenberg & Bergen (2012) further noted that only very few student teachers are investing critical reflection in order to see things beyond the statements they read and the practices they demonstrated. Even though their reflective journals about their observation and internship activities required student teachers not only to recall what had happened, but also to provide reasoning and critical analysis (Zhu, 2013), they intend to exercise the lower level (descriptive type) or surface-level reflection (Van Manen, 1991 as cited in Zhu, 2013). The possible reasons might be related to various aspects; however, it is mainly related to the defects observed by the actors of teacher education curriculum delivery processes that mainly use to tell straight facts and principles (Korthagen & Vasalos, 2009; Grimmett, 1988) instead of facing student teachers with challenges in teaching.

In relation to the levels of reflection at the teacher education, Zhu (2013) summarized that

> The reflective practices fell either into technical rationality or practical action. For example, building a portfolio led student teachers to reflect on what they learned in their previous courses or experiences, recalling primarily what happened or what they had experienced (i.e. technical rationality). In writing the weekly recall-and-reflection journals, they usually recalled what occurred first then discussed the perceived rationales for the occurrence (i.e. practical action) and what could be done to improve the instruction. Different levels of reflection could take place in this recall-and-reflection process, yet student teachers' journals revealed that they focused mainly on technical rationality and practical action, and they rarely went deeper into critical reflection or reflection on reflection (p. 772).

As it is reported above, the development of critically reflective teaching practices in pre-service teacher education is very much an open question and weak (Dinkelman, 2000), because it faces many problems such as lack of seriousness from the school teachers, teacher educators and student teachers as well.

With regard to the forms of reflection (for-, in- and on-action), teacher education researchers found some empirical facts. According to Zhu (2013), for example, of the three types of forms of reflection, reflection in action appeared to be a vague and difficult concept for student teachers. The reason was that they attributed for doing too many things while some actions are going on and much focusing is needed on the actual tasks than evaluating and making reflection about (Rodgers, 2002). The time of reflection in relation to the pedagogical practices and students' learning experiences influences the learning engagements that might be drawn from those experiences. Three time frames for reflection (before, during and after) can be taken as frames for actions in learning as a result of this what someone learns will be influenced accordingly (Loughran, 2006).

Most of the student teachers, on the contrary, want to have license for teaching with little effort as much as possible and then to repeat teaching in the same fashion that his/her teacher was teaching him/her (Colliver, 1999; Dyke, 2006). As a result, the levels (e.g. critical reflection) and forms (e.g. in-action reflection) of reflection which demand serious thought as well as practical engagements are suffering and not yet achieved properly. Though there are no sufficient and formal investigations in this regard in

Ethiopia, according to Dereje (2009), reflective learning in general is weakly performed. Likewise, student teachers' reflection-in-action, self-critiques and critical reflection were extremely weak (Dereje, 2009). Husien (2006) also found the same result -poor student teachers' reflective learning practice.

2.2.3. Reflective Learning Practices and Curriculum Implementation Processes in Teacher Education

Though curriculum planning is very important (Toohey, 1999), its implementation process via actual students and teachers is more important because it is this process that makes learners' learning engagement and outcome real. Therefore, the success as well as failure of student teachers reflective learning practices at the teacher education is mainly dependent on the quality and relevancy of curriculum implementation practices (Hursh, 1987; Van Mannen, 1997). Teacher preparation is expected to incorporate both the practical and theoretical contents of the teaching science (Doyle, 1990; Mezirow, 1997) of course by making meaningful interaction between them. Therefore, not only inculcating the theoretical aspects of the teaching science but also teacher education needs to consider that learning to become a teacher is a developmental process (Cornish & Jenkins, 2012). The continual and developmental aspects of teaching can be achieved through reflective learning practices (Darwin, 2000; Cornish and Jenkins, 2012). In order to make teacher education reflective, teacher educators and school facilitators are expected to develop different kinds of practical and applied tasks related to student teachers' future actual teaching engagements (Zeichner & Liston, 1987; Edward et al, 2002) than to just simply work with facts and rules.

To ensure relatively sufficient reflective learning practices at the teacher education, we need to adjust our curriculum implementation practice by making it open-ended, practice-focused, innovative and purposeful (Schmuck, 1997; Colliver, 1999). For example, Dulescu (2013) recommends that, when teacher education courses are delivered, the implementation has to follow a systematic inquiry method that can lead to being an autonomous learner who can make sense of the way old beliefs interfere with new theories and who are able to make the right decisions for changing professional practices.

This can be done through the use of tasks that initiate doubt and exploration thereby to stimulate higher level reflection (i.e. critical reflection) among student teachers (Choy, 2012) by developing open-ended and practice-oriented tasks and of course delivery approaches. There should be assignments such as journal writing, portfolios, open-ended discussions, autobiographical narratives, school teaching practices, open-ended exams and assignments, and action research to challenge student teachers by facing real environment and of course with frequent utilizations of 'how' and 'why' questions (Galvez-Martin, 1997, as cited in Ostorga, 2006; Lee, 2008). As a result of this, reflective learning will be promoted through which it is possible to see new practices, ideas, techniques and conceptualizations (Harford & MacRuairc, 2008).

Drawing on Dewey's paradigm of reflective thought, Ostorga (2006) identified three attitude dimensions (open-mindedness, responsibility, and wholeheartedness) as necessary conditions in teacher education curriculum implementation processes for enhancing reflective thinking and then reflective practices. Therefore, teacher education curriculum implementation should address these attitudinal qualities of student teachers through designing and implementing learning experiences which are open-ended to initiate thoughtful engagement. On top of this, Ostorga (2006, p.6) underlined

> Of the three attitudes, open-mindedness is the most significant in examining the relationship between reflectivity and epistemology. It refers to the ability of remaining open to multiple and alternative possibilities. This means that the open-minded teacher continuously questions routines and practices, their validity and their efficiency. In other words, in order to begin reflection, the individual must have certain values and beliefs about learning that will lead to reflection. Hence, the reflective teacher does not believe in one single truth, or in one right way to teach. Therefore, some specific beliefs about learning, or epistemic stances, promote reflective thought, while others may hinder it. To better understand the development of reflectivity, it is necessary to examine epistemic stances of pre-service teachers.

To conclude teacher educators, the main responsible actors of curriculum implementation, have to understand their student teachers assumptions then to plan and deliver learning experiences that can help to challenge their assumptions and thereby facilitate student teachers' reflective learning practices.

Most of the articles and theses, however, contend that teacher education curriculum implementers prefer to follow the traditional approaches of teaching and facilitating student teachers (Dulescu, 2013; Navaneedha, 2008; Korthagen & Vasalos, 2009; Erginel, 2006). Because working for reflection is demanding (Ostorga, 2006), it is found that the actors of teacher education curriculum implementation are utilizing direct dictations, readymade theoretical hand outs and objective type assessments (Navaneedha, 2008). That is why most of the studies (Zhu, 2013; Luttenberg & Bergen, 2008; Dinkelman, 2000; Tadesse, 2013; Dereje, 2009) found weak student teachers' performances in reflective learning practices in general and in higher level of reflection (critical reflection) in particular.

Hence, curriculum implementation practices at the teacher education have to be wise enough to incorporate contents and learning experiences which can work with student teachers' experiences and encourage them to raise the 'how' and 'why' questions about their personal experiences as well as the teaching-learning environment around. To do so, teacher educators and other facilitators need to manage the teacher education course deliveries in such a way that student teachers can provoke with questions like 'can you imagine…., what will be next and why, could you explain what does it means and why, how can we proceed, etc. (Navaneedhan, 2008). In other words, to enhance reflective learning practices in our teacher education, we need to be conscious in continuous manner and in every momentum. To do so, Tsang (2009) argued, teacher education curriculum implementation process has to consider chain of questions to provoke our student teachers' beliefs, assumptions stability and experience so that they will strive to search better alternatives in theorizing and practicing something in the future. This is actually the very essence of being reflective in teacher education.

2.2.4. Challenges Faced in Practicing Reflective Learning

Different countries have established various systems of teacher education, and therefore they face different problems. However, there are similar dilemmas and difficulties that affect the process of helping teacher trainees and beginner teachers to be an effective teacher. Titilayo & Raymond (2012), AAU (2014) and Yergashewa (2014) found out that

lack of proper preconceptions of teaching-learning and deficiency in translating of theory into practice (in actual school setting) were considered as performance deficiencies (challenges) of student teachers' towards teaching in general and reflective learning engagements in particular. In addition to the factors affecting student teachers, as mentioned above, teacher educators and cooperating teachers' expectations towards the teacher education program in general and for their student teachers in particular (Korthagen & Vasalos, 2009) matters a lot for the success or failure of student teachers' reflective learning practices. In support of this, Husien (2006) remarked that in Ethiopia the problem of being non-reflective is not only related to student teachers but also mainly with teacher educators. He noted that teacher educators can prepare their student teachers to be reflective practitioner by using the theoretical and practical frameworks carefully and flexibly.

In addition, Ostorga (2006) found that difficulties of reflective learning practices may arise from the fact that because the process requires both a cognitive ability and conducive beliefs, values, attitudes and emotions, which are expected from all the actors (teacher educators and student teachers) of teacher education curriculum implementation. Ostorga (2006) further revealed that several factors are to blame for teachers' lack of deeper and analytical reflections. Of these factors, both student teachers and teacher educators' lack of critical thinking skills, their language incompetence and their dismissive attitude towards new concepts are some to be mentioned (Ostorga, 2006). These challenges made it difficult for them to conceptualize the complex process of reflective learning, and they failed to make any efforts to understand its process and consequences, and thus they became incapable of having deeper analytical reflections while implementation was going on (Otienoh, 2011).

The other issue is that reflection is a knotty concept for many of the students who join the secondary teacher education program. That is to mean, though reflection is demanding through exercising intensive cognitive and affective skills (Holborn, 1998), student teachers assumed it as more mysterious and difficult than it already is. In support to this, as a matter of these facts although the student teachers already hold degrees in their

subject areas and many have extensive life and work experience, very few of them have the ability to reflect in their teacher education (King & Kitchener, 1994, as cited in Spalding & Wilson, 2002). Moreover, lack of incentives and then commitment of teacher educators (Erginel, 2006; Bennell & Akyeampong, 2007) have its own negative contribution in facilitating reflective learning practices. From local research, Dereje (2009) also concluded that adverse behaviors such as over-advocating once own actions; self-protection, exchange of distorting information, etc. are among the serious challenges in enhancing student teachers' reflective learning practices.

In addition, the reflection practices mainly affected by (a) the personal profiles, such as academic, communication and thinking abilities, of each trainee teacher and (b) the way in which field experience, assignment, and other university classroom and school visit practices are organized (Liakopoulou, 2012) in the curriculum. This is to mean the curriculum is organized and implemented in close-ended, short term intended, paper-pencil test achievement, pre-specified, and with certain competency-based manner those are real challenges in facilitating reflective learning practices (Navaneedhan, 2008). In line with this argument, the main problem of reflection practices at the teacher education happens when we teacher educators and other teacher education actors try to treat a straight forward content which attempts to treat theory and practice in fragmented manner (Colliver, 1999). This is not only the case for actualizing reflection in student teachers learning but also it seems better to see the factors that can affect its success while the curriculum is implemented. The major factors, according to King (2011), are time of reflection, reinforcement, institutional culture of reflection and its assessment techniques.

To sum up, Hew & Cheung (2012) reviewed some previous research findings (about the possible challenges that affect students' contribution on their learning in general and reflective learning practices in particular) and concluded the following. The factors include (1) discouraging behavior of teacher educators, (2) difficulty in keeping up with the discussion, (3) not knowing what to contribute, (4) lack of meaningful comments, (5) lack of critical thinking skills, (6) focusing on technical aspects, (7) shortage of time, and (8) risk of being misunderstood by others. In general, it is apparent that enhancing student

teachers reflective learning demands teacher educator's capacity and commitment as well as sufficient resources should be allocated to ensure reflective learning through the continuum from school teaching practices to university classroom discussions.

2.2.5. Opportunities for Practicing Reflective Learning

The major actors of teacher education such as the curriculum, teacher educators, student teachers, cooperative school teachers and faculty/university management teams, through their effort, can change the challenges of reflective learning practices into opportunities. Spalding and Wilson (2002) found that no single pedagogical strategy was best and that students responded differently to different strategies rather they were using variety of strategies through defining, discussing, and viewing models of reflection by incorporating personalized feedback on their journals and assignments (Spalding & Wilson, 2002). Therefore, as to the suggestions of these writers, we must actively teach and model reflective skills in a variety of ways that can be taken as an opportunity for facilitating student teachers' reflective learning practices.

Proper utilizations of journal writing is considered as one of the best opportunities, in enhancing student teachers' thinking and facilitating meaning making through ideal reflection during the learning process (Cole, et al, 1998). It also increases student teachers' awareness about the way a teacher teaches and student learns (Burton & Carroll, 2001). In writing reflections, learners actively construct knowledge, personalize the learning processes, develop a sense of ownership of their future work and seek strategies to improve their learning (Daloglu, 2001). To conclude, Farris and Fuhler (1996) stated that journals are a birthplace for creative and critical thinking thereby of the habit of critical reflection (Yost, et al, 2000).

In order to maximize opportunities of being reflective, student teachers first have to believe that reflective practice is serving them in improving the teaching and learning competences of teachers during training as well as teaching in order to adequately prepare them for their professional roles as teachers (Korthagen & Vassols, 2005; Otienoh, 2011). Consequently, student teachers' habits of planning, decision making,

team work, collaboration, communication, adaptability, analytical, problem solving and help seeking skills are found as the best opportunities for reflective learning practices (Tsang, 2009) and then to survive in the schools of twenty first century.

In Ethiopia, the teacher education policy, guideline and syllabi (MoE, 2003; MoE, 2009; MoE, 2012) tried their best in introducing and promoting teachers' reflective behavior from teacher education setting to school contexts even to the extent of adding independent course for managing the theory, model and practice of reflection in teaching. This automatically can be taken as an opportunity for facilitating student teachers' reflective learning practices in Ethiopian secondary school teacher education.

2.3. Chapter Reflections and the Development of Theoretical and Conceptual Framework

The summary points and reflections of this literature chapter are reported in line with the two major topics discussed under.

2.3.1. Brief Reflection about the Theoretical Perspectives of Reflective Teacher Education

The system of teacher education which has formally launched before one and half century has entertained many ups and downs to find solutions for many structural and conceptual questions raised by the researchers, practitioners and customers. In the system of the teacher education, there were debates that include about whether or not formal teacher education program is needed, the nature of contents and methodologies should be appeared, the forms of the program, etc. Though the debates have continued up to now, these days, however, inquiry and reflective model teacher education has got better acceptance around the world including Ethiopia. This model gives much emphasis for student teachers' self engagement to construct their own thesis of course by using evidences/experiences from the theoretical as well as practical aspects of teaching. As a result, the present study was planned to examine the implementation processes of reflective teacher education in Ethiopia with particular focus to student teachers' reflective learning practices.

Reflective learning practices are learners' active engagement for exploring and discovering unexpected learning outcomes which are based on practical as well as theoretical experiences. The idea of reflection in learning grounded from the learning theories that include Dewey's progressive theory, Vygotsky's constructivist theory, Habermas's critical theory, Kolb's experiential learning theory and the like. Because reflection in learning is comprehensive, evaluative, critical, context based and continuous, it is preferable to manage the teaching endeavor which is varied through its students, contents and other learning environments. Authors in the area of reflection identified variety of levels that extends from two to seven levels (Lee, 2008; Van Maanen, 1991; Rodgers, 2002) and forms (reflection for-, in- and on-action) (Schon, 1983; Schmuck, 1997; Colliver, 199). However, since it can subsume the remaining extreme end classifications, the classification that put into three levels (descriptive, comparative and critical level of reflection) seemed to be reasonable and sound. The present study, therefore, used this classification in order to identify student teachers' level of reflection. Both the levels (Lee, 2008; Van Maanen, 1991) and forms (Schon, 1983; Schmuck, 1997) of reflection are continual and cyclical in nature. That is to mean, the next level of reflection (e.g. comparative level of reflection) usually drawn from the former ones (e.g. descriptive level of reflection). The same is true for forms of reflection. Reflection-in-action usually extended from reflection-for-action.

Curriculum (the question related to what to learn and teach) and its implementation should be taken as the basic aspects of human learning. Therefore, it is possible to conclude that as long as education is there the issue of curriculum also there. So, though there were no well-organized evidences, the history of curriculum is as old as the story of human learning. Once administrative, material and financial issues are secured, the actual and practical aspects of curriculum implementation are belongs to student teachers and teacher educators' engagements. From these notions, it is easy to understand that teacher education curriculum implementation has lot of effects on student teachers' learning in general and their reflective learning practices in particular. In order to facilitate student teachers' reflective learning practices, therefore, teacher education curriculum

implementation has to change its interface from 'direct theoretical dictation' to 'school apparent ship' and from 'traditional and direct approach' to 'thoughtful and reflective approach'. Approaches like 'school apparent ship' and 'thoughtful and reflective' appreciate open-ended, practice-based, doubtful, etc type of content/task organizations and deliveries thereby to have better student teachers' reflective learning practices. Therefore, if the teacher education curriculum attempts to guide its implementation process in such a way, it could be taken as good opportunity to ensure student teachers reflective learning practices. If not, the curriculum and its implementation processes might be considered as challenges to realize student teachers reflective learning practices.

2.3.2. Reflection in Empirical Reviews: Implications for Expected Results of This Study

The review of empirical evidences in section 2.2 attempted to search its sub-topics in such a way that one can find expected explanations for the research questions mentioned above. Though the detailed explanations (kind of tentative answers) of the research questions of this study are reviewed in the preceding sections, the key findings in line with the established research questions in this study will be reviewed and summarized in the subsequent paragraphs here under.

With regard to the concepts and values of reflection, Goodman (1989) and Hinett (2008) found that all the respondents of their research ensured reflection in teacher education is critically important and mandatory. The major reason that reflection is important to enhance learning to teach, as forwarded by student teachers and teacher educators, is that because teaching is highly context-based as it entertains variety of learners and contents which most likely better managed via reflective teaching. Teachers who passed through reflective learning approaches starting from their teacher education setting (Navaneedhan, 2008; Goodman, 1989, Zhu, 2011) and if possible throughout their schooling (Poblete, 1999; Otienoh, 2011) are best fit in managing teaching in diversified contexts. That is why Ethiopia has tried to encourage reflective learning practices while the teacher education curriculum is in progress, and the present study has fixed the topic 'reflective learning at the teacher education' for investigation.

Empirical findings about levels of reflection are summarized and reported as follows.), for example, concluded that student teachers are not committed and interested to be engaged in high level and productive type of reflection (e.g. critical reflection) (Holborn 1998; Otienoh, 2011; Moore-Russo and Wilsey, 2013). Nevertheless, student teachers have attempted well in practicing the lower level of reflection, describing and reporting some factual items with little interpretation and transforming of data (Dereje, 2009; Zhu, 2011; Cornish & Jenkins, 2012) into the practical, moral and ethical values for themselves as well as for the society at large.

Regarding the forms of reflection (a reflection for-, in- and on-action) student teachers have attempted to reflect in all of the three cases (Korthgen and Vasalos, 2009) because actions and experiences are the main provoker of reflection (Bound, et al, 1985; Colliver, 1999). Though we did not do things in systematic and scientific approaches in such a way that influences and changes our future practice, it seems natural to think and reflect when we prepare for, do and finalize some actions. However, some studies (e.g. Dereje, 2009; Loughran, 2006) contended that student teachers get difficulty in reflecting while they are engaged in certain actions. While student teachers are in action, they failed to perform the low level of reflection (e.g. simple reporting of observations as they were) (Zhu, 2011; Schmuck, 1997). Though it is in its low level status, student teachers are more interested in reflecting before and after the action (Rodgers, 2002; Zhu, 2011; Schmuck, 1997).

This review clearly indicated that the status of reflective learning practices, in general, is in its minimal position. Though the values and to some extent the conceptions related to reflection in teacher education are accepted since the time of Dewey (1916, 1933) up to now, the actual sense of preparing teachers as reflective practitioner is not yet successful in most of the teacher preparation institutions around the world (Rodgers, 2002; Holborn, 1998) including Ethiopia (Dereje, 2009; Husien, 2006).

With respect to teacher education curriculum planning and implementation versus student teachers' reflective learning practices, certain findings were reported. The role of teacher

educators in teacher education is non-substitutable (King, 2011) though they do not properly enhance reflective learning practices when teacher education curriculum is implemented (Husien, 2006). Loughran (2006) further tried to justify that teacher educators have their own negative contribution for not facilitating student teachers while certain actions are taking place. Though teacher educators tried to use some techniques of reflection (action research, portfolio and other assignments), they focused more on theoretical and close-ended (Korthagen & Vasalos, 2009; Ostorga, 2006) course deliveries by assuming theoretical rules in teaching are the most decisive ones. Not only teacher educators and facilitators but also student teachers prefer the simpler and easier curriculum implementation processes (Liakopoulou, 2012; Ostorga, 2006) (e.g. reading theoretical notes and sitting for exams) than involving in serious of reflective practices which are mentally and physically demanding.

Opportunities for reflective learning practices can be attributed for the stakeholders (teacher educators, student teachers, the curriculum, etc) of teacher education. Lee (2008), for example, reported that, currently, since most of the teacher education curriculum around the world follows the reflection and inquiry paradigm, it incorporates more of practical and open-ended contents/tasks such as school visit, teaching practices, action research, report writing and presentation. This, according to most of the articles (Zeichner & Liston, 1987; Hickson, 2011; Otienoh, 2011; Goodman, 1989) reviewed in this study, can be taken as an opportunity to encourage student teachers towards reflective learning practices. In addition, the utilization of multiple pedagogy (e.g. practical field visit, journal writing, and action research), which is a dominant approach of the current teaching learning practices, (Cole, et al, 1998) is another opportunity in promoting reflective learning practices among our student teachers.

Student teachers' reflective learning practice has variety of challenges emanated from the actors of teacher education curriculum implementation processes. Improper attitude of student teachers for the teaching profession, weak management of theory-practice relationship (AAU, 2013, Yergashewa, 2014), and teacher educators' traditional approach for teaching teacher education courses (Titilayo & Raymond, 2012) can be

indicated as major challenges of student teachers' learning in general and reflective learning engagements in particular. Making the classroom favorable for reflective learning practices by nature is demanding for teacher educators as well as student teachers cognitive and emotional capacity. On top of this, another challenge (Holborn, 1998; Ostorga, 2006) might be related with the assumptions people have about reflection and reflective learning practices. People (student teachers and teacher educators) assume reflection as extremely demanding and mysterious than it appears therefore they develop a kind of frustration that can lead towards being hopeless in doing reflection in their teaching learning. In addition to this, working for short term learning outcomes, paper-pencil test achievement, theory-focused delivery, close-ended and pre-defined teaching learning approaches, and content coverage than depth are some of the challenges of enhancing student teachers' reflective learning practices (Ostorga, 2006; Navaneedhan, 2008; Liakopoulou, 2012).

To have favorable teacher education for reflective learning practice, previous studies suggested some alternatives. The designing of well thought learning experiences (assignments, projects, tests, etc) and contents and then adhering open-ended and practice-oriented deliveries allowed more engagements of student teachers (Navaneedhan, 2008) thereby to enhance reflective learning practices. Moreover, proper reflection, according to Hickson (2011), encourages when course materials invite doubts for certain assumptions, and then insist to deconstruct the available theories and beliefs in order to develop certain personal or professional experiences/theories. To encourage student teachers' reflective learning practices, therefore, teacher educators need to introduce reflective practices in a more tangible and appropriate manner by engaging them in serious of thoughts before decisions are made (Otienoh, 2011). The teacher educators themselves, moreover, have to act as a model of reflective teacher via their actual teaching practices instead of only orienting and telling about it during course discussions (Otienoh, 2011). It is also advisable to incorporate planning, decision making, team work, collaboration, communication, adaptability, analytical, problem solving and help seeking skills (Dettori & Persico, 2009; Colliver, 1999) while students' theoretical as well as practical learning is going on.

2.3.3. Theoretical and Conceptual Framework of the Study

Based on the experiences obtained from the literature review of the study as well as from practical engagements, as a teacher educator, the theoretical and conceptual frameworks are developed and displayed below.

2.3.3.1. Theoretical Framework

Student teachers' reflective learning practice is the combination of experience, action, reflection and then developing genuine learning as 'personal theory' which capacitates the candidate to handle future teaching actions (practical/theoretical) in contextual manner rather than delimiting their knowledge to the university classroom theoretical experiences and understandings (Brockbank & McGill; 2007; Otienoh, 2011). Reflective learning practice, moreover, is very important to address multi-dimensional learning approaches (Caine, & Caine, 1991; Korthagen, 2002) as it includes active and curious observation, experimentation, analysis of patterns, personal theory development, testing, etc.

Reflective learning practice, therefore, is suggested for supporting the development of professionally competent teachers who manage the teaching practice, which is complex, dynamic and contextual, through multiple approaches. That is why reflection in teacher education is strongly recommended and promoted. Studies in the area so far found that teacher education curriculum implementers clearly understood the theoretical concepts and values of reflection for having better school teachers (Ostorga, 2006; Colliver, 1999). However, the way out to realize productive and high level reflection in teacher education remains in question. That was one of the main reasons that the present study is designed to examine student teachers' actual reflective learning practices through examining the amount and quality of contributions found in the teacher education curriculum implementation processes (Goodman, 1989).

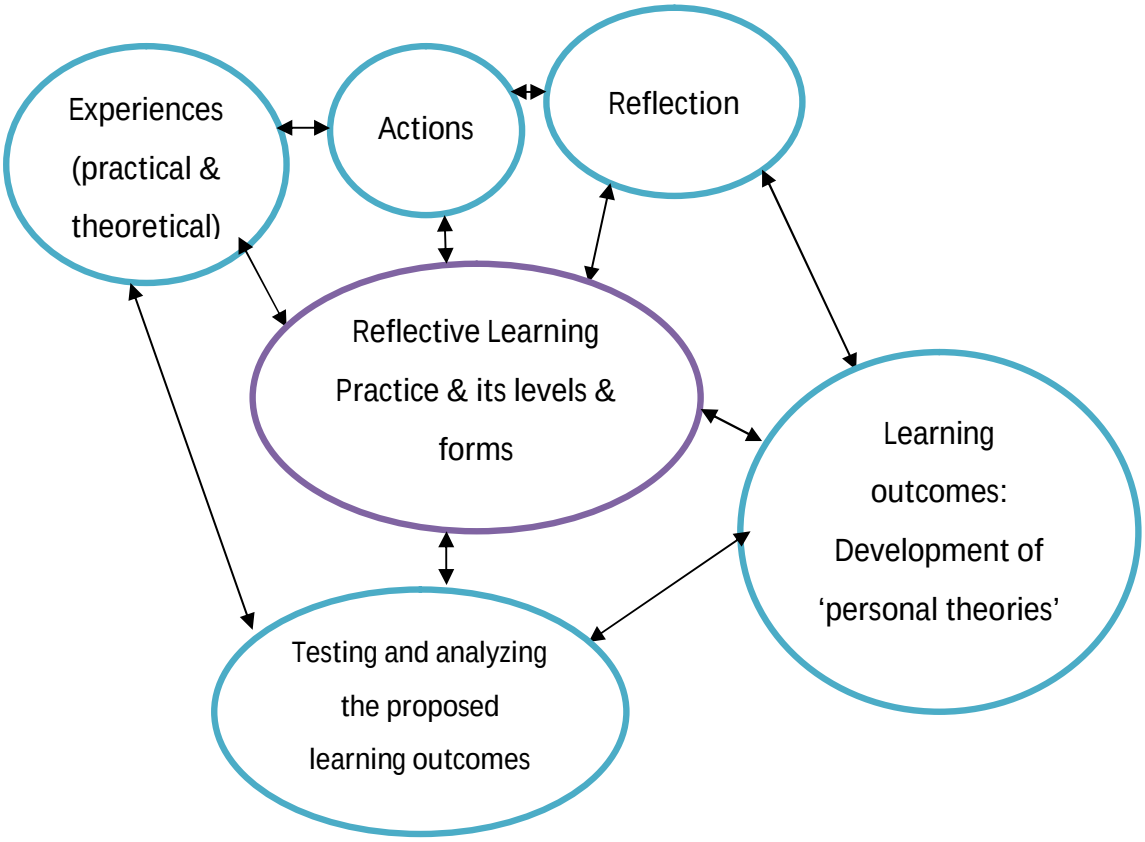

Figure 2: Theoretical map of the Study

Having this explanation in mind, this study tried to develop theoretical framework (see Fig. 2) that helps to show directions. Although Wallace (1991), as cited in Hayelom (1993), Otienoh (2011) and Boud, et al (1985) were considered as the main sources of the theoretical framework of this dissertation, Dewey's (1933), Schon's (1983, 1987), Kolb's (1984) and Moon's (2004,1999a) conceptualizations of reflective learning also were employed for strengthening this framework.

2.3.3.2. Conceptual Framework

Teaching is a challenging and demanding task for it requires the teacher to understand learners who might be reactive and passive, supportive and unsupportive, constructive and destructive, cooperative and competitive, etc at a time depending on the circumstances that they face (Mayer, 1994; Scannell, 2011; Owens, 2007). Therefore, to prepare student teachers for this demanding task (teaching), their learning process at the teacher education should be reflective in order to develop a professional competency that fits to different contexts.

Reflective learning practice is the process of learning that student teachers attempt to treat and adjust doubtful contents/tasks through describing, understanding and questioning so as to search a different insight. To do so, the learner passes through various levels (descriptive, comparative and critical, at least for the case of this study) of reflection which do not have a strict and clear boundary rather one is the continuation of the other in cyclical manner (Whitton, et al 2004; Lee, 2008). Though their boundary is very soft and thin, levels of reflections have their own wide area of realm. Reflective learning practice, moreover, occurs in different forms that appeared in relation to certain actions (Schon, 1983; Schmuck, 1997). That is to say, it happens when someone thinks and prepares either for the next soon coming actions (as reflection-for action), does and thinks for the current actions (as reflection-in-action), or think and does comments for the past actions (as reflective-on-action). As it is mentioned in the map (Fig.3), student teachers have an access to engage in reflective learning practice from the experiences obtained in the teacher education curriculum implementation process (as it is done by student teachers themselves, teacher educators, management body and the curricula) and its challenges and opportunities.

Curriculum implementation processes of teacher education, therefore, have to continue being responsive and supportive to student teachers' reflective learning practices which can be expressed through exercising the aforementioned indicators of reflective learning practices. That is to mean, components of curriculum implementation such as microteaching, action research presentation, classroom discussion, assessment deliveries, etc are required to be designed and delivered in a way that they facilitate reflective learning practices. The process of curriculum implementation as it was did by its major actors (such as student teachers, teacher educators, management body, and the curricula) were examined so as to define its position in facilitating reflective learning practices. Future alternatives that will be supportive to have reflective teacher education were derived and systematized from the teacher education curriculum implementation processes, student teachers' reflective learning practices, challenges faced, and opportunities obtained. In other words, the successes and failures related to the teacher

education curriculum implementation processes in general and student teachers' reflective learning practices in particular were taken as potential sources for future amendments and improvements in student teachers' reflective learning practices.

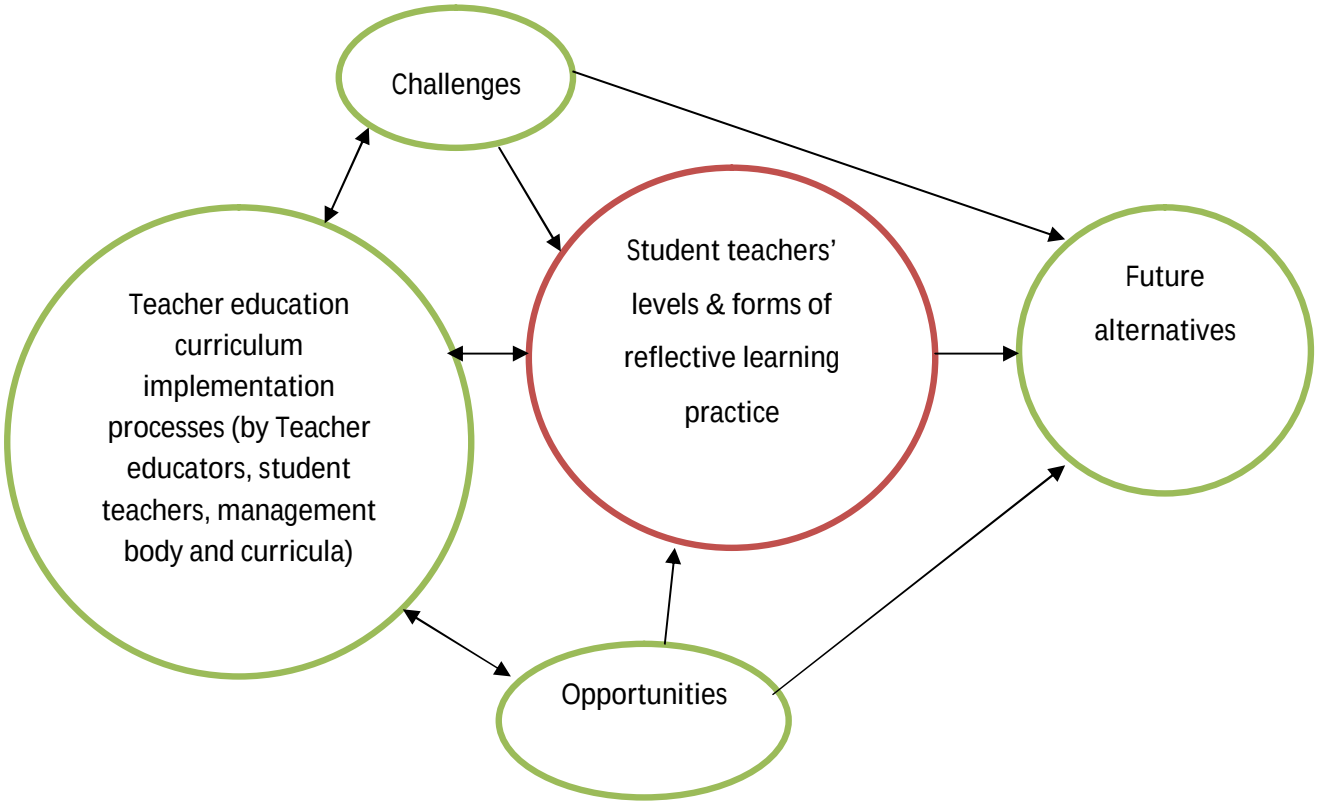

Figure 3: Conceptual Map of the Study

Hence, as it is indicated in the conceptual map of the study, Fig.3, this study attempted to examine the processes of curriculum implementation, reflective learning practices, its major challenges and opportunities, and future alternatives in secondary school teacher education. With this intent in mind, the conceptual map of this study is displayed the inter-relationship among the major concerns (issues) of this dissertation.

Chapter Three: Methodology

This study aimed at examining the status of student teachers' reflective learning practices at secondary school teacher education in Ethiopia by taking Bahir Dar University as a case. It also explored how much secondary school teacher education curriculum implementation processes are facilitative in ensuring student teachers' reflective learning practices. With this in mind, this chapter is discussed the major methodological aspects (such as design, data sources, participants, data collection instruments, data analysis techniques, etc.) of the study.

3.1. Design

Qualitative case study was the typical design of this study. It is argued that the social world reality, unlike the natural world, deals with the process of human thought, ideas and its consequences (Krefting, 1991), which cannot be easily counted or measured. Creswell (1994) and Baxter & Jack (2008) also contended that a common practice in qualitative inquiry is to explore theoretical concepts in order to get transferable ideas (instead of generalizing for a given group of population) that may work across different contexts. Qualitative research, moreover, allows respondents to provide data through their direct voices and/or practices so as to increase trustworthiness and transferability of results (Baxter & Jack, 2008; Flick, 2006; Yin, 2003). As a result, qualitative research approaches are growing and becoming more popular and relevant to search social reality in various fields including in education (Stake, 1995; Merriam, 1988).

With this notion in mind, in order to obtain both explicit and implicit data (about reflective learning practices in the teacher education) from student teachers, documents and teacher educators, ***qualitative case study*** was used as a design of this research. Likewise, Dinkelman (2000), Zhu (2011), Erginel (2006), Tadesse (2013), Colliver (1999), and Luttenberg & Bergen (2008) who studied in the area of reflection in teacher education employed qualitative case study design. This

design is very important to explore current experiences (Darke, et al, 1998; Zhu, 2011) of student teachers' reflective learning practices and the support they got from their teacher educators and management body while teacher education curriculum implementation process is in progress. Merriam (1988) defined qualitative case study as an intensive and holistic description and analysis of a single entity/case, which can be labeled as a person, an event, a program, a time period, a critical incident, or a community (Merriam, 1988; Patton, 1990; LeCompte & Preissle, 1993). It significantly recognizes the subjectivity nature of meaning or reality, and at the same time it does not reject out rightly some notions of objectivity (Varian, 2008; Glesne, 2006). Rather, it attempts to incorporate some criteria of building credibility and trustworthiness within the research processes and outcomes (Guba, 1981). This design also attempts to construct descriptions of the total phenomena that show certain cause-effect relationship, sequences and patterns, etc on the human behavior (LeCompte & Preissle, 1993).

As mentioned elsewhere in this paper, the notion of reflective learning is more practice- and process-based than theory- and outcome-based (Kolb, 1984; Schon, 1987; Korthagen & Vasalos, 2005). In most cases, it is tacitly or unknowingly practiced than explicitly or knowingly reported (Schon, 1983; 1987). Schon (1987) further noted that sometimes practitioners practice something which they do not explain orally (or in written form) or the other way what they perfectly explained may not be practiced to the standard. In addition, unlike learning for mastery which mainly employs telling and demonstrating techniques, reflective learning and critical thinking (which is rooted in constructive learning theory) better develop through involving learners in actual practicing (Bolin, 1998; Brown, 1999). In the recent teacher education model (reflective and innovative model), which this study plans to explore, the direct participations of trainees in actual experiences is the central idea (Huizen et al, 2005). With these assumptions, numbers of researchers (e.g. Dereje, 2009; Tadesse, 2013; Otienoh, 2011; Erginel, 2006; Husien, 2006, Darke, et al, 1998) have investigated topics related to reflection through qualitative case study design. This design also allows the direct involvement of the researcher in interviewing, observing and analyzing related documents (Stake, 1995; Yin, 2003, Baxter & Jack, 2008).

Both the topic of this study, reflective learning in teacher education (Huzein, et al, 2005), and its design, case studies in qualitative research approach (Darke, et al, 1998; Baxter & Jack, 2008), are mainly grounded on Vygotsky's constructivist paradigm and Dewey's learning-by-doing philosophy. Both are proposed that truth is relative, interpretive and dependent on one's own perspective about the surrounding environment. This design, therefore, is chosen for it seems a better fit to the objective of the study. Accordingly, instead of looking data from large sample size, as positivist paradigm did, this study selected few but rich informants so that it used different types of qualitative data collection instruments such as repetitive interview, structured and unstructured observation and academic documents.

The goal of qualitative case study is to provide an accurate and a complete examination and description of the case, which might be a single or a few institution, person, practice or behavior (Yin, 2003, Patton, 1990). The focus of the case-study approach is on individuality and describing the individual as comprehensively as possible thereby handling the "how" and "why" questions (Merriam, 1988; Yin, 2003). Accordingly, this research identifies an institution, Bahir Dar University, Education and Behavioral Science Faculty, as a case with a goal of exploring its student teachers' reflective learning practices and how the curriculum implementation processes supports these practices.

Based on its function, qualitative case study has been classified into different types. Yin (2003), for example, classified case study as descriptive, explorative and comparative types based on the nature of the analysis, and as single (only 1 cases from the target group), holistic (the target group as it is) and multiple case studies (2 or more cases from the target group), based on the size of samples. Stake (1995), on the other hand, categorized qualitative case studies as intrinsic, instrumental or collective. Both multiple cases (Yin, 2003) and collective (Stake, 1995) allow the researcher to analyze within each setting and across settings and help to get and

understand the typical practices of the program and/or typical issues of the topic under exploration (Baxter & Jack, 2008). This study used the **descriptive**, which presents a detailed account of the phenomenon understudy, and **explorative**, when it starts to use the descriptive data for developing conceptual categories or to illustrate, support or challenge theoretical assumptions (the research questions) held prior to data gathering. In conclusion, the idea of descriptive, explorative and 'multiple cases' of case studies were employed in this study. The reason is that this study tried to describe the data and develop conceptual categories to explain about theoretical assumptions and available practices of reflective learning practices in secondary school teacher education curriculum implementation processes.

3.2. Data Sources

Data for this study were collected mainly from three sources: student teachers, teacher educators and their academic documents. Although there are different stakeholders that are concerned for reflective teacher education curriculum implementation, student teachers, teacher educators and their curricula related documents are the major ones (Erginel, 2006; Afe, 2006).

Student teachers: Provided data about their reflective learning practices in the teacher education program. They also gave data with regard to how much the teacher education lesson development and its implementation activities (by teacher educators and student teachers themselves) and the practice of the management body are enhancing reflective learning processes. Data about the challenges and opportunities for reflective learning practices were also obtained from students' opinions and practices.

Teacher educators: Provided data on student teachers' reflective learning practices, the challenges, opportunities and curriculum implementation processes.

Documents such as student teachers' weekly reflective journals, lesson plans, grade reports and examination responses were analyzed to determine whether or not student teachers were reflective learners. Teacher educators' course guidebooks and examination

papers were also analyzed to see whether or not they are relevant and properly facilitate reflective learning practices among student teachers.

3.3 Research Site

This study was planning to take one setting as a case for the sake of maintaining depth looking and interpretation rather than surveying the problem in wider catchment areas. Therefore, the Faculty of Education and Behavioral Science (FEBS) at Bahir Dar University (BDU) was purposively selected as the research site for this study. This setting was selected based on the following justifications. The Faculty is the oldest institution in its experience in teacher education compared to the other secondary school teacher education faculties/colleges found in the remaining nineteen universities in Ethiopia. It is a faculty that has experience in teacher education for more than four decades. It has served as a source of teacher educators for universities and colleges, and teachers for primary and secondary schools. An example of the noteworthy contribution of the Faculty to the field is the fact that, as to the researcher's 2014 personal investigation, 73% of teacher educators at Addis Ababa University (the oldest university of the nation) in one way or another are graduates of the then academy of pedagogy and today's F EBS of BDU.

On top of this, the Faculty has played significant roles in the development and review processes of teacher education curricula in Ethiopia at different times. For instance, out of the seven team members who have developed the current secondary school teacher education curriculum, two were from this faculty and some of the team members who have represented other universities were also its earlier graduates (MoE, 2009). Currently, the UNESCO-IICBA project, which is working on bridging quality education in Africa through enhancing the capacity of school teachers and teacher educators, has selected this faculty as a model institution for its piloting in Africa out of twenty secondary school teacher education institutions in Ethiopia. In December 2012, the Faculty has also taken the initiative to host the first national workshop that dealt with PGDT in Ethiopia by inviting all the ten teacher education hosting universities by that time. Bearing in mind the leading role it assumed and the significant contribution it

claims in the field, one can reasonably contend that no other teacher education program in Ethiopia is more likely than FEBS of BDU to provide an appropriate if not ideal context for researchers who aim to explore and investigate something related to teacher education practices in Ethiopia. Furthermore, since the Faculty is the home institution of the present researcher, doing the research in such a setting is believed to help in exploring the issues under investigation more closely, which in qualitative case study design is regarded as one factor that increases the likely hood of success in the research. In 2014, data collection year of this study, the Faculty had 75 teacher educators and 322 regular student teachers who are assigned in 11 (Amharic, biology, civics, chemistry, English, mathematics, physics, sport science, geography, history and economics) departments.

3.4 Sampling Techniques and Research Participants' Selection

Participants of this study were selected through purposive sampling. As Merriam (1988) and Yin (2003) remarked, purposive sampling is an appropriate sampling technique to choose participants for qualitative case study design because it will point out participants who can discover, understand and gain deep insights about the issue under exploration. Patton (1990) contended that the goal of purposeful sampling is to select information-rich cases whose data will clarify the question under study. As many authors (Zhu, 2011; Erginel, 2006; Tadesse, 2013; Colliver, 1999; Luttenberg & Bergen**,** 2008) did in their qualitative case study, the present study used purposive sampling just for the sake of getting ideal informants in many standards rather than taking representativeness as a criteria and generalization as a main target. That is to say, in the cases of qualitative case study design and purposive sampling, the research result is true for the selected cases/samples but can be (or cannot be) transferable for any other groups. In order to get typical samples for secondary school teacher education at FEBS of BDU, the study employed criteria for the selection of participants. Accordingly, (a) heterogeneity in area of disciplines/field of studies, (b) gender representation (c) first degree academic achievement and (d) willingness to participate in the study were some of the criteria used to select student teacher participants for this study.

