



## An Evaluation of Teacher Training Undergraduate Programmes in Turkey in Terms of Content in the Bologna Process

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### ABSTRACT

The Bologna process is a process of reform aiming to create European Higher Education Zone until the year 2010 which was formed by 47 membering countries and was sustained by them. This study aims at analysing the teacher training undergraduate programmes which are included in educational sciences from the perspective of content in the Bologna process. The research is restricted to pedagogical courses offered in the undergraduate programmes of Gazi Faculty of Education at Gazi University. The survey model was employed in the research and thus an attempt was made to exhibit the current situation. The method of document analysis was used for this purpose. Consequently, it was found through the research that various programmes were offered under the name of teaching profession knowledge in the sections of 8 different academic departments of Gazi Faculty of Education, but that the courses included in the programmes were inconsistent in content with the course contents announced by the Board of Higher Education (YÖK). Besides, it was also found that even though the names of some of the courses were included in the undergraduate programmes, their contents were not taught, and that some of the courses declared by the Board of Higher Education were not included in the pedagogy courses in the undergraduate programmes.

**Keywords:** Gazi University, Education Faculty, Curriculum Programme.

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## **Bologna Sürecinde Türkiye’deki Öğretmen Yetiştirme Lisans Programlarının İçerik Açısından Değerlendirilmesi**

### **ÖZ**

Avrupa Birliği’ne üye olan kırk yedi ülke tarafından 2010 yılında kurulan ve onlar tarafından sürdürülen Bologna Süreci, Avrupa Yüksek Öğretim için bir çerçeve yaratmayı amaçlamaktadır. Bologna Süreci’nde Avrupa Birliği’ne üye ülkelerin eğitim sistemlerinde ortak bir uygulamaya dönüştürülmesi gerektiği vurgulanmaktadır. Bu süreçte ana hedef, çeşitlilik ve homojenlik arasında dengeyi sağlamaktır. Bu uygulamada yüksek öğretim sistemlerinin kendi özelliklerini koruyarak karşılaştırılabilir ve uyumlu bir yapıya sahip olması amaçlanmıştır.

Bu çalışmada; Bologna sürecinde Türkiye’de yükseköğretim düzeyinde Eğitim Bilimleri alanında yer alan öğretmen yetiştiren lisans eğitim programlarını, içerik boyutunda değerlendirmek amaçlanmıştır. Araştırmanın kapsamı, 2013-2014 akademik yılında Gazi Eğitim Fakültesi’ndeki sekiz bölüm ile bu bölümlerde verilen pedagojik derslerin içeriği ile sınırlıdır. Araştırmanın sınırlılığını, Gazi Üniversitesi Gazi Eğitim Fakültesi lisans programlarında okutulan öğretmenlik meslek bilgisi dersleri oluşturmaktadır. Araştırmada tarama modeli kullanılarak var olan durum ortaya koyulmaya çalışılmıştır. Bunun için ise doküman incelemesi yönteminden faydalanılmıştır. Yapılan araştırmayla, Gazi Eğitim Fakültesinde 8 ayrı akademik birimin anabilim dalında öğretmenlik meslek bilgisi adıyla çeşitli lisans programları okutulduğu ancak programlarda yer alan derslerin öncelikle içerikleri ile YÖK tarafından ilan edilen ders içerikleri arasında tutarsızlık olduğu sonucuna ulaşılmıştır. Bunun yanı sıra araştırmada; lisans programında bazı derslerin adı olmasına rağmen içeriklerinin bilinmediği, YÖK tarafından ilan edilen bazı derslerin, lisans programlarının öğretmenlik alan bilgisi dersleri arasında hiç yer almadığı sonuçlarına da ulaşılmıştır.

