



## Mentor Support to Pre-service Teachers on Theory-Practice Gap in Practicum: An Online Practice \*

Derya YAYLI\*\*

Received date: 03.05.2018

Accepted date: 02.11.2018

### Abstract

Recent research has put much emphasis on the mentor teacher as an important stakeholder of the practicum period of teacher education. Also the issue of theory-practice gap has been studied in the field. With the developing technology in mind, this study aimed at investigating the mentor teacher support to pre-service teachers on theory-practice gap issues during the practicum. The qualitative data were collected through a) semi-structured interviews, b) online reflection and feedback, and c) a focus group interview. As a result of the content analysis, the emerging themes were mentor role vs. teacher role, knowledge of recent theory and personality traits. The findings were discussed under these sub-headings along with online collaboration among the participants.

**Keywords:** Pre-service teacher education, Mentor support, Theory-practice gap.

\* This study was presented at ATEE Annual Conference 2018 in Gavle, Sweden and supported by Pamukkale University PAU-BAP project #2018KRM002-018

\*\* Pamukkale University, Faculty of Education, Department of Turkish and Social Sciences Education, Denizli, Turkey; [dyyayli@pau.edu.tr](mailto:dyyayli@pau.edu.tr)

## Uygulama Öğretmenlerinin Hizmet Öncesi Öğretmenlere Kuram- Uygulama Boşluğu Desteği: Bir Çevrimiçi Uygulama \*

Derya YAYLI\*\*

Geliş tarihi: 03.05.2018

Kabul tarihi: 02.11.2018

### Öz

Öğretmen yetiştirme süreçlerinin önemli paydaşlarından biri olan okullarda uygulama öğretmenlerinin hizmet öncesi öğretmenlere vermiş olduğu destek son yıllarda bir çalışma konusu olmuştur. Aynı zamanda uygulama okullarında yaşanan kuram-uygulama boşluğu sorunu da çalışılmaktadır. Gelişen teknolojinin de ışığında, bu çalışmanın amacı uygulama öğretmenlerinin uygulama okullarında öğretmen adaylarına kuram-uygulama boşluğu açısından verdikleri desteği incelemektir. Bu nitel çalışmada veri a) yarı yapılandırılmış görüşmeler, b) bir çevrimiçi yansıtma ve dönüt ortamı ve c) bir odak grup görüşmesi yoluyla toplanmıştır. İçerik analizi sonucunda söz konusu destekle ilgili olarak ortaya çıkan alt başlıklar; danışman rolü-öğretmen rolü, yeni kuramsal bilgi ve kişilik özellikleri olarak belirlenmiştir. Bulgular bu alt başlıklar ve çevrimiçi ortamda işbirliği açılarınday yorumlanmıştır.

**Anahtar Sözcükler:** Hizmet öncesi öğretmen yetiştirme, uygulama öğretmeni desteği, kuram-uygulama boşluğu.

\* Bu çalışma Gavle, İsveç'te düzenlenen ATEE 2018 Yıllık Konferansı'nda sunulmuş ve Pamukkale Üniversitesi PAUBAP 2018KRM002-018 numaralı proje tarafından desteklenmiştir.

\*\*  Pamukkale Üniversitesi, Eğitim Fakültesi, Türkçe ve Sosyal Bilimler Eğitimi Bölümü, Denizli, Türkiye, dyayli@pau.edu.tr

## **1. Introduction**

Practicum has been accepted to be an important step of teacher education process that complements the theoretical learning of pre-service teachers in faculties. The practicum period in schools requires some stakeholders, each of whom has some responsibilities. These stakeholders need to have contact with one another in order to grow successful teachers who can integrate their learning in faculties with practice in schools (Allen, 2011).