These criteria are useful to have relatively typical sample from different field of studies (e.g. natural sciences, social sciences and humanities), gender groups (females and males), and different academic abilities (low, medium and high levels) in the study. This helps to avoid data saturation from a certain group of participants (e.g. only from social science, female groups or high able group of students) and then to increase the transferability and trustworthiness of the research procedures and of course the result. Having this in mind, ten student teachers were identified as participants in the study. But, two participants (one from natural science and the other one from social science) dropped out after their first interview contact. Their reasons were shortage of time and lack of commitment and motivation to stay within the program of the teacher education throughout.

As a result, eight student teachers (three each from social science and from natural science and two from humanities faculties) were the cases of this study and served as major data sources. Three female and five male student teachers were selected. Regarding to academic ability of respondents that expresses through CGPA, care was taken to have participants from lower to higher performers. In the first place, all student teachers were greater than or equal to 2.75 CGPA to be a candidate in the Ethiopian secondary teacher education programs (MoE, 2009). In BDU FEBS, first degree CGPA range of student teachers was 2.80-3.23. Sample student teachers' first degree CGPA was ranging as 2.86-3.23 which seemed to include all levels (low, middle and high) achievers within the student teachers group. For further information to use in judging respondents' academic performance, the scales of higher education CGPA in Ethiopia is running 0 to 4.

As researchers in the area such as Erginel (2006) and Dereje (2009) employed, in order to get more data about student teachers reflective learning practices and the processes of curriculum implementations at the teacher education, considering teacher educators' opinions and practices seems decisive. This study also believed that teacher educators' voices and practices are helpful to understand their own roles in the teacher education curriculum implementation engagements as well as to give witnesses about the involvements of other stakeholders (student teachers, management bodies and the

curricula) in the implementation processes. With this understanding, this study identified and incorporated four (1 from humanities, 1 from natural science and two from FEBS) teacher educators. To identify teacher educators as cases, their years of experience as a teacher educator, performance rates, field of studies, and willingness to participate in the study have been considered into account. Ranges of years of teaching experiences (7-27), best teacher educator who obtained national award in his/her good teaching performances, average teachers who worked their job in a good stand, and a teacher who got warning letter with his/her poor performances in his/her teaching career, from various fields of studies and sex group were included in the sample. This is helpful to have fairly distributed data though the data were not strictly considered as representative and generalization of certain group of population which the sample is drawn via strict probability sampling.

Over all 12 respondents (8 student teachers and 4 teacher educators) were selected as participants of this study. I restricted 12 as participant sample size because (i) to collect in depth and rich but manageable data size (ii) the topic reflective learning practice needs serious follow-up and repetitive contact with each of the samples rather than collecting simple practical as well as theoretical overviews and (iii) most of the studies involved in investigating reflection through qualitative case studies also collected data from such sample size. In order to extend the arguments in this regard, when seen in light of the sample size often recommended in the qualitative case study literature, the inclusion of 12 participants can be regarded as sensible/sound decision.

Reasonable sample size like what this research attempted to fix is more than adequate to generate reasonable data from multiple cases as it leaves the researcher enough room to manipulate the data which were collected (Flick, 2006). These numbers of respondents, 8 student teachers and 4 teacher educators, therefore, are optimal to get reasonable data as multiple cases and to have the data that the researcher can manipulate (Baxter & Jack, 2008; Patton, 1990). In other words, because it is holistic and detail in nature, one of the serious challenges of qualitative case study design is to have huge data from multiple data

sources which is very difficult to systematize, organize and then come to the result or the theme out of the collected data (Patton, 1990).

Though various researchers who employed qualitative case studies used different sample sizes, it is mainly around 8-12. Of course, there are very few exceptional contexts used only 1 or 2 samples (Bolin, 1998 used only 1 student teacher) and large number size as cases (e.g. Erginel, 2006 used 28 student teachers). The common sample size preferred by many qualitative case study researchers, however, ranges 4-15. To mention some of them, Dereje (2009) used 10 student teachers and 4 teacher educators, Taddesse (2013) used 6 school teachers, Quddus (2007) used 6 school teachers, Otienoh (2011) used 8 pre-service teachers and 4 facilitators, and Varian (2008) used 6 school teachers as cases of their respective studies. Therefore, this study's sample size (8 student teachers) and (4 teacher educators) seems justifiable to explore the issue under study through qualitative case study design.

In this study, reasonable and manageable number of observation sessions and documents for analysis were identified. Selection decisions in qualitative research focus on persons or situations (classrooms, field practices, etc) and written or electronic materials, from which data is collected and extracted (Flick, 2006). School teaching practices and action research report presentations of the 8 sample student teachers were first selected for observation purposely. But, during the process, the author understood that the action research was stopped in its beginning without proper accomplishment. Therefore, the researcher did two classroom observations for each sample student teachers while they are doing their school teaching practices. Two observations were also conducted for each of the four sample teacher educators. I, the present researcher, am a teacher educator in BDUEBSF. However, since I was in study leave for the last six to seven years, I was not around except for some three months of data collection. As a result, I did not teach undergraduate courses including teacher education courses so that I did not prepare any course guidebooks, exam items, etc. Therefore, my sample student teachers and their academic documents did not have unique attachment to me. I know the teacher educator respondents but we did not have special connection rather I selected them based on the

criteria explained here above. Hence, in relative terms the data collection processes were accomplished with minimal influences (personal biases) of the researcher though certain influences might be there.

In its proposal stage, the researcher assumed to analyze action research reports and practicum portfolios. In the teacher education curriculum implementation processes, however, the study has learnt that these two documents are incomplete. The action research was remaining in classroom theoretical discussions and the whole practicum issues were finalized with 20-25 minutes teaching practice performance supervision. Therefore, to have data about student teachers' reflective learning practices through written materials, students' learning journal writing (guided by researcher developed items) and examination responses (the essay part) for the courses given at the third term such as 'Inclusive Education', 'Subject Area Methods', and of course "Teachers as a Reflective Practitioner' (from term two courses) were analyzed.

3.5. Data Gathering Instruments

One of the typical features of qualitative case study is using multiple sources of evidences (Walsham, 1995; Yin, 2003), through variety of instruments, in order to bring out the holistic and detailed data of the viewpoints of the participants. The quality level of qualitative case study significantly depends on the viewpoints and practices of the participants that will be sought via various means of data collection (Feagin, et al, 1991). As it was adapted from Erginel (2006), Dinkalman (2000), Colliver (1999) and Zhu (2011) reflective interview, classroom observation and document analysis (extended throughout the last term of pre-service teacher education) employed as data collection instruments of this dissertation. These tools are more relevant than survey data collection tools (e.g. questionnaire) because reflection is a matter of action than reporting perceptions and opinions at a distance (Zhu, 2011). To this end, this study that focuses about the issue of reflection in teacher education used interview (as repetitive reflective interview and summative formal interview) sessions (at least for four times), observation (both structured and unstructured), and documentary evidences as its data collection instruments.

3.5.1 Interview: is a one to one correspondence between the interviewee and the interviewer in order to collect an in-depth and meaningful data by taking the real contexts into consideration (Patton, 1990; Yin, 2003). According to Merriam (1988) and Flick (2006), interview is a tool that both the researcher and research participants are engaged in the dialogue where the researcher attempts to understand the world from the participants' point of view and then to explore the unfold meaning of peoples' experiences. The purpose of interviewing is "to access the perspectives of the person being interviewed" (Patton, 1990: 278). It also allows the emergence of the data (Miles and Huberman, 1994) from the real and practical experiences of participants. Interviews, therefore, are one of the most important and primary sources of qualitative case study data by assuming the research participant at the center of the research (Patton, 1990).

This study, therefore, employed interview (especially the semi-structured one) to collect data from student teachers and teacher educators about the issue under investigation. The semi-structured interview format, depending on the context at the interview session, does not only allow some guiding items, but also it gives room for flexibility (Patton, 1990) to raise more questions and/or to omit some items of course if there is any (Merriam, 1988; Yin, 2003). Because semi-structured interview includes open-ended questions/items, it is good to remind core issues in the topic (Flick, 2006; Creswell, 1994) and then to minimize the collection of irrelevant data (unlike unstructured interview did) (Bailey, 1996). With this notion, this study developed and employed two types of interview protocol: Student teachers' and teacher educators' interview.

Student Teachers' Interview: As Erginel (2006) was using in her PhD work entitled "Developing Reflective Teachers: A Study on Perception in Pre-service Teacher Education", this study used two kinds of interview approaches. They were:

(a) **reflective interview schedules**, which was applied before, during, and after (minimum for 3 times each on the average was taking 30-40 minutes) certain engagements to learn teacher education courses such as School Practicum, Action Research, teaching practices and Inclusive Education. Repetitive reflective interview

schedule was developed and administered to collect data about student teachers' reflection (before, during and after) in connection with the learning actions of the above specified courses. That is to say, this interview sessions initiated student teachers to reflect about their preparations, assumptions, expected challenges and opportunities and why while they were waiting to start the learning actions. In the middle of the learning actions, student teachers were also initiated to reflect about the adjustments that they are doing in the process of the learning actions. After the learning action is over, reflective interview schedule encouraged student teachers to reflect about the success and failure of their past learning actions, behavioral consequences of the learning actions, and justifications about some of the teaching tactics they did.

(b) **Formal and summative interview schedule** was administered for about 50-60 minutes discussion for each respondent. It used a total of 17 guideline items.

Teacher Educators Interview: were participating in formal and summative interview that took 60-70 minutes on the average. In teacher educators' summative interview 13 items were employed. In order to get summative views about the teacher education curriculum implementation and reflective learning context, formal interview schedule for both of the teacher educators and student teachers was conducted nearly at the end of the third term. It was prepared and administered for securing over all perceptions and opinions of student teachers and teacher educators about their conceptualizations in reflection and learning, the levels of self understanding, the roles of different major actors of teacher education curriculum implementation, opportunities obtained, challenges faced, and future alternatives for enhancing reflective learning practices. So, it used to collect data which is valuable in understanding the direct and indirect influences of different curriculum implementation practices on student teachers reflective learning practices.

3.5.2. Observation is a popular data gathering technique to generate qualitative data through researcher's direct involvement while the behavior is demonstrated in its natural setting (Merriam, 1988; Flick, 2006). The live practices of the research participants (the

observed) are mainly accessible through observation (Flick, 2006). Interviews and narratives, according to Flick (2006), merely make accessible the accounts of practices instead of the practices themselves. Observation, therefore, enables the researcher to find out how something factually works or occurs in its real sense. In this study the researcher, as suggested by (Flick, 2006), involved as a complete observer in accessing the natural setting of the observed via systematic approach; and tried to understand both the overt and covert behavior of the observed. Since the present researcher is a teacher educator in the selected research site, EBSF of BDU, qualitative data collection in general and structured as well as unstructured observation in particular were conveniently administered because at least the environment is familiar for me. Many qualitative researchers (e.g. Erginel, 2006; Husien, 2006; Dereje, 2009; Tadesse, 2013) had similar experiences. These authors did their qualitative research in their institution. However, in order to prevent unnecessary inflations in sample selection, data collection and analysis processes, the present researcher attempted to systematize procedures of sample selections; data collection and analysis criteria which are reported in chapter one and three of the study. For example, I adapted well structured teaching practice observation scale, sample selection criteria, etc. is a common practice in education.

In order to observe and understand how teacher education curriculum is implemented and student teachers' reflective learning is practiced at the teacher education classrooms as well as in school teaching practices, both structured and unstructured observation were conducted. In the structured observation 13 and 11 observation scale items were prepared and used to see student teachers' and teacher educators' school teaching practices, respectively. Therefore, structured observation was employed to collect data about the direct engagements of student teachers and teacher educators in their teaching endeavor thereby it helps to understand the status of student teachers' reflective learning practices and teacher educators' facilitative capacity for their student teachers' reflective learning practices. To realize this purpose the structured observation collected data about student teachers' lesson presentation, task organization, questioning and answering, classroom handling, and utilizations of different teaching tactics capacity in line with the pre-stated reflective learning practice standards or indicators. It also collected data on how much

teacher educators' teaching practice is doubtful, open-ended, experience based, beyond the assumptions, etc as reflective learner expected to do.

Unstructured observation, on the other hand, tried to see any performances that have direct and indirect relations with the processes of curriculum implementation and then reflective learning practices. These may include performances by student teachers, teacher educators and management body which might be held either in the school visits and/or in the university. Though they were not the direct and targeted data sources, through getting their consent about, university/faculty managers' discussion with student teachers were also included in the unstructured observation. This was done because they have their own contributions for student teachers and teacher educators' curriculum implementation practices. To this end, unstructured observation was incorporated data about school practicum field engagement, teaching practices, pre- and post-teaching conferences, action research, teacher education course delivery, practicum orientation conference, meetings of student teachers and faculty/university managers. Field note was the major instrument to secure the unstructured observation.

3.5.3 Document Analysis

Documents could include any kinds of text or electronic forms of artifacts that mainly attempt to show the written evidence about the problem under investigation (Flick, 2006). Flick (2006), moreover, indicated that you may use either a document prepared for the purpose of that particular research (e.g. student teachers' weekly reflective journal writing document of this study) or a document which are prepared for any other purposes (e.g. teacher made examinations). In addition to evaluating student teachers' reflective learning practices and teacher educators' curriculum implementation processes through their oral explanations/arguments (as it was done through interview) and their direct engagement by the teaching practices (as it was done by observation), it seems good to examine their performance from their written expression which could be taken as one of the major skills for learning in general and being reflective in particular.

With this in mind, this study analyzed different student teachers- and teacher educators-related academic documents. Though this study was planning to analyze student teachers'

academic artifacts such as school visit assignments, practicum portfolio and action research reports, it was not yet realized. This is because, through the process, the study have learnt that major actors of teacher education curriculum implementation (student teachers, teacher educators and of course the Faculty) were not in a position to attend the practices of school practicum and action research as expected. As the interview and unstructured observation data showed, the assigned teacher educators, for example, came to practicum visit only for one or two days (1-2 hours over all visit) though they were expecting to visit and follow their student teachers 2-3 hours per a day throughout the four weeks practicum period. In general, practicum portfolio, action research report and field-based assignments were not doing in their right truck. Rather, the reports were substituting by paper-pencil examinations (in the case of action research) and by some minutes' supervision of student teacher teaching practices (in the case of school practicum). Student teachers of course went to school though they did not take care of their learning from.

This study, therefore, obliged to design and uses other four kinds of student teacher related documents such as weekly reflective learning journals, student teacher made lesson plans, final examination (essay part) responses and grade reports for practical and theoretical courses for examining student teachers' reflective learning practices via written products.

The study also analyzed three types of teacher educator related documents: course guidebooks, grade reports, and teacher educator made examination papers. These teacher educator made documents are very useful to see their capacity of facilitating reflective learning practices by the written documents. In other words, the study analyzed how much these documents (e.g. essay exam items) are open-ended, practice-oriented, etc so as to encourage student teachers' reflective learning practices. To examine such academic artifacts (examination papers and their responses, course guidebooks, lesson plan) of student teachers and teacher educators, their permission was asked and they allowed in doing so.

It is apparent that the examination papers, grade reports and course guidebooks, as prepared by teacher educators, and student teachers' made lesson plans and examination responses were considered as part of the curriculum implementation. This study developed guide line items for weakly reflective learning journal writings. This was taken as important for filling the gaps of practice-related data through student teachers' writing exercises (Daloglu, 2001) while their course learning action is in progress. Student teachers, therefore, requested to report what they were observing and facing within a week while they were learning the courses 'School Practicum' and 'Subject Area Method II'. The reflective journal writing items were adapted from Erginel (2006). These included nine items, which mainly focused to initiate evaluative and practice-based student teachers' reflective writing.

In the data gathering processes (through interview, document analysis and observation), the researcher used memos (field notes) as major instruments to write things relevant to the issue under research thereby the note was analyzed in line with the developed standards and themes . The data collection process of this case study, especially the interview sessions, was also supported with audio equipments.

3.6 The Research Procedure

Unlike quantitative research, qualitative case study acknowledges that all the research process should remain open and flexible until it reaches the last journey (Richards, 2005, as cited in Dornyei, 2007; Flick, 2006). In qualitative case study, data might be collected, revised and changed every time when arguments are added and analysis is progressed; therefore frequent back and forth movement is a must (Yin, 2003). That is, depending on the circumstances, when it is necessary, there might be data collection while analysis is going on, literature might be reviewed while data collections and analysis are in progress (Baxter & Jack, 2008; Stake 1995). Elements of data analysis might be started in the preliminary stages of the research, for example, at the beginning of the literature review and data collection activities. As a result, this study was flexible to entertain activities of its different sections at one point (e.g. data interpretation while the data is collected) as long as the need

and relevancy of certain actions are coming to front. In interpretive epistemology the issue is not being restricted in maintaining the rules of certain procedures and steps but devoting for constructing meaning in independent, free and relaxed contexts.

In order to maximize the efficiency of data collection in this study, discussion and review were made (with professionals in the area) about guideline items of the instruments and their procedures. Observation and interview guide items were also reviewed (by two educational psychology, two curriculum and instruction, one English language specialists and of course the advisor of this PhD work) and comments were incorporated. To get further comments and enrich the process, I held informal discussions and received support from other colleagues including language experts at Bahirdar University. With this understanding, the major procedures and activities of this paper will be discussed as follow.

All the data in this study were collected by the researcher. In support of this, Hatch (2002) noted that it is possible to collect instrumental data by somebody else (data collectors). However, it is impossible to collect some kinds of thinking, understanding and gesture explanations of the research participants that can be obtained/ developed/ from the real experiences in the field. Therefore, in qualitative research designs including case study, the researcher is not only searching what the researched expresses in explicit ways (Hatch, 2002; Miles & Huberman, 1994) but she/he also has to search the implicit/tacit thinking and understanding processes of her/his research participants. The researcher then develops understandings of the phenomena as it has been practiced, thought and understood by the participants themselves, which actually refer as relevant data for qualitative research.

The researcher, hence, had several times contacts with the eight student teachers (in individual base) in order to get their reflective learning practices before, during and after certain learning actions. All the data were collected in the third term of secondary school teacher education program which extended from 21 of April to 7

of July, 2014. Since student teachers are experiencing most of the teacher education courses in the previous two terms, they are expected to have sufficient exposure and to show reasonably good engagements in reflective learning during their third term. That is why the present study preferred this third term for data collection. In this term, student teachers were taking four courses (School Practicum, Action research, Subject area Method II and Special and Inclusive Education). Therefore, student teachers reflective interview for the three courses (school practicum, action research and special and inclusive education) were administered. Since half of the contents of Subject Area Method II had been already covered in the second term, it was not included in the repetitive reflection interview.

Each of the sample students were interviewed at least three times (before, during and after) the delivery of the three courses mentioned above. School teaching practices, part of the practicum course, were used to undertake the observation. Each of the eight sample students were observed twice (during and in the absence of university supervisor). There was pre- and post-teaching discussion (reflective interview) to examine student teachers' reflection-for and reflection-on-action. Classroom observations (two times) for each of the four sample teacher educators were also made. Towards the end of the third term, summative interview protocol was administered for both student teachers and teacher educators.

In order to minimize language related barriers of participants, interview was administered in Amharic or English language, based on the preference of the interviewees. With the intent to minimize costs for translation, I have organized my field notes for observation, mostly in English except in rare cases when I faced serious difficulties to do so. Field notes, audio materials and transcribed data were kept properly for mishandling of these could result in big loss for the research processes and its final products. Moreover, this helps to maintain participants' confidentiality through storing their data (voices, practices and written responses) in save place. Data analysis followed different phases (e.g. displaying, studying, categorizing, etc) and techniques (thematic, case-by-case, inter-case and deductive-

inductive) of analysis as other authors (e.g. Erginel, 2006; Dinkalman, 2000; Zhu, 2011) were using.

Based on the presentation and analysis of the data, discussion was made. The discussion section tried to delve deep into the study by making interpretations and linkages with previous research outcomes, personal experiences, and even to common sense opinions so as to develop some strategies/alternatives (Merriam, 1988) that will support reflective learning practices. To conclude, the researcher tried to perform triangulation among the data obtained from different data collection instruments and from different data sources. Conclusions and implications were drawn from the discussion and an attempt was made to show the implications which will help to improve student teachers' reflective learning practices at the teacher education.

3.7. Ethical Concerns

In order to develop trust and confidence among the participants of this study, there should be ethical concerns and protocol agreements (Orb, et al, 2000). This is because, in principle, a research should protect its participant's from potential risks (Orb, et al, 2000; Golafshani, 2003). Various sources such as British Educational Research Association (2011) and Orb, et al (2000), tried to develop their own basic ethical guidelines for educational researchers. Through careful examinations of such guidelines, this study adapted and used the following ethical considerations/issues.

The researcher had informed participants and reached consensus regarding:

- Why they were selected as participants in this research.
- The purposes and procedures of the research
- The risk and benefits of participating in the research (stress, privacy, individual right, incentives, etc)
- The issues related to voluntary and informed consent of their involvement
- The right to withdraw from the research at any time of their choosing.
- The procedures used to protect participants' privacy through confidentiality

- The right to visit and review their data at any time and stage of the research process.

In addition to making the above announcements and agreements with the research participants, the following ethical concerns, as mentioned by Simons (1989), were employed in this research. They include:

- Making sure about the **permissions** of the institution in which you aim to carry out your research.
- Anonymity was maintained through using **code numbers/letters** rather than the names of your respondents when you report quotations and paraphrases about someone's idea.
- Avoiding **promises** that you cannot deliver**.**
- Remembering to thank your participants.

3.8. Building Credibility and Trustworthiness

Though significant number qualitative researchers agree on the presence of validity and reliability issues in qualitative research of such a kind, it is exposed for controversies. For example, writers like Stenbacka (2001) claimed that reliability and validity in qualitative research are not as such concerns; even it can be taken as misleading that may result to wrong consequences. However, Golafshani (2003) and Guba (1981), on the other hand, stated that validity and reliability are two factors which qualitative researchers should be concerned about while designing research, analyzing results and judging the quality of the process. This corresponds to the question that "How can an inquirer persuade his or her audiences/readers that the research findings of an inquiry are worth paying attention" (Guba & Lincoln, 1985, P. 290). Even though qualitative research often sees itself as indebted to the principle of openness, it seems sensible to consider what degree of control is necessary (Flick, 2006). Patton (1990, P. 46) also affirmed, "The credibility of qualitative inquiry is especially dependent on the credibility of the researcher because the researcher is the instrument of data collection and the center of the analytic process."

To explain the issue in more detail, in naturalistic inquiry, which can be taken case study as one of the typical designs, credibility, dependability and transformability are among

the major research data and result quality indicators. Credibility (serving as internal validity), which deals about the question of 'how the findings make sense', dependability (serving as reliability), about the issue of 'how the study process is consistent over time and across researchers and methods', and transformability, about 'how the result works from one situation to the other' (Guba & Lincoln, 1985; Guba, 1981) were some of the standards of ensuring trustworthiness for qualitative research.

In order to establish the credibility and trustworthiness of qualitative research, the researcher must describe the details of how the research results were arrived at. To win the readers' trust, researcher must present a coherent, persuasively argued point of views, and procedures about her research (Walsham, 1995). Qualitative research, moreover, has to give clear reasons for the rejections and considerations of certain data and themes which are very important to maximize trust (Darke, et al, 1998) instead of affecting by researchers' recall of first impressions and unique incidents (Krefting, 1991; Golafshani, 2003). If the general concerns (criteria) of qualitative research such as credibility, transferability, dependability, and conformability (Guba & Lincoln, 1985) are achieved, it helps to guarantee "trustworthiness" (the presence of reliability and validity) which is equivalent to "rigor" in quantitative researches (Guba, 1981).Therefore, the concerns for credibility, transferability and dependability, in this study, were started from the frames of the problem, the design of data collection instruments and procedures, selection of data analysis techniques and ethical considerations in order to seek genuine data and relevant analysis. The study also tried to make the procedure flexible but planned enough to realize consistency (mutual complementation or support) across the whole activities of the research.

In addition to the above mentioned strategies, the following techniques have been suggested for ensuring credibility and trustworthiness of this qualitative case study design.

- Searching data not only from people directly in the study, but also the ideas of the "outsiders" need to be incorporated. That is why this study sought data about student teachers' reflective learning practices from teacher educators interview and

practice; about teacher educators practice from student teachers' interview and document analysis, and of course few things from the management body via unstructured observation.

- Working in teams or sharing ideas with professional colleagues, and continuous contact with the research site (Yin, 2003; Kohn, 1997). In this regard, this study has made series of discussions with colleagues at Bahir Dar University on the processes and procedures of the study. The researcher also stayed with his participants throughout the third term.
- Inviting participants to see the summary of reconstructing theme whether the essence of their interview or other experiences has been correctly captured and analyzed and then being ready to make modifications in accordance (Guba, 1981; Glesne, 2006; Miles & Huberman, 1994). This study did this technique and incorporated more suggestions.
- Checking and rechecking, and searching towards building a solid foundation for the conclusion or theorizing about the problem (Golafshni, 2003) which can be ensured through intentional back and forth movement between the theoretical frames and data dimensions. This study, as a pure qualitative case study, moved from theoretical frames to the data and vice versa.
- Confirming the congruence between the research questions, various components of the method, the collected data and then the analysis procedures in order to realize the overall conceptual, methodological and empirical coherences of the study (Guba, 1981). In this regard, based on the nature of the data emerged from the field, this study abolished one research question and attempted to revise and add the others in line with the indicators from the data and its analysis.
- Checking researcher's bias includes the efforts that help to minimize researcher's unnecessary interference from sampling procedures, data collection activities, theme developments, data interpretations etc. processes (Glesne, 2006). To realize this purpose, the study, therefore, attempted to use sort of standards. They include list of quality indicators for being a reflective learner, interview guide items, and structured observation scales, certain criteria to select participants, analytical and conceptual

frames, and sort of analysis techniques. This would help to minimize unnecessary researcher's intellectual and emotional interferences.

In addition to the above mentioned, as Zhu (2011), Donnel & Happer (2005) and Varian (2008) used, this study employed triangulation, thick description, research permission and member checking to maintain the quality of data collection and analysis. *Triangulation* is a process of using multiple sources of data (Merriam, 1988; Yin, 2003) as the present study has used more than three tools. As this study did four interviews, two observations and analyzed four documents for each respondents, *thick descriptions* is a matter of conducting multiple interviews and observations in repetitive manner. *Research permission* is a process of asking the university officers to do the investigation in BDU. *Member checking* refers the act of inviting academic colleagues as well as research participants to review and comment study's report. To do so, this study invited number of faculty staffs and research participants to read the report and say anything about. By doing so, the issue of credibility, dependability and trustworthiness of the present study might be maintained.

3.9. Data Analysis Techniques

The data analysis in qualitative research is the most difficult aspect (Bazeley, 2009; Miles & Huberman, 1994). Though several attempts have been made to develop computer software for qualitative data analysis and relatively to make it simple, the efforts are not yet to come up with a fully successful package. Bazeley (2009) and Miles, et al (2014) reported that some qualitative data analysis can be supported by computer software packages (e.g. in ethnography); however, it is a challenge to get software that can finalize qualitative analysis by itself completely. This can be true because qualitative data analysis is a matter of understanding the explicit and implicit meanings of phenomena which cannot be addressed through the algorithmic processes (Stenbacka, 2001; Hatch, 2002). Therefore, in addition to the difficulties to get the tried out software, instead of employing computer software, the data analysis of this study has been accomplished through the researcher's devotion in analyzing the data by making interpretations,

rejections, considerations and synthesis of data in order to develop thematic and categorical meaning.

In analyzing qualitative case study data, different writers discussed and recommended number of strategies. For example, Stake (1995) identified two qualitative data analysis techniques: (a) *categorical aggregation,* which mainly works to interpret the raw data in line with certain categories/themes, and (b) *direct interpretation*, which involves coding and interpreting the data without fixing certain categories in classifying the raw data. For Yin (2003, P.117-130) there are around five techniques of qualitative data analysis (i) *Pattern matching*: which is comparing an empirically (data) based pattern with the predetermined hypothesis or research questions. (ii) *Explanation building* is a special kind of pattern matching which is mainly relevant to stipulate about a phenomena with a presumed set of causal links about it. (iii) *Time serious analysis* which is an attempt to analyze and interpret data by following certain chronological orders. (iv) *Logic model* which is employed to analyze a complex chain of events which are staged in repeated cause-effect-cause-effect patterns, where by a dependent variable (event) at an earlier stage and the independent variable (causal event) for the next stage (Peterson and Bickman, 1992, as cited in Yin, 2003). Logic model, which is developed by Wholey (1979), as cited in Yin (2003), is another form of pattern matching; however, it uses different stages of themes. (v) *Cross-case synthesis* is often applied for "multiple case" case studies. Proponents of this alternative advise researchers to display and study data from individual cases first and then attempt to aggregate similar data across the cases in order to find the general picture of the topic under investigation.

However, in the actual practices of case study, no particular stage uses a specific analytical strategy but in heterogeneous manner (Varian, 2008). That is why the present study has employed thematic/pattern matching, case-by-case analysis, inter-case analysis through the applications of both the deductive and inductive data analysis. Utilization of variety of analysis approaches in such a way was very helpful to treat different types of data collected through variety of instruments from variety of participants. Varian (2008) further noted that when a pattern from one type of data is corroborated by the evidence

from another, the finding is stronger; on the other hand, when evidence conflicts, deeper probing of the differences is necessary to identify the cause or source of conflict. This is because the search for meaning, in qualitative research, is almost equivalent to a search for patterns and consistency. Likewise, the present study attempted to look for patterns/consistencies while documents were analyzing, observations were conducting and interviews were administering. In this process, when the researcher of this study attempted to examine and lubricate conflicts among the data thereby to make a sort of correspondence among them, meaningful themes were emerged.

In order to transform the raw qualitative data, which is relatively messy and unstructured (unlike the quantitative data), into meanings, in whatever the cases, this study was engaging in **displaying, describing, analyzing and interpreting** the data. These techniques (Varian, 2008) are appearing here and there within the researcher's movement in the continuum between the theoretical propositions (e.g. research questions/hypothesis) and the themes emerging in the empirical data.

To conclude, depending on the nature of the data generated; this study flexibly used variety of case study analysis techniques. They include thematic/*pattern matching, case-by-case analysis and inter-case analysis (*as Yin, 2003 indicated) were mainly employed in this study as they were also employed by Varian (2008), Tadesse (2013), Donnel & Happer (2005), Zhu (2011), Otiienoh, (2011) and Erginel (2006). When the interpretor moves from case-by-case to inter-case, theoretical assumptions to the data, and vice versa, he/she can enrich his/her options for quality and depth understandings. Data schematization in this study followed both ways. That is to mean putting the theoretical propositions (e.g. research questions) in mind and looking data which fit for (which is taken as deductive) and/or studying and defining the data first and then trying to find theoretical explanations and propositions about (which is taken as inductive) (Glesne, 2006; Patton, 1990). For example, if a student teacher reported the value of practicum course exactly as he/she informed in the 'practicum workshop', his data allocated under 'levels of reflection' as a general theme and under 'descriptive level of reflection' as a sub theme.

In addition, the analysis of this study made use of Yin's (2003, P. 111-113) recommendations which include (a) attending all the evidences including the rival dimensions, (b) addressing the most significant aspects of the case study and protecting some negative findings; and (c) using researcher's prior expert knowledge to support the analysis. The last one (using researcher's prior expert knowledge) does not mean the researcher influences and pollutes the data through his bias but uses her/his prior knowledge for interpreting and then giving proper shape for the data. For example, a teacher educator prepared 100% objective type items for the course 'Teachers as a Reflective Practitioners'. Questions like what does this data refer, for which theme this data belongs and why, etc. should be answered with the support of prior expert knowledge of the researcher.

All the data which are collected through interview, observation and document analysis were analyzed by using the aforementioned multiple data analysis techniques which were applying in this study. As it is mentioned here above, in qualitative data analysis it seems almost impossible to have one tailor made analysis technique for a certain data (or group of data) collected through different tools. Rather, it is decided through continuous efforts on studying both the data and the analysis techniques that already identified. This might be done through displaying and studying respondents' voices, observed practices and written documents and then moving from the data to the theoretical propositions and from the theoretical propositions to the data in order to identify the thematic lines thereby to map all the data collected through all instruments accordingly.

3.9.1 Analytical Frame for Data Presentation and Interpretation

This study reported student teachers and teacher educators' theoretical views and practical performances as well as contents of documents separately (case by case) over the issues/themes (such as teacher education curricular implementing processes, student teachers' reflective learning practices, and its opportunities and challenges). To compare and contrast the data collected via different instruments from different participants

(sample cases), inter-case analysis was utilized. By doing so, as Yin (2003) and Miles & Huberman (1994) remarked, the present researcher exerted its utmost effort to address both the pre-established and emerging concerns through thematic and categorical classifications and establishments of row data. With this general framework of analysis, data were presented through narrations and interpretations by quoting respondents' direct voice when it is necessary, as it is recommended by LeCompte & Preissle (1993) and Stenbacka (2001). Narration is very useful to tell the story line and the plots that the behavior observed throughout the course of the study in unfolded and flowed manner (Miles, et al, 2014).

According to Miles, et al (2014), although procedures in qualitative research are moderately flexible and open-ended (in comparison to quantitative research), it is very important to make its analysis systematic, organized, and transparent description so as to have relatively more justifiable and acceptable results. Therefore, this study, as it is explained in Miles, et al (2014), attempted to present the data and its interpretation in matrix and network displays. "Matrix and Network can display a vast array of condensed material into an 'at-a-glance' format which might be comfortable for reflection, verification, conclusion drawing, and other analytic acts" (Miles, et al, 2014, P.94). Since matrix and network data display technique is a useful tabular format that collects and arranges data for easy viewing in one place and encourages a case-by-case analysis, comparable analysis between a case and cross-cases would be better. These formats are also very important to cite the location of the data by simply indicating the matrix number. In addition to the formats of data presentation discussed above, this study offered the conceptual explanations which are used to define different cases like levels and forms of reflection and their sub-components so as to understand the status of reflective learning practice and its facilitation practices while curriculum implementation is in progress.

Data collected from interviews, observations and documents were interpreted indirectly from the conceptual explanations given for each of the cases. Meaning, student teachers'

direct responses (could be practical, written or verbal explanation) were defined in terms of the standard measures of levels and forms of reflection.

- **Levels of Reflection:** was determined as follow. If student teachers' response, for example, is simple recalling and describing of experience as it is, it is referred as *descriptive level reflection*. If it entertains certain comparing and contrasting activities among different experiences that student teachers have, it can be considered as *comparative level of reflection*. If their response is working to question (or challenge) the available assumptions (taken as acceptable truth currently) and trying to show alternatives, it can be labeled as *critical level of reflection*. On the contrary, if the student teacher does not have any response or totally off truck from the expected experiences (e.g. if he/she reported Addis Ababa as the capital city of Kenya), in fact without sound justification, it is noticed as *'non-reflective' (*Yost, et al, 2000; Whitton, et al 2004; Lee, 2008; Zhu, 2013; Tadesse, 2013*).*
- **Forms of Reflection:** was found out as follow. If student teachers' response deals about their past experiences (actions), it is referred as *reflection-on-action*, for their present experience, *reflection-in-action,* and for their future experience, *reflection-for-action* (Schon, 1983; Schmuck, 1997; Colliver, 1999; Dereje, 2009).

Reflective learning status: If student teachers' response is defined as more of descriptive level of reflection and "non-reflective", the study may understand that the status of reflective learning practice is below the expected standard. If their response is defined more of comparative and critical levels of reflection (which are referred as productive and full-flagged type of reflection), the status of reflective learning practice could be taken as above the expected standard (Dewey, 1933, Boud, et al, 1985; Brookfield, 1995).

With regard to teacher educators' written, practical as well as verbal responses, the level of response clarity and structure determines how much they are devoted in facilitating student teachers' reflective learning practices while the curriculum was implemented. That is to say, if teacher educators' theoretical, practical and written performances are

close-ended, well-structured, deductive, theory-focused, less interactive, etc, it is possible to infer that their implementation process was not conducive for student teachers' reflective learning practices (Hursh, 1987; Van Mannen, 1997; Choy, 2012). In contrast, if teacher educators' performances are open-ended, unstructured, inductive, practice-focused, interactive, etc, it is conducive for student teachers' reflective learning practices. With this in mind, the detail analysis steps of this study summarizes below.

3.9.2 Steps of Data Organization and Interpretation

This study developed and employed the following steps of analysis by reviewing the ideas from different writers in the area. The first step is *coding the data* that extends from the data collection to the analysis processes in such a way that the level of explanation and cognitive mapping increase when someone moves from the collection stage to the analysis stage (Miles, et al, 2014). The second step is *studying and knowing the data* and then identifying themes from the theoretical explanations as well as from the patterns of the data (Yin, 2003). By doing so, (1) reflective learning practice with its (a) levels and (b) forms, (2) proper curriculum implementation for reflective learning practices via (a) the involvements of different actors, (b) its challenges, (c) opportunities and (d) future alternatives were identified as themes. The third analysis step of this study, as Varrian (2008) and Bazeley (2009) employed, was *looking alignments between the data and the identified categorical themes*. This was done by reading and re-reading the collected data from field notes and transcribed tape recordings. On the way, the researcher put marks on the data in order to specify which data can go for which theme (Varrian, 2008).

The fourth step is *organizing and writing up of the data*. The writing often included participants' direct quotes and descriptive examples to illustrate the points of discussion which is helpful to take readers to the actual life of the data sources and then to imagine the actual contexts (Kohn, 1997). In this step, if an irrelevant data (sometimes category) were emerging, they were rejected; if there is a category/theme which can be subsumed with the other themes, it distributed and assigned in accordance. Moreover, if the themes emerged from the data (e.g. concepts of learning, reflective learning and non-reflective behavior) are relevant to the problem under investigation, the researcher expects to

design theoretical assumptions for the newly emerged theme from the data (as it claims by inductive data analysis approach) (Yin, 2003). In general, to address this concern, the study checked and rechecked that no themes (developed from the data) are left without propositions and no proposition is left without responsive themes from the data. However, it is obvious that irrelevant data were rejected.

The fifth step is *examining the patterns and relationships among the finalized themes*. This study either works on the detail and specific categories and then to the larger ideas and concepts (an inductive approach) and/or the other way round (a deductive approach) (Darke, et al, 1998; Bazeley, 2009). Therefore, the researcher expects to explore how the parts related to the whole and the wholes to the parts. This step, therefore, seems critically important in finding the answers for the research questions out of the multiple data, which are gathered through multiple instruments. The last step is working on *interpretation* thereby to satisfy the concerns of the research. Towards the end of the analysis, the data should summarize to the point of discussion and then the research must be in charge of addressing the concerns raised in the basic research questions as well as the concerns of empirically emerged themes (Darke, et al, 1998; Miles, et al, 2014). In this step questions like 'what does the created category mean' and 'what is really important and its relation to the major purpose of the study' were raised (Darke, et al, 1998; Stenbacka, 2001). In other words, this final step meant to search explicit and tacit meanings for the final themes (answers of the research questions) that have developed throughout the analysis. This step is not about reporting the data alone, rather it needs 'going beyond' the surface data in order to develop ideas/concepts/ which will be used as alternatives to what is practiced. That is to mean, towards the end of the analysis section the researcher has to come up with critical and informed interpretations, and of course understandings beyond what the data says.

Chapter Four: The Status of Student Teachers' Reflective Learning Practices: Data Presentation and Analysis

This chapter presents the interpretation of the data generated on the status of student teachers' reflective learning practices as they were engaging in 'theorizing' and practicing the courses implemented at the teacher education. Student teachers' 'theorizing' includes their attempt of defining, valuing, structuring, etc of various concepts in their learning. Their practicing, on the other hand, includes their engagement in school teaching practices, lesson planning, examination responding for different courses, and journal writings about their learning process. To this end, student teachers' interview, observation and document analysis, which were done at different times and contexts, are reported in the following subsequent sections of this chapter. Chapter 4 is, therefore, limited to reporting, interpreting and discussing of the data which are related to the basic topics, namely:

- Levels of student teachers' reflective learning practices in different contexts
- Forms of reflection in student teachers' learning practices in different positions of actions.

These major topics together with a number of more detail subtopics, which have been formulated in line with the collected data, were exhaustively discussed by taking (sometimes assuming) different contexts of course implementation processes in the teacher education. In order to address the depth and comprehensiveness of the data, data were collected from variety of practical and theoretical learning engagements of student teachers. This satisfies the need of the interpretive paradigm that this study claimed to adhere. As it is thoroughly explained in the methodology section (Chapter 3) of this dissertation, this study employed a thematic (or pattern matching) analysis with both of the approaches: inductive and deductive. In addition to narrating the data in detail including to the report of direct quotations (as suggested by Darke, et al, 1998; Stenbaka,

2001; Bezeley, 2009), the study used matrix format of data representation, which is adapted from Miles, et al (2014). This format was done in order to display the core data in each of the topics under discussion. As it is reported in the methodology chapter of this dissertation, student teachers' responses either in their actual practices or perceptions were the data sources used to determine their status in reflective learning practices and related matters. Bearing this in mind, in order to give some pictures about the background information of the eight selected student teacher respondents, Matrix 4.1 displays certain evidences such as gender, department, faculty, and CGPA (which is scaled between 0-4 in Ethiopian context) of the selected student teacher.

Matrix 4.1: Student Teacher Respondents' Background Information and Codes

Respondents Code	*Gender*	*Department*	*Faculty/ College*	*First Degree CGPA*	*Teacher Education CGPA*
S1	Male	Chemistry	Science	2.88	2.50
S2	Male	English	Humanities	3.23	2.72
S3	Female	English	Humanities	2. 86	2.18
S4	Male	Biology	Science	3.03	2.56
S5	Female	Physics	Science	2.81	2.14
S6	Male	Civics	Social Science	3.21	2.47
S7	Male	Economics	Business and Economics	2.75	2.44
S8	Female	Geography	Social Science	2.78	2.34

As shown in Matrix 4.1, the participants of this study were five male and three female student teachers drawn from four different faculties/colleges (two from Social Science Faculty, three from College of Science, one from College of Business and Economics, and two from Faculty of Humanities). In terms of their undergraduate performance, all the respondents achieved between Cumulative Grade Point Average (CGPA) of 2.75 – 3.23 (three of them greater than 3.00 and five of them less than 3.00), which can be taken as relatively a very good achievement. However, in their teacher education CGPA, they scored between 2.14 to 2.72 (three of them greater than equal to 2.5 and five of them were less than 2.5), which might be considered as average performance. All the student teacher respondents were had no teaching experience or any other work experience for

that matter. Having these introductory remarks in mind, the study attempted to explore student teachers' levels and forms of reflection in learning in relation to their learning actions of the teacher education courses in the third term.

4.1. Levels of Reflection in Student Teachers' Learning Engagement

Different writers have identified levels of reflection into various stages: Two (Otienoh, 2011), three (Whitton et al, 2004), four (Van Maanen, 1991), and even seven (Rodgers, 2002) (see Chapter 2). However, as it is justified in the literature section (Chapter 2) of this study, it seems reasonable to take the classifications that put levels of reflection into three: descriptive, comparative and critical reflections which are sequenced in their magnitude /depth/ of reflection from lower to higher levels.

These three levels of reflection are integrated in such a way that the lower level is serving as a milestone for its next level. That is to say, consistent with the existent literature (Korthagen & Vasalos, 2005; Luttenberg, 2008; Moore-Russo & Wilsey, 2013) and the findings of the present study, in order to practice comparative level of reflection, one has to have evidences to describe as experiences so that to make comparisons from different dimensions. Critical reflection, however, emerges from practitioners' well known and digestive evidences and the comparisons (relationships and differences) made among them so that one can look something different (Brookfeild, 1995; Moore-Russo & Wilsey, 2013). Therefore, this study understood that if a student teacher practices critical reflection, he/she automatically passes through descriptive and comparative levels of reflection, and comparative level of reflection through descriptive level of reflection. Therefore, one can find descriptive level reflection within the comparative level of reflection; comparative level of reflection within the critical level of reflection. As review of student teachers' examination responses and observation of practice teaching indicated, there were student teachers who stopped to say (write) anything. Those student teachers, who did not recall and describe what they already experienced (or expected to experience) from their direct exposure, are passive observers (Morrison, 1996) and could be labeled as "non-reflective" learners. Such students may experience the content without reflection which ultimately could not provide learning.

