

Evaluation of Pedagogical Formation Program Based on the Opinions of Pre-service Teachers (Muğla Sıtkı Koçman University Sample)¹

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ABSTRACT

The purpose of this study is to evaluate a pedagogical formation program based on the opinions of the pre-service teachers taking it. The study group consists of 36 pre-service teachers from the departments of Turkish Language and Literature, German Language, Philosophy, Mathematics, History and Physics who are participating in the Pedagogical Formation Certificate Program of Muğla Sıtkı Koçman University, Turkey. The study was conducted by using the qualitative research method. A semi-structured interview form was developed by the researchers to collect the data. The pre-service teachers' opinions about the pedagogical formation program were elicited through the focus group interview method. The collected data were analyzed through content analysis, one of the qualitative research techniques. The results of the analysis revealed that although the pre-service teachers think that giving formation education to the graduates of the Faculty of Science and Letters is positive, this education would be best given at the same time with their undergraduate education in an applied way. The most significant problems experienced by the pre-service teachers throughout the program were stated to be that the program is given over a very short timeframe, that traditional lecturing is adopted as the primary means of instruction and that a lot of information is tried to be given in a short time. Moreover, the pre-service teachers stated that the classrooms are very crowded and the education faculty does not have the required tools and equipment, which adversely affects the quality of the educational process. Finally, they stressed that the Public Personnel Selection Examination (KPSS) is quite inadequate to evaluate teachers' competencies and that an application-based evaluation would be better suited.

Key Words: Pedagogical Formation, Pre-service Teachers, Teacher Education

 DOI Number: <http://dx.doi.org/10.12973/jesr.2015.51.8>

¹ This study was presented as oral presentation in the 23rd National Educational Sciences Congress organized by Kocaeli University between the dates of 4-6 September, 2014.

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INTRODUCTION

All societies desire to modernize and enhance the welfare of their countries. Thus, the expectations of societies from education are naturally quite high. The extent to which education can meet these expectations is closely associated with its quality. And the quality of education is determined by the investments made, inputs, qualifications possessed by teaching professionals and importance attached to education by stakeholders. Since the efficiency of an education system is mostly determined by the extent to which it can create the human power needed by society, the teacher is viewed to be the most important element of the education system (Aysu, 2007). As one of the elements of the education system, a teacher plays a vital role in the success of this system. According to Karagözoğlu (2008), given that an education process is usually shaped as a result of the interaction between teacher and student; “If you have well-qualified teachers, you may have a great opportunity to create a good society”.

In Turkey, teacher education has always been an important issue since the first years of the Republic. The period between 1923 and 1980 is a time during which the greatest efforts were invested on the issue of teacher education. Among these efforts, the most important development was the opening of the first teacher training school, the ‘*Secondary Teacher Training School*’ in the city of Konya in 1926. This school was moved to its present location in 1929-30 and renamed ‘*Gazi Secondary Teacher Training School and Discipline Institute*’ (Küçükahmet, 1993; YÖK, 2007).

With a law (number 3803) enacted on 17 April 1940, Village Institutes were established (Aydoğan, 2007). While these institutes proved to be effective teacher training institutes, after many program changes, they were closed down in 1954 and reorganized as six-year teacher training schools.

Another important step taken on behalf of the teaching profession was the National Education Basic Law of 1973. On the basis of this law recognizing teaching as a profession, a new requirement was put into effect; individuals who wanted to be elementary school teachers had to complete two-year teacher training after their high school education in institutions called Education Institutes. Then, some of the first teacher training schools were converted into two-year education institutes and some others were turned into teacher training high schools (Küçükahmet, 1993; YÖK, 2007).

In 1974–1975, some of the first teacher training schools were converted into three-year teacher training high schools, whilst others were closed down. The remaining schools then continued their teacher training function as ‘*Anatolian Teacher Training High Schools*’ (YÖK, 2007).

While the teacher training process was going through these changes, short term need-oriented teacher training endeavors were also applied in Turkey. Some of them are (Akyüz, 2006);

- In 1960, an application was conducted under the name of “Reserve Officer Teacher”, whereby after a short amount of teacher training, high school graduate recruits were appointed as teachers to village schools, and as a result, they completed their military service as teachers.
- In 1974-1975, establishment of the Center of Higher Education with Letters, trained teachers through short-term summer courses.

- In 1975-1976, within just a three-month period, the Accelerated Teacher Training Program granted teaching certificates to more than 30,000 people.

In the 1975-76 school year, the number of three-year education institutes training secondary school subject teachers was 17. Then, the education period of these institutes was expanded to four years in order that they could train high school teachers, and according to regulation number 31305, approved by the Ministry on 18 October 1978, their name was changed to 'Higher Teacher Training Schools' (Küçükahmet, 1993).

Thus, Gazi, Necatibey, Bursa, Diyarbakır, Kazım Karabekir, Atatürk, Buca, Selçuk, Samsun and Fatih Education Institutes were rebadged in 1978 as Higher Teacher Training Schools and educated teachers under 16 different branches. However, in July 1982 they were then annexed to existing universities as Education Faculties (YÖK, 2007). The Higher Teacher Training Schools were then closed down as a result of a report prepared by the General Directorate of Teacher Training Schools on the basis of not serving their function as originally directed in 1978 (YÖK, 2007).

A few events have been notable in the field of teacher training since 1981 (YÖK, 2007), and these are:

- Assignment of teacher training to universities (1982)
- New Reconstruction in Teacher Training (1997 Amendment)
- Reconstruction of Education Faculties (2006–2007 Amendment)

With resolution number 82/367 on 12 October 1982, the Council of Higher Education (YÖK) declared that in all education faculties, a department of "educational sciences" would be established for pedagogy courses. In the following years, for universities with no education faculty, these departments were established within the Faculties of Science and Letters (YÖK, 2007).

In 1997, a new higher education restructuring was instigated by YÖK. One of the outcomes of this new restructure related to education periods and the degrees granted. This new regulation stipulated that pre-service teachers who attend teacher training programs for pre-school, elementary and secondary education (e.g. foreign language, computer and teaching technologies, physical education etc.), must have a four year undergraduate education. In addition, for those attending teacher training programs for secondary education (e.g. mathematics, history etc.), they must at least complete non-thesis master's courses (five or five and half years) (YÖK, 2007).

Another restructuring process in higher education by YÖK in 2006-2007 updated the program to eliminate certain drawbacks. Following this restructure, a more flexible organization was adopted so that subject area courses would constitute 50-60%, pedagogy courses would make up 25-30% and general culture courses would constitute 15-20% of the teacher training program (YÖK, 2007). This is still the present shape of the program.

In 2010, YÖK replaced the non-thesis master's programs with pedagogic formation programs (Eraslan & Çakıcı, 2011). YÖK also set criteria for admission to these programs such as having at least 2.5 grade point average, out of a maximum of 4.0, and not having failed more than two courses from the previous years of education. From this point onwards, formation programs started to play an important role in teacher training (Akdemir, 2013).

