

Evaluation of Pre-Service Teachers' Opinions about Teaching Methods and Techniques Applied by Instructors

Necdet AYKAC*

Suggested Citation:

Aykac, N. (2016). Evaluation of pre-service teachers' opinions about the teaching methods and techniques applied by instructors. *Eurasian Journal of Educational Research*, 66, 87-104, <http://dx.doi.org/10.14689/ejer.2016.66.5>

Abstract

Problem Statement: Training qualified teachers depends on the quality of the trainers. From this point of view, the quality of teacher educators and their instruction in the classroom are important to train qualified teachers. This is because teachers tend to see teacher educators who have trained them as role models, and during their school years, they tend to reflect the applications of teacher educators on their educational practices. Studies have reported that there are similarities between the teaching techniques teachers use in their practices and those their instructors used during teacher training. Therefore, it is important to explore what teaching methods and techniques teacher educators use in their practices. The purpose of this study is to examine what kind of teaching methods and techniques teacher educators use in the course, Introduction to Educational Science, and to explore the reasons why they use those methods and techniques as well as their ways of creating an active learning process.

Purpose of the Study: The purpose of this study is to examine what kind of teaching methods and techniques teacher educators use in their course, Introduction to Educational Science, and to explore the reasons why they use those methods and techniques as well as their ways of creating an active learning process.

Method: One of the mixed model designs, consecutive sequence design, was applied. The data was collected by a questionnaire and semi-structured interview developed by the researcher. The data obtained from the questionnaire were analyzed by calculating arithmetic means and standard deviation; they were demonstrated in tables and interpreted. In order to better clarify the reasons behind the qualitative

* Corresponding author: Necdet Aykac, Ph.D., Mugla Sitki Kocman University
necdetaykac@mu.edu.tr

findings, quantitative data were collected and analyzed with content analysis.

Findings: Findings show that student teachers reported that their instructors mostly employ question-answer, discussion, lecturing, brainstorming, group work, and individual or group presentations in their practices. Student teachers also reported that their instructors rarely use student-centered teaching methods including dram, educational games, concept checking, dramatization, aquarium, speaking ring, storytelling, station, conceptual, caricature, and tour. Findings from interviews with instructors show that class size and the physical structure of the classroom force them to use more traditional teaching methods in their practice. Other reasons they used more traditional methods were: a) lack of pedagogical content knowledge, b) the ignorance of the lesson, and c) the perception that university level course are taught in traditional ways.

Conclusion and Recommendations: The research results showed that while teacher educators frequently use questioning and lecture techniques in their classrooms and they assign the students into groups or pairs and ask them to present what they learn from the groups, they rarely use other effective techniques such as concept controlling, educational games, drama, oral history, speech circle, writing story, or conceptual comics. Additionally, teacher educators contended that crowded classrooms, physical environments of classrooms, using traditional teaching methods, and not spending more time using active teaching methods negatively affect learning processes in classrooms. Considering the results of the research, it can be recommended that teacher educators attend courses related to effective use of active learning strategies in classrooms and get involved in professional development seminars concerning active learning strategies. Also, solving problems relevant to crowded classrooms, organizing an environment for active learning activities, and decreasing the number of courses teacher educators teach would make significant contributions to this process.

Keywords: Teacher education, classroom instruction, teacher, active learning.

Introduction

In order for instructors to have effective teaching characteristics, they are required to have not only such personal characteristics as being sincere, sensitive, tolerant, and indulgent of their students (Capel, Leaskand & Tourner, 1995; Stanton, 1985), but also teaching skills such as dominating classroom management, communicating effectively with students, developing teaching methods and

strategies appropriately in accordance with a specific subject and objectives of the subject, and using materials and instruments conveniently (Daviston, 1985). Instructors are also required to have information and experience about planning teaching activities, taking advantage of teaching technologies, and using and choosing the appropriate methods in teaching process (Aslantas, 2011).

Moreover, training qualified teachers depends on the characteristics of the instructors who train these teachers (Sen & Erisen, 2002). When analyzed from this point of view, both the quality of instructor and teaching service are quite important for training teachers. This is because teachers mostly perceive their instructors as role models and they reflect the applications followed by instructors in their own professional lives when they begin their professions. Similarly, in Gur's (1998) study it was determined that teaching methods and techniques applied by instructors working in universities were similar to those of teachers and pre-service teachers in schools. In addition, Gozutok (1988) expressed in her study that pre-service teachers were influenced greatly by the behaviors of their instructors and they tended to integrate the processes their instructors applied and reflect them in their professions. In this way, the role of instructor is not only transferring information, but also creating the most suitable environments and conditions to encourage students to learn (Modell, 1996). Moreover, Murat, Arslantas, and Ozgan (2006) showed in their study that very few students chose the questionnaire item stating, "instructors maintain the participation of all the students," which means that students did not consider that their instructors used effective teaching methods or strategies. Aksu, Civitci, and Duy (2008) obtained the findings in their study that instructors did not give enough time to attention-grabbing activities in their courses, and they used their tone of voice in a monotonous way.

