Qualities of Ideal Teacher Educators

İdeal Öğretmen Eğitimcilerinde Bulunması Gereken Nitelikler

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Abstract

Generally, the relationship between the teacher educators' qualities and the quality of teacher education has not been discussed extensively in the literature. At the same time, various studies can be found in the eastern literature examining the characteristics of faculty members at the education faculties. The effect of teacher educators over teacher candidates has not been explored, and in this sense, there is limited number of studies examining faculty members at education faculties in Turkey. Mostly employing quantitative research designs, these studies have focused on faculty members in terms of various characteristics However, which qualities that faculty members should have as a whole have not been studied. However, faculty members, as well as teachers who are a matter of debate in terms of the qualities they are supposed to have should be examined in research studies. In this context, this study aims to identify the qualities that an ideal teacher educator should have from the perspective of education faculty students as future teachers. The current research is a qualitative study in phenomenology design. The participants of the study are third and fourth year 214 pre-service teachers from the departments of Science and Technology Teaching, Pre-School Teacher Education, Classroom Teacher Education, Social Studies Teaching and Turkish Language Teaching. Criterion sampling was used for participant selection. The data gathering tool consisted of an open-ended question that would reveal the qualities that an ideal teacher educator should have based on teacher candidates' views. Junior and senior teacher candidates' views were asked and the data were analyzed according to content analysis approach. As a result, the qualities that an ideal teacher educator should have been gathered under five main themes including 'professional roles and responsibilities, professional values, personal characteristics, professional ethic principles and social responsibilities'.

Keywords: Ideal teacher educator, teacher candidates, qualities of teacher

Öz

Dünyada öğretmen eğitimcilerinin niteliği ile öğretmen yetiştirmenin kalitesi arasındaki ilişki yeterli düzeyde tartışılmamaktadır. Bununla birlikte, Batı alan yazınında eğitim fakültelerindeki öğretim üyelerinin özelliklerini inceleyen çeşitli araştırmalara rastlanmaktadır. Öğretmen eğitimcilerinin öğretmen adayları üzerindeki etkilerinin bilinmediği Türkiye'de ise eğitim fakültelerindeki öğretim elemanlarıyla ilgili sınırlı sayıda araştırma bulunmaktadır. Çoğu nicel araştırma yaklaşımıyla desenlenen bu çalışmalarda, öğretmen eğitimcilerinin bazı özellikleri açısından değerlendirildikleri dikkat çekmektedir. Öğretmen eğitimcilerinin, bir bütün olarak hangi özelliklere sahip olmaları gerektiği ise araştırma konusu olmamıştır. Oysa sahip olması gereken özellikler açısından sürekli tartışma konusu olan öğretmenler kadar öğretmen eğitimcileri de araştırma konusu olmalıdır. Bu gerekçeden hareketle araştırmada, geleceğin öğretmenleri olan eğitim fakültesi öğrencilerinin bakış açısıyla ideal bir öğretim üyesinin sahip olması gereken niteliklerin belirlenmesi amaçlanmıştır. Araştırma, olgu bilim (fenomonoloji) deseninde nitel bir araştırmadır. Araştırmanın katılımcılarını, Fen ve Teknoloji Öğretmenliği, Okulöncesi Öğretmenliği, Sınıf Öğretmenliği, Sosyal Bilgiler Öğretmenliği ve Türkçe Öğretmenliği programlarında, üçüncü ve dördüncü sınıflarda öğrenim gören toplam 214 öğretmen adayı oluşturmaktadır. Araştırma verileri, yapılandırılmış görüşme tekniklerinden açık uçlu anket ile (29 Nisan-18 Mayıs 2013) toplanmıştır. Araştırmada elde edilen veriler, NVivo8.0. Paket Programı kullanılarak içerik analizi yaklaşımına göre analiz edilmiştir. Araştırmada öğretmen adaylarının görüşleri doğrultusunda ideal öğretim üyesinde bulunması gereken nitelikler "mesleki rol ve sorumluluklar, mesleki değerler, kişisel özellikler, mesleki etik ilkeler ve toplumsal sorumluluk" olmak üzere beş ana tema altında toplanmıştır. Öğretmen adaylarının ideal bir öğretim üyesinde bulunması gereken nitelikler arasında en çok vurgu yaptıkları nitelik "mesleki rol ve sorumluluklar" iken; en az vurgu yaptıkları nitelik ise "toplumsal sorumluluklar" olmuştur.

Anahtar Sözcükler: İdeal öğretmen eğitimcisi, öğretmen adayları, öğretmen eğitimcisinin nitelikleri

Introduction

One of the objectives of educational institutions is to train individuals who have qualities to meet the demands of the developing world, society, science and technology. Teachers' quality, how they conduct teaching, their changing roles and responsibilities in the training of such individuals (Ingersoll, 2008) point to the importance of teacher education in this respect. There are lots of variables that directly and indirectly affect the quality of teacher education. Teacher education programs, teacher candidates' characteristics when they enter the programs, the educational context of education faculties and teaching practicum schools are among the variables that directly affect teacher education. Another variable that directly affects teacher education and puts the aforementioned variables into force is faculty members (Yıldırım, 2013).

There are many definitions and taxonomies related to faculty members' roles, responsibilities, objectives and qualities. For instance, Aydın, Demirkasımoğlu and Alkın (2011) point out that faculty members as scientists should contribute to examination and openly dissemination of information, training of life-long learners as teachers, effective implementation of public services with their discipline-specific knowledge and skills as professionals, development of society's ideology as intellectuals, and functioning of the democratic system and values as responsible citizens. Erdem (2008) and Örnek-Büken (2006) describe three primary objectives of faculty members as teaching/training professionals, conducting scientific research, and providing public services. Similarly, Francis (2006 as quoted in Osinski and Hernández, 2013) emphasized that for excellence in university teaching, faculty members should have personal, discipline-specific and educational qualities.

Considering that students take faculty members as role models (Griffiths, Thompson and Hryniewicz 2014; Smith 2011; Timmerman 2009; Swennen, Lunenberg & Korthagen, 2008), teacher educator faculty members' characteristics can be different from those in other areas in a sense that they train future teachers and shape the future generations. The reason is that besides teaching and providing guidance to teacher candidates, supporting their development and contributing their process of becoming qualified teachers (Koster, Brekelmans, Korthagen & Wubbels, 2005), teacher educators should set examples with their professional roles, responsibilities and personal characteristics as well as their professional values and ethical obligations. In other words, teaching teacher candidates both knowledge and professional ethics through teacher education programs (Özden, 2000) depends on teacher educators' cognitive and affective characteristics. The fact that teacher qualities explain 40% of the variation in student success (Darling-Hammond & Ball 1998 as quoted cited in Ün-Açıkgöz, 2000) highlights ideal teacher educators' having such qualities and setting examples for teacher candidates.