Though in general, teachers are educated in education faculties, because of the shortage of teachers in some areas, some other approaches to teacher training have been adopted from time to time, such as teaching certificate programs (pedagogical formation) and non-thesis master's programs. Through such attempts, the need for teachers has tried to be met, but it is still a continuing debate as to whether or not such programs are effective in training qualified teachers (Yüksel, 2004). Particularly in recent years, regardless of the department and faculty of graduation, nearly every university graduate can take formation education, even via the distance education medium. This naturally has given rise to many questions about the quality of the teaching profession.

The teaching profession is regarded as a profession requiring special expertise and skill (Şişman, 2006) however; there are some applications which do not seem compliant with this. In the pedagogical formation program implemented since 2014, the Curriculum development and Educational Psychology courses, which were required under the former pedagogical program, have now become elective and this is believed to adversely affect the quality of the program. These courses are deemed as necessary for pre-service teachers to become successful in their professional career; otherwise, they may experience some problems during their teaching profession. As a result, the teacher training program may now lead to the training of unqualified teachers. Given the delineations mentioned here, it seems to be of great importance to determine the opinions of the pre-service teachers about the pedagogical formation program they are attending and to evaluate the program based on their opinions in order for teacher training to develop.

The purpose of this study is to evaluate the pedagogical formation program based on the opinions of pre-service teachers attending the program. In accordance with this purpose, answers to the following questions were sought:

1. What are the opinions of pre-service teachers having graduated from the Faculty of Science and Letters about the provision of the pedagogical formation program?
2. What are the opinions of pre-service teachers about the duration of the pedagogical formation program?
3. How are the opinions of pre-service teachers shaped regarding the positive and negative aspects of the pedagogical formation program?
4. What are the opinions of pre-service teachers about the content of the pedagogical formation program?
5. What are the opinions of pre-service teachers about the effect of the pedagogical formation program on their teaching profession?
6. What are the opinions of pre-service teachers about the instructors in the pedagogical formation program?
7. What are the opinions of pre-service teachers about the Education Faculty where they are taking the pedagogical formation program?
8. What are the opinions of pre-service teachers about the teaching practice they conduct within the context of the pedagogical formation program?
9. What are the opinions of pre-service teachers about the school they are attending for their teaching practice?
10. What are the opinions of pre-service teachers about the exam that they will have to take after completion of the program in order to be appointed as a teacher?

METHOD

This study aims to evaluate the pedagogical formation program based on the opinions of pre-service teachers, and was conducted by using the qualitative research method. The qualitative research method can be defined as a research model in which a qualitative process is followed in order to reveal perceptions and events in a holistic and realistic manner within their natural environments by using qualitative data collection tools such as observation, interview and document analysis (Yıldırım & Şimşek, 2011).

Study Group

The study group of this research consists of 36 pre-service teachers from the departments of Turkish Language and Literature, German Language, Philosophy, Mathematics, History and Physics, who are participating in the Pedagogical Formation Certificate Program of Muğla Sıtkı Koçman University, Turkey.

The distributions of the participants by gender, graduated department and university are presented in Table 1.

Table 1. *Distribution of participants by gender, graduated department and university*

Department	Gender		Graduated University		Total
	Female	Male	M.S.K.U.	Others	
1. Turkish Language and Literature	3	3	3	3	6
2. German language	5	1	1	5	6
3. Philosophy	2	4	2	4	6
4. Mathematics	3	3	4	2	6
5. History	3	3	1	5	6
6. Physics	4	2	3	3	6
<i>Total</i>	20	16	14	22	36

Data Collection Tool

As no ready-to-use interview form was found in a review of the literature that was suitable for the purpose of this study, the researchers developed a semi-structured interview form. The interview form was submitted to the investigation of three experts; one from the field of evaluation and assessment, and two from the field of curriculum and instruction. The final form of the data collection tool was based on the opinions of these experts.

Data Analysis

The opinions of the pre-service teachers about the pedagogical formation program were elicited through application of the focus-group interview method. According to Krueger (1994), the focus-group interview is a carefully planned discussion in an environment where individuals can express their opinions freely. While planning the focus-group interviews, first the subject to be investigated, the questions to be asked about the subject, participants of the study and the place and time of the interviews were determined. Six participants were interviewed in each session, making a total of six sessions in all. As two sessions were conducted per day, the interviews were completed within three days. Each interview lasted between 55 minutes to 70 minutes, with an average of 60 minutes. During

the focus-group interviews, while one of the researchers asked the research questions, the other researcher recorded the interviews using a voice-recorder.

During the organization and analysis of the data, the interview recordings were carefully transcribed by the researchers. A 48-page transcription resulted and then an independent person listened to the recordings while controlling the transcripts in order to achieve conformity between the recordings and the transcripts. Some corrections were made and the final form of the data was agreed. In the analysis of the data, content analysis was employed. Content analysis is a systematic and renewable technique through which the message given in a text is objectively recognized and inferred by means of codes, based on some rules and words, and then summarized with smaller content categories (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2009). The main purpose of the content analysis is to find associations that can explain the collective data. For this purpose, first the collected data are conceptualized and then the concepts are logically organized and on the basis of this organization, themes that can explain the data are constructed (Yıldırım & Şimşek, 2011). During the content analysis, in line with the purpose of this study, sub-problems were treated as themes and the data analyzed according to these themes. The data were interpreted by the researchers and so as to support these interpretations participants' excerpts are presented by giving numbers to each participant from 1 to 36 and making abbreviations of pre-service teacher as PT. For instance, supposing that a pre-service teacher is given the number 4 by the researchers, it is named as "PT4" while presenting his excerpt.

FINDINGS

Presented below are some excerpts taken from participants' statements regarding the first sub-problem; that is, the opinions of the participants about the provision of the pedagogical program.

PT13- "Graduates of the Faculty of Science and Letters can acquire more comprehensive information about their fields. Therefore, I think that very effective outcomes can be accomplished when the education given at the Faculty of Science and Letters is combined with the training given by the pedagogical teacher training program at the Education Faculty."

PT26- "Graduates of the Faculty of Science and Letters must be given formation education because the graduates of these faculties do not have many options apart from being a teacher. However, all of the graduates of the Faculty of Science and Letters should not be given this education; rather, only those having personality characteristic traits such as patience, talent, creativity, empathy that are the required qualifications for the profession of teaching should be given this education. The criteria should not only be their ALES score and grade point average. Teaching competencies are more important than these."

PT30- "I think that it is good to give pedagogical formation training to graduates of the Faculty of Science and Letters. However, there should some kind of restriction. The graduates of the Faculty of Science Letters who wish to take the formation education should be selected on the basis of some criteria. For instance, those having high grade point averages."

PT36- “As graduates of the Faculty of Science and Letters cannot find jobs as physicists, historians or geographers, they feel obliged to take the pedagogical formation education. They think that at least they can have a job as a teacher. This is completely down to economic reasons.”

Pre-service teachers think that provision of the pedagogical formation program for the graduates of the Faculty of Science and Letters must be given to those meeting criteria such as high grade point average, and by considering the aptitudes required to be a teacher. Some of the pre-service teachers think that when the education received from the Faculty of Science and Letters is combined with the pedagogical formation program, they will make good teachers; yet, this formation education should be spread across 2-3 years. In general, the pre-service teachers stated that since job opportunities are limited for graduates of the Faculty of Science and Letters, they do not have many options rather than becoming a teacher.

