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## PROFESSIONAL LEARNING WITH AND FROM PEERS: PRE-SERVICE EFL TEACHERS' REFLECTIONS ON COLLABORATIVE LESSON-PLANNING\*

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### ABSTRACT

The present study seeks to examine the experiences and perceptions of pre-service teachers from three different English as a foreign language (EFL) teacher education programs regarding an online collaborative lesson-planning experience throughout the practicum. Thus, the emerging themes in pre-service EFL teachers' reflections and feedback on the lesson plans were examined. According to the data analysis, it was observed that the differences in pre-service EFL teachers' training backgrounds had a significant effect on their perceptions and achievements in the process of lesson planning and implementation. Additionally, the challenges of the online collaborative lesson-planning experience were time management and lack of professional responsibility. The results indicated that the online collaborative lesson planning experience provided pre-service EFL teachers with opportunities to explore a variety of EFL practicum contexts and lesson planning practices with their peers.

**Keywords:** online collaborative lesson planning, EFL teacher education, practicum

## AKRANLARLA VE AKRANLARDAN MESLEKİ ÖĞRENME: İNGİLİZCE ÖĞRETMEN ADAYLARININ ORTAK ÇALIŞMAYA DAYALI DERS PLANLAMA YANSIMALARI

### ÖZET

Bu çalışma, öğretmenlik uygulaması boyunca, üç farklı İngilizce öğretmenliği, öğretmen yetiştirme programında bulunan öğretmen adaylarının bir çevrimiçi ortak ders planlama uygulaması hakkındaki deneyimlerini algılarını incelemeyi amaçlamıştır. Bu amaçla, İngilizce öğretmen adaylarının ders planlarıyla ilgili geri bildirimleri ve sürece yönelik yansımalarında ortaya çıkan temalar incelenmiştir. Buna ek olarak, çevirim içi ortaklaşa ders planı hazırlama deneyiminin uygulamaları üzerine yapılan değerlendirmelerde, zaman yönetimi ve profesyonel sorumluluk eksikliği öne çıkan temalar arasındadır. Sonuçlar, çevrimiçi ortak ders planı hazırlama sürecinin, İngilizce öğretmen adaylarına çeşitli yabancı dil olarak İngilizce öğretimi yapılan öğretim ortamlarını tanıma ve akranlarıyla öğretim uygulamalarını planlama olanağı sağladığını göstermiştir.

**Anahtar Kelimeler:** çevrimiçi ortaklaşa ders planlama, yabancı dil olarak İngilizce öğretmeni eğitimi, öğretmenlik uygulaması

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## 1. INTRODUCTION

Professional learning is a dynamic process evolving by interactions between professionals and significant others, and it continues to flourish as pre-service teachers (PTs) participate in and observe different teaching and learning contexts. According to the sociocultural perspective of teacher education, learning to teach requires participating in the social practices of professional learning environments (e.g., classrooms and social networks) (Johnson, 2006). The practicum experiences by which PTs have an opportunity to observe and practice in a real classroom context support PTs' professional development. The practicum is often considered to be a process of professional development and learning in which PTs have a chance to adapt theoretical professional knowledge to actual teaching practices and achieve an evenness (Lauriala, 1997). In other words, a practicum serves as a platform to make decent connections between theory and practice (Darling-Hammond, 2014).

Creating variety in professional learning contexts and monitoring teaching varieties enable PTs to broaden their professional perspectives by providing a wide range of teaching practices and professional learning opportunities (Lauriala, 1997). However, in many cases, PTs are limited to teaching in only one school or even in only one class during their practicum experience, which indicates a need for opportunities to work collaboratively with peers experiencing similar and different contexts of teaching practices. Collaboration is defined as a voluntary interaction of equals to reach a shared goal by a mutual decision-making process (Friend & Cook, 2007). Thus, the present study sought to overcome the limitation of the context-dependency of the practicum experience of EFL PTs by providing a collaborative online platform for EFL PTs to share and reflect on the lesson plans (LPs) they prepared and implemented during their practicum experience. In the study, the voluntary participants were enrolled in an online collaborative lesson planning platform that allowed their university supervisors to observe the naturally emerging feedback sessions and reflections on the professional learning processes and, ultimately, the outcomes of the process.

The planned benefits of developing an online collaborative platform for EFL PTs to share their LPs and receive feedback from their peers are twofold. First, preparing comprehensive and functional lesson plans is challenging for PTs, who are novice professionals (Ferber & Nillas, 2010); thus, developing an online platform for PTs to exchange the LPs prepared for the practicum provides a rich context of LPs for different levels of language learners in different school contexts. Second, PTs could monitor the practices of their peers from different parts of the country, discuss the processes of applying the LPs and observe the outcomes of the collaborative professional learning practices. The variety of practicum contexts provided to PTs using an online professional learning network could provide PTs with the opportunity to observe beyond their practicum experiences and guide PTs to overcome the shortcomings of practicum experiences that are limited to particular situations.

In the present study, the PTs were provided with guidelines for participating in the online collaborative lesson-planning experience; however, the process and the timing were not established by the university supervisors, allowing supervisors to examine the genuine reactions and the professional outcomes that emerged in a natural professional learning context and as a professional learning opportunity. Thus, one comprehensive research question guided this study: During the lesson planning processes in the EFL practicum

settings, what are the issues raised by the PTs regarding their LPs and lesson planning processes while they are collaboratively interacting with PTs from different teacher education programs on an online professional learning platform?

## **2. THEORETICAL FRAMEWORK**

### **2.1. Lesson Planning**

Planning an effective lesson is a significant professional skill for teachers and may even be considered to be a criterion for evaluating teachers' competencies (Ruys, Van Keer, & Aelterman, 2012). A well-planned lesson provides a provision and a roadmap for the teachers. Furthermore, the planning process activates reflective thinking processes and thereby promotes reflective teaching practices (Sharil & Kyriacou, 2015). The advantage of the planning process increases as PTs create and implement their instructional plans in a cooperative and mutually supportive peer-learning environment (Lamb, 2015), which is related to EFL PTs' receiving more training in lesson planning in addition to the opportunities to develop the necessary professional learning skills in that area. Therefore, it is reasonable to assert that teachers as professionals must develop unique and personal strategies to adjust their teaching practices.

### **2.2. Collaborative Lesson Planning: A Reflective Practice in EFL Professional Learning**

Teacher collaboration through teacher learning communities has always been thought to increase the quality of teaching and learning, emphasizing the need for ongoing support for teachers (Burns & Lawrie, 2015). Lesson planning is considered an activity that is appropriate for collaborative work, and collaborative lesson planning has been a topic of investigation in the relevant literature (e.g., Bauml, 2014; Norton & Sprague, 1997; Nyugen, 2017; Ray, Hocutt, Wright, & Ray, 2004). Collaborative lesson planning in which teachers are involved in a reflective process is an act of communities of practice utilizing prior experience to design a well-grounded lesson (Nyugen, 2017). Collaborative planning gives teachers the opportunity to become closer to democratic ideals, become a member of a collegial community, develop competence, and acquire self-efficacy (Jalongo, Rieg, & Helterbran, 2007). Although PTs do not have abundant teaching experience, they are equipped with theories regarding teaching and learning. Nyugen (2017) suggested that collaborative lesson planning can be employed in pre-service language teacher education so that PTs have an opportunity to practice lesson planning and reflect on their previous theoretical professional learning experiences. Thus, it can be claimed that being a part of this reflective practice could promote PTs' professional development.