While various studies can be found in the western literature examining the characteristics of faculty members at education faculties (Childs 2013; Goodwin & Kosnik 2013; Helterbran 2008; Koster, Brekelmans, Korthagen & Wubbels, 2005; Smith 2011; Snoek, Swennen & Klink 2011; Turturean 2013), the relationship between the teacher educators' qualities and the quality of teacher education has not been discussed extensively in the literature (Öztürk, 2001). The effect of teacher educators over teacher candidates has not been explored (Yıldırım 2013), and there is limited number of studies examining faculty members at

education faculties in Turkey. Mostly employing quantitative research designs, these studies (Aslan & Yakar, 2011; Aydın, Demirkasımoğlu & Alkın, 2012; Bayram, 1992; Deryakulu 1992; Ergün, Duman, Kıncal & Arıbaş, 1999; Kavak, 1986; Keçeci & Taşocak, 2009; Kumral, 2009; Oğuz, 2009; Oktar & Yazçayır, 2008; Saylan & Uyangör, 1998; Taş, 2009; Yüksel, 2002) have focused on teacher educators in terms of various characteristics (e.g. feedback and correction behaviors, teaching qualities, effective or ideal teacher characteristics, competencies, communication skills, academic ethics). However, the qualities that teacher educators should possess have not been studied. Besides teachers, who are a matter of debate in terms of the qualities they are supposed to have (Saylan and Uyangör, 1998; Senemoğlu, 2001), teacher educators should be examined in research studies. The present study aims to identify the qualities that an ideal teacher educator should have from the perspective of education faculty students as future teachers. The study is expected to contribute to the development of teacher educators who train the teachers of the information society.

Method

Design

Aiming to identify the qualities of an ideal teacher educator using pre-service teachers' views, this study is a qualitative study in phenomenological design. Phenomenology is interested in actual experiences (Merriam, 2009). Phenomenology aims to elicit individuals' experiences and perceptions related to a phenomenon and the meanings they attach to them (Yıldırım & Şimşek, 2008). Within the current study, as the aim is to determine the characteristics to be possessed by teacher educators on the basis of the opinions of the pre-service teachers, this design is preferred.

Participants

Criterion sampling was used for participant selection. The idea behind this sampling method is studying all the cases meeting a set of certain criteria (Yıldırım & Şimşek, 2008). Junior and senior teacher candidates' views were asked to identify the qualities of an ideal teacher educator as they (1) observed the teacher educators more and (2) had knowledge and awareness related to the educational sciences literature so that they would presume the qualities better. The characteristics of the participants are presented in Table 1.

Table 1

The Characteristics of the Participants

Variable	Level	n	%
Gender	Male	69	33
	Famale	143	67
	Total	212*	100
Grade level	Junior students (3rd year)	139	67
	Senior students (4th year)	69	33
	Total	208*	100
Department	Science and Technology Teaching	40	19
	Pre-School Teaching	38	18
	Elementary Teaching	41	20
	Social Studies Teaching	64	31
	Turkish Language Teaching	26	12
	Total	209*	100
Academic achievement	2.00-2.99	112	53
	3.00-4.00	100	47
	Total	212*	100

* Of the 214 participating students, 2 did not state their gender, 6 did not state their grade level, 5 did not state their department and 2 did not state their academic achievement.

As can be seen in Table 1, 33% of the participating 214 pre-service teachers were male and 67% were female; 67% were junior and 33% were senior students. 19% of the candidates studied Science and Technology Teaching, 18% Pre-School Teaching, 20% Elementary Teaching, 31% Social Studies Teaching, and 12% Turkish Language Teaching. 53% of the participants' academic achievement was between 2.00 and 2.99, and 47% between 3.00 and 4.00.

Data gathering

The data were gathered through an open-ended survey, one of the structured interview techniques (between April 29th and May 18th, 2013). After guaranteeing the permission of the pre-service teachers, the data were collected in the classroom environment. The data gathering tool consisted of an open-ended question that would reveal the qualities that an ideal teacher educator should have based on teacher candidates' views. The pre-service teachers were asked to provide written answer to the question "What are the characteristics of

an ideal teacher?" They were asked to response this question based on their personal observations and experience. They were also told that they could present their responses one by one in the form of separate items or in the form of composition. The data collection lasted for about 20 to 30 minutes.

Data analysis

The data were analyzed according to content analysis approach using NVivo 8.0 package program. In this process, the data were transferred to the program and read. Each of the qualities that an ideal teacher trainer should have written by the teacher candidates in the form of an essay was coded (the same qualities mentioned were gathered under the same code). 953 codes that were obtained were re-read, their similarities and differences were identified, the related codes were brought together and it was tried to find out what they conceptually meant, and they were combined into themes. The revealed themes were re-examined conceptually, the similarities and differences were determined, related themes were combined, and main themes were formed. These themes were supported with quotations.

Reliability and Validity Studies

In order to increase the reliability of the study, the number and characteristics of the participants are presented in detail and a detailed discussion of how the data were collected and analyzed is also presented.

Two strategies were determined to establish the transferability (external validity = generalizability) in the qualitative study. One of them is detailed description. The detailed description is the presentation of the raw data organized according to emerging concepts and themes without adding any comments to the data and by sticking to the nature of the data as much as possible to the reader (Yıldırım & Şimşek, 2008). Within the current study, how the data collection tools were developed, how the data were collected and how they were analyzed are presented in detail. While presenting the findings of the study, the data were directly presented without adding any comments and by abiding by their nature as much as possible; the themes and sub-themes emerging as a result of the analysis of the data were frequently supported with the excerpts. Another means of establishing transferability in a qualitative study is the use of purposeful sampling method. In the current study, in order to

establish the transferability, one of the purposeful sampling methods, criteria sampling was employed. In this way, both general and specific data were collected and this is believed to allow researchers looking at the same issue to understand diversity and variability in their own studies and compare them with the findings of the current study.

Computer-enhanced data analysis programs used in the analysis of qualitative data are viewed to be tools that can improve accountability (transparency). Moreover, such programs contribute to the validity of the study by making the researcher closer to the data; to the reliability by offering completeness and certainty in the analysis and to the generalizability by providing the possibility to cope with extensive samplings (Kuş, 2006). While analyzing the qualitative data in the current study, Nvivo 8.0 qualitative analysis package was used and thus, the reliability and validity of the study were attempted to be improved.

Another suggestion made by LeCompte and Goetz (1982) to enhance the reliability is to seek the help of another researcher for the findings to be confirmed (Yıldırım & Şimşek, 2008). In order to establish the consistency (internal reliability) of the data collected from the compositions written by the pre-service teachers, a second researcher examined each main theme, sub-theme and codes with related quotations. Then, two researchers negotiated for agreement in the controversial codes and themes. To enhance the reliability of the study, the revealed structure was presented to two other researchers who were both field and qualitative research experts, and they were asked to examine the appropriacy of this structure. In line with the views of the experts, the reliability of the study was calculated using the reliability formula (Reliability = Agreement / (Agreement + Disagreement) x 100) proposed by Miles and Huberman (1994). The calculation showed 86, 75% agreement. This rate is accepted as reliable as it is over 70% (Miles & Huberman 1994). As for the internal reliability, the research report was presented to a qualitative research expert. Based on the views and suggestions of the expert, necessary revisions were done in the report.