Presented below are some excerpts taken from the statements of pre-service teachers opinions about the duration and time of the pedagogical formation program:

PT8- “It would have been better if the pedagogical formation program had been given while we were studying at the Faculty of Science and Letters. I had to change my job to be able get this formation education. Like me, there are many students coming from other cities to get this formation education.”

PT17- “It would be better to get this formation education while studying at the Faculty of Science and Letters. If it was given during our undergraduate education, it would not need to be so condensed; we could internalize the information much better if it was given gradually over a four-year period.”

PT19- “If it was given during our undergraduate education over four years, more teaching practice could be done and the courses would not have to be compressed so densely; thus, it would be much more efficient.”

PT24- “Formation education must start in the first year of university and continue through to graduation. During this long period, students can better evaluate whether the teaching profession is suitable for them or not. However, at present, we have no other option than becoming a teacher.”

Almost all of the pre-service teachers (f=34) stated that the pedagogical formation program should be given during the period of their undergraduate education. They think that in the present program, as the courses are given over a very short timeframe, not enough time is spared for teaching practicum and practice. In addition to this, as the formation courses are given after graduation, they cause many social and financial problems for them; some of them had to quit their jobs to be able to attend this program.

Some examples of the pre-service teachers' opinions about the negative aspects of the pedagogical formation program are presented below:

PT4-“I do not think that the formation program is efficient. We are taking 10 class hours a day and as there are a lot subjects that we need to study, most of them can only be dealt with superficially. As such, we will end up as teachers without having enough information about many subjects.”

PT7- *“As the time of the program is very limited, everything is presented in a compact manner. We took classes from 8 in the morning to 10 in the evening. Moreover, there was only a one week interval between the mid-term exams and final exams. What kind of efficiency and success can be expected from such a program?”*

PT13- *“When we look at the program, it seems to last for five months; but, when the holidays are considered, total duration of the program is reduced to 3 months and the quality of teachers trained by such a program is quite disputable.”*

PT22- *“When I evaluate the negative and positive aspects of the formation program, I can see that the negatives override the positives. Use of lecturing all the time and presentation of the subjects through PowerPoint slides make the classes quite boring. The good side of the formation program make me realize how to implement my theoretical information in a classroom environment.”*

A large majority of the pre-service teachers (f=31) think that provision of the program within a very limited time (5 months) makes it quite ineffective. The pre-service teachers stated that as the time is quite limited, they have to take 10 class hours in a day; making the teacher training program inefficient. In addition to this, they also think that the classes are very boring as the instructors always use lecturing and slide shows to teach the subjects.

On the other hand, there are some positive aspects of the program, as stated by some of the pre-service teachers:

PT3- *“The formation education has positive influences on me. I have realized that the former training I underwent was incorrect. I have learned many new methods and techniques. Now, I have a completely different perspective regarding the teaching profession.”*

PT25- *“There are many positive aspects of the formation education. For instance, I worked in private courses before and now I can see the difference between the courses I taught at that time and the courses I’ll teach after taking this formation program. I think that the teaching practice conducted in real classroom environments was a great contribution for me.”*

Ö34- *“I feel that I have learned many things from this formation program. For instance; I have learned how to be a good teacher. I am sure that I will effectively use this information while I am teaching in a real classroom environment. Thus, this formation program has had a wonderful impact on me.”*

A small portion of pre-service teachers (f=9) stated that the formation program is effective. Some of the pre-service teachers believe that they have learned many different teaching methods and techniques during this formation program, such as station teaching method, oral history etc. and that they will be able to use these methods and techniques in their future career. In addition to this, some of the pre-service teachers (f=5) stated that they had learned many things during the formation program, and thought that their active participation in teaching practice has made them better teachers.

Given below are some of the excerpts taken from the statements of pre-service teachers regarding their opinions about the content of the pedagogical formation program:

PT1- *“The program is good but there is a time problem. Sometimes, we had to finish two units in one class. As we had to take courses from 8 in the morning to 10 in the*

evening, we could not listen to that much of what was said. It was not very efficient for us. Students of the Education Faculty take drama courses within their four years. If there was a drama course in the program, it would be better because when we went to the teaching practicum, we realized that we had some deficiencies in terms of principles and methods of teaching. Within the context of the program's Development Course, we superficially studied the principles and methods of teaching but it became clear that it was not enough. We only learned the principles and methods of teaching theoretically; but, we could not find any opportunities to practice them in the classroom environment."

PT28- "I think it would have been better if teaching methods and techniques had been demonstrated. We just know the names of some methods and techniques. However, when we start teaching in the real classroom environment, we need to know how to implement these methods and techniques."

PT32- "I think there are many shortcomings of the program; the classes should have been taught focusing more on practice."

PT35- "In line with the contemporary conditions, it would be better to teach computer-assisted and internet-based classes rather than traditional classes."

The pre-service teachers think that although the content of the program is good in general, the classes should be taught with more emphasis on practice rather than theory. As there is no course called teaching methods and techniques, they have to learn these within the framework of the curriculum development course; yet, they do not see much in the way of application in this course; so, although they know the names of these methods and techniques, they do not feel ready to implement them in the classroom. Moreover, the pre-service teachers think that the drama course, which is one of the important methods for constructivist approach, should be included within the program and computer-enhanced instruction and internet-based courses should also be incorporated into the program.

In addition to these, some of the pre-service teachers' opinions about the effect of the pedagogical formation program on the profession of teaching are shown as follows:

Ö20- "Throughout the formation program, our instructors tried their best to increase our motivation. No matter how bad the education system, if the teacher likes his profession, his/her motivation does not decrease."

Ö25- "I could not clearly discriminate education from instruction. As a result of the formation program, I have realized that what I did in class was just instruction. I noticed my shortcomings on the education side. That is, the formation program complemented what I had previously learnt. I have now a completely different perception of the teaching profession, and I am looking forward to starting my teaching career."

Ö27- "I did not know many techniques and particularly many important points related to developmental psychology. I have learned that the classes can be taught through different methods and techniques in a more effective way and also how to approach my students. By means of the formation program, I think that I have strengthened my weaknesses. This helped me to adopt a more positive perception of the profession."

Ö31- *“Before attending this program I already liked the profession of teaching. The instructors teaching us in the program have made great contributions to my professional development. They helped me to see the mistakes in my attitudes towards the students. I used to be very strict with my students, but now I know that I need to be more tolerant.”*

Ö32- *“Even if we complete this program successfully, there is another obstacle in front of us; the KPSS exam. And I am aware that I won’t be able to be successful in this exam as a result of such an intense program given over a very short period because I have not internalized all the information presented. As a result, I now feel demotivated to be a teacher and my attitude towards the profession has changed negatively.”*

The majority of the pre-service teachers taking the formation education program stated that the program had positive effects on them. A significant majority of the pre-service teachers (f=26) think that their course instructors have made great contributions to them, made them feel like a teacher and encouraged them to develop positive attitudes towards the teaching profession. On the other hand, some pre-service teachers (f=10) believe that some of the instructors do not do what they have taught and the teachers they saw at schools during their teaching practice behave as if they did not have any pedagogical formation education and this negatively affected their motivation towards the teaching profession.

