

## General and Differential Effects of a Long-Term Practicum Using a Pre-/Posttest Design

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For a couple of years, a long-term practicum spanning 15 weeks has been included in the master of education study at the University of Erfurt, as part of its last year of study. This final internship is intended to continue and conclude the series of practical experiences that are a regular part of the B.A. and M.Ed. curriculum, by providing an immersive experience of the day-to-day activities at school. From the beginning, this long-term internship was accompanied by investigations in order to measure its effects on teacher students' competences and the relevant factors for these effects. Since the student data were collected in obligatory meetings, about 80 percent of the sample could be included in the longitudinal evaluations.

In the first year of study, well-known Likert scales were used to assess the levels of competence. While our results showed the intended gains in terms of growing competencies, other studies (e. g., Jäger-Flor, 2012) created reasonable doubt that such scales provide unbiased results. Thus, scales with qualitative grades were developed for the subsequent surveys, based on research on models of expertise (Dreyfus, 2004). These scales were longitudinally tested using data of 215 teacher students in the academic year 2015/16. A theoretically sound list of competences as well as a matching list of theory- and practice-related opportunities of learning were assessed before and after the internship. The results indicate both a general and a specific increase of the competences and of the related opportunities of learning. Furthermore, we found a differential increase of competences that depends on the students' individually experienced opportunities of learning.

During this summer, data of a further cohort will be available. This data include situational aspects of the internships in more detail, with regard to the offer-and-use model of instruction (Helmke, 2015). Since plenty of studies find evidence for the impact of the personal relationship between mentor and mentee on the development of competence (e.g. Schubarth et al., 2012), this issue is an important topic in the ongoing study. This data will be analyzed using latent constructs (Collins & Flathery, 2006) which allow insights in the correlations of the relevant constructs and their development over time.

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