Results

The findings obtained as a result of the analysis of the teacher candidates' views related to the qualities that an ideal teacher educator should have are presented in Figure 1.
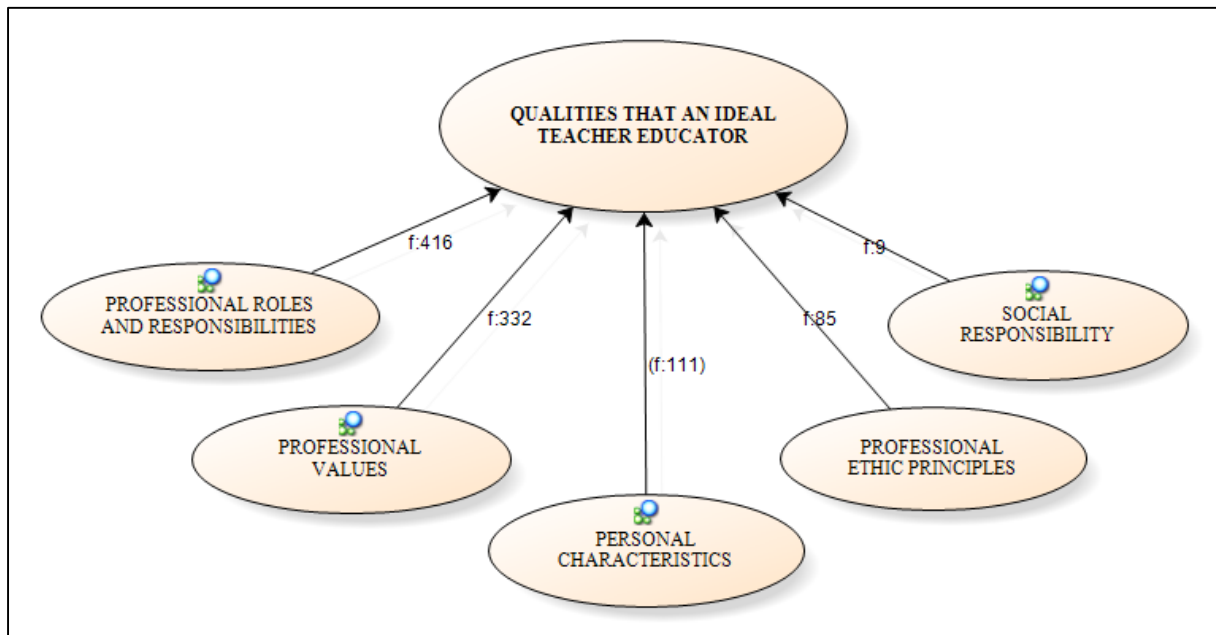
Figure 1. Qualities that an Ideal Teacher Educator Should Have.

As is seen in Figure 1, the teacher candidates' views on the qualities that an ideal teacher educator should have were gathered under five main themes including 'professional roles and responsibilities, professional values, personal characteristics, professional ethic principles and social responsibilities'. The figure shows that the teacher candidates indicated views mostly on professional roles and responsibilities, and least on social responsibilities. The sub-themes for the first main theme that is 'professional roles and responsibilities that an ideal teacher educator should perform' are presented in Figure 2.
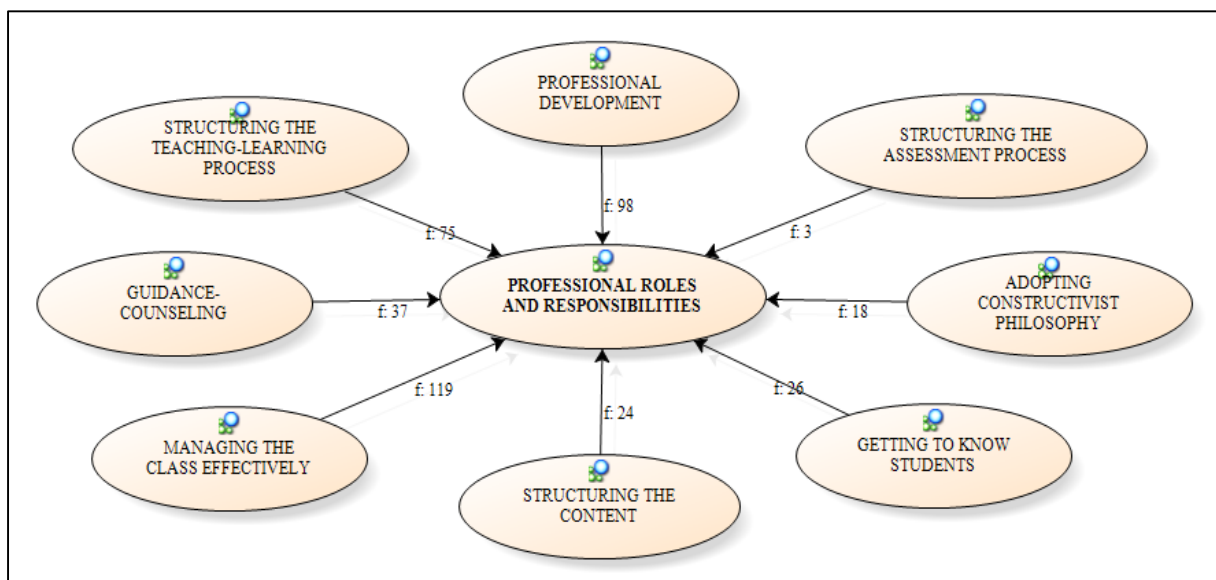

Figure 2. Professional Roles and Responsibilities that an Ideal
Teacher Educator Should Perform.

As seen in Figure 2, it was found out that an ideal teacher educator should perform such professional roles and responsibilities as 'managing the class effectively, professional development, structuring the teaching-learning process, guidance-counseling, getting to know students, structuring the content, adopting constructivist philosophy, and structuring the assessment process'.

The most emphasized professional role and responsibility is managing the class effectively. The teacher candidates mostly stated that an ideal teacher educator should have an effective communication with students (f:90) to manage the class effectively. A teacher educator with effective communication should be able to use Turkish (f:3) and body language (f:2) effectively, be careful about intonation and diction (f:7), have effective listening skills (f:7), be clear in their statements (f:6) and be friendly to students (f:27). Examples related to the teacher candidates' statements are given below:

> S112. *'He/she should see students as friends, not just a mechanism'*
> S152. *'He/she should be a good listener (even if the speaker is a student)'*
> S76. *'He/she should have an open and clear language'*

According to the teacher candidates, in order for an ideal teacher educator to manage the class effectively, he/she should have good communication skills, enable students to participate in the lesson (f:11), motivate students (f:7), use time efficiently (f:6) and create a free and democratic classroom environment (f:4). Examples related to the teacher candidates' statements are given below:

> S144. *'He/she should enhance long-term learning by enabling student participation'*
> S14. *'If we are talking about teacher educators, they should provide opportunities*
> *for students to discuss and express their ideas freely.'*
> S155. *'He/she should use the lesson time effectively'*

Another highlighted professional role and responsibility is professional development. According to the teacher candidates, an ideal teacher educator should be an expert in his/her field, and follow the developments in that area (f:28). Another point emphasized is that an ideal teacher educator should have knowledge related to pedagogical formation (f:17). Apart from these, the teacher candidates also stated that an ideal teacher educator should follow current events (f:7) and technology (f:5). Example statements are given below:

S17. *'He/she should have sufficient knowledge in their field.'*
S119. *'He/she should be educated in all respects, especially in educational sciences.'*
S122. *'He/she should not only have knowledge, but also be able to teach what he/she knows.'*

Another professional role and responsibility mentioned is structuring the teaching-learning process. Almost all of the teacher candidates mentioning this professional role and responsibility stated that an ideal teacher educator should use different strategies, methods and techniques to make students active (f:60). The candidates also asserted that an ideal teacher educator should guide students to think rather than memorize (f:8) and to research (f:2), teach how to learn (f:4) and use visuals in class (f:1). Example statements are given below:

S109. *'He/she should teach through discovery rather than traditional techniques.'*
S144. *'He/she should make the class interesting using different techniques.'*
S22. *'He/she should have unique techniques and show these techniques to students in practice and should not make the teaching boring, but rather make it fun, and motivate the students to attend the classes.'*

Another professional role and responsibility that an ideal teacher educator should perform as proposed by the teacher candidates is guidance and counseling. Most of the teacher candidates suggesting this professional role and responsibility stated that an ideal teacher educator should stay away from didactic and authoritarian acts, but be guiding and support students in any respect. Some of the teacher candidates thinking that an ideal teacher educator should be a guide to students indicated that he/she should spare time for students and chat with them outside the classroom (f:10). In this regard, a teacher candidate expressed that an ideal teacher educator should develop students' personality in a positive way, more than presenting them information. Examples for the teacher candidates' statements are given below:

S191. *'He/she should be guiding and helpful'*
S60 *'They should contribute to individuals' personality, rather than providing information'*
S166. *'He/she should definitely spend time with students other than that in the class.'*

Another professional role and responsibility that an ideal teacher educator should perform as proposed by the teacher candidates was getting to know students. According to the teacher candidates, an ideal teacher educator should respond to students' questions/problems considering their interests, attitudes and needs (f:11). Furthermore, he/she should know students' physical, cultural and cognitive characteristics, and form the teaching process taking individual differences into account (f: 8). According to three of the teacher candidates stating this professional role and responsibility, an ideal teacher educator should get to know his/her students and make them aware of themselves. Example statements are given below:

> S190. 'He/she is the one who conducts the lesson considering individual differences and in this process, delivers the content without damaging the individual and social space.'
> S29. *'He/she should reveal students' hidden strengths.'*
> S133. *'He/she should be supportive of students' becoming aware of themselves.'*

Another professional role and responsibility according to the candidates was structuring the content. An ideal teacher educator should structure the content using current events (f:10), different examples (f:5), personal experiences (f:4) and conceptual information (f:5). Below are examples for the teacher candidates' statements:

> S172. *'He/she should touch upon current events in the class and should be able to give examples, tell anecdotes depending on the subject.'*
> S50. *'He/she should not stick to presentation slides, but support the lesson with current events and examples from daily lives.'*
> S196. *'He/she should make the learning permanent through different examples.'*

Another professional role and responsibility that an ideal teacher educator should have was to structure the measurement and evaluation process. The teacher candidates stated that an ideal teacher educator should not ask questions about subjects which were not covered, pointing to the content validity of the exams in the assessment process. The teacher candidates also asserted that an ideal teacher educator should perform formative assessment and address students' deficiencies in this respect (f:1).

> S91. *'He/she should not push students too much, and ask questions about what he/she taught.'*
> S122. *'He/she should not make criticisms all the time, but address the deficiencies.'*

Yet another professional role and responsibility proposed by the teacher candidates was adopting constructivist philosophy, rather than the traditional understanding. Example statements are given below:

> S127. *'He/she should provide information by internalizing it.'*
> S7. *'He/she should not present information and make students memorize it, but help them construct information.'*
> S9. *'He/she should not be oppressive and direct students to rote learning.'*

There are also several sub-themes that could not be considered under the professional roles and responsibilities that an ideal teacher educator should perform according to the teacher candidates. One of these is taking care of students' problems (f:10) and helping students prepare for the KPSS (Public Staff Selection Examination) (f:2).

> S143. *'He/she should be concerned with his/her students, and should not turn them down if they have questions or problems.'*
> S205. *'He/she* should help students not only in cognitive aspects, but also affective aspects'.
> S184. *'He/she should make the exam questions in parallel with the KPSS and* the syllabus should be related to it as well.'

The sub-themes of the second main theme - the professional values that an ideal teacher educator should have - obtained from the teacher candidates' views are presented in Figure 3.
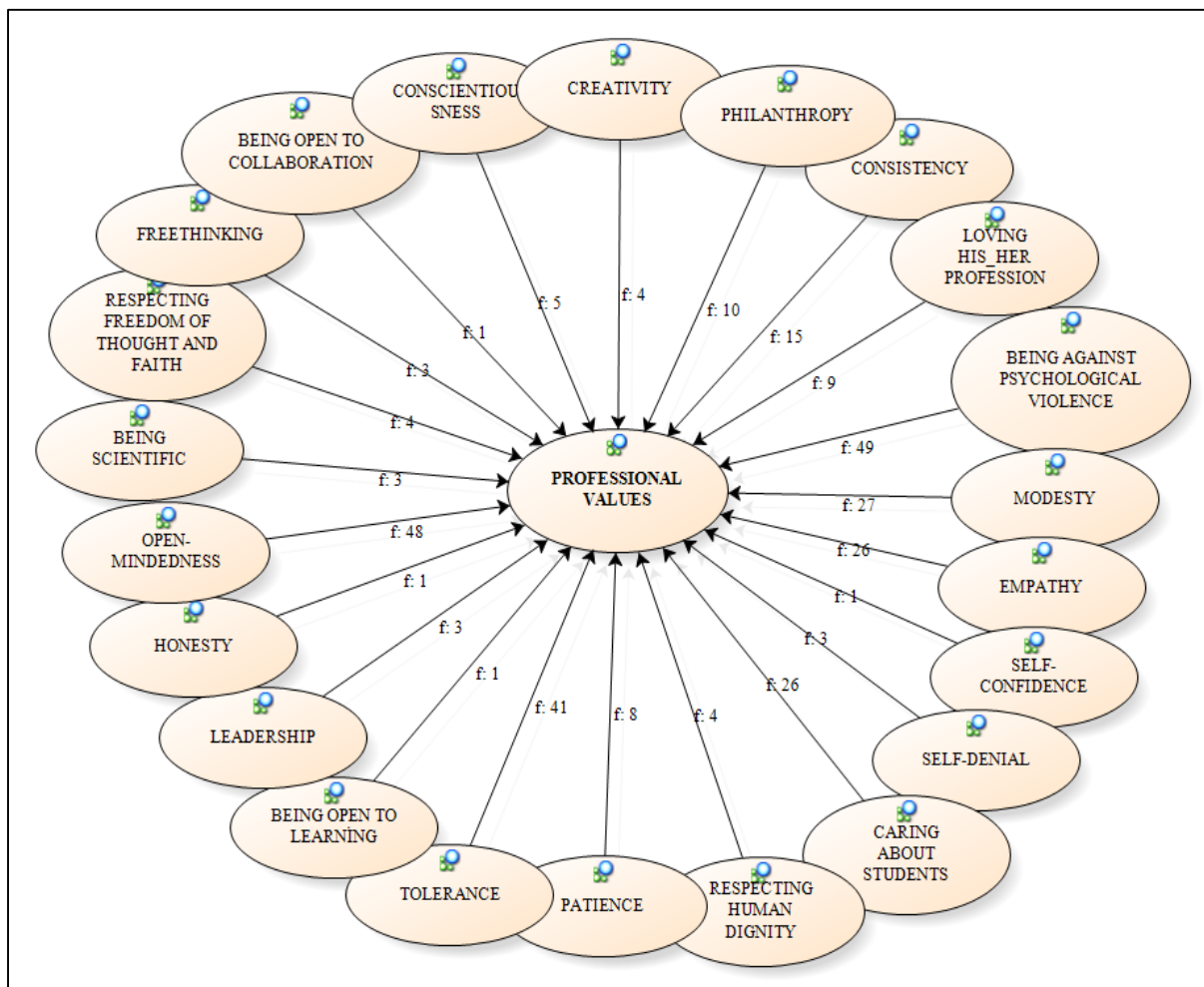
Figure 3. The Professional Values that an Ieal Teacher Educator Should Have.