Some of the pre-service teachers’ opinions about their instructors in the formation program are as follows:

PT18- *“As the time was very limited, the instructors could not use many methods and techniques in class. Instead, they mostly used lecturing and presentation. Teaching through presentations seems to be the best way of teaching such a large group of students in such a short time. Though I do not think the classes were very efficient, there was not much option for the instructors.”*

Ö22- *“What is said by the instructors does not comply with what is done by them. In fact, they were like doctors, “Do as I say, not as I do.” For instance, while some of the instructors suggest that a visual material should not be used more than 10 minutes, they used PowerPoint presentations continuously for four hours. While they are stressing that after 20 minutes, students get distracted; they taught us for 3-4 hours without a break. One of our instructors said that he was against block classes, he taught in a block class lasting for 100 minutes without a break. There are many more similar examples.”*

Ö24- *“When compared to the instructors of the Faculty of Science and Letters, I can tell that the instructors of the Faculty of Education are better qualified and teach better. This is because they have taken pedagogical formation and are therefore more knowledgeable about development and learning.”*

Ö29- *“I think many of our instructors did their best. In such a short time, they tried to give whatever they could.”*

PT33- *“While most of the instructors claimed that teaching must be student-centered, they taught in a teacher-centered manner. I think this is an important conflict.”*

The pre-service teachers stated that their instructors did their best; yet, in such a condensed program in crowded classrooms, they had to basically rely on traditional

lecturing and PowerPoint presentations for teaching; thus, they could not incorporate different methods and techniques into their instruction. In addition to this, when compared to the instructors from the Faculty of Science and Letters, the pre-service teachers find the instructors of the Education Faculty better at interacting with students and they attach greater importance to students' opinions and they are more sincere towards students.

The pre-service teachers' opinions about the education faculty where they are taking the pedagogical formation program are as follows:

PT8- *"The classrooms are very crowded, this is bad for both the instructors and students. Most of the teaching methods and techniques are suitable for classrooms of 15-20 students, but there are nearly 80 students in our class; hence, these methods and techniques do not seem to be very feasible for these classrooms."*

PT20- *"The classrooms need to be arranged in U shape according to constructivist approach, but as the desks are fixed, they are not suitable for constructivist approach. Moreover, as the desks are fixed, it is very difficult to implement some methods and techniques. The classrooms are not suitable for many methods and techniques."*

PT26- *"We have learned how to use the smartboard at the schools where we went for teaching practice. However, if there were smartboards in a few of the classrooms at the Education Faculty, we could learn how to use them during the formation education and thus, we could be more competent technology users."*

PT32- *"There are projectors in all the classes at the Education Faculty. However, this is not enough. There must be smartboards in the classes because we are expected to use the smartboards when we start teaching. I think I will leave here without learning how to use the smartboard."*

Almost all the pre-service teachers (f=35) stated that they could not use student-centered seating arrangements such as U shape or semi-circular shape as the desks were fixed in the classrooms. In addition to this, the pre-service teachers think that the instructors could not demonstrate many teaching methods and techniques as the classrooms were crowded. Moreover, they believe that the desks and physical conditions of the classrooms are not suitable for constructivist approach and though there are smart boards at the schools where they went for teaching practice, there are none at the Education Faculty. Thus, they could not learn how to use the smart board and they experienced some difficulties in the use of smart boards at schools.

The pre-service teachers' opinions about the teaching practicum they conducted at schools within the framework of the pedagogical formation program are presented below:

PT6- *"The most important thing I have learned during teaching practice is that you need to make all students participate in the lesson for effective teaching and this requires the use of various materials, methods and techniques. I will pay special attention to this issue when I become a teacher."*

PT15- *"As I went to schools for teaching practice in May, many of the students did not come to the school. If we had been given a chance to work with more students for longer, it would have been more effective."*

PT23- *"Throughout the teaching practice we were able to teach only 2 or 3 classes. If we had more practice opportunities, then we would have fewer problems in class when we*

become a teacher. Therefore, I do not think that the teaching practice served its purpose because the teaching practice period was too short."

PT29- "The main problem of the teaching practicum was the shortness of the time. We did not have enough time to introduce ourselves to our students, to get to know them and to develop an effective student-teacher interaction and mutual trust. Moreover, as the teaching practice was in May, there were not even many students in the class."

All of the pre-service teachers stated that the teaching practice was not very effective as the time was very short; thus, they were able to teach only a few classes. They also stated that as the teaching practice started in May, there were not many students in the class. They think that if the time was longer, such as over one or two-semester, it would be more efficient.

The pre-service teachers' opinions about the schools where they went to for teaching practicum are presented below:

PT2- "There was only one projector, and that was in the library of the school. The classrooms were designed in such a way as not to allow the use of various materials and methods. Therefore, like many of my friends, I used the lecturing method and instructed my students to write."

PT15- "I did my teaching practice in a well-equipped school. There was a smartboard in each classroom and all students had tablets. The biggest challenge I experienced was that the students knew how to use the smartboard better than us. I did not even know how to turn on the smartboard because I was encountering a smartboard for the first time. The students helped us with the use of the smartboard. While we were in the pedagogical formation program, we were not taught how to use such technological materials as the smartboard."

PT10- "There was a teacher with a traditional perception of teaching at the school where I went for the teaching practicum. Though there was a smartboard in the classroom, the teacher did not know how to use it. No matter how much technology the school has, if the teachers are indifferent to these technologies, they cannot be effective means of instruction."

PT14- "As I did my teaching practice in a vocational high school, there are only some student desks and a board in the class. The school did not have enough equipment. But, my friends who went to Anatolian High Schools or Teacher Training High Schools said that the physical conditions and equipment in these schools were quite good. Therefore, during our teaching practice, we should visit different types of schools in turn."

The pre-service teachers stated that they each went to different types of schools for their teaching practicum and that these schools varied greatly in terms of their physical conditions and equipment. While some of the students (f=19) reported that there was no projector or smart board in the schools where they went for teaching practicum, others stated that they went to well-equipped schools for their teaching practicum; having a projector and a smart board in each class and the students had tablets. Moreover, some pre-service teachers (f=17) stated that there were teachers having a traditional perception of education in the classes where they conducted their teaching practice; and even though there was a smart

board in their classroom, these teachers did not use them. Therefore, they believe that what is more important is the interest of teachers in technology.

The pre-service teachers' opinions about the exam they are required to take in order to be appointed as a teacher are given below:

PT16- "There are subject area and educational science exams for the appointment as a teacher. More importantly, all the pre-service teachers must undergo a psychological test. Having a lot of information is not enough to be a good teacher, and pre-service teachers should also have some attributes such as interest, love and motivation required by the teaching profession."

PT24- "It is strongly claimed that our education system is based on constructivist approach, but the exam set for teaching is traditional. In my opinion, this exam should place more emphasis on application, but I do not know how effective this can be in Turkey."

PT29- "In my opinion, no exam can evaluate teaching competencies. Instead of such exams, pre-service teachers should be observed throughout their pre-service education and only those who are found to be successful during this process can then be appointed as teachers."