While instructors are required to create appropriate physical environments and conditions for their students on the one hand, they are expected to apply active teaching methods in order for their students to learn effectively on the other hand since active teaching methods enable students to be more active in classrooms. In these classrooms, such active teaching methods and techniques as role-play, creative drama, group discussion, and brain-storming should be used. It is asserted that if instructors spend most of their times with teaching and learning activities prompting student's active participation in the course, students' academic achievement will absolutely increase (Stronge, 2007). That's why the learning environment enables students to engage in their own learning processes actively. It can be stated that if a student participated in the learning process actively, then he or she can develop an active learning approach. Students who just listen to what their instructors say are limited to the information given to them by their instructors (Carr, Jonassen, Litzinger, & Marra, 1998). In the studies conducted previously, it was decided that as students' participation increased, their levels of learning also increased (Burden & Byrd, 1994, as cited in Gozutok, 2004). In this context, it can be remarked that it is

quite important for pre-service teachers to be provided with learning experiences in which active teaching methods are applied because it seems to be difficult for pre-service teachers, who have no learning experiences of active learning or of putting active learning processes into practice in their classrooms (Tas, 2005). Active learning processes, in which effective methods based on student participation are applied, involve students taking the responsibility for their own learning, they engage in decision making, and they apply their cognitive skills in complex learning processes (Acikgoz, 2007).

According to Felder and Brent (1997), active learning is described as direct and active participation of students in the learning process. When the fact that effective learning can take place if students are engaged in the learning process and they learn by doing is taken into account, designing a learning environment in accordance with active learning processes requires applying the appropriate teaching methods and techniques. However, in a study by Bonwel and Eison (1991), it was determined that the learning environment was dominated in the classrooms in which traditional teaching methods were applied instead of using active teaching methods: instructors talked and students just listened to what they said. The study conducted by Demirel and Un (1987) indicates that 86% of instructors working in the universities mostly apply the direct expression method. Similarly, Gomleksiz's (1993) study expressed that instructors working in higher education institutions use the direct expression method most of the time in their courses. According to the study of Koseoglu (1994), students perceived their instructors as not being competent enough in managing the learning process. Sen and Erisen (2009) concluded in their study that according to the opinions of pre-service teachers, a small number of instructors applied teaching methods and techniques that were appropriate for the content of course and increased the persistency of learning.

When the fact that the achievement of educational institutions depends on the effectiveness of curricula is taken into account, for curricula to be actualized functionally, the role of teaching and learning activities cannot be contradictory. In this way, educational situations are the most important component of curricula, and teaching and learning activities take place in this dimension of the curricula (Demirel, 2009). Acquisition of specific behaviors by students takes shape in this phase. How teaching and learning processes will be formalized is dealt with in the educational situations dimension of curricula (Taspinar, 2010). One of the most important instruments for students to achieve the intended objectives is teaching method. In that sense, instructors' selection of methods and techniques in accordance with objectives and aims is quite important. Considering that training qualified teachers is directly associated with their qualified instructors and their effective learning process formation, it is rather significant to discover what kind of methods and techniques instructors apply in the learning process. Likewise, this study originates from the assumptions that the course Introduction to Educational Science

is the first course in pre-service teachers' pedagogical training, provides a basis for the educational enterprise, and that instructors are well-informed in terms of teaching methods and techniques as a result of their educational background in pedagogical formation. When all this information is taken into account, this study aims to find out what kind of methods and techniques instructors apply and how they form the learning process in the course of Introduction to Educational Science, determine the opinions of instructors about the reasons why they use those methods and techniques, and what their solution is to creating an active learning process. In accordance with these aims, the questions below are attempted to be answered in the study:

1. What kinds of teaching methods and techniques do instructors apply in the course Introduction to Educational Science and how often do they use them?
2. What are the opinions of the instructors carrying out the course Introduction to Educational Science about why instructors apply teacher-oriented methods?
3. What solutions are offered by the instructors for creating an active learning process?

Method

Research Design

Consecutive sequence design, a mixed model design, was applied in this study. In compliance with this approach, quantitative data were collected, and by analyzing these data it was determined which methods and techniques instructors mainly apply in the Introduction to Educational Science course. As a result of this analysis, it was determined that instructors mostly apply methods that do not enable students to actively participate in the learning process. In order to analyze the reasons for this situation in detail and offer solutions, face-to-face interviews with instructors were applied. Qualitative and quantitative data obtained from this study were interpreted together.

Research Sample

All the universities of Turkey were considered as the population for the quantitative part of this study. The research employed the convenient sampling technique, which is a qualitative sampling technique. In order to conduct the study, the related departments of all universities were negotiated, but the data were collected from a total of 1,480 first-year university students studying in the faculties of education at 13 universities from the seven regions of Turkey chosen based on their volunteering and convenience sampling. The descriptive statistics of universities and students are given in Table 1. However, for the qualitative part of this study, participants consisted of 14 instructors, including a professor, 6 associate professors, and 7 assistant professors working in the Division of Educational Sciences, Faculty of Education in Mugla Sitki Kocman University.

