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TEACHING, LEADERSHIP,
AND CURRICULUM STUDIES

INQUIRY INTO THE EXPERIENCES OF PRESERVICE TEACHERS IN A
CONSTRUCTIVIST LITERACY CLASSROOM (233 pp.)

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The broad purpose of this study was to add to the body of research about the development of preservice teachers' philosophies of teaching and learning. Specifically the case study elicited through interview, observation, and reviews of artifacts the rich, thick description of the experiences of the preservice teachers in the Reading Application in the Content Area classroom which models constructivist educational theory in a literacy classroom environment.

The students in this study worked to develop their literacy philosophy of teaching and learning. They struggled to make sense of new information that was in contrast to their traditional prior experiences in elementary and high school. For many the constructivist theory modeled in the classroom was being seen for the first time. The clash of new ideas with traditional prior experiences evoked questions and caused conflicts. The diversity of the students added an interesting perspective to the study,

This study sought to document the perceptions of the preservice teachers of what it means to be a literacy teacher, their perceptions when exposed to the modeling of constructivist literacy teaching and learning, and the expressed conflicts of the preservice teachers.

Recommendations for future research, limitations of the study, and conclusions were presented.