### **2.3. Online Collaboration in Pre-service EFL Teacher Education**

The integration of the Internet and computer technologies into teacher education, which has become more practical with technological innovations and ease of access to the necessary equipment, provides valuable opportunities to the programs and studies (Bates, Huber, & McClure, 2016). Recent research demonstrates that PT collaboration can exceed the walls of meeting rooms and expand to international interactions and is considered effective in English teacher education (e.g., Tanghe & Park, 2016). Moreover,

online collaboration platforms, in which various stakeholders of practicum can come together, promotes PT professional development (Dorner & Kumar, 2016).

The role of the professional learner in the online collaboration context is a recent topic of discussion (Strijbos & Weinberger, 2010). Studies indicate that, that participants in the professional learning contexts can have a spontaneously emerging role that develops during collaboration or a scripted role that is structured and prescribed before the activity (Strijbos & Weinberger, 2010). Thus, providing a natural professional learning experience through a reflective professional learning process can provide an effective professional learning context for EFL PTs during their practicum experience. An online collaborative lesson-planning context for the EFL PTs was therefore developed in the current study, and the priorities of the lesson-planning process and the extent to which PTs benefitted from the process were reported.

### 3. METHODOLOGY

This exploratory study was conducted within the frame of qualitative research (Miles, Huberman & Saldaña, 2014). The data sources consisted of participants' written interactions on the online platform created for collaborative lesson planning and their responses to an open-ended survey to evaluate the process of collaboration. The collected data were then analyzed by content analysis (Miles, Huberman & Saldaña, 2014). To present a more vivid description of results, the emerging themes are accompanied by selected excerpts from EFL PTs' reflections on their collaborative lesson planning experience. To triangulate the data, researchers' notes throughout the online collaboration processes were also considered when interpreting the data and the themes that emerged during the data analysis.

#### 3.1. Context

In Turkey, four-year undergraduate teacher education programs are offered by Faculties of Education (e.g., Çakıroğlu & Çakıroğlu, 2003; Grossman, 2013). The current curriculum of the EFL teacher education program has been centrally developed by the Council of Higher Education (henceforth, CHE, 2007). The existing program for English Language Teaching (henceforth, ELT) offers a number of field-specific courses (e.g., ELT Methodology) in addition to general education courses (e.g., Introduction to Educational Psychology). There are two field experience courses in the EFL teacher education programs in Turkey: School Experience and Practicum, consecutively offered in the final academic year of the programs. In the School Experience course, PTs observe cooperating teachers (CTs) at cooperating schools. As a course requirement, PTs enrolled in the program are appointed to schools of the Ministry of National Education (MoNE) in the city in which they are pursuing their undergraduate studies; the school selection and CT appointment procedures are the responsibility of the university supervisors. PTs are required to conduct micro-teaching sessions whenever they have the opportunity to practice their teaching skills. Because there are no specific and strict regulations offered by the CHE (2007), teaching opportunities throughout the school experience course may be limited (e.g., lack of time, CTs' worries about covering the entire curriculum). In the practicum course, conversely, PTs are given more time to conduct micro-teaching sessions, and throughout the micro-teaching, PTs are requested to prepare LPs and implement them under the mentoring and guidance of the CTs.

Field experience courses are conducted in two contexts each week: one occurs at the MoNE schools for six hours per week for observation and teaching; the other is a two-hour seminar offered once a week by the university supervisors throughout the semester to reflect on the in-class experiences of the PTs. The seminars provide PTs with the opportunity to share their professional experiences in the cooperating schools. During the observations and teaching practices, PTs are assigned to prepare LPs and materials and incorporate the necessary assessment tools into their teaching practices. In the weekly meetings with university supervisors and peers, PTs share and receive feedback on their plans, materials, and teaching practices.

The requirements of practicum applications are pre-set by the CHE (2007), and only the responsibilities of the stakeholders, descriptions of the application tasks to be conducted at the MoNE schools, the timing and the duration of the course are provided. Thus, the content of the field experience courses is designed by the university supervisors offering the course without a clearly prescribed course outline (Rakicioğlu-Söylemez, 2012). The university supervisors' practices to evaluate PTs' teaching experiences throughout these field-based courses depend on the supervisors' priorities. Therefore, these practices vary among the teacher education programs (Ulvik & Smith, 2011), even within the same program run by different supervisors (Rakicioğlu-Söylemez, 2012).

### **3.2. Online Network**

For the online communication component of the collaborative lesson planning practices, Edmodo (a Web 2.0 social network system offering a vertical microblogging experience, Arroyo, 2011) was used as the online social networking platform for PTs to share LPs, offer feedback and reflect on professional learning processes. Within the online collaborative network, a group of 30 EFL PTs from three universities were invited to join the online platform (Edmodo). Five groups were formed that consisted of six participants: two from each of the three participating universities. PTs shared their plans and gave feedback on their peers' LPs within the groups in addition to receiving feedback from their peers within the group for each lesson plan they uploaded. The PTs were involved in all of the processes with no external intervention. The implementation process was monitored by the university supervisors. The online collaborative lesson planning experience was designed to provide an effective professional learning context for EFL PTs from three different universities in which to meet, share, reflect on their experiences and learn from one another by being a part of collaborative lesson planning activities in teaching contexts.

### **3.3. Participants**

PTs enrolled in the EFL teacher education programs of three state-run universities in Turkey participated in the study. They were enrolled in state universities in the mid-Anatolia and western Black Sea regions of Turkey. All participants (n=30, 24 female) were in their final year (See Table 1), and they were enrolled in the practicum when the study was conducted in the 2014-2015 academic year.

**Table 1.***The demographics of the participants*

Variables		N	%
Gender	Male	6	20.0
	Female	24	80.0
Age	21	6	20.0
	22	21	70.0
	23	2	6.7
	26	1	3.3
<u>Graduated</u> School	Teacher training HS	25	83.3
University	A (Mid-Anatolia)	10	33.3
	B (Western-Black Sea)	10	33.3
	C (Mid- Anatolia)	10	33.3

The age range of the group was from 21 to 26. The distribution of the participants was equal among the universities, 10 for each, which composed 33.3% of the intended participant group. All participants consented to participate in the study, and the study was granted by one of the universities' Ethics Committee. Throughout the data collection and analysis procedures, PTs were assigned pseudonyms to preserve their anonymity.