Teacher education research has long focused on theory-practice gap that practitioners suffer from in their teaching institutions (Allen & Wright, 2014). The theoretical knowledge pre-service teachers learn during undergraduate studies and the practical knowledge they receive during practicum often contradict (Allen & Wright, 2014; Korthagen, 2010; Zeichner, 2010). The realities of the workplace (or the communities of practice) frequently make novice teachers suffer from the gap between the theory and the practice (Allen, 2011). Thus many pre-service teachers have difficulty in making decisions about which knowledge to follow.

Pre-service teachers and novice teachers solve their problems through using some individual strategies, consulting the mentor teachers and peers, and so on. Asking for help is a common strategy for novice teachers and they frequently ask their mentors for instant help (Yayli, 2017). The quality of the feedback from the mentor teachers has a significant role on the novice teachers' future careers and many pre-service teachers complain about the lack of mentor support in schools (Genç, 2016). Thus it is plausible to look into the processes of mentor support on theory and practice in teacher education. This might help teachers develop context-bound practitioner knowledge useful in circumstances.

### **1.1. Conceptual Framework**

#### **1.1.1. Theory-practice gap**

Feeling safe and confident is an immense source of energy for teaching. Darling-Hammond (2000) pinpoints the fact that practice based teacher education interwoven with theoretical knowledge provides teachers with higher resilience in the profession. Echoing her, Vick (2006) argues that practicum has been the key element in teacher education programs as it completes the theoretical knowledge gained in the university. A sociocultural perspective, however, does not make a clear distinction between theoretical knowledge and practical knowledge (Ottesen, 2007); rather, it states that "particular combinations of knowing emerge in student teachers' and mentors' accounting practices" (p. 621). Both ways of thinking accept that the quality of the mentor teachers in the practicum institutions have serious impact on the development of the pre-service teachers (Allen, 2011; Allen & Wright, 2014; Bean, 2000; Mallette, Kile, Smith, McKinney, & Readence, 2000; Risko, Roskos, & Vukelich, 2002; Wolf, Ballentine, & Hill, 2000; Yayli, 2008). Useful support from the mentors could help pre-service teachers develop sound identities as prospective teachers while poor support might end in negative results. Thus mentoring should "support new teachers to gain the skills they will need to keep developing through continuing professional development" (Lofthouse, 2018), p. 252).

As well as the quality of mentor teachers, conservative structure of the schools might prevent pre-service teachers from implementing the theory into practice (Volante & Earl, 2002). When pre-

service teachers are confronted with poor mentors and institutions, they begin to seek some ways of protecting themselves from the tensions emerged in these contexts (Yayli, 2017). In such cases some prefer to comply with their mentor teachers and adopt what they do in the classroom (Moore, 2003; Yayli, 2017).

Another source breaking the bridge between theory and practice could be the weak communication between the faculty and the school (Allen, 2011; Allen & Peach, 2007; Taylor, 2008; Yayli, 2008). Bringing up well equipped teachers is not easy when both parties underestimate or neglect each other. An ongoing collaboration between the faculty and the practicum institution could contribute to pre-service teacher education (Grimmett, Forgasz, Williams & White, 2018).

Despite all the shortcomings, contradictions and tensions in teacher education, it is evident that mentor-mentee relationship in schools has some issues to be taken into consideration. Those issues are inherent in the relationship between mentors and mentees. Leshem (2012) found some types of relationships occurring between the mentor and the mentees: 1) an evolving relationship, 2) relationship of compliance, 3) a learning relationship, and 4) a coaching relationship. Quality in these relationships makes the practicum period more efficient. To accomplish this, an ongoing analysis of what is going on in practicum should be continuously discussed by all the parties on board so that the issue of mentor support might be looked into in detail in different settings. Research suggests that the roles of the stakeholders should be defined in detail in order to prevent any kind of confusion (Allen & Wright, 2014).

