

# Can You Picture It? Enhancing Pre-service Teachers' Reflections on Field Experiences by Drawing Pictures

Gaoming Zhang  
University of Indianapolis

## Abstract

It has been a long-time challenge to support pre-service teachers to be reflective of their field experiences. This study designed a mental-snapshot approach for pre-service teachers to document and reflect upon important events/scenes in their field. A mental snapshot consists of their doodling to debrief what was going on in their selected moment in the field, along with text to share their explanations and reflection. Student work samples and their feedback will be shared at the presentation. The findings show that snapshots/drawing pictures provide an innovative way of combining images and text to promote preservice teacher's reflective inquiry.

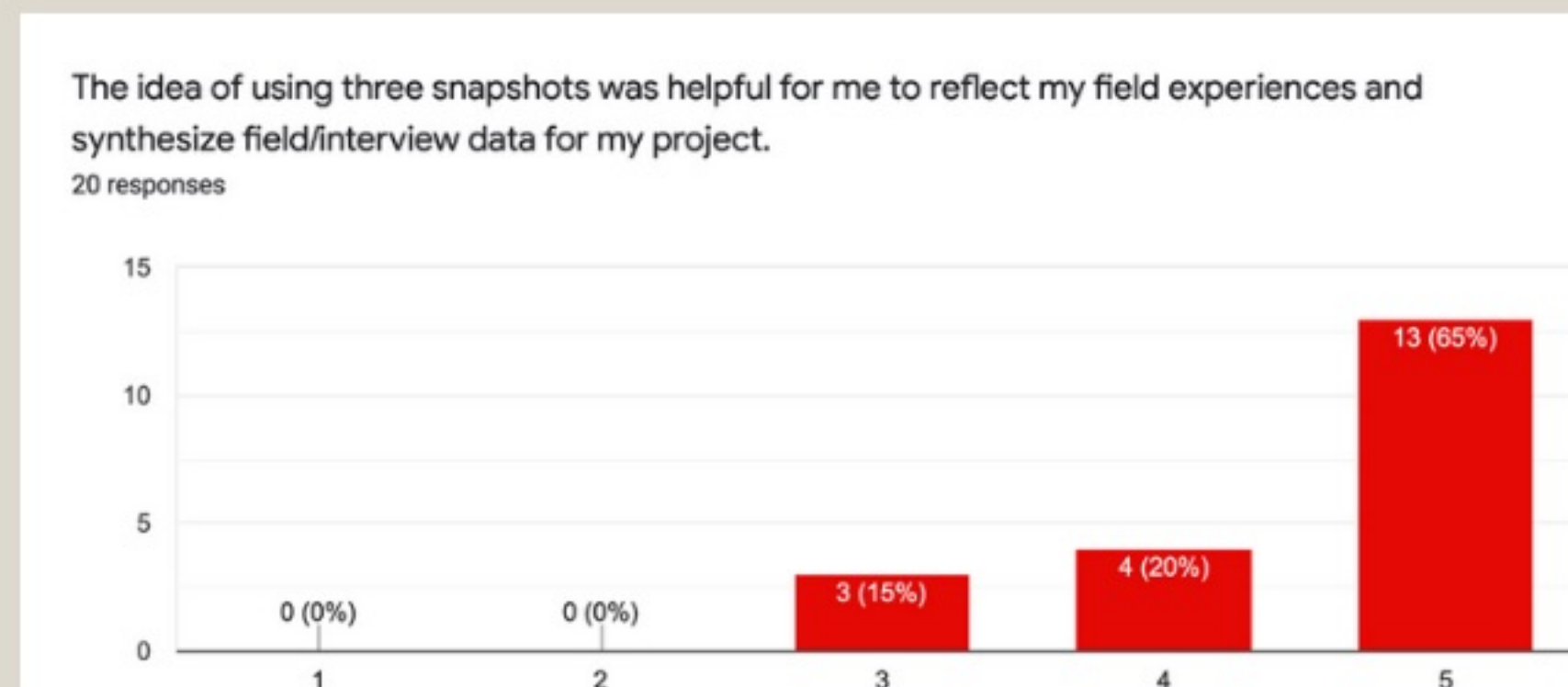
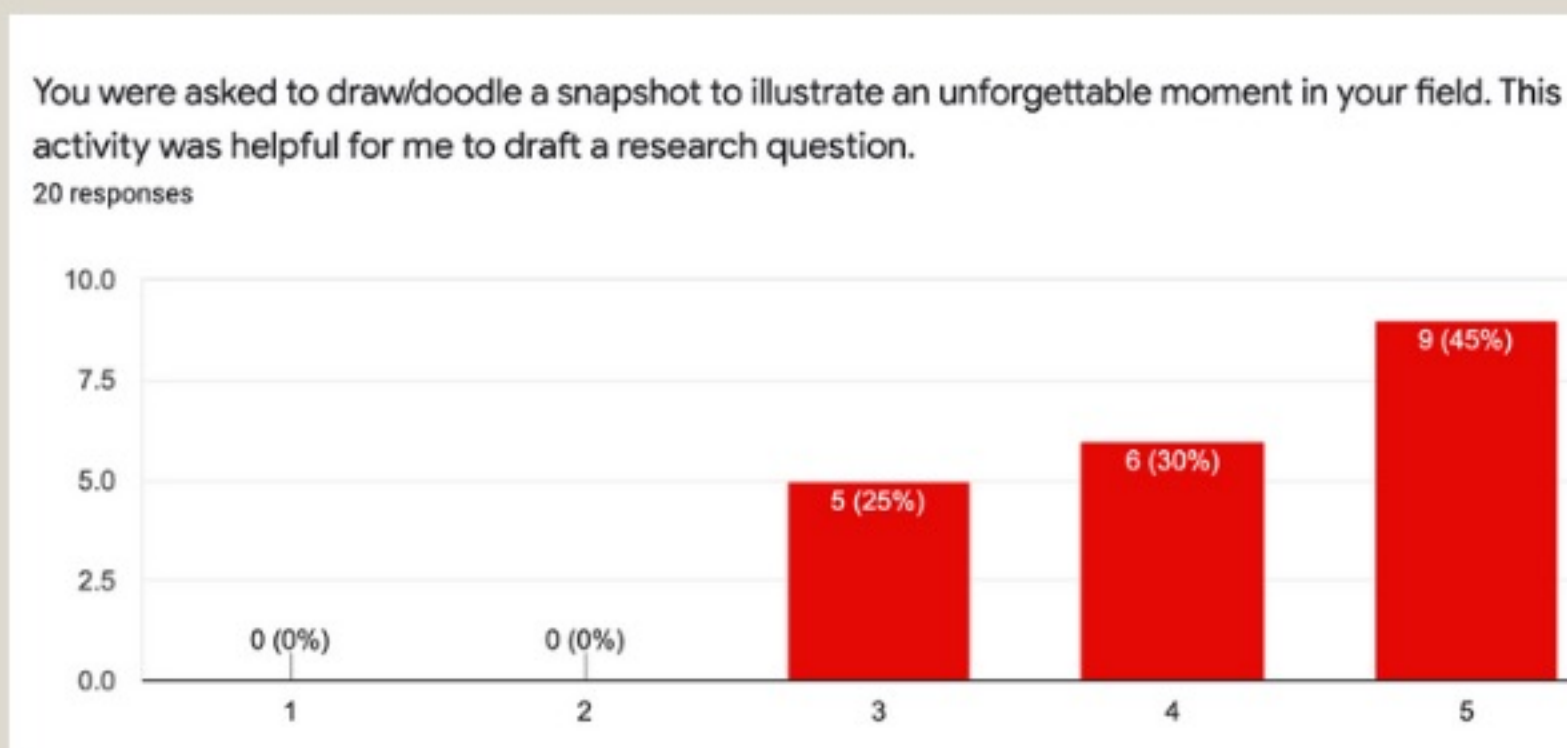
## Background

- Field experiences are a critical component in teacher education programs (Wyss et al., 2012).
- Field experiences are viewed as one of the most important ways to connect theory to practice and to help candidates reflect (Stenberg, et al., 2016).
- The skills of reflection is essential for pre-service teachers. However, it is difficult to teach and can be challenging for pre-service teachers to connect theory to practice when they reflect upon their field experiences (Thomas & Casale, 2021).