PT34- "I am not sure about KPSS. Not everyone can be a teacher. Subject area knowledge is not enough to be a teacher; the criteria of teacher appointment must be different. Attitudes towards students, motivation towards the profession etc. are all of great importance. Therefore, a new appointment system in which such attributes can be evaluated must be set up."

PT36- "I think KPSS is unnecessary and an obstacle for pre-service teachers. There must be something to be evaluated and measure; therefore, there must be an exam. However, this exam should not be organized and implemented by ÖSYM; but by education faculties that are more deeply involved in the profession and this exam must also be written, spoken and applied."

Almost all of the graduates of the Faculty of Science and Letters (f=34) stated that KPSS is not suitable for the appointment of teachers. They think that though our education system is strongly claimed to be constructivist, the exam has a traditional structure and it only measures the knowledge. They believe that the appointment of teachers should be determined based on applied exams, but, this is not very feasible due to the conditions of Turkey. Instead of Student Selection and Placement Center (OSYM), education faculties should decide who to appoint as a teacher through observations spread across four years, as well as written exams and interviews.

RESULTS, DISCUSSION AND SUGGESTIONS

In light of the findings of this study that aims to evaluate the pedagogical formation program based on the opinions of the pre-service teachers attending this program, it can be argued that although the pre-service teachers think that graduates of the Faculty of Science and Letters should be offered the pedagogical formation program, this education should only be given to graduates meeting certain criteria, such as academic achievement and teacher competencies. Moreover, they think that this pedagogical education should be given

during undergraduate education, because this condensed pedagogical formation program is not very effective and at the same time, it causes many problems for the participants, including financially.

They also think that in general, whilst the content of the program is suitable, the duration of the program is very limited and there are not many opportunities offered for practice; thus, the program cannot be deemed to be very efficient. Yüksel (2010) also concluded that the quality of the courses given within the formation program is not high. They stated that as the program is given within a short time period of five months, they cannot find many opportunities to conduct applications in classes. In a similar token, Hoşgörür and Dündar (2003) reported that the courses in the pedagogical formation program are inadequate and practice in these courses is impossible and this also supports the findings of this study. The pre-service teachers think that as they had to take nearly 10 class hours a day, the learning process could not be very effective and the instructors felt obliged to teach many things in very limited time; thus, they mostly preferred lecturing and PowerPoint presentations in order to teach the subjects. This made the use of constructivist approach, which is strongly recommended by their instructors, a virtual impossibility. This seems to be an important conflict for the program. On the other hand, the pre-service teachers emphasized the necessity of a drama course and applied courses that are regarded to be important for the constructivist approach. They also stated that technologies such as the Internet and computers should be more widely incorporated into the program. This view of the pre-service teachers seems to be in compliance with technological and scientific developments.

The pre-service teachers generally stated that the pedagogical formation program had positive effects on them and helped them to develop positive attitudes towards the teaching profession. This finding concurs with some studies reporting that pre-service teachers attending a pedagogical formation program developed positive attitudes towards the profession of teaching (Şimşek, 2005; Yumuşak, Aycan, Aycan, Çelik & Kaynar 2006; Eraslan& Çakıcı, 2011). Furthermore, a great majority of the pre-service teachers stated that they love the profession of teaching and they have strong motivation towards the profession. Altinkurt, Yılmaz and Erol (2014) reached similar findings, indicating that the motivation of pre-service teachers attending a pedagogical formation program towards the profession of teaching is high.

Though a great proportion of the pre-service teachers complained that the instructors mostly adopted traditional methods of teaching in the class and did not capitalize on active teaching methods and techniques, they see crowded classes and short time period of the pedagogical formation program as a more serious problem. Even though the pre-service teachers do not much like the teaching method of their instructors and see some conflicts between what the instructors recommend and do, when compared to their instructors at the Faculty of Science and Letters, they find the instructors at the education faculty better in terms of their relationships with students and teaching competencies.

The pre-service teachers did not find the physical conditions of the education faculty, where they are taking the pedagogical formation program, to be adequate. The pre-service teachers think that the classrooms need to be arranged in a U shape according to constructivist approach, but as the desks are fixed, they are not suitable. Moreover, as the desks are fixed, it is very difficult to implement some methods and techniques. The

classrooms are not suitable for many methods and techniques. Moreover, they stated that there are only projectors used in the teaching at the education faculty; though there are smart boards at schools where they went for teaching practice, there are none at the Education Faculty. Thus, they could not learn how to use the smart board and they experienced some difficulties in the use of smart boards at schools. The most important obstacle, according to the pre-service teachers, ahead of their practice opportunities, was the crowded classrooms; thus, classes mostly focused on theoretical information. The pre-service teachers saw that while there are every type of tool and equipment in some schools, there were only desks and boards in others. This can be seen as an indication of the great differential between schools in terms of equipment and physical conditions. They also stated that there are many teachers adopting traditional teaching methods and techniques; thus, they do not know or learn how to use technological tools such as smart boards in their classes. Thus, they think that no matter how much technology the school has, if the teachers are indifferent to these technologies, they cannot be effective as means of instruction. Some pre-service teachers; on the other hand, stated that the teachers at their schools have adopted student-centered teaching and they are open to innovations. The findings of this study show that teachers should be trained about the use of technology through in-service training programs, they should be encouraged to adopt student-centered teaching approach and that the physical conditions and equipment of schools need to be developed.

Another important finding of this study is that almost all of the pre-service teachers think that the KPSS exam is not suitable for the appointment of teachers. Atav and Sönmez (2013), in a similar manner, reported that many pre-service teachers do not find KPSS sufficient to decide who is appointed as a teacher. The pre-service teachers think that education faculties should decide who to appoint as a teacher through observations spread across four years, as well as written exams and interviews. They also think that teacher appointments should not be conducted only on the basis of information, but should also take into consideration candidates' attributes such as interest, love and motivation as required by the teaching profession. That is, they think that as KPSS does not evaluate teacher competencies; the selection must be more strongly based on applications.

On the basis of the findings of this study, it can be suggested that the pedagogical formation program should be given parallel to undergraduate education. The period of the teaching practicum could be extended to cover one or two semesters. Moreover, while selecting teachers to mentor pre-service teachers during their teaching practicum, they must be selected from among those teachers having completed their graduate education; or at least they should be provided with in-service training about student-centered approaches and active teaching methods and techniques. The schools selected for teaching practicum should be well-equipped and their physical conditions developed accordingly. In addition, as the findings of the study are limited to the city of Muğla, more comprehensive studies should be conducted across similar institutions and the findings obtained from such studies evaluated in conjunction with the findings of this study in order to be used to restructure the pedagogical formation program.