### **1.1.2. Pre-service teacher collaboration**

Pre-service teachers and novice teachers need meaningful environments in which they could construct their ways of teaching considering the contexts and other teachers around (Pinho & Andrade, 2015). In those contexts, socialization is also considered to be a part of teacher identity formation. With such a process of socialization, teachers contribute to one another in theory and practice as well. A recent study by Korhonen et al. (2017) had sessions with collaborative groups of peer mentoring groups and found that collaboration could reduce the anxiety of pre- and in-service teachers. Also they suggest that collaboration could lead to better professional development through mutual support. In their study, Nguyen and Loughland (2018) found that collaboration through paired placement among pre-service teachers during practicum enhanced identity development of pre-service teachers.

Online development programs are getting popular in many fields, and also in teacher education (Teräs & Kartoğlu, 2017). In this era of technology, researchers try to combine real communities of practice (Lave & Wenger, 1991) with virtual ones to make teacher education processes more effective (Liu, 2012). Thus, it is significant to develop such environments for pre-service teachers to foster teacher education.

## **1.2. This study**

The quality of the mentor feedback could have a significant role in the professional development of pre-service teachers and teacher identity development. Studies carried out in different context

could help researchers and practitioners to better understand the nature of mentor support during practicum in schools. Also the issue of online peer collaboration highly pays to be investigated in the same context. Thus this study aims to look into the traces of theory-practice gap and the quality of mentor support in the stances and feedback of pre-service teachers through online interaction in a Turkish context. The research questions this study will try to answer are:

- 1) What are the issues of mentor support with regard to theory-practice gap?
- 2) What is the role of online collaboration among the pre-service teachers in reflection and feedback?

## **2. Method**

### **2.1. Participants**

The participants of the study were 14 pre-service teachers (13 females and 1 male) of Turkish Language and Literature enrolled in a certificate program in a Turkish public university. All the participants volunteered to participate in a collaborative study during the practicum period. The collaborative model was inspired from the Finnish peer mentoring model, through which teachers meet to learn from one another (Korhonen, Heikkinen, Kiviniemi & Tynjala, 2017). In the model they give one another feedback on their teaching experiences.

### **2.2. Data Collection**

The qualitative data from this study had three tools: a) semi-structured interviews, b) online interaction with feedback, and c) a focus group interview.

#### ***2.2.1. Semi-structured interviews***

Preliminary data were collected through semi-structured interviews. Each participant was interviewed by the researcher before the 14-week online practice and afterwards. The interview lasted 20-25 minutes for each participant.

#### ***2.2.2. Online interaction***

An online platform for reflection and feedback was established with the help of an online application. Each participant made weekly entries onto a shared document. In their entries they reported and reflected on their theory-practice gap experiences, gave feedback to their colleagues and exchanged ideas about the theory-practice gap and the mentor support they received. The online part of the study lasted 14 weeks.

#### ***2.2.3. Focus group interview***

Finally a focus group interview with all the participants was held in a classroom. It lasted 50 minutes and included the interview questions.

### **2.3. Data Analysis**

The qualitative data were analyzed considering the research questions and the predetermined framework of the study. Qualitative codes were obtained through a content analysis and those codes were connected with some emerging themes (Creswell,

2004, 2014). The inter-rater reliability of the codes and the themes from the qualitative data were accomplished with the help of a crosscheck by another researcher from the field. The correlation from the crosscheck was .89. The contradictions were eliminated through negotiation.

### **3. Findings and Discussion**

#### **3.1. Mentor support**

In this study, the quality of the mentor support on the theory-practice gap and an online collaboration were discussed from the viewpoints of pre-service teachers. As a result of the qualitative data analysis, three issues emerged about the mentor support:

- 1) Mentor role vs. teacher role
- 2) Knowledge of recent theory
- 3) Personality traits

##### **3.1.1. Mentor role vs. teacher role**

The mentor teachers at schools are expected to act as mentors and teachers together. When the pre-service teachers begin their practicum period the mentor role is added to their responsibilities. Before the online practice, the participants had some positive expectations about the practicum period. Most of the participants stated that their mentors would be very supportive and manage the two roles well enough. However after the practicum period, many participants underscored that their mentor teachers did not want to act as mentors:

Sometimes my mentor teacher acts as if I did not exist. He hardly answers my questions. Once he said that he did not choose to be mentor and that he was kind of forced to. That made me sad. (Sema)

My mentor teacher does not look happy to have a mentee. She might be ashamed of having people around while teaching. She is not my role model as a teacher, not a successful mentor either. (Banu)

My mentor is a good teacher. She has great relations with her students. However, she does not want to help us about teaching. She responds us with short answers and does not motivate at all. A good teacher should make a good mentor but the fact is just the opposite. (Belgin)

My mentor teacher does not help me much in practicum. When I ask him about an issue, he hardly responds. I am sure he does not like working with mentees. (Sevda)

My mentor supports me only if I ask him to. He normally does well in his classes. He says he likes teaching. He does not like mentoring I guess. He should give me some directions even though I do not ask for it. (Hasan)

In the focus group interview, some participants once again emphasized the fact that teachers do not like mentoring and that they mostly prefer teaching to mentoring. According to Jaspers et al. (2014), mentoring is the secondary task for mentor teachers. They give more credits their role as a teacher. In Turkey some teachers might take the mentoring job as a burden for themselves and

do not support the pre-service teachers. As mentoring is a very complex task, the role shift could be a source of tension (Pillen, Beijaard, & den Brok, 2013).

### **3.1.2. Knowledge of recent theory**

Pre-service teachers are exposed to recent theoretical knowledge at the faculty of education. With that knowledge, they accuse their mentor teachers for not following newly developed methodologies and for sticking to out of fashion practice:

I believe my mentor learns things from me. She always uses old techniques, which makes students bored. She does not talk much about theory. I understand that she does not know much. (Banu)

When I observe my mentor teaching, I understand that she knows a lot about the subject area, which is Turkish Language and Literature. However, I do not believe she is the right person to teach me about the theoretical issues of teacher education. She thinks I can develop myself through observation in a master-apprentice relationship. (Hazal)

My mentor teacher tells me that I am energetic and knowledgeable. She is a nice person. She admits not knowing much about recent theory on teaching. (Esin)

I do not think we can learn much from the mentors. They are far behind us. My mentor says he wants to retire soon and is happy as new generation is knowledgeable. (Sevda)

Research has shown that many pre-service teachers tend to believe that mentor teachers do not know much about the theory on education (Yayli, 2008). Mentor teachers are very experienced and they could help pre-service teachers with their knowledge about practice issues like classroom management. On the other hand, it is by the mentors that in-service teachers hardly follow recent development in educational sciences. This study unfortunately corroborates the early findings in Turkey. This could be the result of underestimated in-service training in schools and undefined roles of mentors in continually changing education policies.

### **3.1.3. Personality traits**

Research has proven that personality traits of mentor teachers may have impact on the development of pre-service teachers (Delaney, 2012). Mentors with good personality traits could have sound relationships with the mentees. In this study findings put forward that lack of communication between the mentor and the mentee prevented the mentoring process from progressing well:

My mentor does not speak much. She does not like me and other student teachers. I do not believe we will be able learn much here. I sometimes have questions about the practice and instruction in my mind but I cannot ask her. (Hazal)

My mentor has a changeable mood. Actually she is very moody most of the time. Then it is not easy to have a fruitful communication with her. I think she has some problems and she reflects all of them to the working place. This is not good for her students either. (Dilek)

I am not an extrovert person and cannot start conversations well. If you encounter with mentors uneager to learn and teach, things get worse for me. My mentor is not the correct person for me. I wish I could work with a young and energetic mentor. (Sevda)

When I need my mentor around me, I cannot reach her. She is living in another world. I think she is very introvert. This is not good at all. (Buket)

The stances of some other pre-service teachers display that communication skills of the mentors influence teacher education processes. The main problematic issue raised by the participants is about interpersonal relations. Thus, choosing mentors for the practicum period of pre-service teachers seem to be very critical. School administration should know about the potential mentors and assign them to the mentoring job. In addition, only the volunteers should do the mentoring as it is a serious responsibility for the professional development of pre-service teachers.