With this in mind, to examine and identify the levels of reflection, the data from student teachers' interview, observation, and document analysis are presented, interpreted and discussed in the following subsequent sections. The data were mainly collected up on the learning accomplishments of three courses (i.e. School Practicum, Action Research and Inclusive Education) offered in the third term of 2014 PGDT program at Bahir Dar University though some academic documents (examination papers and course guidebooks) of 'Subject Area Methods II' and 'Teachers as Reflective Practitioners' were analyzed. Student teachers have got certain orientation and course guidebooks/manuals to begin the course learning actions soon. Therefore, they can reflect about those actions (will be expected, being in direct doing, and have been already done) in these courses. To begin with, in their interview (as presented in the next sections), student teachers explained about the major purposes and values of the courses they registered in the third term.

4.1.1. Student Teachers' Levels of Reflection in 'Theorizing' the Purposes and Value of Courses

In order to understand the levels of reflection, student teachers were asked to explain the purposes and values of those courses mentioned above. Accordingly, the responses are displayed in Matrix 4.2. Student teacher respondents explained about the purposes and values of the general school practicum including its teaching practices and action research (Matrix 4.2) but not for the course 'inclusive education (except some attempts were done by S6 and S2). They said according to the practicum orientation meeting and the experiences from teacher education courses, the major purposes of the courses 'school practicum' and 'action research' are mainly in exercising how to examine (in the case of action research) and practice (in the case of practicum and teaching practice) the practical (designing and delivering a lesson, handling students, observing the regular teacher, etc) version of the teaching profession. It also teaches about the overall school contexts and administrative issues via its portfolio accomplishments (S2, S3 and S7) from the school contexts.

Correspondingly, all student teachers, as the values of these courses, convinced themselves and announced that school practicum including its teaching practices and action research has big assignments in making them better school teachers because these courses will show the challenges (e.g. absence of chemicals and equipments in the laboratory of our schools) and their possible solutions (e.g. start to think for preparing and substituting with local materials) (S1). School practicum, for example, helps to experience about lesson delivery, students learning interest, classroom management, etc from the actual school settings (S2, S3, S7 and S8). Similarly, action research will serve as a tool for examining their practical skills on how to solve problems related to the teaching learning processes before we started our regular teaching engagements (S6). To explain further, student teacher S1 reported that though their actuality (while these courses are delivered) is not yet proven, from the orientation given, these courses seem critically important to prepare them as a teacher because '*መምህር ለመሆን ከዚህ የበለጠ የ መማሪያ መንገድ ያለ አይመስለኝም::ወደፊት የምትሠራውን ሥራ በተግባር መፈተሽ ማለት ነው::*'" This can be translated as 'to be a teacher, I do not think that there is any better way than examining our future tasks into the real practices.'

Student teacher S6 also contended that the discussions in the practicum orientation as well as in teacher education courses have capitalized the purposes of practical courses (e.g. school practicum, action research and teaching practice) because they will help them to know the right and wrong practices in teaching and related activities via practicing some activities such as developing lesson plans, experiencing teaching in front of students, exercising how to make notes, handling students, etc. before we are assigned as formal school teachers.

Regarding inclusive education, student teacher interviewees (except S2 and S6) did not say anything about the purposes and values of it. The main reason, as they explained, was its newness that they did not have any information about inclusive education. Student teacher S4, for example, noted that he did not know the exact mission and value of inclusive education because he had had nothing as experiences of this course before. Student teacher S7, for instance, said, "…because it is new, I didn't have any idea about

the purposes and significances of inclusive education for me as a student teacher." Student teacher S2 from the Faculty of Humanities and S6 from the Faculty of Social Sciences, on the other hand, attempted to explain something related to the course 'Inclusive Education' though S2 is totally out of the essences of what this course deals with. He noted that this course may orient them about the integrations/inclusions of different courses offered at the teacher education. Only S6 tried his best to say some related things with the purposes and values of this course. He said, "The course inclusive education will work to have basic skills in treating special need students in the class." Therefore, it is useful to facilitate special need students' learning (S6).

The data indicated that student teachers did not attempt the highest form of reflection, critical reflection. In other words, they did not question their own assumptions and the others' (teacher educators, instructional materials, etc) assumptions about teaching. Their reflective learning practices (Tsang, 2009; Zhu, 2011) therefore were more at descriptive level, and in some cases, they were non reflective (in the case of inclusive education) of course with some attempts of comparative level of reflection (Matrix 4.2). They were simply engaged in memorizing and reporting facts, procedures, values, etc which were discussed in the class as well as in the orientation sessions. They didn't want to go further through their own reading and analysis. One of the important indicators for this argument is that, except one student teacher (S6), no one reported about the essences and purposes of inclusive education though the student teachers registered and waited for starting the class The possible reason is that, unlike the other courses, since the course is relatively technical and peculiar, they could not guess and say something from their scanty experiences and from common sense like what they attempted to do in other courses (e.g. School Practicum).

Matrix 4.2 Levels of Reflection in Student Teachers' 'Theorizing' Processes about the Purposes and values of courses

Themes	*Courses*	*Responses*	*Respondents*	*Sources*	*Status*
Purposes	School Practicum	It engages student teachers to practice teaching and related aspects within the actual school settings	S1, S2…S8	-Practicum orientation meeting (POM) -Secondary school curriculum & instruction (SSCI)	DSCR
		It exposes student teachers about lesson designing, note making, and students handling	S1, S2, S4, S6 & S8		DSCR
		It encourages student teachers to discuss with regular teachers and university supervisors, visit the school compound, familiar oneself to the school management, etc	S2, S3 and S7		DSCR
	Action Research	It teaches student teachers on how to explore classroom problems and find alternative solutions which are workable in the given context	S1, S2…S8	-POM -Teachers as a reflective practitioner (TRP)	DSCR
	Inclusive education	Because it is new for them, they couldn't say any about its purpose	S1, S3, S4, S5, S7 & S8		NRLP
		It educates about the general and integrative nature of the courses found in the teacher education	S2	-----	NRLP
		It teaches about the basic knowledge and skills in treating special need students in the class	S6		CMPR
Values	School Practicum	Student teachers believed that it helps student teachers in experiencing the challenges and possible solutions from the real school environment before they employed as a teacher.	S1, S2,… S8	-POM -SSCI	CMPR
		They acknowledge that it helps to experience about lesson delivery, students learning interest, classroom management, etc from the actual school settings	S2, S3, S7 and S8		CMPR
	Action Research	It seems well understood that it equips student teachers with the skill of examining problems related to our teaching learning processes before we started our regular teaching engagements	S1, S2, … S8	-POM -TRP	CMPR
	Inclusive education	Nothing is indicated as its value but S6 appreciated about its support for helping special need students learning engagements.	All except S6	-----	NRLP

Keys: DSCR=Descriptive Level Reflection, NRLP=Non Reflective Learning Practice, & CMPR=Comparative Reflection

Student teachers, in their purpose and value explanation of the two courses (School Practicum and Action research) however claimed that they were convinced about and agreed up on the benefits of the practices, facts and theories found in these two courses and then they tried to appreciate and use them in their future teaching practices and action research endeavors. Such positions of a learner therefore can be taken as an attempt of comparative level of reflection because student teachers got convinced and became ready to actively learn and apply these two courses, as it is also indicated by writers like Otienoh (2011) and Whitton, et al (2004). Nevertheless, student teachers, with the exception of S6, were totally non-reflective in the case of explaining the purposes and values of inclusive education. From this discussion, it was learnt that student teachers were not in a position to think and then search some information at least for the courses they registered for until the teacher said something.

This, in other words, tells that they preferred to find knowledge only from their teachers which are really contradicting to the principles of constructive learning theories in general and reflective learning practices in particular (Zubizarreta, 2004; Hytonen, 1995). Therefore, in relation to explaining the purposes and values of inclusive education, though experience is decisive to reflect on, it is not healthy to find it only from the usual sources (e.g. the teacher educator and course books). Rather the learner has to strive to search from varied sources with different perspectives. Student teachers seem to be non reflective because there is no reflection without first hand experiences in thought as well as in practice scenario (Boud, et al, 1985; Morrison, 1996). In general, in most of their arguments for theorizing some facts and principles in teaching, student teachers were engaging mainly in descriptive level of reflection, in some cases in comparative level of reflection, and rarely in critical level of reflection. Their reflection levels were highly dependent on the nature of the content as well as the discourses made between them and the interviewer.

4.1.2 Levels of Reflection in Student Teachers' Practical Involvements of Course Learning

Here, the study presents and interprets the data related to student teachers' reflection while they engaged in actual practicing of courses through their teaching practices, lesson

planning, exam responses for essay items, and weekly journal writing engagements. In order to search data for such activities in their course learning, structured observation, to see how much student teachers teaching practices are reflective, and document analysis, to see how much student teachers written artifacts (lesson plans, examination responses and weekly journal writings) are reflective, were applied, in fact, with the support of data from unstructured observation.

4.1.2. 1. Student Teachers' Level of Reflection during Teaching Practice

Student teachers' teaching practice was one of the potential engagements to exercise reflection by designing and delivering open-ended, thoughtful and demanding lessons/tasks in order to transfer the lesson and its implementers towards questioning assumptions and to look something new in approach as well as in understanding. Therefore, In order to see how student teachers practice their teaching, structured observation (with 13 observation scale items) and unstructured observation, taking field notes when the researcher faced highly related events to the present research though it was in a disorganized manner, were used. Lesson observation was done twice (one with the presence of their supervisor and the other without him/her) for each of the eight student teachers although this report tried to merge the two observations and discussed the points that represented the respective student teacher.

With regard to the general information about sample student teachers' teaching practices, five (S1, S2, S3, S7 and S8) of the respondents were assigned in Ghion secondary school and the remaining three (S4, S5 and S6) in Bahir Dar Zuria Secondary School at Bahir Dar City. All were assigned to practice their teaching in grade 9 of the respective schools. Only student teacher S7, from Economics Department, was assigned in grade 11. The class size across grade 9 sections ranges between 38-45 students with a mean of 41 students per class. In grade 11, where S7 was practicing teaching, numbers of students were 32. Matrix 4.3 displays the result of structured observation about student teachers' school teaching practices.

Matrix 4.3: Levels of Reflection in Student Teachers' Teaching Practices Involvement

Themes	*Indicators*	*Time*	*Practitioner*	*Status*
Stopping to say any or delivering Confused explanations	• Metallic elements are good conductors of electricity because….. (unable to give reasons and stacked)	1-2'	S1	NRLP
	• The difference between conditional sentence I and II is …. (unable to proceed in showing the differences and stacked)	1-2'	S3	NRLP
	• The relationship between buoyancy and flotation can be explained … (unable to proceed in showing the relationship and stacked)	1-2'	S5	NRLP
	• Unclear messages even for the student teachers themselves		S2 & S6	NRLP
Factual Description	• Copying factual notes from the textbook (when the university supervisor was not around) or from their notebook (when the university supervisor was around) on the blackboard and ordered students to listen and copy it.	24-30'	S1, S4, S5, S6 & S7	DSCR
	• Copying factual notes from their notebook (when the university supervisor was/ or was not/ around) on the blackboard and ordered students to listen and copy it.	24-30'	S2, S3 & S8	DSCR
Experience support and interactive teaching	• Identify the major characteristics of metallic elements (S1), • Sort-out the basic features of conditional sentences (S3), • Identify the use of soil conservation for living things (S8), and • Make a relationship between your real experiences: 'Stone sinks and ball floats on water' with any of the laws in physics (S5). • (These were some of the issues mentioned for the group discussion)	8-13'	S1, S3 , S8 & S5	CMPR
	• Why plants with sun light exposure are greener than those lacking sun light? (As oral question for the class as a whole).	8-13'	S4	CMPR
Treating issues beyond the available facts	• There was no attempts of treating uncertain issues, interpreting some concepts beyond they are stating, copying with ill-structured issues, developing concepts, and showing how the implication of their lesson for the outside environment at large.	-----	-------	-------

Keys: DSCR= Descriptive Level Reflection, NRLP=Non Reflective Learning Practice, & CMPR=Comparative Re flection

The results obtained from the rating of structured observation in student teachers' lesson observation showed similar features irrespective of the nature of the contents they presented. Except two student teachers (S4 and S5), who were trying to design application tasks, all of them were describing facts, principles and formulas of their lesson frequently in their tasks for the group discussion (Matrix 4.3). Probably, student teachers [more than 80% of their instruction time (40 minutes)] discussed facts from the textbook. Even the tasks given for group discussion (e.g. by S1, S3 and S8) were 'what' questions which were straight forward and that possibly led student teachers towards listing some facts and principles found in students' textbook. For example, S1 from chemistry department asked students to identify the major characteristics of metallic elements, S_3, from English department, asked to sort-out the basic features of conditional sentences, and S8, from geography department, asked to identify the use of soil conservation for living things.

In their lesson presentations, S_4 from biology department and S5 from physics department gave some attention for applications of certain real experiences of students. As it is indicated in Matrix 4.5, student teacher S5 raised a group discussion question which went like: "From your real life experiences, you know that stone sinks and ball floats on water. How do you relate this phenomenon with any of the laws of physics?' After she collected students' opinion, the class agreed that the physics law related to this event is 'laws of buoyancy and flotation'. Similarly, S4 raised an oral question that initiates students' comparison ability. He asked students to explain why plants with sun light exposure are greener than those lacking sun light? Students forwarded their suggestions to the class and finally the class concluded that it is due to the presence (for plants with sun light) and absence (for plants without sun light) of photosynthesis. However, both S4 and S5 did not ask further 'why' and 'how' questions about the practical examples that they attempted in their teaching practices. If they had initiated such questions, it could have been possible to push their students towards critical reflection, and of course they themselves could have exercised reflective learning practices as well.

In general, the student teachers, as the structured observation indicated, tried to initiate students' interaction, use previous experiences, show differences and similarities among things and use practical examples very rarely though some of them (e.g. S2, S6 and S7) did not attempting it at all. Rather, in most of their instructional time, they all did factual transmissions from a textbook to students' exercise book. In all of the student teachers' teaching practices that the researcher observed there was no attempt of treating uncertain issues, dealing with 'how' and 'why' questions, interpreting some concepts beyond what they stated, coping with ill-structured issues, correcting his/her own mistakes, trying to work with concept development, and trying to show the implication of their lesson for the outside environment at large (Matrix 4.3).

The results of structured observation in school teaching practice showed that student teachers were intensively describing and showing what is found in the textbook as well as from what they know (or memorize) for their students. In fact, it is also difficult to conclude that the student teachers are sufficiently prepared even to describe the things found in the textbook as intended because in the structured observation, I saw some students (S1, S3 and S5) who did not do well organized presentations or who did not properly deliver their lessons. Some other lesson presentations (e.g. by S2 and S6), as the researcher observed, let alone for the students they teach, were not clear even for the student teachers themselves though they were striving to convince the class.

All the concepts discussed in the teaching practices in one way or the other are already studied now and then starting from secondary school to their first degree programs. The concepts also found in the secondary school textbook as well as in their presentation notebook which they prepared by their own selections. They had sufficient evidences, contents and experiences to reflect. Therefore, they did not lack content knowledge (since they experienced it many times) but unable to invest thinking even for doing simple recalling and description. As a result, in some cases they were failing even to describe what is available at hand. These student teachers' reflection level in that particular scenario did not reach that of some other student teachers' reflection level. In this case, they could be labeled as non-reflective (see Matrix 4.3).

The unstructured observation, on the other hand, indicated that student teachers were more prepared for their lesson when their supervisor was there than the lesson presentation with the supervisor's absence. In the presence of the supervisors, they got prepared well in lesson planning, teaching materials, dressing, etc. In the lesson presentation with the absence of their supervisor, they came carelessly even without the lesson plan but they were a bit relaxed in presenting the lesson. Through its unstructured observation, the study found that student teachers, in their post-teaching discussions with supervisors, were totally passive listeners without attempting to justify what the supervisor tried to comment but only student teacher S4 was doing better reactions for his supervisor's comments. The supervisor asked him why he did not use group discussion about the issue of photosynthesis instead of treating it as oral question for the whole class. S4 argued that he used oral questioning rather than group discussion because the issue of photosynthesis is not as such argumentative to make hot discussion about but a matter of consolidating the already available facts.

In general, it is possible to conclude that student teachers, in their teaching practices, were frequently practicing descriptive level of reflection and while rarely doing comparative level of reflection (due to some of the issues mentioned for group discussions by S1, S3 and S8, and indeed with the practical tasks mentioned by S4 and S5) (Matrix 4.3). There was no critical level of reflection at all; rather, student teachers stacked to say anything (S1, S3 and S8) for a minute or two or else they strived to deliver sort of distorted explanations (S2 and S6). Such attempts can be taken as non reflective learning practices (Matrix 4.3) because they were loosely reflecting (at least to the level of descriptive reflection) on the evidences raised at their teaching practices.

4.1.2.2 Levels of Reflection through Writing

The other data collection instrument of this study was document analysis. In relation to this, data were collected from student teachers' lesson plan, final examination responses and weekly journal writing as academic artifacts. These academic artifacts were used for exploring student teachers' reflective learning engagements through writing while they

were attempting to demonstrate/communicate their learning processes from its practical senses.

1. Levels of Reflection in Lesson Plan Preparation

Even though the faculty provided them the same lesson plan format for all types of disciplines, student teachers have certain rooms to prepare experience-based, doubtful and open-ended teaching and learning strategies, assessment techniques, and resource selection that enable to question the available assumptions. With this in mind, the data related to students' lesson plan preparation are schematized and displayed in Matrix 4.4. As it is indicated in Matrix 4.4, the given lesson plan format had general information (name of the school, subject, grade and section, date of the lesson, topic of the lesson, name of the student teacher's and number of students in the class by sex), lesson objectives, lesson topic/content, teachers and students activity, teaching materials, assessment techniques and time classifications for each activity.

Moreover, from the content analysis of student teachers' lesson plan, except the name of the teacher, the type of the subject and its lesson topic, the things are almost similar across different lesson plans irrespective of the differences in nature of their faculty, department, subjects, topics, and sub topics. Even though this is partly a problem of teacher education faculty, all respondents in the study, though they were from seven different departments, copied and employed the same lesson plan format that has the same procedures regardless of the nature of learners and contents they dealt with.

Therefore, student teachers' lesson plan development practice was totally descriptive level of reflection because it entertained a simple copying of the steps found in the format without making any kinds of adaptation for their own particular cases (See Matrix 4.4). The lesson plans which are analyzed in this study suggest student teachers do lesson introduction (revision of previous lesson and asking some motivating question which were not, in fact, indicated in the plan), presentation (presenting the main points of the day's lesson and introducing tasks for group work and any other forms of activities), stabilization (raising some assessment questions, clarifying the doubts of students, concluding the lesson, and if possible introducing the next day lesson).

Matrix 4. 4: Levels of Reflection in Student Teachers' Lesson Planning Practices

Themes	*Indicators*	*Planners*	*Status*
General information	This section includes name of the school, teacher, grade level, subject, lesson topic, department head and director	S1, S2,…S8	DSCR
Sample lesson objectives	At the end of this lesson students will be able to: -Define macro economics policy instruments (S7) -Differentiate between metallic and non metallic elements (S1) -Identify the basic features of conditional sentences in English (S3) - List the strategies for soil conservation (S8) -Show the steps of photosynthesis (S4), etc	S7, S1, S3, S8 and S4	DSCR
Main Contents	Macro economics (S7), metallic and non-metallic elements (S1), conditional sentence in English (S3), soil conservation (S8), Photosynthesis (S4), etc.	S7, S1, S3, S8 and S4	DSCR
Teacher's activity	Three major tasks such as revising previous lesson, presenting the day's lesson, and stabilizing the day's lesson.	S2, S6 & S7	DSCR
	Four major tasks such as revising previous lesson, presenting the day's lesson, Giving tasks for group/whole class discussion, and stabilizing the day's lesson.	S1, S3 , & S5	DSCR
	Five major tasks such as revising previous lesson, Brain storming questions, presenting the day's lesson, Giving tasks for group (S8) as well as for whole class (S4) discussion, and stabilizing the day's lesson	S4 and S8	DSCR
Students' activity	Listening the presentation, taking notes, asking and answering questions	S2, S6 & S7	DSCR
	Listening the presentation, taking notes, asking and answering questions, being active in group as well as whole class discussions	S1, S3 , S5, S4 & S8	DSCR
Teaching Materials	Only school textbook	S2, S3, S5, S6 & S8	DSCR
	school textbook and charts	S1, S4 & S7	DSCR
Assessment Techniques	Only oral Questioning (questions were not indicated yet)	All but S6	DSCR
	Oral questioning and students' presentation	S6	DSCR
Time allotment	For teachers' motivational explanations (3-5') presentation (18-20'), stabilization (3-5'), & students' interaction (10-14')	S1, S2, …S8	DSCR

Keys: DSCR= Descriptive Level Reflection, NRLP=Non Reflective Learning Practice, & CMPR=Comparative Reflection

Similarly, the lesson plan indicated students' activities as remembering previous day lesson, answering the brain storming questions, listening and writing notes while the

presentation is delivered, participating in a group discussion and assessment questions. All of the lesson plans reported that oral questioning is the major tools of lesson assessment techniques with the exception of S6, who added students' presentation as an assessment technique of the day's lesson. All of the lesson plans mentioned the textbook as teaching materials of the lesson though S1, S4 and S7 were including charts as additional resources. However, only S1 used charts in his lesson delivery but S4 and S5 did not.

From the analysis of student teachers' lesson planning, it is evident that though lesson plans were not properly used and followed by the student teachers, all the components were interrelated in a straight forward fashion in such a way that no irregularities were facing while the process of teaching learning of different subjects and of different groups of students (Matrix 4.4). The format seems to have oversimplified contextualization of teaching which might stand against the current conceptualizations of teaching and learning including the reflective learning practices (Darwin, 2000) that is mainly grounded on constructivist paradigm, a paradigm advises that learning should be more of process based and flexible (Crosby, 1988). Rather, all the lesson plans analyzed in this study seemed more appropriate in guiding behaviorist approach classroom teaching and learning than facilitating the constructivist learning approach classrooms, which is the basic ground for reflective learning practices - the central agenda of this thesis.

As reflective practitioners, student teachers ought to leave room for the ideas and practices that might be developed and merged in the processes of the teaching learning activities (Larrivee, 2008) because the very features of being reflective is being flexible and open to take any relevant ideas and/or practices in order to change the assumptions that we had before (Brookfeild, 1995; Dewey, 1933). This implies that the format and quality of student teachers' lesson plan are irrelevant for reflective teacher education programs in general and for making the student teachers reflective learners in particular. This might be one of the reasons that student teachers were failing to do comparative and critical levels of reflections in their lesson plan preparations (Matrix 4.4) and teaching practices (Matrix 4.3). Hence, from their lesson plan preparation, student teachers did not

make any attempt to practice their learning via reflection though the problems mainly attributed on the format availed for them to use as a road map for their lesson planning.

Moreover, the unstructured observation of this study revealed that this less quality and irrelevant lesson plans were prepared while their supervisor was there, just for the sake of formality and evaluation. Otherwise, student teachers did not take it as a document which is important to deliver their teaching practices. Rather, student teachers took their short notes and textbooks as critical documents for their teaching practices. So, the lesson plans prepared by student teachers seemed to be more of confusing in its philosophy with reflective teacher education paradigms that Ethiopia has claimed currently (MoE, 2009) on the one hand, and student teachers were disinteresting about it and its value for their lesson delivery, on the other hand. To conclude, let alone facilitating reflective learning practices, the contributions of lesson planning for student teachers learning is below the expected. Instead, it entertained a kind of inconsistency between what the reflective teacher education program assumes (process approach planning as constructivists suggested) and what the current lesson plan format (product approach planning), which is a behaviorist/performance-based model lesson plan intends.

2. Levels of Reflection in Essay Type Examination Responses

From the very concepts of assessment essay items are subjective in order to examine students' free thought and practice that may extend from simple analysis of course concepts, their practical application and then questioning their assumptions (Guba & Lincoln, 1985). With this notion, this section attempted to present and analyze final exam essay item responses for the courses 'Teachers as a Reflective Practitioner', 'Inclusive Education' and 'Subject area Methods II' (in Matrix 4.5). The course 'Teachers as Reflective Practitioners', in its final exam, has contained 10 true / false, 17 multiple choices, and one easy type items. The easy item asked student teachers about major components of action research as a tool for reflection in teaching. Though essay items are expected to request students in making relationships and even questioning assumptions, the essay question of this course in the first place encourages student teachers to list the components of action research report and then to define them. Therefore, the question,

though it is labeled as an easy item, seemed close-ended and it asked student teachers to memorize what was discussed and written in their exercise book or on the hand out provided to them. In spite of these facts, some of the respondents of this study (S_1, S_2, S_4, S_7 and S8) attempted to describe the components partially, with no explanations. On the other hand, S3, S5 and S6 left this question almost open and therefore they scored zeros. This tells that the student teachers, let alone practicing higher level reflection by making comparisons between the questions raised and the experiences they had, they seemed to have failed even to describe what they already discussed in the class and exercised in their action research group proposals.

Inclusive education was the second course the final essay exam response of which was presented and analyzed. It had 14 true/false items, 4 matching items, 20 multiple choice items and one easy item. The essay items asked the student teachers about the contributions of the course inclusive education for them, as prospective teachers. Student teacher respondents, for example, S_4, S5 and S8, responded the item by listing the significances of inclusive education with limited and improper explanations. Student teachers S1, S6 and S7 left the question vacant and they scored zero. Respondents S2 and S3 from English department, on the other hand, attempted to give better explanations about this question. S2 responded that this course helps to improve his outlook not only to support students with special needs in the class but also to influence the curriculum development processes to have certain packages for special need children because he said the curriculum is the main agent to govern the classroom practices. He added this course changed their mind to go further for insisting educational managers to fulfill the necessary equipments and institutional settings for these children. Student teacher S3, on her side, explained that this course teaches them helping students with special needs is not only a professional obligation but also a moral obligation too.

From this analysis, in general, this study has learnt that, except the two student teachers (S2 and S3), student teachers were performing the lower level reflection (descriptive) and even some of them (S5, S6 and S7) were totally non-reflective because they could not recall and report what they have already discussed in the class. However, the essay

responses of S2 and S3 can be considered as higher level reflectors. They were not informed by some other sources and then they simply recalled and described as they were informed. It was learnt that S2 and S3 did critical level of reflection in their essay examination responses of inclusive education. The reason is that they questioned assumptions that most literature agreed as 'the teacher is mainly responsible for his/her classroom practices.' Rather, these two student teachers tried to explain the question in detail by adding their own moral obligations such as influencing the curriculum developers and the educational officers (as stated by S2), and taking it more than a professional obligation (as stated by S3) which is a bit beyond their role as a teacher and the scope of the course inclusive education to some extent.

Subject area method II was the other focus for examining its essay examination responses. Regarding this course, the researcher was able to collect the exam responses only for biology, chemistry, geography and English subject area methods, but the researcher was not able to get exam responses for physics, economics and civics and ethical education due to the reason that these courses were finished a bit earlier and therefore course instructors were not in a position to find student teachers' exam paper. The Biology 'Subject Area Methods II' had 10 matching and 7 essay items which required the applications, analysis, and reflection skills of the student teachers. In fact, four of them were asking description of facts. In any way, S4 from Biology department did not write anything for questions 5, 6 and 7 which were asking further reflections about the course. He tried to list some points for questions 1, 2, 3 and 4 which were asking student teachers to list few facts though his descriptions still were below the standard.

As it is indicated in Matrix 4.5, for example, the first essay question was stated about writing down three instructional objectives that address all the educational domains. For this question, S4 responded that at the end of this lesson students will be able to: (a) Explain the advantages of microscope, (b) List parts of microscope, (c) Define microscope, and (d) Know the advantages of microscope. He wrote objectives which were overlapping (e.g. responses 'a' and'd'). To add one more example, the third essay

question asked student teachers to list the major components of a lesson plan. For this question, S4 only mentioned name of the school, teacher's name, section, time allowed and objective of the course as major components of a lesson plan (Matrix 4.3) though contents, students' activity, teacher's activity, etc are parts of lesson planning. This implies that S4 did not address the questions mentioned above properly although these topics were intensively discussed in different courses (such as 'secondary school curriculum and instruction', 'subject area method II' and 'school practicum') offered in the teacher education program.

To explain in some more detail, S4 totally forgot the major components of a lesson plan, except that he included lesson objectives; rather, he recalled the optional (complementary) issues of a lesson plan (name of the school, the teacher,…). Similarly, in his attempt to write lesson objectives, in addition to repeating ideas unnecessarily, he failed to make his objectives varied in line with the three Bloom's taxonomy, as the question intended to do, although Bloom's taxonomy is a topic that was treating in different courses such as 'Secondary School Curriculum and Instruction' and 'Psychological Foundations of Learning and Development'.

Ten true / false items, five matching items, twenty multiple choice items and one essay item were included for the final exam of chemistry subject area method II. The essay item asked student teachers about problem solving and demonstration as methods of teaching in chemistry. The question seems very good at least to check student teachers middle level reflection (i.e. comparative reflection). Student teacher S1, from chemistry department, tried his best to address the question. He stated, "These two not have clear demarcations problem solving method is used to learn topics with more of problematic contents such as calculation, abstraction and theory- focused" [sic]. Demonstration, as to my understanding, is relevant good for practical and skill related topics mainly for experimental courses in chemistry [sic]." Here, S1 attempted to show certain relationships between the types of instructional methodology and the nature of the content which might be best delivered through these methodologies. Therefore, he tried to practice comparative reflection for his learning via examination.

Matrix 4.5: Levels of Reflection in Student Teachers' Examination (Essay Items) Responses

Courses	Themes in the item	Responses	Respondents	Status
Teachers as a reflective practitioner	Mention and explain the major components of action research as a tool for reflection in teaching.	They simply listed the components such as introduction, what is my concern, and what did I do(S1), what is my concern, why I am concerned, and what did I do (S2), introduction, why I am concerned, and What I have learnt (S4 & S7), and what is my concern and why I am concerned (S8), in fact, with no explanations in all cases	S_1, S_2, S_4, S_7& S8	DSCR
		Some leaved the question open	S3, S5 & S6	NRLP
Inclusive education	List and to explain briefly about the significance of the course inclusive education for student teachers, as prospective teachers	paying attention for disable students, giving equal opportunities, and treating variations fairly (S4 & S5), paying attention for disable students including the gifted, using variety of teaching methods (S8)	S_2, S_4, & S8	DSCR
		It helps to improve his outlook not only to support students with special needs in the class but also we teachers have to influence the curriculum developers and educational managers in order to have proper equipments and institutional settings for children with special support.	S_2	CRTR
		It informs that helping students with some special needs is not only a professional obligation but also a moral obligation therefore she changes her mind to exert maximum efforts in order to support children with special needs.	S3	CRTR
		Some leaved the question open	S1, S_6& S_7	NRLP
Biology subject area	Assume 'microscope' as atopic and write down three instructional objectives	(a)Explain the advantages of microscope, (b) List parts of microscope, (c) Define microscope, and (d) Know the advantages of microscope	S4	NRLP
	List the components of a lesson plan	Name of the school, teacher's name, section, time allowed and objective of the course		NRLP
Chemistry subject area	Compare and contrast between problem solving and demonstration methods	Problem solving method is used to learn topics with more of problematic contents but demonstration is relevant for practical and skill related topics	S1	DSCR
Geography subject area	Identify and explain the qualities of an excellent geography teacher	Encourages students learning, gives good and faire grade, prepares exam from our discussion, has good commands in subject matter and pedagogical knowledge	S8	DSCR

Keys: DSCR=Descriptive Level Reflection, NRLP=Non Reflective Learning Practice, CMPR=Comparative Reflection, & CRTR=Critical Reflection

Geography subject area method II final examination had five true/false, 5 matching, 20 multiple choice and 1 essay items. The essay item asked student teachers about the qualities expected from an excellent geography teacher. Student teacher S8 from geography department answered this question as, "(a) The teacher who encourages students learning, (b) He gives good and fair grade (c) He prepared exam form our discussion (d) He is good in subject matter knowledge and (d) He has pedagogic training." Though the question insisted to give more explanations with brief and clear sentences, S8 simply listed some quality indicators of teachers and left it without explaining further how and why these lists of items could be quality indicators. Therefore, she attempted to describe some features of a good teacher from her experiences at different teacher education course deliveries and from her teachers' practice in schools. To conclude, therefore, she slightly attempted the lower level of reflection (i.e. descriptive).

Subject Area Method II for English was the other focus of this study. The final exam of this course has contained 20 multiple choices, six short answers / fill in the blank / and 1 essay item. The essay item was providing some major activities that an English teacher did in her class as a model. Then, student teachers were asked to do comments on the activities that this 'model teacher' did in the class. The responses of student teachers S2 and S3 for their English subject area method II essay item was summarized in Matrix 4.6

This study has two participants (S_2 and S_3) from English department. The response of S_2 for this essay question was as follow:

> First of all the teacher does not well prepare with related materials. The students like to know about the stages of reading (pre-reading while-reading and post-reading) before they go to treat this task. And she does not motivate the students to read the text not only this one but also the teacher doesn't give her conclusion at the end of the lesson [sic]. In addition to this she cannot encourage students to do within a group, pair or individual work, as a teacher. She must use at list the stage of reading and final conclusion. This is my personal comment. I will be the best in my class room based on the course about I thought [sic].

Matrix 4.6: Levels of Reflection in Student Teachers' Examination (Essay Item) Responses for the Course Subject Area Methods II in English

Course	Themes in the item	Responses	Respondents	Status
English Subject Area	The model teacher invited students to read a passage in their textbook and attempt the two exercises which are requiring skill of inferences and implied meanings and of course in conducting whole class discussion. She checked students whether they finished or not without saying any wordings. The item then asked student teachers to do comments on this teacher.	She seems unprepared for the lesson because students have to be motivated and introduced at least for the stages of reading. She also didn't invite students to do the tasks in group, pair or individual work. I will be the best teacher by using the courses I have learnt	S2	CMPR
		She spent the whole period in doing only one task rather than teaching other lesson including doing previous lesson summery. She was focusing only student centered teaching with no knowledge sharing among students because she checked everyone's exercise.	S3	NRLP

Keys: NRLP=Non Reflective Learning Practice & CMPR=Comparative Reflection

S_2, in his responses of this question, attempted to comment that the teacher did not follow the usual patterns of teaching: Introducing some hints (e.g. stages of reading), raising motivating ideas, ordering students to do in some way, and then lastly she lacked giving conclusions about the lesson. As a result of this, he claimed that this teacher is not well prepared. This study agrees with most of the comments forwarded by S_2 if and only if we promise to lead the teaching learning process with certain formulas like almost all of the student teachers followed throughout their lesson plan preparations and teaching practices irrespective of the nature of the content, students and availability of resources. However, though teaching has to have certain procedures and rules to make it relatively systematic, it is more of context-dependent task (Edward, et al, 2002) than governs with rules and principles learnt in the university (Schon, 1983).

To sum up, S_2 attempted to criticize the aforementioned teacher's teaching practice in line with the formulas and procedures of teaching that he has learnt in different courses of the teacher education. It is not bad he attempted to recall and use what he has learnt in the class. Therefore, the responses (learning practices) of S2 relatively can be placed in comparative level of reflection (Matrix 4.6). However, in his writing, he failed to see

things out of the rule in flexible and open-minded manner. Therefore, he did not appreciate the open-ended approach that this 'model teacher' tried to follow. This 'model teacher' has developed a kind of strong task that demands the skill of inferring implied meanings from the given reading passage. On top of this, her interference towards students' learning was minimal but allowed students to discuss freely in a whole-class discussion and then she gave the mandate to students to conclude by themselves. This approach, as far as my knowledge is concerned, facilitates critical thinking for the students because it is highly open-ended and challenging rather than always relating such approaches as performances of unprepared teacher.

The response of S3 for this essay question was:

> I want to give the teacher comments that is related her class activity [sic]. There is no good teaching and learning processes because she has spent the time on only doing exercises rather than teaching other lesson and there in summarize the previous lesson [sic]. Not only, but also this teaching and learning process was focused on only student centered [sic]. There is no sharing knowledge of students because each exercise is checked by only teachers than students she included here [sic]. And there is reflection of inference and implied meaning that may be included.

The responses given by student teacher S_3 seemed to be unable to understand what the question says. The responses given by S3 therefore was almost meaningless in its conceptual, logical as well as language aspects. For example, what is wrong if a teacher has stayed in doing different exercises throughout his/her period as long as he/she found that approach is relevant for students' learning of that day's lesson? Is there any problem for a teacher to use student-centered teaching if other things being constant? S3, moreover, claimed that as if this 'model teacher' didn't appreciate knowledge sharing among students but 'she' invited to conduct whole-class discussion. Therefore, this study understood that the responses of S3 were somehow difficult to level it as either of the levels of reflection (descriptive, comparative and critical) because it seemed totally out of the point of discussions that the essay item wants to check. Hence, it is possible to say that S3 did not reflect in any of the levels of reflection (Matrix 4.6).

3. Levels of Reflection in Student Teachers' Weekly Journal Writings

Student teachers' weekly journal writing was the other document that this study analyzed. The researcher adapted some items from Erginel (2006) and translated into Amharic in order to initiate student teachers' weekly journal writing for the course School Practicum (with 4 items) and subject area method II (with 5 items). The weekly journal writing guiding questions requested students to reflect about major learning events, discussions with a supervisor, most important and unique events that they faced, and how they feel themselves as a teacher, and other related experiences of the week with sufficient examples and justifications (see Appendix B). Guiding items of weekly reflective journal writing were asking student teachers to write and reflect their assumptions about the courses for them to be a teacher, unique and surprising events/experiences in the course of the learning actions, and how they feel themselves as a teacher while the learning actions are going on, etc and why. Weekly reflective journal writing and its items, therefore, have a capacity to initiate student teachers towards practicing reflection through writing while their learning is in progress. Accordingly, student teachers wrote their weekly reflection journal while they were engaging in learning these two courses. All the eight student teacher respondents of this study completed their weekly journal writing about the course 'School Practicum' which was presented in Matrix 4.7

Student teacher respondents, in their weekly journal writing of the course 'School Practicum' mainly focused on how much this course helped them to understand the practical aspects of teaching in experiencing what was going on the real schools. In this journal, they also mentioned points related to practicum supervisor and their perception about themselves being a member of the teaching profession in general. With this in mind, almost all of the student teacher respondents, in their journal writing, appreciated the lesson that they got about students handling, selecting very important ideas from a text, making note, designing tasks, planning lessons, maintaining time plans, and practicing teaching in front of the actual students (S1, S2, S3,…S8) (Matrix 4.7). It also encouraged to learn on how to motivate students and arose their interest (S4 and S6), and indeed to learn about school environment and teacher-director relationship (S5) (Matrix

4.7). For example, respondent S2, in his journal writing reported, “In practicum course implementation of this week, I have learnt how to handle students in the class, arrange tasks for the group as well as individual work, make notes, manage time, utilize appropriate teaching methodology, and treat classroom questions.” Student teacher S6, moreover, explained that he understood about how to (a) handle varieties in his class, (b) maximize students interest and participation towards learning (c) learn positive practices form regular teacher, (d) budget time and plan a lesson and (e) cope with the school in general and the teaching practice engagements in particular. The other student teacher S5 also reported that she has learnt about students overall behavior, participation, school environment, teacher-director relationship, school problems, teachers’ teaching practices, etc.

Only three student teachers (S2, S6 and S7) have indicated unique events in their practicum implementation of the week (Matrix 4.9). As student teacher S2 recounted:

> A unique event that I faced was that, one day in a week, since there was a staff meeting in the school, the school was expecting us to substitute the regular teachers and to teach. However, I couldn’t do that assignment because I was not prepared for delivering teaching rather conducting observation with the regular teacher. As a result, the section was free. Form that I have learnt that the teaching profession needs maximum care in preparing ahead and to be on time.

As a unique event, the student teacher (S6) also explained, “… the supervisor was coming to my class without informing me so that I became nervous and my students too. From this, I have learnt that teaching needs to stay nearby at all times… not only for teachers, but also for students” Furthermore, student teacher S7 faced students who asked questions and did continuous arguments deliberately and rigidly in order to confuse him and seek attention from the class. Regarding this, he said, “I understood that I, as a teacher, need to examine whether students’ questions are genuine or just for disturbing and killing the instruction time.”

In their weekly journal reports all student teachers (S1, S2, S3…S8), except S4, , stated that they got very important and relevant comments from their supervisors though supervisors were less committed to show up on time to follow up the process of the school practicum in general and the teaching practice activities in particular (Matrix 4.7).

Respondent S5, for instance, wrote that because the supervisor was an experienced professional in education, he told her that she has to improve in her future teaching through their post-teaching discussion. Student teacher S8 also stated, “I have got number of important lessons from my supervisor though our contact was for around 30 minutes.”Student teacher S4, however, reported that he was not satisfied with the comments of his supervisor. The supervisor, he stated, was raised irrelevant comments (e.g. you are not a man created to be a teacher) instead of telling exactly what his weaknesses and strengths were from the teaching practices he did. The problem might have emanated, according to S4, because supervisor’s specialization differences (who has specialized in special needs education).

Regarding student teachers’ assumption of teaching as a profession in general and then their self esteem as a teacher, they agreed that teaching is a respectable and interesting profession because it is full of freedom (S3 and S7); it is important to shape the future generation (S1, S5 and S4); and it encourages them to explore further knowledge (S3, S6 and S7) (Matrix 4.7). However, they reported that because teaching is tiresome and low income profession, it needs commitment, tolerance, preparedness (S1, S2, S3, …S8) in order to deliver an effective, well organized (S3, S4 and S6) and communicative (S6, S2 and S7) teaching and learning. Otherwise, it is very difficult to be successful in it (S6 and S7). Student teacher S5, for example, reported, “Teaching is a profession that needs maximum preparation and commitment, patience and time management because it is responsible to shape generations of the future.” Respondent S4, moreover, noted that though teaching is full of contextual problems that the teacher has to follow, think, and solve attentively, it is the best profession. For student teacher S2, “…teaching is really a respectable and best profession but needs patience, sense of responsibility, hard work, and being explorative in order to deliver effective teaching in coping with the challenges including its poor salary which is not sufficient even for their basic needs.”

Student teachers in their weekly journal writing about the course ‘School Practicum’ (as Matrix 4.7 indicated) attempted to practice the comparative and critical level of reflection by explaining the values of certain practices (students handling, note making, task

designing, lesson planning, etc) in teaching, as comparative level of reflection, which have contributions to scale up their conceptualizations and skills in the practical version of the teaching profession. Moreover, their journals claimed that preparation, readiness at any time, commitment, effective communication, etc are mandatory for teachers. As an attempt of critical reflection, student teachers also appreciated teaching as a profession though the environment informed them the other way round. In fact, there was no clear evidence whether their teacher education courses oriented them about the goodness of the teaching profession or their critical analysis did so.

For the course 'Subject Area Method II' student teachers (S1, S3, S4, S5, S7 and S8), were developed and submitted weekly journal reports as it is presented in Matrix 4.8 though student teachers S2 and S6 failed to do so. The writing in the weekly journal about the course 'Subject Area Method II', in general, as it is displayed in Matrix 4.8, contained the topics discussed in the week, their values to prepare them as a teacher, major implementation strategies employed, and some cases on the relationship of these topics with previous course experiences such as 'Secondary School Curriculum and Instruction' (S1, S3 and S4) and first degree major area courses (S3 and S4). However, all of them reported that they did not face any kinds of unique or surprising events in relation to their learning of subject area method II.

The main topics included in the journal were chemical concept map and planning the lesson in chemistry (S1), variety of teaching methods in English (S3), testing techniques in biology (S4), the trends of physics curriculum and its philosophy (S5), etc (Matrix 4.8).

About the values of the topics treated within their subject area courses of a week, student teacher S1, for example stated, "I understood that concept map in chemistry teaching is important to share my knowledge to students clearly and in a short period of time." Student teacher S3 noted that she learned some examples in practicing different methods from colleagues as well as from my own micro teaching presentation.