**Anahtar Sözcükler:** Gazi Üniversitesi, Eğitim Fakültesi, Eğitim Programları.

## **INTRODUCTION**

The Bologna process is a process of reform aiming to create European Higher Education Zone until the year 2010 which was formed by 47 membering countries and was sustained by them (<https://bologna.yok.gov.tr/?page=yazi&c=1&i=3> 02.10.2013 12:38). The process did not emerge all of a sudden. In terms of form, it was first based on a manifesto declared by the Ministers of Education of 29 European countries in 1999 in Bologna (Gümüő ve Kurul, 2011: 44-49). The basis of this manifesto was laid by Lisbon Agreement in 1997 and by Sorbonne proclamation in 1998. Lisbon Agreement was made for the purposes of inter-countries recognition of diplomas and degrees, increasing the power of competition, raising manpower needed by information society, developing vocational education, and of supporting lifelong learning (<http://conventions.coe.int/Treaty/en/Treaties/Html/165.htm>, 13.11.2013). Sorbonne proclamation, on the other hand, aims to make international comparisons in a common higher education zone and to achieve equivalence, and for these purposes it emphasises the need for a two-phase system consisting of undergraduate and post-graduate studies. ([http://www.bolognaberlin2003.de/pdf/Sorbonne\\_declaration.pdf](http://www.bolognaberlin2003.de/pdf/Sorbonne_declaration.pdf), 12.06.2011).

In the Bologna Process, it is stressed that the educational systems of the countries that are the members of the European Higher Education Zone should be transformed into a uniform system of education. The main target in this process is to achieve the balance between diversity and uniformity. What is intended to do is to make sure that the systems of higher education are comparable by preserving their properties and that they are made compatible. Thus, it will be facilitated for students and lecturers to move from one country or system of education into another; and in this way their mobility and employment will be increased (<https://bologna.yok.gov.tr/?page=yazi&c=1&i=3> 02.10.2013 12:38).

Indeed, this process, which involves all these objectives, is not binding. The process is just a formation in which each country participates on their free will, and the countries have the right to accept or not to accept the targets proposed by the Bologna Process. Turkey, on the other hand, made attempts to establish a new strategy for higher education in the 2000s, and meanwhile followed the Bologna Process closely. Turkey joined the process actively in 2001, and started activities to attain the following targets (<https://bologna.yok.gov.tr/?page=yazi&c=1&i=3> 02.10.2013 12:38):

1. Forming higher education diplomas and/or degrees which are easily understandable and mutually comparable (and in line with this aim, to develop the Diploma supplement),
2. Passing into a two-phase degree system composed of undergraduate and post graduate studies in higher education,
3. Applying the European System of Credit Transfer,
4. Assuring the mobility of students and lecturers, and to make it widespread,
5. Establishing the web of quality assurance systems in higher education, and make them widespread,

6. Developing the European dimension in higher education.

Activities were commenced in Turkey so as to achieve these goals. Activities performed are as in what follows (YÖK, 2007: 32-33):

- The regulation for Higher Education Institutions Student Councils and Higher Education Institutions National Student Council, which was prepared in relation to the establishment of national student councils which were to assure students' active participation in the process was put into effect on September 20 2005, with the promulgation in the official journal numbered 25.942.
- The regulation for Academic Evaluation and Quality Development in Higher Education Institutions prepared in order to regulate the principles regarding the activities on evaluating the educational and instructional activities of higher education institutions as well as their administrative services and developing their qualities, and confirming and recognising their levels of quality by means of independent "external evaluation" took effect by promulgation in the official journal numbered 25.942 on September 20 2005. The commission for Higher Education Academic Evaluation and Quality Development (YÖDEK) composed of nine members elected by inter-university board inaugurated in order to conduct and to coordinate the related activities. The commission was accepted into the common membership of the union with joint agreement reached in the plenary session of the ENQA on June 15 2007.
- Turkish Higher Education Qualifications Framework was accepted by voting on January 1, 2010.
- Lisbon Recognition Contract, which was signed by Turkey on December 1 2004, was approved by law dated 23.02.2003 and numbered 5463, and was put into effect on March 1 2007. In accordance with the 5 basic principles included in part III of the contract entitled "Basic Principles in Relation to the Evaluation of Diplomas", the required regulations were made in "the Regulation for the Equivalence of Higher Education Diplomas" in order to be considered in evaluating the applications for equivalence.
- The vice president of the Board of Higher Education was elected for the member of Bologna monitoring Group, as the official representative of Turkey in the Bologna Process.
- 12 Bologna experts were delegated.
- Financial support was provided for publicising the EU Educational Programmes and the Bologna Process within the country via the National Agency which was established within the body of State Planning Organisation in 2002, numerous publicity activities and sharing meetings were held.

