

Reflections of Prospective Teachers Regarding Case-Based Learning

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Abstract

The growing interest toward case-based learning for teacher education can be attributed to the inherent potential of cases in terms of providing prospective teachers with opportunities to engage in analyzing and solving realistic teaching cases and to apply what they learned in classes to solve these practical teaching issues. The objective of this research is to determine the perceptions of prospective teachers toward case-based learning in a teaching methods course. Participants of the current study were 38 prospective teachers (17 males and 21 females) attending the third year of a computer education and instructional technology department in Turkey. In the present study, qualitative research methods were utilized to explore prospective teachers' perceptions regarding case based learning. Semi-structured interviews were conducted with participating teacher candidates and to analyze and interpret the data content analysis and concordance method were exploited. The results suggest that in general the cases provided a valued opportunity to engage developing teachers in solving real life problems that tend to occur in actual teaching. The other evidences emerged from the study suggest that cases can help prospective teachers be prepared for their early teaching experiences in real classrooms by improving their understandings of how to respond to actual problems they will encounter in their fields and how to apply what they learned in classes to solve practical teaching issues. Suggestions were made for further research.

Keywords: *Case-based learning; teacher education; problem solving; qualitative analysis.*