



THE FILM AS VISUAL AIDED LEARNING TOOL IN CLASSROOM MANAGEMENT COURSE

SINIF YÖNETİMİ DERSİNDE GÖRSEL DESTEKLİ ÖĞRENME ARACI OLARAK FİLM

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ÖZET: Bu araştırmanın amacı, görsel öğrenme aracı olarak filmin, öğretmenlik uygulamasında, öğretmen adaylarının bilgi oluşturma sürecindeki etkisini ortaya çıkarmaktır. Eylem çalışması temelinde, alan bilgisi ve meslek bilgisini zenginleştirmek, görsel destekli öğretim ve öğrenme sürecinde bilgiyi oluşturmak amacıyla filmin rolü üzerinde araştırma yapılmıştır. Nitel araştırma özelliklerini taşıyan bu çalışmaya, otuz sekiz öğretmen adayı gönüllü olarak katılmıştır. Yansıtma ve eleştirel düşünme becerisi temeline bağlı kişisel görüş raporları aracılığı ile nitel veriler araştırmada elde edilmiştir. Kişisel görüş raporları, öğretmen adaylarının filmin konu alan bilgisinin yapılandırılmasındaki rolü ve mesleki bilgilerinin görsel destekli öğretimle yeniden oluşturulmasındaki katkısını ortaya çıkarmıştır. Bu araştırma, filmin bilgi oluşturmadaki rolünü vurgulayarak, görsel destekli öğrenme sürecinin öğrenme ve beceri gelişimine katkısı olduğunu da ortaya koymuştur.

Anahtar sözcükler: alan bilgisi, eylem çalışması, yapılandırmacılık, görsel destekli öğrenme, öğretim teknolojileri

ABSTRACT: This research aims to investigate the impact of the visual aided learning on pre-service teachers' co-construction of subject matter knowledge in teaching practice. The study revealed the examination of film as an active cognizing and learning tool in classroom management course within teacher education programme. Within the framework of action research, teaching sessions were reorganized with integrating mediated and visual aided learning process to enhance pre-service teachers' subject matter knowledge and abilities in teaching practice. The qualitative research approach was employed in this study, thirty eight pre-service teachers self-reports revealed the in-depth interpretation and analysis on their experiences and gained awareness in teaching practice in relation to film inline with supervision. Visual aided learning process through film and the instructor's supervision provided meaningful contributions in enhancing co-construction of knowledge in teaching practice and also it contributed to internalize professional practice as well.

Keywords: Action research, constructivist approach, subject matter knowledge, instructional technology, visual aided learning.

1. INTRODUCTION

Integrating information communication technology (ICT) into teaching and learning process provides a paradigm shift on teaching and learning within the framework of constructivist paradigm, which is an academic debate in contemporary education practices platform (John & Sutherland, 2004; Karagiorgi & Symeou, 2005; Yelland, Cope & Kanatis, 2008). ICT integrated classrooms mainly covered practices of constructivist approach that helps to create environment of interactive, experiential and discovery learning where teachers have a facilitation role (Yoon, Ho & Hedberg, 2006; Jimoyiannis & Komis, 2007; Ng'ambi & Johnston, 2006).

With regards to the constructivist framework, the learning process leads the learners to actively construct their own knowledge and meaning drawing from real life experiences (Jonassen, 1991). In this respect, knowledge is not passively accumulated, but rather it is the result of active cognizing by the individuals within the learning process. Furthermore, rather than memorization, the learning process build on what the student already knows, because it provides thinking and understanding of subject matter knowledge (Eriksen, 2004; John & Sutherland, 2004; Loveless, 2007).