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Pedagojik Formasyon Programının Öğretmen Adaylarının Görüşlerine Göre Değerlendirilmesi

(Muğla Sıtkı Koçman Üniversitesi Örneği)⁵

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Giriş

Eğitim sisteminin verimliliği, toplumun ihtiyacı olan nitelik ve nicelikte insan gücünün yetiştirilmesi ile doğru orantılı olduğundan, öğretmen, eğitim sisteminin en stratejik parçalarından biri olarak kabul edilir (Aysu, 2007). Bir başka deyişle, eğitim sisteminin öğelerinden biri olan öğretmen, sistem içerisinde önemli bir role sahiptir. Karagözoğlu'na (2008) göre, eğitim sürecinin genellikle öğretmen ve öğrenci arasındaki etkileşiminin sonucu gerçekleştiği kabul edilecek olursa; "iyi yetişmiş öğretmenin varsa, iyi toplum yaratma şansınız var" demektir.

Türkiye'de öğretmen yetiştirme konusu Cumhuriyetin ilk yıllarından günümüze kadar önemli bir gündem maddesi olarak kendini göstermektedir. Türkiye'de öğretmen yetiştirme önemli gelişmeler gösterirken bir yandan da Türkiye'de uzun süreli olmayan, ihtiyaca ve o dönemdeki Türkiye koşullarına göre şekillenen bazı uygulamalar da gerçekleşmiştir. Bunlardan bazıları (Akyüz, 2006); 1960'ta Yedek Subay Öğretmen uygulaması adı altında lise ve dengi okuldan mezun olanların gördükleri bir kursu takiben askerliklerini köy öğretmeni olarak yapması, 1974-1975 öğretim yılında, Mektupla Yüksek Öğretim Merkezi kurulması, yaz aylarında kısa süreli derslerle öğretmen yetiştirilmesi ve 1975-1976 yıllarında Hızlandırılmış Programla Öğretmen Yetiştirme programı uygulanması, üç ay gibi kısa bir sürede otuz binin üzerinde kişiye öğretmenlik diploması verilmesidir.

Benzer bir şekilde günümüzde öğretmen ihtiyacını gidermek adı altında yapılmış uygulamalar hala görülmektedir. YÖK, 2010 yılında tezsiz yüksek lisans programlarını kaldırılarak yerine pedagojik formasyon eğitimini getirmiştir (Eraslan & Çakıcı, 2011). YÖK bu programlara öğrenci alınmasını lisans düzeyinde belirli bir not ortalamasına sahip olmak (4 üzerinden 2,5 not ortalaması) ve alt sınıflardan iki dersten daha fazla dersten kalmamış olmak gibi kriterlere bağlamıştır. Yeni şekliyle iki yarıyılık bir süreyi kapsayan tezsiz yüksek lisans veya daha yaygın olarak bilinen adıyla formasyon programları önceki yıllarda uygulanan tezsiz yüksek lisans programlarının yerini almıştır (Akdemir, 2013).

Türkiye'de öğretmen yetiştirme anlatılan biçimde gelişim ve değişimini sürdürürken, diğer yandan da var olan öğretmen ihtiyacı farklı zamanlarda alınan farklı önlemlerle giderilmeye çalışılmıştır. Öğretmenler Türkiye'de Eğitim Fakültelerinden yetişmekle birlikte, öğretmen ihtiyacının fazla olması gerekçe gösterilerek öğretmenlik sertifika programları (pedagojik formasyon) ve tezsiz yüksek lisans programı uygulamalarına geçilmiştir. Böylece

⁵ Bu çalışma, 4-6 Eylül 2014 tarihleri arasında Kocaeli Üniversitesi'nde düzenlenen 23. Ulusal Eğitim Bilimleri Kurultayı'nda sözlü bildiri olarak sunulmuştur.

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öğretmen ihtiyacı giderilmeye çalışılsa da bu programlarla kaliteli öğretmen yetiştirilip yetiştirilmediği tartışılmaktadır (Yüksel, 2004). Özellikle son yıllarda isteyen her üniversite mezunu pedagojik formasyon eğitimi alabilir hale gelmiş olması ve formasyon eğitiminin uzaktan eğitim yoluyla dahi verilebilecek olması öğretmenlik mesleğinin niteliği bakımından oldukça düşündürücüdür.

Bu bilgilerden hareketle pedagojik formasyon eğitimi alan öğretmen adaylarının, aldıkları eğitime ilişkin görüşlerinin belirlenmesi ve bu yolla öğretmen adaylarının görüşlerine dayalı olarak pedagojik formasyon eğitime hakkında değerlendirme yapılması öğretmen yetiştirme açısından büyük bir önem arz etmektedir.

Bu çalışmada pedagojik formasyon eğitimi alan öğretmen adaylarının görüşlerine göre pedagojik formasyon eğitimi programının değerlendirilmesi amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır:

1. Öğretmen adaylarının Fen-Edebiyat Fakültesi mezunlarına pedagojik formasyon eğitimi verilmesine ilişkin görüşleri nelerdir?
2. Öğretmen adaylarının pedagojik formasyon eğitimi verilmesi gereken zamana ilişkin görüşleri nelerdir?
3. Öğretmen adaylarının pedagojik formasyon eğitiminin olumlu ve olumsuz yönlerine ilişkin görüşleri nasıl şekillenmektedir?
4. Öğretmen adaylarının pedagojik formasyon eğitimi programının içeriğine ilişkin görüşleri nelerdir?
5. Öğretmen adaylarının pedagojik formasyon eğitiminin öğretmenlik mesleğine etkisine ilişkin görüşleri nelerdir?
6. Öğretmen adaylarının pedagojik formasyon eğitimi veren öğretim elemanları hakkındaki görüşleri nelerdir?
7. Öğretmen adaylarının pedagojik formasyon eğitimi aldıkları eğitim fakültesine ilişkin görüşleri nelerdir?
8. Öğretmen adaylarının pedagojik formasyon eğitimi kapsamında yaptıkları öğretmenlik uygulamasına ilişkin görüşleri nelerdir?
9. Öğretmen adaylarının öğretmenlik uygulaması için gittikleri okula ilişkin görüşleri nelerdir?
10. Öğretmen adaylarının pedagojik formasyon eğitimi sonunda mesleğe atanma için uygulanan sınava ilişkin görüşleri nelerdir?

Yöntem

Pedagojik formasyon programının öğrencilerin görüşlerine göre değerlendirilmesini amaçlayan bu araştırma nitel araştırma yöntemi kullanılarak gerçekleştirilmiştir. Bu araştırmanın çalışma grubunu, 2013-2014 eğitim-öğretim yılında Muğla Sıtkı Koçman Üniversitesi Pedagojik Formasyon Eğitimi Sertifika Programında Türk Dili ve Edebiyatı, Almanca, Felsefe, Matematik, Tarih ve Fizik bölümlerinde öğrenim görmekte olan toplam 36 öğrenci oluşturmaktadır.

