

Geography Teacher Education Contested: University-based or School-based?

Mustafa ÖZTÜRK¹

ABSTRACT

This paper attempts to provide an understanding of the debate between school-based and university-based geography teacher education. Relatively recent initiatives and changes represent a shift from university-based teacher education to school-based teacher education in some countries. As a result, the role of universities in the preparation and continuous education of teachers is, today, highly contested and varied. Those in favour of school-based teacher education argue that it provides a real context and hands-on experience while its opponents argue that it is both theoretically unsound and not validated by empirical evidence. This paper seeks the opinions of formator geography teachers who are providers of in-service teacher education to geography teachers concerning the debate. According to the results of interviews that were carried out with twentyseven formator teachers, the teachers find many shortcomings in university-based teacher education but they also generally believe that school-based teacher education would create even more problems because of inadequacies in mentoring, induction period, and overall lack of teaching quality.

Key words: *Teacher education, university-based teacher education, school-based teacher education, geography formator teachers.*

Coğrafya Öğretmen Eğitimi Üniversite Temelli mi Okul Temelli mi Olmalı?

ÖZET

Bu çalışmada okul temelli ve üniversite temelli coğrafya öğretmen eğitimi irdelenmektedir. Bazı ülkelerde göreceli olarak yeni kabul edilebilecek uygulamalar öğretmen eğitiminin üniversiteden okullara doğru kaydığını göstermektedir. Bunun sonucunda üniversitelerin öğretmen eğitimindeki rolü ve yeri günümüzde tartışılan bir konudur. Okul temelli öğretmen eğitimini savunanların temel argümanı öğretmen adaylarının okullarda gerçek bağlamda ve birebir uygulama ile yetişme imkânına sahip olmalarıdır. Buna karşı çıkanlar ise okul temelli eğitimin ampirik bulgular ile desteklenmediğini ve böylesi bir eğitimin teorik yönden zayıf kalacağını ileri sürmektedirler. Bu çalışma coğrafya formatör öğretmenlerin bahsi edilen tartışma bağlamındaki görüşlerini ortaya çıkarmayı amaçlamaktadır. Yirmi yedi formatör öğretmenle yapılan mülakatlar, üniversite temelli eğitimin birçok zayıf yönünü ortaya koymaktadır. Ancak öğretmenlere göre okul temelli öğretmen eğitimi hâlihazırdaki rehberlik ve aday öğretmenlik uygulamaları ile genelde öğrenim-öğretim süreçlerindeki sıkıntılardan ötürü daha da büyük sorunlara yol açacaktır.

Anahtar Kelimeler: *Öğretmen eğitimi, üniversite temelli öğretmen eğitimi; okul temelli öğretmen eğitimi; coğrafya formatör öğretmenleri*

¹ *Assist. Prof. Dr., Erciyes University, Education Faculty, 38039, Kayseri, Turkey e-mail: mustafaozturk@erciyes.edu.tr*

Introduction

Today the conditions of teachers both inside and outside the classroom are more complex than ever before. In order to adapt their educational systems to these complex conditions, for over the last twenty years, in many countries such as Turkey, England and the USA, many attempts of educational change have been introduced by governments, with inevitable implications for teacher education. These attempts at change mainly emphasise the importance of competent and well-educated students who can manage the change and meet the challenges of the times we live in. As “there is no substitute for good teachers”² in students’ education, much more is expected of professional teachers than was so in the past. When arguing the need for increasing teachers’ professional capital, Michael Fullan and Andy Hargreaves give the examples of Singapore, Finland and Canada whose success depends on making sure that students have good teachers during their whole educational life³.

There are as many theories of effective teacher preparation as there are institutions with teacher education programmes⁴. Writing in 1996, Shwartz argues that no single, unifying theory of teacher education exists⁵. One could also easily confirm this remark for today by just listing the different approaches and methods of teacher education across the globe. In the USA, in particular, almost every institution has a unique programme of its own. Differences exist in terms of programme goals and philosophy, the length of the programme (from one to four years), the form the programmes take (undergraduate or post graduate, concurrent or end-on, school- or campus-based), the students who attend (straight from secondary school to those studying as a basis for their second career), the nature and presentation of the curriculum (liberal arts studies to professional studies, campus-based or school-based), and the nature of the practicum and the roles of those involved (once a week observations to internships)⁶.