In relation to the above concept, mediated instruction in conjunction with ICT and constructivist framework, emphasizes the importance of starting with the whole and then expanding to include the parts for co-constructing of knowledge on learning how to think and understand (Bottino

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& Robotti, 2007; Coutts, Drinkwater & Simpson, 2001; Karagiorgi & Symeou, 2005; Yildirim, 2005). In addition, the teaching process requires a dialogue with students to help them constructing their own knowledge regarding the facilitation and negotiation. Moreover, teachers provided with ICT integrated environment stimulate the students by using their natural curiosity and motivation in learning, internalize multiple perspectives and representations of content, transform new knowledge to future learning as self-regulated, self-mediated individuals (Neo & Neo, 2009; McFarlane & Sakeharious, 2002; Valkanova & Watts, 2007). With a well-planned ICT integrated classroom environment, the students learn how to learn and teach sessions, in other words they learn through learning by doing (Coutts, Drinkwater & Simpson, 2001; Higgins & Moseley, 2001; McFarlane & Sakellariou, 2002; Yelland, Cope & Kanantzis, 2008).

Visual aided learning is part of the mediated instruction within the frame of constructivist approach, this fosters to internalize multiple perspective and representations of the content, to gain actual life experiences through critical thinking and understanding of the subject matter within an active cognizing and co-construction of knowledge (John & Sutherland, 2004; Ng'ambi & Johnston, 2006; Yildirim, 2005). Recent literature reveals that visual aided learning process encourage students to think, understand the specific subject matter and construct their own knowledge with regard to the different perspectives and representations of the content in a meaningful way (John & Sutherland, 2004; Neo & Neo, 2009; Oliver & Herrington, 2003; Yildirim, 2005).

Significantly, in higher education practices visual aided learning and teaching process within a frame of constructivist approach provides advanced learning environment that is resulted in strong link between knowledge structure and specific subject within a meaningful co-construction of knowledge process (Jonassen, 1991; Neo, Neo, 2009; Yildirim, 2005).

Recent literature supports that visual aided learning enhances students' creative and critical thinking and help them to construct knowledge (Neo & Neo, 2009; Yildirim, 2005). In particular, films are the viable visual tool in learning and teaching process in a frame of well matched ICT and constructivism integrated classrooms (Ello, 2007). In respect to visual aided learning process for advanced learning in higher education practices, films serves as case or metaphor, also as the visual learning tool to internalize multiple perspectives and representation of the content for linking knowledge and the subject in a meaningful way within a mediated instruction (Loveless, 2007; Neo & Neo, 2009). Therefore, films are helpful to provide awareness of real life experiences for an active cognizing in relation to learning goals and objectives of particular subject matters (Ello, 2007).

There are numerous arguments raised in literature (Ello, 2007; Eriksen, 2004; Loveless, 2007) on how visual aided learning enhances co-construction of knowledge in different subject matters such as geography, science, maths, economics, etc. In teacher education, review of literature reveals the significance of technology as learning tool in constructivist learning environment, however, studies conducted in teacher education stay partial by revealing the impact of films as case or metaphor in learning and co-construction of knowledge in particular subject matter. In this respect, it is important that this study focus on the examination of the impact of visual aided learning through film as a case and metaphor in gaining awareness and co-construction of knowledge about teaching practice. The following research questions are generated in relation to literature to undertake in this research throughout the process:

Q1. How do pre-service teachers perceive the role of film in their learning and co-construction of knowledge process within the course?

Q2. How does visual aided learning process through film support learning about teaching practice and skills regarding the scope of classroom management?

2. METHODOLOGY

The road map of the research is designed into three steps which are course teaching session, visual aided learning by film and self-reports in order to examine the impact of visual aided learning on students' co-construction of subject matter knowledge and awareness of teaching practice and skills in classroom management course. In these three steps, it is aimed to provide developing skills in their teaching practice and co-constructing subject matter knowledge within the scope of classroom management. In this research, the actions were followed: the course teaching session, then films in relation to course contents, self-reports according to coherency of film and course contents and impacts to their co-construction of knowledge. The co-construction of knowledge refers the process of enhancing learning and understanding through the support of visual aided learning tool such as film in this study.

