Impact of Teacher Candidates on Effective Use of Information by Identifying Web Pages Prepared for Social Studies

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Abstract: The goal of contemporary education is; is to train people who produce knowledge, who use knowledge, who have acquired continuous learning habits and who have the knowledge of creative nature. Today, the rapid development of computer and internet technology is the end result, it is inevitable to utilize these technologies in the field of education. Through web pages located in the internet world, individuals contribute to the development of research skills, critical thinking skills by sharing their works and ideas. This study was carried out in order to determine the effect of social studies teacher candidates on the ability to use the technology effectively by preparing a web page. This study was conducted using qualitative research techniques. The study group of the study was conducted with 20 students in total, with 5 teacher candidates for each grade level. The data were collected with these semi-structured interview forms. It was determined that prospective teachers used web pages effectively, obtained information by using search engines, learned application programs and got a critical view on technology in the obtained data. On the basis of the results obtained, suggestions such as the necessity of using web technologies in all courses have been made.

Keywords: Social studies teacher candidates, Technology, Web

Introduction

The goal of contemporary education is; is to train people who produce knowledge, who use knowledge, who have acquired a habit of continuous learning, and who have the knowledge of creativity. In today's fast-paced and changing world, individuals must be able to apply the information they have found to solve the problems they are facing, seeking ways to access information instead of memorizing and memorizing information from a single source (Birişçi & Metin, 2009). It is clear that individuals with such traits must be able to benefit from the environment in which they interact (Halis, 2002). We can refer to such interactive environments as environments where individuals will have access to information and will benefit from this information (Yiğit, Alev, Altun, Özmen & Akyıldız, 2006). Examples are computer and internet technologies, where individuals can easily reach, interact with each other, and can benefit from information they receive in the direction of their goals (Karahan & İzci, 2001).

Rapid developments in the field of science and technology bring about the necessity of questioning and developing the professional skills of teachers by influencing the dynamic of all dimensions of learning and teaching processes (MEB, 2006). In this direction of Turkey in order to enable teachers to use information technologies, including computer courses have been various attempts in the first place. Within the scope of many projects put into practice since 1985, it was aimed to train teachers in computer and computer aided teaching subjects through in-service training (Usun, 2009). At this point, although the teachers are willing to improve themselves on information technology (Scott, 2007), there are research findings that indicate that the desired level has not yet been achieved (Ulaş and Ozan, 2010; Yılmaz, 2007;). For example, Tezcan (2011), located in four different regions in Turkey from 18 cities in the comprehensive study conducted by teaching a total of 1540 working in 330 primary schools, schools of angles both in terms of motivation and technical concludes unreachable sufficient for the integration training of information technology (Sad & Nalçacı, 2015; Koçoğlu, 2014; Koçoğlu, 2015).

When the literature is examined, it is seen that how the developmental process of information literacy changes along with the developing technology, the knowledge transfer and research strategies differ at that point and it is necessary to have the ability to use these technologies in order to be able to become literate (Ata, 2011; Ulu Kalin, 2017a). The knowledge literacy self-efficacy 4 perceptions must also be developed so that university students and the teachers who educate them will feel adequate in this area, that is, they can use the information literacy skills they possess and use with confidence (Ata, 2011; Koçoğlu, 2013). The social structure of social media environments, as well as the various individuals, writers and readers that provide a network with different relationships and links, together with the personalization of content, information sharing and collaboration are also the basis of the social dimension (Bartlett Bragg, 2006; Ulu Kalin, 2017b). It is also stated that with social networks, only access to content has been removed from the limit, providing unrestricted learning where social practice experiences are constantly organized in shared environments of people (Mejias, 2005; Hacat, 2018a). However, it is not enough to emphasize the necessity of using Web 2.0 tools especially for foreign language teaching. In order for all of these to happen, the teachers of the language, Web tools need to be able to use it effectively. For this reason, teachers and prospective teachers who play a leading role in education are very important about their opinions and thoughts about Web 2.0 tools. More importantly, without entering the educational environment, it must be learned about how these tools are learned and how they can be used in educational settings (Özerbaş & Mart, 2017; Hacat, 2018b). In the light of this information, this study was carried out in order to determine the effect of social studies teacher candidates on the ability to use the technology effectively by preparing a web page. For this purpose, the following questions have been answered;
1.What are the opinions of the social studies teacher candidates regarding the instructional design of the website?
2.What are the views of social studies teacher candidates regarding the content of teaching presented on the website?
3. What is the recommendation of social studies teacher candidates to increase the effectiveness of the website?

Method

This section includes; the study group, the data collection tools, and analyzes of the data.
The desire of your research
The research is structured with a qualitative approach. In this study descriptive analysis was used from qualitative research types.
Working group
The data of this research are presented in Gaziantep University Nizip Education Faculty Social Studies Education Department 201-3-2018 fall semester 1-2-3-4. The 5 candidate teacher candidates selected for the class were carried out with a total of 20 people (10 girls - 10 boys).
Data Collection Tools
The data of the study were obtained by asking three open-ended semi-structured.
Analysis of Data
In this study, collected data were analyzed using descriptive analysis technique from analysis techniques in qualitative research methods. The purpose of descriptive analysis is to introduce a format in which raw data can be read and used by readers. The data obtained in the descriptive analysis are summarized and interpreted according to the previously determined theme. In this analysis, direct citation is often given in order to reflect the views of the individuals seen or observed in a striking way (Yıldırım and Şimşek, 2005).

Results and Discussion

Findings and Comments for the First Subproblem;
What are the opinions of the social studies teacher candidates regarding the teaching design of the web site? In spite of many questions, many of the prospective teachers have emphasized that they prefer to read the texts prepared for the research rather than reading the content on the screen. The website also had a feature that showed the latest content when it was entered on the page. Some students have stated that they are aware of this feature.

Findings and Comments for the second subproblem

What are the views of social studies teacher candidates on the content of the teaching offered on the website? Sorry for that, the teacher candidates Web site had 20-25 pages of content outlined in the resource book sections

for each topic. In addition, pre- and post-test questions, important points, and evaluation tests that led students to think about it were included. All content and structure teacher candidates have been noted to attract interest.
Findings and Comments for the third subproblem

What is the recommendation of social studies teacher candidates to increase the effectiveness of the website? Teacher candidates questioned that there are some points that prevent students from reading and printing on the screen. The majority of the students emphasized that the site should be visually supported more. In the context of using communication tools more effectively, students have emphasized the importance of discussing and sharing ideas in forums.

Conclusions and Recommendations

When literature related to web based learning is examined, almost all studies support the findings in this research. Findings show that the combination of pure online and traditional methods has a positive effect on the success of learners, their attitudes towards their lessons and their motivation. The results of the research show that to use web-based environments more effectively, technical specifications must be used and information should be presented in different formats. The results of the study show that there is no uniformity among individual preferences. The students expressed different expectations that were observed by the researcher throughout the semester. These preferences can change depending on the learning environment and time. In addition to individual preferences appearing to influence the use of materials and environments provided to students, the possibilities and tools provided by the tutor may also influence the teaching-learning process. In this case, the teacher also has tasks such as guidance and encouragement, which play an important role in the effective integration of the technology into the teaching-learning process. In the context of these findings, it can be said that the presentation and practice of information along with presentation of information in web based learning environments is an important element for more successful and permanent learning. However, there is no significant difference between web based environments when considering motivation and PC anxiety. With these results, it is possible to examine the anxiety and motivation scores for the computer between the classroom environment and the web-based environment by eliminating the data loss incompleteness in this study, and it can be seen that the satisfaction variable that affects the success is also the difference between these groups.

Acknowledgements

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