Table 1.*Descriptive Statistics of the Sample*

Universities	Gender				Total	
	Female		Male		<i>f</i>	%
	<i>f</i>	%	<i>f</i>	%		
1. Mehmet Akif Ersoy	113	72	43	28	156	10
2. Mugla	92	71	38	29	130	9
3. KATU	135	78	38	22	173	12
4. MKM	90	65	48	35	138	9
5. Sinop	33	66	17	34	50	3
6. Kastamonu	102	71	41	29	143	10
7. Amasya	78	70	34	30	112	8
8. Mersin	143	73	52	27	195	13
9. Ankara	82	59	58	41	140	9
10. Gazi	34	47	38	53	72	5
11. Trakya	34	69	15	31	49	3
12. Dicle	54	64	30	36	84	6
13. Erzurum	25	66	13	34	38	3
Total	1015	69	465	31	1480	100

Research Instrument

In order to collect the data, first of all literature was reviewed and items for the questionnaire were developed concerning the methods and techniques that can be applied by instructors in the learning process. Considering that first-year students might have problems understanding the names of methods and techniques, they were written together with their explanations in the questionnaire. For instance, as to define the aquarium technique, the statement, "Our instructor creates two circles, one within the other, in which discussions are made with students in the inner cycle, who are called debaters, and students in the outer circle are regarded as the audience" was preferred. Similarly, to define the creative drama method, the description, "Our instructors have us do improvisations and impersonations about specific subjects" was used. The questionnaire, including such expressions, was formalized after the items in the questionnaire receiving were reviewed by experts working in curriculum and instruction, testing and evaluation, and Turkish language fields. As a pilot study, the questionnaire consisting of 36 items to be applied to a total of 100 pre-service teachers studying in the Faculty of Education at Mugla Sitki Kocman University. After reviewing items in the questionnaire by taking the results of this application and experts' opinions into account, the final questionnaire was determined to include 30 items. The items of the questionnaire

can be answered between the ranges of “never” (1) and “always” (5). In order to better explain the quantitative data, a semi-structured interview form was prepared, experts’ opinions were consulted, and the form was finalized after a pilot study with three instructors.

Data Analysis

The quantitative data obtained from the questionnaire application were analyzed by calculating the arithmetic means and standard deviation; they were demonstrated in tables and interpreted. The qualitative data obtained from the 40-minute interviews with instructors were recorded by using a phonoscope. The recordings were listened to and transcribed attentively by the researcher. The data were interpreted after applying content analysis, and supported with direct quotations from the instructors.

Trustworthiness of the Findings Obtained from Qualitative Phase of the Research

Several strategies were employed to provide a trustworthy process of extracting qualitative data. One of them was member checking, in which the findings obtained from interviews were shown to the participants to get their feedback. This helped the researcher to improve the accuracy, credibility, validity, and transferability of the study. Another strategy was peer debriefing, which was employed by the researcher to ensure the validity of the information. The transcribed interviews were given to two expert researchers on qualitative research, and they were asked to analyse all the data all over again. Afterwards, the feedback from the experts was provided to enhance credibility and ensure validity. Also, some quoted words and phrases from the research participants were taken to support the researcher’s claims and comments on the data.

Results

According to the answers of first-year students studying in the faculties of education at different universities, descriptive statistics and arithmetic means of the rates of teaching methods and techniques instructors applied in the Introduction to Educational Science course are given in Table 2.

Table 2.

Teaching Methods and Techniques Instructors Applied in the Course Introduction to Educational Science

<i>Methods and Techniques</i>	\bar{X}	S
Question-and-Answer	4.49	0.74
Discussion	3.69	1.22
Expression	3.94	1.13
Brain-Storming	3.33	1.36
Group Work	3.19	1.24
Individual or Group Expression (Students)	2.99	1.39
Project	2.94	1.41
Case Study	2.75	1.39
Problem Solving	2.68	1.24
Concept Map	2.76	1.40
Buzz Groups	2.53	1.27
Observation	2.52	1.26
Six Hats	2.33	1.43
Panel	2.18	1.25
Fishbone	2.16	1.25
Demonstration	2.07	1.32
Snowball	2.06	1.32
Disputation	2.04	1.26
Developing Opinions	2.02	1.33
Creative Drama	1.93	1.21
Educational Games	1.85	1.27
Concept Control	1.76	1.15
Dramatization	1.76	1.17
Oral History	1.69	1.09
Aquarium	1.69	1.10
Talking Circle	1.67	1.15
Developing a Story	1.65	1.08
Station	1.59	1.07
Conceptual Caricature	1.56	1.00
Trip	1.37	0.90

According to Table 2, most of the pre-service teachers opined that their instructors used the methods and techniques of question-answer, discussion, expression, brain-storming, group work, and individual and group expression of a subject respectively. The other most outstanding finding according to Table 2 is that pre-service teachers remarked that their instructors rarely or never applied active teaching methods and techniques such as creative drama, educational games, concept control, dramatization, oral history, aquarium, talking circle, developing a story, station, conceptual caricature, or trip, all of which enable active learning and constructive approaches to take place in the learning environment.