However, although there are various kinds of teacher education programmes, one can see a trend in governments’ increasing control on teacher education in the world⁷. The reason for this is arguably two fold. The first reason is the logical consequence of the lack of teacher education theories. Governments find it easy to fill the void. This is more likely to happen especially during periods of teacher shortages.

² David Hopkins, “New Rules’ for the Radical Reform of Teacher Education”. In Hudson, A. & Lambert, D. (eds.). *Exploring Futures in Initial Teacher Education*. London: Institute of Education Publications, 1996, p. 97.

³ Micheal Fullan- Andy Hargreaves, “Reviving Teaching with 'Professional Capital'”. *Education Week*. Vol. 31, Issue 33, 2012, pp. 30-36.

⁴ S.K. Pepper - R.D. Hare, “Establishing Research-based Knowledge in Teacher Education”. *Journal of Research and Development in Education*. 32, 2, 1999, pp. 104-112.

⁵ H. Shwartz, “The Changing Nature of Teacher Education”. In Sikula, J. Buttery, T. J. & Guyton, E. (eds.). *Handbook of Research on Teacher Education*. New York: MacMillan, 1996, p. 3.

⁶ C. Sinclair, “Diversity and Difference in School-based Teacher Education: Snapshots from Home and Abroad. In Gale, T., Erben, A. & Danaher, P. (eds.) *Diversity, Difference and Discontinuity: (Re) mapping Teacher Education for the Next Decade*. Refereed Proceedings of the 27th Annual Conference of Australian Teacher Education Association (ATEA), Yeppoon, Queensland, Australia, 5-8 July

⁷ D. Hill – R. Kumar, “Neoliberalism and its Impacts”. In Hill, D. & Kumar, R. (Eds.) *Global neoliberalism and education and its consequences*. Routledge: London, 2009. Also see H. Giroux, *Eleştirel Pedagoji ve Neoliberalizm*. İstanbul: Kalkedon Yayınları, 2007.

For example, during such shortages in the USA in the late 1990s, a number of states reduced standards and eliminated the main requirements to enter the teaching profession⁸. Likewise in the late 1990s, in Turkey, people coming from various educational backgrounds such as agricultural engineering and law were brought into the teaching profession with fast-track certifications lasting, in some cases, of only a few months training in order to overcome the teacher shortage.

The second reason is related to economic conditions of globalisation⁹ because neo-liberal capitalism made the governments of many countries to compete with one another in terms of educating young people with the *right skills* for the 21st century. However, this has led to a new language in education whereby commodification takes places of democratic values leaving very little room for critical thinking¹⁰. For example, Hill and Kumar explain the reason for replacing the conceptualisation of “teacher education” with that of “teacher training” in England and India in that social sciences are accused of not being able to equip individuals with the *right skills*¹¹. Therefore, theory is being removed from teacher education step by step. The change in conceptualisation is important in terms of both symbolically and actually defining a teacher education that is *safe, sanitised* and *theory-free*¹².

At the discursive level though, there lies a discourse with regards to the inadequacies of university-based teacher education. Highlighting the above described trend in England in the late 1990s, Hilton points out that a preference for a training or apprenticeship model as opposed to university-based teacher education results from recently growing distrust of teacher education¹³. The general dissatisfaction felt by most graduates and students of schools of education about their ITE (initial teacher education) experiences¹⁴ has led some people to claim that university-based teacher education has done little in terms of improving teaching and is based on a shallow knowledge-base¹⁵. Indeed, according to the National Commission on Teaching and America’s Future, the most common problems seen in the teacher education system in universities is inadequate time, fragmentation, uninspired teaching methods, a superficial curriculum, and the traditional view of schooling¹⁶.

Using these criticisms as a ground for their argument, some believe that teacher education should take place [primarily] in schools rather than in universities. Their argument is that school-based teacher education provides a real context (so

⁸ G. Sykes, “No Standards or New Standards? The Future of Teacher Certification. In Roth, R. A. (ed.). *The Role of the University in the Preparation of Teachers*. London: Falmer Press, 1999.