### **3.2. Online Collaboration**

The participants had a 14-week long practicum experience in school and had a web based opportunity to discuss the issues of mentor support with regard to theory-practice gap. In their weekly entries onto the net, they reflected on their own practice and also provided feedback on experiences of one another. When they were asked about the online collaboration combined with practicum, they verbalized positive comments on the implementation:

In the beginning, it was different for me to comment on the practicum on the web. I remember my friends waited for another person to make the first entry. However, the second week I was the first one to have entered my experiences. The interactive mode of the sharing and feedback was great help to me. I learned a lot from others' comments. (Belgin)

The best part for me was that I was able to read about other people's experiences. It is easier to share things in a virtual environment if you are shy like me. I like it. Also, comparing myself to other people, I assessed my own teaching in the classroom. (Sevda)

I think my friends are afraid of giving feedback to others for fear that they could be misunderstood. I was hesitant to comment on others' comments. You know we had an interview all together (focus group) and you always prompted us to talk more. On the web you do not look into the eyes of people and you just write. I think this is a well thought activity. (Hasan)

I am not good at technological things. I did not want to write things on the web and share my feelings. After a while I started to think that it is quite fun. I learned about potential problems and solutions. I would like to thank my friends for that. I am not afraid of technology anymore. (Cansu)

Although the online interaction does not occur in a real environment, it looked more real to me. I do not know why. You feel free to read and write. You learn from your friends' experiences in the classroom. I understood the nature of theory-practice gap thanks to the writings of my friends. For example, I learned great solutions for unexpected problems. (Dilek)

Technology is growing fast and we, teachers need to keep up with all advancements. With this implementation, I learned how to create virtual environment for educational activities. Maybe in 10 years' time, every teacher will have to use web based applications and programs. For this, I like this online interaction, especially the feedback part. Giving feedback is about knowing. If you know well, you can give feedback on something. I really made use of the collaboration here. (Esin)

I know I skipped some entries. Sorry for that. I am not sure if I can make use of the interaction and its outcome on the web. I believe teaching experience will help me more.  
(Nalan)

In the comments of the pre-service teachers, it is clear that they felt better about using an online means for interactive purposes. Nearly all the participants believe that they benefited from the collaborative professional learning opportunities in this study. They had an opportunity to reflect upon their own experiences individually and together (Pinho & Andrade, 2015). When the fast developing technology and computer and web based implementations are considered, it is relieving to hear pre-service teachers favor new technological implementations for teacher education. Findings from this study are in line with the findings of Korhonen et al. (2017) and implications of Liu (2012).

#### **4. Conclusions**

Research in teacher education has reserved significant space for mentoring and theory-practice gap and there still are issues that need further care and interest. Thus this study aimed at investigating the issue of mentor support to pre-service teachers considering the theory-practice gap in a Turkish context. When a pre-service teacher starts their practicum in a possible future workplace, they expect to receive help from their mentor teachers. Some mentor teachers cannot accomplish to switch roles to scaffold their mentees. This study has also displayed the lack of support to pre-service teachers from their mentor teachers. Mentor teachers in Turkey seem to be reluctant to mentor pre-service teachers and see mentoring as a secondary task as stated by Jaspers et al. (2014). The reason for this could be the lack of defined roles. If these roles could be defined in detail, mentor teachers will be able to “gain insights into the differences between their teacher and mentor roles” (Jaspers et al., 2014, p. 115).

Some mentor teachers feel uncomfortable working with pre-service teachers who have fresh theoretical knowledge. As they cannot follow recent developments in the field of teacher education, they prefer to keep away from mentoring pre-service teachers. Some mentors, on the other hand, do not care much about their lack of knowledge. They believe their experience could help them to be good teachers.