It can be stated that instructors applied teacher-oriented methods, such as expression and question-answer, in their courses. Some of the instructors' opinions about why they applied these methods are given below:

P1(Participant 1): Instructors find applying traditional techniques, such as direct expression and question-and-answer, the easiest way to teach something. Moreover, in order for instructors to use active teaching methods, they are required not only to be aware of these methods, but also to have some specific preparations to apply them in their classes."

P2: "Instructors tend to endeavour more for academic development. They perceive that courses are just obligations, and they prefer conducting their courses in the easiest way, without special preparation or planning, which refers to the use of traditional teaching methods."

P3: "Classrooms are so crowded that they are not appropriate for applying active teaching methods and techniques. It is quite difficult for instructors to organize an active learning process in classes whose sizes are between 60 and 80 students."

P4: "When considering that the participants of this study are first-year students who do not have prior knowledge of Educational Sciences and that this course can be regarded as an introduction course for all the courses of educational sciences, instructors normally use presentation and direct expression methods to give information."

P9: "Instructors mostly apply what they have observed from their own teacher trainers or instructors."

When the opinions of instructors were investigated, they generally asserted that they mostly apply traditional teaching methods in the Introduction to Educational Science course because the classrooms were really crowded and the physical equipment and situation of classrooms prevents them from using active methods and techniques in their courses. Furthermore, instructors expressed that the other reasons why active methods are not applied in the classes are that as instructors they were not competent enough in such teaching methods and techniques. They tended to conduct their courses in the easiest way without paying enough attention to their courses, since they were similarly trained by their instructors who also applied traditional teaching methods and techniques. In other words, they might have developed a perception that university courses are conducted in such a traditional way, and they probably have also considered their teacher trainers as role models. In addition, it can be indicated that instructors are required to make some extra preparations and planning to apply active methods and techniques, and this process thereby necessitates instructors to exert a greater effort. That is why instructors asserted that teacher trainers who did not want to exert such a great effort preferred to apply question-and-answer and direct expression methods, which are brief and to

the point. Moreover, instructors figured out that instructors preferred to organize a learning process appropriate for the presentation strategy, as Introduction to Educational Science took place in the first-year curriculum, and the first-year students did not have prior knowledge of and preparedness for such a course. On the other hand, instructors regarded as important factors that the reason they did not apply active teaching methods and techniques in their courses was because they were not given teaching principles and methods courses at a sufficient level or in an applied way during their own undergraduate and postgraduate studies. Therefore, they might not know how to apply these methods and techniques in their classes. As a result of these opinions, instructors offered some suggestions on how to move the learning process away from the traditional structure, to apply active teaching methods and techniques in the courses, and to focus mainly on a student-centred learning environment. Some of these suggestions are given below.

P1: "Instructors are required to be aware of applying various active teaching methods. They are also acutely required to have in-service training to maintain this."

P3: "In order for instructors to apply active methods and techniques, classroom sizes should be reduced; and so as to use active teaching methods, appropriate environments should be created."

P10: "The course load of instructors should be reduced, and educational environments are required to become appropriate for applying active methods."

P11: "Physical instruments and situations of the faculties together with class sizes are required to bring active teaching methods and techniques in compliance."

P13: "All the instructors should take the teaching principles and methods course properly, especially in their postgraduate education. Also, courses and seminars should be organized for instructors concerning the teaching methods and techniques. They should have the opportunity to apply active teaching methods and techniques actively."

In the interviews conducted with instructors, it was stated that in order for active teaching methods and techniques to be applied in the courses, all the instructors were required to have teaching principles and methods courses, especially in their doctoral education, and these courses should take place in the teacher training curricula. Moreover, it was concluded that the teaching principles and methods courses should be given in an applied way. Furthermore, the instructors emphasized that an in-service training would enable them to experience how active teaching methods and techniques can be applied in the classrooms. Similarly, instructors opined that their course load and the content of teacher training curricula

should be reduced; physical equipment and the situation of the faculties of education and classroom size needed to be reorganized in order to enable instructors to apply active teaching methods and techniques. Instructors expressed that they should also be trained in an environment in which active teaching methods and techniques were applied in an effective way. As a reason for this situation, they stated that instructors probably have taken their own instructors as role models, which is an expected consequence of the environment in which they were trained.

Discussion and Conclusion

According to the results of this study, it was obtained that in the faculties of education that train teachers, the instructors, especially the ones giving courses such as Introduction to Educational Science, applied methods like expression and question-and-answer in their courses, and they distributed the topics to students to present in class either individually or in groups. Even though it is considered that students are actively engaged in the learning process through the methods of question-and-answer and discussion, information transfer and memorization of the information takes place in such a learning environment. Whereas the opportunity for students to construct information is not supported since the instructors are the main constructors of the learning process. While it has been stated in many studies that the expression method stands in first place in the preferences of instructors (Bonwel & Eison, 1991; Bozpolat, Ugurlu, Usta, & Simsek, 2016; Demirel & Un, 1987; Gomleksiz, 1993; Sen & Erisen, 2002), the application of the “question-and-answer and discussion” methods in this study might be considered important in terms of the student-centered learning process. Similarly, the brain-storming technique, one of the techniques used for improving the creativity of students, has been used frequently within this study, which is pretty significant for the active learning process. Student-centered methods and techniques—such as project, case study, problem solving, concept map, buzz group, observation, six hats thinking, panel, fishbone, demonstration, snowball, disputation—all of which enable students to participate in the learning process actively, are rarely used and are not enough for an effective learning process. Furthermore, shifting from teacher-oriented teaching into learner-centred teaching in faculties of education might be an important indicator of this study.