As is seen in Figure 3, the teacher candidates stated that an ideal teacher educator should have values such as being against psychological violence, creativity, open-mindedness, respecting human dignity, tolerance, self-denial, modesty, freethinking, empathy, being scientific, caring about students, leadership, consistency, respecting freedom of thought and faith, philanthropy, being open to collaboration, loving his/her profession, honesty, patience, being open to students, conscientiousness and self-confidence. The most emphasized professional value among others is being against psychological violence. The teacher candidates stated that an ideal teacher educator should avoid using language or behaviors that would offend students (f:4), not reprehend (f:3) or offend them (f:8) and not threaten them with grade (f:13) or absenteeism (f:9). Another professional value emphasized is being open-minded (f:48). The teacher candidates stated that an ideal teacher educator can be open-minded by respecting students' views (f:31), being open to criticism (f:9) and not having prejudices against them (f:8). The least mentioned values are being open to learning, honesty, supporting the freedom

of thought and faith, and being open to collaboration. However, some of the teacher candidates highlighted more general value categories including universal values (f:2), democratic values (f:17) and national values (f:1). Examples related to the teacher candidates' statements are as follows:

S157: *'He/she should not use their position for threatening students.'*
S137. *'He/she should not show students' mistakes in a way to offend them.'*
S127. *'While teaching education faculty students how an ideal teacher should be like, he/she should be able to perform such behaviors themselves.'*

The sub-themes of the third main theme - the personal characteristics that an ideal teacher educator should have- obtained from the teacher candidates' views are presented in Figure 4.
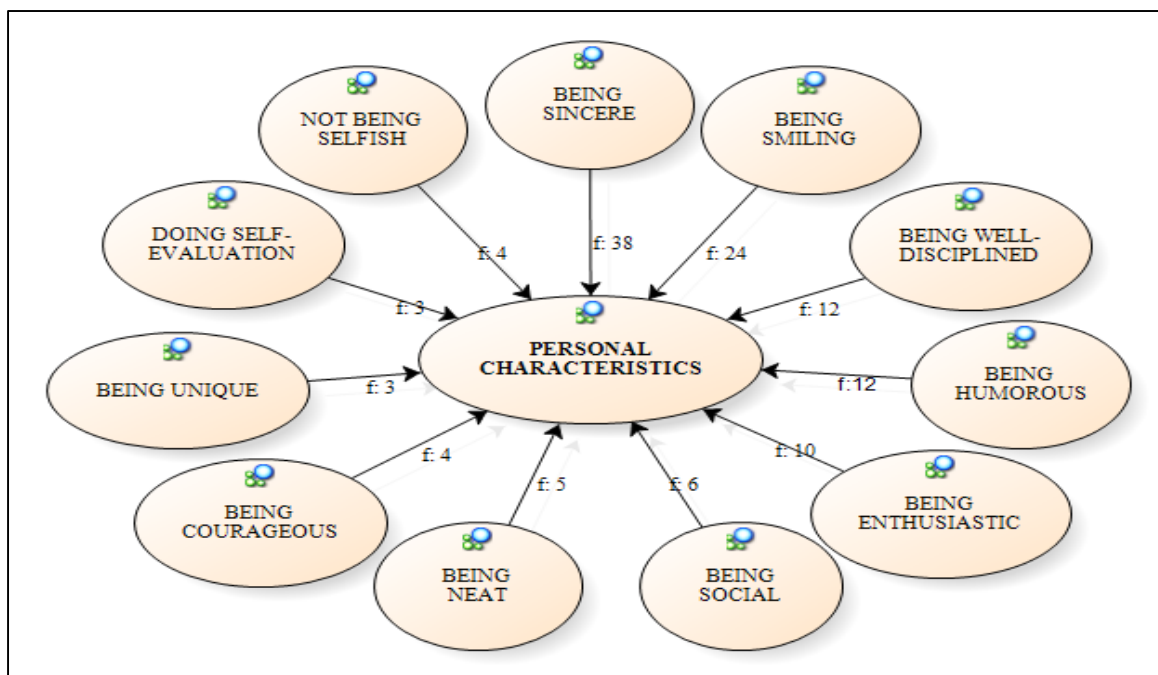

Figure 4. The Personal Characteristics that an Ideal Teacher Educator Should Have.

As Figure 4 shows, the teacher candidates mostly asserted that an ideal teacher educator should be sincere, smiling, well-disciplined, humorous, enthusiastic, social, neat, not selfish, courageous, unique and do self-evaluation. Related examples are as follows:

S43. *'He/she should be sincere to students.'*
S32. *'He/she should be definitely smiling.'*
S200. *'He/she should have a sense of humor.'*
S49. *'While he/she is teaching in class, we should be able to feel the energy.'*

