

Unpacking Preservice Agriculture Teacher Development
Through Reflective Awareness of Stress:
A Mixed Methods Study

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Abstract

This mixed methods study used reflective awareness of stress to unpack preservice agriculture teacher development from the perspective of a teacher educator. Quantitative physiological stress data was collected using heart rate variability (HRV) to indicate stress levels experienced by eight senior preservice agricultural educators in their final semester prior to student teaching. Stress was measured during two microteaching experiences and qualitative follow-up interviews were used to add context to the quantitative data. Quantitative stress profiles were developed for each individual resulting in three profile groupings: low, medium, and high stress groups. Qualitative data were analyzed through the filter of the stress level groupings with thirteen themes emerging. Recommendations for teacher educators and for further research were provided.