### 3.4. Roles of the Researchers

The potential negative influences of both offering the course as the supervisors and collecting the data regarding the course as researchers were acknowledged. The researchers were the observers of the process so as not to create bias; all researchers remained inactive throughout the process of online collaborative lesson planning. Thus, throughout the data collection and analysis processes, the researchers were cautious regarding the importance of participants' willingness to participate in the participation processes. Thus, to maintain the objectivity of the study, only volunteer PTs were asked to participate.

### 3.5. Data Sources and Analysis

The data were collected throughout the practicum process (see Appendix A for the timeline). The data were gathered from the feedback logs on the online platform shared by the EFL PTs to exchange ideas and reflect on their lesson-planning experiences throughout the semester in addition to an open-ended survey (see Appendix B) to evaluate the collaborative lesson-planning experience during the practicum. Additionally, researchers' observation and discussion notes were used as a data source to provide an insider perspective and to make inferences from the self-report data collected from the PTs. All of the researchers in the study kept notes and held weekly discussions of the process on the same online platform, which was not available to the participant PTs.

#### 3.5.1. Training on giving feedback to LPs

A face-to-face training session was provided by the researchers at each university to guide EFL PTs on how to use the online platform to share LPs and exchange feedback. A two-page handout was also uploaded to the online platform for PTs so that they could examine the prerequisites of providing feedback whenever necessary (Appendix C). The handout,

prepared by the researchers, concerned the commonly used aspects of lesson-planning evaluation culled from various related sources (e.g., Celta Syllabus and Assessment Guidelines, 2010; Celce-Murcia, Brinton, & Snow, 2014; Richards & Bohlke, 2011). Then, PTs were briefly trained in how to provide feedback on a lesson plan, and the feedback guidelines were provided (see Appendix C). The supervisors reminded the PTs that they could provide feedback on LPs they considered important and that the content of the feedback could be anything related to the LP and the teaching process.

### **3.5.2. Feedback logs**

Throughout the semester, PTs were requested to upload their LPs and offer feedback to their peers in the collaborative lesson-planning groups. Thus, PTs uploaded their LPs before and/or after using the LPs in the practicum classes whenever they thought it was necessary to ask for a peer opinion (Appendix D for sample feedback log). Uploading the LPs before the practicum teaching sessions was considered to be collaborative planning because PTs uploaded the LPs, asked for peer opinions and then adjusted the activities and the flow of the LP accordingly. Conversely, when PTs uploaded the LPs after the teaching sessions and asked for a peer opinion, they adjusted their plans for future teaching practices. It was up to the PTs to decide on a timeline and maintain consistency in uploading and giving feedback. The feedback logs focused on positive and/or negative aspects of the LPs on any related concept of EFL teaching.

### **3.5.3. Open-ended survey**

Finally, at the end of the 10-week practicum, the participants were given an open-ended survey in which they were requested to reflect on their online collaborative lesson-planning experiences in general and evaluate the collaborative lesson-planning processes after the feedback exchange in their peer groups (see Appendix B). The open-ended surveys were sent to each participant group by the supervisors through the online platform, and the participants were asked to complete the surveys within a week.

## **3.6. Data analysis procedures**

The validation of the data collection tools was reviewed by two experts in the field by collaboration and peer debriefing (Creswell & Miller, 2000). In addition, for the comprehensiveness of the data collection tools, clarity of wording and organization of the data collection procedures were also examined. The two experts, who had a solid background in the field of foreign language teacher education, were invited to conduct a think-aloud procedure (Dillman, Smyth, & Christian, 2014) to discuss the content and applicability of data collection tools.

The qualitative data analysis procedures illustrated by Miles, Huberman, and Saldaña (2014) were followed throughout the data analysis process. The data were analyzed by reducing the gathered information by the online collaborative lesson-planning experience to significant statements. Then, the collected statements were combined into themes with regard to the research questions. Following that, the experiences of the participants were coded into the structural description of PTs' manners of experiencing the online collaborative lesson-planning experience considering the existing professional learning conditions in which the study was conducted. Finally, a combination of the textual and structural descriptions of the data gathered from the PTs in addition to the researchers'

notes conveyed the overall essence of the participants' online collaborative lesson-planning experiences throughout the practicum.

To examine the PTs' priorities and the extent to which they benefitted from the process, the feedback logs in each group were filed and compiled. The resulting data were read and reread by the researchers for the content analysis (see Appendix E for sample coding) (Creswell, 2013) by referring to the feedback guidelines (see Appendix C). After the first reading, the researchers developed an initial coding scheme. To amend the initial codes, the data were subjected to a second reading in which the researchers read all the data together and negotiated on each and every item/theme to be coded, which also ensured the credibility of the analysis (Patton, 2002). Departing from the emerging ideas and repeated themes, a coding scheme was finalized. Using the final coding scheme, a final reading was conducted to recode the data and monitor the validity of the coding process. Coding procedures were completed by three different researchers, and the themes were compared to establish credibility and internal validity of the study.

#### **4. FINDINGS**

According to the data collected from the collaborative lesson-planning processes in the EFL practicum settings, two main themes emerged from the data analysis: reflections on the LPs and the collaborative lesson-planning experiences of the EFL PTs.

##### **4.1. Reflections on the LPs**

Three major themes emerged from the content analysis of the data sources: relevance and effectiveness, clarity and elaboration and finally the organization of the LPs. Discussion on each main theme and the reflections of the PTs were examined in detail.

###### **4.1.1. Relevance and effectiveness**

One of the major emerging themes in the content analysis was the relevance and effectiveness of the LPs, which referred to ideas on the relevance and effectiveness of the activities, pedagogical focus, and learners' ages and backgrounds when the LPs were considered. The following excerpt is representative of all of the minor codes identified in the data source:

What is the focus of your lesson plan? Is it vocabulary or grammar? If it is vocabulary, you need more repetitions to teach the words. If it is grammar, you should dwell on the chunks more. Even though the students' level is beginner/elementary, the main activity is not very demanding. I do not think the lesson will take 45 minutes, even with the contingency plan. You wrote they [the students] already knew the topic [referring to the abundance of practice activities in the LP] (Zerrin, Uni. C, to Serpil, Uni. A).

The feedback cited above reveals that the pedagogical focus and the activities were determined to be inappropriate and insufficient for the learners' age and level of proficiency. Another example of comments on the relevance of a plan with a pedagogical focus was "You start the lesson by using pictures [to introduce the topic], which is a good idea for vocabulary teaching [in an EFL classroom]" (from İlhan, Uni. C, to Kübra, Uni. A). Because the relevance of the activities to the students' age and the proficiency level was important to the PTs, there were instances in which they requested more information



regarding learners' age and background to evaluate the effectiveness of the activities, which link the relevance and effectiveness of the LPs to clarity and elaboration.

