

Examining of Preservice Teachers' Performance Preparing Lesson Plan

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Extended Summary

Purpose

In Turkey, the training programs are developed by the Board of Education and Discipline of the Ministry of Education to be implemented at all schools in a joint manner. Teachers, on the other hand, develop learning-teaching and measurement-evaluation activities in line with the educational programs by considering the needs of their students and the schools. In the educational programs that have been developed in recent years, the student-centered approaches are dominant (MoNE, 2004, MoNE, 2018). The role of teachers has changed together with the changing programs. The responsibility of making the class preparation process in a detailed manner has been included in this context. Now, the duty of teachers is not limited only with the application of the education programs. Teaching principles and methods (TPM) are one of the research fields for teachers. Teachers may continuously evaluate and develop the teaching principles and methods they apply with a researcher's viewpoint. The first perceptions of the teachers about teaching concepts and methods may influence their practices they use in their classes. In this respect, the aim of this study is to examine the perceptions of the students who are studying at the Faculty of Education of a Foundation University on the concepts of Teaching Principles and Methods. The study questions were defined as follows:

About the 2nd grade students studying at the first semester of the 2016-2017 academic year at the faculty of education of a foundation university;

- What are the performance levels of the students in preparing lesson plans for TPM Classes?
- How are lesson plans and teaching practices based on low, medium and high level performance in preparing lesson plan?

Method

In this study, the mixed method, which includes the quantitative and qualitative dimensions, was employed. Since the "Convergent Parallel Design" was used as the mixed method type, the quantitative and qualitative stages were performed simultaneously; the qualitative and quantitative data were prioritized and were analyzed separately from each other and then were merged when the interpretations were made (Creswell and Clark, 2015).

The study group consisted of the 224 students who were studying and who were receiving teaching principles and methods classes at a foundation university in Istanbul in the 2016-2017 academic year. For the qualitative dimension, the study group was formed by choosing the students from among the student groups of the faculty of education with the maximum variation sampling method (Yıldırım and Şimşek, 2013). Three different student groups were selected with the maximum variation method. These were classified as the students who had poor performance, middle-level performance, and high-level performance in lesson planning performance point averages.

As the data collection tool, the Graded Scoring Key was used when scores were given to the performances in lesson plan preparation. In the Graded Scoring Key, acquisition determination, content editing, training situations and measurement-evaluation criteria were employed; and each criterion was graded with scores between 1 and 5. In this respect, the lowest score that might be received from the course planning preparation performance evaluation key is 6; and the highest score is 30.

The semester assignments of these 12 students, who participated in the study, the observations on the teaching practice, and the questionnaires made with them constituted the data collection tools in the qualitative dimension. The lesson plans prepared by the students were subjected to a document review. The quantitative

data were analyzed by frequency, percentage, and arithmetic mean values. The qualitative data were analyzed by descriptive analysis.

Conclusion and Discussion

According to the study results, the course plan preparation and lesson practice performances in TPM classes all of the preservice teacher were determined to be “Middle level performance”. The performance averages of evaluation activities were determined to be at “low Level”.

As a result of the study, it was observed that the students with low performance values made more mistakes in using the teaching strategy and method concepts instead of each other; and could not explain the learning approach in their lesson plans by giving examples. It was also observed that these students acquired the concepts about teaching principles and methods only at knowledge level; and they had difficulties in the applications related to the use of the concepts.