⁹ Giroux, *a.g.e* and Hill-Kumar, *a.g.m*

¹⁰ Hill-Kumar, *a.g.m*

¹¹ Hill-Kumar, *a.g.m*

¹² Hill-Kumar, *a.g.m*

¹³ G. Hilton, “Reforming Teacher Education: Is School Based Training the Answer?” Conference paper at ATEE’s 24th Annual Conference. Available at: http://www.atee.org/htm/conferences/leipzig/g_hilton.html (Accessed 7 August 2001), 1999.

¹⁴ M. Öztürk, *Europe as a Question in Geography Education: Developing a Critical European Dimension in Turkish Geography Education*. LAP LAMBERT Academic Publishing, 2012.

¹⁵ A. K. Morris – J. Hiebert, “Introduction: Building Knowledge Bases and Improving Systems of Practice”. *Elementary School Journal*, **109**(5), 2009, pp. 429–441.

¹⁶ For more detailed information see L. Darling-Hammond, “The Case for University-based Teacher Education”. In Roth, R. A. (ed.). *The Role of the University in the Preparation of Teachers*. London: Falmer Press, 1999.

prepares student teachers for complex and real-life teaching) and “hands-on” experience while its opponents argue that it is both theoretically unsound and not validated by empirical evidence¹⁷. Furthermore, the research done in the field contradicts the arguments of those who are against university-based teacher education¹⁸.

The role of universities in the preparation and continuous education of teachers is, today, highly contested and varied. However, relatively recent initiatives and changes represent a shift from university-based teacher education to school-based teacher education in some countries such as England and the USA. Debates on the subject are also on the agenda of many countries including Turkey where teacher education has become a focus of attention for more than a decade now. At the beginning of this period, in the late 1990s, the initial teacher education structure was completely changed by adding one extra year to four-year programmes in schools of education or a one-year Master’s Degree without a thesis after the completion of an undergraduate degree for all secondary school subjects including geography. However, a prescribed programme was imposed on all schools of education. Since then some other changes have been made but schools of education have never been given the opportunity to decide about their own certification programmes. As a result, there are a number of problems that could be associated with the current teacher education programmes of Turkey such as the lack of professional initiative and flexibility, and centralised system. Furthermore, the most prominent problems identified by student teachers and teachers regarding their ITE experiences in Turkey may be summarised as follows:

- Inadequate teaching and learning taking place in ITEs
- Irrelevance of university learning to teachers’ needs
- Inadequate training of student teachers (especially the lack of practicum)
- Existing power relations within the faculty¹⁹

Writing in 1993, Fullan²⁰ states that teacher education is simultaneously the worst problem and the best solution in education. If the biggest factor in student achievement is teachers²¹, then without any doubt teacher education is still the best solution in education. How then can we make sure that student teachers reach their fullest potential through school-based or university-based teacher education?

¹⁷ L. Darling-Hammond – J. Bransford, *Preparing Teachers for a Changing World: What Teachers Should Learn and be able to do*. San Francisco: Jossey-Bass, 2006. Also see J. I. Goodlad, “Educating Teachers: Getting It Right the First Time. In Roth, R. A. (ed.). *The Role of the University in the Preparation of Teachers*. London: Falmer Press, 1999.

¹⁸ Darling-Hammond – J. Bransford, *a.g.e.* and Darling-Hammond, *a.g.m*

¹⁹ Öztürk, *a.g.e.*

²⁰ M. Fullan, *Change Forces: Probing the Depths of Educational Reform*. London: The Falmer Press, 1993.

²¹ C. Smith, - M. Gillespie, “Research on Professional Development and Teacher Change: Implications for Adult Basic Education. *Professional Development and Teacher Change*. Available at: <http://lerenvandocenten.nl/files/sites/default/files/smith-gillespie-07.pdf> (accessed on 3 September 2012), 2007.

