Effect of Technology Assisted Micro Teaching Practıces on the Perception of Technology Usage of Social Studies Teacher Candidates

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Abstract: In the last decade, traditional programs applied in teacher education in the light of rapidly developing technological developments are no longer able to provide all necessary qualifications needed by the candidate teachers in meeting the 21st century community demands during the teaching process. In this respect, it is necessary to increase the related equipment and awareness of the students while they are teacher candidates in the period of teacher training which is in teaching profession and preparation. This work; The purpose of this study was to investigate the effect of technology assisted micro-teaching practices on the perceptions of social studies teacher candidates on technology usage. Qualitative research techniques were utilized in the research. The study group of the study consisted of 4th grade social studies teacher candidates (n = 45). The data were obtained using the semi-structured interview form. The data were interpreted with descriptive analysis technique. They found that knowledge about selecting or preparing technological tools for the use of intelligent boarding and lecture presentation was the most increased in the direction of findings from the research. As a result of technology-assisted micro-teaching practices, it has been seen that teacher candidates perceive themselves adequately for the use of technology and there is a slight increase in their perceptions after their implementation. In the light of the emerging conclusions, proposals are presented such that the courses containing these applications which contribute to the field of technology use in the classroom should be given more place in the teaching of social studies.

Keywords: Micro-teaching, Technology, Social studies teacher candidates

Introduction

Micro teaching was originally developed by a group of educators such as Dwight Allen, David Young, Robert Bush, and Frederic McDonald in the 1960s to enhance the quality of teacher education at Stanford University in the United States. The Stanford model consists of teaching, reflection and reflection, re-teaching stages, and involves the actual work of these students (Aydin, 2016; Koçoğlu, 2013; Koçoğlu, 2014). There is no doubt that it is no more than teachers who will train qualified students who will take their place in the globalizing world. The necessity of having a good university education so that teachers can answer this need adequately is a matter of debate. Various reform movements, both for the teacher training system and for the teaching processes, periodically emerged in the last century with the thought that the qualified education made by qualified teachers would be a positive reflection on the student's success (Karaman & Şahin, 2017; Koçoğlu, 2015).

When the related literature is examined, it is seen that teachers generally use technology and knowledge to fulfill their duties, prepare plans, transfer knowledge during teacher-centered teaching, make homework evaluations, prepare exam questions, communicate via e-mail (Seferoğlu & Akbıyık, 2005). In some researches (Usta & Korkmaz, 2010; Sancar Tokmak, İncikabi & Yanpar Yelken, 2012; Ulu Kalin, 2017a; Ulu Kalin, 2017b), it is noteworthy that teachers stated that the use of technology for teaching purposes is important but they can not use it effectively in the technological teaching process due to some obstacles. When this obstacle is considered, it is understood that teachers are in a negative attitude towards the use of technology, they can not understand the concept of integration of technology with teaching and they are not aware of technological progress (Çakır & Yıldırım, 2009, Seferoğlu, Akbıyık & Bulut, 2008; Hacat, 2018a).

Smart boards are an innovative technology and are seen as a combination of white and black board computer technology in a traditional classroom environment and are a technology that helps improve both the effectiveness of the teacher and the quality of the teaching (Jang, Tsai, 2012). Today, different studies are being done on technology integration and especially on the use of intelligent board classrooms (Kennewell & Morgan, 2003, Warwick & Kershner, 2008, Tekelioğlu, Driver, Uğur, Dönmez, Ok & Eren, 2010; Hacat, 2018b).

Generally, a portable videotape recorder, a TV camera, and a videotape recorder microphone are needed to carry out micro-teaching sessions (Orlich et al., 1990). Effective use of video as a technology in teacher education and training approaches is important in terms of acquiring and developing qualities (Mccury, 2000). It is necessary to find a video in micro-teaching which is an important basis in teacher education (Kpanja, 2001). Watching video recording and skills is beneficial for teaching and it is a good method. Everyone in the group is paying more attention to behaviors and events while watching the video. Because at the moment of recording, maybe there are things that get away from your eyes. Watching again is useful for generating more questions and ideas on the recordings (Higgins & Nicholl, 2003). Joshi (1976) notes that video recordings help basic learning skills advance their learning. Olivero (1970) notes that micro-teaching without video recordings is less effective in acquiring skills, because the candidate has reached the conclusion that he lacks the opportunity to see teacher mistakes (Kpanja, 2001). The retraining of the micro-teaching session has great potential in helping to identify strengths and weaknesses while using special teaching approaches and strategies. The follow-up and student feedback is intended to help you become the best teacher possible. Micro-teaching renders realistic predictions of how visual, audio and student interactions are (Orlich et al., 1990). In general, it is possible for a candidate teacher to observe a range of micro-teaching experiences in order to have proficiency in instructional styles, strategies and skills, but with video camera recordings. Such repetitive teaching, feedback and repetition phases help the teacher achieve one's teaching abilities. The aim of this study is to investigate the effect of technology assisted micro teaching practices on the perception of technology use teachers. In response to this objective, the following questions were sought:

1. What are the contributions of the technology-supported courses?

2. What are the opinions of the candidates for evaluating the applications that they have realized in the special teaching methods course by the other candidates?

3. What are the specific teaching methods of the prospective teachers and their opinions on the micro-teaching method applied in this course?

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 results of this research were carried out with 45 students (25 female-20 male) who were educated in the special education methods course of the fall semester of 2017-2018 in Gaziantep University Nizip Education Faculty Department of Social Studies.

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 & Şimşek, 2005).

Findings and Comments

Findings and Interpretations for the First Subproblem;

What are the contributions of the technology-supported courses to you? In spite of these questions, most of the prospective teachers have stated that they have done the appropriate use of the intelligent board for their purpose and that they have acquired knowledge and skills about effective use of technology after these applications. However, female teachers said that they are less influenced by technological knowledge and skills than male teacher candidates.

Findings and Interpretations for the Second Subproblem

What are the opinions of the candidate candidates to evaluate the applications that they have realized in the course of special teaching methods by other candidates? When asked about the answers given by teacher candidates to the evaluation form, it is seen that all the teacher candidates, except for the eight teachers, have generally positive views towards the teaching they have realized. Eight of them described the micro-teaching they performed as "bad," in general.

Findings and Interpretations for the Third Subproblem

What are the specific teaching methods of teacher candidates and their opinions on the micro teaching method applied in this course? In this study, 45 of the 45 teachers who participated in the study stated that the lessons they had taken from the candidates were taken to the videos and they were able to see their missing and positive aspects. Of the 45 teacher candidates, 29 indicated that the implementation had a positive effect on their development. Some of them have stated that they allow them to throw away the "nuances" of the practice.

Results and Suggestions

This study has been carried out with 45 social studies teacher candidates. It has been observed that social science teacher candidates have a positive effect on the technology self-sufficiency of technology-assisted micro-education practices in the detected findings. It was determined that the teacher candidates who participated in the micro-teaching practice were satisfied with this application and that the application had a positive effect on the development of the teacher candidates. Nevertheless, teacher candidates in such courses have not been able to provide a true classroom education, and some teacher candidates have stated that they are adversely affecting their teaching. For this reason, it is thought that the use of micro-teaching method will be effective in teaching practice courses. Most teacher candidates stated that they were excited during the application. Detecting the causes of this excitement is thought to be effective in developing excitement reduction methods. For example, in this study, it was determined that some teacher candidates were experiencing an excitement caused by their anxiety about not being able to adjust the course time.

Acknowledgements

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