As a result of this study, another negative indicator, in terms of the effective learning process, is that instructors hardly ever or never apply active methods and techniques such as station, creative drama, educational games, concept control, dramatization, oral history, aquarium, talking circle, developing a story, station, conceptual caricature, and trip, which can be quite effective in the learning process. This result can be regarded as an indicator that the student-oriented process is not maintained in the course of Introduction to Educational Science in faculties of

education. When these results are taken into account, instructors not applying sufficient active teaching methods and techniques, which can be effective in the learning process, might affect students' academic achievement negatively as well as serve as a preventive factor to the later use of active teaching methods by pre-service teachers who take their instructors as role models and transfer what they have observed in their instructors' classes into their own. When investigated from this point of view, not applying active teaching methods and techniques in the learning process decreases the quality of pre-service teachers and can be considered as a preventer of pre-service teachers applying effective methods and demonstrating positive examples of active teaching methods in their classrooms.

The results of this study show similarity with other study results concerning traditional teaching results (Bonwel & Eison, 1991; Gomleksiz, 1993; Sen & Erisen, 2002). In Sahin's (2014) study, it was determined that instructors possessed a medium level of actualizing their professional competencies. In Demirel and Un's (1987) study, it was also revealed that 86% of pre-service teachers asserted that their instructors applied the expression method frequently. In Arslantas's (2011) study, it was determined that more than 55% of the students expressed that their instructors rarely used active teaching strategies, methods, and techniques. Likewise, Ozaydinlik, Kabaran, Gocen, and Altintas's (2014) study concluded that instructors exhibited the qualifications of teaching profession, including selection of teaching methods and techniques and effective implementation of these, at a medium level. In Aslantas's (2011) study, it was revealed that most of the instructors did not use teaching strategies, methods, and techniques at a sufficient level. In addition, it was asserted in Ilter's (2014) study that the instructors gave place to traditional methods in their courses. On the other hand, in Yalcin-Incik and Tanniseven's (2012) study, it was concluded that the instructors used both traditional and active teaching methods in their courses. However, in Cansaran's (2014) study, it was asserted that pre-service teachers found their instructors incompetent. In Sen and Erisen's (2012) study, pre-service teachers also found only a few of their instructors to be competent. These results coincide with the results of the present study.

Results obtained from the qualitative data of the study can be considered to be supportive for the quantitative data. Instructors stated that traditional methods were used in the course Introduction to Educational Science because the classrooms were so crowded, the physical structure of the classrooms did not provide space for activities involving active student participation, instructors design the teaching and learning process according to the traditional methods by which they were also trained, active teaching methods and techniques required specific effort and labor to be applied, traditional methods were easy to apply and the application of active teaching methods were insufficiently known by the instructors. This result can be considered explanatory to reveal what the results of the quantitative part of the study stemmed from.

When the quantitative and qualitative results are investigated together, it can clearly be conducted that instructors are quite far away from creating a student-oriented learning process. Instead, they organized the learning process based on traditional learning processes. From this point of view, it can be asserted that instructors can pose an obstacle in teacher training in the faculties of education; they can also create a negative role model for their students with their current applications and cause negative applications to be transferred in schools and classrooms. According to the interviews, in order to create a student-oriented learning process based on active teaching methods, instructors recommended that they should have in-service training, meetings, seminars, and conferences about active teaching methods and techniques; they should be given the opportunity to attend and follow different instructors' courses; the class sizes should be reduced; educational environments should be made conducive to active teaching methods; academics should take post-graduate pedagogical courses; the course load of instructors should be reduced; active methods should be applied in teacher training; and instructors should be given the opportunity to pursue education and training abroad. In the present research, pre-service teachers provided their views on teacher educators teaching the "Introduction to Educational Sciences" course. For future research, the scope of research can be extended and teacher educators teaching different courses can be included.

References

- Acikgoz, K. U. (2007). *Aktif öğrenme [Active learning]*. Izmir: Bilis.
- Aksu, M.B., Civitci, A., & Duy, B. (2008). College students' perceptions about teaching practices, classroom behaviours and attitudes of the faculty members. *Inonu University Journal of the Faculty of Education*, 9(16), 17-42.
- Arslantas, H. I. (2011). Student views regarding teaching staffs' sufficiency in teaching strategies- methods and techniques, communication, measurement and evaluation *Mustafa Kemal University Journal of Social Sciences Institute*, 8(15), 487-506.
- Bonwell, C. C., & Sutherland, T. E. (1996). *Using active learning in college: A range of options for faculty*. San Francisco: Jossey-Bass.
- Bonwell, C.C., & Eison, J. (1991). *Active learning: Creating excitement in the classroom*. Eric Digest.
- Bozpolat, E., Ugurlu, C.T., Usta, H.G., & Simsek, A.S. (2016). Öğrenci ve öğretim elemanlarının yöntem ve tekniklerine ilişkin görüşleri. *Ziya Gökalp Eğitim Fakültesi Dergisi*, 27, 83-95.
- Cansaran, A. (2004). The opinions of the biology teaching programme students

