

Although teacher educators may perceive their program and courses to be coherent, the question remains to what extent student teachers also are able to perceive the linkages within their programs. Coherence within teacher education programs is important for teacher candidates to build understanding of teaching. Our study draws upon survey data from 269 teacher candidates, in three different teacher education programs, located in three different countries (Norway, Finland, California [US]) and compares these candidates' perceptions of the coherence of their teacher education programs. Candidates from a program which has explicitly been working on constructing a coherent program over a period of 15 years do report significantly more coherence, yet, across the programs there remains room for improvement regarding the coherence between field placement and campus courses. We conclude with the suggestion that potential improvement of program coherence lies within greater communication and collaboration between the various stakeholders within teacher education.

一致性中的多样性：三个教师教育项目的优势和机遇

教师教育者可能认为他们的培养项目及其课程设置具有一致性。但是，教师教育在多大程度上能够意识到他所在项目和课程设置的关系仍然是一个未知数。教师教育项目的一致性对于提高准教师对教学的理解至关重要。通过使用来自269位准教师的调查数据，本研究比较了这些教师对其所在的教师教育项目一致性的看法。这些准教师来自三个不同国家（挪威、芬兰、美国加州）的教师教育项目。其中一个项目的准教师报告了显著的一致性。此项目在过去的15年里一直致力于建设一致性。但是，这些不同的教师教育项目在课程安排和院校课程之间的一致性仍有进步空间。最后，我认为，教师教育项目的一致性取决于不同利益相关人更大程度上的沟通与合作。