Extended Summary

Investigation By Skills of Pre-Service Science Teachers' Reflective Thinking From Journals

Ufuk TÖMAN, Sabiha ODABAŞI ÇİMER

Introduction

Teachers and teachers' reflective levels of development and size of reflective thinking in our country in recent years has been subject to much new research is a field. Theoretically speaking, in teacher education programs "can be considered reflective teacher education" despite having skills in faculties of education theory and practice of these skills to be incomplete studies on reflective thinking is required. Teachers of special education methods courses starting from journals that summer, reflective thinking skills of teachers in this study aims at examining in this area is expected to lead to other research that can be done.

Purpose

The aim of this study is to determine reflective thinking skills of the pre-service science teachers according to data gathered from the journals in teacher training portfolios.

Method

Participants were third grade pre-service science teachers at Bayburt University, Faculty of Education, Department of Elementary Science Teacher Training Program. The data of this study were composed of totally 32 journals which 32 pre-service science teachers' wrote in their teacher training portfolios. The journal of the pre-service science teachers were investigated through the method of document analysis. The statements in their journals were descriptively analyzed.

Result

As for teacher candidates implementation planning; targets student behavior relationships with the target used in the application of the methods and techniques and the
relationship of the students in the behavior of targets, the execution time relationship with the target of the topics or concepts relations with agreed on. Prospective teachers in special education methods courses that focus on applications related to planning conditions were laid out in a way that plain and simple. But the conditions they describe as critical thinking teachers have. In addition, science teachers for the implementation of teaching-learning activities in more than half the art fair has emerged. Prospective teachers for the implementation of the teaching-learning activities; reflection of the methods used for student behavior, methods, relevance and relationship to the materials used, methods and teaching skills and methods used by the relationship between the duration of the course concentrates on the relationship between the points as they are determined. Teacher candidates focused on the implementation of the activities they see their points only, expressed in the form in which they live and feel. Prospective teachers of their teaching methods and techniques are sufficient for that course / are questioning whether enough. It is also used as a teaching strategy is different from other conditions associated with what kind of applications can be done has not been discussed enough. Just practice planning and implementation of activities as well as teaching-learning process in the evaluation of the technical level in more than half of teachers are determined to reflect. Teacher candidates in order to evaluate the teaching-learning process; methods of assessment of suitability to gains on the topics discussed, when using evaluation methods are adequate teaching skills / is not, the evaluation methods used and effective use of time / use is determined as the point to concentrate on. Teacher candidates talk about the teaching-learning process after the değerlendirirl have used only descriptive expression level.