Research Aim

This study attempts to determine whether, in the opinions of geography formator teachers, school-based or university-based geography teacher education is better for Turkey. Formator teachers are trained to become in-service trainers themselves. The geography curriculum in Turkey was changed in 2005. However, after seven years, most teachers are still struggling with the requirements of the new curriculum, particularly in terms of teaching and learning processes and assessment techniques. To help teachers in their struggles, formator teachers from each province were chosen to provide in-service training to teachers in their regions.

Methods

In this study qualitative research and analysis methods are used. The qualitative approach, today's most common method of analysis in the social sciences, provides possibilities to relate conceptual explanations to individual teachers²². The method for data collection was a semi-structured interview. Semi-structured interview are the most common interview technique as it provides room for both researcher and participant²³. The researcher asks the questions s/he wants to ask but the interviewee can also intervene in the process by bringing up issues that the researcher did not think of before.

Data were collected through interviews with geography formator teachers who work different cities in Turkey. The total number of teachers who took part in the interviews is 27. The majority of teachers who took part in the study had more than ten years of experience (21 teachers). The rest had 5 to 10 years of experience. Out of 27, 9 of the participants were female. Interviews were carried out during a training session given to formator teachers and they took place in an informal manner usually during coffee breaks and in their free time. Interviews lasted about fifteen to twenty minutes. The researcher took notes of the interviews. Having read them many times to get acquainted with the transcripts²⁴ (Bryman, 2001), these transcriptions were then coded and categorised under themes²⁵ (Silverman, 2000; Mason, 1996). The names of the people who took part in the study have been changed.

Findings and discussion

Teachers were asked to comment upon the idea of school-based teacher education. For many this was an interesting and also surprising question because they had never thought about it before. The teachers usually began by talking about their own

²² D. Silverman, *Doing Qualitative Research* (2nd. Ed.). London: SAGE Publications, 2005. Also see A. Bryman, *Social Research Methods*. Oxford: Oxford University Press, 2001.

²³ Silverman, *a.g.e.*; Bryman, *a.g.e.*; C. Robson, *Real World Research: A Source for Social Scientists and Practitioner-Researchers*. Oxford: Blackwell Publishers, 1996.

²⁴ Bryman, *a.g.e.*

²⁵ D. Silverman, "Analyzing Talk and Text. In Denzin, N. K. & Lincoln, Y. S. (Eds.) *Handbook of qualitative research* (2nd Ed.). London, Sage Publications, 2000. Also see J. Mason, *Qualitative researching*. London: Sage, 1996.

experiences as a student teacher, about which no one was happy as seen below in the words of two teachers:

The education I had at university was almost the same as we give here in schools. We did not have any resources or different data to work with it. Everything was theoretical. We used to sit in the classroom and lecturers would come and give the lesson (tell us what they know) and leave the class (Zekai, IN).

Our total education system is based on 'memorising' this is what we did when we were students at university. We did not have any opportunities regarding research-based education either at university or at secondary school. This is what I am trying to change in my students (Derya, IN).

The picture drawn by these two teachers is very negative. However these quotations more or less express the general tendency of teachers about the nature of teaching taking place in the TTIs in Turkey no matter how long ago they graduated from university (new structure of teacher education was introduced approximately fifteen years ago, the number of participants who graduated from university within the last fifteen years was 20). Although many teachers experienced some different approaches or, as they call it, positive ones (i.e some research projects, field trips), these were quite unique depending on only one or two lecturers' efforts rather than a general and established practice within TTIs. This is the major problem with Turkish TTIs and arises from deep-rooted practice patterns stemming from the culture of the university teaching in Turkey which is mainly based on a prescribed, fact-based, and whole class teaching rather than on flexible, critical and constructivist pedagogy.

Secondly, many teachers ($f= 23$) stated that they had not made use of much of what they had learned in TTIs later in their working lives as it was somehow irrelevant to a school context. They also believed that their education in the TTIs was incomplete because they did not learn the necessary skills for their future teaching and geographical skills when they were at university:

You can learn the curriculum and geography itself by yourself (not perfectly but you can still learn it) by reading different resources. But the pedagogic knowledge and practice is very important. You cannot learn it by yourself. I still lack good pedagogic practice because I was never given this at the university (Nese, IN).