#### 4.1.2. Clarity and elaboration

The thematic analysis of the feedback on the reflections on the LPs indicated that PTs focused on the clarity and the details of the LPs (e.g., age group of the students, proficiency level of the students) when providing feedback as demonstrated in the following case of feedback from Kamer, Uni. C, to Samet, Uni. B:

Hi, Samet. I do not know whether it stems from the expectation of your teacher [referring to the cooperating teacher] or the lesson plan format [whether there is a compulsory format to be used], but I found your lesson plan a little bit superficial [not addressing the activities, objectives and implementation process in detail]. It's obvious that you have something in your mind, but I could not understand it. Maybe you could share in the appendix [the materials and the activity plans] as well so that we [peers in the group] can have a better idea about your lesson.

The focus on the clarity of objectives and the staging of the lesson was also apparent. For the PTs, the clarity of the LP also meant that any other teacher could use it in his/her class in case of the absence of the teacher.

Thank you for sharing your lesson plan. You have a really nice lesson plan. It has clear objectives that are appropriate to your students' proficiency levels. Your stages are clearly distributed. It is understood how each section of the plan addresses your objectives. You presented the materials you used in your class. This makes your lesson plan clearer. Because any teacher [in case of the absence of the teacher of the class] can adapt your lesson plan by getting the idea of your materials, objectives, stages of your lesson (from Melike, Uni. A, to Edanur, Uni. C).

Writing objectives was another theme PTs regularly focused on:

[...] However, you can elaborate on your lesson plan by adding more objectives [that address the objectives] for the lesson. Students TALK on the pictures, GUESS the topic, PRACTICE the topic IN GROUPS, PRESENT their work, etc. [capitalized concepts were used to highlight the activity content] (from Ercan, Uni. C, to Pelin, Uni. A.)

All in all, PTs' reflections on the LPs demonstrated that they focused on the formulation and clarity of objectives, the extent to which the objectives were met by the activities selected and the staging and formatting of the lesson plan. In terms of the format, adding appendices and the necessary resources was considered important to understanding and evaluating the effectiveness and relevance of the LPs.

#### 4.1.3. Organization

In terms of LP organization, PTs focused primarily on the structure (i.e., the timing, flow, transitions, and tasks), variety (i.e., interaction types, techniques, materials and language skills) and contingency plans included in the LPs. For example, Serap (Uni. A) appreciated the contingency plan, a variety of techniques and interactive pattern of Ümit's (Uni. C) LP and had some suggestions regarding the timing:

The first thing I see is that your lesson plan looks organized. Thinking about the problems and solutions for them is very important for teachers, especially for

prospective teachers. We cannot imagine what is going to occur [referring to the unexpected problems in the class] while teaching so thinking about the possible problems might help the teacher a lot. I can see that the interaction pattern [of the activities] is usually S>T or S>Ss so it is a learner-centered lesson plan. In the pre-reading part, giving 3 minutes to form a whole text would not be enough. You might consider giving more time. I do not have exact knowledge about the level [of proficiency] of the class, but it is just my suggestion. The lesson includes a variety of techniques. I liked the bingo game. It is a great way to revise vocabulary.

Some PTs also gave feedback on using a variety of activities and listing them in the LPs in terms of teaching techniques and materials.

I think while presenting the professions [the topic of the lesson] rather than giving a direct explanation, benefiting from the visuals suits the learners better so they can better understand [the topic by visualizing the abstract concepts] (from Melike, Uni. A, to Cigdem, Uni. B).

After referring to the relevance and effectiveness of the objectives and the planning procedures, focusing on the importance of elaboration and the clarity of the LPs and paying attention to their organization, PTs focused on the processes of collaborative lesson planning.

#### **4.2. Reflections on the collaborative lesson-planning experience**

PTs shared their LPs online with peers from various teacher education programs. Some PTs gave feedback in the form of written comments, and some used icons without any comments to reflect their satisfaction with the LPs of their peers. Two critical themes emerged from the overall reflections of the PTs according to the open-ended survey and the researchers' notes. First, the interaction among the PTs and the quality and quantity of the feedback were not equal among the groups. Some PTs gave and received feedback for only one lesson plan, and some PTs did not receive any feedback at all. Second, the online collaborative lesson planning network involved PTs from different EFL teacher education programs, and the format, the priorities and the requirements of the LPs varied considerably. For example, the PTs of University C shared long and detailed LPs in which they justified each teacher act, added all of the materials they used in the appendices of the LPs, explained the background of the students and even added contingency plans in case any potential problems occurred in the class. However, PTs of Universities A and B did not have such detailed LPs and generally wrote the topic of the lesson, techniques that PTs used and briefly listed the stages of the LPs.

Acknowledging these differences in the LPs' formats, during the online collaboration among the PTs, PTs of University C voiced their concerns and reported that they had difficulty providing feedback to the less detailed LPs of their peers from other universities and avoided comments, fearing to be considered arrogant. Although PTs were advised to give feedback by emphasizing the points that they considered important, the detailed reading process demonstrated that the PTs mostly provided positive and constructive feedback and attempted to offer suggestions to improve the tasks and the flow of the activities rather than noting lacking themes and applications in the LPs.

After the final sharing of the LPs and feedback sessions, an open-ended online survey was administered to examine the PTs' perceptions of this online collaborative lesson-planning experience. The emerging themes in the descriptions of the participants'

experiences can be categorized into two major themes: perceived challenges and benefits of the online collaboration process. These two themes will be addressed in the following sections.

#### **4.2.1. Challenges**

##### **4.2.1.1. Timing**

The participants asserted that timing and shared responsibility must be planned and implemented systematically by providing feedback on a regular basis and being monitored by the university supervisors. In addition, extra social-contacting opportunities such as phone conversations could be integrated to arrange collaborative feedback exchanges among peers. Gülay (Uni. A) suggested the following:

I think we should contact our peers through phones, as well. So that we could prevent these communication problems [some PTs referred to the problems caused by misunderstandings caused by the online messages while giving feedback to one another]. In addition, there should be a pre-scheduled entry hour to the online platform [referring to the autonomous and unscheduled nature of the feedback sessions]. It was time-consuming to check the website frequently [to determine whether their peers uploaded a feedback entry].

One of the reasons for the timing problem was the differences among the academic calendars of the three EFL teacher-education programs. The teaching schedules of the participants from different programs were not parallel to one another either. The chronological mismatch led to lapses in the timing of the feedback among the participants in different programs. For example, the groups who began their teaching experiences first were not able to receive timely feedback from their peers who began teaching at a later date. Another reason acknowledged for the timing problem was the PTs' heavy and demanding preparation process for job applications, graduate program exams, and job interviews, which occur during the final semester of the teacher-education program. Because the participants were studying hard for their final semester in the teacher-education program, they were stressed, and they reported that they were not sufficiently motivated to follow the online platform and fulfill their responsibilities. Pelin (Uni. A) explained this situation as follows:

I wish I could have joined this project in a different [previous] year. I liked the project, but I was so busy with the Public Personnel Selection Examination [PPSE], the teaching experience, etc. I think the project [collaborative lesson planning] was so helpful. Using the online platform to collaborate was very easy...but I was too anxious for my future.