Personal properties of mentor teachers also influence their quality of communication with pre-service teachers. Their personality determines how well a pre-service teacher can grow their identity as a teacher. Korhonen et al. (2017) state that mentors are expected to give personal, social and professional support to their mentees. Findings from this particular study display inadequate support from the mentors to help them grow personally, socially and professionally. In Turkey, pre-service teacher education prescribes some requirements for the mentees only and “the process of choosing mentor teachers at schools does not rely on sound criteria” (Genç, 2016, p. 678). It also is known that mentor teachers cannot keep up with recent theoretical knowledge and this causes them feel embarrassed when they are confronted with pre-service teachers. Mentor teachers (should) have multiple identities and must be assigned considering not only their theoretical backgrounds but personality traits as well.

As for collaboration, the pre-service teachers in this study admitted reflecting on, evaluating and enhancing their own teaching with the help of online reflection and feedback. Peer feedback could be influential on pre-service teachers and novice teachers. Although participants seem to favor collaboration, it has individual, cultural and experiential dimensions determining its nature

(Pinho & Andrade, 2015). Therefore, more attention could be paid to this construct in various contexts.

This study has some limitations. First of all, its findings are limited to the 14 pre-service teachers of Turkish Language and Literature attending a certificate program at a Turkish public university. Similar studies in different contexts could provide the field with ample research findings. This study is also limited to the research data collection procedures in which semi-structured interview, focus group interview and an online implementation. It is also limited to the written and oral stances of the participating pre-service teachers.

Findings from this study could help potential mentors and supervisors to better internalize the nature of mentoring processes in schools. The weak links between the faculties and schools could be strengthened with reorganizing pre-service teacher education in Turkey. In this reorganization, mentor roles should be defined in detail and possible ways of motivating in-service teachers to become effective mentors as a part of their professions.

Further research could be carried out with pre-service teachers of different subject areas. In this study three issues emerged about theory-practice gap. More studies could present different issues. In-depth studies with present mentor teachers are necessary to understand their points of view about mentoring. As collaboration has positive effects on teacher education, more research is necessary to look into the role of collaboration in different contexts. Collaboration between supervisors and mentors could manifest interesting results. Finally, developing technology urges all researchers to design web based teacher education studies to combine real communities of practice with virtual reality.

## References

- Allen, J. M. (2011). Stakeholders' perspectives of the nature and role of assessment during practicum. *Teaching and Teacher Education*, 27, 742–750.
- Allen, J. M., & Peach, D. (2007). Exploring connections between the in-field and on-campus components of a preservice teacher education program: A student perspective. *Asia-Pacific Journal of Cooperative Education*, 8, 23–36.
- Allen, J.M. & Wright, S.E. (2014). Integrating theory and practice in the pre-service teacher education practicum, *Teachers and Teaching: theory and practice*, 20(2), 136-151.
- Bean, T. W. (2000). Reading in the content areas: Social constructivist dimensions. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (vol. 3, pp. 629–644). Mahwah, NJ: Erlbaum
- Creswell, J. (2004). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2nd Ed.). Upper Saddle River, NJ: Pearson.
- Creswell, J.W. (2014). *Research Design: Qualitative, quantitative, and mixed methods approaches* (4th Edition). Los Angeles: Sage.
- Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, 51, 166–173.
- Delaney, Y.A. (2012). Research on mentoring language teachers: Its role in language education. *Foreign Language Annals*, 45, S1, 184-202.