- Erasmus offices were commenced in Universities, and student/lecturer mobility was started.
- The work for Diploma supplement and ECTS was completed and the Diploma supplement and ECTS implementation were made obligatory in all the universities in Turkey at the end of 2005-2006 academic year with the decision made by YÖK general meeting on March 11 2005. Having made the ECTS obligatory at the end of the 2005-2006 academic year, undergraduate programmes for teacher training were also rearranged in faculties of education.

This last item, which is also among the topics of other research studies, was the departure point in this current study; because some problems were apparent in the contents of some pedagogical courses offered in 8 departments of Gazi University. Therefore, it was considered important to evaluate the teaching-related courses offered in the undergraduate programmes of Gazi Faculty of Education in terms of their content, and thus this research was designed. In line with our purposes, the purpose of the research, its restrictions and research method are described below under the heading of methodology.

## **METHODOLOGY**

### **Aim of the Research**

This research aims at evaluating the courses related to the practice of teaching profession offered in the undergraduate programmes of Gazi Faculty of Education of Gazi University in 2013-2014 academic year in terms of their content.

### **Restrictions**

The scope of the research is restricted to the 8 departments and the sections in Gazi Faculty of Education and to the contents of the pedagogical courses offered in the undergraduate programmes of those departments in the 2013-2014 academic year.

### **Method**

Since the aim was to exhibit the existing situation as it was in the research, descriptive method was chosen as the most appropriate method. The data were obtained through document review, in line with the research purpose. The original sources were used in answering the problem because they were considered to be more accurate as the primary source. Thus, care was taken to attain the validity of the data obtained. Besides, efforts were made to achieve the data reliability by using more than one source.

Description, which is used in historical research, was employed in the analysis of the data. As description explained historical phenomenon, this method was

chosen. The results obtained from the data were presented according to years in a consecutive manner, and the draft was revised over and over again throughout the research. Thus, the research was built. The data obtained in this way are compatible with the research method.

## FINDINGS AND INTERPRETATION

There are 8 academic units (departments) offering undergraduate education under the roof of Gazi Faculty of Education in Gazi University. The sections in these departments are shown in the table below.

**Table 1.** The academic units in Gazi Faculty of Education

The Academic Units in Gazi Faculty of Education							
1.Department of Computer and Teaching Technologies	2.Department of elementary school education	3.Department of Turkish Education	4.Department of foreign languages education	5.Department of fine arts education	6.Department of special education	7.Department of secondary school science and mathematics education	8.Department of secondary school social fields education
	Section of Pre-school education		Section of English language education	Section of music education	Section of mentally retarded people's education	Section of mathematic education	Section of history education
	Section of elementary school teaching		Section of German language education	Section of arts education	Section of visually impaired people's education	Section of physics education	Section of geography education
	Section of science teaching		Section of French language education			Section of chemistry education	Section of philosophy group education
	Section of mathematics education		Section of Arabic language education			Section of biology education	Section of Turkish language and literature education
	Section of social studies education						

<http://gef.gazi.edu.tr/posts/view/title/akademik-birimler-24364> 25/07/2013

The teaching-related courses and their contents declared by the Board of Higher Education (YÖK) with the MB course code for the fields listed in Table 1 are as in the following:

**Table 2.** The contents for the YÖK-declared undergraduate course curricula

<b>Course</b>	<b>Content</b>
Introduction to Educational Sciences	The basic concepts of education, the relations of education with other sciences and its functions (the philosophical, social, legal, psychological, economic and political foundations of education), historical development of educational science, trends in the science of education in the 21st century, research techniques in the science of education, the structure and properties of Turkish system of national education, teachers' role in the system of education, the properties of teaching profession, practices and developments in the field of teacher training.
Educational Psychology	Education-psychology relations, the definition of educational psychology and its functions, basic concepts of learning and development, developmental properties (physical, cognitive, emotional, social and moral development), factors influencing learning, theories of learning, reflections of learning theories into teaching processes, effective learning, factors influencing learning (motivation, individual factors, group dynamics, and the effects of these factors on the in-class teaching process).
Psychology of Learning	Basic concepts and principles of learning, factors influential in learning, theories of learning, methods and techniques of effective learning.
Principles and Methods of Teaching	Basic concepts of teaching, principles of learning and teaching, the importance of planned working in teaching and its benefits, planning the teaching (unit based annual plan, daily plan and sample activities), learning and teaching strategies, methods and techniques of teaching, their relations with practice teaching aids, teachers' duties and responsibilities in increasing the quality of teaching services, teacher competence.
Teaching Technologies and Materials Design	Concepts of teaching technologies, properties of various teaching technologies, the place of teaching technologies in the teaching process and their use, determining the technological needs of the school or of the classroom, performing the planning of appropriate technology and conducting it, developing two and three-dimensional teaching materials via teaching technologies (worksheets, designing activities, OHP slides, visual media such as VCDs and DVDs, computer-based materials), examining educational software, evaluating the teaching aids and materials of various properties, the internet and distance education, principles of visual design, research on the effectiveness of teaching materials, the status of using educational Technologies in Turkey and in the globe.
Measurement and Evaluation	The place and importance of measurement and evaluation in education, basic concepts of measurement and evaluation, properties that measurement tools should carry (reliability, validity, usefulness), measurement tools used in education and their properties, tools based on traditional approaches (written examinations, short-answer tests, true-false type tests, multiple-choice tests, matching tests, oral examinations, homework), tools for recognising students from multiple perspectives (observations, performance evaluation, student product file, research paper, research projects, peer evaluation, self-evaluation, attitude scales), basic statistical operations done for measurement results, evaluating the learning outputs, giving marks, developing measurement tools related to the field.
Classroom Management	Basic concepts of classroom management, in-class communication and interaction, definition of classroom management, differences of the concept of classroom management from establishing the discipline in the classroom and its properties, in-class and out of the class factors influencing the classroom environment, models of classroom management, setting rules in the classroom and enforcing them, arranging the classroom physically, management of the undesired behaviours in the classroom, management of time in the classroom, classroom organisation, forming a classroom environment suitable for learning (examples and recommendations).