Because some participants did not receive any feedback before their classroom teaching practices, they were not able to revise their plans beforehand. Thus, participants highlighted the need for supervision in addition to receiving immediate feedback, suggesting that the online feedback process would be more useful and helpful if the university supervisors systematically monitored the timing and content of the feedback sessions.

#### **4.2.1.2. Responsibility**

Some of the participants were curious about the process but appeared to be reluctant to join the collaborative online lesson planning experience by providing feedback on their peers' LPs. This hesitance was regarded as a lack of responsibility among some PTs. In addition, some PTs found the feedback comments simple and superficial, and those PTs considered their peers to be irresponsible and inattentive. Moreover, not receiving the same attention given to peers and the LPs, some PTs became less motivated by the decreased interaction. Therefore, they were dissatisfied with the process because of the lack of contribution, Zeynep (Uni. C) stated, "I think it was not interactive enough; I still have not received any feedback on my LPs."

However, the participants who did not provide any feedback highlighted the fact that looking at others' plans made them feel that their lesson planning skills were insufficiently advanced for them to evaluate others. Merve (Uni. B) excused her hesitance to provide feedback by stating,

I could not give feedback because I had learned lesson planning recently. I was unsure about giving feedback about a skill that I had learned recently. I was planning the lesson as detailed as my peers in the group. I thought about it [referring to the lesson-planning practices] and reconsidered my plans.

Thus, by considering the PTs' reflections on the challenges of collaborative lesson planning, it can be argued that a certain level of professional awareness was raised in PTs' minds in terms of professional responsibility that could be reflected in their future teaching practices.

#### **4.2.2. Benefits**

##### **4.2.2.1. Developing lesson-planning skills**

The online collaborative lesson-planning practices were quite useful for developing participants' lesson-planning skills. Melih (Uni. B) stated that his lesson-planning skills improved with each feedback session and that he felt professionally fulfilled by the experience.

The feedback for my first lesson plan was negative. Indeed, I was not able to realize that I had problems with my plans until I took part in this peer-feedback network. With the help of the feedback I received, I tried to prepare my second and third LPs with extra effort and awareness. In addition, the last feedback was much more positive.

Although some participants did not receive any feedback and some did not give feedback to others, many claimed that even reading PTs' LPs and feedback logs were quite effective and helped them improve their lesson-planning skills.

The majority of the PTs asserted that participants from one of the teacher education programs were more talented in lesson planning than others. The gap in PTs' planning skills created a one-way support from PTs from University C to PTs from Universities A, and B. Ayşe (Uni. C) emphasized that throughout the online collaborative lesson-planning experience, she attempted to provide guidance to her peers:

I think giving feedback was the fun part. I saw that the other LPs were inadequately prepared to be presented. I think what I told my peers to work on in their LPs is essential and they can use it that way in a more beneficial way.

EFL PTs from different programs agreed and claimed that EFL PTs from that specific teacher education program were talented in planning and PTs from Universities A and B had learned a lot from them in terms of LP strategies that related to the content and delivery of the courses offered in the teacher-education programs.

#### **4.2.2.2. Developing a critical professional perspective**

Participating in an online collaborative planning forum provided a critical professional perspective of the EFL PTs regarding lesson planning. The participants acknowledged that as their plans were examined by their peers, these PTs began to consider various aspects of lesson-planning practices from a more holistic point of view and thus develop a certain level of professional awareness. Not only the feedback they received but also the experience of giving feedback triggered the development of a critical understanding of the lesson-planning process. When the participants were providing feedback for one another's plans, they were also reflecting on and evaluating their own performance. For Tansu (Uni. B), giving feedback on other LPs was a means of self-reflection, as observed in this comment: "Giving feedback gave me a different perspective. I started to wonder if I was making the same mistakes that I was criticizing in others' plans." Ultimately, the PTs were able to develop a critical perspective toward lesson planning during the online collaborative lesson planning experience throughout the practicum.

#### **4.2.2.3. Creating a variety in teaching contexts and plans**

The participants claimed that contacting EFL PTs from different programs provided an enriched professional learning environment. First, they began to realize the variety of lesson-planning styles. According to the programs they were enrolled in, the features of lesson planning underwent a change (i.e., how detailed a plan should be, how it needs to be designed, etc.). In addition, the focus of the feedback they were provided appeared to change from program to program, as well. For example, a group of participants was more conscious of the learning objectives whereas others focused primarily on activity design and transitions. Kübra (Uni. A) considered this variety to be a type of contribution to her own lesson-planning skills:

I had a chance to see different kinds of LPs, and I can say that LPs vary according to universities [variety of applications among teacher education programs]. It contributed to my knowledge of LPs. Each person sent different kinds of LPs, and I can see the differences.

Experiencing this variety seemed to enhance participants' perspectives on lesson-planning procedures. In addition, PTs reported that receiving different plans for different school types with different learner profiles (i.e., primary, secondary) helped to develop a professional understanding of a variety of teaching practices in different contexts. Melike (Uni. B) highlighted the following:

I had the chance to examine LPs of friends who were going to teach different classes. Without this experience [collaborative online lesson planning], I would have limited LPs only for my practicum class. Now, before I enter the profession, they [peers in the group] helped me see different classrooms.

From a professional exchange perspective, the participants acknowledged that they were able to observe a compilation of plans composing a variety of activities. In other words, the PTs were provided with a variety of activities. Miray (Uni. A) acknowledged her professional satisfaction with this variety:

Sharing the lesson plan with our friends who study at different universities is an interesting experience. Everyone usually knows the plans of their own friends or observes the lessons of some friends [peer observation opportunities created in the practicum]. Using an online network for this process was very effective. Communication through the network was easy and effective for professional exchange and receiving peer feedback.

Hence, by examining the PTs' reflections on the benefits of collaborative lesson planning and creating variety in teaching contexts and plans, it can be claimed that PTs gained a certain level of awareness of the variety in teaching contexts that has the potential to be considered in their future teaching practices.

## **5. DISCUSSION**

PTs' feedback on LPs focused primarily on the relevance, effectiveness, clarity, elaboration, and organization of the LPs. The topics raised by the PTs may be considered a sign of awareness of the tenets of effective lesson planning processes. However, there was a notable difference in professional awareness and reflective professional exchange among PTs from different programs.

### **5.1. Reflections on the lesson plans**

One of the notable themes gathered in the study was the variety of lesson-planning activities in different practicum contexts, which is consistent with previous research that underscored the differences in practicum applications (e.g., Rakıcıoğlu-Söylemez, 2012; Ulvik & Smith, 2011). Additionally, considering LPs as *pro forma* has been discussed in detail in the relevant literature (e.g., Pang, 2016, Anderson, 2017), which demonstrates the difficulty of generalizing LP applications, teachers' theories and personal manners of implementing LPs.