Matrix 4.7: Levels of Reflection in Student Teachers' Weekly Journal Writing for the Course School Practicum

Course	Themes Emerged	Views Reported	Respondents	Status
School Practicum	Values	It was useful to develop knowledge and skill about students handling, selecting very important ideas from a text, note making, task designing, lesson planning, time management, practicing teaching in front of the actual students.	S1, S2,…S8	CMPR
		They learned important points on how to motivate students and arose their interest	S4 & S6	CMPR
		They learned about school environment and teacher-director relationship	S5 & S8	CMPR
	Unique events	Since there was staff meeting in the school, the school was expecting student teachers to substitute the regular teachers and to teach. However, I couldn't do that assignment because I was not prepared for it. Form that I have learnt teaching profession needs maximum care in preparing ahead and to be on time	S2	CMPR
		Because the supervisor was coming to his class without informing him, the class was instable. Therefore, he has learnt that teaching needs to be standby in all the times not only for teachers but also for students.	S6	CMPR
		He noticed that there were students who asked questions for killing the instruction time and disturbing the class. Hence, questions from students should be seen carefully	S7	CMPR
	Supervisor's Role	They gave very important and relevant comments though they were less committed to be on time and to follow the process of the school practicum in general and the teaching practice activities in particular. They came only for one day supervision.	S1, S2, …S8	CMPR
		Because his supervisor was not a biologist, he missed the frames of the contents that S4 taught therefore they didn't agree in their post-teaching practices discussion.	S4	CRTR
	Perceive themselves as a teacher	Though the environment informed them about the negative aspects of teaching, they tried to promote its positive aspects in such a way that teaching is respectful and interested profession because it is full of freedom (S3 and S7), responsible to shape the future generation (S1, S5 and S4), and always with knowledge exploration (S3, S6 and S7). As a result, they feel proud to be a teacher though the working environment and its income is somehow discouraging (S1, S2, …S8).	S1, S2, …S8	CRTR

Keys: CMPR=Comparative Reflection & CRTR=Critical Reflection

As student teacher S8 reported, in their group discussion about the techniques about effective teaching, they were discussing that students' ability, the nature of the content, etc determine their preferences in methodology. For example, they agreed that, unlike group discussion, lecture might be better for more matured students (e.g. Grade 12) than less matured students (e.g. Grade 8). Differently from the others student teacher S7 wrote that, although knowing the basic formulas in economics as a catalogue is very important, he experienced negative connotations for the teaching profession while their subject area course delivery was in progress. This student teacher further reported:

> … of the four periods in the week subject area method teacher came class only one day and discussing very general formulas and concepts in economics. He didn't say anything about on how to teach economics. In the first place, he seemed disinteresting about his assignment for the course. Next, he seemed less trained and prepared to teach this course. Therefore, this class insisted me to develop negative attitudes towards teaching because both the teacher of this course and student teachers were openly discussed about how much the teaching profession is inconvenient in many aspects especially in its salary and students' misbehavior. However, I still recognized that teaching is a nice profession because it is always with reading though its payment is not self sufficient.

According to their reflective journal for the course 'Subject Area Method II', student teacher respondents in one way or another stated that teaching is a profession with freedom of thought, practice and of course with creativity though they mentioned limitations such as difficult and demanding (S1, S3,S4 and S5), less payment (S7 and S4) and students' misbehaving (S8) (Matrix 4.8). For example, S5 wrote, "… teaching is relatively good profession though it needs stability, reputation and commitment. Therefore, "**አሁን ላይ ሁኜ ስለመምህርነት ሳስብ ለወደፊቱ ብቁ መምህር ለመሆን ትልቅ የቤት ስራ እንደሚጠብቀኝ ለመረዳት ችያለሁ**::" Its translation might read as 'These days when I think of becoming a competent teacher in the future, I understand that there is a big assignment expecting me'. Respondent S3 also reported that she learnt teaching is a very good profession though it is demanding. For respondent S1, a teacher should be a person who is hard working and is able to see things from multiple dimensions. She expressed her feeling as she was very interested to be a teacher though students' misbehavior might be taken as a serious challenge (S8).

Matrix 4.8: Levels of Reflection in Student Teachers' Weekly Journal Writing for the Course Subject Area Methods

Course	*Themes Emerged*	*Views Reported*	*Respondents*	*Status*
Subject area methods	Major topics dealt	Concept map and planning the lesson in chemistry (S1), variety of teaching methods in English (S3) testing techniques in biology (S4), the trends of physics curriculum and its philosophy (S5), basic formulas in Economics (S7), and the meaning and process of effective teaching in geography (S8)	S1, S3, S4, S5, S7 & S8	DSCR
	Values	Concept map is important to share my knowledge to students clearly within short period of time	S1	CMPR
		Working with variety of teaching methods is useful to get practices and then readiness for later	S3	CMPR
		Although knowing the basic formulas in economics as a catalogue is very important, he experienced negative connotations for the teaching profession	S7	CMPR
		She learned that students' ability, the nature of the content, etc determine her preferences in teaching methodology	S8	CMPR
	Perceive themselves as a teacher	Like they did for the course 'School Practicum', in one way or another they were stating that teaching is a profession with freedom and creativity though they mentioned limitations such as difficult and demanding (S1, S3, S4 and S5), less payment (S7 and S4) and students' misbehaving (S8)	S1, S2,… S8	CRTR

Keys: DSCR= Descriptive Level Reflection, CMPR=Comparative Reflection, & CRTR=Critical Reflection

As they discussed above, in their weekly journal writing about the courses 'Subject Area Method II', student teachers listed the concepts and related values that they learnt in the week. As it is clearly mentioned in Matrix 4.8, they recalled and listed the topics (e.g. chemical concept map, testing techniques in biology, etc), as descriptive reflection, that they have covered within the week. As comparative level of reflection, they also reported that the relationships of these topics with previous course (e.g. Secondary School Curriculum and Instruction) experiences and the values that they obtained from the lesson. Like that they reported in school practicum, in weekly journal writing of this course, student teachers showed an attempt of critical level of reflection (See Matrix 4.8)

via appreciating the constructive sides of the teaching profession irrespective of the challenges it has.

Therefore, it is possible to conclude that the statements and arguments in student teachers journal writing included all of the three levels (descriptive, comparative and critical) of reflection because, as Yost, et al (2000) contended, they listed the topics that they discussed, the concepts that they got, and they tried to recognize their values (e.g. how the lesson obtained in the practicum course initiates them for practical aspects of teaching) about teaching. Besides, a few statements in student teachers' weekly journal writing about the two courses could be labeled as critical level of reflection because they attempted to question certain assumptions (as indicated in Matrices 4.7 and 4.8) (Brookfeild, 1995; Hellen, 2011). For example, student teacher S4 attempted to justify why the discussion between him and his supervisor was finalized in disagreement with inappropriate communication (e.g. you are not a man to be a teacher). Student teachers, in their critical level of reflection, also tried to convince them that teaching is a respected profession though the overall environment, as Yeregashewa (2014), AAU (2013) and Kedir (2006) reported, informed them the other way round. That is to say, teaching is the most neglected profession in encouraging its professionals materially as well as psychologically.

To conclude, as it is presented and interpreted in this section, student teachers practiced more reflective learning when they attempted to theorize about certain issues than practicing it. That is why their reflection for the teaching practices (Matrix 4.3), essay exam responses (Matrix 4.5) and lesson plan development (Matrix 4.4) tended to the lower level of reflection (descriptive) and totally being non reflective. On the contrary, their reflection for stating the purposes and values of courses they took during the third term was relatively at a good status for them to perform comparative reflection though they were poor for the courses that did not have experiences (e.g. reflection-for-action of 'inclusive education').

In relation to weekly journal writing, even though this study assumed it as practical engagements for learning about teaching, student teachers seemed to report it just by 'theorizing' with their own common senses and argumentations rather than grounded it on certain practical evidences from the learning practices of the two courses. This might be the case that student teachers' weekly journal writing has contained reasonable amounts of comparative and critical levels of reflection (Matrices 4.7 and 4.8). Otherwise, genuine critical reflective learning practices seemed unavailable in student teachers' journal writing; teaching practices, lesson planning and examination responses. This finding is consistent with the works of Husien (2006), Dereje (2009) and Tadesse (2013) who claimed that both student teachers (in the teacher education) and school teachers were involved in lower level, procedural and technical reflection. Writers from abroad (Luttenberg & Bergen, 2008; Liakopoulou, 2012; Hellen, 2011) also found that student teachers preferred more closed reflection (e.g. descriptive/technical) than open kinds of reflection (comparative and critical).

4. 2. Forms of Reflection in Student Teachers' Learning Engagements

The other feature of reflection is its occurrence in relation to the position of the action delivered by the reflector. Just to remind, a reflective learner is expected to reflect 'for action', 'in action' and 'on action' (Schon, 1983; Schmuck, 1997) in continuous manner with cyclical nature unlike problem solving does (Bengtsson, 1995; Schmuck, 1997). With this assumption, this study interviewed student teachers before their course learning actions are started, as reflection-for-action, while the course learning is in progress, as reflection-in-action, and after the course learning is finished, as reflection-on-action, in order to see their level and amount of reflection in each case. Below, the data, which are related to this issue, are presented and interpreted.

4.2.1. Statuses and Levels of Student Teachers' Reflection-for-Action

To examine student teachers' status and level of reflection-for-action, the researcher asked them about their plan on how to handle challenges and related preparations in learning the courses they registered for.

4.2.1.1 Student Teachers' Reflection-for-Action in 'Theorizing' about Possible Challenges in Learning

Student teachers were asked to respond about their plan on how to handle their learning and the related challenges while the third term teacher education courses were delivered. Their reactions for the concerns raised under this topic are displayed in Matrix 4.9. Different responses were mentioned about on how to handle student teachers' learning engagements in the courses of the third term. Student teachers S3, S7 and S8, for example, claimed that they did not have any proposals ahead for coping with possible challenges and then having better learning of the courses they registered for (Matrix 4.9). Respondents S3 and S8, for instance, did not think any alternative thoughts to handle the challenges ahead because it is possible to manage challenges in cooperation with school teachers and university supervisors at a spot.

Comparatively speaking, these student teachers seemed to be without any kinds of mental readiness or preparation for the courses they registered; rather, they relied on school teachers and university supervisors in order to solve their problems. If this is the case, it is unlikely to get reflective kinds of learning from them because reflection emerges while actions (practical as well as theoretical) are there (Moore-Russo & Wilsey, 2013). In addition, according to Morrison (1996), reflection emerges from data/evidence based mind rather than an empty mind in a certain topic/subject under discussion. What is more, they attempted to defend themselves from certain responsibilities and expect everything from others (Whitton et al, 2004), which is not actually the features of reflective learners.

Respondents (S1, S4, S5 and S) suggested different strategies on how to handle students while they are engaged in their practicum and action research courses. S1 claimed to have smooth relationship with all the instructors and friendship approaches with students. S4 wanted to study the interest of students and then act in accordance, if not he would try to discuss the issue with the respective bodies. S5 intend to handle students according to their behavior rather than condemn them. S6 planned to use congruent communications for all the school community including teachers.

Matrix 4.9: Student Teachers' Reflection-for-Action in 'Theorizing' about the Plans for Coping with Possible Challenges in Their Learning

Possible Challenges	*Planned Solutions*	*Respondents*	*Status*
No challenges expected	Few student teachers did not start to think the challenges may face in their learning at the third term	S3, S7 & S8	NRLP
Negative attitudes of stakeholders	Making smooth and friendship relationship with supervisors, teachers and students thereby to have better knowledge in teaching and then better grades for the courses in this semester	S1	CMPR
Students' misbehaving	They planned to study the interest of students and then acted in accordance if not he will try to discuss with the respective body (S4), and, as discussed in course works, to use congruent communications for all the school community including teachers (S6)	S4 & S6	CMPR
	It seemed better to handle students smoothly rather than condemn them because they seemed hopeless due to the factors (e.g. seeing jobless graduates) that they observe.	S5	CRTR
Facing unfamiliar questions in teaching practices (given by the researcher)	They agreed that they never say 'I don't know' in front of students but systematically they will give the question as a homework thereby next time they will prepare for the answers	S1 & S3	CMPR
	He invites students to try it first. Based on their responses, if any, he will try to explain the question in whatever quality.	S7	NRLP
	They claimed to announce for the students that they will read/refer and come with the answers for next time like their teachers did (S2, S5 & S6). By doing so, students can acknowledge that reading is the source of knowledge (S4) and their teacher is not an Angle (all-knowing person) that has readymade answers for all questions (S8)	S2, S4, S5, S6 & S8	CMPR(S2, S5 & S6) /CRTR (S4 & S8)

Keys: NRLP=Non Reflective Learning Practice, CMPR=Comparative Reflection, & CRTR=Critical Reflection

Their justifications to prefer the aforementioned strategies included to obtain better understanding about the courses and of course better grades as well (S1), to have better communication with the class (S4), to cope with student related challenges (S5), and to develop positive mind among their students, colleague teachers and school leadership groups (S6).

Student teacher S1, for example, reported the usual norms (such as being smooth and relatively submissive) that humankinds try to practice in order to maintain some

advantages (e.g. in grades as well as in developing better professional skills) rather than using his effort to the maximum. In this regard, he added, “In this term I have to make my approach with my teachers smooth in order to get good knowledge and grade for the courses I registered.” Though his position is partly problematic in a way that he gave all responsibilities of his learning to teachers, he tried to remember (as a descriptive level of reflection), adapt and use (as comparative level of reflection) one of the social assets, being humble in relation, for his course learning. Student teacher S4 attempted to practice descriptive and comparative levels of reflection. His suggestions about the usual ways of coping with challenges related to students (e.g. talking with the director, parent, etc.) can be taken as descriptive levels of reflection. Nevertheless, his attempt of showing the agreements that the stated facts are valuable to manage student-related challenges in the class seems to be comparative level of reflection. Similarly, respondent S6 tried to recall the concept discussed in the classroom (e.g. congruent communication) and then adapted to use in his school practicum, attempted to practice both descriptive and comparative levels of reflection.

Student teacher S5, on her side, did detail argument. It said:

> Because Grade 9 and 10 students’ future is hopeless, in order to cope with student related challenges, I will try to handle them as to their behavior rather than condemn them. They are hopeless because they see number of unemployed university graduates in their village so that for me it is not surprising that their motivation towards learning is becoming poor. So, as much as possible, we teachers need to be careful in handling secondary school students in order to make them interesting in their learning

From her explanations made here, student teacher S5 practiced critical levels of reflection because she assumed an external factor, ‘graduates unemployment’, as a cause for students’ misbehaving in schools, which can be taken as the ability to think and plan out of the context (rule) rather than delimiting the causes with school and parent related factors about which the literature talks. Therefore, S5, in this regard, tried a kind of critical level of reflection. This is supported with the explanations of Tsang (2009) and Zhu (2013).

For all of the student teacher respondents, the study raised one question. The question says, *'If a student in your class comes up with a question that you don't know before, how are you going to handle it?'* Student teachers' views, in this regard, are classified into two categories though their justifications are slightly different from one another. Respondents S1, S3 and S7, for example, responded that they will never say 'I don't know' in front of students but systematically they will give the question as a homework (S1 and S3) in order to have time and then find the right answers for the question. One of these respondents, S7, however, said, "I will invite students to try it first. Based on their responses, if any, I will try to explain the question in whatever quality. At any cost, however, I will not say 'I don't know' because it affects my future academic personality negatively in front of his students.

The second group of respondents (S2, S4, S5, S6 and S8), on the contrary, stated that they will announce for the students that they do not know the question and then they will read/refer to the answers for the next time. Otherwise, they promised that they will never tell wrong/confused answers for their students. They plan to do in that way because they saw their teachers managed such questions in that way (S2 and S5) and the course 'Secondary School Curriculum and Instruction' advised them to do so (S6). The justifications done by S4 and S8 were different. According to S4, "in addition to addressing the question to its standard, students can acknowledge that reading is the source of knowledge for them as well as for their teachers if you tell things for your students frankly."For S8, students can understand that, unlike an Angel did; the teacher is not a person who knows everything at the 'universe'. This, according to S8, might initiate student teachers to see things in more different ways than their teachers do.

Student teacher respondents' argument for addressing challenging questions raised in their teaching practices incorporated all the three levels of reflection though the intensity decreases when one moves from the lower to higher (from descriptive to comparative and then to critical) level of reflection (Matrix 4.9). As descriptive level of reflection, S2, S5 and S6 said they will read and come next time because their teachers do it and/or tell them in that way. The arguments by S1, S3 and S7 seemed comparative level of

reflection because they attempted to see the future negative impacts of saying 'I don't know in front of students. Therefore, they preferred to be systematic though S7 claimed to do relatively unethical practices (misinforming his students for the sake of his name) in his teaching. As critical levels of reflection, S4 and S8 tried to question the assumptions that most of secondary school students have about their teachers: the teacher knows and should be responsible for all the doubts raised in their learning. As a result, S4 and S8 decided to teach their students through telling the reality- the teacher is not the only and last source of knowledge (Matrix 4.9).

4.2.1.2: Student Teachers' Reflection-for-Action in 'Theorizing' about the Preparations and readiness of Their Courses Learning

Student teachers were asked to explain about their preparations for the courses 'inclusive education', 'school practicum' and 'action research' that they registered in the third term. They can do reflection sufficiently for they already have got course orientations, course guidebooks, and practicum and action research manuals. They also clearly ensured that the courses are definitely offered by the coming Monday through their registration slip as well as the orientations and the materials availed for them. Therefore the orientations and materials availed for the courses and the expected learning actions that will come soon are possible contexts and grounds for student teachers to reflect (as reflection-for-action).

With this understanding, student teachers responses about their preparation for the courses are presented in Matrix 4.10 below. For the course 'inclusive education', respondents declared that, because it is new for them, they did not attempt any preparation. Student teachers S2 and S8, for example, said that this course is totally new for them; therefore, they did not take any initiation to read anything related. Student teacher S3 also added, "I don't know what this course is going to do; therefore, I have nothing as experiences of this course so that I did not have any preparation or reflection". Though he has minimal information about this course, he didn't start preparation yet because so far no one encouraged him to do so (S6). From this argument, this study has learnt that unless they are informed or ordered to do so, student teachers do not want to explore information by their own though they clearly understand the action is in front of them.

Matrix 4.10: Student Teachers' Reflection-for-Action in 'Theorizing' about the Preparations for Learning the Courses in the Third Term

Courses	Nature of Preparation	Respondents	Status
Inclusive Education	Because it is new for them, they did not attempt any kinds of preparation	All except S6	NRLP
	Though he had minimal information about this course, he did not start preparation yet	S6	NRLP
School Practicum and Action Research	As to the practicum orientation and the manual distributed, they started to speculate about things which are relevant and important for learning these courses. They contemplated about relevant courses to read from teacher education as well as from their first degree training, searching previous materials related to these courses, etc. Otherwise, no student teachers started to put his/her preparation into certain records/notes	S1, S2, … S8	DSCR
	Teacher education courses are manageable without early preparations as long as you will get proper reading materials at a spot.	S2 & S3	CRTR
Teaching Practice (as core components of practicum)	Because they were struggling for their per diem and related issues with the university management, they forgot preparations for the coming courses	S6	CMPR
	They did actual preparations for their teaching practice because their practicum grade is mainly determined with it, and it is done in front of students with specific time and place. Therefore, they identified the topics of their lesson, read the textbooks and teacher's guide, and prepared the lesson plans	S1, S2…S8	CMPR
	unlike the regular teacher, he was not only focusing on the forms to teach the topic 'grammar' but also on its concept	S2	CRTR
	Unlike social science subjects, teaching chemistry, as a science subject, is more difficult and demanding to talk in common senses rather it needs to prepare and know the concepts.	S1	CRTR

Keys: DSCR=Descriptive Level Reflection, NRLP=Non Reflective Learning Practice, CMPR=Comparative Reflection, & CRTR=Critical Reflection

Therefore, from their responses about the preparation of inclusive education, student teachers did not attempt to practice any levels of 'reflection-for-actions' rather they seemed out of mind and totally non-reflective about the course.

With regard to the courses 'action research' and 'school practicum' student teachers speculated about the things which are relevant and important for learning these courses.

This includes thinking about relevant courses to read from teacher education as well as from their first degree training, searching previous materials related to these courses, etc. Otherwise, no student teacher started to put his/her preparation into certain records or notes in order to have concrete references while the action is launched.

In this regard, student teacher S4, for example, said, "Though I didn't start concrete preparations such as reading and note making, I feel that revising teacher education courses such as 'secondary school curriculum and instruction' and 'teachers as a reflective practitioner' might be helpful to learn the courses action research and practicum." Similarly, student teachers S2 and S3 noted that, except contemplating here and there about these courses, they did not have any formal preparation for them because, according to them, teacher education courses are manageable without early preparations as long as you will get proper reading materials at a spot.

For respondent S6, "…though preparation is important, we did not do it properly because we are struggling for our per diem and related issues with the faculty and university management." The remaining respondents S1, S5, S7 and S8 noted that based on the orientation given by the faculty as well as the manual distributed, though they did not seriously engage themselves in any organized preparations (e.g. note development), they planned to refer to some courses related to practicum and action research.

Student teachers, in their responses about the preparation for the courses Action Research and School Practicum, seemed to carelessly manage except they stated some facts from the practicum orientation given by the faculty. Let alone referring and preparing for more resources, student teachers did not read the practicum manual found in their own hands. A couple of days prior to start the courses they were talking about their plan for preparation. Student teacher respondents were even unable to give reasons why they did not start official preparation for their learning, but S2, S3 and S6 were trying to state some reasons (Matrix 4.10). Therefore, except student teachers S6, S2, and S3, the others tried to practice descriptive level of reflection (because they attempted to memorize and reproduce something from the practicum orientation meeting). Respondent S6, as

comparative reflection, proposed about the value of some teacher education courses to learn these two courses. Though it seemed a kind of shifting the burden for their carelessness, S2 and S3 tried to practice critical level of reflection by challenging the teacher education course delivery in such a way that it did not need preparation ahead because they said it is easy to manage at a spot as long as reading materials are given (Matrix 4.10). To conclude, though they attempted some practices, student teachers' preparation and related reflection practices are weak in the case of the courses 'action research' and 'school practicum'.

Student teachers, on the other hand, did sufficient preparation for their teaching practices. They justified that it is a must to get ready for the teaching practices because (i) it is an activity accomplished in front of students and within specified time range and (ii) it is the main (possibly the only) focus of supervisors to determine the grade for this practicum course. All of the student teacher respondents reported that they got prepared well for their teaching practices by identifying the topics, reading the textbooks and teacher's guide, and preparing lesson plans because it is important to have confidence and do better in teaching and then to score better grade in practicum (Matrix 4.10). In line with this argument, S6 reported that preparation is mandatory for practicing teaching because it mainly determines our practicum grade. Moreover, he said, "Teaching without preparation is just like moving in the dark because if we are less prepared, it will affect our task selections, time utilizations, etc. negatively." In addition to his preparation, S2 said that, unlike the regular teacher, I will not only focus on the forms to teach the topic 'grammar' but also on its concept because, instead of memorizing the forms of the grammar, knowing the how and why of it is more important. Another student teacher, S1 reported, "Though teaching by nature is demanding, unlike social science subjects, teaching chemistry, as a science subject, is more difficult and demanding to talk in common senses rather it needs preparation and one must know the facts. Therefore, I prepared well including the preparations of charts to clarify different chemical elements within a group and across a period."

In relation to the arguments about their teaching practice, student teachers practiced all the three levels of reflection. As descriptive level of reflection, they were describing the facts and principles (e.g. lesson planning, how much teaching is demanding, the importance of preparation in teaching, etc) about the teaching profession. These responses indicated that using instructional materials (as responded by S1), valuing preparation for better confidence (as S1, S2, S3, and others reported), and reading related courses to support teaching (as reported by all the respondents) can be taken as examples of comparative levels of reflection (Matrix 4.10). As critical level of reflection, two student teachers (S1 and S2) tried to challenge certain assumptions in teaching (see Matrix 4.10). S1 was claiming that teaching chemistry is more demanding than teaching social science subjects, and S2, in his turn, questioning what the regular school teacher did in teaching grammar through certain formulas; rather, in his teaching, he planned to focus on the concepts of English grammar. From this discourse the study understood that the information which student teachers had about the course and the values that they attached for it (certain course) determine the preparation and reflection levels and amounts that student teachers practiced in their learning. That is why they did not attempt any preparation and reflection for the course 'Inclusive Education' (because they did not have information), they at least speculated something related to the courses 'School Practicum' and 'Action Research' (because they have certain exposures about these courses via orientation), and of course they did better preparation and reflection for their teaching practices (because they considered it as decisive and valuable for their school practicum course grade).

4.2.2 Student Teachers' Reflection-in-Action in Practicing Learning Adjustments While Course Learning Processes are in Progress

In order to examine student teachers' reflection-in-action, data were collected in the mid (at the 3rd to 4th week) of the third term of secondary teacher education. These data are presented in Matrix 4.11. Student teachers were asked to explain any learning adjustments for the courses they have started to learn indeed as a result of the lesson they got from the implementation processes already started.

Since reflection is a continuous process, the student teachers are expected to make certain reflections in order to see and revise their learning engagements from the beginning. For their learning of the course 'Inclusive Education', all respondents recognized its value to be a teacher and then adjusted something on their learning engagements (S2, S3, S6, S7 and S8) of this course (Matrix 4.11). Respondent S6 reported, "Before I begin to learn the course inclusive education, I was planning to go to class rarely. However, due to one of the disabled teachers (as a lecturer of this course), I convinced myself about its value to prepare as a teacher and then I decided not to miss any class in this course." Similarly, S2, S3, S7 and S8 responded that after they got introduced to this course, they learned that it is very useful for prospective teachers in order to handle varieties in the classroom. Therefore, they adjusted themselves to follow the class (especially the lecture class) attentively and to search and read more about it. Student teachers S1, S4 and S5, on the other hand, claimed that the course is very important for them as student teachers though they did not make any kinds of learning adjustments.

Nevertheless, S5 added some critiques about the delivery of the course. She said, "…however, the delivery, especially the tutorial session, is not encouraging for further argument rather it is simple reading of the handout distributed for us."

As it is indicated from the explanations of respondents here above, because student teachers found it interesting in its content as well as the delivery (particularly the lecture session), they were convinced to adjust their learning approaches for the course inclusive education, to read hard and follow lectures attentively (Matrix 4.11). Here, they attempted to understand and value the course first and then they decided to work more about (S2, S3, S6, S7 and S8). The other respondents (S1, S5 and S4), though they did not make learning adjustments, recognized and appreciated the importance of this course to prepare them as a teacher. Therefore, this tells that student teachers, because the lecture was provoking to explore more about the course, were encouraged to make learning adjustments and then practice at least the lower levels of reflection: descriptive and comparative .

Matrix 4.11: Student Teachers' Reflection-in-Action for Making Certain Adjustments While the Action is in progress

Courses	Adjustments Done	Respondents	Status
	All have changed their mind about the values of this course	S1, S2,…S8	CMPR
Inclusive Education	Due to one of the disabled teachers (as a lecturer of this course), they attracted and decided not to miss any class in this course	S2, S3, S6 & S8	CMPR
	They decided and started to browse and read more related materials of this course	S6 , S7 & S8	CMPR
Action research	Only three student teachers thought changing their action research topic from "classroom participation" to "writing skills" (S2), from 'cheating' to 'students attitude towards physics' (S5), and from 'female students' participation' to 'students participation in general' (S7)	S2, S5 & S7	CMPR
	Others didn't make anything related to this course because they said no one was directing them about this course	S1, S3, S4, S6 & S8	NRLP
Practicum	They didn't do any kinds of learning adjustments in relation to their learning about the general practicum (e.g. portfolio development, general school observation, participation in different non-curricular activities, etc.).	S1, S2, …S8	NRLP
Teaching Practice (as core components of practicum)	Unlike the regular teacher did, though they are expecting to copy her approach, arranged students' group discussion on the core ideas (S2), make explanations and note giving together (S4), try to move around and changing his action zone (S6).	S2, S4 & S6	CRTR
	After studying the nature of students and availability of time, S4 jumped to show the human anatomy diagram, S1 gave direct lecture instead of group discussions, and S7 offered only two oral questions out of the six he was planning	S1, S4 and S7	CMPR

Keys: NRLP=Non Reflective Learning Practice, CMPR=Comparative Reflection, & CRTR=Critical Reflection

With regard to their learning about the course 'action research', only three student teachers (S2, S5 and S7) tried to think about changing their action research topic from "classroom participation" to "Writing skills" (S2), from 'cheating' to 'students' attitude towards physics' (S5), and from 'female students' participation' to 'students participation in general' (S7) due to time shortage and repetitiveness of the topic (S2) and scope of the problem (S4 and S7). These student teachers therefore attempted to adjust their learning. They also practiced descriptive and comparative levels of reflection because they did a kind of comparisons between the topics what they fixed to investigate through their action research and the actual contexts (time factor, repetition and scope) at the school.

No student teachers did any kinds of learning adjustments in relation to their learning about the general practicum (e.g. portfolio development, general school observation, participation in different non-curricular activities, etc.). Their justification was that there is no someone who guided them about school practicum. Student teachers S1, S2, S4, S6 and S7, however, explained about their learning adjustments related to their teaching practices.

In their teaching practice preparation and delivery, S2, S4 and S6 said that though they assumed to take the regular teacher as a model, they rather did a different (their own) approach in their teaching practices (Matrix 4.11). “Unlike the regular teacher did, I selected and arranged students’ group discussion on the core ideas of the lesson rather than writing the whole thing on the blackboard” (S2). However, S2 though he was not appreciating when the regular teacher was forcing students to participate in classroom questioning and answering, latter he learnt that it is good and then he used this in his teaching practices. Student teacher S4 also tried to prepare short notes and then do explanations and note giving together though the regular teacher uses the textbook directly. According to S6, “Though the regular teacher was standing in a fixed position throughout the period, … in my teaching practice, I was moving around and changing my action zone, as we have learnt in one of the teacher education courses, to manage my students and their learning processes”. In addition, due to shortage of time and students’ weak involvement to the lesson, student teachers, in their teaching practices, left some activities or changing presentation approaches. For instance, though they planned the other way round, S4 left to demonstrate the human anatomy diagram, S6 and S1 gave lecture instead of group discussions and presentations, and S7 delivered only two oral questions out of the six he planned.

In their responses about the learning adjustments related to the teaching practices student teachers did, all the three levels of reflection seemed to be practiced though S3, S5 and S8 were not in a position to do so (Matrix 4.11). Student teachers S1, S4, S6 and S7 did comparative levels of reflection because, depending on the time they had and students’

nature, they decided to omit (as S4 and S7 did) and/or shift from one task to the other (as S6 and S1 did) (see Matrix 4.11). Student teachers S2, S4 and S6, on the other hand, attempted to practice critical levels of reflection because they questioned the assumption that claims about 'student teachers better to follow and model the experienced regular teachers'.

Accordingly, unlike the regular teacher did, S2 arranged students group discussion on the core idea of the lesson, S4 gave short notes and explanations at a time, and S6 moved around and changed his action zones (Matrix 4.11). Depending on their awareness about the courses, though some student teachers did not adjust their learning processes, student teachers did very well learning adjustments for the course 'inclusive education' because of the effective lecturer that they had gotten. They did also relative attempts for the course 'action research' and their teaching practices because both are decisive for their grades but not about the other concerns of school practicum (e.g. portfolio) because these concerns didn't have proper follow-ups and in fact teacher educators did not properly include them in grading the course 'school practicum' but the teaching practice aspects.

4.2.3 Student Teachers' Reflections-on-Action after Course Implementations

Here, there are three contexts that this study attempted to examine student teachers' reflection-on-action practices. For this intent, student teachers' reflection about (i) the lessons developed from the third term course implementation, (ii) the justifications for some of the teaching tactics that they used in their teaching practices, and (iii) the perceptions in their overall attitudinal changes as a result of learning those courses were presented as follow.

4.2.3.1 Reflection-on-Action in 'Theorizing' about the Lesson Developed from Student Teachers' Course Learning Processes

Under this section the study presents and interprets the data about student teachers' reflections on their course learning after the term became over. Matrix 4.12 contains the main explanations given for each course that they were offered. Respondents of this study reported that the actual practices of action research totally failed except they developed a

group proposal as a requirement for the course 'Teachers as Reflective practitioners' (Matrix 4.12) at the classroom level. For example, student teacher S8 said, "Though it was very important course, as to our discussion in the classroom, action research is totally forgotten except we did a group proposal when we took 'teachers as reflective practitioners' course." Unstructured observation of the study also proved this fact. Everybody kept quite in relation to action research throughout the school practicum period. Finally, as the unstructured observation indicated, after student teachers came back from the school, the faculty posted a notice that announced student teachers could finish their action research course by submitting an action research proposal once again.

As a result of these facts, it is almost unthinkable to expect some kinds of reflection because student teachers did not experience practical evidences about the course 'action research' from the school. Writers like Bound, et al (1985), Loughran (2006), and Whitton, et al (2004) have shared this justification (facing the learner with certain experiences) for being reflective. Student teachers appreciated about the lesson in the course 'Inclusive Education' that advises them on how to handle variations and then to support students with certain needs (S1, S2, …S8) (Matrix 4.12). However, they reported that it lacked to demonstrate and do some practical exercises through field work assignments and so on for the theories discussed in the course. For example, S1 said, "In the course inclusive education, though the delivery lacked practical engagements on how to apply the theories and principles discussed in the class, I learned a lot about how to handle variations in the class." In its delivery, because of the live examples mentioned by the lecturer who is disabled, the lecture session of inclusive education was smart though it lacked practical exercises via school visits and the like (S2, S5, S6, S7 and S8).

About the values of the course, student teachers acknowledged that it is very important to manage differences (S3, S4), including the talented ones (S5), to know on how to support students with certain needs (S6, S7 and S8) (Matrix 4.12). The above discussion informed that student teachers attempted all levels of reflection (Matrix 4.12). As descriptive reflection, they listed the facts and procedures (such as handling variations and supporting students with certain needs including the talented ones) that they learnt from this course.

Matrix 4.12: Student Teachers' Reflection-on-Action in 'Theorizing' about Past Learning Processes

Courses	Comments reflected	Respondents	Status
Action Research	They reported that action research was totally forgotten, and it failed except they developed a group proposal as a requirement for the course 'teachers as a reflective practitioner'. No one was responsible to guide them about how this course could proceed.	S1, S2, …S8	NRLP
Inclusive Education	They appreciated about the lesson that advises them on how to handle variations thereby to support students with special needs including the talented (S2, S5, S6 & S8)	S1, S2, …S8	CMPR
	They indicated that this course lacks to demonstrate and do some practical exercises through field work, assignments and so on for the theories discussed in the course	S1, S2, …S8	CRTR
School practicum including the Teaching practices	They responded that, though there were a number of problems (e.g. shortage of time, less commitment from teacher educators, etc), they have learnt some important aspects (such as experiencing the practices of teaching, students' handling, lesson planning, etc) about the practical version of teaching which is more important than the theoretical aspects of teaching.	S1, S2, …S8	CMPR
	In the future, S2 promised to improve his skill of using active learning strategies, S4 and S7 to improve their language skills, S5 to improve her management of instructional time, S6 to develop his confidence teaching delivery in front of students, and S8 to minimize her disorganizing behavior via time management	S2, S4, S7, S5, S6 & S8	CMPR
	They also announced that the contribution of practicum supervisors was almost zero except they came for 20-30 minutes observation for the teaching practice delivered by their respective supervisees. Supervisors seemed reluctant and less committed for those practice related courses	S1, S2, S3, …S8	CRTR

Keys: NRLP=Non Reflective Learning Practice, CMPR=Comparative Reflection, & CRTR=Critical Reflection

They also appreciated the value of the contents of this course and initiated to use them in their classroom of the future and to the extent, S5, for example, recommended for all teachers to have orientations about it. As writers like Bengtsson (1995) and Whitton, et al (2004) recommended, this explanation can be taken as comparative level of reflection. All of the student teacher respondents, instead of taking the way teacher educators delivered the course as a model; they did relevant critiques which were stated as the delivery of this course was extremely poor in making the lesson practical through adjusting relevant exercises and field practices rather it only focused on the theoretical aspects of the course. Because student teachers attempted to question the assumptions

that state ‘what the teacher educators did is relatively acceptable’, this argument can be attributed as critical level of reflection.

In relation to the course ‘School Practicum’ including the teaching practices, all student teacher respondents reported that though there were a number of problems (e.g. shortage of time, low commitment from teacher educators, etc), they learnt some important aspects such as experiencing the practices of teaching, students’ handling, lesson planning, etc about the practical version of teaching (Matrix 4. 12). In this manner, S3 said, ”There was a shortage of time for the course practicum though staying more at the school is critically important to learn about teaching. ‘ብዙ ት/ቤቶች ላይ በቆየን ቁጥር ሥለመምህርነት መማያ ብዙ እያወቅን እንሄድ ነበር።ግን ያ አልሆነም።”. This is translated as ‘If we stay for sufficient time in schools, we learn a lot about the teaching profession but that was not practiced in our case.’ In any way, however, I got many important points about the practical version of teaching that includes about students’ handling, time management, and lesson plan preparation.

With regard to the lesson that they learnt to improve in the future, student teachers forwarded their own ideas. Accordingly, S2 was promising to improve his skill of using active learning strategies properly, S4 and S7 to improve their language including skills in hand writing and students’ group work management, S5 to improve her confidence and skills in managing instructional time, S6 to develop his confidence while he delivered teaching in front of students, and S8 to work more for time management and then minimize her disorganized behavior (Matrix 4.12).

Moreover, respondents of this study announced that the contribution of practicum supervisors was almost none except they came for 20-30 minutes observation for the teaching practice delivered by their respective student teachers (Matrix 4.12). For instance, according to S4, “Though his comments were good and relevant, the practicum supervisor was less-interested to do things carefully by giving time for his supervision. That is why he came and visited my teaching practices for about 25 minutes.” Student teacher S7 also noted that the supervisory activities for this practicum course failed because the supervisor came for some minutes to observe the teaching practices that he

did. The possible reasons that make teacher educators became loose in their school practicum supervision may include (i) their tradition that gives minimal attention for the practical version of the teaching science, (ii) shortage of transport facilities for moving from the university to the secondary schools, and (iii) unlike the theoretical classroom contact hours and discussions, teacher education management bodies did not pay attention for the implementation processes of practical courses in teacher education.

The student teachers, in general, remarked that if they get a chance to learn 'school practicum' once again, they promised to give more attentions for their teaching practice engagements and senior regular teachers' classroom observation than anything else in the school practicum because managing their teaching properly is their principal duty in the future (S1, S2, S4, S6, S7 and S8). In line with this argument, student teacher S2 said, "If I got a chance to learn this course once again, I would take more serious consideration for 'my own classroom teaching practices' and 'observations of regular teacher's teaching than wasting my time moving here and there". On top of this, respondents agreed that they would give more attention for the practical aspects of teaching than the theoretical ones.

Student teachers' 'theorization' about the lesson that they developed from their 'school practicum' seemed to have involved all the three levels of reflection (Matrix 4.12). Every respondent in their interview was recalling and describing what they faced (e.g. time shortage and lack of confidence in their teaching practices, supervisors' less concern for this course, weak points that student teachers have to avoid, etc) while the practicum course was delivered. As comparative level of reflection, based on the circumstances they faced, student teachers did certain comparisons, related decisions and then future plans after the practicum course was finished. Student teachers attempted to comment their teacher educators' weak performances about the practicum course because, though their comments are not bad, they were less committed and prepared for delivering the supervisory practices of this course. This can be taken as critical levels of reflection because student teachers challenge the assumptions that consider the teacher educator is responsible for his/her course delivery practices.

4.2.3.2 Reflection-on-action In Student Teachers' Justifications about the Teaching Tactics that They Did in Their School Teaching Practices

Soon after student teachers finished their teaching practices, the researcher raised questions/doubts in relation to their teaching tactics utilizations while their teaching practice was going on. This post-teaching dialogue is intended to hear their justifications or intentions why they implemented certain teaching tactics over the other. Hereunder, the study tried to present and discuss the dialogue with each student teachers by reminding them what they did in their teaching practices and then asking them to justify why they did it in that particular way. This is useful to explore whether student teachers did some actions in their teaching practices with purpose.

Respondents' reaction for the doubts raised, in this regard, are classified into three major categories: non-reflective, reflective by accepting mistakes while researcher-student teacher dialogue was going on, and reflective from the beginning while they did the tactics in their teaching practices. Below, based on the three categories mentioned above, this study put the detail processes of the dialogue between the researcher and each student teacher respondents (S1, S2, S3,…S8).

Student teachers S1, S2, S3, S4, S6 and S7 in one way or another represented the first group of respondents. That is to say, they were totally non-reflective either in their intention from the beginning of their practical teaching engagements or in their theorized discussions with the researcher.

In his teaching practice, student teacher S1, due to the availability of ample instructional time, changed the questions that he planned for oral questioning into group discussion.

Researcher: Do you think whether the questions are relevant for group discussion?

Student teacher S1: I did not think in that regard. However, what is wrong whether a question treats in oral form or in a group discussion form; rather, the important thing is increasing the level of students' understanding in it.

This indicates that he did his teaching practice without intention rather haphazardly though teaching is a purposeful activity (Bolin, 1988) that the teacher has to select and act certain strategies and contents over the other, indeed, with purposes and justifications. Though S1 was claiming about the increment of students' understanding, he was ignorant for looking and justifying the tactics utilized in the teaching practices.

The same student teacher S1 also asked his students to balance three chemical equations. But, after some five minutes, without asking their responses, he started to write the answers on the blackboard.

Researcher: Did you think balancing the equation without students' participation was right? Why? Instead, it could have been better if you were invited some students to show the steps of balancing on the blackboard.

Student teacher S1: I think it doesn't have any problem because they can compare their attempts (responses) with my answers on the blackboard. I did in that way is just for the sake of time.

In this second case, S1 at any cost preferred to inform the formulas and balance procedures with no attempt to hear and see what students are learning from the given class work. He simply gave the class work for the satisfaction of his supervisor though he was not doing it to the standard. In both of his practices that the researcher asked for justifications, he did not provide sound justifications rather his responses have shown that he did things unintentionally and, even to the extent he did contradictory arguments (e.g. in case of availability and shortage of time). In the same lesson, he talked the availability of excess time on one hand and scarcity of time on the other. Such practices (being unintentional, not evidence based, contradicting ideas for the sake of defending oneself, unable to see or/and listen what students are doing) are not totally the features of a reflective learner. To conclude, S1, in his responses for both of the doubts raised by the researcher, was totally non reflective but practicing his teaching unintentionally.

Student teacher S2, though rarely, he was speaking while writing notes, in most cases, however, he wrote silently.

Researcher: Do you have some reasons for your inconsistent combination of writing and speaking?

Student teacher S2: I didn't have any reasons but I did it randomly or unconsciously.

Researcher: Don't you think it is a disadvantage for auditory students in your class?

Student teacher S2: It may be. Anyway, I did it unconsciously.

From this dialogue, S2 seemed irrational and did things randomly though teaching is a well planned and organized activity. According to Darling-Hammond (1997) and Edwar, et al (2002), all acts in your teaching should be conscious and with purpose. Being a reflective student teacher is more demanding (Daudelin, 1996) even than being an effective teacher via only planning and organizing your lessons. It also calls one for theorizing and doing things beyond the available assumptions in teaching (Brookfeild, 1995). Therefore, S2 in this regard was totally non-reflective.

The classroom management by S3 was poor because students were talking each other and some of them even tried to copy other subjects' note from friend's exercise book.

Researcher: Why don't you manage the class properly?

Student teacher S3: I was observing the problem but I decided to forget them because these students were doing that intentionally to disturb me in front of my evaluator. So, if I attempted to react for stopping the misbehaving, things might be worsening even more than that.

Researcher: Don't you think that it is big loses for students' learning?

Student teacher S3: Yes, it might be. But what can I do because I have learnt that it is their preference.

S3 became wise not to argue with the disturbing students in her class as the expense of her teaching and students learning. On top of this, she was trying to cover what is going on in the class for the satisfaction of her evaluator and then to have better grade in the course. She became extremely careless and non-supportive for students' learning and for her teaching as well. This is true because, according to Copper (1996), quality of teaching is determined with the amount and quality of students' learning which can be realized

through the availability of conducive environment. So, she was not working with the criteria of being a reflective learner because she missed her main agenda in the class-students' learning.

S3 also did not encourage a blind student in her class to participate within the group discussion as well as in his individual learning engagements.

Researcher: Why do not encourage that blind student to engage in his learning?

Student teacher S3: I learned that the student preferred to be alone. I tried my best to support him but his response is negative. When he likes, sometimes, he became highly interactive, some other times silent. Due to such facts, I left him to be what he wants. For that matter I understood that almost all of the blind people are not happy when you attempt to support them, even to the extent, some of them may insult and ridicule you.

Researcher: But you are responsible for that boy's learning engagement.

Student teacher S3: It might be. But what can I do. It is very difficult. አይነ ስውራን ካልመሠላቸው Rigid ናቸው። The English translation of this Amharic quotation is stated as 'blind people, if they do not want to do something, are rigid'.

In the case of the second question, what S3 said is the same as with the first question. She did relatively careless and irresponsible practices about the learning engagements of that blind boy found in her class. Rather, she argued with a traditional legend of the society and did a kind of hasty generalizations: Blind people are rigid. So, she was not reflective learner in this case too because she took a position about the blind boy in her class without proper evidence and criticality but with common sense.