- regarding biology teaching programme. *Gazi University Journal of Gazi Educational Faculty*, 24(19), 1-21.
- Cappel, S., Leask, M., & Tourner, T. (1995). *Learning to teach in the secondary school. A comparison to school experience*. Newyork: Roudledge.
- Carr, A., Jonassen, D., Litzinger M., & Marra, R. (1998). Good ideas to educational revolution: The role of sistemic change in advancing situated learning. Constructivism and feminist pedagogy. *Educational Technology*, 38(1), 5-15.
- Cavdar, A. O. (1996). *Nasil bir universite mezunu istiyoruz? Bilimsel toplantiserileri 5 [How graduated a student we want? Scientific meetings series 5]*. Ankara: TUBA.
- Daveston, T. (1985). *The effective teacher in the classroom*. Dissertation in England.
- Demirel, O. (2009). *Ogretim ilke ve yontemleri: Ogretme sanati [Principals and methods of teaching: Arts of teaching]*. Ankara: Pegem A.
- Demirel, O., & Un, K. (1987). *Egitim terimleri [Education terminology]*. Ankara: Safak Matbaasi.
- Dogan, M. (1996). *Universitelerimiz ve temel sorunlari [Our universities and their problems]*. Ankara.
- Ergun, M., & Ozdas, A. (1997). *Ogretim ilke ve yontemleri [Principals and methods of teaching]*. Istanbul: Kaya Matbacilik.
- Gomleksiz, M. (1993). *Kubasik ogrenme yontemi ile geleneksel yontemin demokratik tutumlar ve ogrenci basarisina etkisi*. Yayinlanmamis doktora tezi. Cukurova Universitesi Sooyal Bilimler Enstitusu, Ankara.
- Gozutok, F. D. (1988). *Ogretmen egitiminde meslek formasyonu ogretiminin ogretim elemani davranislarina yansimasi*. Yayinlanmamis doktora tezi. Ankara Universitesi Sosyal Bilimler Enstitusu, Ankara.
- Gozutok, D. (2004). *Ogretmenligimi gelistiriyorum [I am developing my teaching]*. Ankara: Siyasal Kitapevi.
- Gur, H. (1998). *Matematik ogretmen adayinin "aktif ogrenme" metodunu kullanarak matematigi ogretmeyi ogrenmesi*. Retrieved November 25, 2015, from <http://journals.apa.org/prevention/volume3/pre0030001a.htmlhttp://www.yok.gov.tr/egfak/hgur.html>.(29.3.2015)
- Ilter, I. (2014). Teacher candidates' opinions related to method and techniques by used instructors. *The Journal of International Social Research*, 7(35), 562-575.
- Modell, H. I. (1996). Preparing students to participate in an active learning environment. *Advances Physiology Education*, 15(1), 69-77.

- Koseoglu, K. (1994). *Ilkogretime ogretmen yetistiren kurumlarda ogretim elemani yeterliliklerinin degerlendirilmesi*. Yayimlanmamus yuksek lisans tezi. Ankara Universitesi Sosyal Bilimler Enstitusu, Ankara.
- Murat, M., Arslantas, H. I., & Ozgan, H. (2006). Assessment of instructors with regard to instructional activities in classrooms. *Gazi University Journal of Gazi Educational Faculty*, 26(39), 263-278.
- Ozaydinlik, K., Kabaran, H., Gocen, G., & Altintas, S. (2014). The perceptions of pre-service teachers about teaching qualities of their instructors. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 9 (8), 697-710.
- Stanton, H. (1985). What makes a good teacher? *Education News, Australian Education Index*, 19.
- Stronge, J. H. (2007). *Qualities of effective teachers*. USA: ASCD Publications.
- Sahin, M. (2014). The relationship between instructors' Professional competencies and university students' school engagement. *Educational Sciences: Theory & Practice*, 14(2), 571-584.
- Sen, H. Senay, & Erisen, Y. (2002). Effective teaching specialities of teacher trainers working at teacher training institutions. *Gazi University Journal of Gazi Educational Faculty*, 22(1), 99-116.
- Tas, A.M. (2005). Active learning in teacher training. *Gazi Universitesi Kirsehir Egitim Fakultesi Dergisi*, 6 (2), 177-184.
- Taspinar, M. (2010). *Kuramdan uygulamaya ogretim yontemleri [Teaching methods from theory to practices]* Ankara: Elhan.
- Yalcin-Incik, E., & Tanriseven, I. (2012). Egitim fakultesi ogretim elemanlarinin ve ogretmen adaylarinin ogrenci merkezli egitime iliskin gorusleri [Opinions of the instructors and the teacher candidates in the faculty of education about student centered education sample of Mersin University]. *Mersin Universitesi Egitim Fakultesi Dergisi*, 8(3), 172-184.