The first step of the research process is the course teaching session, followed by the visual aided learning by film, and self-reports. In the teaching session, course instructor delivered the content of the course in order to increase awareness of pre-service teachers on the subject knowledge about classroom management. In this way, pre-service teachers gained the fundamental framework about classroom management. After this first step, film as a visual aided learning tool was shown to pre-service teachers. This step bridges the theoretical framework of classroom management practice. At the end of the research process, the pre-service teachers provided reflections through self-reports, where they reported their experiences on the impact of the film for learning teaching practice within co-construction of knowledge.

In terms of teaching session, classroom management course is a part of teacher education programmes in order to give insights to pre-service teachers on how to manage classroom, how to act and model appropriate teaching principles by internalizing teaching practice and skills. In this research, the essentials of teaching practice and skills within the scope of classroom management course was explained to pre-service teachers and supervision was done by course instructor.

In relation to visual aided learning-film, with the supervision of course instructor, visual aided learning through film was facilitated to pre-service teachers. Film which encapsulates the theme of teacher model who cope with difficulties from different angles of life and teaching practice was showed to students. Film demonstration took sixty minutes in which pre-service teachers showed enthusiasm to internalize demonstrated experiences through film as a case or metaphor. In other words, the pre-service teachers volunteered to be part of this research where the film serves as a metaphor to make pre-service teachers in active cognition learning process. Film becomes a visual aided learning tool for reflective and critical thinking within the co-construction of knowledge process.

After the teaching session and the film, students reported their self-report within three categories. They reported their interpretation about film, the impact of film for co-construction of subject matter knowledge regarding the classroom management and impact for their future experiences in teaching practice.

2.1. Research Design and Approach

The framework of this research study relies on understanding meanings and experiences of participants within the nature of real life in a socially constructed nature (Creswell, 2003; Denzin & Lincoln, 2003; Silverman, 2000). In this respect, the research study has the roots of qualitative research design (Fraenkel & Wallen, 2006).

Action research was employed in this research study to reorganize instruction of classroom management course and create an impact to learning cycle of pre service teachers. Action research is a kind of tool to evaluate, change and develop a learning environment. In this respect, researchers showed attempts to exhibit mediated instruction that this serves active cognizing process thus provide co-construction of knowledge and awareness of teaching practice and skills (Mills, 2003).

2.2. Context and Participants

Thirty eight pre service teachers became volunteer participants who naturally aimed to enhance subject matter knowledge in their teaching practice and skills. This research was conducted during one semester of the academic year. Film was used as a mediated instruction tool to transfer content knowledge to reflection and practice. Pre-service teachers voluntarily participated in the study and the data were collected through purposive sampling for gaining depth understanding about the focus of the research.

2.3. Data Collection and Analysis

Qualitative data were used in this research study that self-reports were employed (Cohen, Manion & Morrison, 2000; Denzin & Lincoln, 2003). Self report was used the third step of the research it was used to examine the impact of film for the co-construction of knowledge based on classroom management and experiences for pre-service teachers in teaching practice. In this respect, self-report was used by the pre-service teacher to describe the film as visual aided learning tool. Film as a metaphor for learning, as facilitation for enhancing teaching practice and skills were aimed to be examined through self-reports. Data collection and analysis processes of this research were based on understanding meanings of real life within a socially constructed nature. Thematic analysis was used to interpret self-reports by considering the key themes which are the interpretations about film, the impact of film for future experiences in teaching practice and learning on the subject matter knowledge about teaching practice and skills. In data analysis, matrix strategy was used to interpret findings for the cross-examination and verification of the data in order to increase the credibility and objectivity of the qualitative research (Altinay & Pravakis, 2008). As matrix strategy is a traditional data analysis process, it was used to increase credible research findings in this research. All the data collected and coded themes were categorized in order to have them as an harmonic picture in a large spectrum. In addition, the researchers carried out cross checks in order to gain enriched data.

