

7-2018

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Recommended Citation

Zengaro, Franco and Zengaro, Sally A. (2018) "Learning in Field-Experiences: A Multiple Case Study of Eight Preservice Teachers," *Journal of Research Initiatives*: Vol. 3 : No. 3 , Article 9.
Available at: <https://digitalcommons.uncfsu.edu/jri/vol3/iss3/9>

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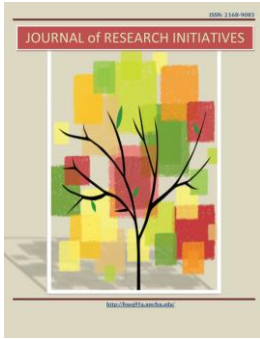
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Keywords

teacher beliefs, teacher cognition, pedagogy, novice teachers, field-experience



LEARNING IN FIELD EXPERIENCES: A MULTIPLE CASE STUDY OF EIGHT PRESERVICE TEACHERS

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Abstract

The purpose of this multiple case study was to examine the teaching beliefs of eight preservice physical education teachers. The following research questions guided this study: (1) In what ways do field experiences contribute to shape preservice physical education teachers' constructs of teaching? (2) What theories of teaching emerge from field experiences? (3) To what extent do contexts shape preservice teachers' experiences as they teach? We framed this multiple case study through the lenses of personal and practical knowledge of teaching. Data collection included multiple interviews, field observation, and documentary notes. We analyzed the data using the constant comparative methodology. Data analysis revealed the following themes: (1) *struggles*, (2) *idealism*, and (3) *disillusionment*. The results of this multiple case study are important for researchers and professionals involved in the preparation of preservice physical education teachers. In addition, the results of our multiple case study have theoretical and disciplinary implications in both teaching and applied research. Psychological and educational theories applied within an educational setting inform the praxis of teaching and learning.

Introduction

Currently, multiple terms and concepts are associated with teacher beliefs. These are *attitudes*, *disposition*, *knowledge*, and *perspectives* (Pajares, 1992). Nespor (1987) suggested that teacher beliefs should be evaluative, affectively stored, and based on experience. However, most researchers assume teachers create their beliefs prior to entering the teaching profession (Bruner, 1996; Zeichner & Tabachnick, 1981). In addition, teacher beliefs are useful to understand preservice teachers' classroom practices (Hart, 2004; Pajares, 1992), because beliefs can influence teaching (Rosenfeld & Rosenfeld, 2008). In addition, teachers' dispositions correlate with student learning (Borko & Whitcomb, 2007; Notar, Riley, & Taylor, 2009). Teacher beliefs can have a positive or negative impact on students' learning (Xu, 2012).

Teaching is not an osmotic practice, because if it were, it would be devoid of experience and thinking. Good teaching is a mindful act, and because it is, researchers need to be able to see the nexus between teaching and thinking about teaching. The act of teaching is embedded in knowledge teachers have prior to and during the act of teaching. Prior knowledge and experiences are richly embodied experiences acting on the teacher's persona. In light of experiences and practices influencing the make-up of a teacher, it is desirable to investigate beliefs in terms of practices and experiences that enable researchers to tell a narrative of teaching. Like many qualitative studies investigating beliefs of teachers, this study suggests that each story is both personal and practical. Therefore, this multiple case study utilized theories of personal and practical knowledge because these frame the work teachers do in field experiences. The aim of this research was to investigate eight preservice physical education teachers' ways of thinking about teaching in field experiences, not necessarily in terms of knowledge transmission, but rather in a compendium of experiences. The result of this is a composite picture of how

teachers reach their own cultural learning experiences as during their field experiences. Teachers' practical knowledge embraces multiple concepts. Borg (2003) considered it in terms of general knowledge, beliefs, and thinking. It includes knowledge embedded in the practices of teaching (Connelly & Clandinin, 1985) as well as knowledge deriving from several sources (Borg, 2003; Grossman, 1990; Meijer, Verloop, & Beijard, 1999). Zuckerman (1999) wrote, "The term practical knowledge refers to the insights derived from one situation that has an immediate application to other situations" (p. 235).