Student teacher S4 gave a group work that requested to identify the major functions of 'large intestine for the proper functioning of human body systems.

Researcher: Would you think this topic is proper for a group work?

Student teacher S4: I never thought from that angle. I did that simply to full fill the requirements of employing active learning (students centered) strategies and then to attract the attention of my evaluator. Otherwise, as we have

discussed in our dorm, I don't feel that group discussion is proper in biology and other natural science contents. It might be better in social science contents (e.g. in teacher education courses).

Here, S4 was not working as a reflective learner. The study justified that he designed the group discussion simply for the sake of his evaluator's satisfaction; otherwise, he did not intend any purpose from the perspectives of students' learning as well as his effectiveness in teaching. He also convinced himself as if group discussion does not work for natural science contents from his colleagues' discussion in the dormitory, which might be based on their common senses, without checking it through further explanation via readings and/or consultation. Therefore, it seems realistic to label S4 as non reflective learner in this particular case.

Student teacher S6 ordered students to discuss in group on the topic, "the role of civic society in cultural development". After 3 minute discussion, he started to explain the topic by his own without expecting any responses from the class.

Researcher: Do you have reasons for not to hear the responses of students about the topic given for group discussion?

Student teacher S6: I was not having any reasons. By the way, what is wrong with it as long as I gave the right explanations for the topic?

Researcher: Don't you think that hearing students' opinion about the topic and knowing the status of the class is important?

Student teacher S6: Yes I agree. It might be important. But, I was in shortage of time to finish the lesson.

It is evidenced in this dialogue that student teacher S6 gave the group assignment for the sake of formality. If the intention of the group discussion is to encourage students' interactivity for exchanging their ideas, he could have been eager to hear their views before he said something about it. He, moreover, attributed his failure with shortage of time though he finished his lesson 5-7 minutes before the allocated time. In this particular practice, therefore this student teacher was not a reflective learner because he did not

have reasons for what he was doing in his class; instead, he attempted to raise a kind of illogical arguments as discussed above.

Another student teacher, S7, asked students to discuss in group about "profit making items and their exchange rules".

Researcher: How much this issue was relevant for group discussions?

Student teacher S7: I do not see any problem in this regard. It is possible to discuss on any kinds of issues.

Researcher: if you remember, students were listing and explaining about those rules within 2-3 minutes though you assigned 7 minutes for the task. What do you think and say about?

Student teacher: I do not know anything about.

Student teacher S7, in this dialogue, missed the role of the nature of the task/content in determining the type of techniques that teachers and students have to follow in teaching and learning of that task (Pratt, 1980; Tyler, 1949). Rather, he considered that all instructional methods can be taken as right or fit for all types of contents and vice versa. Therefore, this student teacher seemed to do things unintentionally and haphazardly which might be considered as non-favorable actions for reflective learning practices (Schmuck, 1997).

The second group of respondents (S4, S6, S7 and S8) attempted to practice comparative level of reflection during the discussions made between them and the researcher but it was totally non-reflective as they applied the tactics at a spot of their teaching practices.

Student teacher S4 did not look at and supervised what the class did. Rather, he focused on his observer.

Researcher: Why you were looking towards the observer (me) rather than focusing and following what was going on in the class?

Student teacher S4: Yes. I am naturally shy and therefore I wanted to avoid students' eye by shifting my looking towards you.

Researcher: But, you are expecting to monitor and facilitate the class in general and students' learning in particular.

Student teacher S4: Yes I agree. But, this is my serious problem that I have to struggle to avoid. And, in the future, I promised to work hard in order to minimize this problem.

This discussion informed that S4 acknowledged his problem and strives with it in order to avoid and then to be a better teacher. Therefore, though S4's utilizations of teaching tactics was in problem while his teaching practice was in progress, this can be taken as an attempt of descriptive and comparative levels of reflection because he was convincing that shying is a problem and theorizing something about.

Student teacher **S6** was lacking skills to control what students did in the class rather he was only focusing to carry out his teaching practices.

Researcher: Why do not you worry about what students did while your teaching practice was in progress?

Student teacher S6: I felt that it was due to lack of confidence. Plus, as far as I gave the right message, is it that much important to see the class now and then.

Researcher: Do not you know that you are also responsible for each of students' learning?

Student teacher S6: Yes I have the information in my teacher education course discussions but the problem is its practicality at actual classrooms unless otherwise it develops through further experiences.

It seems clear that though in his first dialogue S6 tried to defend the doubts raised by the researcher, He finally admitted his problem of unable to practice what was discussed in the teacher education classes. This can be taken as an attempt of comparative level of reflection in his 'theorization' during the dialogue. Therefore, if he understands and accepts his problem, it will be taken as a good start to be reflective.

Student teacher S7 aggressively responded for the questions raised by a couple of students in the class.

Researcher: why were you aggressive in addressing students' questions?

Student teacher S7: I knew that they asked questions not for the sake of clarity of the issue but to challenge me in front of you and my evaluator.

Researcher: Still you are expected to give proper responses for these students. Don't you?"

Student teacher S7: Yes. You are right. Let me take it as a mistake and then I will work to avoid such adverse practices in my future teaching practices.

Though he was convincing through the dialogue between him and the researcher, at the beginning he labeled students as challengers; therefore, he responded to their questions aggressively. However, as Edwar, et al (2002) and Copper (1996) contended, impartial and aggressive treatment of students is relatively unethical practice for teachers. Therefore, according to his intention at the spot of the practice, S7 was completely non-reflective. However, in his 'theorization' in the discussion with the researcher, he tried to admit the mistake and then plan to strive about. This quality, therefore, can be referred him as comparative level of reflection.

Student teacher S8 allowed more chances (around five) for girls to speak (ask or response) when it compared to the boys (around three) although more boys were raising their hands comparing to girls.

Researcher: Why do you favored more girl students than boy students in giving the chance to participate (ask and response)?

Student teacher S8: I just to encourage girls in my class.

Researcher: Do not you think about the psychology of boy students in your class?

Student teacher S8: I was not thinking from that perspective. If it is taken as a problem, I have to take the comment and improve for my next time teaching involvement.

Because S8 agreed to take the comments and then to avoid the problem for the next time during the discussion between her and the researcher, it is possible to take that she tried comparative level of reflection which is more of theoretical.

According to post-teaching practice dialogue, only student teachers S2, S5 and S8 tried to practice comparative level of reflection while they engaged in their teaching practices. That is to say, they intended and then practiced the teaching tactics at their spot of the teaching practices. Therefore, these student teachers attempted to practice reflection while they were involving in their actual teaching practices.

Student teacher S2, for instance, started new topics/ideas by raising some brainstorming questions to the class.

Researcher: Why did you do brainstorming questions at the beginning?

Student teacher S2: I adapted this technique (1) from my favorite teachers' experience, and (2) from the course 'Secondary School Curriculum and Instruction' discussion that brainstorming is good to initiate and hold students attention towards their learning.

In this case S2 has attempted a kind of descriptive and comparative level of reflection because he tried to recall and adapt what his teacher was doing and what the teacher education course was discussing about.

Student teacher S5, on her side, wrote and explained the formula of acceleration in physics on the blackboard. Then, she ordered students to calculate the true set of three acceleration equations in group.

Researcher: Is this task appropriate for group discussion?

Student teacher S5: As to my experience from my physics teachers practice, it can be discussed within a group because some of the students, who may not understood the formula well, can understood from the students, who have learnt better about acceleration. Mind you, I believe that in physics the formula is everything.

Researcher: As you know, Grade 9 physics textbook starts to treat questions and doubts first and then moves towards the development of a formulas. But, in your teaching practice, you reversed it. Why?

Student teacher S5: Whatever the approaches that the book follows, the main thing in physics is to inculcate the formula for students and encourage them to exercise it. As to my understanding, sometimes the approaches in the textbook seem tiresome and confusing.

From the dialogue here above, student teacher S5 has tried her best to do the lesson like her physics teachers were doing in providing sufficient explanations to justify what she did in her teaching practices though the textbook at her hand attempts to show (introduce) differently. As a result, although she was not a critical reflective learner because her critiques about the textbook approach encourage close-ended teaching and learning, as in descriptive and comparative levels of reflection, she tried to recall and use what their teachers did for the benefit of her students.

Student teacher S8 did not show whether she agreed or not for the responses of students that they gave to certain questions.

Researcher: Did you have a reason for not showing agreements/disagreements for students' response?

Student teacher S8: I did not have as such strong reasons, however, as long as I gave the right responses, I assumed that students can adjust (correct) their responses in accordance.

What student teacher S8 tried to explain was relatively sound because though she did not show the status of her agreement, she tried to report that it encourages students to make a sort of analysis between what they have tried and what the teacher stated. Therefore, S8 tried her best in order to practice a comparative level of reflection.

To conclude, about the justifications given for the tactics delivered in student teachers' teaching practices, most of the decisions and actions taken by them were not intentional.

The probable reason is that they did not do something by understanding about its contributions to their teaching thereby students' learning. As a result, it is possible to infer that student teachers were not reflective learners during their learning via teaching practices; rather, they practiced one teaching tactic over the other for the sake of satisfying their supervisors by using some of the usual steps (e.g. last day's lessons' revision, group discussion, oral questions for lesson evaluation, etc) without considering the nature of the contents and learners. That is why, as direct observation of the teaching practices showed in Matrix 4.5, they were more of totally non-reflective, lower level and theoretical reflective with very rare critical level and practical reflective learners.

4.2.3.3: Reflection-on-Action in "Theorizing' about Student Teachers' overall attitudinal Changes as a Result of Learning Courses

At the end of the third term, respondents were asked to explain their overall attitudinal changes in general and on their professional assumptions as a teacher in particular by taking the learning engagements of courses such as Action Research, School Practicum and Inclusive Education into account. With this in mind, the collected data were summarized and presented in Matrix 4.13. With regard to the course Action Research, all the respondents uniformly ensured that this course was not delivered as planned in the PGDT syllabus (Matrix 4.13). Except in the practicum orientation meeting, no one said anything about action research though more data was expected for doing intervention while they were in the school (S2, S4, S5 and S8). Therefore, student teacher respondents reported that it seems impossible to think and assign any kinds of attitudinal changes which are attributed for this course (Matrix 4.13).

Respondents, on the other hand, stated that the course 'Inclusive Education' has played a lot to influence their mind towards positive behavior (e.g. helpfulness, respectfulness for variations, etc.) for all men and women (Matrix 4.13). That is to say, it changes their mind on how to handle differences not only in the classroom but also anywhere and at anytime in the entire society. Accordingly, S1, for example, stated "Inclusive education teaches clearly showed me to handle the physical and psychological differences of individuals not only in the class but also in the entire society. So, I can say it positively affects my over all attitude to support people around me." Similarly, S2 noted, "I

develop a kind of helpfulness for disable persons in any time and everywhere in order to capacitate their potentials so that they can support themselves and even contribute something for the nation." In the learning engagement of this course, respondents claimed that they developed a mind that is ready to support each other (S3 and S6), to support all human beings as long as they can (S4 and S5), to be helpful not only in the classroom but also where ever someone needs help (S7) (Matrix 4.13).

Matrix 4.13: Student Teachers' Reflection-on-action in 'Theorizing' about the Contributions of Learning These Third Term Courses on overall Attitudinal Changes

Courses	Observed Personality Changes	Respondents	Status
Action research	Because it totally failed, they said that nothing is happened on their attitude as a result of this course	S1, S2, … S8	CMPR
Inclusive education	This course has played a lot to influence their mind towards positive behavior (e.g. helpfulness, respectfulness for variations, etc.) for their students in the class as well as for all man kinds.	S1, S2, … S8	CMPR
	It provokes their mind on how to handling differences and then supporting one another not only in the classroom but also anywhere and at anytime in the society	S1, S2, … S8	CRTR
School practicum	It is highly helpful to influence our teaching learning related personalities rather than influencing student teachers in other aspects of personalities because its contents are all about schooling and its setting in general and teaching learning processes in particular (S4), exhaustively tried to deal about things related to the teaching profession (S6 and S8).	S1, S2, S4, S5, S6 & S8	CMPR
	In addition to the skills they have gotten about the teaching profession, possibly teachers may develop an attitude that able to influence the remaining world at least through their effective teaching deliveries for students	S3 & S7	CRTR

Keys: CMPR=Comparative Reflection, & CRTR=Critical Reflection

From student teachers' discussions about inclusive education, student teachers tried to practice descriptive level of reflection because all respondents mentioned the very principles of inclusive education (helpfulness, maximizing the potentials of the disables, respectfulness, handling differences, etc.) that might be mentioned in the class. Student teachers' comparative level of reflection was also there because the interviewees acknowledged the value of the concepts and skills in this course and decided to apply for managing variations in the class (Matrix 4.13). On top of this, in addition to maintaining variations in their classroom practices, as a teacher, the respondents proposed to use the

concepts and skills that they learned in this course for the society at large by questioning their assumptions about 'individualism' and then to support any one with help at anytime and everywhere. Such arguments of student teachers can be taken as critical level of reflection (Matrix 4.13) because student teachers seemed to have been encouraged for extending their support out of the classroom which may not actually the main intention of the course 'Inclusive Education'. In this context, therefore, it is possible to label student teachers as critical reflector.

For the course 'School Practicum', student teachers responded that it is basically devoted to improve the practical aspects of the teaching profession through facing them in exercising teaching with actual schools and students. As a result, respondents reported that this course is highly helpful to influence their teaching profession personalities (Matrix 4.13) rather than influencing them in other aspects though respondents S3 and S7 tried to respond differently. Student teacher S4, for example, stated that school practicum did not have any relations/attributions with other personalities because its contents are all about schooling and its setting in general and teaching learning practices in particular. School practicum exhaustively tried to deal with things related to the teaching profession (e.g. lesson planning and delivering, students' management, etc.) but not about for other personalities that able to influence their general role to the society (S6 and S8). The remaining student teacher respondents also did the same argument with S4, S6 and S8. However, S3 and S7 said that in addition to the skills they got about the development of their teaching profession, they, through their effective teaching deliveries for students, claimed for the development of more personalities to their students which in turn can exert some influences on the society.

Regarding the course 'School Practicum', except two respondents (S3 and S7), student teachers argued at descriptive (recalling some facts and principles from the delivery of this course) and comparative (understanding, rejecting some facts with reason, accepting and then deciding to use the facts and principles in the course) levels of reflection. S3 and S7, however, tried to practice a kind of critical level of reflection in such a way that their teaching might be influenced by this course; they in turn may influence their students

through effective teaching, and therefore, there might be a possibility to influence the larger society indirectly through students. This might be a kind of challenge for the assumptions that most teachers have (i.e. my teaching is only for students' learning in the classroom). As a result, it can be taken as an ideal feature of critical level of reflection. From the analysis above, student teachers' attitudinal change in general and their professional development as a teacher in particular seemed highly related to their amount and level of experiences about the courses that they have learnt. That is why they strongly acknowledged the contributions of 'inclusive education' for their attitudinal change in fact follows with 'school practicum' for student teachers claimed that there was better delivery for these courses still with the favor of 'inclusive education'. But, nothing has been mentioned from the 'action research' because their experience/learning about it has failed.

In conclusion, except they did some preparations and reflections about their teaching practices, student teachers' reflection-for-action seemed minimal in its level as well as in its amount (Matrices 4.9 and 4.10). Student teachers' reflection-on-action (after course learning practices over) (see Matrices 4.12, 4.13 and the researcher-student teacher dialogue in section 4.2.3.2) was much better than the other two (reflection-for-action and reflection-in-action) which is in fact followed by their reflection-in-action (while the course learning processes are in progress) (Matrix 4.10). This result confirms what the literature (e.g. Boud, et al, 1985***;*** Brown, 1999) in the area has claimed. Experience is the basement rock to facilitate reflective learning practices of learners (Boud, et al, 1985; Kolb, 1984). That is why when student teachers had better exposures (experiences) about the course, they exhibited better reflection than the courses they did not have sufficient experiences. In similar talk, student teachers' exposure towards the courses has increased from in preparation for action, to adjustments of learning during the action, and to the lesson developed after the action is over. That might be the probable reason, as this study found, student teachers' attempt of reflection increases when someone goes from reflection-for-action to reflection-in-action and then to reflection-on-action.

4.3. Chapter Summary and Discussion

In this chapter attempts have been made to address the research questions related to the status of student teachers' reflective learning practices while teacher education courses were implemented. Accordingly, the study tried to present and interpret the data (via interview, observation and document analysis) that revealed student teachers' reflective learning practice status. The chapter also discussed the levels of reflection in learning, and the forms of reflection that student teachers had while they were attempting to 'theorize' and 'practice' in their learning engagements at the teacher education.

In most cases, when student teachers attempted to 'theorize' in defining, valuing, deciding, etc about different aspects (e.g. purposes and values of courses, nature of presentation, techniques of handling challenges, etc), they appreciated and almost repeated what the original sources of the information (e.g. teacher educator and/or handouts) said. This implies that even though student teachers have had orientations and related course materials about the courses they will start soon, they were non reflective in some cases or practicing the descriptive level of reflection (Brookfeild, 1995). Though descriptive level of reflection is very important to digest and understand the basic facts and principles of a course, as a basic ground for the next level (comparative) of reflection, it is not productive and full-fledged reflection in order to see alternative ways of thinking and doing about things. However, depending on the nature of the question raised for the student teachers and on the level of arguments that were made between the researcher and student teachers, student teachers frequently did comparative level of reflection and sometimes critical level of reflection while they were 'theorizing' about something within the dialogue (see Matrices 4.2, 4.9, 4.10, 4.12 and 4.13). In fact, this study has one doubt for which clear explanations could not be found. That is, student teachers' attempt of higher level reflection through which they tried to challenge certain assumptions was not clear whether it is emerged from their own critical analysis of experiences or from certain sources that they might have been exposed earlier. Therefore, student teachers' critical level of reflection which is observed in this study may not be taken as genuine and with its real procedures.

Student teachers, in their practical engagement of learning such as practicing of teaching (Matrix 4.3), lesson planning (Matrix 4.4), essay item responses (Matrix 4.5) and weekly journal writing (Matrices 4.7 and 4.8), exercised descriptive level of reflection and even sometimes they staked to say anything particularly in their teaching practices and examination performances (see Matrices 4.3 and 4.5). In other words, they were unable to recall what they had been discussing in the class, written in the module as well as in the high school textbooks. Sometimes, due to their lack of efforts to get readiness for the courses (e.g. preparations for the course 'Inclusive Education', in delivering their teaching practices, etc.) that they will engage, student teachers were either totally stopping to explain/practice about these courses or delivering them in blurred form which this study referred as non-reflective learning practices. In their practice-related reflection (especially in their teaching practices, essay examination responses and lesson planning), however, they attempted comparative as well as critical levels of reflection very rarely (only S2 in Matrices 4.5 and 4.6, and S3 in Matrix 4.5). Nevertheless, in their weekly journal writings student teachers reported certain arguments with relatively more comparative and critical levels of reflections (Matrices 4.7 and 4.8) though this research is in doubt whether these weekly journal reports are grounded from the data/evidences that they observed out rightly while they were engaging in learning the two courses selected for this purpose. As a result, this dissertation is a bit confused to level whether student teachers' weekly journal writing as theoretical or practical type of reflection though the dissertation first intended it as practical type of reflection.

In general, though student teachers have got sufficient explanations about the course learning actions that they will engage soon, their level of reflection went through being totally non-reflective, descriptive, comparative, and critical reflection with a dominant occurrence of descriptive level of reflection, which was followed by comparative level of reflection and with very few attempts of critical level of reflection. Student teachers' reflective learning practice is better when they were theorizing in their learning (see Matrices 4.2, 4.9, 4.10, 4.12 and 4.13) but worse when they were actually engaged in practicing some events such as teaching practices, lesson planning, and responding for essay items (see Matrices 4.3, 4.4, 4.5 and 4.6). This implies that student teachers did not

act in line with their theoretical claims as they defined, assumed and prepared for reflective learning practices. That is to say, theoretically, student teachers pictured out reflection relatively to its higher level but their practical demonstration was at lower levels and sometimes non reflective, unable to describe what they already experienced.

With regard to the forms of reflection, this study understood that student teachers were highly influenced by the level of their experience to the courses of actions they reflect. In other words, if student teachers have better awareness about the course (topic of discussion/practice) from the teacher or any other sources, they will invest more time and effort for preparations so that more thoughts and actions will exert to reflect about. Moreover, if student teachers assume the actions are valuable for their future including their grading of the course (e.g. teaching practice as the major entities to determine the grade for the course 'School Practicum') (Matrix 4.10), they still invest more power to reflect. If not, they did not want to explore information by their own (e.g. reflection-for-action of inclusive education, reflection-on-action of action research and reflection-in-action of school practicum) (Matrices 4.10, 4.11 and 4.12). With this in mind, this study, however, found out that student teachers tried to reflect across the three forms (reflection-for-action', reflection-in-action' and reflection-on-action') though the distribution is different from one another. That is to say, this study indicated that student teachers have shown better amount and depth of reflection on their reflection-on-action which followed by reflection-in-action (Matrices 4.11, 4.12, 4.13 and researcher-student teacher dialogue in section in 4.2.3.2)

Student teachers, though they did certain reflection-for-action about their plans to handle challenges and preparations for the courses they got orientations about, they did not want to read, explore, think and reflect by their own before the teacher educator of the course started to introduce and teach the course. That is why they failed to do certain tasks (e.g. collecting evidences for action research, pre-reading for the course inclusive education). They, on the other hand, gave a dozen of comments and reflections after certain actions were finalized (e.g. reflection-on-action of the course 'Inclusive Education' and 'School Practicum') though most of the reflections attempted to practice were at descriptive level

(Matrices 4.12 and 4.13). In researcher-student teachers' dialogue, student teachers also practiced some comparative and critical levels of reflection while they were justifying about the teaching tactics that they utilized in their teaching practices. However, most of the higher levels of reflection (comparative and critical) were emerging from the theoretical discussions between student teachers and the researcher rather than from their original assumptions of utilizing the tactics in their teaching practices. They, moreover, did sufficient amount of reflection-on-action in their 'theorizing' about the effect of learning those courses for their overall as well as professional attitudinal changes (see Matrix 4.13).

In sum, though they tended to prefer a teacher who follows direct instruction, student teachers tried their best in conceptualizing learning and reflective learning practices as basic grounds to practice reflective learning. However, student teachers' reflective learning practice was not as intended by the newly introduced teacher education curriculum, which is strongly recommended reflective teacher education paradigm, because it seemed more of theoretical than practical reflection, non-reflective and descriptive than comparative and critical level of reflection, closed-ended in getting information from specific sources (e.g. teacher educators) than being open-ended to explore the nature of ideas and practices by the student teachers themselves via self reading and self practicing. That is why student teachers were better in amount and quality/levels/ in their reflection-on-action which is followed by reflection-in-action. They were more of totally non-reflective and descriptive level reflector in their reflection-for-action as well as in their practical reflection in general because their efforts to get information about their future actions were limited.

Chapter Five: Teacher Education Curriculum Implementation Processes and Its Implication for Facilitating Reflective Learning Practices: Data Presentation and Analysis

In this chapter data on the process of teacher education curriculum implementation and its role to facilitate student teachers' reflective learning practices are presented, discussed and interpreted. The subsequent sections, therefore, focus on the nature and status of curriculum implementation practices (as conceptualized and performed by different actors), challenges, and opportunities observed in the processes of preparing secondary school teachers. Finally, the alternative ideas forwarded by the respondents to improve student teachers reflective learning practices in the future are presented and discussed. Correspondingly, the data generated through personal interviews, classroom observations, document analysis (with the four selected teacher educators), and interviewing (with the eight selected student teachers) are presented and discussed. The techniques of data analysis followed the same pattern which was used in Chapter four. They were include thematic approach with case-by-case and inter-case analysis which moves either from the theme of the theoretical explanations to the data (deductive approaches) or from the data to a sort of theoretical explanation (inductive approaches) (Hatch, 2002; Darke, et al, 1998). Besides, narrative analysis, to give meaning for the data, as well as the matrix format (as adapted from Miles, et al, 2014), to summarize and display the core result and then to have a prompt look and comparison, were used.

As this study did for student teachers in Matrix 4.1, selected background information of teacher educator respondents is displayed in Matrix 5.1.

Matrix 5.1: Teacher Educator Respondents' Background Information and Codes

Respondents' Code	*Gender*	*Field of Studies*	*Years of Experiences*
T1	Female	Curriculum studies	13
T2	Male	Physics	7
T3	Male	English	27
T4	Male	Curriculum Studies	16

The four teacher educator respondents (1 female and 3 male) were specializing in curriculum studies (2), physics (1) and English (1). Their teaching experience is extended from 7 to 27 years. Their selection was purposive with the intention of having respondents from relatively low to high experiences (7-27 years old) and from different disciplines (by taking two from education as these people are more responsible to offer many courses in PGDT).

5.1. The Status of Curriculum Implementation Practice in Facilitating Student Teachers' Reflective Learning Practices

In teacher education curriculum implementation, there are different actors that played respective roles in order to make the implementation processes effective and then efficient for student teachers learning in general and their reflective learning practices in particular. Of these, According to Afe (2006) and Darling-Hammond (1997), the main and critical actors in delivering / implementing / the curriculum are the students, the curriculum, and the teacher. In fact, there are aspects, which are mainly related to curriculum implementation processes, that the management body of the given education system (Pratt, 1980) should be involved. Of these four important actors of curriculum implementation, as indicated above, this study starts to present, discuss and interpret the data related to teacher educators as one of the actors of curriculum implementation processes.

5.1.1. Teacher Educators' Performance in Teacher Education Curriculum Implementation Practices

Data from the teacher educators via interviews, observation and document review, and of course from student teachers' interview are reported and discussed in this section. That is

to say, in addition to interviewing them, teacher educators' practices such as teaching deliveries, and post-teaching practice discussions with their student teachers were observed through structured and unstructured observations. On top of this, course guidebooks and examination papers which were prepared by teacher educators are also presented, discussed and interpreted. To begin with, below, teacher educators' conceptualizations of learning and reflective learning are reported.

5.1.1.1 Teacher Educators' Conceptualizations about Learning and Reflective Learning Practices

As it is presented in Matrix 5.2, teacher educators during their interview tried to define learning, reflective learning practices and related processes. Teacher educator respondents (T1, T2, T3 and T4) in one way or another defined learning as understanding of the lesson in such a way that the learners able to use it in different practical and real life contexts in order to make them competent and fully professionals.

Matrix.5.2: Teacher Educators' Conceptualizations of Learning and Reflective Learning Practices

Themes Defined	*Responses*	*Respondents*	*Status*
Learning	It is a matter of adapting the theory in to practice (T3), responsible for the change in thinking as well as practicing (T2), changing the corresponding behavior up to the standard of professionalism (T4), and not a matter of memorizing facts but understanding (T1)	T1, T2, T3 & T4	FRLP
Reflective Learning practice (RLP)	It is seeing things from different angles rather than taking what the teacher/the book says for granted (T1), enhancing usability and applicability of the learned contents (T2 and T3), and thinking and processing about what you see, hear, touch, etc. (T4).	T1, T2, T3 & T4	FRLP
Strategies To facilitate RLP	Facing student teachers to practical challenges and doubts in learning thereby to initiate student teachers to have the capacity to escape from. This can be done by insisting student teachers to infer something by their own efforts	T1, T2, T3 & T4	FRLP

Keys: FRLP = Facilitative for Reflective Learning Practices

Teacher educator (T3), for example, contended, “Learning is a matter of adapting theory into practice as to the standard of our profession. In my case, for example, if student teachers understand how and what they are going to teach in their secondary school teaching, I conclude that they are learning the course in a better way.” For T2, proper learning has to be responsible for the change in thinking and then in corresponding behavior that encourages the learner to be capacitated in his/her specialization (profession) and of course in his/her real life practice including social life participation (T4) rather than memorizing facts and principles (T1).

Reflective learning for teacher educators is a matter of seeing things from different angles rather than taking what the teacher as well as the book says for granted (T1), learning something for enhancing its usability and applicability (T2 and T3), and thinking and processing about what you see, hear, touch etc (T4). So, teacher educators can encourage reflective learning practices by raising critical questions like ‘why’ and ‘how’ (T1 and T4) not only for the external events (curricula, management, etc) but also about themselves that encourages self critiques (T3). Teacher educator T4 added that reflective learning practice is a matter of thoroughly thinking and processing about one’s experiences including the lessons discussed in the class. Hence, to facilitate reflective learning practices, we teacher educators should encourage course implementations towards critical thinking and practicing via facing student teachers to practical challenges and doubts in learning (T1, T2, T3 and T4) thereby to encourage students work hard to escape from (T3 and T4).

As the above discussion clearly showed, teacher educators’ conceptualizations of learning and reflective learning practices do facilitate reflective learning practices among their student teachers (Matrix 5.2) though their actual practice is the other way round (Matrices 5.3, 5.4, 5.5 and 5.6).

5.1.1.2 The Role of Teacher Educators in Curriculum Implementation Processes

Student teachers and teacher educators' view about teacher educators' performance in teacher education curriculum implementation processes are presented in Matrix 5.3. Student teachers' interview in general indicated that except two or three teacher educators, as student teachers S1, S2, S6 and 57 explained, the teacher educators seemed weak in initiating them towards making relations and associations among experiences and then to think something beyond the lesson in order to have new insights as an alternative learning (S1, S2, S3, … S8). According to student teacher S5, for example, "There are teacher educators who ordered us to see things from different angles of experiences but most of them bounded us within the scope of their presentations." Nevertheless, all the student teacher respondents claimed that teacher educators are not bad in their theoretical discussions while they treated some facts and rules of teaching at the lecture sessions. In theoretical discussions, unlike their practical related lesson treatments, most teacher educators came with sufficient and relevant preparations, and with high commitment and interest so that they dictated what they have in their notebook or PowerPoint slides (S1, S2, S3, … S8) relatively in good performance.

Having this in mind, one of the disabled lecturers (for the course Inclusive Education) was doing his lecture in superior manner than others (S2, S4, 56 and S8) by mentioning relevant and practical examples from his own firsthand experiences about disability and its challenges. As a result, student teachers S4 and S8 explained that though they were planning to enter classes for the course 'Inclusive Education' rarely, they attentively followed all the lecture classes of the course.

Nonetheless, in their performance for the tutorial sessions of the courses and in pure practical courses (e.g. School practicum and action research), teacher educators are extremely disinterested and less prepared (S1, S2, …S8) and even to the extent they seemed incompetent to facilitate reflection in practical terms (S2, S4 and S6).

Matrix.5.3: Teacher Educators' Practices in Facilitating Reflective Learning: As Perceived by Student Teachers and Teacher Educators Themselves

Themes	*Responses*	*Respondents*	*Status*
Experience initiative lesson delivery	Except two or three of them, teacher educators were weak in initiating student teachers towards making relations and associations among experiences (S1,S2, S6 and 57)	S1, S2, … S8	NFRLP
	If the lesson is familiar to student teachers, we teacher educators preferred to push them to make relationships with their experiences, though student teachers were not interested to do so. Otherwise, teacher educators did some introductory presentations thereby giving certain activities.	T1, T2, T3 & T4	NFRLP
Seeing beyond the things lesson	Teacher educators never encouraged student teachers to think something beyond the lesson for developing a different insight from what the lesson says.	S1, S2, … S8	NFRLP
	Teacher educators were interesting their students to see the lesson beyond what it states at the ground though they didn't plan in that way	T1 & T4	FRLP
Theoretical Vs practical lesson deliveries	They focused on how to apply/use different theories and techniques in teaching because the very purpose of their teaching is to produce proper practitioners but not scientists/innovators who disprove previous assumptions.	T3 & T4	NFRLP
	Unlike their practical related lesson treatments, teacher educators did better preparation and delivery in theoretical lectures with more close-ended and theory-focused assessments that mainly determines course grades. Let alone other courses, action research itself was assessed via paper-pencil tests	S1, S2, … S8, T1, T2, T3 & T4	NFRLP
	In the tutorial sessions as well as in pure practical courses (e.g. School practicum and action research), teacher educators are extremely disinterested and less prepared (S1, S2, …S8) and even to the extent they seemed incompetent to facilitate practical reflection (S2, S4 and S6).	S1, S2, … S8 & T4	NFRLP
	Both the teacher educators as well as student teachers didn't appreciate and work hard for the practical version of the teaching sciences but in theoretical aspects. Though their submission is mandatory, assignments and reports were not seen properly rather submitted for formality purposes	S1, S2, … S8, T1, T2, T3 & T4	NFRLP
Diary utilization	All of the respondents were appreciating the use of diary in teacher education at least from their theoretical understandings. However, no one was attempting to use it because no one told them to do so (as student teachers said) and it is not the tradition in the Ethiopian system of education (as teacher educators responded).	S1, S2, … S8 T1, T2, T3 & T4	NFRLP

Keys: FRLP = Facilitative for Reflective Learning Practices and NFRLP= Non Facilitative for Reflective Learning Practices

The tutorial session, as S1, S4 and S6 assumed, is designed in order to deal with practical and model activities for the sake of exercising and familiarizing the theoretical concepts, which were dealt in the lecture session through designing practical tasks (S6 and S7). However, according to student teacher respondents (S1, S2, S3, S6, S7 and S8), this session has discussed the hand out or certain notes in a way that repeated the theoretical issues which were discussed in the lecture sessions. One of the student teacher (S2), for example, said,

> Very few of the teacher educators were encouraging us to relate different experiences but most of them were focusing on transmitting what they have in mind and from the materials they selected and prepared for. Both the lecture and the tutorial sessions, though they designed for relatively different purposes, were working to inculcate the facts and principles found in the course materials/handouts already distributed for us.

Another student teacher (S7) also added that he was not comfortable with the tutorial sessions of courses and the treatment of practical courses (such as school practicum and action research) in general because teacher educators saw them carelessly as if they are included for formality.

Regarding assessment techniques and weights, though teacher educators were attempting to give some open-ended assignments (sometimes with school visit) (as S2, S3, S6, S7 and S8 reported), they seemed very much reluctant to correct these assignments and give relevant weights to determine course grades. As an indicator of this fact, teacher educators did not give (except very few cases) proper and timely feedback, though most of the course guide books claimed to do so (S2 S4, S5 and S6). Even to the extent, in their classroom discussions, teacher educators mentioned certain sources for student teachers to read and then they said it will be very decisive to score better grade in the course (S2 and S6). In this regard, student teacher S6 further explained, “The nature of the course delivery practices including its assessment is more of closed-ended than open-ended. The PGDT program is extremely straight forward that asks to answer the bold and Italic words and phrases in the handout which was not the feature of BDU when I studied my first degree in civics and ethical education.” Student teacher S8 also indicated that the delivery tasks and exams is more of straight forward and close-ended than being open-ended. For example, exam items are completely from our exercise books or hand outs

with minimum reshuffling of sentences and ideas (S4, S6, S7 and S8). This result is consistent with the results found from the analysis of teacher educator made examination papers of this study. In these exam papers mark load distributions was extremely favoring for objective type examination items (Matrix 5.6).

Arguably, teacher educator respondents claimed that they preferred to push their student teachers to make relationship within the experiences that they have as long as the lesson has certain familiarity with them. If the day's lesson is new, teacher educators did some introductory presentations thereby arranging related activities. Only two teacher educators (T1 and T4) noted that they tried to initiate their students to see the lesson beyond what it states. The remaining two teacher educators T2 and T3, on the other hand, favored to inculcate the stated theories and principles corresponding with the application strategies to the student teachers because the very purpose of their teaching is to provide proper practitioners but not scientists/innovators (T2). "Let alone for student teachers, seeing things beyond is even difficult for them as teacher educators" (T3). Therefore, they worked to make their learners better practitioners via raising questions that initiate student teachers towards application. Teacher educator T2 explained,

> Though it depends on the nature of the content, I prefer to encourage my students to learn from the challenge. If the topic is difficult and new, I start the lesson by giving some clues for my students. If I believe the topic is a bit familiar with students I invite them to air out their experiences and then I tell them what books are saying. Lastly, I ask them to make analysis between their idea and the statements from the book.

A similar explanation was given by teacher educators T3 and T4. T3 said that he appreciated to start his teaching by asking student teachers experiences/ beliefs about the issues under discussion so that he can understand their status about it. In most cases, T4 explained, he prefers to start his lesson from students' experiences because they have certain information about teaching while they were acting as a learner throughout their schooling.

With regard to their preferences to the practical and theoretical lesson deliveries, teacher educators announced that frankly speaking both the teacher educators as well as student teachers didn't appreciate and work hard for the practical version of the teaching sciences (T1, T2, T3 and T4). Rather, courses are covered with intensive theoretical discussions.

For example, the department failed to accomplish student teachers' action research project but evaluated and finalized this course mainly through theory-focused and paper-pencil final exam results (T1 and T4).

Regarding the use of academic diary (learning journal) in teacher education as a tool to facilitate reflective learning practices among student teachers, all of the respondents (teacher educators as well as student teachers) of this study appreciated it. However, no one was attempting to use it because, as student teachers explained, there was no one including the teacher educators who advised to do so. Moreover, as some of the respondents reported, it is not the tradition of the Ethiopian education system. According to T4, for example, "Till now, I have not used diary. I know it is important for teacher trainees but the context that you work matters. I may start to use it in the near future." Another teacher educator (T1) said that though she knows diary is very important particularly for practice-focused contents, neither she did advises for her students to do so nor she used it for her teaching learning practices because she is not used to it. The same thing was reported from student teachers' side. For example, S4 noted that though diary is important for their future learning, it was not totally attempted in the teacher education program because the teacher educators never encouraged student teachers to do so.

In fact, there was an attempt for the courses 'school practicum' and 'action research' though the practices were not genuine rather student teachers were filling their portfolio with their own common senses (S4, S7 and S8). The unstructured observation also realized this fact as student teachers were not having note books to record what was going on in their practicum school visit rather most of them were moving here and there within the school compound without any defined purposes; some others were going out of the school compound immediately after they got off the university bus. As it was observed, there was no teacher educator that tried to monitor what students were doing while the practicum course was going on. On top of this, the unstructured observation also ensured that teacher educators seemed less interested and committed towards the practical course implementation processes. Throughout the practicum course engagements, they, for example, were investing only 20-30 minutes to see their student

teachers' teaching practices and for some five minutes for post-student teacher's teaching discussions by asking almost similar and thematic questions for all student teachers they supervised.

Even though what teacher educators discussed about their conceptualizations in learning and reflection and related strategies are encouraging to make their learners reflective (Matrix 7.2), they were not acting accordingly while they implemented courses at the PGDT program. Because of student teachers' less interest, less motivation and other managerial factors (time shortage, lack of orientation, etc), most of the teacher educators were not in a position to implement the teacher education courses as intended by the syllabus which claims being practice-focused (T1 and T3). Rather, the implementation is more of theory based as we did for the earlier integrated teacher education program (T1). Except merging two/three courses together, PGDT syllabus implementation is the same with the earlier one even it is worsen in its actors' (especially student teachers) disinterestedness (T2, T3 and T4). Paradoxically, like that of the student teachers reported, teacher educators claimed as if they are interested to make their lesson implementation open-ended, experience-based and practice-based though their actual course delivery, as teacher educators and their student teachers explained, is theory-focused and close-ended.

This controversy affects student teachers' reflective learning practices negatively because it is not only teacher educators' understandings and conceptualizations that matter but also their practical doings have a lot. As it is contended by writers like Dyke (2006), Hytonen (1995) and Moon (1999a), reflection is not only encouraged via understanding but it needs a corresponding practice because one of its purposes is to serve as a bridge between theory and practice. So, teacher educators, as the main actors of the teacher education curriculum implementation, were not in a position to facilitate their student teachers' reflective learning practices. Instead, they were better in lecturing facts and principles than encouraging student teachers towards practice- and experience-oriented learning which could be served as a milestone for reflective learning practices (Kolb, 1984; Daudelin, 1996).

5.1.1.3 Teacher Educators Practical Involvements during Curriculum Implementation

In addition to the views forwarded by the student teachers and teacher educators, the study tried to see what teacher educators' direct practical engagements look like. To do so, classroom observations for teacher educators' teaching practices and related academic documents (course guidebooks and examination papers) were analyzed.

1. Classroom Observation on Teacher Educators' Teaching Practice

Two classroom observations for each of the four teacher educators' class room practices were made. The observation (attached in the appendices section) used 13 scale items with three options and then the corresponding results which were adjusted/ aggregated from the two observations are reported in Matrix 5.4. In fact, in addition to the structured observation (through the utilizations of observation scale items), the study also collected data via unstructured observation by remarking that seems relevant to its purpose.

Teacher educator T1, in both of her classes used description of facts and principles sometimes by raising 'what' questions that seek factual answers from the student teachers repeatedly. She did not totally attempt to treat uncertain issues, why and how questions, her and/or student teachers' previous experiences, practical examples, skill related issues and how to adjust practices at a spot. According to the unstructured observation, she picked the handout that students had at hand and continued to lecture the class about 'characteristics of effective teaching'. Some student teachers were taking lecture note. Few of them, on the other hand, underlined sentences and words on the handout. In all cases, she was welcoming rather than forwarding any comments for either of the groups. The second lesson observed was supported with PowerPoint presentation though it was following the same sources and procedures: preparing short slides from the hand out and presenting for the class.

Teacher educator T2 performed his teaching practices in active and interactive manner through raising some practical questions. This teacher educator was frequently describing facts and procedures, in fact; he was using 'how' and 'why' questions too. He was also asking students to provide some practical examples which might help them to link the

scientific theory with the student teachers' real environment. T2 was, moreover, rarely facing students with uncertain issues, initiating previous experiences for interpretation and understanding, asking for comparisons, facing with ill-structured issues, and asking students for their learning adjustments. He didn't encourage students towards challenging certain assumptions and then to see the development of new concepts. As the unstructured observation showed, in both of his lessons, he was using PowerPoint presentations. He employed it not only to present theoretical notes but also to display different model pictures about successful and unsuccessful lessons in physic. This teacher educator asked comments about the displayed teaching practices first from the student teachers within a group and then he invited whole class discussion.

Teacher educator T3, in both of his lessons, intensively employed 'why' and 'how' questions in his teaching engagements. He told student teachers some facts rarely rather insisting students for their own interpretation by providing local experiences and examples while they were learning English for the last 15/16 years. This teacher educator was encouraging student teachers for showing relationship and differences, trying to develop concepts and adjusting his teaching at a spot rarely. He never attempted to face students with uncertain and ill-structured contents and procedures rather his teaching was strongly attached with the things found in student teachers' module. In both of his lesson deliveries, he ordered students to do activities found in the module first and then, eventually, he guided student teachers to progress towards the conclusion by their own right though the concluding remarks are found towards the end of each section in the module.

Teacher educator T4 was attempting most of the quality of reflective teaching practices such as working with factuality in teaching for few minutes, practical examples, comparison of experiences, and adjustment of his teaching at the spot though he didn't face student teachers with uncertain issues, ill-structured tasks and then to develop some concepts.

Matrix 5.4: Observation Results of Teacher Educators' Teaching Practices

Themes	Indicators	Time	Practitioner	Status
Factual Description	Facts and principles by raising 'what' questions that seek factual answers from the student teachers repeatedly. She picked the handout that students had at hand and continued to lecture the class about 'characteristics of effective teaching	**35-40'**	**T1**	**NFRLP**
	He was frequently describing facts and procedures; he was using 'how' and 'why' questions too.	**20-25'**	**T2**	**FRLP**
	He told some facts for student teachers rarely	**15-20'**	**T3**	**FRLP**
	working with factuality in teaching rarely	**10-15'**	**T4**	**FRLP**
Experience teaching & interactive support	She didn't attempt to initiate student teachers' previous experiences	----	**T1**	**NFRLP**
	He attempted to treat, initiating previous experiences for interpretation and understanding, asking for comparisons, facing with ill-structured issues, and asking students for their learning adjustments, invited students to present their comments on the model teaching video show, etc.	**25-30'**	**T2**	**FRLP**
	He insists student teachers for their own interpretation by providing local experiences and examples there by to make certain relationships among these experiences	**30-35'**	**T3**	**FRLP**
	He initiated student teachers with practical examples, comparison of experiences, and adjustment of his teaching as well as their learning at the spot, invited them to present their comments on the model teaching video show, etc.	**35-40'**	**T4**	**FRLP**
Treating Issues beyond the available facts	She did not show any sign of encouraging student teachers towards challenging assumptions and then to hypothesize their own	----	**T1**	**NFRLP**
	He did not encourage students towards challenging certain assumptions and then to see the development of new concepts.	-----	**T2**	**NFRLP**
	He never attempted to face students with uncertain and ill-structured contents and then question the already available assumptions.	-----	**T3**	**NFRLP**
	He did not face student teachers with uncertain issues, ill-structured tasks, challenging assumptions and then to develop relatively new concepts	-----	**T4**	**NFRLP**

***Keys**: FRLP = Facilitative for Reflective Learning Practices and NFRLP= Non Facilitative for Reflective Learning Practices*

In both of his lessons, like teacher educator T2 did, he was using PowerPoint slides that showed different teachers' teaching performances and school teachers' pre- and post-teaching delivery discussions. Then, he ordered student teachers to compare and contrast what they watched via video and labeled as succeeded and failed teachers with the standards about teaching indicated in the literature/handout.