The sub-themes of the forth main theme that is 'the professional ethic principles that an ideal teacher educator should follow' obtained from the teacher candidates' views are presented in Figure 5.
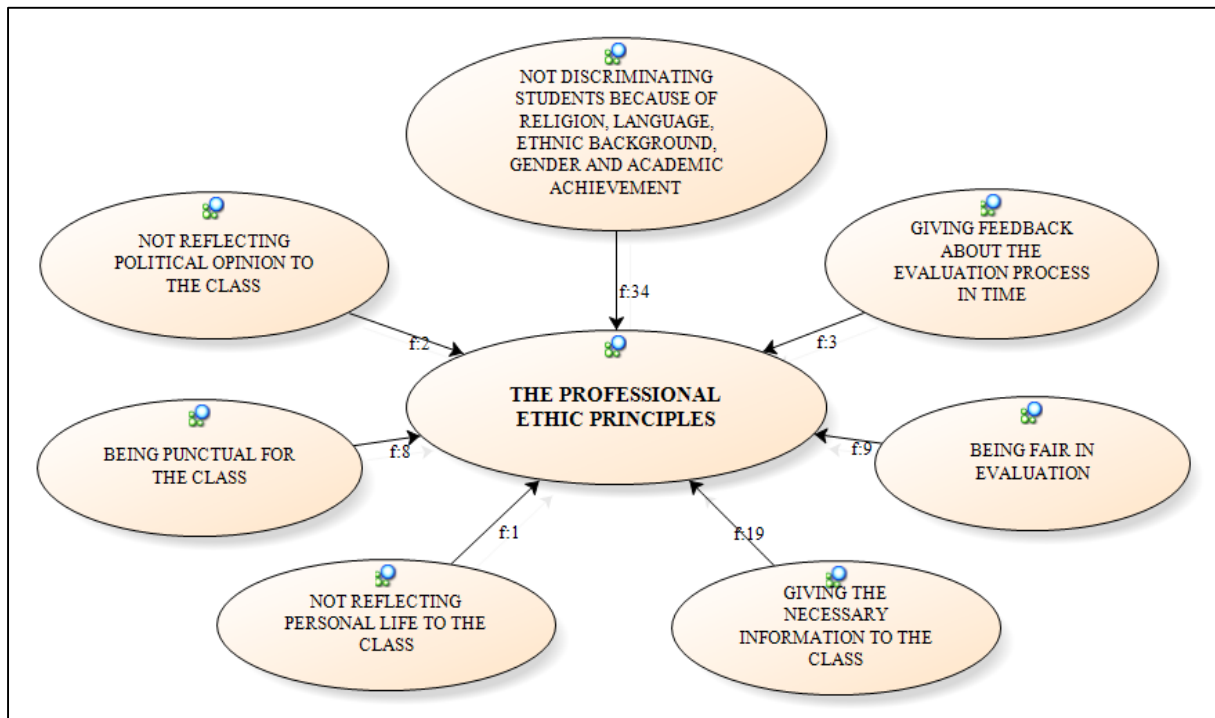

Figure 5. The Professional Ethic Principles that an Ideal Teacher Educator Should Follow.

As is seen in Figure 5, with regard to the professional ethic principles that an ideal teacher educator should follow, the teacher candidates mostly emphasized not discriminating students because of religion, language, ethnic background, gender and academic achievement. They also stated that an ideal teacher educator should not have the exam paper graded by someone else and grade students based on personal distance. These views show that a teacher educator should be fair in the evaluation process. Moreover, the teacher candidates reported that an ideal teacher educator should be punctual for the class, give feedback for the evaluation process in time, and should not reflect his/her personal life and political opinions to the class. Example statements are as follows:

> S20. *'If the teacher educator is a woman, she should not see the female students as hostile while behaving in a well manner to male students. If a man, he should not be the opposite.'*

S29. *'Every student is special. Academic achievement should not be the only criterion.'*

S84. *'He/she should not be indifferent to the class.'*

Another main theme obtained is social responsibility. The teacher candidates stated that an ideal teacher educator should be sensitive to social issues. Example statements are as in the following:

S119. *'He/she should always consider the society and participate in events and researches for a better society.'*

S120. *'He/she should not be ignorant about his/her environment, country and even the world.'*

Discussion

This study aimed to identify the qualities that an ideal teacher educator should have from the perspective of education faculty students as future teachers. As shown in the study based on the teacher candidates' views, the qualities that an ideal teacher educator should have were gathered under five main themes including 'professional roles and responsibilities, professional values, personal characteristics, professional ethic principles and social responsibilities'. While the most emphasized quality that an ideal teacher educator should have by the teacher candidates was 'professional roles and responsibilities', the least highlighted one was 'social responsibilities'. One reason why the teacher candidates mostly emphasized professional roles and responsibilities may be that this quality is directly observed by the students in the classroom. Another reason might be that it is the mostly focused quality that teachers should have as taught in their teaching profession classes. The reason why the least emphasized quality was 'social responsibility' may be that teacher educators are not role models for students in social responsibility practices or they do not talk about their such practices in the classroom. The findings regarding the qualities that an ideal teacher educator should have are consistent with the literature. For example, in their study on the qualities of an ideal teacher educator according to students' views, Ergün, Duman, Kıncal and Arıbaş (1999) gathered the qualities of the ideal teacher educator in two groups as 'personal characteristics and relationship with students' and 'qualities related to teaching'. In the study, the students mostly pointed out the qualities related to teaching. In their study, Turturean (2013) identified the competency areas that teacher educators should have as 'world

knowledge, scientific competence (field expert), technical competency (using information technologies to facilitate learning', moral competency (being a role model by reflecting ethic values to the classroom), affective competency (motivating students to learn), artistic competency (attracting the students' attention using body language), intercultural competency (being able to communicate with students from different religious, language and cultural backgrounds), pedagogical competency (using the methods and techniques that would facilitate students' learning), and psycho-communicative competency (guiding students to perform a task)'. Besides, Helterban (2008) determined teacher educators' qualities as 'knowledge and presentation, personal qualities and professional/pedagogical qualities'.   In addition, the results of the current study are in parallel with the findings of studies on teachers' qualities in the literature. For instance, Taşkaya (2012), in his study aiming to identify the qualities of an ideal teacher based on teacher candidates' views, gathered these qualities under six themes as 'personal qualities', 'professional qualities', 'professional development', 'professional competencies', 'communication skills' and 'classroom management skills'. Similarly, aiming to identify the qualities of an ideal teacher based on teacher candidates' views, Çalışkan, Negiş-Işık and Saygın (2013) obtained two themes which are 'educational competencies' and 'personal competencies'. Çetin (2001) gathered the qualities of an ideal teacher under three themes as 'personal characteristics (physical, intellectual, social and others)', 'professional and academic competencies (subject area knowledge, general teaching competency, subject area teaching competency, personal relationships)' and 'professional attitudes (guiding, taking responsibility, implementing democratic processes)'.

One of the qualities that an ideal teacher educator should have according to the teacher candidates' views is 'professional roles and responsibilities'. Based on the teacher candidates' views, the professional roles and responsibilities that an ideal teacher educator should have are 'managing the class effectively', 'enabling professional development', 'structuring the teaching-learning process', 'guiding-counseling', 'getting to know students', 'structuring the content', 'adopting constructivist philosophy', and 'structuring the assessment process'. This result of the study is similar to the findings of the limited number of studies on the qualities of teacher educators in the literature. For example, in Ergün, Duman, Kıncal and Arıbaş's study (1999), the teacher candidates stated that an ideal teacher educator should 'be competent in his field of study, be a good scientist, have pedagogical formation, be able to choose suitable methods for the class, know about the psychology of students, get students attend and participate in classes, use the language and intonation effectively, and know about the

students and consider their levels'. Similarly, examining the effective teacher characteristics of teacher educators, the dimensions (subject area knowledge, planning and preparing for the lesson, teaching strategies, teaching tools, communication, classroom management, evaluation) revealed in Şen and Erişen's study (2002) are consistent with the findings of the present study. Evaluating the teaching performances of teacher educators, Tonbul (2008) found that the most important criteria indicated by the teacher educators and students were 'having effective communication skills, following the developments in the field, and updating knowledge'. Koster, Brekelmans, Korthagen and Wubbels (2005), examining the competencies that teacher educators should have, reported that they should have 'content competency, communicational and reflective competency, organizational competency and pedagogical competency'. Besides, in the literature, the results of the studies examining the qualities of an ideal teacher are also consistent with the findings of the present study. For example, Celep, Özyılmaz and Çörtlük (2013) emphasized communication and classroom management skills; Taşkaya (2012) highlighted professional development (being able to develop oneself constantly, following current events and technology), professional competencies (subject area knowledge, world knowledge, adjusting the teaching based on students' level, being competent in teaching methodology, conducting the lessons according to the contemporary educational understanding, making the lessons fun, having a student-centered approach), classroom management and communication skills. Although the categorization related to the ideal teachers' qualities may vary, the underlying qualities/characteristics can be said to be parallel with the results of the current study.