Elbaz (1981) indicated that practical knowledge is a system of practical principles informing teachers' decisions. It is reflective knowing. It is "personal practical knowledge" (Connelly & Clandinin, 1988), "practical arguments" (Fenstermacher, 1986), "practical theory" (Sanders & McCutcheon, 1986), "practical reasoning" (Fenstermacher, 1986), "practical philosophy" (Goodman, 1988), "theory of action" (Marland & Osborne, 1990), "schema" (Bullough & Knowles, 1991), and "personal practical theories" (Cornett, Yeotis, & Terwilliger, 1990). Qualitative research relies on creating a holistic picture of a particular phenomenon under the theoretical lenses of qualitative inquiry. The picture that emerges from the study of teachers' beliefs from a qualitative epistemic framework does not seclude variables; indeed, qualitative research is an open window into an emerging theory of teaching. It opens the narrative away from the exclusivity of the scientific method by opening the door to language and experiences cogently working together in order to create a coalescing narrative of teaching. Eliminating variables is not at the core of qualitative epistemology, because stories of teachers are constructed in culture and language. The stories of teachers are open stories, and therefore, in qualitative knowledge, they are best embraced through narrative analysis. Personal and practical theories of teaching continue to augment our understanding of situated perspectives of teaching. Experiences are uniquely assembled by teachers, combining the practical side of teaching and the reflection in implementing a theory of teaching.

Literature Review

Beliefs play an integral role in teachers' thinking and decision-making, and their investigation by scholars indicates their evolution in teachers' thinking to practice. These beliefs, individually and collectively, establish the *forma mentis* of teachers. However, simplification by isolation is dangerous when attempts are made to establish a theory of teaching. Practices in teaching evolve from the action teachers make. Indeed, thinking and experience orchestrate what teachers do, and their knowledge, although tacit, informs their action. Teachers' thinking is a complex concept because beliefs are individually created and informed through experiences. Scholars are intrigued by how much past experiences and prior knowledge influence what teachers do inside the classroom. It appears that past experiences influence teachers behavior inside the classroom, and beliefs, once formed, do not change much subsequently (Lortie, 1975; Morton, Williams, & Brindley, 2006; Pajares, 1992). Pajares (1992) stated, "Unexplored entering beliefs may be responsible for the perpetuation of antiquated and ineffectual teaching" (p. 328). Also, what teachers believe about innovative teaching methods (e. g., constructivist practices) often is not endorsed in practice (Kane, Sandretto, & Heath, 2002; Kang & Wallace, 2005; Levitt, 2002; Olafson & Schraw, 2006; Schraw & Olafson, 2003; White, 2000; Windschitl, 2002). Researchers have looked into field experiences as an additional layer of knowledge from which to extrapolate a theory of knowledge of teaching. Field experiences guide teachers' development and theories of teaching, but they alone do not solve the puzzle. Educators learn by doing, and field experiences form as teachers incorporate experience to support their teaching. However, experiences in the form of field experiences play a pivotal role in fostering knowledge

of practices of teaching for novices. The literature on physical education teaching has underpinned several benefits associated with field experiences, thus helping novices toward the quest for good teaching practices. The literature indicates what triple effect field experiences might have on novice teachers.

Field experiences help novice physical education teachers to learn about instructional management time and working with students (Graber, 1995; Rovegno, 1992). They are valuable for the professional development of preservice physical education teachers (Schempp, 1993; Zengaro & Zengaro, 2016, 2017; Zengaro, Zengaro, & Belcher, 2015). In addition, they are integral to the preparation of future teachers (Kyndt, Donche, Gijbels, & Van Petegem, 2014). In addition, good mentorship can foster in teachers opportunities for professional and personal growth (Nilsson & Van Driel, 2010). Young professionals can learn a great deal about teaching from good mentors (Baeten & Simons, 2016).

Physical education scholars encourage preservice teachers' engagement in field experiences (Graham, 1991; Hashweh, 1987; O'Sullivan & Tsangaridou, 1992; Zengaro & Zengaro, 2016; Zengaro et al., 2015). Professionally guided field experiences augment subject matter expertise and knowledge of teaching in preservice teachers (Duncan & Clemons 2012; Graham, 1991; Hashweh, 1987; O'Sullivan & Tsangaridou, 1992; Zengaro & Zengaro, 2016; Zengaro et al., 2015). Scholars have indicated that they may infuse in new teachers a sense of professionalism and effectiveness (Schempp, Manross, Tan, & Fincher, 1998; Xu, 2012). Field experiences become most beneficial when novice teachers work in near proximity with experienced mentors (Sorensen, 2014).