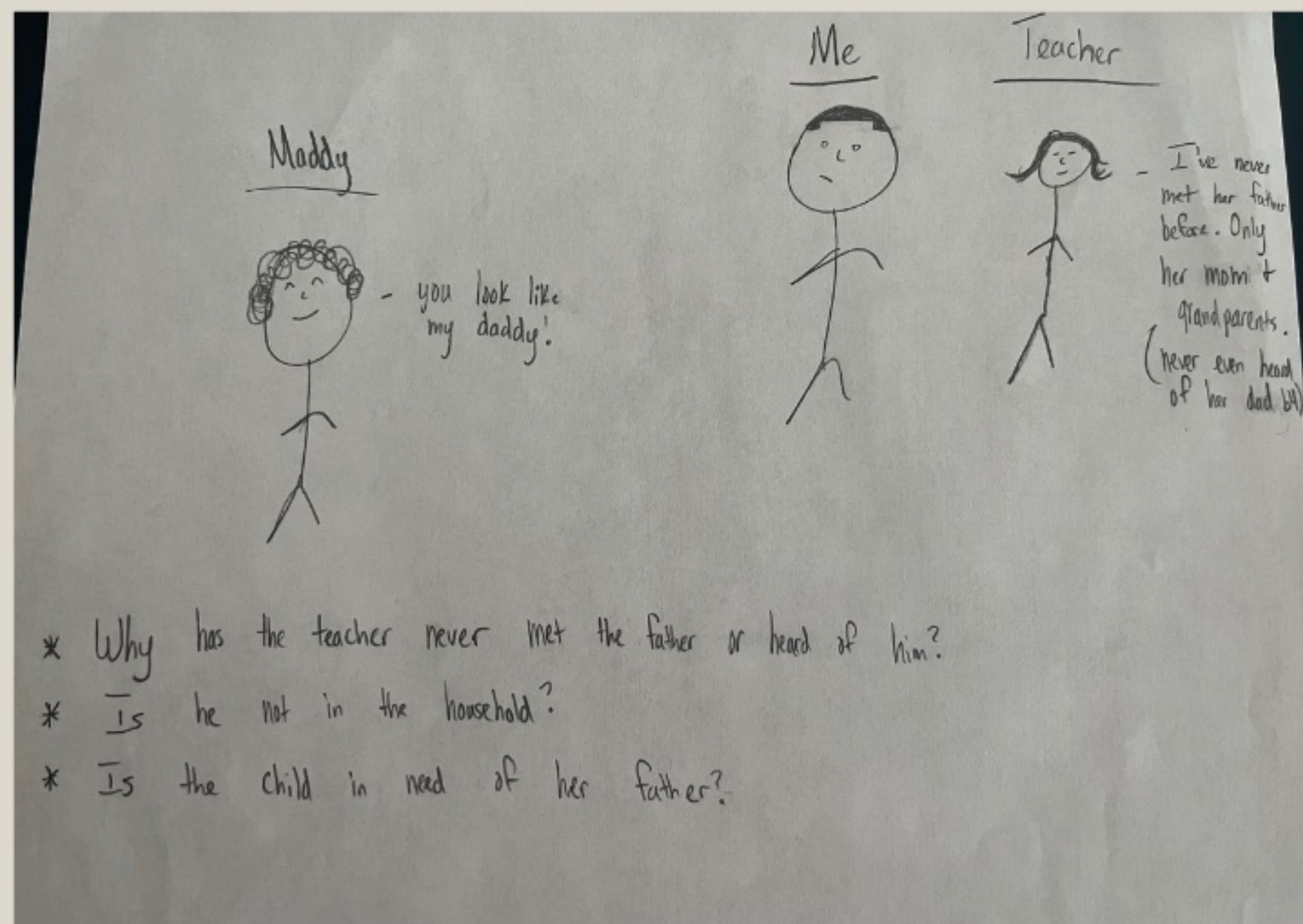
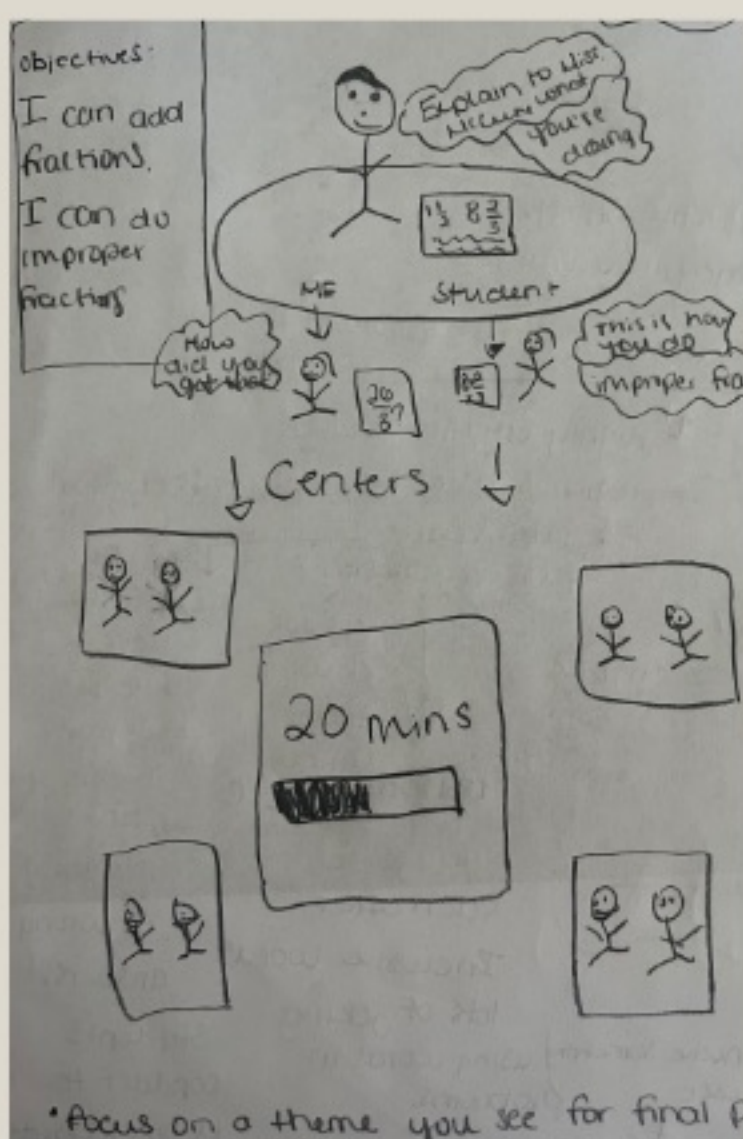
## Methodology

- Participants: 15 Pre-service elementary teachers
- Field experiences: 20 hours in a neighborhood public elementary school
- Activity:
  - Draw pictures of moments in the field that they would like to reflect and/or want to learn more.
  - Notes are optional

## Results



## Samples



## References

- Stenberg, K. Rajala, A., Hilppo, J. (2016). Fostering theory-practice reflection in Teaching Practicums. *Asia-Pacific Journal of Teacher Education*, 44(5), 470 - 485. DOI:10.1080/1359866X.2015.1136406.
- Thomas, C. A., & Casale, C. (2021). Pre-service teacher reflections on collaborative field experiences. *Educational Research: Theory and Practice*, 32(3), 38-46.
- Wyss, V. L., Siebert, C. J. & Dowling, K. A. (2012). Structuring effective practicum experiences for pre-service teachers. *Education*, 132(3), 600 - 606.