One of the qualities that an ideal teacher educator should have according to the teacher candidates' views is 'professional values'. The teacher candidates stated that an ideal teacher educator should have values such as being against psychological violence, creativity, open-mindedness, respecting human dignity, tolerance, self-denial, modesty, freethinking, empathy, being scientific, caring about students, leadership, consistency, respecting freedom of thought and faith, philanthropy, openness to collaboration, loving his/her profession, honesty, patience, being open to students, conscientiousness and self-confidence. When the classifications of values in the literature are examined, the aforementioned values can be argued to be in the 'universal values' category. With respect to the values that teachers should have, consistent with the present study, related studies revealed that teachers mostly cared about universal values (Dilmaç, Bozgeyikli & Çıkılı 2008; Kolaç & Karadağ 2012; Memiş & Gedik 2010; Taşdan 2008). The professional value that the teacher candidates mostly

emphasized that an ideal teacher educator should have is 'being against psychological violence' which includes not offending students, reprehending them, and not threatening them with grade or absenteeism. The fact that the teacher candidates related this value with negative behaviors can make one think that teacher educators perform inappropriate behaviors in the classroom environment. There is also consistency between this finding and the literature. For example, aiming to identify teachers' professional values based on teacher candidates' views, Tunca (2012) stated that teachers should have professional values such as being open to development and novelties, loving students, taking social responsibility, openness to collaboration, open-mindedness, patience, being against violence and tolerance. It was observed that 'professional values' thematized considering the literature was taken as 'personal characteristics' in some studies. For example, Ergün, Duman, Kıncal and Arıbaş (1999) indicated that the personal characteristics that an ideal teacher educator should have are being against psychological violence, being tolerant and open-minded; for Şen and Erişen (2002) one of the personal characteristics that teachers should have is patience; Celep, Özyılmaz and Çörtük (2013) highlighted patience, tolerance and being understanding as the personal characteristics of teachers while Çetin (2001) pointed out tolerance and patience.

One of the qualities that an ideal teacher educator should have according to the teacher candidates is 'personal characteristics' and the most frequently mentioned one is 'being sincere'. Additionally, they stated that the teacher educators should be 'smiling, humorous, disciplinary and enthusiastic'. This finding is consistent with the existing literature. For example, Ergün, Duman, Kıncal and Arıbaş (1999) asserted that the most important personal characteristic of teachers is 'being smiling and sincere'; and for Woolfolk (1990) 'being sincere and enthusiastic'.

Another quality that an ideal teacher educator should have according to the teacher candidates is 'professional ethic principles'. Regarding the professional ethic principles, the teacher candidates mostly highlighted not discriminating students because of religion, language, ethnic background, gender and academic achievement. They also stated that a teacher educator should not have the exam paper graded by someone else, or grade students based on personal distance, be fair in the evaluation process, be punctual for the class, give feedback on time, not reflect personal life and political opinions in the class, and give the necessary importance to the class. It can be argued that these principles indicated by the teacher candidates can be related to teacher educators' responsibilities for students and education.

However, the candidates did not mention ethic principles related to the profession, colleagues, university and the society (Aydın, Demirkasımoğlu and Alkın 2012). The literature also reveals similar findings. For instance, Ergün, Duman, Kıncal and Arıbaş (1999) reported that teacher candidates said an ideal teacher educator should not discriminate students in any sense, be impartial, and not reflect their political opinions. Arıkan and Yılmaz-Demir (2009) found that a teacher educator should think objectively without considering the interest of any group or institution, be fair and honest. Örnek-Büken (2006) stated that the most common attitudes and behaviors contrary to educational ethics at universities are not giving the necessary importance to teaching, not attending and finishing the class on time, assigning assistants to teach, not having a fair evaluation process, not acting objectively, and giving privileges to some students. Gözütok (1999) reported teachers' unethical behaviors such as reflecting ideological views in the class, discriminating in the relationship with students, not being consistent in decisions, using the class time for private matters, being biased in evaluation, punishing students (not physical punishments), and not being conscientious in their job. In their study identifying the unethical behaviors of teachers based on teacher candidates' views, Yılmaz and Altınkurt (2009) asserted that the candidates saw behaviors such as discriminating due to religious beliefs and ethnic background as highly unethical.

Another quality an ideal teacher educator should have according to the teacher candidates is 'social responsibilities'. One of the reasons why the teacher candidates did not provide details or examples related to this theme is that compared to other qualities, the candidates are not directly affected by the social responsibilities of the teacher educator. However, the fact that this phenomenon is revealed as a theme shows that teacher candidates take teacher educators as role models in this respect. Another variable for obtaining this theme can be the 'community service practices' course conducted in the teacher training programs.

In this study, the qualities of teacher educators were identified comprehensively based on teacher candidates' views. In further studies, the views of teacher educators at education faculties can also be taken in identifying such qualities. In addition, it is also important to identify to what extent the teacher educators have these qualities. A data gathering tool that would be developed based on the results of the study would make it possible to evaluate teacher educator as a whole in terms of the qualities that they should have.