Problem Statement

Preparing teachers who can make an instantaneous impact on learning are of tremendous significance to any democratic society. The literature is not mute in regards to the impact field experience can have on the preparation of preservice teachers. In addition, qualitative research designs can offer strong narratives on beliefs, experiences, and stories dealing with the teacher's knowledge (Zengaro & Zengaro, 2016; Zengaro et al., 2015). Teacher's knowledge is complex because beliefs differ. Researchers have underscored the importance of providing field experience opportunities for preservice teachers (Constantinou, 2011; Duncan & Clemons 2012; Graber, 1995; Rovegno, 1992; Schempp, 1998; Zengaro et al., 2015). It is important to investigate what new teachers learn about teaching in field experiences.

Purpose of the Study

The purpose of this multiple case study was to investigate the teaching beliefs of eight preservice physical education teachers engaged in field experiences. The following research questions guided this investigation. (1) In what ways do field experiences contribute to shaping preservice teachers' constructs of teaching? (2) What theories of teaching emerge from field experiences? (3) To what extent do contexts shape preservice teachers' experiences as they teach?

Methods

Design and Procedures

This research utilized a multi-case research design (Yin, 2003, 2009). Yin (2003) stated, "To begin with, even with two cases, you have the possibility of direct replication. Analytic conclusion independently arising from two cases, as with two experiments, will be more powerful than those coming from a single case (or a simple experiment) alone" (p. 53). We were able to capture and provide detailed descriptions of those issues through extensive

documentation in the form of quotations and samples our participants used throughout the process of the investigation (Merriam, 1998; Shaw, 1978; Wilson, 1979).

Participants

The researchers used a purposeful non-probability sampling approach for this qualitative investigation. Qualitative research does not utilize large numbers, and it does not seek to provide generalization. Rather, qualitative research wishes to create a context from which the narrative untangles the stories created by the actors involved in a study. Turning data into stories of teaching and learning from restructuring ideas enable researchers to construct detailed stories. The process gives the reader highly descriptive data, from which the validity of the study is judged (Charmaz, 2014; Check & Schutt, 2012; Creswell, 2015; Gall, Gall, & Borg, 2007; Geertz, 1973; Onwuegbuzie & Daniel, 2003).

The participants were eight preservice physical education teachers. Institutional Review Board was obtained (IRB) before commencing the study, and participants signed consent forms. Four were junior undergraduate physical education students. The other four were seniors and were in their last semester of student teaching. All participants attended a teaching university. The preservice teachers had engaged in field experiences. The participants included six males and two females. Among the six male participants, three were African American. We used different names in this study to protect the privacy of these participants.

Data Collection

Data collection included written documents, field observations, and informal interviews. The data collection took place in one semester. Field visits took place at their assigned teaching practicum sites. Interviews were conducted either on the campus of the university or at the site of the teaching practicum. Therefore, data collection took place at different sites. Written documents included lesson plans, field notes, observations, and policy documents related to the teaching practicum.

Informal interviews took place during one semester and were digitally recorded. The interviews lasted approximately 30 minutes. These interviews assisted the researchers in gathering data on the reflections of the preservice teachers on issues concerning teaching and learning experiences. The topics discussed during the interviews were on various aspects of planning and teaching. Participants sat for four total interviews. The researchers coded and transcribed all interviews.

Data triangulation ensures data trustworthiness. Merriam (1998) wrote, "Triangulation, especially in terms of using multiple methods of data collection and analysis, strengthens reliability as well as internal validity" (p. 207). Collecting data from multiple sources helps create triangulation to strengthen the validity of the findings.

Non-participant Observation

Non-participant observation limits the role of the researcher in qualitative research studies (LeCompte & Preissle, 1993; Patton, 1990; Rossman & Rallis, 1998; Spradley, 1980). Four junior preservice physical education teachers were observed teaching several lessons on rhythmic activities and gymnastics. The second part of our investigation involved the observation of four senior physical education teachers teaching at two different schools. Two preservice teachers enrolled in an elementary methods class. They were observed teaching units on games and movement at one elementary school. The remaining two preservice teachers were seniors enrolled in their student teaching semester. The researchers observed them teaching multiple units on sports education at a middle school.