3. FINDINGS

The cross examined qualitative data from self-reports provided valuable findings regarding the impact of the visual aided learning through film on the pre service teachers' awareness of teaching practice and skills in the teacher education program, especially classroom management course (Gulbahar, 2008; Yildirim, 2005). The teaching session and demonstration of the film as a case and metaphor together, in particular teaching practice and skills within a scope of teacher education courses significantly classroom management, provided impact on co-constructing of knowledge in subject matter and gaining awareness of teaching practice and skills in relation to dimensions of classroom management course as this findings are limited by self-reports of pre-service teachers. However, the disadvantages of visual aided learning in that process are highlighted in respect to the research findings.

3.1. Film as a case or metaphor for learning

The self-report of 38 students exhibited parity concerning the influence of films as a case or metaphor in their learning process regarding the subject matter. At the same time, self-reports highlighted how students interpret the role of film in their learning and co-construction of knowledge process. Almost all participants (N=31) considered film as fundamental part of the visual aided learning in facilitating the enhancement of learning and co-construction of knowledge. Furthermore, almost all of them agreed that watching a film related to subject knowledge after the teaching session provided them to internalize multiple perspectives and representations of content in a creative and critical thinking process.

Considering the difficulty of practice for all teaching skills during the course, the film can be considered as a mirror of the awareness which can provide several examples from the scenario to internalize the teaching practice and skills based on life experiences. In this regard, film can play a significant role in gaining awareness of noticing skills and behaviours of teachers.

Regarding the self-reports, almost all students (N=31) reported that the film they have watched after the teaching session contributed to their creative and critical thinking on the content of "teaching

practice and skills” for better understanding and learning based on multiple perspectives and representations. However, some of them (N=7) stated that film had little influence on their understanding and learning, even created confusion for the content.

In relation to positive influence of the film as a case or metaphor for learning; ST1(Student) stated, “Film helped to capture and understand subject well”. Similarly, ST3 remarked, “I can learn more through visual demonstrations that enhanced my understanding and awareness of subject”. In addition, ST5 stated, “I believe that film provided me a meaningful learning process”. Also, ST7 underlined, “film helped me to understand subject well and concentrate on the course”. ST8 also reported, “film provided a summary of course based on real life experiences”. Significantly, ST15 stated, “film provided a case that help interpret and enhance my learning”. Furthermore, some of the students (N=11) remarked the positive influence of the film in many ways:

“Film provided a ground to integrate experiences and subject in a meaningful way”

“Film is the whole example of what we have learnt to develop understanding”

“It is the meaningful learning tool for me”

“I gained awareness of teaching practices in many dimensions: teaching skills, time management, principles of teaching, managing unexpected behaviour of students based on practical examples”

“Film helped me internalize possible examples about difficulties that we can face in future practice”

“Film demonstrated successful classroom management regarding the effective teaching skills”.

“Film helped me understand how I have to behave my students in future practice”

“Film represented teacher as a model of leader in teaching practice”

“Film underlined how to practice the principles and rules of teaching within classroom”

“Film reflected how classroom management needs to be practised”

“Film is an effective guidance to understand the classroom management and teaching practice”.

Regarding the interpretations of the students, it is inevitable that film serves as case or metaphor to obtain learning experiences which students have a firm belief so they can practice, reflect and modify these multiple perspectives and representations in their future practices (John & Sutherland, 2004; McFarlane & Sakellariou, 2002). It also provides pre-serviceteachers real life experiences to observe and internalize acquisition and development of pedagogical content knowledge (John & Sutherland, 2004; Loveless, 2007; Wang & Hartley, 2003).

However, some of the students (N=7) underlined that teaching session is much effective rather than film session within this subject matter. To this end, film as part of visual aided learning is an effective learning tool which can foster pre-serviceteachers’ awareness of teaching practice and co-construction of advanced knowledge from multiple angles (McFarlane & Sakellariou, 2002; Neo & Neo, 2009).

