Examining the In-Service Needs of Social Studies Teachers in the Field of Teaching Technology

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Abstract: This study was conducted in order to determine what social studies teachers in secondary schools need to learn in in-service training activities and what they need in educational technology. This research was carried out by 14 social studies teachers (6 female - 8 male) who participated in in-service training activities in the Gaziantep Provincial Nizip District. This study was conducted with semi-structured interview technique from qualitative research methods. According to the findings obtained in the research, it was determined that the trainers who took part in these activities were not at the level of sufficient expertise. Nevertheless, they pointed out that these activities are scarce and not perfectly suitable. Some of the participants stated that they combine knowledge and technology through these technology trainings. The recent in-service courses say that those who are related to technology are usually under the title of the conqueror project. The use of technology in education has led to the conclusion that in-service courses are very useful for effective use of instructional materials. On the basis of these results, suggestions have been made that necessity analysis should be done before the in-service courses are made.

Keywords: Social studies teachers, In-service training

Introduction

Turkey Archive and Technology Improvement Act (Fatih) Project qualification of teachers on instructional technology in Turkey with the start of the promotion and revision in 2010 has become even more important. Since 2011, under the FATIH Project, interactive board installations have been carried out in all the public school classes. Within the scope of the project, each teacher and student is provided with a tablet computer. One of the most important elements of the process of integration (integration) of technology in teaching environments in the summer is stated as being a teacher. (Sarıtepeci & Seferoğlu, 2016). The teacher, who is the most basic element of the education system, also creates the driving force for change in the society. Every change in the education system takes place within this power. First of all, is dependent on the life-long learning process of the teachers who raise the human power necessary to reach the educational goals. It is possible for teachers to adapt to the developments in their professions and to be productive and productive by means of in-service training programs to be provided to them (Montenegro, 2015; Koçoğlu, 2013; Koçoğlu, 2014). There is general consensus that the most important factor in providing quality education to schools is teachers. For this reason, there is a significant contribution to the development of the education system and the success of the student, which supports the professional development of the teachers (Knudsen, Hadzibegovic-Bubanja, Nielsen, Petkova & Nikolovska, 2013; Koçoğlu, 2015). In the basic research on the effectiveness of in-service training, the factors affecting the in-service training are: determining the needs before in-service training, informing the trainees about the course before in-service training, careful selection of the trainee teacher, how long in-service training will be done, the physical characteristics of the place where the trainings will be given, the educational contents of the in-service training courses, what kind of achievements the in-service training trainees have and whether they transfer these achievements to the implementation units, the follow-up of in-service trainees and the provision of training support and evaluation of in-service trainings (Yıldırım, Kurşun, & Göktaş, 2015 Ulu Kalin, 2017a).

When the literature is examined, it has been determined that a limited number of in-service training courses are organized for the use of technology and that the organized courses are mainly focused on technical dimensions

such as hardware and software and that the needs of teachers can not be met adequately in these courses (Güven & Yılmaz, 2016; Ulu Kalin, 2017b; Hacat, 2018a). It is not enough, however, to provide only technical information in the in-service training courses to be organized for the use of technology. In addition to this, Technological Pedagogical Content Knowledge (TPACK) should be included in which technology, subject area and how to use it. In addition, the relationship between technology and curriculum should not be ignored in organized curriculum. For this reason, a number of case studies need to be held in order to provide teachers with technology information that is compatible with the curriculum and to gain experience with how to use technology in mathematics lessons (Akman & Güven, 2015a; Akman & Güven, 2015b; Hacat, 2018b). Another noteworthy aspect of in-service training courses is that the course programs are not based on any model. However, when the literature is examined, it is seen that there are many models developed for technology integration (Rieber & Welliver, 1989; Rogers, 2003).