Data Analysis

Data analysis began with data collection. We compared and contrasted information in the field notes, interviews and documents to search for categories (Merriam, 1998). The researchers reflected on the predominant topics and jotted “notes” (Merriam, 1998). LeCompte, Preissle, and Tesch (1993) wrote, “The notes serve to isolate the initially most striking, if not ultimately most important, aspects of the data” (p. 236). We used the notes to construct and analyze for categories, or themes that captured “recurrent patterns” (Merriam, 1998; Patton, 2002) appearing through “the preponderance” of the data (Taylor & Bogdan, 1984). We clustered categories into themes using constant comparative analysis (Glaser & Straus, 1967; Goetz & LeCompte, 1984; LeCompte & Preissle, 1993; Miles & Huberman, 1984; Patton, 1980; Strauss & Corbin, 1994). The data analysis relied on multiple sources of information (Merriam, 1998; Patton, 1990). We reflected on the points emerging from transcribed interviews. We brought the themes back to the participants for further verification following suggestions of Ely, Anzul, Friedman, Gardner, and Steinmetz (1991). Member checking enhances data trustworthiness and reliability (Patton, 1990; Rossman & Rallies, 1998).

This multiple case study looked at analyzing the data to capture categories and recurring themes resulting from our data research design and research questions. Following Merriam’s (1998) suggestions, we qualified data in between interviews. Merriam wrote, “The right way to analyze data in a qualitative study is to do it simultaneously with data collection” (p. 102). We analyzed and reflected on each separate audiotape of recorded interviews with each participant to capture relevant factors within our research. Merriam (1998) argued, “Basically, the constant comparative method involves comparing one segment of data with another to determine similarities and differences” (p. 18).

Results/Findings

Data analysis revealed the following themes: (1) *struggles*, (2) *idealism*, and (3) *disillusionment*. Table 1 introduced some of the main themes following data analysis.

Table 1

Sample Themes from Data Analysis

Themes

Struggles	<i>“I came in there with kind of blind, not knowing what to do. I guess it was sort of a good thing, but I thought it was kind of bad at the beginning, but after a while, it started coming good.”</i>
Idealism	<i>“I am an altruistic individual. Also, teaching is an older job, I want to simply better education, and improve the experience of students.”</i>
Disillusionment	<i>“Some of my kids, they know you are a student teacher and they know you are not a real teacher. Some of my kids they know that I will just~ and some of them just try to push you to see what you will do.”</i>

Preservice Teachers Cases

Marylou was from the southeast United States and had spent her entire educational experiences studying at a private religious school. She described her physical education experience as sports driven. She had been actively involved in competitive athletics. In one of her earliest interviews, she described the main reason why she decided to enter physical education teaching. She stated, *"I like working with children, and I am very active in sports."* She expressed a desire to teach after getting her teaching credentials.

Jeff was a young African-American student from a southern state in the U.S. Jeff's prior physical education experiences have been with sports. He was fond of sports. He described his physical education experiences as important. He felt sports were important to the overall school experience of students. In one of the interviews, he discussed his personal experiences in field experiences. He stated, *"It helps me working with the students; it offers me the interaction with the students, something I would not have had if we did not have field experiences."* Jeff's approach to working with children was a positive experience for him. His involvement with children in a teaching and learning environment was a significant experience. He placed much effort on good teaching.

Michael was a white male student who grew up in the southern U.S. He indicated that his physical education experience as a student was okay. Michael came into the teacher preparation program with a strong background in sports. Michael wanted to be a coach after finishing college. Michael said that he struggled with teaching.

Richard was the second African American preservice teacher participating in this study. He spoke about wanting to coach and teach after college. Richard suggested that the most positive thing about teaching was working with young students. He also stated that the most difficult aspect of working with young children was their distractibility. He felt that his students had a difficult time concentrating on the things he wanted them to do. *"You have to make things stick to them."* *"Your teaching needs to be simple."*

Darryl was the third African American student in this multiple case study. He was emphatically enthusiastic about his future role as a teacher. This to him was like *"a call to action."* Darryl said that after a deeper soul-searching of what he wanted to do with his life, he opted for the most obvious: *"I want to teach students to like sports and physical education."* He stated, *"My grandmother was a teacher; my uncle is a teacher. I guess this was the right path for me."* For Darryl, physical education engages the mind, body, and emotions in students. He said,

I think it is important that students learn in all three areas of kinesthetic, auditory, and visual [experiences]. This experience has given me the incentive to get a better education by emphasizing that physical education is equally important. I want to change the schooling experiences students have now. Students nowadays feel like school is a prison especially as the grade levels progress. If you get them to where they still love school in middle grades; high school will be a better experience.

Sandra began her introduction by saying, "I am outgoing. I am a mom. I am very passionate about what I do. I am very organized, not only in teaching but in other endeavors I choose to pursue." Sandra's brief account of her life was quite interesting. Sandra also grew up in the southeast U.S. This preservice teacher stated that one of her main reasons for becoming a teacher was in response to her personal struggle with one of her children.

