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This book disseminates original research on learning in and from practice in pre-service teacher education.

Authors such as Lederman and Lederman describe the student teaching practicum (or work-integrated learning [WIL]), which is an essential component of pre-service teacher

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education, as the 'elephant in the room'. These authors note that 'the capstone experience in any teacher education programme is the student teaching practicum... [a]fter all, this is where the rubber hits the road'. However, many teacher educators will agree that this WIL component is sometimes very insufficient in

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assisting the student teacher to develop their own footing and voice as a teacher. This is the ‘ gap ’ that this research book addresses. Most of the chapters in the book report empirical data, with the exception of two chapters that can be categorized as systematic reviews. WIL is addressed from various angles in the chapters.

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Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based on Finnish insights) in Johannesburg. Chapter 3 highlights the challenges

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faced in open-and
distance learning teacher
education contexts.

Several of the chapters
disseminate research
findings on alternative
interventions to classic
WIL, namely, where
“ safe spaces ” or
laboratories are created
for student teachers to
learn and grow
professionally. These
could either be

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simulations, such as software programmes and avatars in the intervention described in Chapter 2; student excursions, as the findings in chapters 5, 7 and 10 portray; or alternative approaches to WIL (e.g. Chapters 11 and 12). The book is devoted to scholarship in the field of pre-service teacher education. The

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target audience is
scholars working in the
fields of pre-service
teacher education, work-
integrated learning, and
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