Öğretmenler Tarafından Uygulanan Öğretim Yöntem ve Tekniklerine İlişkin Görüşlerinin Öğretmen Adaylarının Değerlendirilmesi

Atıf:

Aykac, N. (2016). Evaluation of pre-service teachers' opinions about the teaching methods and techniques applied by instructors. *Eurasian Journal of Educational Research*, 66, 87-104, <http://dx.doi.org/10.14689/ejer.2016.66.5>

Özet

Problem Durumu: Nitelikli öğretmenlerin yetiştirilebilmesi onları yetiştiren öğretim elemanlarının özelliklerine bağlı olduğu düşünülmektedir. Bu açıdan bakıldığında öğretmen yetiştiren kurumlardaki öğretim elemanlarının öğretmenlik niteliği ve verdiği öğretim hizmetinin niteliği etkili öğretmen yetiştirmesi açısından oldukça önemlidir. Çünkü öğretmenler kendilerini yetiştiren öğretim elemanlarını rol model olarak görmekte, mesleklerine başladıklarında da öğrencilik sürecinde öğretim elemanlarının uygulamalarını mesleki yaşamlarına yansıtılabilmektedirler. Yapılan araştırmalarda da üniversite öğretim elemanlarının öğretim yöntemleri ve teknikleri ile okullardaki öğretmenlerin ve öğretmen adaylarının kullandıkları öğretim yöntem ve tekniklerinin benzer olduğunu saptamıştır. Nitelikli öğretmen yetiştirilmesi nitelikli öğretim elemanları ve onların etkili bir öğrenme sürecini biçimlendirmesi ile doğrudan ilişkili olduğu gerçeği göz önüne alındığında öğretim elemanlarının öğrenme sürecinde hangi yöntem ve teknikleri uyguladığının ortaya çıkarılması oldukça önemlidir.

Araştırmanın Amacı: Bu araştırma, öğretim elemanlarının Eğitim Bilimine Giriş dersinin öğretim sürecini nasıl biçimlendirdiklerini, hangi yöntem ve teknikleri kullandıklarını belirlemeyi, bu yöntem ve teknikleri kullanma nedenlerine ilişkin öğretim elemanlarının görüşlerini belirlemeyi ve aktif bir öğrenme sürecinin oluşturulmasına yönelik çözüm önerilerinin ortaya çıkarmayı amaçlamaktadır.

Araştırmanın Yöntemi: Araştırmada karma model desenlerinden ardışık sıralı desen kullanılmıştır. Bu yaklaşıma uygun olarak nicel veriler toplanmış ve analiz edilerek öğretim elemanlarının Eğitim Bilimine Giriş dersinde ağırlıklı olarak hangi yöntem ve teknikleri kullandıkları belirlenmiştir. Analiz sonucunda öğrencileri öğrenme sürecine aktif olarak katmayan yöntemlerin kullanıldığı belirlenmiştir. Bu durumun nedenlerinin ayrıntılı olarak belirlenmesi ve çözüm önerileri getirmeleri için öğretim elemanları ile yüz yüze görüşmeler yapılmıştır. Elde edilen nicel ve nitel veriler birlikte yorumlanmıştır. Araştırmada Türkiye’de yer alan bütün devlet üniversiteleri araştırmanın nicel kısmının evreni olarak kabul edilmiştir. Araştırma için bütün üniversitelerin ilgili bölümleriyle görüşülmüş ancak uygun örneklem yoluyla Türkiye’nin 7 farklı bölgesinden gönüllülük esasına göre seçilen 13 üniversitedeki eğitim fakültelerinde okuyan 1480 1. sınıf öğrencisinden veriler toplanmıştır. Araştırmanın nitel kısmının çalışma grubunu, Muğla Üniversitesi Eğitim Bilimleri bölümünde görev yapan 7 yardımcı doçent, 6 doçent ve 1 profesör olmak üzere

toplam 14 öğretim elemanı oluşturmuştur. Araştırmada verilerin toplanması için öncelikle alan yazın taranarak öğrenme sürecinde öğretim elemanlarının kullanabileceği yöntem ve tekniklere dayalı olarak anket maddeleri geliştirilmiştir. 36 maddeden oluşan anket Muğla Üniversitesi Eğitim Fakültesinde öğrenim gören 100 öğretmen adayına uygulanmıştır. Uygulama sonuçları ve uzman görüşleri dikkate alınarak anketteki maddeler yeniden gözden geçirilmiş ve anketin son hali 30 maddeden oluşmuştur. Anketteki maddeler (1) hiçbir zaman ve (5) her zaman aralığında yanıtlanmaktadır. Araştırmanın nicel bulgularının nedenlerinin daha iyi açıklanabilmesi için yarı yapılandırılmış görüşme formu hazırlanarak, uzman görüşleri alınmış ve 3 kişi ile yapılan deneme görüşmesinden sonra forma son hali verilmiştir. Araştırmada uygulanan ankette elde edilen nicel veriler analiz edilerek, aritmetik ortalamaları, standart sapmaları alınmış tablolar halinde sunulmuş ve yorumlanmıştır. Araştırmanın nitel verileri için Eğitim Bilimine Giriş dersini yürüten 14 öğretim elemanı ile yüz yüze görüşme yapılmıştır. Görüşmeler 2014-2015 eğitim öğretim yılı bahar döneminin sonunda yapılmış ve her bir görüşme yaklaşık 40 dakika sürmüştür. Görüşmeler ses kayıt cihazı yardımıyla kayıt altına alınmıştır. Kayıtlar araştırmacı tarafından dikkatlice dinlenilmiş ve yazıya aktarılmıştır. İçerik analizi kullanılarak çözümlenen veriler yorumlanmış ve doğrudan alıntılarla desteklenmiştir.