Our map skills were terrible, we hardly went on field trips, I would say that we did not gain any geographical skills at university. Our knowledge of pedagogic techniques was even worse. The lecturer who gave the pedagogy class used to just come to the class and lecture us and leave (Erol, IN).

Having had a relatively inadequate training in terms of pedagogic knowledge and pedagogic content knowledge, one would expect that university education would still provide student teachers with some other kinds of knowledge and practice. Teacher Ibrahim responded to this question with the following:

I did a scheme of work for the first time when I started working as a teacher. Likewise, I learned to plan a lesson, and set some objectives for the lesson later when I started to work as a teacher. We did not learn these during practicum (which lasted only one month, MO). I learned everything later when I became a teacher. What we learned at university was just some theoretical knowledge, nothing more (Ibrahim, IN)

Then when asked a further clarification question as to whether university-based teacher education should be abandoned or not, teacher Ibrahim, after a little hesitation, said that school-based teacher education would better suit the needs of teachers. Like Ibrahim, seven other teachers also believed that teachers should be educated like medical students and that they would have a hands-on experience by doing clinics in schools:

Teaching is a very practical profession. A teacher needs to be trained through clinics with hands-on experience. Student teachers should go into schools (this could even be a model school), where they should spend quality time with teachers and teaching, and should develop a dialog with experienced teachers. Although this is what needs to be done in teacher training, in reality just the opposite is being done (Sukran, IN)

Having heavily criticised university-based education, two other teachers were also inclined to think that university-based education does not provide the necessary skills for student teachers and for the real context of schools. However, the rest of the teachers ($f=17$) believed that no matter how bad university is, it is still a better place to train student teachers. This group of teachers usually used a reverse logic in that they thought that school-based education would be even worse in a Turkish context as illustrated below:

The pedagogic knowledge of the majority of teachers is limited to the lecturing technique. We don't have a range of methods and techniques that we apply in the class. Then if we had to train student teachers, we would not observe any other technique than lecturing...All we would do is worsen the problem! (Ayse, IN).

It is really hard to find any school that is suitable for such training in terms of its principals, departments and teachers. The majority of us are civil-servant minded. I mean people do only the basics that is little

as possible. In such an environment you don't expect any quality!
(Seyma, IN).

Similarly three teachers gave examples of their induction to teaching. In theory, novice teachers have to have formal and informal guidance from her/his mentor during her/his induction period which lasts one year. However, teachers make arguments against school-based teacher education based on their experience of induction. The following lengthy but honest account of a teacher illustrates this idea very well:

I did not have any help or support at all in learning how to teach. I was totally left to myself. I still do not think that I am a good teacher but I try to keep learning by myself. In fact this course has helped me a lot. In theory, in the first (initial) year you are still not a teacher (one becomes a teacher after the completion of the first year, MO) and you are supposed to have a mentor. I graduated in June, and began my first post in September. On the first day of the school, I was given my programme, then I went up to the classroom. There I was! I did not even know how to take the register, or how to sign the class's log. I tried to remember it from my secondary school days but I was not sure if I would get it right. So I asked students to tell me what to do. I made many mistakes in those years, I made mistakes regarding my teaching and my approach to teaching. I made mistakes with the students too. The mentoring system did not work, I have never seen it working anywhere in Turkey..it would be chaos to train student teachers in schools (Berke, IN).

The overwhelming majority of teachers by far (f=25) think that if the practicum in university-based teacher education worked well, teacher education would be much better. No teacher in the study was content with the practicum that they did in their pre-service education:

Although I said in the beginning that school-based education better suits the needs of new teachers, I think a better practicum, a long one in the final year of university, would be a much better solution because schools are not organised to give such training in Turkey (Ibrahim, IN).

As seen from the above presented findings, the teachers use the very arguments that are made against university-based teacher education²⁶. Indeed, there seems to be persistent problems with regard to university-based education such as irrelevancy to school context and inadequate training in terms of pedagogical and geographical skills. However, the overwhelming majority of teachers think that a better structured, better managed and longer practicum in schools would solve many of the problems they mention.