From the findings, it can be understood that the lesson delivery practices of the teacher educators, except T1, such that that it is relatively open-ended and practice-oriented. This is encouraging (even obliging) student teachers to see things from different perspectives. This, as Poblete (1999) and Zhu (2011) explained, this gives favorable ground to initiate the descriptive and comparative levels of reflective learning practices among the student teachers because it is encouraged to have facts and then to see relationships/differences in order to make comparisons between what the literature says and what they see from their video watching or from the explanations about an 'ideal teacher' in the module. To conclude, except teacher educator T1, who simply lecture the facts in the handout in different forms of presentations via PowerPoint or directly from the handout, the other three were attempting to initiate their student teachers to make a kind of comparisons and comments between certain model teachers' teaching practices which were displayed via PowerPoint slides (as T2 and T4 did) or in a text form (as T3 did). As a result, teacher educator T2, T3 and T4 encouraged student teachers for descriptive and comparative levels of reflection; but, T1 did only for descriptive level of reflection. Nonetheless, no one was attempting to push student teachers towards the highest level of reflection (i.e. critical).

2. Teacher Educators' Practical Involvements through Their Written Documents

As written documents for teacher educators, course guidebooks and exam papers were the other data sources of this dissertation. That is to say, the study is tried to see whether teacher educator course guidebooks and exam papers are supportive to encourage student teachers towards reflective learning practices. Accordingly, the data from the analysis of these academic artifacts are presented and interpreted in the following sections.

A. Data Related to Teacher Educator-Made Course Guidebooks

The analysis results of four course guidebooks (inclusive education, teachers as reflective practitioners, subject area methods II for English and physics) are reported in Matrix 5.5.

Course guidebook for the course 'inclusive education' has five major components that include course description, learning outcomes of the course (general and specific objectives of the course), contents of the course (that includes unit objectives, sub-

contents of the unit, methods and activities, and reference materials), general approaches of the course, and assessment techniques of the course (Matrix 5.5). This course guidebook explained the course description and students' learning outcome in a very well manner. Learning outcomes (learning competencies) are already determined ahead of the teaching learning processes. In line with these competences, topics and subtopics of the course are clearly indicated with direct allocation of reading materials including their page numbers for each sub-topic in the course.

The common methodologies mentioned in this course guidebook were gapped lecture, questioning and answering, group discussions, whole class discussion, brainstorming, presentation/reflection, and reading assignments. The assessment techniques for this course included attendance, participation, quiz, group assignments and final exam. All the course guidebooks, though they used different terminologies like content/topic and description/rationale in expressing the same thing, have tried to address similar concerns (rationale, objectives, contents, methods, materials and assessment techniques). With this remark, let the study explained the guidebooks one by one.

The course guidebook for the course 'Teachers as Reflective Practitioners' has contained 10 major topics such as course description, course objectives, key topics (with chapter titles and list of sub-topics), time boundary, pedagogical approaches/methodologies and reading materials, methodological explanations and student teachers activities, assessment methods and course policy. The description of this course is very brief and to the point in order to show the major intentions of each chapter and major topics in the course. This course guidebook has four general objectives for the course but it does not have further specific objectives. Lecture, discussions, reflections, questions and answers were considered the dominant teaching methodologies of this course. To give more chances for student teachers, according to this guidebook, short lecture will be delivered so that students will be actively involved in comparing the teaching theory with the actual practices in the Ethiopian context.

Matrix 5.5: Analysis Results of Teacher Educators-Made Course Guidebooks

Courses	Major Topics	Sample descriptions	Status
Inclusive education	Description	Indicated how the classroom teacher cooperates with the students in his/her class to facilitate learning for all children in the class.	FRLP
	objectives	To provide the strategies that help to create convenient classroom environment for all children in the class	FRLP
	contents	Meanings of special needs, categories of disability, etc.	FRLP
	Approaches	Gapped lecture, questioning and answering, group discussions, whole class discussion, brainstorming, presentation/reflection, and reading assignments.	FRLP
	Materials	Course Module by indicating page numbers for each topic	NFRLP
	Assessment	Attendance, participation, quiz, tests and final exam	NFRLP
Teachers as reflective practitioners	Description	Focused to equip trainees with the theory and practice of reflection in education	FRLP
	Objectives	To understand critical reflection in teaching/education	FRLP
	Topics	Critically reflective teacher, becoming a reflective teacher, etc.	FRLP
	Methodology	Lecture, discussion, micro teaching, case analysis, etc	FRLP
	Materials	Only the handout distributed for student teachers	NFRLP
	Assessment	Presentation, paper, quiz and final exam	FRLP
English subject area	Description	Dealt with issues of language teaching and learning	FRLP
	Objectives	To keep reflective position as language teachers	FRLP
	Topics	Teaching skills in English, Critiques of model teaching practices, etc	FRLP
	Methodology	Micro teaching, presentations, report writing, portfolio	FRLP
	Assessment	Portfolio, presentations & final exam	FRLP
	Materials	Two books (Atkins, J. et al & Hammer, J) & course module by indicating the page number for each topic	NFRLP
Physics subject area	Rational	Focused on the role of the teacher in relation to students' learning of physics at lower secondary school	FRLP
	Objectives	To apply different teaching theories in physics	FRLP
	Topics	Teaching methods in physics, the history of physics curriculum, etc	FRLP
	Methodologies	assignments, group discussion, presentations, whole class discussions, peer- and self evaluations	FRLP
	Materials	Course module (must) and 16 books for further references	FRLP
	Assessment	Participation, assignments, presentations, and tests	FRLP

Keys: FRLP = Facilitative for Reflective Learning Practices and NFRLP= Non Facilitative for Reflective Learning Practices

In most of the assignments, as this guidebook claimed, students are required to make interviews with different teaching professionals and report their findings to the classroom along with what they have learned from the data they collected, analyzed and concluded. Assessment techniques in this course guidebook include observation and oral questioning

in continuous manner throughout the processes of the course delivery and of course with group assignment presentations, reflective report submissions, quizzes and final examinations (that accounts for only 30% of the total assessment). This course guidebook suggested one handout given for student teachers as a course reference material across all the chapters and sections of the course.

Course guidebook of English subject area method II has contained around six major issues. They include course description, general objectives and specific objectives of the course, tentative schedule of lecture topics and reading materials, pedagogical approaches, and assessment techniques. This guide book did brief descriptions about the general information of the course and the topics that will be treated in this course. The major pedagogical approaches of this course are micro teaching, assignment presentations, individual and group report writing, portfolio, and final exam. This course guidebook for its assessment claimed that it will be running from the very day of a course delivery.

The last course guidebook which was analyzed is subject area methods II in physics. It has contained course rational, specific objectives for each unit, major topics and sub topics, methodological strategies and assessment techniques. This guidebook indicated the module as a principal teaching material and 16 more books as references for student teachers further reading if they want to do so. Individual and group assignments, group discussion, presentations, whole class discussions, peer- and self evaluations were assumed as instructional alternatives of this course. The guidebook also included classroom participation, individual and group assignments, presentations, and tests as its assessment techniques.

Despite the quality of their delivery practices, the suggested methodologies (in all of the course guidebooks) such as gapped lecture, questioning and answering, presentation, r eflection, micro teaching, group discussion, whole class discussions, etc. (See Matrix 5.5) seemed ideal in order to facilitate all levels of reflective learning practices. This is because the guidebooks claimed to use varied methodological alternatives which are

belonging from the teaching alternatives attributed in constructive learning theories thereby to enhance active and interactive learner involvements thereby reflective learning practices. Apart from their methodological alternatives, the course guidebooks which are analyzed here above have proposed assessment techniques like peer evaluation, continuous portfolio preparations, assignment presentations with minimal attention to paper-pencil exams. Such practices, as it was indicated by Larrivee (2008), are milestones to initiate student teachers' reflective learning practices though the story is different in their exam preparation and mark load distribution (Matrix 5.6).

Almost all of the course guidebooks explored above incorporated detail specifications of lesson topics and sub-topics, pre-identified and strict learning outcomes, indicating page-restricted reading materials, taking simple attendance and different types of paper pencil tests as assessment techniques, on the other hand, have minimal contributions for enhancing student teachers' productive type of reflective learning practices, but descriptive level. To conclude, though some of the components claimed some types of constructive teaching learning deliveries, the components of the course guidebook are more of closed-ended and theory-focused than open-ended and practice-focused in their suggested reading materials, objective and content identifications. However, course planning for enhancing student teachers' reflection should be open-ended, flexible and doubtful (Poblete, 1999) so that it encourages students to think, read and then search more from various sources. For example, course guidebooks for the four courses analyzed above indicated the course module or hand out as critical references even to the extent by putting the exact page numbers that the issue is found though physics subject area method indicated number of related books and articles as optional readings (Matrix 5.5).

As can be observed in Matrix 5.6, most of the final examinations papers have given more weights (e.g. 90%, 96%, 90% and 88.89% in the case of 'teachers as a reflective practitioners', 'inclusive education', 'chemistry subject area II, and 'geography subject area II, respectively) for objective (close-ended) type items than supply/essay items. In fact, the final exam for biology subject area method II (50%) and English subject area

method II (40%) gave relatively equal weights for both the subjective and objective types of items. Objective type items, though they sometimes asked (if the exam setter is smart enough) higher order thinking and reflection (Halson, 2007), mostly required recalling of some practical as well as theoretical principles rather than providing argumentative essay which encourage student teachers' reflective learning practices. What is more, all the items referred as 'essay' were asking student teachers to recall, list and define some factual concepts already discussed in the class. Such items do not have the capacity to initiate student teachers towards comparing among experiences and their values, and doing critiques within the assumptions they know. Therefore, they were not as such encouraging student teachers to practice reflective learning.

B. Data Related to Teacher Educator-Made Final Examination Papers

In this section, the final exam papers for the courses 'teachers as a reflective practitioners, 'inclusive education', and 'subject area methods II' have been presented and analyzed in Matrix 5.6.Here, the focus is to explore how much the nature of teacher made exams is open-ended and practice-focused in facilitating student teachers' reflective learning practices. Essay exam items for the courses 'Biology Subject Area Methods II' and 'English subject area methods II', however, were different as they were asking applications and evaluations about certain theories and practices in teaching.

'Biology Subject Area II', for example, was asking the student teachers to assume themselves a secondary school biology teacher and then to write lesson objectives, identify instructional strategies and evaluation techniques by providing an ideal biology topic. Likewise, the English Subject Area Method II, in its essay item, was providing a context that elucidated how the English teacher delivered a lesson and asked student teachers to comment/evaluate the teacher. As it was recognized by Zhu (2011) too, this study found that exams for 'Biology Subject Area Method II' and 'English Subject Area Method II' were encouraging the descriptive as well as comparative levels of reflection.

Matrix 5.6: Analysis Results for Teacher Educators-Made Final Exam Papers

Courses	Item nature	Explanation	Status
Teachers as reflective	10 true/ false (10 pts), 17 multiple choices (34 pts) and one essay item (6 pts) = [50 pts]	Only 10% weight was given for the so called 'essay item'. The essay item also restricted itself to mention and explain the nine/ten components of action research	NFRLP
Inclusive education'	14 true/false items (14 pts), 4 matching items (4 pts), 20 multiple choice items (30 pts) and 1 restricted essay item (2 pts) = [50 pts)	Only 4% was allotted for the essay item. The essay item asked to list and explain about the advantages of inclusive education for teachers	NFRLP
Biology subject area	10 matching items (20 pts) and 7 essay items (20 pts) = [40 pts]	50% of the total weight was assigned for the essay item. Around four of the items were requiring applications, analysis, and reflection skills. In fact, three of them require listing of facts and rules.	FRLP
Chemistry subject area	Ten true/ false items (10 pts), 5 matching items (5 pts), 20 multiple choice items (30 pts) and one essay item (5 pts) = [50 pts]	Only 10% weight was assigned for the essay item. The essay item was asking student teachers to compare and contrast between teaching methodologies.	NFRLP
English subject area	20 multiple choices (20 pts), five short answers / fill in the blank/ (10 pts) and one essay item (20 pts) = [50 pts]	40% weight was allotted for the essay item. The essay item requires to do comments on the classroom practices of a given 'model teacher' via reading the passage thoroughly	FRLP
Geography subject area	5 true/false (5 pts), 5 matching items (5 pts), 20 multiple choice items (30 pts), and 1 essay items (5 pts) = [45 pts]	Only 11.11% weight was given for the essay item. The essay item asked to identify and explain the qualities of an excellent geography teacher	NFRLP

Keys: FRLP = Facilitative for Reflective Learning Practices and NFRLP= Non Facilitative for Reflective Learning Practices

Thus, except these two courses, the nature of examinations for the courses analyzed in this study were not encouraging to argue, apply, synthesize, analyze, and evaluate certain theoretical and practical concepts in line with different experiences that student teachers have (had/will have). Rather, they were encouraging only to practice the lower level of reflection (i.e. descriptive) which might not be taken as productive type of reflection (Zhu, 2011).

5.1.2. Student Teachers' Level of Conceptualizations and Performance in Teacher Education Curriculum Implementation Processes

In this section, student teachers conceptualizations of learning and reflective learning as well as over all the data related to student teachers' engagement about the processes of teacher education curriculum implementation are reported below.

5.1.2.1 Student Teachers' Conceptualizations of Learning and Reflective Learning Practices

In this sub-section the central point is in how much each student teacher internalized the meaning, and values of learning, reflection and its place in their learning processes. To do so, the respondents were asked to define learning first, and then give their views on the notion of reflection and related facts. As it turned out, the existence of better understanding about theoretical assumptions towards certain concepts and values of some events have positive contributions for our practical accomplishments (Shulman, 1987; Jennifer, 2000) and in fact the other way round (Schon, 1985). Nevertheless, some authors in education (e.g. Schon, 1983, 1987; Boud, et al, 1985, Edwards, et al, 2002) stated that our theoretical knowledge from a university classroom and research center may not be a guarantee to ensure our practice accordingly. Having such arguments in mind, however, it seems well accepted reality that the theoretical as well as practical course contents are interrelated in such a way that one supports the realization of the other (Korthagen, 2002). Knowing student teachers' status in this regard is useful because it will have certain impacts for practicing reflection in learning.

1) The Concepts of Learning and Its Process as Perceived by Student Teachers

Before exploring student teachers' conceptualization about reflective learning practices, it is better to examine their conceptualizations about learning and its process because it seems that better understanding about learning is a milestone for better understanding reflection in learning. Accordingly, student teachers' views about the definition of learning and their culture (to entertain things in relation to the experiences they have and

to see something beyond the available facts) to learn things, and indeed their preferences for teachers' approach for their better learning is displayed in Matrix 5.7.

Matrix 5.7: Student Teachers' Conceptualizations of Learning and Its Processes

Themes	*Responses*	*Respondents*	*Status*
Learning definition	It is an engagement that initiates learners' behavioral changes from undesired behavior/practice to the desired one.	S1, S7 & S8	Conducive for RLP
	It is a process of changing people from illiterate position to literate	S2, S3 & S4	Conducive for RLP
	It is a matter of using and applying the theoretical knowledge into practice so that it makes advantage for the society	S2, S4, S7 & S8	Conducive for RLP
	It encourages the learners from being passive receivers to active involvers in the society	S5 & S6.	Conducive for RLP
Making relations & seeing beyond in learning	Student teachers were interested to do comparisons in order to see relationships and associations between the lesson that they were learning at a spot and previous experiences including their course learning engagements and then to see beyond what the lesson said.	S2, S3, S4, S6, S7 & S8	Conducive for RLP
	Student teachers didn't have potentials to learn from examining different experiences and then to see things beyond their direct meaning because contents in science are rigorous experimental outputs so that our teachers advise them to apply	S1 & S5	Non conducive for RLP
Best teacher for ensuring better learning	Student teachers preferred a teacher who motivated students and introduced the day's lesson clearly and then gave class works and other assignments in order to facilitate students' learning	S1, S2,…S8	Non conducive for RLP
	Depending on the nature of the content, sometimes, she likes a teacher who raised 'why' and 'how' questions and more doubts to initiate students for thinking	S8	Conducive for RLP
	When they considered themselves as a teacher, they prefer to face students for challenge first of course with proper hints. But, when they consider themselves as a student, they preferred a teacher who explains them everything clearly and then gives certain tasks accordingly.	S3 & S5	Non conducive for RLP

Key: RLP = Reflective Learning Practices

As it is indicated in Matrix 5.7 respondents of this study defined learning as an engagement that initiates learners' behavioral changes from undesired to desired behavior/practice (S1, S7 and S8), changing people from illiterate position to literate (S2, S3 and S4), from passive receivers to active involvers in the society (S5 and S6) (Matrix 5.7). They further noted that learning is a matter of using and applying the theoretical knowledge into practical engagements (S2, S4, S7 and S8) in order to maximize the

quality of life for the individual himself/herself and of course for the society that he/she lives in (S3 and S6).

According to student teacher S2, for example, “Learning is a matter of having knowledge and skills in certain topics/subject matters in such a way that learners can apply the theoretical knowledge that they have into related practices”. Learning can be taken as a behavioral change through promoting knowledge in social and environmental interactions (S5). Student teacher S6 further contended that learning is a matter of knowing the subject matter through understanding the theoretical concept of the science and then changing/applying it for the sake of ensuring better life in the society. In their conceptualizations of learning, respondents acknowledged the course ‘Psychological Foundations of Learning and Development’ as a source.

With the exception of S1 and S5, who claimed that they were unable to see things from different angles and beyond the available facts, the remaining student teachers responded that they were interested to make comparisons in order to see relationships and associations between the lessons they were learning at a spot and their previous experiences including their learning engagements in other courses (Matrix 5.7). By doing so, in the same matrix, student teachers claimed that they liked to go further/beyond what the lesson mentioned at the surface. The student teachers, in their interview, also acknowledged the value of examining relationships among experiences and seeing them beyond the available facts at a surface because it is very important to have integrated (net-worked) and well understood concepts rather than to memorize facts from the book or the teacher (S2 and S6) though others appreciated its value for remembering and answering course exams (S3, S7 and S8) (Matrix 5.7). Student teacher S4 also explained, “I very much like to make associations in my learning. Moreover, I like to see things in wider and deeper manner than taking them as they were in certain sources. For me, I feel that this is the very essence of human learning.” Student teacher S1, on the other hand, announced that it seems interesting to make associations among the experiences someone has, and see some contents beyond their surface meanings. Nevertheless, he continued, it

is very difficult to do so in subjects like chemistry because most of their contents are clear facts and principles which are driven from experimentations.

In relation to the preferences of teachers to help them learn better, the student teachers (S1, S2, S4, S6, S7 and S8) preferred those who motivate students and introduce the lesson clearly and then give them different assignments accordingly in order to facilitate learning (Matrix 5.7). "…otherwise students may miss the main concepts of the lesson" (S7). However, depending on the nature of the content, S8 indicated that she likes a teacher who raises 'Why' and 'How' type questions, and doubts. From his direct voice, student teacher S6 explained, "Though I do not know exactly how students' mind can be motivated, in order to deliver better learning for our students we as teachers have to initiate and motivate students' mind towards learning and then explanation may continue. If this is not the case, students' mind may not be ready for learning."

Student teachers S3 and S5, on the other hand, explained that, when they considered themselves as a teacher, they preferred to face their students towards a challenge first with proper hints (Matrix 5.7), although they preferred a teacher who explains them everything clearly and then gives certain tasks accordingly when they consider themselves as a student. This indicated that these student teachers wanted to avoid challenges for themselves but generous for facing others (their students) to challenges. Such features might work against being reflective in learning because reflection requires having certain challenges thereby the learner has to strive for it (Ghaye & Ghye, 1998), on the way, he/she may develops new insights.

Generally speaking, student teachers' preference of teachers was found to be inconsistent with the definitions of learning and its process that they forwarded. That is to say, in their definition, they appreciated practical learning that changes their behavior through making certain relationships and associations among the experiences that they had before (might have in the future) on the one hand, and they preferred teachers who follow direct instruction on the other. To explain more, they defined learning as a behavioral change that can be applied and practiced in real situations through making comparisons among

the experiences that they have thereby doing certain inferences for looking something different/new. This is really a wonderful conceptualization of learning for ensuring reflective learning practices because reflection is serving as a bridge to deliver best learning in both the theoretical and practical lessons (Tsang, 2009; Korthagen, 2002). However, student teachers preferred a teacher who exactly explains the facts and procedures in the class first and then encourages further learning via assignments and class works (Matrix 5.7).

From this above discussion, the study has learnt that student teachers' conceptualizations about learning and its process are encouraging for them to be reflective learner but in actual sense they wanted to have a behaviorist teacher, who clarifies things first and then orders them to do something in accordance. This implies that student teachers seemed to doubtful, open-ended and flexible lesson delivery practices. This explanation was emphasized by Cornish & Jenkins (2012) and Otienoh (2011). Such teachers are in a different plane with the idea of reflection which has emerged from the constructivists' view of learning (Ghaye & Ghaye, 1998; Huzein, et al, 2005). So, student teachers who learn in such a way will not be encouraging in reflective learning practices. This result is also consistent with Morrison (1996) and Choy (2012) who claimed that student teachers wanted to be guided with certain facts and principles by their teachers first. This can be taken as a real problem for facilitating reflective learning practices.

2) Student Teachers' Conceptions of Reflective Learning and its Values

Below, in Matrix 5.8, it is attempted to present and analyze student teachers' views of reflective learning practice and its value. As can be seen, the respondents defined reflective learning practices very well by mentioning their discussion for the course 'Teachers as Reflective Practitioners' as a reference. As it turned out, for the student teacher respondents, reflective learning practice is useful for evaluating and then adjusting different experiences (S1), a true nature of human beings (S2), process of learning with full consciousness and understanding (S4), process of seeing things back and forth and then understanding for purposes (S5, S7 and S8) and of course a learning engagement accompanied with 'why' and 'how' questions in the process (S6).

Student teacher S1, for example, defined, "Reflection in learning, as I have understood from the course 'Teachers as Reflective practitioners', is a process of evaluating and adjusting one's own work in line with different experiences in order to make our learning process reflective." According to respondent S2, as he has learnt in the course 'Teachers as Reflective Practitioners', reflection always occur in the human activities in fact with various levels and forms in order to obtain true learning. For student teacher S8, reflective learning practice is a matter of seeing things from different angles and understanding them as per our purpose.

Matrix 5.8: Student Teachers' Conceptualizations of Reflective Learning Practices

Themes	*Responses*	*Respondents*	*Status*
Reflective learning practices definition	RLP is evaluating and then adjusting different experiences	S1	Conducive for RLP
	RLP is a process of learning with full consciousness and understanding	S4	Conducive for RLP
	RLP is a process of seeing things back and forth and then understanding for purposes	S5, S7 & S8	Conducive for RLP
	RLP is a true nature of human beings	S2	Conducive for RLP
	RLP is a learning engagement accompanied with 'why' and 'how' questions in the process	S6	Conducive for RLP
Values of reflective learning Practices	RLP is very useful for ensuring effective learning although it is demanding and difficult to practice because it needs continuous thought and reflection, seeing things in wide perspectives and continuous manner, to do things in practical terms, and to cope up with challenges.	S1, S2, …S8	Conducive for RLP

Key: RLP = Reflective Learning Practices

From this explanation, the study understood that student teacher respondents were relatively familiar with the concepts of reflective learning practices. Many of them, in their attempt to define reflective learning practices, mentioned the basic variables (e.g. process of evaluating and adjusting one's own work, giving both positive and negative comments, making association to previous experiences, etc). Similar conclusions were arrived by Poblete (1999) and Race (2002) that the identified variables should be incorporated in reflective learning practices.

Regarding the value of reflective learning practices, all of the respondents (S1, S2, S3, …S8) acknowledged the values of reflective learning practices for ensuring effective learning. However, they admitted that it is so demanding and difficult to practice because it needs continuous thought and reflection rather than reading the materials for the sake of memorizing and passing exams (S1), to see things in wide perspectives and continuous manner (S2), to do things in practical terms (S8), and to cope with challenges (S5). In this regard, student teacher S6, for example, argued, "I am highly interested to make my learning reflective though the situation was not in favor of it."He added, the PGDT program'አይደለም ጠለቅ ብሎ ነገሮችን አገናዝቦ *reflective* መሆን **ቀርቶ** ክፍል መወጣት መግባቱም አንዳንዴ እንደ ግዴታ ነበር የሚሆንብን'." This can be translated as 'the PGDT program, let alone to make us deep and reflective learners, we sometimes considered attending regular classes as an obligatory task.' Student teachers S4 and S7 further said that it seems interesting to make their learning reflective because it makes learning with deeper understandings though its realization is so challenging not only for student teachers to learn but also for teacher educators to facilitate (S4 and S7).

The discussions in this section demonstrate that the student teacher respondents defined learning and reflective learning practices relatively close to the standard definition. This is essential to ensure reflective learning practices in teacher education though student teachers' preference of teachers, a teacher who explains first then gives activities, was not explained them as a reflective learner (Matrix 5.8). They also ensured that reflection in learning is important, although they reported that it is challenging and demanding for them as well as for their teacher educators to practice, monitor and realize. This finding is consistent with the findings by Moore-Russo & Wilsey (2013) and Ostorga (2006). These authors claimed that student teachers' understandings about the concepts and values of reflective learning practices are very encouraging to initiate them towards reflective learning practices though they have been less hard working and test-oriented. Besides, the difficulty natures of reflection either to facilitate (for teacher educators) or to practice (for student teachers) are serious obstacles for its realization (Matrix 5.8).

5.1.2.2 Student Teachers' overall Performance in Teacher Education Curriculum Implementation Processes

As it was perceived by the student teachers themselves and teacher educators, data related to the overall curriculum implementation performance of student teachers are presented, discussed and interpreted (Matrix 5.9). Student teachers are number one actors in the process of teacher education curriculum implementation (Colliver, 2000) because everything is meant for their learning sake. So, active involvement is expected from them so as to enhance the processes of curriculum implementation and then reflective learning practices.

Except student teacher S5, student teachers, in their interview responses, contended that they are very interested to deal with something new by making certain comparisons among the experiences they have had (Matrix 5.9). Student teacher S2, for example, contended, "I prefer practice-based and open-ended tasks that encourage me to see things from different dimensions in progression towards new insights." Respondent S3 also explained that making associations and relationships and then trying to question and think something beyond what the teacher presents and the handout discusses are the very purpose and meaning of learning. However, Even though respondents (S2, S3, S4, S6 and S8) announced that it is good to find something different and new, it is really demanding and almost unachievable not only for them but also for their teacher educators as well. Some student teachers (S1, S5 and S7) were sharing their concern. They said that it is very difficult to search new ideas and practices as a student teacher because (i) they are less experienced (S5 and S7) and (ii) most of the theories found in the lesson are directly taken from the outcomes of scientific research (S1). Student teacher S5, furthermore, reported, "Till now I am not that much active to associate the day's lesson with the previous course experiences …rather I just take what the teacher says and then apply in different assignments including examinations." These explanations showed that in one way or another, student teachers considered questioning the available realities is very difficult for them as well as for their teacher educators.

Paradoxically, even though most of the respondents (S2, S3, S4, S6 and S8) claimed that they are good to see links among their experiences and then to search something as alternatives, their practical engagements did not show that practice (see Matrix 5.9). For example, they did not engage to take data/evidences while the practicum was going on (as the interview data of S4, S5, S6 and S8 as well as unstructured observation data indicated). As a result, they filled their practicum portfolio with common senses (S4 and S8) as they did not have recorded data from their actual school observations and practices.

The same is true for their action research. Because they came without data from their school practicum practice, the course was finalized by doing only a proposal though some of them (S1, S4 and S6) attributed this failure to the faculty. Let alone to prepare a field report from their school supervision, as most of them indicated, the student teachers were not following the class regularly; and sometimes they went to class for the sake of attendance (S1, S4, S7 and S8). This indicates that there is asymmetrical relationship between what student teachers thought/theorized and their actual practicing. This in turn might have negative consequences for student teachers' hard working to be a reflective learner. This is true because their theoretical mentality about reflection (considering themselves as reflective learners) affects their initiation for understanding further issues about reflection in learning.

Teacher educators, about the act of student teachers in the teacher education curriculum implementation, forwarded ideas which can be labeled into two categories (Matrix 5.9). For example, T1 and T2 reported that student teachers are highly disinterested to engage in experience-based and hard work activities for their learning rather they preferred the shortest route as possible just to have their diploma in teaching and then secure their employment. "If you did not give more tasks (assignments, tests, etc) and even if you miss classes, student teachers are happy" (T2).Teacher educator T2 further said, "They simply preferred to have a module and then to read it for the purpose of passing the examination thereby to have diploma in teaching."

Matrix.5.9: Student Teachers' Role in Facilitating Reflective Learning Practices: As Perceived by Student Teachers and Teacher Educators.

Themes	Responses	Respondents	Status
Experience initiative lesson learning	Student teachers were very interested to deal with something new by making certain comparisons with the experiences they have	S2, S3, S4 S6 & S8	FRLP
	She did not have a culture of connecting experiences	S5	NFRLP
	Student teachers' practical engagements did not show that they were experience-based learners (T1, T2, T3 & T4). For example, they did not engage to take data/evidences while the practicum was going on rather they filled the practicum portfolio with common senses (S4 and S8)	S4, S5, S6 S8, T1, T2, T3 & T4	NFRLP
	Student teachers were highly disinterested to engage in experience-based and hard working involvements for their learning rather they preferred the short cut route as possible just to have their diploma in teaching and then secure their employment	T1 &T2	NFRLP
	Though student teachers were disinterested in learning from practical experiences teacher educators can push them, because if teacher educators are strong and committed, student teachers didn't have options to be reluctant	T3 & T4	NFRLP
Seeing things beyond the lesson	Working to find something different and new seems interesting because this is the major purpose of education. However, it is really demanding and almost unachievable not only for them but also for the teacher educators.	S1, S2,…S8 T1, T2, T3 & T4	NFRLP
Theoretical Versus practical lesson learning	Student teachers preferred theoretical lesson learning. They seemed disinterested in practical learning. That is why they carelessly manage school-based course assignments, practicum and action research though some students (S1, S4 and S6) attributed the problem to the faculty	S1, S2, … S8	NFRLP
	Student teachers enjoyed collecting information about basic facts and studying for the sake of passing the exams (T1 & T2) though most of the blames are for teacher educators (T3 & T4)	T1, T2, T3 & T4	NFRLP

Keys: FRLP = Facilitative for Reflective Learning Practices and NFRLP= Non Facilitative for Reflective Learning Practices

Respondent T1 also said that student teachers extremely enjoyed collecting information about the basic theories and studying for passing the examination. Therefore, it was a hindering factor to make the teaching learning more of task-based and practice-oriented for facilitating reflective learning practices. Hence, teacher educators preferred to finish courses in less demanding/challenging manner within short time frames.

Teacher educators T3 and T4, on the other hand, have relatively different positions. They said that as long as teacher educators push them towards practical and demanding tasks, student teachers might not have options to escape from. They said that, as it is claimed by Hussien (2006), teacher educators can make student teachers reflective. But, the problem, they said, is mostly related with teacher educators because most of them (like student teachers did) preferred to tell facts and evaluate student teachers' performance from that perspective. In support of this, according to T4, "We teacher educators are responsible to interpret the intention of the syllabus into practice by designing proper and relevant tasks that have capacities to facilitate student teachers' learning into practice and then reflection. When that happened, I have seen that the student teachers were striving and doing better accordingly."

As it is indicated in Matrix 5.9, student teachers claimed that they were good in learning lessons by making certain links with their experiences (except S5) and then searching something different/new (except the natural science students: S1, S4 and S5). Nevertheless, student teachers' actual practice (e.g. preparing evidence based portfolio, recording observations, collecting evidences, and designing alternative strategies in their action research) to get experiences and then to argue differently is poor. The other contradiction was that teacher educators reported as if student teachers are not interested in engaging in hard work rather they preferred to attend lectures, to pass examinations and then to score better grades (T1 and T2). As indicated by Schon (1983, 1987), reflection is highly related with actions rather than word or theoretical explanations. She further said that stating the theoretical principles and rules is not a guarantee to implement it. In line with this, though student teachers claimed that they preferred to be evidence based, explorative, experience-based, hunters of something new, in actual senses, they did not practice it. Therefore, this is not a facilitative behavior for practicing reflective learning at the teacher education program; rather a big challenge because student teachers may develop maladjusted behavior, a behavior occurred when there is maximum gap between what someone thought and actually practiced (Halson, 2007).

5.1.3. The Role of Curriculum Materials in Implementation Processes

The nature of curriculum organization and its implementation approach play much in influencing its actual delivery practices (Pratt, 1980; Diamond, 1989; Stark & Lattura, 1997). That is to say, if the curricula (e.g. PGDT syllabus, course manuals and modules) are prepared by somebody else and forwarded for implementation as open-ended, practice-based, flexible, etc, (as curriculum enactment approach promotes) they are ready to make certain revisions and rejections by the classroom practitioners at the ground. If the curricula are prepared the other way round (i.e. in close-ended, theory-bounded, etc), (as fidelity approach of curriculum implementation promoted), teachers and students as curriculum implementers are expecting to prescribe the curricula as they are.

The recent secondary school teacher education, which started in July 2011, has introduced new curriculum that was prepared by the MoE (MoE, 2009) (by the task forces organized for this purpose). The curriculum contains 13 courses with 40 credit hours load distributions across the three terms within a year. In addition to the practical courses (school practicum and action research), it strongly ordered to make 30% of the load for all course deliveries with school related practical task engagements of student teachers. This curriculum also stated that all courses of the current secondary school teacher education have to arrange certain school attachments for the student teachers (MoE, 2009). According to the assumptions in the curriculum, modules, courses guidebooks, hand outs, assignments, exams etc (which can be taken as curriculum materials) have designed and delivered by assuming student teachers' practical engagements and reflective learning practices at the front. Having this in mind, the data about the contributions of the teacher education curricula for facilitating reflective learning practices are displayed in matrix 5.10

Student teachers' interview indicated that curriculum materials such as course guidebooks, assignments, practical field visits, action research and school practicum manual, as a document, irrespective of the exam items they took, are good in encouraging practical engagements (S3 and S7), reflection (S1 and S5), creativity and critical thinking (S4) and open-ended and flexible thoughts (S6 and S7).

Matrix.5.10: Curriculum Materials' Role in Facilitating Reflective Learning Practices: As Perceived by Student Teachers and Teacher Educators

Curricula	Responses	Respondents	Status
Syllabus	It is wonderful to facilitate practical lesson designing and delivering thereby to facilitate reflective learning practices	T2 & T4	FRLP
	It has nothing new except merging the courses found in the previous/integrated teacher education	T1	NFRLP
	To be frank, I didn't know what the syllabus contained	S1, S2,…S8 & T3	-----
Modules/handouts	Full of theoretical explanations with few introductory and closing activities/tasks	S1, S4, S5, S6, S7, S8, T1, T2 &T4	NFRLP
	They appreciated the module for English subject area method because it is more of experience-based and full of reflective exercises	T3, S2, & S3	NFRLP
Practicum & action research manuals, course guidebooks & assignments	These documents were good in encouraging practical engagements (S3 and S7), reflection (S1, S2 & S5), creativity and critical thinking (S4) and open ended and flexible thoughts (S6 and S7).	S1, S2,…S8,	FRLP
	uniformly appreciated open-ended, practice- and experience-focused nature of these materials	T1, T2, T3 & T4	FRLP
	Student teachers and teacher educators observed serious limitation in the implementations processes of these document because they, particularly in the case of examinations and grading, were focusing on the theories from certain modules/ handouts	S1, S3, S4, S6, S7, S8, T1, T2 & T4	NFRLP
Exams	Though exams were the major determinant variables of course grades, their items were theory-focused and closed-ended and highly related to the given handouts/modules	S1, S2, …S8, T1, T2, T3 &T4	NFRLP

Keys: FRLP = Facilitative for Reflective Learning Practices and NFRLP= Non Facilitative for Reflective Learning Practices

However, the actual delivery of those materials is more of theoretical and factual memorization (S1, S3, S4, S6, S7 and S8), therefore, the curriculum materials were not implemented as intended in different documents (Matrix 5.10). In this case, student teacher S1 explained, "The course materials (assignments, portfolios, action research, etc.) encourage student teachers to reflect on but I observed a serious limitation in their implementations because in the implementation processes particularly examination and grading were focusing on certain handouts." Another student teacher respondent (S7) noted that though the PGDT courses are encouraging critical thinking through practical engagements, both teacher educators and student teachers were not ready for doing the practical aspects of the lesson.

Interview with teacher educators showed mixed results. Teacher educators T2 and T4 appreciated the teacher education curriculum which advises (orders) practical engagements through school visit. Yet, the modules prepared by the MoE are full of theoretical notes that encourage classroom lecture rather than school visit that helps to attend what is going on there (Matrix 5.10). Teacher educator T3, in contrast, appreciated the module for English subject area method course though he openly declared that he didn't know what the other modules and even the syllabus looks like. The view of respondent T1 has a view that differs completely from the others. She said that the current teacher education program has no significant differences from its preceding except reshuffling and merging of courses here and there. The respondent also said that its delivery is totally theory-based and close-ended much like the curriculum before the introduction of PGDT. Moreover, T1 thought that though the candidates who joined the program are graduates, no one (including student teachers) used this opportunity. One of the possible reasons that absence of teacher educators' sufficient information (except the course descriptions found in the syllabus) on how the change is managed and delivered in corresponding with the maturity level of those graduate candidates (T1). Teacher educator T4 explained:

> Though the curriculum promotes practical and reflective learning, it is possible to conclude that the designing and implementation processes of curriculum materials in the teacher education are declining in their practical focus and reflective nature when someone moves from the syllabus stage to pieces of classroom activities at the ground level though the curriculum is free from any restriction to delimit the scope of implementers.

With regard to the other curriculum materials (e.g. practicum and action research manual, course guidebooks, and different assignment packages), teacher educators uniformly appreciated their open-ended, practice- and experience-based features though both teacher educators and student teachers were careless in delivering these materials as intended (T1, T2, T3 &T4). Surprisingly enough, as T2 and T4 further noted, teacher educators, to the extent, prepared theoretical and closed-ended examination items for practice-based courses such as Action Research and Teachers as Reflective Practitioners.

Though there are complaints about the whole system of the curriculum (T1), the nature of examinations (Matrix 5.6), and about the quality of the module (T2 and T4), all the student teachers and teacher educators appreciated the role of the curriculum (as a document) in guiding the teacher educators and the student teachers towards reflective teaching and learning practices (Matrix 5.10). Nevertheless, teacher educators, T2 and T4 complained that some modules were more theoretical and then initiated lecturing than student teachers' self learning. Another positive aspect of the curriculum material is that it is not binding with certain rules rather they are open for teacher educators to implement flexibly as long as they ensured student teachers' practical and then reflective learning practices.

However, as both student teachers and teacher educators uniformly reported (see Matrix 5.10), the delivery practices of the teacher education curriculum were theory-focused and close-ended. This accounted for weak performances of the other actors (student teachers, teacher educators and the management body) over the curriculum materials. The reason is that the curricula are naturally expected to be manipulated by the other actors as long as it is free from restrictions. In general, analysis of teacher education curriculum indicated that the curriculum materials (as a document), of course except examination items and some modules, facilitate the student teachers' reflective learning practices. They invite more practical, open-ended and flexible contexts which, according to Zubizarreta (2004) and Zhu (2011), can be taken as typical features of reflective learning although the actual practice in the Ethiopian secondary teacher education showed a different experience.

5.1.4. Management Bodies' performance in Teacher Education Curriculum Implementation Processes

Even though the main duty of curricular implementation is attributing for teacher educators and student teachers (Afe, 2006), the management bodies are also responsible to organize, supervise and monitor it (e.g. Kerr, 1968; Lawton, 1983; Pratt, 1980).

Matrix.5.11: Management Bodies' Role in Facilitating Reflective Learning Practices: As Perceived by Student Teachers and Teacher Educators

MB	Responses	Respondents	Status
MoE	It took things related to PGDT carelessly. For instance, it started to recruit student teacher candidates around November and December as if it is not its regular task. This in turn affects course delivery practices negatively because they were running in time shortage. It didn't put the role of each stake holders of the teacher education. To the extent, MoE didn't clear out the forms of PGDT training (in-service, pre-service or what kind.). The Ministry also did partial treatment. It employed university classmate of PGDT candidates without any certification and gave chances for second degree training. T3 noted that	S1, S2,…S8, T1, T2, T3 & T4	NFRLP
University	It was unfair in making the teaching learning environment convenient because student teachers' residential area is far from the faculty and its library. These learning resource and distance related inconvenient influence the curriculum implementation processes in general and reflective learning practices in particular negatively. T3 noted that the university managements seem reluctant for the PGDT because directions about it has come from the vice minister for general education which is not responsible for them.	S1, S2, …S8, T1, T2, T3 & T4	NFRLP
Faculty/Department	The PGDT program seemed without any owner to organize, monitor and systematize its implementation processes. As a result, for example, in the practicum and action research course delivery practices there was no anyone assigned to follow and supervise how the implementation practice was going on (S4, S6 and S7). This might be the main reason that action research was failed and practicum portfolio was with fake data.	S1, S2, …S8, T1, T2, T3 & T4	NFRLP
	The faculty and the department did course assignments carelessly though the faculty was serving as a very good resource, especially about the philosophical and theoretical aspects of teaching, for those who had shortages in that regard (T2& T3). But this service was not accomplished in a formal and organized ways	S1, S2, …S8, T1, T2, T3 & T4	FRLP/ NFRLP

Keys: FRLP = Facilitative for Reflective Learning Practices, NFRLP= Non Facilitative for Reflective Learning Practices and MB=Management Body

The management body is also expected to allocate materials and human resources as well as putting them together in specific place and time schedule to implement the curricula. This informs that its role for effective curriculum implementation and then engaging students in reflective learning practice is significant. Student teacher and teacher educator respondents, as principal curriculum implementation actors have sufficient exposures for the success and failure of the management body at different levels. Therefore, they

explained their view (as displayed in Matrix 5.11) about the role of the management bodies while the teacher education curriculum implementation was in progress.

As Matrix 5.11 showed, student teachers responded that this teacher education program seemed without any owner to organize and systematize its implementation processes at the faculty level. They said that there was no anyone assigned to follow the academic and administrative issues of student teachers properly. Thus, in the practicum and action research course delivery practices, except the PGDT coordinator who was coming to the school for the first two days, there was no anyone assigned to follow and supervise how the implementation is going on (S1, S6 and S7). No one was giving clear orientation about the rights and obligations expected from the student teachers, teacher educators as well as from the faculty (S5 and S7) (Matrix 5.11). It seemed that things (particularly in the practicum and action research course deliveries) were moving in their own rights (S2, S6 and S7). As a result, the course 'action research', for example, totally failed (S1, S2, S3, ….S8); student teachers filled practicum portfolio based on common senses rather than based on evidences from the school (S3, S5, S6 and S8).

Furthermore, the management bodies (starting from MoE, universities and faculty/department) did not provide the teacher education program in general and student teachers in particular proper attention and essential resources (e.g. dormitory, library and additional reading materials) on time. Besides, MoE started to recruit student teacher candidates around October and November, which is a time towards the end of the first semester in academic calendar of Ethiopian universities, as if teacher education is not its regular and legitimate task (S2, S4, S6 and S7) (Matrix 5.11). This has a negative effect on student teachers' learning in general and reflective learning practices in particular because reflection needs time and other learning resources to be well informed (Korthagen & Vasalos, 2009).

The university in turn did not make things convenient for the teaching and learning processes in the teacher education program. For instance, student teachers' residential area was far (around 15 k.m) from the Faculty and its library (S1, S2 …S8) (Matrix 7.9).

In this respect, student teacher S3 said "…for that matter things in this PGDT training are done in disorganized and irresponsible manner." Respondent S6 also said,

> Though it is not healthy to attach problems for others, the failure of the PGDT program is not completely our problem" we are coming here to learn. So if someone leads us what to do and how to do, it is a must to do in accordance. But, no one was responsible to follow and guide us in many of the course deliveries in general and for practical courses in particular. In general, what I observed was that the intention assumed by the curriculum, student teachers, teacher educators, and the management body about the current teacher education was not concurrent rather at different planes.