Guidance	Basic concepts, student personality services, the place of psychological counseling and guidance in those services, the principles of guidance, its development, varieties of psychological counseling and guidance, services, techniques, organisation and staff, new developments in the field, techniques of recognising the students, guide-teacher cooperation, guidance tasks to be fulfilled by teachers,
School Experience	Observing one day of a teacher and a student at school, observing how a teacher arranges a lesson while teaching it, into what phases he divides the lesson, how he applies the methods and techniques of teaching, what types of activities he employs, what he does for managing the the lesson and for the control of the classroom, how he terminates the lesson and how he evaluates students' work, examining the structure of the school, how the school director performs his duty and the relations of the school with the society in which it is available, preparing portfolios reflecting the school experience.
Teaching Practice I	Identifying the things to do in one day in the school of practice teaching, preparing one-day plan (preparing the environment, materials and measurement tools required by the plan), implementing the plan prepared and some of the activities in the plan, preparing a plan of managing the undesired behaviours in a student, implementing and evaluating it, completing a self-evaluation report about the implementation, preparing portfolios.
Teaching Practice II	Preparing a daily plan each week, implementing it, evaluation of the implementation by the school teacher, the lecturer, and the student doing the implementaiton, making the corrections accordingly, and re-implementation, preparing portfolios.
Turkish System of Education and School Management	The goals and basic principles of Turkish system of education, legal regulations concerning education, the structure of Turkish educational system, theories and processes of management, school organisation and administration, work related to staff, students, teaching and business management in school administration, social participation in schools.
Special Education	Definition of special education, basic principles in special education, causes of disability, the importance of early diagnosis and therapy, diachronic approach to looking at a disability, the properties and education of children with mental, hearing, seeing, physical disabilities, language and communication disorders, chronic illnesses, learning difficulty, attention deficit and hyperactivity disorders, and of autistic and gifted children, the education of children developing differently through games, responses observed in the families of children with special educational needs, the status of special education in our country, the institutions and organisations established for these purposes.
Special Teaching Methods I	Special concepts of the field and their relations with domain teaching, the legal bases of the field- mainly the Constitution and the basic law of national education-, the general goals of field education, the methods, techniques, aids and materials used, studying the relevant elementary education curriculum (goals, gains, themes, units, activities, etc), examining the samples of textbooks, students' books, teachers' boks and workbooks, and evaluating them.
Curriculum Deveopment	Basic concepts, the theoretical foundations of curriculum deveopment (historical, philosophical, psychological and social foundations), curriculum design and models, the process of curriculum development (planning, preparing a design, trial-evaluation, bringing continuity into the curriculum), new trends in curricula (effective learning, multiple intelligences, cooperative learning, life-long learning, constructivism, creative thinking, etc).
Comparative Education	Studying the educational systems of differing countries from various perspectives, analysing the cases related to the teaching of a special field in those countries, comparing the educational systems of those countries with each other and with our system.



Courses in Table 2 are offered in undergraduate programmes of almost all of the departments. Some other teaching-related courses taught may differ according to departments/sections. The differences may be in the form of opening a course under a new name or in the form of new courses formed by additions to the standard names of the courses. The state is shown in the table below.

**Table 3.** Differences in the terms of the content

Course Name	Content is not Given	Content is Different	The Course is not included in the Programme
<b>Introduction to Educational Sciences</b>	<ul style="list-style-type: none"> <li>•Department of Turkish Education</li> <li>•Department of foreign languages education Section of German language education</li> <li>•Department of fine arts education Section of music education Section of arts education</li> <li>•Department of special education Section of mentally retarded people's education Section of visually impaired people's education</li> <li>•Department of secondary school science and mathematics education Section of mathematics education</li> <li>•Department of secondary school social fields education Section of history education Section of geography education</li> </ul>		
<b>Educational Psychology</b>	<ul style="list-style-type: none"> <li>•Department of Computer and Teaching Technologies</li> <li>•Department of Turkish Education</li> <li>•Department of foreign languages education Section of German language education Section of Arabic language education</li> <li>•Department of fine arts education Section of music education Section of arts education</li> <li>•Department of special education Section of mentally retarded people's education Section of visually impaired people's education</li> </ul>		<ul style="list-style-type: none"> <li>•Department of secondary school science and mathematics education Section of mathematics education Section of physics education Section of chemistry education Section of biology education</li> <li>•Department of secondary school social fields education Section of history education Section of geography education Section of philosophy group education Section of Turkish language and literature education</li> </ul>
<b>Psychology of Learning</b>	<ul style="list-style-type: none"> <li>•Department of elementary school education Section of elementary school teaching Section of science teaching</li> <li>•Department of fine arts education Section of arts education</li> </ul>		<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of elementary school education Section of Pre-school education Section of elementary school teaching Section of science teaching Section of mathematics education Section of social studies education</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education Section of English language education Section of German language education Section of Arabic language education</li> </ul>