Some PTs prepared detailed LPs including appendices, contingency plans and all possible interaction patterns between the teacher and students and among the students whereas other PTs prepared LPs in which they merely outlined the procedures of the course and the flow of activities. Additionally, the fundamental paradigms of lesson planning (e.g., propositional plans, process plans) (Breen, 1987) were ignored, and the PTs focused only on the functionality of the plans that were prepared and implemented. The common curriculum used in EFL teacher education programs in Turkey does not necessarily provide a uniform LP procedure and format. Thus, more collaboration and interaction among the programs are required to expand PTs' perceptions of LP implementation.

## **5.2. Reflections on the collaborative lesson planning processes**

The challenges and the benefits of this collaborative lesson planning experience varied according to PTs' lesson planning skills and practices. As suggested by Strijbos and Weinberger (2010), the emerging roles of PTs indicated a dimension that appeared during the collaboration process. PTs from University C were quite different from the PTs from the other two programs in the sense that they were more on task and more competent in lesson planning. The gap among the groups was twofold; first, although PTs from University A and B claimed to learn a lot from their peers at University C, they were hesitant to share their ideas on the LPs and offer feedback. The relatively greater competence of their partners in lesson planning prevented some PTs from sharing their ideas. Second, the PTs from University C became unmotivated after recognizing that the lesson-planning skills of their peers were not satisfactory. Therefore, they reported losing their motivation for collaboration. The results may be interpreted as a violation of the characteristics of successful collaborative professional learning (Darling-Hammond, 1994), which include mutual interests and common goals, shared decision-making and a manageable agenda, resulting in dissatisfaction with the collaborative lesson-planning process.

It was evident that the majority of the participants interacted in the online collaborative lesson-planning experience and had a chance to reflect on their planning skills. Because the importance of teacher reflection has been emphasized in the literature (e.g., Krutka, Bergman, Flores, Mason & Jack, 2014; Postholm, 2008; Tillema, 2000), it was observed that the collaborative lesson-planning experience as a reflective practice enabled PTs to observe their own practices and promote professional development. In particular, Tillema (2000, p. 575) stated that "reflection-oriented learning by student teachers has been put forward as the major route towards helping them to grow in their practice teaching, and to actively involve them in changing and (re)constructing their knowledge base for teaching."

The findings of this study indicate that PTs perceived this project to be a positive professional learning experience and believed that any type of feedback activity would also enable them to reflect on their practices. This interactive, collaborative professional learning process helped PTs to develop a critical perspective on providing feedback and reflecting on LPs. Moreover, the PTs had the opportunity to observe the differences in teaching applications and to work collaboratively with PTs having various professional priorities. Observing, appreciating and benefiting from this variety, the PTs had a chance to have a real-like experience representing a variety of colleagues in their future teaching contexts.

## **6. CONCLUSIONS**

### **6.1. Limitations of the Study**

The current study has several limitations. First, the study focused on the self-reflections of EFL PTs on collaborative lesson-planning experiences. To understand the professional learning processes in detail, data reflecting various perspectives (e.g., in-class observations, interviews) would be more revealing. Second, the number of participants was limited. Because PTs were selected using a convenience sampling strategy (Creswell, 2013), the possibility of limited data and a lack of generalizability increased. Third, because of the context-dependent nature of the practicum experiences (e.g., Rakıcioğlu-Söylemez, 2012; Gürsoy, 2013), PTs attending different cooperating schools may have reflected on the

process by referring to themes other than the themes that emerged in the current study. A final limitation of the study is that the data collection period was limited to a one-term practicum course. PTs and their perceptions of the professional learning processes may alter once they enter the profession as teachers. Thus, follow-up studies could be considered to explore the process thoroughly.

### **6.2. Implications for further studies**

Collaboration among foreign language teachers is thought to be quite promising, not only within a country but also across countries (Tanghe & Park, 2016). However, it should also be considered that the manner in which a collaboration is designed affects the manner in which the partners benefit from the process. In the current study, the considerable divergence among the lesson-planning practices of the partners disrupted the nature of collaboration by decreasing the feeling of equity, increasing hesitance in interaction and therefore decreasing the positive perceptions of the collaborative professional learning process. Eventually, the effect of avoidance increased with the lack of self-regulation and responsibility, and the study presented some of the potential factors that could affect PTs' professional collaboration. Further research should be conducted to explore the nature of the collaboration among EFL PTs.

### **6.3. Implications for EFL teacher education programs**

Collaborative teacher-education practices providing opportunities for reflective professional learning extend beyond the advantages of attending a teacher-education program by offering a professional, supportive network and practical opportunities for practicing teaching. Collaborative lesson planning activities allow prospective EFL teachers a chance to monitor the lesson-planning skills of other PTs while proposing a reflective and critical approach to their strengths and weaknesses. Moreover, observing PTs' experiences, teacher-educators may evaluate their supervisory roles. As suggested by Azmitia (2000), collaborative professional learning experiences provide an important opportunity for stakeholders in which everyone actively involved benefits from the process. Therefore, collaborative lesson-planning activities in different teacher-education programs should be encouraged, and relevant practices implemented and reported.

The present study sought to examine EFL PTs' perceptions of an online collaborative lesson-planning experience during their practicum. Additionally, the emerging issues regarding the professional learning experiences of EFL PTs with regard to providing feedback on the lesson-planning processes were investigated. The variety of EFL teacher education programs played a significant role in PTs' perceptions and professional development in the process of lesson planning and implementation. The major themes regarding the lesson-planning processes as well as the benefits and challenges of the online collaborative lesson-planning experience were also reported. Conversely, the study revealed a possible collaborative professional learning experience for EFL PTs with opportunities to monitor a variety of EFL practicum contexts and lesson-planning practices in addition to providing a supportive professional networking experience.



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## GENİŞ ÖZET

### 1. Giriş

Öğretmen eğitimindeki sosyokültürel öğrenme yaklaşımları öğrenmeyi öğretmenin profesyonel öğrenme ortamlarında akranlarla birlikte ve etkileşim içinde olması gerektiğini savunmuştur. Bu bağlamda öğretmen adaylarının öğretmenlik uygulaması deneyimlerinin onlara gerçek sınıf ortamlarını gözleme ve uygulama olanağı tanınması bakımından önemli olduğu bilinmektedir. Diğer bir deyişle, öğretmenlik uygulaması dersleri öğretmen adaylarının teori ve pratik arasında uygun bağlantılar kurmasını sağlar. (Darling-Hammond, 2014). Ayrıca öğretmen adaylarının çeşitli öğrenme ortamlarında gözlem ve uygulama yapmaları onların ufuklarını açacak ve onlara yeni öğrenme olanakları kazandıracaktır. Bununla birlikte, öğretmenlik uygulamalarında öğretmen adayları bazen sadece bir okul hatta sadece bir sınıfta gözlem ve uygulama yapma olanağı bulabilirler. Bu durum farklı ortamlar görme ve farklı deneyimlere sahip akranlarla veya uygulama öğretmenleri ile çalışma imkânlarını kısıtlı hale getirmektedir.