²⁶ Morris- Hiebert, *a.g.m.*

However, it is interesting that teachers usually do not make any reference to theory or lack of theory if teacher education takes place in schools. This indicates how practical teachers are in terms of what they do²⁷. This implies a situation where, if teacher education is based in schools, there is the danger of student teachers only learning about one form of knowledge (practice related knowledge-skill). They are also in danger of not being aware of alternative conceptual frameworks of schooling as well as learning theories²⁸. It is, presumably, less likely for those who have only school-based experience in their training to work in a way that creates a culture that examines and challenges the hypocrisies, prejudices, assumptions, and power relationships of the status quo. Furthermore, supervision, monitoring and assessment would be carried out by people who most probably do not have an adequate theory base and are inexperienced in doing such a job. Likewise, as Goodlad points out, because of the daily circumstances of schooling, it is not easy for teachers to fulfil all responsibilities, especially those related to the whole school²⁹. The notion of experienced teachers mentoring new ones is an appealing myth; in reality the experienced teacher down the hallway is fully preoccupied with his or her own responsibilities³⁰. Hopkins points out the same idea with the following words:

Similarly, at the school level, very few heads or mentors see involvement in teacher education as a possible strategic response to the challenge of change. At best, it is regarded as a support to the school's maintenance activities, rather than as an agent for development³¹.

Moreover, most probably, every teacher knows something about what good teaching practice is. Yet, it cannot be said that any teacher who knows how to teach can readily tell us what teaching is all about. They might not be able to articulate their practice, or even might not be aware of the theoretical/conceptual/philosophical roots of their actions. Indeed, by nature, practical knowledge is tacit and implicit, because it is not formulated in words and made explicit for the agent or other people³². Bengtsson argues that this kind of knowledge (knowing how to do something or, as he calls it, a 'skill') is not an object-knowledge, therefore it is different from theoretical knowledge about something:

Having a skill is to have spontaneity and complete confidence that the acts one performs are going to hold.... At the same time, the combination of confidence in the acts and their repetition lead to the result that it becomes natural to act in a specific way and no other. For

²⁷ M. Fullan, *Change Leader: Learning to Do What Matters Most*. San Francisco, CA: Wiley, 2011.

²⁸ Giroux, *a.g.e.*; Hill – Kumar, *a.g.m.*

²⁹ Goodlad, *a.g.e.*

³⁰ Goodlad, *a.g.e.*, p. 5

³¹ Hopkins, *a.g.e.*, p. 99-100

³² J. Bengtsson, "Theory and Practice: Two Fundamental Categories in the Philosophy of Teacher Education. *Educational Review*. 45, 3, 1993, p. 207.

the agent there is only one way to do a certain thing: his or her way, and this is also the right way³³

Those teachers can show student teachers some instances of their teaching and student teachers can observe them; but only if they are able to explain articulately and usefully what the nature of teaching is (pedagogically, sociologically, psychologically) can student teachers benefit from their practice. In doing this, mentor teachers demonstrate a special skill- usually brought about by an extensive reflection on their practice as an 'object of knowledge'. Bengtsson argues that reflection in-on-about-for action is the best way to get out of the enclosedness of this habitual practice and to get some perspective on itself³⁴. Therefore practitioners can change their practice. However, it is debatable how many teachers (and those mentors) do actually reflect on their practice. Presumably, many of them have his or her right way to do things. Then, it would be argued that in school-based teacher education, student teachers' experience of different approaches or methods to teaching, learning, assessment, planning, and classroom management would be limited.

Despite its problems, the university should still be a component of teacher education (the student teacher should spend a considerable time in university). The concerns mentioned above over perceived inadequacies in pre-service programmes could be solved through creating closer links with school-based efforts³⁵, a sense of 'professionalism'³⁶ and a collaborative culture³⁷ in schools of education. The university aspect of teacher education is critical for promoting a sense of professionalism (this includes reflection, professional development and life-long learning) and improving the capacity of the student teachers to deal with uncertainty, change and different contexts. It is also necessary, through teacher education, to achieve global and local awareness, morality and values, and attitudes and skills consistent with contemporary social, cultural and technological realities.