The limitations of the literature in our country in the field of special education are summarized above, as it is possible that the in-service training of teachers can be developed within the framework of existing competencies by targeting them in a targeted way. However, determining the in-service training needs is also important in other respects. Changing teacher competencies force teachers to have knowledge and skills in different fields and subjects. Even though teacher training in teacher education policy, although Turkey has a long past 150 years have changed for various reasons. (Karasu, Aykut & Yilmaz, 2016). As in all areas, it has become a necessity to adapt to changes and developments in the field of education and to achieve the expected standard. Achieving the purpose of the updated training programs will also be possible by meeting the professional needs of the teachers. Therefore, the need analysis of teachers and the effective implementation of the programs to be developed accordingly will enable the teachers to acquire the qualifications that conform to the standard expected from them (Kösterelioğlu & Özen, 2014). In this study; social studies teachers working in secondary schools were carried out in order to determine what they needed in educational technology and what needs to be learned through in-service training activities. Depending on the purpose of the study, the following sub-problems were sought:

1. Do you participate in in-service trainings on social studies teaching in your professional life? If so, how well do you think these trainings are enough?
2. What are the problems faced by teachers in relation to the use of technology in teaching during the implementation of the FATIH project?
3. What recommendations can be made to increase the quality of in-service training for social studies teaching?

Method

This section includes; the study group, the data collection tools, and analyzes of the data.

The desire of your research

The research is structured with a qualitative approach. In this study descriptive analysis technique was used from qualitative research types.

Working group

The data of this research is given in the fall semester of 2017-2018 in Gaziantep Province Nizip Provincial Department of Social Sciences teaching in secondary schools attached to the Ministry of National Education; (6 women-8 men) who were selected for the purpose.

Data Collection Tools

The data of the study were obtained by asking three open-ended semi-structured.

Analysis of Data

In this study, collected data were analyzed using descriptive analysis technique from analysis techniques in qualitative research methods. The purpose of descriptive analysis is to introduce a format in which raw data can be read and used by readers. The data obtained in the descriptive analysis are summarized and interpreted according to the previously determined theme. In this analysis, direct citation is often given in order to reflect the views of the individuals seen or observed in a striking way (Yıldırım & Şimşek, 2005).

Findings and Comments

Findings and interpretations for the first subproblem

Have you participated in in-service trainings on social studies teaching in your professional life? If so, how well do you think these trainings are enough? In spite of the fact that teachers say that the majority of teachers do not participate in in-service training on social studies teaching, according to their views on participation in in-service training for social studies teaching and the level of competence of in-service training. Teachers participating in in-service training stated that they found these trainings to be "partly sufficient" for the majority of them. At the same time, it was determined that the trainers who took part in these activities were not at the level of sufficient expertise. Nevertheless, they pointed out that these activities are scarce and not perfectly suitable.

Findings and interpretations for the second subproblem

What are the problems faced by the teachers in relation to the use of technology in teaching during the implementation of the FATIH project? Asked, the teachers indicated that the most important need that emerged with the implementation of the FATIH project was "technical support / technical staff needs". The other two teachers' views frequently expressed under the in-service training category are "Increasing the level of consciousness of teachers and students especially about the use of technology" and "Being informed of the students". Other teacher views on in-service training needs include providing training on teaching methods and techniques, providing teachers with information on new technologies and eliminating deficiencies in technology integration.

Findings and interpretations for the third subproblem

What suggestions can you make to increase the quality of in-service training for social studies teaching? In order to answer this question, teachers presented suggestions in the form of practical in-service trainings on in-service training, giving them to field specialists, arranging them in suitable places, arranging them at weekends, between semesters or summer holidays and in appropriate settlement areas. In addition to this, among the suggestions that social educators offer in order to increase the quality of in-service trainings, in-service trainings made in small groups, more frequent performances, opinions from teachers, arrangement of teachers according to their needs and sharing of information obtained after trainings It is located.

Conclusions and Recommendations

The results obtained from the research revealed that the vast majority of social science teachers did not receive in-service training related to social studies teaching and the vast majority of teachers in the in-service training found that they received "partially satisfactory" training. According to the findings of the research, the main issues that teachers most need in handling in-service training are; The use of technology in education, the use of the Internet for educational purposes, and the effective use of instructional materials. As a result of social work, teachers of social studies have shown that in-service training is not an appropriate time. Teachers stated that the in-service trainings made during the education period cause them to interrupt their courses and that they can not get the efficiency from the in-service trainings due to the heavy workload. In addition, problems such as inadequate in-service training and not providing these trainings to field specialists are among the important problems experienced by classroom teachers in in-service training.

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