We found that many of the teachers did not want him in their classes and wrote him off as a behavior problem. We later found out that at the time he was having problems with his hearing. . . . After we got him tested for hearing and got him placed where he needed to be, I met some wonderful teachers who proved to me that teaching was truly about the kids and not the money. The teachers' caring ways made a huge impact on the improvement of my son's school life and my decision to become a teacher.

In addition, she said that she decided to become a health and physical education teacher because she felt that this was the best situation for her.

I want to change teaching in high school. Seeing students in this school that when they would go to PE, they would not do much of anything. They would not dress out just so they would not have to participate. I developed a passion for encouraging and teaching.

A 23-year-old, Kendra, was finding out how difficult it was to be working with middle school students. Kendra's background in sports was not a major deciding factor in wanting to become a physical education teacher. Kendra decided to study physical education because she wanted to teach students to like physical education. She stated, "I like to work with elementary school children more than the middle school students. . . . With the elementary students, it is different. You can give them motivation, but with these older kids, it is not the same."

Finally, Tom came from a family where both parents were educators. Tom liked teaching physical education and wanted to coach high school someday. Tom played baseball in high school. He said that playing sports was an enjoyable experience for him. Tom said, "You need to be able to connect with your students and a human level."

Major Themes

The following sections highlight major themes resulting from our data analysis and the corresponding participant comments.

Struggles

Marylou:

We need more classes that incorporate management. We also need a progression of motor skill classes at each level. We have curriculum classes, but they do not really concentrate on how kids develop at each stage.

Jeff:

You feel pressed because you do not have adequate time because there are so many things going on. You cannot focus on the most important things.

Michael:

I just feel like they need to make field experiences the same, so we are all doing the same

Darryl:

Yeah, it was hard. It is one of those things... it was kind of like the deciding factor whether or not you really want to be in PE. If you make it through there and you do not want to get out, then you are okay. It did not affect me, I am not deciding to be there, but it is very frustrating, very eye-opening. If you get into something, you want to have fun or whatever, that is not going to be probably how it is.

Richard:

I think it has been a little bit of both, I mean positive and negative, to be honest with you. I thought it was, I mean some of the things, I do not know, I think it

was negative. I mean positive like I told you last time, is working with kids, give good instruction, clear instruction, but I guess negative was the way we got thrown in was kind of quick. I felt it was somewhat quick. I came in there with kind of blind, not knowing what to do. I guess it was sort of a good thing, but I thought it was somewhat bad at the beginning, but after a while, it started coming good.

Sandra:

Teaching is more than the things you learn in your classes.

Tom:

Before I could care less about what I was teaching, I was just concerned about getting through my classes [field experiences].

Idealism

Sandra:

Having five kids who have a huge generation gap between them helped me develop my own style of teaching. I have to see through their education especially in academics how things have changed over the years and how my approach had to change within the educational settings.

Kendra:

I got into physical education because I wanted to work with young people, but I also wanted to have fun with them, and a lot of them, their outside lives are so different.

Tom:

I am an altruistic individual. Also, teaching is an older profession. I want to simply [give] better education and improve the experience of students.

Michael:

You have different kids these days, different societies, and some schools have more money than some other schools and you just have to be able to understand that as a teacher. Kid's attitudes are completely different. Moreover, I had to change my attitude. You have to change, you have to be able to change in the ways your attitudes are, you just have to understand that, and I think good teachers can do that.

Marylou:

I like the kids at this age. They are motivated. I like teaching skills stuff and dance, gymnastics and all of the other stuff. I just, I am not, and I just cannot deal with the attitudes of the older kids. I am much better with the younger kids.

Disillusionment

Kendra:

I have one class that does not want to participate in PE. I talk about things in class, but they do not listen.

Tom:

You know they have small class sizes, and you know 20 kids, and we come here and we teach 50 kids all day every day. We have to do three schemes of work, we teach three different things.

Jeff:

Some of my kids know you are not a real teacher. Some of my kids, they know that ... and some of them just try to push you to see what you will do.