Thus, factors like those mentioned in the above quotation put their own negative effect in facilitating student teachers learning in general and reflective learning practices in particular.

Teacher educators, in their interview responses, also reported almost similar responses with the student teachers. They contended that because the program is disorganized and with no focal and responsible bodies, candidates were not coming and starting the training on time. Similarly, the allocation of university facilities and resources (e.g. dormitory, library arrangements, computer center, etc) for PGDT program is uneven and inconvenient (Matrix 5.11). Such maladjustments in turn affect the curriculum implementation process negatively which might be resulted in time shortage (T1 and T3) and problems related to distance and resource. In addition, the program has entertained a number of managerial problems such as careless assignment of teachers and weak monitoring of course delivery processes (T2 and T4) (Matrix 5.11) as well as low quality modules which may be linked with low cost writers selected by MoE (T4). In this connection, respondent T2 noted, "Unlike the other course assignments in physics courses, the department assumed every teacher can teach subject area methods though it is more demanding than the pure physics course deliveries because it needs the knowledge for both education and physics." Teacher educator T3 further consolidated that since the program did not start within the formal academic calendar, shortage of time, and location of student teachers' campus which is at far from their faculty as well as resource related problems are among the major ones that can be mentioned.

In addition, a problem of role confusions exists starting from MoE to the department level (Matrix 5.11). This has led to the absence of responsible ownership in the different levels of the management bodies. In this regard, respondent T4 said, "…because the University as well as the Faculty did not give a clear autonomy for the respective departments, a kind of power overlapping (or I do not know confusion) was there. In between, the implementation processes of courses were leaving for the willingness of the assigned teachers." This can be very dangerous for the quality of the course delivery in general and student teachers' reflective learning practices in particular since some teachers were teaching totally out of the agenda of the courses. That is to say, subject area method teachers, for example, are talking about the basic theories of economics/physics/chemistry though they were assigned to teach teaching methods in terms of their respective content areas (T2, S1, S5, and S7).

As both student teachers and teacher educators mentioned above, the management did not support the teacher education curriculum implementation processes in systematic and responsive approach (Matrix 5.11). Rather, as student teachers and teacher educators were mentioning, the systems of management did things (related to PGDT) as if it is done for once or twice instead of taking it as their permanent concerns. This possibly emanates from the new approach of the PGDT program that stands as an independent package which was not a case before. Before some four or five years, secondary school teacher education was offered together with students' first degree training (as an integrated approach) which all the higher education management body gave full attention for it. Hence, the working environment, which is mainly expected to be facilitated by the management, was not conducive to implementing reflective learning practices. In this regard, Brockbank & McGill (2007) suggested that efficient planning, time management, resource allocation and utilization, and utilizations of current evidences are useful to search something different as an alternative, which is the central features of critical reflection (Daudelin, 1996). Hence, since the PGDT program is running with shortage of planning, time management, and proper resources, it couldn't implement the teacher education curriculum to an optimal level. Thus, poor management of the teacher education that ranges from MoE down to department level coordinator affected student

teachers' reflective learning practices negatively as it blocked them from accessing relevant information which initiated them to be careless in their learning in general and in their reflectivity in particular (Matrix 5.11).

Student teachers and teacher educators' (except few cases) data was not affected by their background information (field of specialization, CGPA, years of experiences, etc). However, student teachers S2, S4 and S6 (who have a CGPA that is greater or equal to 3.00 and 2.5 in their first degree, and teacher education studies, respectively) said that teacher educators seemed to be incompetent to deliver and monitor practical contents. That is to say, teacher educators viewed that their implementation practice tried to support reflective learning practices. On the other hand, student teachers reported a data against to what teacher educators viewed (see Matrix 5.3). Nevertheless, it is relatively difficult to conclude that the causal root of S2's, S4's and S6's idea was their better CGPA.

Teacher educators T1 and T4, who have specialized in education area, responded that they were encouraging their student teachers to examine and question the current assumptions although this was not a case for respondents from subject area specialists (T2 and T3) (Matrix 5.3). Rather, the latter group was claiming on preparing their student teachers about the skills of applying the theories of education by taking certain subject area contents to exercise on. In their actual teaching practices, except teacher educator T1, specialist in curriculum, the remaining three (T4, specialist in curriculum, T2 and T3, specialist in physics and English, respectively) were relatively good in making their teaching practices experience-based. Nonetheless, they all (T1, T2, T3 and T4) failed to make their teaching practices evaluative that question the current assumptions of education (Matrix 5.4).

As it was clearly indicated in Matrix 5.5, the course guidebooks for the course 'Subject Area Methods II', which was prepared by the English and physics department staff, facilitated more reflective learning practices than course guidebooks for the courses 'Inclusive Education' and 'Teachers as Reflective Practitioners', which were prepared by

the education faculty staff, did. Of the six teacher made final exams analyzed in this study, the final exam papers for the courses 'Biology Subject Area Method II' and 'English Subject Area Method II' were encouraging to student teachers' reflective learning practices better than the remaining four courses such as 'Inclusive Education', 'Teachers as Reflective Practitioners', 'Chemistry Subject Area Method II' and 'Geography Subject Area II') did (Matrix 5.5).

Therefore, it is possible to conclude that in comparing the subject area method teacher educators, who have limited experience in education areas, teachers who have sufficient preparations/experiences in education were smart in 'theorizing' on 'what' and 'how' reflective learning practices are ensured (see Matrix 5.3) but weak in practicing teaching (Matrix 5.4), course guidebook preparation (Matrix 5.5), and exam construction (Matrix 5.6). This result is consistent with the discussions made by Amera (2012) about utilizations of active learning strategies among public university teachers. Public university teachers specialized in education conceptualized active learning strategy theoretically but they practiced it (Amera, 2012) below the teachers in engineering and science. Teshome (2003; 2007) also contended that the system of higher education in Ethiopia is not bad in producing theorists but poor in producing practitioners. Therefore, the present study indicated that there is something wrong in the process of student teacher preparation with respect of teacher educators' discipline nature: education specialization and subject area specialization. The teacher educators in education area might be focused and loaded in the theoretical and philosophical aspects of various topics in education without demonstrating how to practice it by taking some contents into account. However, as Edwards, et al (2002) pointed out, in teacher education the very important thing is showing the skills of contextualizing and practicing the theoretical dimensions of the teaching science.

5.2. Challenges in Facilitating Student Teachers' ReflectiveLearning Practices

Respondents of this study attributed most of the challenges with the management body, student teachers and to the teacher educators. No respondent attributed challenges related to the curriculum materials, as a document. They rather appreciated the efforts in the

teacher education curricula (S1, S2, S5, S6, S8, T2, T3, and T4) though there were problems related to the deliveries. This might be true because the PGDT syllabus, the mother document to develop other curriculum materials, is adapted from contexts that have better experiences in reflective and innovative paradigm of teacher education (Tesfaye, 2014). This is also one of the reasons the present study shifted its attention towards the implementation of this teacher education curriculum by using the PGDT syllabus as opportunity for encouraging reflective learning practices. The findings seemed consistent with the original assumption of the study which purports that the curriculum is favorable to reflective learning practices. With this in mind, the challenges related to the actors (student teachers, teacher educators and the management body) of curriculum implementation are displayed in Matrix 5.12.

5.2.1. Challenges Related to Student Teachers

Student teacher respondents recognized that they themselves were the major challenges of the program by deterring their own learning engagements in general and reflective learning practices in particular. Student teachers (S1, S2,…S8) openly announced that they are less committed and interested towards the PGDT program (Matrix 5.12) because they assumed that they have graduated (S4 and S7), they took it as a burden that MoE imposed on them (S1, S2 and S8) without defined purposes. Those from business and economics felt some kinds of shame to consider themselves as student teachers (S2, S4, S5, S6 and S7) (Matrix 5.12). For example, student teacher S1 elucidated, "We student teachers saw the PGDT training as additional burden, irrelevant and less important because we already obtained our degree. Most of us also considered the PGDT program as an optional and so that we handled it carelessly." Student teachers, moreover, assumed that their subject area degree is sufficient to teach high school subjects (S2 and S7). According to these respondents, therefore, student teachers were uncommitted, uninterested and unprepared. As a result of this, "…they took the PGDT training as less important and even useless for them" (S7).

The responses forwarded by the teacher educators were similar to that of the student teachers. Student teachers lacked awareness, motivation, interest and commitment about the program (T1, T2, T3 and T4) (Matrix 5.12).This might be true because most of the

student teachers took the PGDT program as additional burden imposed by MoE (T2) and preferred to do their learning with minimum or if possible with no effort (T1 & T4). Consequently, their face was not welcoming when teacher educators attempted to give relatively demanding tasks. According to teacher educator T2, lack of interest, motivation and commitment of student teachers is a critical challenge to facilitate their learning in general and reflective learning practices in particular because they, as a class, resisted receiving and doing assignments, field visits, etc. This in turn affects the quality of the training (T2). Instead, student teachers preferred to attend lecturers of their teacher educators and prepared themselves to have pass marks (T4).

The student teachers gave more critiques (particularly related to failure in their learning as well as in practicing reflective learning) on the external bodies (teacher educators, management bodies, working conditions, etc) (T1, T2, T3 & T4) than themselves (Matrix 5.12). On the contrary, all student teachers, in their interview, responded that they wanted to comment on themselves than on others because it helps towards their own future improvement. Mismatch between what student teachers assumed/perceived about themselves and what they actually did is another trauma (challenge) to practice reflective learning because they failed to understand their thoughts and actual practices in a relatively balanced way.

What is more, challenging own assumptions is one feature of critical reflection. This is preferable to externalizing problems/ failures to the other bodies. In this regard, Darwin (2000) contended that reflection is not a matter of being satisfied with what you already know and do but criticizing oneself and then aspiring something new as alternative. As the data informed above, student teachers' negative attitude, miss-information, less interest and commitment could be taken as the major constraints for bolstering reflective learning practices. These variables are serious to affect student teachers' reflective learning practices because they are psychological factors that have critical influences for learning in general and reflective learning practices in particular.

Matrix.5.12: Major Challenges Faced in Facilitating Reflective Learning Practices: As Perceived by Student Teachers and Teacher Educators

Source of Challenges	Responses	Respondents
Student teachers	They were openly announcing that they are less committed and interested towards the PGDT program because of lack of support.	S1, S2,…S8
	They, particularly students from business and information technology, felt some kinds of shamefulness to consider themselves as a student teacher	S1, S2,…S8
	Student teachers were lacking awareness about the program, motivation, interest and commitment. They did more critiques (particularly related to failure in their learning) to the external bodies	T1, T2, T3 & T4
Teacher educators	They showed less interest and commitment in teaching to the PGDT program because they had low perceptions about student teachers' capacity and readiness.	S1, S2,…S8
	They were not encouraging to invest more time, energy and resource for student teachers learning in general and practical learning in particular.	S1, S2, S3, S6 & S7
	They had lack of awareness, capacity and commitment to support student teachers towards reflective learning practice	S1, S2, …S8, T1, T2, T3 & T4.
	They had certain confusions /wrong perceptions about the level and aim of the PGDT program	S1, S2, …S8, T1, T2, T3 & T4.
Management body	It was not on time to begin and finish this PGDT program with proper standards as different management bodies took it as their additional assignments.	S1, S2, …S8, T1, T2, T3 & T4.
	The university as well as the faculty management were not hearing student teachers' question positively (S1, S2, …S8) rather they were always interpreting in a negative way so that their responses were not faire and logical (S2 and S6) which was not the same among all students of the university. They did not work to avail relevant teaching materials like secondary subject textbooks (S2,S6, S7, T1,T2 and T4)	S1, S2, …S8, T1, T2 and T4
	Some departments were careless in assigning teachers for teacher education courses because they saw it as their secondary and tertiary duties. They assumed everyone in the department can teach education courses therefore they used it as teaching load balancing for their staffs.	T1, T2, T3 & T4

In support of this, Jennifer (2000) and Ainley (1998) contended that psychological variables such as interest, commitment and motivation are the major determinant factors of learning as they are highly related to our thinking (mental processing power) which can be taken as an engine for learning. This informs that if student teachers are less interested and committed, their reflective learning practices will be affected negatively as reflection is the result of free thinking (Race, 2002) and it in turn initiates further thinking unlike learning for problem solving stops at a certain point.

In terms of their interest in teaching, student teachers have mixed feelings and positions. That is to say, they announced that they are disinterested in learning the PGDT program and working as a teacher with low income and poor working conditions there is today. However, student teachers, in their journal writing (Matrix 4.7), indicated that they respect and are highly interested to the teaching profession which is crucial to building the overall personalities of mankind. The paradox is that in the teaching profession, they are expected to have positive interest for its preparation at the teacher education because the preparation adds something to do their teaching in scientific terms. Therefore, the challenge of student teachers is complicated and needs very careful treatment.

5.2.2. Challenges Related to Teacher Educators

Student teacher respondents explained that their teacher educators showed less interest and commitment in teaching to the PGDT program (S1,S2,S3 and S7) because some teacher educators openly said that they have low estimation about the student teachers' capacity (Matrix 5.12) and about the value of the practical aspects of teaching. Therefore, they are not encouraged to invest more time, energy and resource for student teachers learning (S1, S2, S3, S6 and S7) in general and practical learning engagements in particular (Matrix 5.12). Hence, they preferred to deliver their courses in lecturing, distributing handouts, testing fact memorizations than to encourage the student teachers towards practical tasks (e.g. practicum, school report presentations and action research) (S2,S6,S7 and S8). Few student teachers (S2, S6 and S7) question teacher educators' ability/capacity to facilitate and check reflective learning practices particularly in offering practical activities (Matrix 5.12). Thus, for instance, student teacher S2 explained, "The teacher educators didn't have interest, commitment and even capacity to facilitate and check our reflective learning practices via open-ended tasks." Student teacher S7 also reported that teacher educators give less attention to the PGDT program in general and for practical courses (practicum, action research and teaching practices) in particular. They instead hurry to finish theoretical explanations in minimal time of contact possible.

Teacher educator respondents also forwarded a similar response. They said that teacher educators lack awareness, capacity and commitment to support student teachers towards reflective learning practice (T1, T2, T3 and T4). Some teacher educators have positive

attitudes and sufficient preparations for the program, but have certain confusions /wrong perceptions (e.g. the level of the program, special payment for teaching PGDT courses, nature of assessment and grading, etc.) about the program (T1 &T3). As a result, they tried to attribute their weaknesses to student teachers and the management body though they are the most responsible and key players for the success of the curriculum implementation (T2 and T4). In support to this, teacher educator T4 contended:

> We, as teacher educators are talking about students' weak capacity, performance, commitment, interest etc. As if it is not our responsibility to change these scenarios. In real senses this is our assignment. For example, these student teachers were with us for the last 8-9 months but they know nothing about simple pedagogical concepts and skills. This has to click certain questions from teacher educators' side 'what is our responsibility in monitoring and changing student teachers' learning' rather than blaming them because they came to learn something from us, as a teacher educator.

As it is discussed by the student teachers and teacher educators above, teacher educators' unnecessary conceptions and practices about the program hinder rather than support their student teachers to be a reflective learner. This might be true because, while the current teacher education curricula package was developed and introduced, there was neither an attempt to hear teacher educators' voice as an input for the curriculum nor to give proper orientation about its implementation (Tesfaye, 2014). As the data above showed, similar to their student teachers, teacher educators had less awareness, knowledge, capacity, inertest and commitment towards the PGDT program. This, therefore, affects both teacher educators and student teachers to facilitate reflective learning practices via open-ended and practical tasks. A similar result was found by Zeichner and Liston (1987) and Dulescu (2013). They contended that sufficient amount of commitment and preparation are needed from teacher educators and student teachers side to realize reflective learning practices.

5.2.3. Challenges Related to the Management Bodies

The management body includes the MoE, university, faculty and department officers. as teacher educator and student teacher respondents reported, the management was not on time to begin and finish the PGDT program (Matrix 5.12).In support of this, S6 stated:

> The management bodies (e.g. MoE, university and faculty) were taking the PGDT program as their secondary and tertiary agenda therefore they didn't make any

> preparations such as recruiting student teacher candidates on time, arranging proper dormitory and library facilities, assigning proper teacher educators for the courses, and duplicating reading materials before the course has finished.

The respondents further said that this brings a negative effect on the quality of student teachers' learning in general and reflective learning practices in particular. For example, student teacher S4, S6 and S7 and teacher educators T2 and T4 uniformly reported that MoE was not sending student teachers with the formal schedule of the university. The university in turn assigned them in the campus out of the teacher education faculty which has no proper resources for them. These were some of the serious challenges for the PGDT program. The faculty/department did not provide proper teaching learning materials (e.g. secondary school subject textbooks) which has its own negative impact for the curriculum implementation practices (S2, S6, S7, T1, T2 and T4). The faculty, moreover, did not give proper and consistent information about student teachers' rights and responsibilities (Matrix 5.12) which is mainly served as source disagreement among different entities at the teacher education.

Furthermore, the university as well as the faculty management did not take student teachers' question positively (S1, S2, …S8) rather they were always interpreting negatively so that their response was not fair and logical (S2 and S6) (Matrix 5.12). As a result, student teachers were boycotting classes and exams (S1, S2, S3, …S8). Teacher educator T2 also said that some subject area departments like Economics, Physics, Chemistry and History departments were careless in the assignment of teachers for subject area method courses because they see it as their additional duty. They also took this course are easy to offer by any staff without related specializations in education which they never did for courses in physical, analytical and organic chemistry (T2 &T4). Therefore, department chairs most of the time used this subject area method course to make a teaching load balance among their staff (Matrix 5.12) although it needs a special expertise.

University and MoE level officers also took the PGDT program as their secondary and tertiary assignment (Matrix 5.12) though people (including higher level officers) in their speech at the stage, were talking about how much teachers and the system of teacher

education are key for the development of a nation in general and for the education system in particular (Loughran, 2006). For instance, a slogan of International Teacher Associations Day of 2014, 'invest in the future, invest in teachers' (World Teachers' Day, 2014) can be taken as an indicator of people's positive attention for teachers and their preparation. Nevertheless the actual practices are the other way round because teachers, the teaching profession, and its preparation are seen as secondary issues around the world (Darling-Hammond, 1997) including Ethiopia (Misiganaw, 2002; Husien, 1997; Kedir, 2006; Tesfaye, 2014). In Ethiopia, particularly since the communist military regime of Ethiopia, the problem has become serious due to the unplanned decisions (i.e. employing 'degoma' teachers with less payment and without any training about teaching) (Tesfaye, 2014).

From the discussions made above the study has learnt that different levels of the management bodies of teacher education were not in a position to lead the PGDT program in general and its curriculum implementation practices in particular in planned, organized and systematic approaches. This, as indicated in Matrix 5.10, affects course delivery practices particularly the reflective learning practices which needs stable physical as well as psychological environment for student teachers and teacher educators in order to promote free thinking and practicing about learning and related aspects thereby encouraging to question the available assumptions instead of worrying with some inconvenient factors mostly emanated from lack of clarity and systematic administration from the management bodies.

5.3. Opportunities for Facilitating Reflective Learning Practices

The respondents of this study were reserved to mention any practice and its agent as an opportunity for teacher education curriculum implementation processes in general and reflective learning practices in particular. They rather had a tendency to conclude that there was no any opportunity of initiating reflective learning practices in this PGDT program. In spite of this, as it is displayed in Matrix 5.11, lastly, they provided some data, which is attributed the curriculum material as an opportunity. Both teacher educator and student teacher respondents said that stakeholders of secondary school teacher education

such as teacher educators, student teachers and the management body are not seriously considered the PGDT program as their principal agenda (Matrix 5.13). That is to say, these groups of stakeholders therefore were reluctant to do their own respective assignments. Thus, these groups seemed to be more of a source of challenge than opportunity when the teacher education curriculum is implemented (S2, S4, S6, S7, S8 T2, T3 and T4) (Matrix 5.13).

Matrix.5.13: Opportunities for Facilitating Reflective Learning Practices: As Perceived by Student Teachers and Teacher Educators

Source of opportunities	Responses	Respondents
TE, ST & MB	This group seemed to reluctant towards PGDT program. As a result, , it is possible to say that they were more of the source of challenges than opportunities while teacher education curriculum was implemented	S2, S4, S6, S7, S8 T2, T3 & T4
Curricula	The curriculum materials including the syllabus, as a document, (except some course modules) (T2 & T4) seemed a favorable ground for facilitating reflective learning practices because they are more of open-ended, practice-focused, field-based (S3, S6, T2, T3 & T4), and recommended better theory-practice integration (T4).	S3, S6, T2, T3 & T4
	Though curriculum implementation actors didn't use them properly, the presence of tutorial sessions, as implementation modality of the curriculum (S1, S2, S7, T1 and T4), taking first degree graduates as candidates of student teachers in terms of their maturity (T1, T3, S6 and S7), flexible nature of the curriculum in its implementation (T2, T3 and T4), absence of different level bosses' interference while the curriculum is implemented (T4 and T3), can be taken as good opportunities for reflective curriculum implementations	S1, S2, S6, S7, T1 T2, T3 & T4

Key: TE = Teacher Educators, ST = Student Teachers and MB = Management Body

Respondents, however, mentioned that the curriculum materials provide better opportunity since they are more of open-ended, practice-focused and field-based (T2, T3 and T4) (Matrix 5.13). Nonetheless, some of the modules were highly theory-focused and closed-ended (T2 and T4). Such modules encouraged direct presentation rather than being reflective (T1, T2 and T4). The curriculum materials such as the syllabus, the course guidebooks, assignment packages, etc, as documents, are encouraged student teachers' reflective learning practices through their initiations towards practical learning and school experience-based course implementations relatively through open-ended fashion (Matrix 5.13). Corresponding to this, student teacher S3 said, "The curricular

materials, in their planning stage, can be taken as an opportunity to make our learning reflective because they required more school practical exposures than theoretical classroom discussions." Student teacher S6 also added that the curriculum materials such as practicum portfolio, action research guide and the course guide books were very good opportunities for reflective learning practices because they push student teachers to explore things that we don't know via providing them with actual school practices though the deliveries were not as intended. Teacher educator T4 further explained, "Because the syllabus suggests that theory and practice should go hand- in- hand by using reflective teaching and learning as a bridge, it is good to have comprehensive teacher education and then capable teacher graduates who can enjoy teaching in both practical and theoretical contents."

The presence of tutorial sessions, as an implementation modality, though it was not as effective in its delivery (S1, S2, S7, T1 and T4), it can still be taken as an opportunity (Matrix 5.13) for initiating reflective learning practices. Since the curriculum suggested first degree graduate students as a student teacher candidate, they might be competent in arguing and reflecting while the teacher education courses were delivering (T1, T3, S6 and S7) even though they and their teacher educators were not using this opportunity properly (T4 and S2). On top of this, since the curriculum did not let managers interfere and restrict in its implementation (T4 and T3), although it has its own negative effect particularly if the assigned teacher educator is careless and non responsible, it allows teacher educators and student teachers to implement with freedom of thought/practice and of course with flexibly (T2, T3 and T4).

The discussions made about possible opportunities for reflective learning practices indicated that the curriculum materials appreciated practical engagements and open-ended discussions and presentations though the implementation process was acting differently (Matrix 5.13). A similar result was obtained by Zeichner & Liston (1987) and Dulescu (2013). These writers contended that better intention of the curricula documents do not always ensure better student teachers' learning and reflective learning practices since the process of implementation is decisive.

5.4. Alternative Suggestions in Improving Reflective Learning Practices in the Future

Possible suggestions were mentioned on how the teacher education program will support student teachers' reflective learning practices. All the suggestions, as explained by the student teacher and teacher educator respondents of this study, were concentrated on the practices of management bodies and the teacher educators but not the curriculum materials, as a document, and the student teachers.

Matrix.5.14: Future Alternatives in Improving Reflective Learning Practices: As Perceived by Student Teachers and Teacher Educators

Expected Groups	Responses	Respondents
Curricula & student teachers	The curriculum materials, as a document, and the student teachers are not expected to do this and that because they are mainly organized and systematized by the management body in general and teacher educators in particular. Therefore, it has to be considered that they were given and manipulated by the teacher education institutions and teacher educators	S6, T2 & T4
Management Bodies	They have to give clear information about the rights and obligations of student teachers including the process and consequences of course grading so that they will engage to their learning with free minds (S1, S2, S6, T1 and T3) instead of raising unnecessary questions/dialogues with the management bodies (S4 and S6)	S1, S2, S4, S6, T1 and T3
	proper resources allocations (e.g. Library, computer center, dormitory, etc.) including strict time utilizations (T1, T2, T4, S1, S5 and S8) in such a way that to create comfortable environment for student teachers' learning (S2, S6 and S8) even with designing monitoring and punishment packages (T1 & S8)	S1, S2, S5, S6, S8, T1, T2, T4
	Teacher education faculty has to plan and do module revision in line with reflective teacher education paradigm and has to work in availing relevant resources such as video camera, model pictures, etc	T2 & T4
	The national government has to give proper attention for teachers and their education via initiating reflective learning practices starting from primary and secondary education	S1, S2, S6, S7, T1, T2, & T3
Teacher Educators	they should be interested, committed, engaged and well prepared instead of talking about themselves in comparing with their student teachers	S2, S5, S8, T1, T2, T3 & T4
	They also have to focus in using variety of practical examples (S2 and S5) and of course for practical course teaching and learning engagements (S2, S5& S8)	S2, S5 and S8
	They need to arrange continuous discussions on how they did their course teaching in order to learn one another as critical academic friends (T1, T2, T3 & T4) instead of making secrete one's own teaching for the others (T4).	T1, T2, T3 & T4
	They must involve in self critiques about their teaching practices including their student teachers' testing and grading in order to act as a model for their student teachers	T1, T2, T3 & T4

As presented in Matrix 5.14, though the curriculum materials and the student teachers are prior beneficiaries (as the other actors are doing for their need and improvement) in the teacher education curriculum implementation, mainly the teacher educators and the management bodies have huge responsibilities for realizing the implementation processes (T2, T3, T4 and S6).

Student teachers come to the teacher education programs in order to bring certain behavioral changes through learning the curricula (S6, T2 and T4) (Matrix 5.14). According to student teacher S6, "I am here to learn by using the directions given by the teacher education program in general and the teacher educators in particular. Therefore, if our faculty and teacher educators are strong enough in engaging us in hard working and then related reflective learning practices, we student teachers do not have options to escape from this context. Rather, we have to strive in coping with the situations." Therefore, the management body and teacher educators, according to the respondent of this study, are advised to rethink and rearrange their thoughts as well as practices so that the status of reflective learning practices will be improved. In line with this finding, Afe (2006) and Cochran-Smith & Zeichner (2005) also advised that the system/management/ of teacher education and its teacher educators are the first guiders and initiators to facilitate reflective learning of student teachers over the curriculum.

5.4.1. Expectations from the Management Bodies

Both student teacher and teacher educator explained that the management bodies as a whole and specifically the teacher education faculty/departments have to give clear information about the rights and obligations of student teachers before the implementation activity has launched. If that is true, student teachers will engage learning with free and motivated mind (S1, S2, S6, T1 and T3) (Matrix 5.14) instead of raising unnecessary questions/dialogues to the management now and then (S4 and S6). That is to mean, the management body, particularly the teacher education faculty, has to identify proper experts and organize orientation sessions for both the student teachers and teacher educators about this innovative and reflective paradigm of teacher education and what it requires form them (T1, T2, T3, S4 and S6).

Moreover, student teachers recommended having proper resources allocation (e.g. Library, computer center, dormitory, etc.) in a way that creates comfortable environment for student teachers' learning (T1, T2, T4, S2, S6 and S8). The management, moreover, will be expected being strict in time utilization of the program. That is to say, things like admission, class start ups, and instructional time utilization should be on time (S1, S5 and S8), by designing certain evaluative and monitoring packages for those students who see and then practice the training carelessly (T1 & S8) (Matrix 5.14). According to student teacher S4 for example, "we student teachers were talking in a way that in the PGDT program in whatever the cases we can score a minimum of grade 'C'." Therefore, the faculty as well as the teacher educators has to inform in a clear language that grading is the result of efforts and hard working otherwise failure and its consequence will be also exercised in the PGDT program (S2, S4 and S8). In this regard, S8 further said, "In the future there should be strict management to order every party towards his/her proper assignments. There should be proper evaluation and its consequence for student teachers who are not working accordingly".

Teacher educator respondents also suggested that the teacher education faculty has to plan and do module revision for the sake of adapting the module to the reflective teacher education paradigm (T2 and T4). The faculty also has to work in availing relevant resources such as video camera and its accessories that will serve to display sample teaching practices around the world and then to do comments on the successful and unsuccessful ones in teacher education classrooms as well as in critical friends discussion within the teacher educators (T2, T3 and T4) (Matrix 5.14).In addition to the efforts that will be attempted within the levels of the university and its faculty management, the national government has to give proper attention for teachers and their education (S1, S2, S6, S7, T1, T2, and T3). Teacher educator T2, for instance, explained that in order to enhance reflection in the PGDT program and then in our education system, the government has to initiate reflective learning practices from its primary and secondary education so that it will be favorable to practice reflective learning at the teacher education.

T2 further contended, “እንደ እኔ አስተያየት በ21ኛው ክፍለ ዘመን አንደሀገር መቀጠል ካለብን የትምህርት መኖር የግድ ነው።።ትምህርት ካለ የመምህር መኖር የግድ ነው።።መመህር ከለ የተሻለ የመመህርራን ትምህርት መር ሃ ግብር የግድ ነው። በዘልማድ አስተምረን የቱንም ያክል መራመድ አያስችለንም።።” This is translated as ‘as to me, in the 21st century if we want to continue as a nation, the presence of education is a must. If we expect proper education, there should be teachers with proper teacher education program. Otherwise, nowhere to move through utilizing the traditional teaching and learning approaches.’ To conclude, for encouraging reflective learning practices, the management has to give clear and sufficient orientations about the program, proper time utilization, resource availability and allocation, and monitoring student teachers and teacher educators for the accomplishment of their respective roles and assignments. Such practices are welcoming, as it is also concluded by Bengtson (1995) and Schmuch (1997), because reflection needs well organized, planned and informed mind in both of its practitioners (student teachers) and facilitators (teacher educators).

5.4.2. Expectations from the Teacher Educators

Only three student teachers (S2, S5 and S8) forwarded some advises for teacher educators in order to improve reflective learning practices to the future (Matrix 5.14). Because teacher educators are key players in the process of the curriculum implementation, they should be committed, well prepared, and engaged in facilitating student teachers’ reflective learning practices instead of, as some of them were doing, talking about their smartness, intelligence, qualification and working environment in comparing with the future fate of their student teachers (S2 and S8) being a secondary school teacher. They also have to focus in using variety of practical examples, while they are delivering lectures and/or any academic discourses (S2 and S5). Moreover, they have to pay attention for practical courses teaching and learning engagements (S2, S5 and S8) (Matrix 5.14). In support of this, student teacher S2, for instance, stated that teacher educators have to work hard for reflective learning practices by giving more attention for practical courses through providing practical examples rather than wasting time by talking something irrelevant. Student teacher S5 also said:

> I have learnt that how much real life experiences are influencing our actions including the teaching learning practices from the disabled lecturer, who

> mentioned his real experiences and did his lesson live, of the course 'inclusive education'. Teacher educators therefore have to use practical/if possible real/ examples and exercises that might be directly related to the real environmental contexts than only manipulating the theoretical principles/rules as they are.

In general terms, student teachers and teacher educators advised teacher educators to be committed, practical and well prepared in order to facilitate reflective learning practices among student teachers (Matrix 5.14)..

Moreover, teacher educators need to arrange continuous discussions on how they did their course teaching so that they can learn one from another as critical academic friends (T1, T2, T3 and T4) instead of making secrete one's own teaching for the others (T4). In addition, teacher educators should do self critiques about their teaching practices (T1, T2, T3 and T4) including their assessment (Matrix 5.14). "In our assessment we have to follow continuous assessment like we have employed in the HDP rather than asking facts and rules via paper pencil tests towards the end of the semester" (T4).Teacher educator T3 reported: "Because the teacher educators are important players in the teaching learning activities, they have to work as a model by practicing reflective teaching. This can be ensured by asking questions like was I successful in my yesterday's class, how was students' reaction for my presentation, etc for him/her self."

According to teacher educator T4, in order to ensure student teachers' reflective learning practices, teacher educators have to have 'learning community' as critical friends that will intend to make academic discourses in continuous manner. The discourses may focus on the possible challenges and opportunities that teacher educators face in their teaching as well as assessment practices rather than making one's teaching practice close to the other professional colleagues (T2, T3 and T4). Teacher educator T4 said, "If we will not do our teaching practices in the teacher education open to professional colleagues for learning purpose, it is unthinkable to realize reflective teaching and learning practices in our teacher education programs with the traditions that we have had." As it is also contended by Dyke (2006) and Ghaye and Ghaye (1998), teachers' commitment, interest, preparation, critical friends discourse, utilization of continuous assessment, self critiques, etc are among the basic features that should be practiced to facilitate student teachers' reflective learning practices.

5.5. Chapter Summary and Discussions

This chapter treated the data related to the processes of secondary school teacher education curriculum implementation visa-vies its contribution to facilitate student teachers' reflective learning practices. The data were collected from student teachers and teacher educators about the status of curriculum implementation processes, related challenges, opportunities and of course alternative suggestions to facilitate reflective learning practices in the teacher education program. Moreover, teacher educators' actual practical engagements such as teaching practices, examination papers, and course guidebooks were observed and analyzed. To this end, the study found that teacher education curriculum implementation processes in general were not in a position to facilitate reflective learning practices because it is more of close-ended and theory-focused (Matrix 5.3, 5.9 and 5.10) though teacher educators and student teachers (in their theoretical reflection) claimed that they preferred to follow experience-based course delivery via initiating student teachers to use their experiences (Matrix 5.3 and 5.9).

The study also revealed that the management bodies, as an actor of teacher education curriculum implementation, seemed totally unprepared, disorganized, unsystematic and even uncomfortable with the PGDT program in general and student teacher-related question in particular (Matrix 5.12). As a result, both teacher educators and student teachers implemented the curriculum with certain confusions due to lack of proper orientations about the program (Matrix 5.11 and 5.12). In their theorization (e.g. the concept of learning, reflective learning, favorable teaching-learning aspects for reflective learning practices, values of reflection in learning etc), teacher educators and student teachers were able to report something good. Student teacher respondents, for example, defined learning, reflective learning practices and their values very well (Matrices 5.7 and 5.8) in line with the assumptions of constructive learning theories though they, with certain exceptions, preferred a teacher who followed direct instructional approach (introducing facts and principles →Assigning tasks to exercise the stated facts/principles →lesson stabilizations including responses for activities) (Matrix 5.7). Therefore, except their preference of teachers for ensuring better learning, student teachers

conceptualizations of learning and reflective learning seemed to be facilitative in practicing reflective learning practices (Matrices 5.7 and 5.8).

However, in their practical engagements such as teaching practices (Matrix 5.4) course guidebook preparations (Matrix 5.5) and test construction (Matrix 5.6), post-student teacher teaching discussions (as to the unstructured observations) teacher educators (except for few cases) were not doing proper in a way that could encourage student teachers towards productive (comparative and critical) level of reflective learning practices rather it encourages more of descriptive level of reflection via attentive listening, recalling, etc. In fact, it is undeniable that there were very few attempts that help to facilitate reflective learning practices such as some methodological strategies mentioned in the course guide books (Matrix 5.5), the structure and concern of essay items for English and biology subject area method courses (Matrix 5.6).The same is true for student teachers. Though they claimed that reflective learning is valuable, they preferred to learn through describing facts and principles from readymade reading materials than from evidences in their practical engagements (Matrices 5.9 and 5.12). Among the four major actors of the teacher education curriculum implementation processes, however, only the curriculum materials (as a planned document) seemed better in encouraging reflective learning practices for the student teachers (Matrix 5.10).

Generally speaking, the status of secondary school teacher education curriculum implementation process was not facilitative for reflective learning processes. That is to say, instead of facilitating student teachers' reflective learning through critical observation, report writing and presentations, its implementation centered on transmitting theoretical facts and rules (Matrix 5.3 and 5.9) followed by paper-pencil tests to check the output. In the implementation process of the teacher education curriculum, both teacher educators and student teachers preferred to pay more attention to the theoretical coverage of modules/handouts (Matrix 5.3 and 5.9) since course grades highly depended on paper-pencil examination results prepared from distributed modules, lecture notes and any teacher-suggested materials.

Though course guidebooks and manuals for action research and practicum (as a document) have given prior attention to different field-oriented assignments including action research reports and practicum portfolio, student teachers and teacher educators were less concerned for such tasks. They rather took most of the practical engagements as formality issue (Matrices 5.3, 5.4, 5.6, 5.9 and 5.11). As a result, planned follow up, feedback, presentation, etc for assignments, action research reports and the like were not practiced properly done though in whatever quality submission was taken as mandatory (Matrix 5.3). On the contrary, teacher educators intended to implement the practical courses (e.g. Action Research and School Practicum) with theoretical and close-ended fashion relying on examination results and, in fact, teaching practices in the case of school practicum (Matrix 5.3). To be responsive for their teacher educators' intention about course grading, it is obvious that student teachers also acted in accordance: Paying maximum attention for paper-pencil tests and teaching practices (Matrix 5. 10).

Student teacher S5, for instance, reported that, unlike the physics courses, PGDT courses had limited attempts to encourage open-ended and practice-focused delivery that need learners' critical and creative thinking. However, in its practical sense PGDT course implementation was highly theoretical because she said "… if you get the handout, no need of go to class instead you can read and pass the exam for scoring a minimum of grade 'C'. " In some cases, of course, there were attempts to make the course delivery open-ended by giving reading assignments, field visits, etc. (S8), though the concerns of both teacher educators and student teachers are so minimal (S2, S6 & S7). That is why, according to teacher educators T2 and T4, and student teachers S2, S4, S6 and S7, course grades were determined based on paper-pencil test results rather than taking open-ended and practice-focused assignments into account. As a matter of this fact, we did not get feedback for assignments either through presentations or written forms (S4, S6 and S7).

In line with, Choy (2012), the present study identified that the overall teacher education curriculum implementation process was not facilitating student teachers' reflective learning practice as it was highly encouraging fact dictations in a straight forward fashion. Yet, as it was concluded by Schmuck (1997) and Copper (1999), in a reflective

paradigm of teacher education, curriculum implementation process is expected to be open-ended, practice-focused, and should be based on learners' experience which initiates student teachers' engagement of self learning rather than only expecting to tell by some external sources (teacher educators and modules/handouts) (Loughran, 2006).

In relation to the major challenges faced by student teachers to practice reflective learning, this study attributed to teacher educators, the management body and student teachers but not for curriculum material as a planned document. Teacher educators and student teachers' less commitment, interest, preparation towards the PGDT program in general and students teachers' learning in particular has encouraged them towards less engagement while the teacher education curriculum was being implemented (Matrix 5.12). This in turn affects student teachers' reflective learning practice negatively because reflection requires full dedication and willingness of the mind (Philip, 2006; Race, 2002). That is why both student teachers and teacher educators preferred the theoretical dictations and closed-ended contents and tasks than doing things in practical terms.

Similarly, the management bodies (starting from MoE down to the department level) lacked readiness and commitment on how to manage the PGDT program as intended. For example, they did not give orientation about what is required from different stakeholders particularly for teacher educators and student teachers (Matrix 5.12) in how they can handle things in reflective teacher education modality. The management bodies (Matrix 5.12) were also not on time starting from student teachers' selection, admission and even in the utilizations of instructional time. These bodies were not giving positive and timely responses for student teachers' questions, and were not allocating resources including dormitory fairly which was a different treatment from the other students of the University (Matrix 5.12). These all can affect student teachers' reflective learning practices negatively. According to the unstructured observations of this study, due to the fact that student teachers were giving much of their time and effort to tackle such challenges through arguing and sometimes misbehaving towards the university/faculty management, instead of being engaged in the search of evidences about the courses in the teacher education thereby leads to practice learning with reflection.

Regarding the opportunities that can be taken as favorable ground for reflective learning practices, research respondents were not confident enough to mention anything. That is to say, both teacher educators and student teachers were dawdling to mention something as an opportunity for student teachers' reflective learning practices (Matrix 5.13). Nonetheless, they appreciated the role of the curricula, as a document, in pushing student teachers towards reflective learning practice though their implementation processes, which are expected to be manipulated principally by the teacher educators, student teachers and of course by the management body, were not in a position to realize it. The possible reason was that these curriculum materials, particularly the teacher education syllabus, the mother document of the other curriculum materials, was guiding curriculum implementers towards designing and delivering open-ended and practice-focused contents, tasks, assignments and other assessment mechanisms. Otherwise, there would not have been any opportunity mentioned from the perspectives of the other actors of the implementation (Matrix 5.13).

In order to improve student teachers' reflective learning practices in the future the study suggested some alternatives only for teacher educators and the management body but not for student teachers and the curriculum materials (Matrix 5.14). This is because the management body as supportive agents and teacher educators as main implementation actors (Carl, 2008) are highly responsible in facilitating a more proper synergy between the student teachers and the curriculum materials, a critical point for student teachers' learning (Afe, 2006; Pratt, 1980). In other words, though there are sometimes role exchanges among these four actors, in strict sense, however, the management body and teacher educators are expected to act/deliver on student teachers and curriculum materials in fact for the advantage of the latter group (Copper, 1996). The respondents of this study (Matrix 5.14) therefore suggested consistent options with what the literature (e.g. Pratt, 1980) in the area stated. As a result, they said that the management body needs to give proper orientations about the program, time utilizations, resource allocations and revisions on some of the modules prepared with the auspices of MoE. And, teacher educators, especially in their practical and open-ended lesson deliveries, have to show

interest, commitment and then preparation and engagement in order to facilitate student teachers' reflective learning practices rather than practicing it reluctantly.

Teacher educators also have to pay attention for practical examples and open discourses about their course delivery practices by arranging critical friends group instead of making their class closed for their professional friends so that they can learn many things from one another. To finalize the discussion in this chapter, except for some curriculum materials including the teacher education syllabus, as a planned document, the curriculum implementation process by the teacher educators, student teachers and the management body did not facilitate student teachers reflective learning practices (Matrices 5.3, 5.9, 5.12 and 5.13). Instead, it encouraged factual transmissions from certain sources via theoretical discussions and closed-ended task deliveries including its assessment procedures. Challenges were noted among teacher educators, student teachers and the management body, but opportunities were seen in the curriculum materials (as a planned document) only. In order to have a better reflective learning practice, though many defects were mentioned with student teachers, alternative suggestions were indicated for teacher educators and teacher education management bodies because it is assumed that these group are the principal manipulators of the curriculum as well as student teachers of course for the betterment of students' learning.

Chapter Six: Discussions, Conclusions and Implications

The purpose of this study was to explore the status of student teachers' reflective learning practices while secondary school teacher education curriculum is being implemented. The study also attempted to find out whether or not the process of secondary school teacher education curriculum implementation was adequate to facilitate student teachers' reflective learning practices. With this intent, this chapter, as Richards (2005), cited in Dornyei (2007), and Erginel (2006) suggested, intended to interpret, discuss and justify the findings in light of the review of theoretical and empirical literature that this study is grounded on. Subsequently, the chapter aimed to show implications of the study that likely follow its conclusions.

6.1. Discussions and Conclusions

In this study, it was found that both student teachers and teacher educators were relatively good in defining and valuing basic concepts like learning and reflective learning practices and then their important procedures (e.g. making comparisons among experiences, and searching further concepts beyond the current meaning of the experiences) in order to realize reflection in learning. Yet, they announced that they like better to use direct instruction by introducing the lesson with fact explanations and then provides certain tasks/activities as behavioral learning theories advice (Boyd & Fales, 1983; Mezirow, 1997). This might indicate that though student teachers and teacher educators defined the concepts of learning, reflection, reflective learning practices and related aspects in line with the principles of reflective learning (by referring different courses such as 'Teachers as Reflective Practitioners', 'Psychological Foundations of Learning and Development', etc.), they were not actually committed to learn something from unstructured and relatively complicated contexts; rather, they preferred to get rules and principles to guide their learning and teaching.

This shows a gap between student teachers and teacher educators theoretical understandings about the basic concepts and important procedures of reflective learning practices (which seemed encouraging) and their actual commitments and abilities (which seemed poor) to engage in reflective learning practices. In addition, student teachers revealed another contradiction. During the interviews, they said that they preferred to criticize or comment on themselves rather than attributing their failure to other parties. Nevertheless, in real senses they mainly attributed/complained more about teacher educators, management bodies and the nature of curriculum material and its implementation processes for their failure in reflective learning practices even though they blamed themselves for some of their weaknesses in reflection. Such problems, which are relatively hidden, are very difficult even to work harder and adjust things accordingly to the right direction. This is because student teachers already felt that they know the concepts, procedures, features and personal qualities (e.g. the ability to critique oneself) of reflective learning practice and then as if they can manage/practice it.