Araştırmada, araştırmanın amaçlarına göre veriler elde etmeyi sağlayacak bir görüşme formu, yapılan alan yazın incelemesinde bulunamamıştır. Bu nedenle araştırmacılar tarafından yarı-yapılandırılmış görüşme formu geliştirilmiştir. Araştırmada öğretmen adaylarının pedagojik formasyon eğitimi programına ilişkin görüşleri odak grup görüşmesi yoluyla toplanmıştır. Belirlenen yer ve zamanda belirlenen katılımcılar ile her

görüşmede 6'şar kişi olmak üzere toplam 6 oturumda 36 katılımcı ile odak grup görüşmesi planlanarak sözlü olarak tamamlanmıştır. Verilerin düzenlenmesi ve analizi aşamasında ise ses kayıt cihazına kaydedilen sözel veriler araştırmacılar tarafından dikkatli bir şekilde birebir yazıya dökülmüştür. Elde edilen veriler üzerinde nitel analiz tekniklerinden biri olan içerik analizi kullanılarak çözümlene yapılmıştır. İçerik analizi esnasında araştırmacının amacı doğrultusunda belirlenen alt problemler tema olarak ele alınarak veriler temalara göre gruplandırılmış ve çözümlene tamamlanmıştır.

Bulgular

Öğretmen adayları, Fen Edebiyat Fakültesi mezunlarına formasyon eğitimi verilmesini doğru bulmalarına karşın, bu eğitimin herkese değil başarı durumu ve öğretmen nitelikleri göz önüne alınarak verilmesi gerektiğini belirtmişlerdir. Öğretmen adaylarından bazıları fen edebiyat fakültesinde alanları ile ilgili iyi bir eğitim aldıklarını ve bu eğitim sürecinin formasyon eğitimi ile birleştiğinde iyi birer öğretmen olabileceklerini, ancak bu eğitimin süresinin 2-3 yıl gibi bir sürece yayılması gerektiği yönünde görüş belirtmişlerdir.

Öğretmen adaylarının büyük çoğunluğu (f=34) pedagojik formasyon eğitiminin lisans eğitimiyle birlikte verilmesi gerektiğini belirtmişlerdir. Bu şekli ile verilen programda derslerin çok kısa sürede verilmesinden dolayı staj ve öğretmenlik uygulamasına yeteri kadar zaman ayrılmadığını belirtmişlerdir. Öğretmen adaylarının büyük çoğunluğu (f=27) formasyon eğitiminin 5 ay gibi kısa sürede verilmesinden dolayı verimli olmadığı yönünde görüş bildirmişlerdir. Öğretmen adayları uygulama süresinin kısa olmasından dolayı günde 10 saat ders gördüklerini ve bir günde çok uzun süre ders almak zorunda kaldıklarından etkili bir öğretmenlik eğitimi almadıklarını belirtmişlerdir.

Fen-Edebiyat Fakültesi mezunu öğretmen adaylarının çoğunluğu formasyon eğitiminin kendi üzerlerinde olumlu etkilerinin olduğunu belirtmişlerdir. Öğretmen adaylarının büyük bir kısmı (f=26) öğretim üyelerinin öğretmenlik konusunda çok büyük bir katkısı olduğunu, kendilerini öğretmen gibi hissettiğini ve öğretmenliğe karşı olumlu tutum geliştirdiklerini ifade etmişlerdir. Buna karşın, bazı öğretmen adayları (f=10) ise öğretim elemanlarının öğretmenlikle ilgili kendi söyledikleri noktalara kendilerinin dikkat etmedikleri ve okullardaki öğretmenlerin de hiçbir formasyon eğitimi almamış gibi davrandıkları ve bunun da öğretmenlik mesleğine karşı motivasyonlarını düşürdükleri yönünde görüş bildirmişlerdir.

Öğretmen adayları öğretim elemanlarının ellerinden gelenin en iyisini yaptığını düşündüklerini ancak sıkıştırılmış bir program ve sınıfların kalabalık olması nedeniyle ders anlatımında slaytlara dayalı olarak geleneksel ve sunuş yoluyla öğretimi tercih etmek zorunda kaldıklarını ve bu sebeple farklı yöntem ve tekniklere yer vermediklerini ifade etmişlerdir. Ayrıca, öğretmen adayları ders gördükleri eğitim fakültesinin sıraları çakılı olmasından dolayı U ve yarım daire gibi öğrenci merkezli oturma düzenlemesi yapamadıklarını belirtmişlerdir. Bununla birlikte, öğretmen adayları sınıfların kalabalık olmamasından dolayı öğretim elemanlarının birçok teknik ve yöntemi kullanamadıkları yönünde görüş bildirmişlerdir.

Öğretmen adaylarının tümü öğretmenlik uygulamasının süresinin çok kısa olması ve yalnızca birkaç defa ders anlatmalarından dolayı istenen verimde bir uygulama olmadığını ifade etmişlerdir. Ayrıca, öğretmen adayları öğretmenlik uygulamasına gittikleri okulların öğretmen lisesinden, Anadolu lisesine ve meslek liselerine kadar farklı okullar olması

yanında fiziki yapı ve araç-gereç olarak da farklı olanaklara sahip olduklarını belirtmişlerdir. Bu durumun da onların staj dönemini önemli ölçüde etkilediğini belirtmişlerdir. Bunun yanı sıra, pedagojik formasyon eğitimi alan öğretmen adaylarının önemli bir çoğunluğunun KPSS'nin öğretmenlik mesleğine atanmak için uygun bir sınav olmadığını belirtmiş olmalarıdır. Öğretmen adayları, mesleğe atanmada eğitim fakülteleri tarafından 4 yıl boyunca öğrencinin uygulama içindeki gözlenmesi, mülakatlar ve yazılı sınav sonuçlarına göre değerlendirilmesinin daha doğru olacağını belirtmişlerdir.

Sonuç, Tartışma ve Öneriler

Pedagojik formasyon eğitimi alan öğretmen adaylarının görüşlerine göre pedagojik formasyon eğitimi programını değerlendirmeyi amaçlayan bu araştırmadan elde edilen sonuçlara göre pedagojik formasyon eğitimi alan öğretmen adayları, Fen Edebiyat Fakültesi mezunlarına pedagojik formasyon eğitimi verilmesini doğru bulmalarına karşın bu eğitimin herkese değil, başarı durumu ve öğretmen nitelikleri göz önünde bulundurularak verilmesi gerektiğini belirtmişlerdir. Bunun yanı sıra, öğretmen adayları genel olarak programın içeriğinin uygun olmasına rağmen derslerin teorik olarak verilmesi ve yeterli uygulama yapılmamasından dolayı derslerin verimli olmadığını belirtmişlerdir. Yüksel'in (2010) yaptığı çalışmada da formasyon programındaki derslerin kalitesinin yüksek olmadığını sonucuna ulaşılmıştır. Öğretmen adayları pedagojik formasyon eğitiminin 5 ay gibi kısa sürede olmasından dolayı derslerde yeteri kadar uygulama yapamadıklarını ifade etmişlerdir. Benzer bir şekilde Hoşgörür ve DüNDAR (2003) tarafından yapılan çalışmada pedagojik formasyon derslerinin yeterli olmadığını ve derslerdeki uygulama imkanının az olduğu sonucu bu çalışmadan elde edilen sonucu desteklemektedir. Öğretmen adayları özellikle teorik derslerin günde 10 saat gibi yoğun bir program şeklinde verilmesinden dolayı etkili bir öğrenme süreci gerçekleştiremediklerini, öğretim elamanlarının konuları yetiştirme kaygısı içinde slaytlar yardımıyla ve düz anlatım yoluyla dersleri işlediklerini belirtmişlerdir. Bu yönüyle öğretim elamanlarının sıklıkla vurguladığı yapılandırmacı yaklaşım anlayışı ile pedagojik formasyon eğitiminde uygulanan öğrenme- öğretim sürecinin büyük ölçüde çeliştiği açıkça görülmektedir.