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Genişletilmiş Öz

Öğretmen eğitiminin niteliğini doğrudan ve dolaylı olarak etkileyen pek çok değişken bulunmaktadır. Öğretmen adaylarının programa giriş özellikleri, öğretmen eğitimi programları, eğitim fakültelerindeki eğitim ortamı ve öğretmen adaylarının uygulama yaptıkları okul ortamları, öğretmen eğitimini doğrudan etkileyen değişkenler arasındadır. Öğretmen eğitiminin niteliğini doğrudan etkileyen ve sözü edilen değişkenlere işlevsellik kazandıran bir diğer değişken de öğretim üyeleridir. Öğrencilerin, öğretim üyelerini rol model almaları göz önüne alındığında öğretmen yetiştiren eğitim fakültelerinde görev yapan öğretim üyelerinin (öğretmen eğitimcilerinin) özelliklerinin, geleceğin öğretmenlerini yetiştirip gelecek kuşakları biçimlendirmesi yönüyle, diğer alanlarda görev yapan öğretim üyelerinden farklılaştığı söylenebilir. Çünkü öğretmen eğitimcileri, öğretmen adaylarına öğretim ve rehberlik hizmeti sunmanın, onların gelişimini desteklemenin ve becerikli/yeterli öğretmenler olarak yetişmelerine katkı sağlamanın yanında, onlara gerek mesleki rol ve sorumlulukları ve kişisel özellikleriyle, gerekse mesleki değerleri ve etik yükümlülükleriyle örnek olmalıdır. Genel olarak dünyada öğretmen eğitimcilerinin niteliği ile öğretmen yetiştirmenin kalitesi arasındaki ilişki yeterli düzeyde tartışılmamaktadır. Bununla birlikte, batı alanyazınında eğitim fakültelerindeki öğretim üyelerinin özelliklerini inceleyen çeşitli araştırmalara rastlanmaktadır. Öğretmen eğitimcilerinin öğretmen adayları üzerindeki etkilerinin bilinmediği Türkiye'de ise eğitim fakültelerindeki öğretim elemanlarıyla ilgili sınırlı sayıda araştırma bulunmaktadır. Çoğu nicel araştırma yaklaşımıyla desenlenen bu araştırmalarda öğretmen eğitimcilerinin bazı özellikleri (örneğin, dönüt ve düzeltme davranışları, öğretmenlik nitelikleri, etkili ya da ideal öğretmen özellikleri, demokratik davranışları, yeterlikleri, iletişimleri, benimsedikleri akademik etik ilkeler) açısından değerlendirildikleri dikkat çekmektedir. Öğretmen eğitimcilerinin, bir bütün olarak hangi özelliklere sahip olmaları gerektiği ise araştırma konusu olmamıştır. Oysa sahip olması gereken özellikler açısından sürekli tartışma konusu olan öğretmenler kadar öğretmen eğitimcileri de araştırma konusu olmalıdır. Bu gerekçeden hareketle, bu araştırmada, geleceğin öğretmenleri olan eğitim fakültesi öğrencilerinin bakış açısıyla ideal bir öğretim üyesinin sahip olması gereken niteliklerin belirlenmesi amaçlanmıştır.

Araştırma, olgu bilim deseninde bir çalışmadır. Araştırmanın katılımcılarına ölçüt örnekleme yöntemi kullanılarak ulaşılmıştır. Araştırma verileri, yapılandırılmış görüşme tekniklerinden

açık uçlu anket ile toplanmıştır. Araştırmada elde edilen veriler, NVivo8.0. Paket Programı kullanılarak içerik analizi yaklaşımına göre analiz edilmiştir.

Araştırmada öğretmen adaylarının görüşleri doğrultusunda ideal öğretim üyesinde bulunması gereken nitelikler "mesleki rol ve sorumluluklar, mesleki değerler, kişisel özellikler, mesleki etik ilkeler ve toplumsal sorumluluk" olmak üzere beş ana tema altında toplanmıştır. Öğretmen adaylarının ideal bir öğretim üyesinde bulunması gereken nitelikler arasında en çok vurgu yaptıkları nitelik "mesleki rol ve sorumluluklar" iken; en az vurgu yaptıkları nitelik ise "toplumsal sorumluluklar" olmuştur. Öğretmen adaylarının en çok vurgu yaptıkları niteliğin mesleki rol ve sorumluluklar olmasının bir nedeni, bu niteliğin öğretmen adayları tarafından sınıf ortamında doğrudan gözlemlenmesi olabilir. Bir diğer nedeni ise aldıkları öğretmenlik meslek bilgisi derslerinde "öğretmenlerde bulunması gereken nitelikler arasında" en çok odaklanılan nitelik olması olabilir. Öğretmen adayları tarafından en az vurgu yapılan niteliğin "toplumsal sorumluluk alma" olmasının nedeni ise öğretim üyelerinin toplumsal sorumluluk uygulamalarına ilişkin öğretmen adaylarına rol model olmamaları ya da bu niteliğe ilişkin yaptıkları uygulamalardan sınıf ortamında söz etmemeleri olabilir. Öğretmen adaylarının görüşlerine göre, ideal öğretim üyesinin yerine getirmesi gereken mesleki rol ve sorumlulukların, "mesleki gelişimini sağlama", "sınıfı etkili yönetme", "yapılandırmacı felsefeyi benimseme", "içeriği yapılandırma", "öğrenme öğretme sürecini yapılandırma", "ölçme ve değerlendirme sürecini yapılandırma", "rehberlik/danışmanlık yapma" ve "öğrencileri tanıma ve duyarlı olma" gibi temalardan oluştuğu sonucuna ulaşılmıştır. Öğretmen adaylarının görüşleri doğrultusunda sahip olmaları gereken mesleki değerlerin ise "psikolojik şiddete karşı olma, açık fikirli olma, alçak gönüllü olma, bilimsel olma, din ve vicdan özgürlüğüne sahip olma, dürüst olma, empati kurabilme, hoşgörülü olma, insan onuruna saygı duyma, insanı sevme, işbirliğine açık olma, lider olma, mesleğini sevme, öğrencilere değer verme, öğrenmeye açık olma, özgür düşünme, sabırlı olma, tutarlı olma, vicdanlı olma, yaratıcı olma, özgüvenli olma" olduğu sonucuna ulaşılmıştır. Öğretmen adaylarının ideal öğretim üyesinde bulunması gerektiğini en sık vurguladıkları kişisel özellik ise, "samimi ve içten olma"dır. Bunun yanı sıra öğretmen adayları öğretim üyelerinin "güler yüzlü, esprili, disiplinli, istekli ve coşkulu" olması gerektiğini belirtmişlerdir. Öğretmen adaylarına göre ideal öğretim üyesinin uyması gereken "mesleki etik ilkeler" arasında, öğretim üyelerinin öğrencileri arasında din, dil, etnik köken, cinsiyet ve akademik başarı gibi özellikleri açısından ayrımcılık yapmaması önde gelmektedir. Ayrıca, sınav kâğıtlarını başkasına okutmaması ve öğrencisine yakınlık derecesine bağlı olarak not vermemesi,

değerlendirme sürecinde adil olması, dersin başlama ve bitiş saatlerine özen göstermesi, değerlendirme süreci ile ilgili zamanında dönüt vermesi, özel yaşamını ve siyasi görüşünü sınıfa yansıtmaması ve derse gereken önemi vermesi gerektiğini de belirtmişlerdir. Araştırmada öğretmen adaylarının belirttikleri bu ilkelerin daha çok, öğretim üyelerinin öğrencilerine ve eğitime yönelik etik ilkeler ile ilgili olduğu söylenebilir. Öğretmen adaylarının ideal öğretim üyesinin mesleğine, meslektaşlarına, üniversitesine ve topluma karşı benimsemeleri gereken etik ilkelere değinmedikleri dikkat çekmektedir.

Bu çalışmada, öğretmen adaylarının görüşlerine başvurularak, öğretim üyelerinin nitelikleri oldukça kapsamlı biçimde belirlenmiştir. Bundan sonra yapılacak çalışmalarda söz konusu niteliklerin belirlenmesinde eğitim fakültelerindeki öğretim üyelerinin görüşleri de alınabilir. Ayrıca, öğretim üyelerinin söz konusu niteliklere bir bütün olarak ne ölçüde sahip olduklarının belirlenmesi de önemlidir. Araştırmanın sonuçlarından yararlanılarak geliştirilecek bir veri toplama aracı, öğretim üyelerinin bir bütün olarak sahip olmaları gereken nitelikler açısından değerlendirilmesine olanak sağlayacaktır.