Araştırmanın Bulguları: Araştırmadan elde edilen bulgulara göre öğrenciler, öğretim elemanlarının çoğunlukla Eğitim Bilimine Giriş dersinde sırasıyla soru-cevap, tartışma, anlatım, beyin fırtınası, grup çalışması ve bireysel ve grup olarak konu anlatımına dayalı yöntem ve tekniklerini kullandıkları yönünde görüş belirtmişlerdir. Ayrıca öğrenciler öğretim elemanlarının, öğrenci merkezli bir öğrenme süreci açısından oldukça önemli olan aktif öğrenmeye ve yapılandırmacı bir yaklaşıma olanak sağlayan drama, eğitsel oyunlar, kavram kontrolü, dramatisasyon, sözlü tarih, akvaryum, konuşma halkası, öykü oluşturma, istasyon, kavramsal karikatür ve gezi gibi yöntem ve teknikleri nadiren ve hiçbir zaman aralığında kullandıkları yönünde görüş belirttikleri saptanmıştır. Öğretim elemanları ile yapılan görüşme sunucunda elde edilen bulgulara göre ise Eğitim Bilimine Giriş dersinde geleneksel yöntemlerin ağırlıklı olarak kullanılmasının, sınıfların kalabalık olması ve sınıfın fiziki donanımının bu yöntemleri uygulamaya olanak tanınamasından kaynaklandığını belirtmişlerdir. Öğretim elemanları aktif yöntemlerin kullanılmasına ilişkin olarak diğer nedenler olarak öğretim elemanlarının yöntem ve teknikler konusunda yeterli donanıma sahip olmamaları, derslerini önemsemeyip bir an önce kolay yoldan anlatıp dersi bitirme çabası için girdiklerini, öğretim elemanlarının da geleneksel yöntemlerle yetiştikleri için üniversitelerde derslerin bu şekilde işleneceği algısı oluşturdukları ve kendi hocalarını rol model aldıklarını belirtmişlerdir.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucunda öğretmen yetiştiren eğitim fakültelerinde Eğitim Bilimine Giriş dersini veren öğretim elemanlarının derslerinde çoğunlukla anlatım ve soru cevap yöntemlerini kullandıkları, ders konularını öğrencilere dağıtarak bireysel ya da grup olarak anlatım yaptırılmaları biçiminde ders işledikleri sonucuna ulaşılmıştır. Ayrıca öğretim elemanlarının, öğrenme sürecinde

oldukça etkili olabilecek istasyon, drama, eğitsel oyunlar, kavram kontrolü, dramatisasyon, sözlü tarih, akvaryum, konuşma halkası, öykü oluşturma, istasyon, kavramsal karikatür ve gezi gibi yöntem ve tekniklere nadiren ve hiçbir zaman aralığında kullandıkları görülmüştür.

Öğretim elamanları Eğitim Bilimine Giriş dersinde geleneksel yöntemlerin kullanılmasına neden olarak sınıfların kalabalık olması, fiziki yapının öğrenci katılımına olanak sağlayan etkinlikleri uygulamaya uygun olmaması, öğretim elemanlarının geleneksel yöntemlerle yetiştigi için öğrenme-öğretme sürecinin de o yönde biçimlendirmesi, aktif yöntemleri kullanmak için belirli bir çaba ve emek harcanmasının gerekli olması, geleneksel yöntemlerin uygulanmasının kolaylığı, aktif öğretim yöntemlerinin öğretim elemanlarınca yeterince bilinmemesi neden olarak göstermişlerdir. Eğitim fakültelerinde öğretim elamanlarının aktif bir öğrenme süreci oluşturabilmeleri için öğretim elamanlarının yüksek lisans ve doktora düzeyinde aktif öğretim yöntemlerini uygulamalı bir ders olarak almaları, örnek uygulamalara dayalı seminerler, kurslar ve atölye çalışmaları düzenlenmesi, sınıftaki öğrenci mevcudunun azaltılması, aktif yöntemlerin uygulanabilmesi için fiziki mekânlarını düzenlenmesi ve öğretim elamanlarının ders yüklerinin azaltılarak ders planlaması ve hazırlık sürecine daha fazla zaman ayırması sağlanabilir.

Anahtar Sözcükler: Öğretmen eğitimi, sınıf öğretimi, öğretmen.