Formasyon öğrencileri genel olarak formasyon eğitiminin kendileri üzerimde olumlu etkileri olduğunu kendilerini öğretmen gibi hissettiğini ve öğretmenliğe karşı olumlu tutum geliştirdiklerini belirtmişlerdir. Bu görüşler öğretmenlik sertifikası programlarına katılan öğretmen adaylarının öğretmenliğe yönelik tutumlarının olumlu yönde olduğu bulgusuna ulaşan çalışmalarla (Şimşek, 2005; Yumuşak, Aycan, Aycan, Çelik & Kaynar 2006; Erarslan & Çakıcı, 2011) paralellik göstermektedir. Ayrıca, öğretmen adaylarının önemli bir kısmı öğretmenlik mesleğini sevdiklerini ve mesleğe karşı motivasyonlarının yüksek olduğunu ifade etmişlerdir. Altınkurt, Yılmaz ve Erol (2014) tarafından yapılan çalışmada da benzer bir şekilde pedagojik formasyon eğitimi alan öğretmen adaylarının öğretmenlik mesleğine karşı motivasyonlarının genel olarak yüksek olduğu sonucuna ulaşılmıştır.

Ayrıca, öğretmen adaylarının önemli bir kısmı öğretim elemanlarının geleneksel öğretim anlayışını benimseyerek ders anlatmasını ve aktif öğretim yöntem ve tekniklerini kullanmamasını olumsuz bulmakla birlikte bu durumun daha çok öğrenim gördükleri grupların kalabalık olmasından ve pedagojik formasyon eğitimi programın kısa sürede tamamlanmak zorunda olmasından kaynaklandığını belirtmişlerdir. Öğretmen adayları öğretim elamanlarının ders anlatma biçimini olumsuz bulmalarına ve kendi söyledikleri noktalar ile uygulamaların bir biri ile örtüşmediğini belirtmelerine karşın, Fen-Edebiyat

Fakültesi ile karşılaştırdıklarında Eğitim Fakültesinde görev yapan öğretim elemanlarının gerek öğrencilerle kişisel ilişkilerinde gerekse de eğitim-öğretim açısından daha iyi olduklarını vurgulamışlardır.

Bunların yanı sıra, öğretmen adayları pedagojik formasyon eğitimi aldıkları eğitim fakültesinin fiziki yapısını olumlu bulmamışlardır. Öğretmen adayları sıraların çakılı olması sebebiyle öğrenci merkezli eğitim anlayışında vurgulanan “U”, yarım daire ve çember gibi aktif öğretim yöntem ve tekniklerinin uygulanmasına olanak sağlayan sınıf düzenlemelerinin gerçekleştirilmesinin mümkün olmadığını belirtmişlerdir. Ayrıca, Eğitim fakültesinde yalnızca projeksiyon cihazı bulunduğunu, okulların neredeyse tümünde mevcut olan akıllı tahtaların eğitim fakültesinde bulunmadığını ve bu nedenle okullara gittiklerinde bu araçları kullanmakta zorluk çektiklerini belirtmişlerdir.

Öğretmen adaylarının uygulamaya gittikleri kimi okullarda her türlü araç gereç olduğunu belirtmelerine karşın kimi okullarda ise tahta ve dört duvardan başka bir araç bulunmadığını belirtmeleri, okullar arasında araç- gereç ve fiziki donanım açısından ne kadar büyük farklılıklar olduğunu gösteren önemli bir gösterge olarak kabul edilebilir. Aynı şekilde, öğretmen adaylarının bazıları gittikleri okulda geleneksel anlayışa sahip öğretmenler olduğunu ve sınıfta akıllı tahta olmasına rağmen öğretmenin akıllı tahta kullanmayı bilmediğini ifade etmişlerdir. Araştırmadan elde edilen bu sonuçlar, öğretmenlerin hizmet içi eğitim yoluyla özellikle teknoloji konusunda yeterli donanıma kavuşturulmasının, öğrenci merkezli bir anlayışın benimsenmesinin ve okullar arasındaki fiziki donanımın ve araç- gereç eksikliklerinin giderilmesinin ne derece önemli bir unsur olduğunu göstermektedir.

Araştırmadan elde edilen önemli bir diğer sonuç da pedagojik formasyon eğitimi alan öğretmen adaylarının önemli bir çoğunluğunun KPSS'nin öğretmenlik mesleğine atanmak için uygun bir sınav olmadığını belirtmiş olmalarıdır. Atav ve Sönmez'in (2013) çalışmasında da benzer bir şekilde öğretmen adaylarının büyük bir çoğunluğunun görüşlerine göre KPSS'nin öğretmen ataması için yeterli olmadığı sonucuna ulaşmıştır. Öğretmen adayları, mesleğe atanmada eğitim fakülteleri tarafından 4 yıl boyunca öğrencinin uygulama içindeki gözlenmesi, mülakatlar ve yazılı sınav sonuçlarına göre değerlendirilmesinin daha doğru olacağını belirtmişlerdir. Öğretmen adayları ayrıca öğretmenliğe atanırken yalnızca bilginin değil mesleğe karşı tutum, ilgi, sevgi ve öğretmenlik yeterliliklerinin de göz önüne alınması gerektiğini belirtmişlerdir.

Araştırmadan elde edilen sonuçlar doğrultusunda pedagojik formasyon eğitiminin lisans eğitimi süresince 4 yıllık bir sürede verilmesi önerisi getirilebilir. Bununla birlikte, mevcut programda bir dönemde verilen okul deneyimi ve öğretmenlik uygulaması iki ders şeklinde en az iki dönem okul deneyimi ve bir yıl uygulama şeklinde verilmelidir. Öğretmenlik uygulamasına gidilen okullar arasındaki fiziki yapı ve araç-gereç eksikliğini gidermek için okulların tamamı mevcut teknolojik araç ve gereçlerle donatılmalıdır. Bunlara ek olarak, bu çalışmadan elde edilen sonuçlar Muğla ili ile sınırlı olduğundan pedagojik formasyon eğitimi veren diğer kurumlarda da daha geniş çaplı benzer çalışmalar yapılarak pedagojik formasyon eğitimi bu çalışmalardan elde edilen sonuçlar doğrultusunda yeniden yapılandırılmalıdır.

Anahtar Sözcükler: Pedagojik Formasyon, Öğretmen Adayları, Öğretmen Yetiştirme

Atıf için / Please cite as:

Aykaç, N., Bilgin, H., & Toraman, Ç. (2015). Evaluation of pedagogical formation program based on the opinions of pre-service teachers (Muğla Sıtkı Koçman university sample) [Pedagojik formasyon programının öğretmen adaylarının görüşlerine göre değerlendirilmesi (Muğla Sıtkı Koçman Üniversitesi Örneği)]. *Eğitim Bilimleri Araştırmaları Dergisi - Journal of Educational Sciences Research*, 5 (1), 127-148. <http://ebad-jesr.com/>