Bu nedenle bu çalışmanın amacı öğretmenlik deneyimi derslerinin bu kısıtlayıcı özelliğini en aza indirip, öğretmen adaylarının farklı şehir ve okullarda aynı dersi alan akranlarıyla çevrim içi ortamda bir araya gelmelerini sağlamak ve hazırladıkları ve uyguladıkları ders planlarını paylaşıp bu planlar hakkında yansıtıcı düşünme ortamı yaratmaktır. Bu çalışma çerçevesinde üç farklı üniversiteden çalışmaya gönüllü 30 İngilizce öğretmeni adayı çevrim içi ortak ders planlama platformuna kayıt olmuşlardır. Bu çevrim içi platform üniversitedeki uygulama öğretim elemanının öğretmen adayları arasındaki etkileşimi izlemesi ve etkileşimle beraber doğan öğrenme süreçlerini izlemesini sağlamıştır.

Mesleğe yeni başlayacak öğretmen adayları için zorlu bir deneyim olan ders planı hazırlama (Ferber & Nillas, 2010) sürecinde farklı üniversitelerde eğitim gören öğretmen adaylarının çevrim içi ortamda buluşup farklı seviyedeki ve okuldaki öğrenciler için hazırladıkları çeşitli ders planlarını paylaşmasının öğretmen adayları için yararlı olacağı düşünülmüştür. Ders planı yapmanın yanı sıra, öğretmen adayları ülkenin farklı bölgelerinde öğrenim gören gelecekteki meslektaşlarının ders planı uygulamalarını gözlemleyecek, uygulamaların sonuçları hakkında tartışacak olması okul deneyimi dersinin daha da zenginleşmesini sağlayacaktır.

Öğretmen eğitimi alan yazınında ortaklaşa ders planlamanın öğretmen adaylarının eğitiminde yer alması gereken bir uygulama olduğu önerilmiştir (Nyugen, 2017). Bu uygulama ile öğretmen adayları teorik bilgilerini uygulamaya dönecekler ve yansıtıcı düşünme sürecine girip mesleki topluluğun bir parçası olacaklardır. Öğretmen eğitiminde internet ve bilgisayar teknolojilerinin kullanılmasıyla birlikte ortaya çıkan çevrim içi ortak çalışmaya dayalı platformların mesleki gelişmeyi olumlu etkilediği öne sürülmüştür (Dorner & Kumar, 2016).

Bu bağlamda bu çalışmanın araştırma sorusu şöyledir:

- İngilizce öğretmeni adaylarının çevrim içi mesleki öğrenim platformunda farklı eğitim fakültelerinden katılan diğer öğretmen adaylarıyla ders planı ve ders planlama süreci ile ilintili etkileşim ve paylaşımlarında ortaya çıkan konular nelerdir?

## 2. Yöntem

Bu nitel araştırmanın veri kaynakları öğretmen adaylarının araştırma amacıyla araştırmacılar tarafından kurulan çevrim içi platformdaki yazılı iletişimleri ve paylaşımlarıdır. Aynı zamanda bu platformdaki ortaklaşa ders planı paylaşım ve değerlendirme sürecini nasıl bulduklarını araştırmak amacıyla dönem sonunda bir açık uçlu anket de öğretmen adaylarına gönderilmiştir. Tüm veriler içerik analizi yöntemiyle incelenmiştir (Miles, Huberman & Saldaña, 2014). Sonuçların güvenilirliğini artırmak aynı zamanda uygulama öğretim elemanı olan araştırmacıların notları da veri olarak kullanılmıştır.

Araştırmanın yapıldığı öğretmenlik uygulaması dersi müfredatı YÖK tarafından belirlenen son sınıfta öğrenim gören tüm öğretmen adaylarının almak zorunda olduğu pratiğe yönelik bir derstir. Dersin içeriği YÖK tarafından belirlense de uygulamada üniversiteler arasında farklılıklar olduğu bilinmektedir (Rakıcıoğlu-Söylemez, 2012). Genel hatlarıyla, öğretmen adayları bu derste üniversite tarafından belirlenen okullarda gözlem ve mikro-öğretim yapmakla sorumludurlar. Mikro-öğretim öncesi hazırladıkları ders planlarını üniversitedeki uygulama öğretim elemanı ve uygulama okulundaki uygulama öğretmenine gösterip dönüt almaları beklenir.

Çalışmanın katılımcıları Türkiye'deki 3 farklı devlet üniversitesindeki eğitim fakültesi İngilizce Öğretmenliği bölümünde 2014-2015 akademik yılında öğrenim gören 30 öğretmen adaydır. Üniversite A, Kuzey Anadolu'da, üniversite B ve C ise Orta Anadolu'da bulunmaktadır. Her üniversiteden 10 öğretmen adayı çalışmaya katılmıştır. Öğretmen adaylarının %83'ü öğretmen lisesi mezunudur. Katılımcıların tümü çalışmaya gönüllü olarak katıldıklarını belirtmişler, bilgilendirilmiş onay formunu imzalamışlardır. Ayrıca çalışmanın yapıldığı üniversitelerden etik formlar da alınmıştır. Etik sebepler gözetenilerek katılımcılar için rumuz kullanılmıştır.

Araştırmacılar aynı zamanda uygulama öğretim elemanı olduğu için araştırmanın geçerlik ve güvenilirliğini etkilememek için çevrim içi platformda öğrenciler etkileşim halinde iken aktif olmamışlardır.

Çevrim içi platform olarak Edmodo kullanılmıştır. Öğretmen adaylarına bu çevrim içi platform hakkında öncesinde bilgi verilmiş, nasıl kullanılacağı öğretilmiştir. Edmodo'da 5 farklı alt grup oluşturulmuş ve her gruba 6 öğretmen adayı atanmıştır. Her grupta aynı üniversiteden 2 öğretmen adayı bulunmaktadır. Öğretmen adayları ders planlarını hazırladıkça planlarını sadece kendi gruplarındaki arkadaşlarına göndermişler ve kendileri de diğer grup arkadaşlarının ders planları hakkında dönütler yazmışlardır. Ders planlarına nasıl dönüt verileceği hakkında da araştırma başlamadan önce tüm katılımcılar kısa bir eğitimden geçmiş ve Ek-C'deki "ders planı ile ilgili dönüt verme" bilgi notları kendileri ile paylaşmıştır. Ek-A'da veri toplama ile ilgili sürecin detayları mevcuttur. Ek D'de ise çevrim içi ortamdaki bir alt grubun ekran görüntüsü verilmiştir. Bu sürecin sonucunda süreç hakkında katılımcıların değerlendirmelerinin istendiği bir çevrim içi anket de (Ek B) katılımcılara gönderilmiştir.