Discussion

The purpose of this multiple case study was to investigate the formulation of teaching beliefs from the perspective of eight preservice physical education teachers in field experiences. Some came into the teaching profession because of prior experiences (sports). Several wanted to work with young people. Some had parents or other relatives who were teachers. However, there is a common denominator shared by all preservice teachers in this study: Teaching is a difficult enterprise. Some of the preservice teachers had already decided the type of teacher they wanted to be. Tom said, "I am altruistic." For Kendra, it was the age group. She said, "I like to work with elementary school children." For Michael and Richard, it was "coaching." Nevertheless, it is clear from our results that there is not a substitute for practical field experiences in teaching. However, while field experiences reinforce in preservice teachers professionalism, teaching effectiveness, and management (Constantinou, 2011; Duncan & Clemons 2012; Graber, 1995; Rovegno, 1992; Schempp, 1998; Zengaro, et al., 2015), they are most influential when connected to debriefing training alongside the professor (Zengaro & Zengaro 2016; Zengaro, et al., 2015).

Teacher beliefs are complex (Nespor, 1987), have many components, (Rokeach, 1968), are useful in understanding teachers' classroom practices, (Hart, 2004; Pajares, 1992), difficult to change, and cemented in prior experiences (Lortie, 1975). However, preservice teachers can change. Michael stated, "I had to change my attitude. You have to change, you have to be able to change in the ways your attitudes are, and you just have to understand that, and I think good teachers can do that." Michael's second interview showed that preservice teachers can change their beliefs about teaching. Zengaro et al. (2015) observed that preservice teachers can shift their teaching priorities from management to teaching and caring for students.

Field experiences are valuable in challenging personal beliefs about teaching. The preservice teachers who were in the case study management courses and watched experienced teachers working with students; however, they continued to think they needed to learn more. They observed, "I talk but they do not want to listen," and, "We need more classes that incorporate management." Preservice teacher's personal experiences shaped teacher's beliefs. This was identified through comments such as "I developed my own teaching style because my own personal experiences," or "I got into teaching because I want to help young people, good teachers adapt," and "Good teachers can do that." Field experiences do not automatically help preservice teachers become good teachers. Nevertheless, field experiences have the potential to be a positive learning experience for preservice teachers (Constantinou, 2011; Duncan & Clemons 2012; Graber, 1995; Kane et al., 2002; Kang & Wallace, 2005; Levitt, 2002; Olafson & Schraw, 2006; Rovegno, 1992; Schempp, 1998; Schraw & Olafson, 2003; White, 2000; Windschitl, 2002; Zengaro, et al., 2015).

Conclusions & Implications

The purpose of this multiple case study was to investigate the teaching beliefs in eight-preservice physical education teachers engaged in field experiences. The following research questions guided this investigation. (1) In what ways do field experiences contribute to shaping preservice teachers' constructs of teaching? (2) What theories of teaching emerge from field experiences? (3) To what extent do contexts shape preservice teachers' experiences as they teach? In answering research question one, it appears from the results of our study that field experiences did not shape preservice teachers' construct of teaching in a significant way, except that they made the preservice teachers reflect on the challenges teachers face when working with students (Zengaro et al., 2015). In research question two, from our results, it is important to

notice that several preservice teachers felt that teaching was challenging, but no personal theories of teaching emerged, besides the vision of caring, teaching young children, and wanting to improve schools.

Research question three appears to be the most promising, because of the nature of practical knowledge. These preservice teachers realized they needed more experience working with students (Zengaro & Zengaro, 2016). Taking courses was fine, but it was not the same as being with students. The participants learned about adapting to students' needs and that teaching was difficult. They relied on their experiences to construct their own practical knowledge of teaching (Ben-Peretz, 1995; Carter, 1993; Clandinin & Connelly, 1996; Elbaz, 1991; Kessels & Korthagen, 1996; Schubert, 1992). The results of our study are important for two primary reasons. First, they suggest that some preservice teachers prefer working with a specific age group. Others felt they were there to improve schools. Secondly, it appears that prior experiences, such as (a) being active in sports, (b) having relatives who were teachers (c), and personal experiences outside the college, have the most profound impact on preservice teacher beliefs (Zeichner and Tabachnik, 1981).

Field experiences play an important role in the preparation of preservice physical education teachers (Doolittle, Schwager, & Mitchell, 1996; Graber, 1995; Rink, French, Lee, Solmon, & Lynn, 1994; Rovegno, 1992, 1993; Schempp, 1993; Zengaro & Zengaro, 2016, 2017 2016; Zengaro, et al., 2015). More studies involving preservice teachers in field experiences are required. Teacher's beliefs matter when it comes to student learning. We think that the results of this multiple case study contribute to the literature on preservice teachers' formation of teaching beliefs through field experiences. Furthermore, additional multiple-case studies should be undertaken involving preservice teachers from different areas besides physical education. We hope that the results of our qualitative multiple case study offer an additional window into educational issues occurring in a naturalistic setting.

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