Public Abstract

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Title:Differing approaches to teacher preparation: Using a mixed methods design to collect perceptions of efficacy in relation to clinical and traditional teaching methods

This mixed methods study was designed to evaluate the traditional and clinical pathways to teacher education at one university setting according to efficacy, confidence, dispositional assessments, and qualitative focus groups gathering multiple perspectives. The conceptual framework for this study includes the five categories of national standards for teacher education, where Bandura's Social Development Theory and Social Learning Theory, as discussed by Grusec (1992), outline the significance of social interaction, pedagogy and self-efficacy, and guides reflective practice, all of which provide the theoretical framework for this study (McKenna, 2009). The Constructivist worldview will guide research related to the problem, allowing participants to interpret their own understanding and interpretation of their experience through active learning (Bredekamp, 2014; Creswell, 2012; Khalid & Azeem, 2012).

Data collected generated a comparison of two groups utilizing an ANOVA method of quantitative analysis. Additionally, individual perspectives supported and enhanced the research design through thick, rich, descriptions of experiences related to the two pathways to teacher education. Data analysis revealed clear understanding of the differences and similarities between the two pathways, allowing for descriptive analysis to determine the future of the teacher education program.