## 3. Bulgular, Tartışma ve Sonuçlar

Araştırma sonucunda önemli iki tema ortaya çıkmıştır: öğretmen adaylarının paylaşılan ders planları ile ilgili verdikleri geri dönütler ve de çevrim içi bir platforma farklı üniversitelerden katılan adayların bu çalışma hakkındaki deneyimleri.

Ders planları hakkında dönütler ders planlarının öğrenci yaş grubu, seviyesi ve öğretim ortamına uygunluğu ve etkililiği, ders planlarının açık ve anlaşılır olması, tüm ayrıntıları barındırması ve organizasyonu hakkında olmuştur. Genel olarak öğretmen adaylarının ders planlarının işlevselliğine önem verdiği bulunmuştur. Ders planları hakkında öğretmen adaylarının verdiği dönütler ders planlarındaki çeşitliliği ve planların düzenlerindeki farklılıkları göstermiştir. Özellikle ders planlarında üniversiteler arasında büyük farklar olduğu ortaya çıkmıştır. Bu durumda üniversitelerdeki öğretim elemanları ve öğretmen adayları arasında iş birliğine ihtiyaç olduğu ortaya çıkmıştır.

Çevrim içi platformda farklı programlardaki öğretmen adaylarıyla yapılan ortak çalışmaya dayalı ders planlama konusunda zorluklar; zaman kısıtlılığı, son sınıf öğrencilerinin ders yükleri ve her katılımcının aynı sorumluluk hissiyle katılmaması olmuştur. Öğretmen adayları bu sorunları çözebilmek için çevrim içi platformda öğretim elemanlarının her katılımcının dönüt verip vermediğini takip etmesi gerektiğini belirtmişlerdir. Katılımcılar bu iş birliğinin yararları konusunda ders planlama konusunda akranlarından yeni bilgiler öğrendiklerini ve farklı öğretim ortamlarına göre ders planlarının nasıl değişebileceği konusunda eleştirel bir bakış açısı kazandıklarını ifade etmişlerdir. Kendi uygulama okullarındaki ders planlarının yanı sıra farklı şehir ve okullarda uygulanan ders planlarını görmenin ve gelecekteki meslektaşlarının ürettiği farklı aktiviteleri okumanın da mesleki gelişimleri açısından olumlu olduğunu belirtmişlerdir.

Sonuç olarak çevrimiçi bir ortamda ve farklı üniversitelerdeki öğretmen adayları ile iş birliği içinde ders planı paylaşımı ve değerlendirmesinin yapılmasının öğretmenin yansıtıcı düşünme becerilerinin gelişimi ve ders planı yapma becerisinin gelişimine katkıda bulunduğu ortaya çıkmıştır. Ayrıca farklı şehir ve okullarda okul deneyimi dersini alan öğretmen adaylarının sadece kendi okullarında değil başka okul ve sınıflardaki ders planlarını görebilme ve değerlendirme imkânını öğretmen adayları mesleki gelişim açısından çok değerli bulmuşlardır.

## APPENDICES

### Appendix A Timeline of data collection

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Week	Dates (subject to change)	Data Collection Activity
1	16-20.02.2015	Training on collaborating and giving feedback to peers, introduction to using the online platform for interaction + Researchers' notes
2	23-27.02. 2015	Teaching practice I-preparing lesson plans and uploading on the network + Researchers' notes
3	2-6.03.2015	Lesson Plan Feedback Log I
4	09-13.03.2015	+ Researchers' notes
5	16-20. 03.2015	Teaching practice II-preparing lesson plans and uploading on the network + Researchers' notes
6	23-27.03.2015	Lesson Plan Feedback Log II
7	30.03-03.04.2015	+ Researchers' notes
8	6-10.04.2015	Teaching practice III- preparing lesson plans and uploading on the network + Researchers' notes
9	13-17.04.2015	Lesson Plan Feedback Log III + Researchers' notes
10	20-24.04.2015	Researcher discussions on themes
11	27.04-01.05.2015	Reflections on the collaborative lesson planning

### Appendix B Open-ended survey questions

1. What do you think about the collaborative lesson planning experience? How do you evaluate the overall process of the online collaborative lesson planning experience?
2. What were the positive and negative sides of this experience?
3. Did you receive feedback on your lesson plans?
4. How do you evaluate the feedback you received?
  - a. Was it useful?
  - b. Did it have any effect on your lesson planning or teaching?
5. Did you give feedback? If yes, how would you evaluate the lesson planning processes of your peers and what did you focus on? If no, why not? Please explain.

### Appendix C Feedback Guidelines for Lesson Planning

**Questions to consider for reflection:** 1. What works well in the lesson plan? 2. What needs to be adapted in the lesson plan? 3. What would you change in the lesson plan if you were the teacher?

**Questions to consider when giving feedback on a lesson plan:** Outline: Does the lesson plan have a clear layout? Can it be followed easily and implemented by another teacher? Are the learning objectives clearly stated? Are the learning objectives suitable for the level, age, and background of the students? Was the lesson staged properly in line with the subject of focus? How sufficient was the time allocated for the lesson?

Content: Were language areas and skills addressed in a balanced way? Does the lesson plan include all the materials and the resources the teacher/ the students will use? Are the materials and resources sufficient to cover the content of the lesson? Were the activities and materials appropriate for the students (e.g., age, proficiency)?

Flow: Is the lesson plan building on students' previous knowledge? Are the stages of the lesson plan in line with the learning objectives? Are the course content, language materials, and activities in line with the learning objectives? Are the transitions between the activities smooth? Does the

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lesson plan include a variety of techniques, materials, and activities to keep the students interested in the subject? Does it ensure a balance, variety and a communicative focus in materials, tasks, and activities? Do the interaction patterns vary in the lesson plan? Are there enough instances of Student>Student(s), Teacher>Student(s), Student(s) >Student(s) interaction? Is the lesson plan flexible, adaptable? Does it include a contingency plan? Does it anticipate any potential difficulties and suggest solutions for any anticipated problems (e.g., classroom management)?

**Appendix D Sample Feedback log (Screenshot of the online network)**



**Appendix E Sample Coding of the content analysis**

Relevance & effectiveness RE	Clarity & elaboration CE	Organization O
1. for learners <b>L</b> -background <b>b</b> -age <b>a</b>	1. Objectives <b>O</b> 2. Staging <b>S</b>	1. Structure <b>S</b> -timing <b>t</b> -flow& transition <b>ft</b> -task &staging <b>ts</b>
2. of pedagogical focus <b>PF</b>	3. Format <b>F</b> -appendix <b>a</b> -layout <b>I</b>	2. Variety <b>V</b> -in interaction <b>i</b> -in techniques <b>t</b> -in materials <b>m</b> -in skills <b>s</b>
3. of activities <b>A</b>		3. Contingency