But, the reality in their accomplishments of reflective learning practice across the levels is something different. That is, as this study revealed, sometimes student teachers were not practicing reflection or else they were intensively practicing the lower level of reflection. The worst consequence of such problems, which arise from the gap between what people think/conceptualize about themselves and what they practice, may lead towards frustration and hopelessness that can be taken as extremely dangerous in learning (Owens, 2007; Scannell, 2011). This shows that the status of our student teachers reflective learning practices which are availed on the ground seemed unsatisfactory. As a result, the present teacher education program might be in a position to produce incompetent, frustrated and less motivated school teachers who will in turn affect school children's learning negatively.

In a similar manner, when student teachers engaged in 'theorizing' about various concerns (e.g. purpose and value of courses, course preparation, etc) (Matrices 5.4, 4.9, 4.10, 4.12 and 4.13), they were involved in a relatively better practice of reflection via attempting all levels of reflection. Nonetheless, in their actual practicing of certain tasks

such as school teaching practices, lesson planning, responding for examinations, etc (Matrices 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 and 4.13) student teachers were not practicing reflective learning as expected. Even some of their attempts of reflection seemed doubtful whether or not they emanated from genuine experiences. Because student teachers may get better theoretical frames of reflective learning practices (Matrices 5.7 and 5.8) from different theoretical course discussions at the university classroom (as their teacher educators are also better in delivering the theory part, Matrix 5.2), they were well engaged in reflecting at least in concept/theory level. However, it is possible to conclude that they failed to practice reflective learning practices in actions (Matrices 4.3, 4.4, 4.5, 4.7, 4.6, and 4.11) as their teachers were also poor in delivering the practical side of the course (Matrices 5.3 and 5.12). A similar result was obtained by Loughran (2006), Hussien (2006) and Choy (2012). These writers roughly concluded that student teachers' failure in reflective learning practice is not attributed only to student teachers' minimal (absence of) capacity to realize reflection in their practical learning scenario but also from teacher educators' minimal (absence of) capacity to demonstrate how to handle reflective learning practice and monitor its failure and success.

Regarding forms of reflection in student teachers' learning, this study depicted that student teachers practiced better reflection in their reflection-on-action', followed by reflection-in-action and then reflection-for-action (Matrices 4.9, 4.10, 4.11 and 4.12). As explained above, this shows that student teachers were highly depending on what external sources (teacher educators and teacher recommended materials such as handouts, modules, etc) said, acted or stated about. That is why they were relatively good in the case of reflection-on-action that occurs after the action is over. In other words, they were poor in attempting to be self-learners and self-evaluators in order to move ahead of the available facts. This result is consistent with the findings of Schmuch (1997), Luttenberg & Bergen (2008) and Liakopoulou (2012). These authors found that student teachers are not comfortable to practice reflection-for-action and reflection-in-action when compared to reflection-on-action.

Likewise, in this study, student teachers, for example, said nothing about their 'reflection-for-action' of the course 'Inclusive Education', on the one hand; and they did better 'reflection-in-action' and 'reflection-on-action' of the same course, on the other, after they had some introductory experiences about the course. Therefore, it is possible to conclude that student teachers were poor, particularly in their reflection about practical learning engagements, in reflective learning practices through promoting self-learning and self-evaluating so as to hunt and question their own assumptions and others' assumption as well. Researchers in the area such as Schmuch (1997) and Rodgers (2002), however, put the status of student teachers reflection-in-action at the last position compared to the other two forms of reflection because they reported that it seems very difficult to run two things (practicing and criticizing/commenting) simultaneously.

As it is stated above, this dissertation found that student teachers got difficulty of engaging in self-learning (or self-exploration of evidences). As a result, student teachers' reflection-for-action was the least performed form of reflection. In general, related to self-exploration of evidences, weaknesses might be attributed to our culture that encourages to be silent listener or receiver without appreciating critiques via raising 'why' and 'how' questions (Amera, 2012) and then to improve certain experiences/assumptions. Our schooling practices (starting from kindergarten to higher education including the religious and indigenous education), which is naturally a sub-set of the whole culture (Kelly, 2004) that discourages the why' and 'how' questions (Teshome, 2003) and indeed influenced by it, also affect student teachers' reflective learning practices negatively. In line with this argument, researchers like Teshome (2003; 2007) and Zenawi (2012) found that education in Ethiopia including the higher education system is more of theory-focused and close-ended via dictating facts and principles with little (no) efforts in showing how to apply and practice this theory into actuality.

In addition, the education system of Ethiopia is not clear in indicating how learners should attempt to question and then make certain amendments and/or changes; rather, the facts in the curriculum are taken for granted (Teshome, 2007; Amera, 2012; Zenawi, 2012). This might be one of the reasons that both student teachers and teacher educators

did not try to question especially content related assumptions in the teacher education curriculum (Matrices 4.2, 5.3 and 5.9). Therefore, particularly in the last twenty years, many attempts have been made to introduce the ideas of active and reflective learning practices (MOE, 1996, 2003) though they are not yet properly practiced at the ground level (Teshome, 2007; Dawit, 2008; Amera, 2012).

By the same token, this study pointed out that teacher educators were very good in defining the basic terms and procedures related to reflective learning practices (Matrix 5.2). They were also good in delivering theoretical aspects of courses for their student teachers. However, according to student teacher and teacher educator respondents, teacher educators did not expose their student teachers to open-ended and practice-focused tasks. Rather, they preferred the simplest and shortest paths (e.g. telling and asking facts) for finishing courses within few contact hours although very few of them attempted to do courses in open-ended and experience-focused manner by mentioning practical examples and using movies via computer slide. Teacher educators at the same time were in difficulty to manage open-ended and practice-based curriculum implementation thereby to facilitate and monitor the performance of student teachers' reflective learning practices. The same is true for student teachers. That is, student teachers were not that much interested to deal with doubts, practices, practical examples and the like to ensure their reflective learning practices (Matrices 5.9, 4.3, 4.5, 4.6 and 4.11); rather, they were interested to listen to lectures and memorize facts in order to pass examinations and then to have the certificate. This finding is consistent with Mulugeta (2009) and Dereje (2009). For instance, Mulugeta (2009) contended that the teacher education program in its practical course delivery accomplishments (e.g. practicum support, action research experience, reflective dialogue and portfolio construction) was below the standard.

In teacher education curriculum implementation processes both student teachers and teacher educators acknowledged that they did not work for facilitating reflective learning practices; rather, they showed certain tendencies of attributing problems from one another. That is why, in student teachers and teacher educators' response, the groups accused each other concerning reflective learning practices at the teacher education.

Student teachers, for example, complained that teacher educators were not ready and capable to follow and encourage them towards reflective learning practices through delivering action research, practicum observation, and teaching practices properly (Matrices 5.3 and 5.12). Teacher educators, on the other hand, complained that student teachers were not interested and committed to involve in practical and unstructured learning contexts so that to have better reflective learning practices; rather, they preferred to read notes and handouts just for the sake of passing examinations (Matrices 5.9 and 5.12). Such kinds of attributes (by student teachers and teacher educators as key actors of the implementation process) are even very difficult to cope with and alleviate the problem.

Arguably, however, both student teachers and teacher educators had their own negative effects in facilitating the teacher education curriculum implementations in general and reflective learning practices in particular (Matrices 5.3, 5.9 and 5.12). For example, as the unstructured observation as well as students' interview of this study showed, teacher educators gave very weak attentions for the implementations of practical courses. They came and supervised a student teacher only in one lesson delivery for 20-25 minutes. In the post-teaching discussion teacher educators raised a similar question such as, "Why did not you use instructional media? Why did not you employ group discussion? Why were you afraid of the class?" etc. for all of their supervisees rather than asking more specific and critical questions like, "Was the task you fixed for group discussion proper? Why? Why did you prefer lesson dictation to group discussion for a given content?" Except doing one shot student teachers' teaching practice observation for 20-25 minutes, teacher educators did not say anything about practicum portfolio, data collection, analysis and appropriate intervention for the course 'Action Research'.

Unlike they did in their theoretical course grading, teacher educators were extremely generous in grading practical courses like 'School Practicum' and 'Action Research'. As the study, in its academic artifacts analysis, tried to examine the distribution of grades among student teachers, in practical courses, some 70% of students have got 'A' and 'B' grades and some 27% "C' grade. There were around 3% 'D' and no 'F' grades for

practical courses at the teacher education. As the unstructured observation indicated, student teachers on their side were extremely careless for this practical course learning engagements. They went to school for formality even without having any learning materials like paper, pen, practicum manual, etc unless otherwise they had a program for teaching practice. As soon as they reached in the school by the university service bus, one fourth of them went out of the school; half of them moved around the school compound with no defined purposes; some others sat here and there within a group and chatted about different topics mainly about the university management; and, in fact, very few of them (not more than 10%) entered and visited the regular teacher classrooms. Possibly, as a consequence of such careless treatment of practical courses (indeed by teacher educators and student teachers as mentioned above) at teacher education curriculum implementation processes (see Chapter five), this study (in Chapter four) found weak performances of student teachers' reflective learning practices in general and higher level of reflection and practice-focused reflection in particular.

Moreover, teacher educators and student teachers together blamed the management body of teacher education (Matrices 5.11 and 5.12). As to the analysis of this study, the management body, as one of the actors of the curriculum implementation process, pushed teacher education program aside. This might be true because of the role confusions which are created at the MoE. Federal vice Minister for Higher Education Institutions of Ethiopia, the responsible body of the university management, does not have direct concern about the teacher education. As a result, the university management seems reluctant for the teacher education program, which is assigned under Federal vice Minister for General Education. In other words, there was a tendency of considering as if these student teachers were kind of help seekers from a university rather than being a legitimate faculty member of a university (Matrix 5.11 and 5.12). This might be one of the possible reasons for uneven resource allocations (assigning course teachers, duplicating reading materials, assigning student dormitories, etc.), unusual types of schedules starting from candidates' recruitment to instructional time arrangements, and ill-treatment of student teachers' administrative question by the university (Matrices 5.11 and 5.12).

In addition, this PGDT program did not have predictable forms of preparation (Matrix 5.11). For example, in 2011, it was started as in-service summer program though student teachers did not have experiences in teaching. Three years later, in 2014, the regular schedule, as pre-service program, was launched; yet student teachers' admission had no clear schedule. Student teachers came to the university in November, 2014, and in January, 2015. Student teachers' late coming and uneven management practices of the university had the capacity to maximize the challenges and minimize the opportunities to initiate student teachers' reflective learning practices. This is because reflection needs early planning and preparation in order to have more time and free mind for looking evidences thereby interpreting and inferring something different-the very essence of critical level reflection.

Respondents also agreed that student teachers' reflective learning practice was found in its lower status (Matrices 4.3, 4.5, 4.6, 4.11) because, except the curriculum materials (as a document) (Matrix 5.13), the major actors did not play role as an opportunity particularly when student teachers involved in actual practical learning (Matrices 5.12 and 5.13). Teacher educators and student teachers' low interest, motivation and commitment, as this study indicated, can be taken as the major challenges that affect reflective learning practices negatively. This is true because low interested and motivated teacher educators and student teachers did not use their potential to the maximum for facilitating student teachers' reflective learning practices. This finding is consistent with the statements of Ainley (1998), Renninger (2000) and Schiefele (1996). For example, Ainley (1998) contended that learners and their teachers' interest, motivation and commitment have a direct relationship with their effectiveness in the teaching learning processes in general and in innovative and constructive learning engagements in particular which in turn have a direct impact on reflective learning practices (Dinkelman, 2000). This is mainly attributed for lack of awareness creation for these two major actors, starting from the womb of the PGDT program up to its implementation stage (Tesfaye, 2014), of secondary teacher education which is mainly expected from the management body. This indicates that the management body did not make appropriate preparation and

promotion at least for PGDT program's main stake-holders (teacher educators and student teachers) to have better treatments for the innovative and reflective model of secondary school teacher education program.

Furthermore, student teachers' minimal interest and commitment also might be related to the structure of the PGDT program. They already closed one chapter of their education (first degree in subject area fields) with graduation and soon they started this PGDT program. This may affect their appetite for learning the teacher education courses. In addition, in the system of secondary school teachers' employment, there is some kind of double standard management. That is, some graduate students who have relatively better CGPA joined the teacher education as student teachers but some of their friends with relatively lower CGPA are already employed and enjoyed the teaching profession without having the PGDT certificate (Matrix 5.11). Surprisingly enough, during the data collection season of this study (April- July/2014), in the same university, BDU, there were university classmates of the then student teachers, who studied subject area MA/MSc programs. Such contradictory practices may discourage student teachers' interest and commitment to engage in learning of the teacher education courses in general and reflective learning practices in particular. A similar conclusion was also made by Schmuch (1997), Philip (2006) and Larrivee (2008). These writers concluded that reflective learning practices are more encouraged when learners attach the course of actions with certain purposes and values to them and of course with relevant and sufficient experiences.

According to the analysis made in Chapter five, teacher educators and student teachers which are the main actors of teacher education curriculum implementation, were not in a position to facilitate student teachers' high level and practical type of reflection. Therefore, it is not surprising to have more of the lower level and theoretical reflection than higher level and practical ones among student teachers in their learning (see Chapter four). The possible reason could be their teacher educators and the curricula (especially the modules). They preferred to facilitate more to the lower level and theoretical reflection than higher level and practical ones. In fact, the system of secondary school

teacher education in general and its curriculum in particular intend to push student teachers to explore and accomplish their own learning in reflective manner. By the same token, it seems natural that the teacher educators should initiate and facilitate their student teachers systematically towards the reflective learning track. That is to say, the teacher educators at least have to act as an advanced learner over his/her students as well as over the curriculum and its implementation in order to ensure reflective learning practices. However, this study found that both teacher educators and student teachers were acting in the same plane of interaction in terms of their curriculum delivery in general and reflective practices in particular though teacher educators were not bad to describe the theoretical lessons. Therefore, this study indicated that student teachers, in their curriculum implementation practices, followed their teacher educators in a very short distance gap. In other words, both of them were not good in facilitating and monitoring reflection in learning. This tells that if teacher educators do better reflection, student teachers performance in reflection might be improved in accordance.

The same is true for the curriculum materials including the PGDT syllabus. The curricula of teacher education especially the syllabus strongly recommended student teachers reflective learning practices as a general concern but they did not pay attention to show the way out on how student teachers are expected to practice especially higher level (critical) reflection and on how teacher educators can facilitate it. As a matter of these facts, teacher educators and student teachers thought that proper descriptions, understandings and applications of the available assumptions/truths are sufficient (see Matrix 5.3) for their purpose - to educate teachers. Their justifications for this claim was that questioning the current assumptions/truths seems unthinkable, let alone for student teachers but also for the teacher educators themselves, because these facts/principles are the outcome of rigorous research endeavors (Matrices 5.3 and 5.9). From this discussion, it is understood that the very essence of reflection that mainly leads towards critical reflection is missed by all of the actors including the curriculum (relatively which was taken as an opportunity) of teacher education curriculum implementation.

Therefore, unless otherwise the major actors (teacher educators and student teachers) of curriculum implementations attempt to question assumptions, learning becomes a mere repetition of facts/principles without looking for innovation. This is not actually the feature of scientific processes and products that need a continuous revision and change in order to respond the surrounding environment. Hence, the productive and full-fledged types of reflection (i.e. critical level of reflection) was not well understood, planned and practiced in teacher education curriculum implementation though it suddenly happened in the theoretical discussion/explanations of student teachers. Another doubt related to few student teachers' critical reflection was that whether it was a genuine reflection that emanated from their own critical and actual involvement or it was a description of ideas/practices that they were might be exposed before. The study developed this doubt due to the case that student teachers' critical level of reflective learning practices was relatively better when student teachers engaged in theoretical discussion than to their practical and under-supervision learning engagements such as examination performances and teaching practices (Matrices 4.3, 4.5 and 4.6).

In conclusion, because of minimal interest, concern, commitment, preparation and capacity of stakeholders (teacher educators, student teachers and the management body) towards the PGDT program, the process of teacher education curriculum implementation was not in a position to ensure ideal and productive reflective learning practices in general and practice/action-related reflective learning practices in particular. The network model (Fig. 4) is developed to summarize and present conclusive themes discussed, developed and found above in this dissertation As it is clearly indicated in the network model (Fig. 4), student teachers' reflective learning practices, which can be initiated through open-ended, unstructured, and practice-based curriculum implementation processes, were in its lower level and theory-focused rather than ensuring higher levels (comparative and critical which are considering as productive type) and action-oriented reflection.

Hence, in order to improve student teachers' reflective learning practices at the teacher education in future, in addition to what respondents suggested in chapter 5 section 5.4,

this study also indicated possible implications for different teacher education stakeholders.

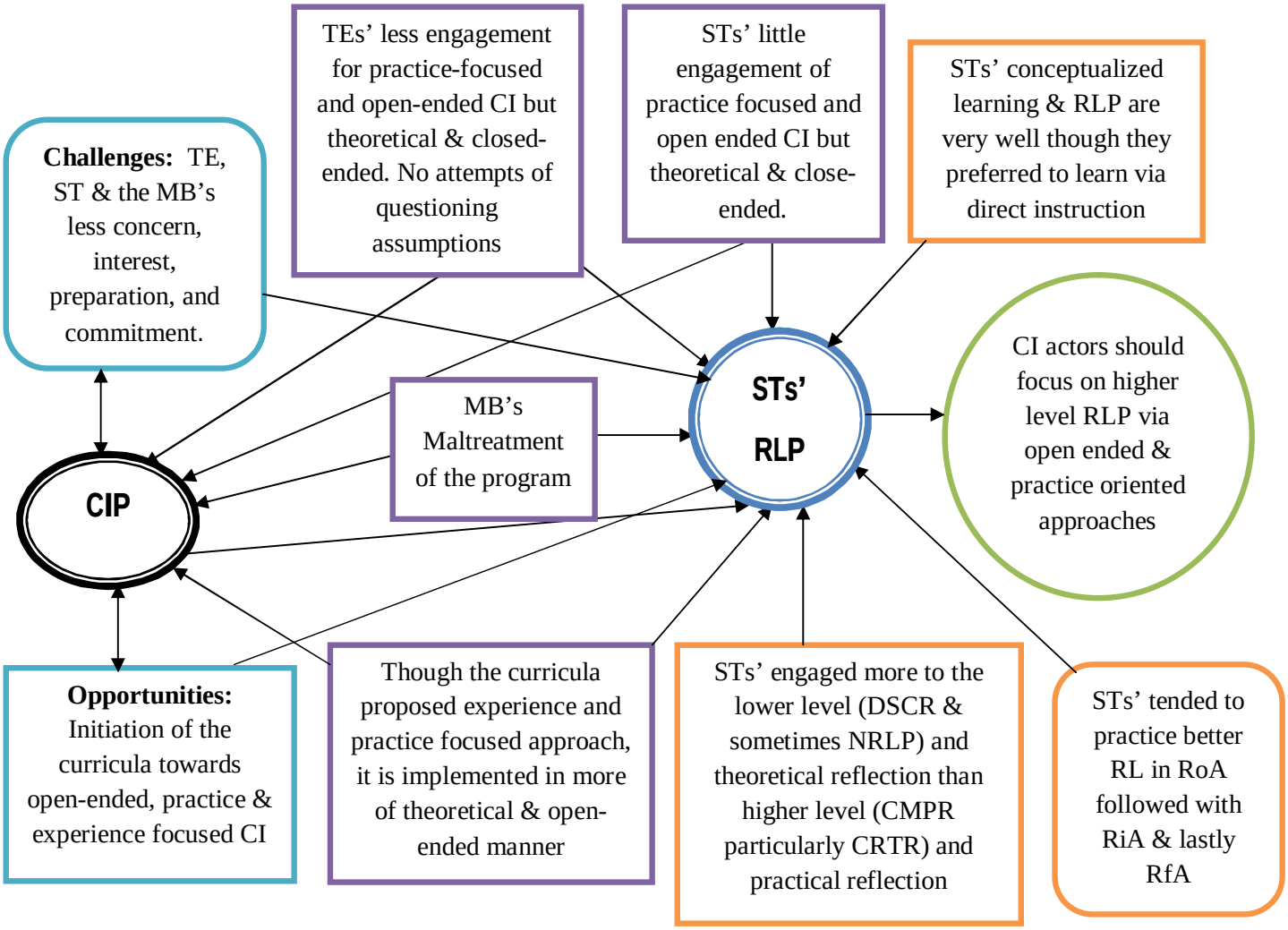

Figure 4: A Network Model of Student Teachers' Reflective Learning Practices While the Teacher Education Curriculum Implementation is in Progress

Keys: CIP =Curriculum Implementation Processes, RLP = Reflective Learning Practices, ST=Student Teachers, TE= Teacher Educators, MB = Management Body, RoA = Reflection-on-Action, RiA= Reflection-in-Action, RfA= Reflection-for-Action, NRLP= Non Reflective Learning Practices, DSCR = Descriptive Reflection, CMPR = Comparative Reflection, and CRTR= Critical Reflection.

From the discussions and concluding remarks mentioned above (in sub-topic 6.1 and Fig. 4), the following major findings were obtained.

1) Student teachers' status in reflective learning practice is found to be in its descriptive level and theoretical type of reflections. They were less-engaged in the productive and higher level (e.g. critical reflection) and practical type of reflection. This informed that student teachers' reflective learning practices were below the expected standards.

2) Of the three levels of reflection fixed in this study, descriptive level of reflection was practiced first and followed by comparative level of reflection with rare occurrence of critical level of reflection. Student teachers, on the other hand, sometimes were being totally non-reflective particularly in their learning engagements such as in teaching practices and examination responses when there is strict professor's supervision.

3) In terms of forms of reflection, student teachers did better on reflection-on-action followed by reflection-in-action and reflection-for-action as second and last respectively.

4) The process of curriculum implementation, in general, was theory-focused and close-ended which did not as such facilitative and encouraging for student teachers' reflective learning practices especially for higher level and practical type reflection.

5) Among the actors of the curriculum implementation processes, only the curriculum materials, as a document, were taken as an opportunity for student teachers' reflective learning practices. The teacher education curricula particularly the national syllabus is encouraging practical and open-ended course delivery via serious of school observations. It also free and flexible to be manipulated by other actors of the curriculum implementation processes of course for the sake of student teachers' better reflective learning practices.

6) The practices of other actors of curriculum implementation processes (such as teacher educators, student teachers, and management body) were not as such supportive in facilitating reflective learning practices rather they were taken as challenges. Though student teachers and teacher educators were good enough in conceptualizing learning and reflective learning practices, they preferred close-ended and theory-focused course deliveries which are not as such facilitative in accomplishing reflective learning practices. Similarly, the management body was not efficient and effective in launching the program on time, allocating resources fairly, monitoring the processes of course deliveries, etc. Rather, they (especially MoE and university level officers) took it as their secondary and tertiary tasks.

7) The teacher education management system in general and teacher educators and student teachers in particular should encourage student teachers' reflective learning practices mainly by designing and delivering open-ended and practice-focused contents/tasks thereby to encourage self and context exploration.

6.2. Implications

The findings of this study were able to indicate certain gaps that should be bridged for facilitating student teachers' reflective learning practices. Therefore, in the following subsequent paragraphs, some suggestions that help to initiate and strengthen reflection in student teachers' learning are forwarded for the respective actors such as teacher education management bodies, teacher educators and student teachers.

To begin with, MoE has to work harder in adjusting and then making effective secondary school teacher education program implementations. The Ministry has to recruit and admit student teachers in time. Moreover, it better allocate secondary school teacher education management under Vice Minister for Higher Education. This will help to have a straight channel of command for university officers thereby both the higher education vice minister and the university will be more cooperative and positive towards taking teacher education as one of their major agendas, which is not the case today. This will alleviate

some of the resistances in accepting student teachers as regular university students. As a result, student teachers, like other faculty students of the university, will come on time to the university and then ensure their faire share of resource allocation including dormitory and classroom arrangements.

The Ministry should also make necessary arrangements to evaluate and revise some modules which are theory-intensive with some review activities. Such curriculum materials are working against the assumptions put in the teacher education syllabus that demands practice-based and self-exploratory type of course deliveries (MoE, 2009). These materials can be taken as discouraging for reflective learning practices (Colliver, 1999; Harford & MacRuairc, 2008; Choy, 2012; Dulescu, 2013). In addition, it would be better if the Ministry of Education could think strategically and rearrange the teacher education course implementations before the graduation of student teachers' first degree as one of the requirements to have the degree. Or it should be implemented before their employment as teachers. Consequently, student teachers' teacher education performance has to serve as a criterion of employment to be a teacher. This possibly aroused student teachers' interest and commitment towards teacher education. This is really basic for working harder in order to have genuine and true learning thereby to be a reflective learner in the teacher education. Otherwise, since student teachers have joined the teacher education after they were already employed as a teacher, they did not attach any benefit (in fact quantitatively counted benefits) to the learning and completion of the PGDT program. As a result, they became extremely careless, uninterested, unmotivated and non-committed to learn teacher education courses which in turn have negative contribution to be reflective learners (Schiefele, 1996; Ostorga, 2006). Therefore, this informs the MoE that it has to prepare some kinds of incentive packages for student teachers as a result of having this PGDT certificate.

Although most of the obstacles related to the university might be automatically dissolved when secondary teacher education management is shifted to the Vice Minister for Higher Education, the university has to be fair in resource allocations and treatment of student teachers as it does for medical, engineering, science, etc college students. Furthermore,

the university has to give clear orientations, which are more of administrative, about the rights and responsibilities of student teachers, teacher educators and teacher education faculty/college. This would avoid unnecessary clashes or dialogues between student teachers and the management body. The unstructured observation of this study indicated that student teachers raised many administrative issues such as practicum per diem, uniform and other pieces of equipments for teaching practice, residential inconveniences, future salary and work place discomforts in a meeting for academic discourse (e.g. practicum orientation) and even in a classroom for teacher educators, who are not the right person to entertain such questions.

Teacher education faculty/department is expected to give well-designed and planned academic orientations for teacher educators as well as student teachers on how to handle inquiry model teacher education in general and to promote student teachers' reflective learning practices in particular. The orientations may give emphasis for practice-focused and open-ended course delivery tactics that can help minimize the theoretical and close-ended classroom discussions. They should maximize learning the practical version of teaching via encouraging student teachers to involve in the actual school-related practices (Mezirow, 1997; Moon, 2004). This approach, which attempts to move from practice to theory and then from theory to practice, is one of the favorable grounds to encourage constructive learning philosophies thereby to facilitate reflective learning practices (Korthagen & Vasalos, 2009; Grimmett, 1988; Luttenberg & Bergen, 2008; Liakopoulou, 2012) rather than frequently following the pattern of moving from theory to practice, which is mostly appreciated with the behaviorist learning theories, which is not as such recommended for producing a reflective learner. The teacher education faculty is also expected to encourage the establishment of critical professional friends for a course and let them have an open discussion on how they are delivering courses. When it is necessary, teacher educators have to develop a culture of visiting their professional friends' classrooms or field-based course delivery processes (Luttenberg & Bergen, 2008) indeed with post-observation discussions. The faculty, moreover, should follow and monitor the course implementation processes in continuous manner instead of leaving the implementation processes totally for the assigned teacher educators.

Besides, the faculty has to give clear and relatively consistent orientations for student teachers about their academic requirements and related consequences. This orientation may incorporate issues like student teachers' responsibilities in learning, the nature of assessments and grading at the teacher education, course failures and in fact its consequences, etc. This will help to clear out student teachers' confusions (such as examinations are not followed with failures or successes, the program is optional, and the program is a kind of workplace seminar, etc.) related to the PGDT program. It, therefore, serves as a pushing factor for student teachers to invest more time and thought on their course learning which in turn enhances reflective learning practice in the teacher education program.

The faculty is further expected to avail teaching equipments such as video instrument and its accessories in order to record sample contexts of teacher education course delivery practices and student teachers' teaching practices. By doing so, it is possible to offer professional discourses among the teacher educators by watching the video records of teacher educators and student teachers' teaching practices. These records, especially student teachers' teaching practice records, will also be displayed for student teachers in order to encourage their reflective learning practices through criticizing the video show of their teaching. Moreover, the faculty has to download or buy model teacher educators' teaching practices (be it successful or unsuccessful) around the world so that faculty staffs can learn many valuable things by doing reflective comments on them. The faculty should also reserve sufficient copies of secondary school subject textbooks because student teachers must exercise some of the teaching rules and principles on the contents of these textbooks.

Teacher education faculty/department has to encourage its staff to do certain revisions on the teacher education curriculum materials particularly on the nature of examinations/tests, assignments and the lesson plan format that serves for student teachers' teaching practices. Such materials should be geared toward the principles of constructive learning theories in general and reflective teaching learning practices in particular. That is to say, the test items need to be more of open-ended that requires

student teachers to provide their practical experiences and applications instead of being close-ended which encourage memorization of facts in teaching (Schon, 1987; Edwards, et al, 2002; Liakopoulou, 2012). The same is true for the format of the lesson plan dispatched for student teachers. Rather than using one structural format of lesson planning for all kinds of subjects and contents, it would be better to have open-ended and context-based types of planning a lesson. If this is the case, student teachers will be encouraged towards innovating and using their own creativity in adapting the lesson plan to their particular context, utilizing their experiences for spot learning and commenting on their own performances; which are a milestone for being reflective learners (Race, 2002; Darwin, 2000; Brown, 1999).

Moreover, the study suggested some points related to teacher educators and student teachers. In the first place, teacher educators and student teachers have to understand that teaching is a key instrument for educating and then fulfilling human resources for other sectors (Loughran, 2006) of the nation. Therefore, their profession (i.e. teaching) is the heart of social, economic, and technological development. So, they should feel proud and take themselves as the center of the society. By doing so, they might improve their interest, motivation and commitment towards teacher education curriculum implementation processes in general and reflective learning practices in particular. In addition, they have to acknowledge that teaching is dynamic and complex, as a result, it needs knowledge and skills which are situational, flexible, process-based (Edwards, et al, 2002) rather than merely attempting to tackle teaching-related problems with the rules and principles that someone has learnt at the university/college. Therefore, as Pultorak (1993) also suggested, teacher educators and student teachers have to give more attention to practical, unstructured and open-ended learning engagements. These, in turn, will facilitate reflective learning practices which are very useful to handle problems at the spot while practicing thereby to cope up with the dynamic and complex nature of the teaching profession.

It is mandatory that teacher educators and student teachers should be committed and fully engaged in teacher education curriculum implementation process so that to ensure

effective teaching in secondary schools which can be taken as the nucleus (Loughran, 2006) of their preparation for teaching. This might be realized through learning the practical aspects (visiting schools, preparing and presenting school visit reports, practicing teaching, evaluating one's own teaching, observing others teaching practices, etc) of teaching science rather than paying more attentions to delivering highly theoretical and close-ended lectures in the classrooms. To do so, teacher educators and student teachers (particularly teacher educators) have to have permanent academic critical friends in order to give and accept comments for their teaching and the teaching practices of their teacher educator friends. As a result, they might learn some skills on how to help their students to be a reflective learner. For this purpose, teacher educators are expected to make their classrooms open for their professional friends either to visit or evaluate one another. In general, teacher educators should be open-minded to consider themselves as learners through the process not only from their teacher educator friends but also from student teachers' comments.

In addition, teacher educators and student teachers need to strive to design activities related to the contents of secondary school subjects, which are the areas of student teachers' future career engagement. Therefore, they consider secondary school textbooks should be one of the important teaching and learning resources in order to experiment and learn various methodological, curricular and psychological facts and principles in teaching. This group should not forget that the teaching science is not understood without dealing with certain content areas. These contents in this case are student teachers' respective secondary school subject (e.g. mathematics, English, chemistry, economics, physics, etc) textbooks. The teacher educators, therefore, have to pick any content from secondary school textbooks and then invite student teachers to show/demonstrate how different topics (e.g. active learning, reflective learning, continuous assessment, inclusiveness, curriculum organization, etc) in teaching are applied.

Lastly, teacher educators and any interested researchers in the future are advised to engage in researching on the detailed and technical aspects of reflection (e.g. the development of less structured lesson plan format for student teachers, the nature of

assessment, guidelines development for teacher educators' critical friend discussions, strategies development for how to treat practical courses, the issue of other technicalities on how to ensure and then check student teachers' reflective learning practices). This dissertation also recommends future research to quantify the differences and relationships of different variables such as forms, levels, contents, etc of reflective learning practices, and the challenges faced and opportunities obtained in line with the perceptions and understandings of major actors (student teachers, teacher educators and the management body). This will be helpful to design interventions depending on the level of the challenges and opportunities that will be attributed to each stakeholder mentioned above.

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Appendix A

Reflective Interview Guides

Dear Interviewees

First of all I would like to thank you for your cooperation and willingness to be a case for my study. In order to understand your reflective learning practices, I have chains of discussions and observations throughout this last term of your teacher education program. I would like to ask you some questions about your reflective learning practices before, during and after the action/learning/ of courses. You also respond about the support that you expect and get from your teacher educators and the curriculum implementation practices of secondary school teacher education.

Thank you for your time and effort.

A. Reflection before the course delivery (for the future: Reflection-for-Action)

1. How do you understand the **purpose and value** of this "X" course for your preparation to be a teacher?
2. What do you expect from your future learning engagements of this "X" course?

- Could you tell me some challenges you expect in the delivery practices of this course? Did you plan alternative strategies (solutions) to cope with these challenges (if you assume any)?

3. Would you briefly explain some of your preparation for learning this "X" course successfully?

- Did you refer any related experiences (e.g. books, handouts, exercise book, etc) so far?
- Did you discuss with your student-teacher colleagues or anybody else on how to manage this "X" course? If your answer is no, why? If your answer is yes,
  - i) What do you learn (understand) from?
  - ii) How you are going to use them for learning the course?

3. What kinds of support did you expect from the supervisor/instructor of this course? Why?

4. Have you prepared any kinds of notes (in written form) about your assumptions/expectations and preparations for the delivery practices of this "X" course? If yes, what it includes? If no, why?

B. Reflection while course delivery is in progress (in present: Reflection-in-Action)

1. How do you comment the delivery practices of this "X" course from its start to now?

- Is it encouraging to deal w**i**th uncertainty /open–ended tasks? How?
- Is it initiating to construct learning concepts by your own? How?

2. Do you make any kinds of critiques about your ongoing learning engagements?

- If yes, what were the critiques and the kinds of learning adjustments you did? If no, why?

3. How do you comment supervisor's (teacher's) delivery practices on this "X" course?

- Is she/he initiating you to see diversified angles and interpretive kinds of learning? How?

4. How the activities/tasks/ or examples designed and delivered in this "X" course are diversified, open-ended, etc?
5. Do you have any kinds of written evidences for your last two weeks school practicum practices? If yes, can you show and brief me? If no, why?

C. Reflection after the course is delivered (on the past: Reflection-on-Action)

1. Can you say the delivery practices of this "X" course contribute something for your professional preparation as a teacher? How?
2. How do you evaluate your learning engagement and success about this "X" course?

- If you get a chance to repeat this course,

i) what methodological and content aspects that you will pay more attention? Why?
ii) for what aspects you will pay less (no) attention? Why?

3. What, if any, do you suggest for university supervisors (teacher educators) of this 'X'course to improve his/her delivery in the future? Why?
4. Did you have any comments for the structure of course materials (such as lectures, activities, exams, etc) in the future? Why? Why not?

5. Do you have any kinds of written evidences for your last two weeks school practicum practices? If yes, can you brief me? If not, why?
6. Do you think that this "X" course contributed something for your overall attitudinal change including morale and ethics? Why? Why not?

D. Before the school teaching practices taking place

1. How your school teaching practices (as a student teacher) enhance your experiences about teaching?
2. Do you think something about the challenges that you will face in your school teaching Practices?

- If yes, what can be mentioned as challenges? Why and how?
- Are you thinking alternative strategies to cope with the challenges? How?

(For example, if an outstanding student of the class come up with a question that you don't know before, how are you going to handle his/her question?)

3. Are you expecting some opportunities in your school teaching practices? If yes, please mention them? Why and how? How are you going to use them?
4. Can you mention some of your preparations for the coming school teaching practices?

- If yes, could you please mention some examples (such as reading related materials and/or discussing ideas with student friends/supervisor)? Why? If no, why?

5. What kind of support do you expect from your university supervisor? Why?

E. After school teaching practice takeover

1. Did you accomplish your teaching practices as intended? Why? How? Can you please explain with examples?
1. What have you learnt from this school teaching practice? How?
2. What were the good points related to school teaching practices? Why and How?
3. What, if any, would you change/improve about your school teaching practice in the future?
4. Were the suggestions given by your supervisor supportive and relevant? Why? How?
5. In your teaching practices, I observed that you did/explained/treated/demonstrated/etc ----------. What was your intention for doing/ explaining/treating/demonstrating/etc in that way?

Appendix B

Weekly Journal Writing Guiding Questions (Adapted from Erginel, 2006)

For your two weeks learning practices (third week of May/2014 for the course school practicum and second week of June/2014 for subject area method II), please think over your experiences in the school setting and in our sessions on campus, and reflect on your experiences. The following questions aim to guide you in your writing process. Please do not worry to give answers to these questions in a question-answer format. Support your writing with your knowledge and experiences (from your previous subject area as well as professional learning) about the theory and principle of teaching. If you like, you can use your course notes. Your pieces of writing will be kept confidential and served only for the consumption of this research.

Thank you for your time and effort.

I. Think back about your experiences in your practicum observation/teaching of this week.

a) Write down your major learning events in this week.

b) What was/were the most important event(s)/incident(s) for you? (This can be an event/incident that you found very successful or unsuccessful).

- Explain why it was important for you.
- Explain how it happens.
- What did you learn about teaching in this event?

c) Was your discussion with the university supervisor relevant and important for your learning? Why and how?

d) Overall, what did you learn about yourself as a teacher this week and how do you feel about teaching now?

II. Think back your experiences in subject area method II class of this week.

a) Write down your major learning events of this week.

b) What did you learn about teaching as a science by your own, from your instructor and/or from your friends' experiences this week? Explain by giving relevant reasons.

c) Did you have any surprise event(s) in your learning of this week? If yes, what was that? Why?

d) Can you relate what you have learnt in this week with your previous course experiences? If possible, try to support your writing with examples.

e) Overall, what did you learn about yourself as a teacher this week and how do you feel about teaching now?

Appendix C

Observation Guide Items for Student Teachers' School Teaching Practices

Direction: The action/behavior will be rated as 'No' if the student-teacher doesn't display the behavior, 'Rarely' if the student-teacher displays the behavior between1 minute to 14 minutes in a 40 minutes school teaching practices and 'Frequently' if the student-teacher displays the behavior for more than 15 minutes in a 40 minutes school teaching practices.

Comments Related to Each Item

No.	In Student's Lesson Presentation	How often		
		N	R	F
1	Describing facts in the lesson			
2	Treating uncertain issues			
3	Dealing with why and how questions properly			
4	Initiating students for interacting			
5	Using previous experiences			
6	Interpreting some concepts beyond			
7	Showing associations and differences			
8	Showing practical examples			
9	Dealing in synthesizing experiences			
10	Copying with ill-structured issues			
11	Criticizing his/her presentation at a spot			
12	Making adjustment/correction at a spot			
13	Dealing with concept development			

Keys: N= No, R= Rarely and F= Frequently

Additional Comments and Notes (Overall)

Appendix D

Observation Guide Items for Teacher Educators' Teaching Practices

Direction: The action/behavior will be rated as 'No' if the teacher educator doesn't display the behavior, 'Rarely' if the teacher educator displays the behavior between1 minute to 14 minutes in a 40 minutes school teaching practices and 'Frequently' if the teacher educator displays the behavior for more than 15 minutes in a 40 minutes school teaching practices.

Comments Related to Each Item

No.	In Teachers' Lesson Presentation or supervision	How often		
		N	R	F
1	Describing facts in the lesson			
2	Facing students to uncertain issues			
3	Using what questions			
4	Using how questions			
5	Using why questions			
5	Initiating previous experiences			
6	Asking students for interpretation			
7	Inviting students to show relations and differences between events			
8	Asking students for providing practical examples			
9	Helping students to synthesize experiences for concept development			
10	Facing students with ill-structured issues			
11	Initiating students for checking and adjusting their learning processes at a spot.			

Keys: N= No, R= Rarely and F= Frequently

Additional Comments and Notes (Overall)

Appendix E

Student Teachers' Summery Interview Guiding Items

Dear Interviewees

First of all I would like to thank you very much for your cooperation and willingness to participate in this study. I would like to ask you some questions about your reflective learning practices and the support that you get from your teacher educators and curriculum implementation practices of secondary school teacher education.

Thank you so much

1. What is the concept of learning for you?
2. When do you say that "Learning" has occurred? What are the things that need to happen to say that someone has learnt well? Why?
3. What is reflective learning practice for you? Are you interested to make your learning reflective? Why?
4. How much you are practicing reflective learning at the teacher education?
5. Which teacher educator/supervisor do you prefer more? A teacher that raises some vague questions/tasks/contents or a teacher plays with closed-ended facts /procedures? Why?
6. Would you like to see the relationships and differences among the experiences you have? If yes, why and how? If no, why? For example, are you transferring and using the learning outcomes from one course to learn the other?
7. Are you searching a deeper meaning beyond the surface of your actual observations? Why? How?
8. How do you ensure the continuous progress of your training? Are you using any kinds of learning diaries or reflective journals in your teacher training? If no, why? If yes, how?
9. How do you cope with challenges faced in your learning/practice? For example, if the assignment for a course is totally out of your experience/knowledge, what techniques you are going to employ? Or, are you stopping to do the assignment?
10. When do you prefer to make critiques? Before you start the practice, while the practice is progressing, and/or after the practice has finished? Why?
11. Which one do you enjoy more? Making comments on yourself or others (outside yourself)? Why?

12. Do the contents/tasks, activities and/or assessment techniques in teacher education are designed in open-ended and practice-led manner? Why and how? Which one is given more attention (the objective/closed-ended or subjective/open-ended assessment techniques) student teachers? And, which one is preferred by teacher educators too? Why?
13. Do lesson/project delivery practices are demanding/challenging to initiate you for applying critical thinking? How?
14. What do you say about the major challenges that hinder you from reflective learning practices (such as using variety of experiences, interpreting knowledge, coping with problems/ uncertainties, etc)? How? Could you indicate specific agents of the challenges faced?
15. What do you say about the major opportunities that encourage you for reflective learning practices? How?
16. Do you have any suggestion to improve reflective learning practices at the teacher education of the future?
17. Do you have some points to add, which you think are relevant?

Appendix F

Teacher Educators' Summery Interview Guiding Items

Dear Interviewees

First of all I would like to thank you very much for your cooperation and willingness to participate in this study. I would like to ask you some questions about your support for enhancing student teachers' reflective learning practices while secondary school teacher education curriculum is implementing.

Thank you so much

1. What is the concept of learning for you? How do you conceptualize students' learning? Is it accommodating the facts and rules as they informed by you as a teacher or anybody else? Or what is it? Why?
2. What is reflective learning practice for you? Are you interested to make your learning reflective? Why?
3. How much you facilitate student teachers' reflective learning at the teacher education?
4. Which do you prefer more? Facing your students with vague questions/tasks/contents or familiarizing them with concrete/closed-ended facts and procedures? Why and How?
5. Do you like to engage your students to see relationships and differences among the experiences that they have? Why and how?
6. Do you encourage/push students to search a meaning beyond their actual observations at the surface? Why and how?
7. Do you support your students to use any kinds of learning diaries or reflective journals for their learning in the teacher education? If no, why? If yes, how?
8. Do the contents/tasks, activities and/or assessment techniques in teacher education are designed in open-ended and practice-led manner? How? Which one has got more attention (the objective/closed-ended or subjective/open-ended assessment techniques) by you, as a teacher educator, and by students as well? Why?
9. Do you think that lesson/project (curricula) delivery practices are demanding and challenging to initiate students interactive thinking to look the way out?

10. What do you say about the major challenges that hinder students from reflective learning practices?
11. What do you say about the major opportunities that encourage students for reflective learning practices?
12. Do you have any suggestion to improve students' reflective learning practices at the teacher education?
13. Do you have some points to add, which you think are relevant?

Declaration

The researcher hereby declare, that this thesis, entitled: "*Student Teachers' Reflective Learning Practices within Secondary School Curriculum Implementation Processes at Bahir Dar University*" is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Researcher's Name: Amera Seifu

Signature: 

This thesis has been submitted for examination with my approval as a supervisor.

Research Supervisor's Name: Prof. Tesfaye Semela

Signature