- Genç, Z.S. (2016). More practice for pre-service teachers and more theory for in-service teachers of English language. *Procedia - Social and Behavioral Sciences*, 232, 677–683.
- Grimmett, H., Forgasz, R., Williams, J., & White, S. (2018). Reimagining the role of mentor teachers in professional experience: moving to I as fellow teacher educator. *Asia-Pacific Journal of Teacher Education*, 46(4), 340-353.
- Jaspers, W.M., Meijer, P.C., Prins, F. & Wubbels, T. (2014). Mentor teachers: Their perceived possibilities and challenges as mentor and teacher. *Teaching and Teacher Education*, 44, 106-116.
- Korhonen, H., Heikkinen, H.L.T., Kiviniemi, U., & Tynjala, P. (2017). Student teachers' experiences of participating in mixed peer mentoring groups of in-service and pre-service teachers in Finland. *Teaching and Teacher Education*, 61, 153-163.
- Korthagen, F. A. J. (2010). How teacher education can make a difference. *Journal of Education for Teaching*, 36, 407–423.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press
- Leshem, S. (2012). The many faces of mentor-mentee relationships in a pre-service teacher education programme. *Creative Education*, 3(4), 413-421.
- Liu, K.Y. (2012). A design framework for online teacher professional development communities. *Asia Pacific Education Review*, 13(4), 701-711.
- Lofthouse, R. M. (2018). Re-imagining mentoring as a dynamic hub in the transformation of initial teacher education: The role of mentors and teacher educators. *International Journal of Mentoring and Coaching in Education*, 7(3), 248-260.
- Mallette, M. H., Kile, R. S., Smith, M. M., McKinney, M., & Readence, J. E. (2000). Constructing meaning about literacy difficulties: Preservice teachers beginning to think about pedagogy. *Teaching and Teacher Education*, 16(5–6), 593–612.
- Moore, R. (2003). Reexamining the field experiences of preservice teachers. *Journal of Teacher Education*, 54(1), 31–42.
- Nguyen, H.T.M., & Loughland, T. (2018) Pre-service teachers' construction of professional identity through peer collaboration during professional experience: a case study in Australia. *Teaching Education*, 29(1), 81-97.
- Ottesen, E. (2007). Teachers “in the making”: Building accounts of teaching. *Teaching and Teacher Education*, 23, 612–623.
- Pillen, M., Beijaard, D., & den Brok, P. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, 36, 240-260.
- Pinho, A.S. & Andrade, A.I. (2015). Redefining professional identity: the voice of a language teacher in a context of collaborative learning. *European Journal of Teacher Education*, 38(1), 21-40.
- Risko, V. J., Roskos, K., & Vukelich, C. (2002). Prospective teachers' reflection: Strategies, qualities, and perceptions in learning to teach reading. *Reading Research and Instruction*, 41(2), 149–176.

- Taylor, A. (2008). Developing understanding about learning to teach in a university-schools partnership in England. *British Educational Research Journal*, 34, 63-90.
- Teräs, H. & Kartoğlu, Ü. (2017). A Grounded theory of professional learning in an authentic online professional development program. *International Review of Research in Open and Distributed Learning*, 18(7).
- Vick, M. (2006). It's a difficult matter: Historical perspectives on the enduring problem of the practicum in teacher preparation. *Asia-Pacific Journal of Teacher Education*, 34, 181-198.
- Volante, L., & Earl, L. (2002). Teacher candidates' perceptions of conceptual orientations in their preservice program. *Canadian Journal of Education*, 27(4), 419-438.
- Wolf, S. A., Ballentine, D., & Hill, L. A. (2000). "Only connect!": Cross-cultural connections in the reading lives of preservice teachers and children. *Journal of Literacy Research*, 32, 533-569.
- Yayli, D. (2008). Theory-practice dichotomy in inquiry: Meanings and preservice teacher-mentor teacher tension in Turkish literacy classrooms. *Teaching and Teacher Education*, 24, 889-900.
- Yayli, D. (2017). Coping strategies of pre-service teachers of Turkish with tensions in achieving agency. *Eurasian Journal of Educational Research*, 68, 189-204
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61, 89-99.

**Research article:** Yayli, D. (2018). Mentor support to pre-service teachers on theory-practice gap in practicum: An online practice. *Erzincan University Journal of Education Faculty*, 20 (3), 590-601.