			<ul style="list-style-type: none"> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>Section of visually impaired people's education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of mathematics education</li> <li>Section of physics education</li> <li>Section of chemistry education</li> <li>Section of biology education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> <li>Section of philosophy group education</li> <li>Section of Turkish language and literature education</li> </ul>
<b>Principles and Methods of Teaching</b>	<ul style="list-style-type: none"> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>Section of visually impaired people's education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of elementary school education</li> <li>Section of social studies education</li> <li>• Department of foreign languages education</li> <li>Section of Arabic language education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of special education</li> <li>Section of visually impaired people's education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of mathematics education</li> <li>Section of physics education</li> <li>Section of chemistry education</li> <li>Section of biology education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> <li>Section of philosophy group education</li> <li>Section of Turkish language and literature education</li> </ul>
<b>Teaching Technologies and Materials Design</b>	<ul style="list-style-type: none"> <li>• Department of foreign languages education</li> <li>Section of Arabic language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>Section of visually impaired people's education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> <li>Section of philosophy group education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of elementary school education</li> <li>Section of elementary school teaching</li> <li>Section of social studies education</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of physics education</li> <li>Section of chemistry education</li> <li>Section of biology education</li> <li>• Department of secondary school social fields education</li> <li>Section of Turkish language and literature education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of secondary school science and mathematics education</li> <li>Section of mathematics</li> </ul>
<b>Measurement and Evaluation</b>	<ul style="list-style-type: none"> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>Section of Arabic language education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of secondary school science and mathematics education</li> <li>Section of physics education</li> <li>Section of chemistry education</li> <li>• Department of secondary school social fields education</li> <li>Section of Turkish language and literature education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> </ul>

	<ul style="list-style-type: none"> <li>• Department of fine arts education Section of music education Section of arts education</li> <li>• Department of special education Section of mentally retarded people's education Section of visually impaired people's education</li> <li>• Department of secondary school science and mathematics education Section of biology education</li> <li>• Department of secondary school social fields education Section of history education Section of geography education Section of philosophy group education Section of Turkish language and literature education</li> </ul>		
<b>Classroom Management</b>	<ul style="list-style-type: none"> <li>• Department of elementary school education Section of Pre-school education</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education Section of German language education</li> <li>• Department of fine arts education Section of music education Section of arts education</li> <li>• Department of special education Section of visually impaired people's education</li> <li>• Department of secondary school social fields education Section of history education Section of geography education Section of philosophy group education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of special education Section of mentally retarded people's education</li> <li>• Department of secondary school science and mathematics education Section of chemistry education</li> </ul>	
<b>Guidance</b>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education Section of German language education Section of Arabic language education</li> <li>• Department of fine arts education Section of music education Section of arts education</li> <li>• Department of special education Section of mentally retarded people's education Section of visually impaired people's education</li> <li>• Department of secondary school social fields education Section of history education Section of geography education Section of philosophy group education</li> </ul>		
<b>School Experience</b>	<ul style="list-style-type: none"> <li>• Department of elementary school education Section of Pre-school education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Turkish Education</li> <li>• Department of special education Section of mentally retarded people's education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of foreign languages education Section of English language education</li> </ul>

	<ul style="list-style-type: none"> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>Section of Arabic language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> <li>• Department of special education</li> <li>Section of visually impaired people's education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of secondary school social fields education</li> <li>Section of geography education</li> <li>Section of philosophy group education</li> </ul>	
<b>Teaching Practice I</b>	<ul style="list-style-type: none"> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education</li> <li>Section of Arabic language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> <li>• Department of special education</li> <li>Section of visually impaired people's education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of philosophy group education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of elementary school education</li> <li>Section of Pre-school education</li> <li>Section of elementary school teaching</li> <li>Section of science teaching</li> <li>Section of mathematics education</li> <li>Section of social studies education</li> <li>• Department of foreign languages education</li> <li>Section of English language education</li> <li>Section of German language education</li> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of chemistry education</li> <li>Section of biology education</li> <li>• Department of secondary school social fields education</li> <li>Section of geography education</li> <li>Section of Turkish language and literature education</li> </ul>	
<b>Teaching Practice II</b>	<ul style="list-style-type: none"> <li>• Department of special education</li> <li>Section of visually impaired people's education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of elementary school education</li> <li>Section of science teaching</li> <li>Section of social studies education</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education</li> <li>Section of English language education</li> <li>Section of German language education</li> <li>Section of French language education</li> <li>Section of Arabic language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of mathematics education</li> <li>Section of physics education</li> <li>Section of chemistry education</li> <li>Section of biology education</li> </ul>