3.2. Visual aided learning process for the awareness of teaching practice and skills

Regarding to what extend visual aided learning process through film enhance learning about teaching practice and skills within the scope of classroom management, the self-report of 31 students remarked that visual aided learning process provided internalize teaching practice and skills for their future experiences, in addition co-construct of knowledge in terms of functions of classroom management, physical structure of the classroom, time management, communication and interaction, teaching practice and skills, rules and discipline within the class, control and management of students’ behaviors as dimensions. However, 7 students reported that this process could not contribute their co-construction knowledge but creates awareness of their future experience. The following findings and discussion highlighted two aspects: firstly, the impact of visual aided learning process through film for the co-construction of knowledge in terms of contents regarding classroom management, secondly the impact of visual aided learning process through film for the awareness of teaching practice and skills for future experiences.

Firstly, regarding co-construction of knowledge on the functions of classroom management as one of the dimension, almost all students reported that this process beside the teaching session exhibited positive influence to understand and realize this subject matter. In particular, ST6 highlighted, “This learning process helped me internalize how classroom management dimensions function as a whole”. In addition, ST13 underlined, “this process provided me understand that creating effective classroom atmosphere within a democratic way with all patience is the crucial for success in classroom management”. Similarly, ST14 reflected, “classroom management functions well when teacher has patience in all difficulties”. Furthermore, ST17 stated, “classroom management is assertive and patience process for all teachers”. Significantly, ST21 underlined that pre-service teachers understand how they need to give a value of their teaching profession.

Although this is limited, only 1 student underlined that this learning process contributed to enhance the co-construction knowledge on physical structure of the classroom dimension. In addition, only 2 students reported that time management dimension was well understood through this process.

In relation to communication and interaction dimension, ST2 underlined, “it is important to engage with students’ problems to enhance their performance”. In addition, ST7 stated, “teachers have to involve an interaction to understand students more”. Similarly, ST9 remarked, “it is an obligation to follow students’ needs and performances”. Significantly, ST16 and ST17 stated that this process provided them internalize involving constructive interaction, encouraging students for socialisation, collaboration, communication as facilitator with students in their success.

Almost all students reported that this learning process contributed to enhance co-construction knowledge on teaching practice and skills as dimension. The students remarked the impact of visual aided learning experience on their knowledge construction process in many ways:

“This helped me to understand that it is important to not discriminate students”

“It is important to integrate alternative methods and principles to teaching”

“Teaching practice is kind of art for managing difficulties”

“Teachers have to be well planned and confident”

“Collaboration with parent is also part of the teaching practice and skills”

“Motivation based on different methods and principles in teaching is necessary”

“Teachers need to be ideal with physical appearance, behaviours.

“Teachers have to encourage students instead of making them feel quilt”

“The main role of the teacher is not to have prejudice towards students”

In addition, ST29 underlined that students’ perspectives toward life can be changed regarding the model of the teacher. Furthermore, ST22 and ST28 reported that teaching practice covers collaboration with parents besides teaching as a model to students and their parents. In addition, ST27 provided an insight that teachers have to cope with problems of the students. ST30 remarked that taking attention of the students is the first step for the teaching practice. Finally, ST31 highlighted, “this learning process helped me understand that every difficulty can be achieved in teaching practice”.

Regarding rules and discipline dimension, this learning process had positive influence to almost all students. In this respect, students reported that they understand the issues of the students’ lack of motivation, so they understand that providing active participation of all students, creating confidence and interaction within the class are the essential factors for the discipline. In relation behaviours’ control and management as dimension, self reports of students remarked that teacher is the democratic, participative leader to control and manage unexpected behaviours through motivation and ability of teaching practice. However, a few students (N=7) reported that this learning process could not enhance their co-construction of knowledge as regards above dimensions.

Secondly, the impact of visual aided learning process through film for the awareness of teaching practice and skills for future experience of pre-serviceteachers was revealed as following. Almost all students remarked that this learning process helped them internalize how they practice and become facilitator in their future experiences in a frame of teaching practice and skills. In this respect, students internalize that they could be effective teachers by concerning being democratic, assertive and empathy, having principles, encouraging and helping how to learn, being patience, being open-minded to the new trends, having self-confident, leading different perspectives, paying attention to diversity of

the students, keeping equality in class, engaging with alternative methods and principles of teaching, considering not to have prejudice towards students.