Conclusion

What teachers know and can do makes a crucial difference in what children learn (what matters most). Student achievement is mainly dependent on teachers³⁸ that is to say teachers' skills, practice, knowledge and understanding of the nature of schooling and education. We can, at least to some extent, define the skills and knowledge that a good teacher should have and these skills and knowledge can be taught to student teachers in their training period. But where should we teach these skills to student teachers?

³³ Bengtsson, a.g.m., p. 207.

³⁴ Bengtsson, a.g.m.

³⁵ R. Gallimore, vd., "Moving the Learning of Teaching Closer to Practice: Teacher Education Implications of School-based Inquiry Teams. *The Elementary School Journal*, Vol. 109, No. 5, 2009, pp. 537-553

³⁶ C. Day, *Developing Teachers: The Challenges of Lifelong Learning*. London: Falmer Press, 1999.

³⁷ A. Hargreaves, vd., "Introduction". In Hargreaves, A., Lieberman, A., Fullan, M. & Hopkins, D. (Eds.) *Second International Handbook of Educational Change*. Dordrecht: Springer, 2010.

³⁸ Smith-Gillespie, a.g.m.

As discussed in this paper, for various reasons such as the inadequacies of teacher education programmes, the conditions of neo-liberal capitalism and the shortage of qualified teachers, the balance of power is being shifted away from universities where teachers are to be ‘educated as professionals not technicians’³⁹ to governments that use rational means to pursue agreed goals. For those who are in favour of this shift, in the 21st century, teacher training should be a hands-on experience in a situated-context rather than more theory-based in a more general context. Therefore, they believe that teacher education should take place after people are employed.

The findings of this study also seem to support such an argument as the teachers who took part in this study heavily criticised university-based education with similar remarks. However, the majority of them still directly believe that the main component of teacher education should still be university. In their opinion, things might have been even worse if teacher education had taken place in schools because there are serious problems in terms of the competencies teachers have. However, the overwhelming majority also believe that a better connection between university and schools through a better structured and managed practicum is the best solution.

Indeed teacher training based in schools assumes that the core of any teacher education programme should be the experience of trying to teach in school under the guidance of experienced teachers⁴⁰. This reflects a change in the conceptualisation of the teacher from a professional to a ‘classroom craftperson’⁴¹ and “teacher education” to “teacher training”⁴² (Hill and Kumar, 2009). Yet, education is not only about gaining some skills and knowledge. ‘In a knowledge society, education is not the means, but the end, the substance and reality of full democratic participation’⁴³ (McClintock, 1999). It is about emancipation. Teachers and teacher educators must have a sense of theory about their profession and society to make a justification of their teaching practice. Put differently, they must give some serious thought about what is on offer (theoretically) and how to prepare themselves in accordance with the demands of a rational, democratic, free and civilised society. In this context, teacher education is not only a body of knowledge or skills that is given to student teachers in smaller or greater quantities, it is also a whole life process in which theory and practice should go in tandem with each other.

Theoretical developments should be embedded into practice so as to pursue a more integrated vision of teacher education. Both the curriculum and teaching which take place in schools of education should compromise with the realities of schools and requirements of the curriculum. The concerns over perceived inadequacies in university-based programmes could be solved through creating closer links with

³⁹ I. Reid, “The Reform: Change or Transformation of Initial Teacher Training? In Reid, I. (ed.). *Teacher Education Reform: Current Research*. London: Paul Chapman Publishing, 1994, p. 9.

⁴⁰ M. Young, “Rethinking Teacher Education for a Global Future: Lessons from the English. *Journal of Education for Teaching*. 24,1, 1998, p. 57.

⁴¹ Reid, *a.g.m.*

⁴² Hill-Kumar, *a.g.e.*

⁴³ R. McClintock, R. “Digital Technology as an Agent of Change. Available at: <http://www.ilt.columbia.edu/publications/manifesto/part2section7.html> (Accessed 25 August 2001), 1999.

school-based efforts⁴⁴, a sense of ‘professionalism’⁴⁵ and a collaborative culture⁴⁶ in schools of education.

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