			<ul style="list-style-type: none"> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> <li>Section of philosophy group education</li> <li>Section of Turkish language and literature education</li> </ul>
<p><b>Turkish System of Education and School Management</b></p>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>Section of visually impaired people's education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of biology education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> <li>Section of philosophy group education</li> </ul>		<ul style="list-style-type: none"> <li>• Department of foreign languages education</li> <li>Section of German language education</li> </ul>
<p><b>Special Education</b></p>	<ul style="list-style-type: none"> <li>• Department of foreign languages education</li> <li>Section of Arabic language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> <li>• Department of special education</li> <li>Section of visually impaired people's education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of elementary school education</li> <li>Section of Pre-school education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Turkish Education</li> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>Section of French language education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of mathematics education</li> <li>Section of physics education</li> <li>Section of chemistry education</li> <li>Section of biology education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> <li>Section of philosophy group education</li> <li>Section of Turkish language and literature education</li> </ul>
<p><b>Special Teaching Methods I</b></p>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of elementary school education</li> <li>Section of Pre-school education</li> <li>Section of social studies education</li> <li>• Department of Turkish Education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>• Department of secondary school social fields education</li> <li>Section of Turkish language and literature education</li> </ul>

	<ul style="list-style-type: none"> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of foreign languages education</li> <li>Section of English language education</li> <li>Section of Arabic language education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of mathematics education</li> <li>Section of physics education</li> <li>Section of chemistry education</li> <li>Section of biology education</li> <li>• Department of secondary school social fields education</li> <li>Section of philosophy group education</li> </ul>	
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Department of special education</li> <li>Section of visually impaired people's education</li> <li>• Department of secondary school social fields education</li> <li>Section of history education</li> <li>Section of geography education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of elementary school education</li> <li>Section of social studies education</li> <li>• Department of secondary school social fields education</li> <li>Section of philosophy group education</li> <li>Section of Turkish language and literature education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of elementary school education</li> <li>Section of Pre-school education</li> <li>Section of elementary school teaching</li> <li>Section of science teaching</li> <li>Section of mathematics education</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education</li> <li>Section of English language education</li> <li>Section of German language education</li> <li>Section of French language education</li> <li>Section of Arabic language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> <li>• Department of special education</li> <li>Section of mentally retarded people's education</li> <li>• Department of secondary school science and mathematics education</li> <li>Section of biology education</li> </ul>
<b>Comparative Education</b>	<ul style="list-style-type: none"> <li>• Department of foreign languages education</li> <li>Section of Arabic language education</li> </ul>		<ul style="list-style-type: none"> <li>• Department of Computer and Teaching Technologies</li> <li>• Department of elementary school education</li> <li>Section of Pre-school education</li> <li>Section of elementary school teaching</li> <li>Section of science teaching</li> <li>Section of mathematics education</li> <li>Section of social studies education</li> <li>• Department of Turkish Education</li> <li>• Department of foreign languages education</li> <li>Section of German language education</li> <li>Section of French language education</li> <li>• Department of fine arts education</li> <li>Section of music education</li> <li>Section of arts education</li> </ul>

			<ul style="list-style-type: none"> <li>• Department of special education Section of mentally retarded people's education Section of visually impaired people's education</li> <li>• Department of secondary school science and mathematics education Section of mathematics education Section of physics education Section of chemistry education Section of biology education</li> <li>• Department of secondary school social fields education Section of history education Section of geography education Section of philosophy group education Section of Turkish language and literature education</li> </ul>
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On examining the Table above, it will be found that the contents of the pedagogical courses for which the names and contents are declared are presented with different contents in the 8 departments of Gazi Faculty of Education, the content is not explained although the course name is available, or that such a course is not included in the programme. It was found mostly in the sections of the 8 departments that the courses of curriculum development, Educational Psychology and Psychology of Learning, Principles and Methods of Teaching, Teaching Practice II, Special Education, and Comparative education were not available.

Another finding of importance was that the contents of some of those courses which had been declared by the Board of Higher Education were not explained although they were included in the programme of the departments/sections. This was true for all of the departments in terms of differing courses. For instance, it was found that the content of the course Educational Sciences was not explained in the sections of Turkish language education, German language education, fine arts education, music education, arts education, mentally retarded people's education, visually impaired people's education, mathematics education, history education, and geography education. Thus, it was impossible to compare the contents of those courses with the ones declared by the Board of Higher Education, and the situation was found to be contrary to the conception of forming European Higher Education Zone.

Another point remarkable in evaluating the contents available in the programmes was that the course contents were contradictory to the ones declared by the Board of Higher Education. This was true for all the courses apart from four courses (Introduction to Educational Sciences, Educational Psychology, Psychology of Learning, Turkish System of Education, and School Management and Comparative Education) in different departments. That this case was not experienced in the four courses could be explained by the fact that they had not been included in the programmes of most of the departments. This was the most striking finding of the current research because such a dilemma was the evidence showing that education was conducted with differing topics and applications in pedagogical courses. With such an application, the course content was left to the lecturers' choice. Yet,

teaching profession is too valuable to leave it to the teachers' choice. Furthermore, such arbitrary programmes applied are lacking in goals, contents, teaching-learning process, and in the elements of evaluation; and are not subject to any supervision. One of the major reasons for having certain standard in those YÖK-declared courses is to prevent people of other fields to teach those courses. However, differing course contents and also the same content written for each week had made it obvious that those courses were not taught by field experts; because teachers who have taken courses related to teaching know that they cannot offer the content arbitrarily, that the course should be taught in a certain format and in accordance with the purpose, that the curricula applied are responsible for the goals, contents, the teaching-learning process and evaluation.

In this case, it may be said that the goals of the Bologna Process, which was signed for the purposes of forming a common higher education zone and international competitiveness, cannot be achieved. Yet, international universities raising teachers need to be similar in terms of curricula so that international student mobility could be achieved. Only in this way can free movement in higher education and competitiveness, which are considered to be an international public service in the intended common higher education zone, be attained.

## CONCLUSION

Through this research it was concluded that various courses are offered under the name of teaching practice knowledge in the sections of the 8 different departments of Gazi Faculty of Education but that the courses in the programmes were inconsistent in content with each other and with the contents declared by the Board of Higher Education. The inconsistencies are summarized below:

- 1) Even though the names are available for some courses in the undergraduate programmes, their contents are not described.
- 2) The contents described in relation to some of the courses in the undergraduate programmes are different from those declared by the Board of Higher Education.
- 3) Some of the courses declared by the Board of Higher Education are not included in the undergraduate programmes as pedagogical courses.
- 4) Continuation of this case is a considerable obstacle in front of international student movement.

## RECOMMENDATIONS

In line with the research findings, the following recommendations may be made:

- 1) One of the objectives available in the Bologna Declaration is to make the systems of higher education mutually compatible. In order to achieve this



objective, a standard should be set in the contents of teaching-related courses in the undergraduate programmes of teacher training institutions.

- 2) Such courses which are not available in the undergraduate programmes of some departments should be included in the programmes; the content should be presented by the lecturers of the field without permitting any arbitrariness.
- 3) A comparison should be made by examining the undergraduate programmes of teacher training institutions in different countries, and international movement should be turned into an international public service.

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