Regarding teaching practice and skills, ST1 and ST9, ST18, ST20 highlighted that they will be assertive, patient and emphatic for their students in their future practice. In addition, ST1 remarked, "I will encourage my students learn how to learn". ST8 stated "I will be self-confident to manage class". ST14 reported, "I will be patient to solve problems and achieve difficulties". ST15 remarked, "I will give value to everyone without discriminating anyone else in the class". ST27 stated, "I will consider the different students' profiles in my class". Furthermore, ST30 underlined, "I will be democratic and collaborative, open-mind teacher". In addition, ST29 reported, "I will consider not having prejudice and being equal for all students". ST31 underlined, "I will engage with different methods and principles of teaching for motivation". Moreover, all students (N=38) who also respond that film session could not enhance their co-construction of knowledge reported that this learning process helped them internalize teaching practice and skills as a guide of the future.

In this respect, visual aided learning foster active cognizing process and contributes to co-construction of knowledge. In this respect, films whatever they can be, a right or wrong choice for the course content, they serves as active cognizing tool to observe and understand issues from multiple angles, at the same time provide environment to internalize their future teaching practice and skills (John & Sutherland, 2004; Neo & Neo, 2009; Valkanova & Watts, 2007; Yildirim, 2005).

4. DISCUSSION AND CONCLUSION

This study revealed and discussed the findings of an action research in particular the examination of the impact of visual aided learning through film on co-construction knowledge process and the awareness of teaching practice and skills. The road map of this research yielded positive results on raising the importance of advanced knowledge in higher education within a frame of constructivist learning environment (Bottino & Robotti, 2007; Neo & Neo, 2009; Yildirim, 2005). The research findings exhibited that visual aided learning through film facilitated professional awareness and pedagogical content development to the students.

This study showed that visual aided learning platform created an atmosphere of creative and critical thinking to the students for co-construction of knowledge process and the awareness of future practice besides the supervision of the course instructor (Yoon, Ho & Hedberg, 2006). Film as a case or metaphor serves active cognizing tool to gain multiple perspectives and representation of the contents in terms of co-construction of knowledge through internalization (Ello, 2007).

How visual aided learning within mediated instruction embodied that it can provide relevant personal and pedagogical skills to students through demonstrating real life experiences from multiple angles (Neo & Neo, 2009). Although the study provided great insights as regards the mediated instruction in higher education courses, in particular education field, more than one data collection techniques need to be conducted to see the interpretations of pre-service teachers in a different way within a larger spectrum. In fact, this study sheds a light how teacher model can be enriched based on mediated instruction parallel to instructor supervision for the advanced knowledge in classroom management course for teacher education field. For further studies, different visual aided learning tools can be used to compare their impacts for learning and co-construction of knowledge. In this respect, mediated instruction and traditional instruction can be compared in order to put forward teaching practices.

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Genişletilmiş Özet

Bilişim teknolojilerinin öğrenme ve öğretme sürecinde etkin rol alması sonucunda, akademik çalışmalarda öğrenme ve öğretme sürecinde yapılandırmacı yaklaşımın etkilerinin irdelenmesini görmek sıklık kazanmıştır. Bir başka deyişle, çağdaş eğitim anlayışına bağlı olarak öğretme ve öğrenme sürecinde yapılandırmacı yaklaşımın benimsenmesi hem öğrenen hem de öğretim hizmeti sunan öğretmenler için kaçınılmaz olmuştur.

Akademik çalışmalara göre, bilişim teknolojilerinin benimsendiği sınıflarda, yapılandırmacı yaklaşımın kullanılması, aktif, deneme yanılma yoluyla ve keşfetmeye dayalı öğrenme ortamı sağlamakta, bu ortamda öğretmenlerin de rehber niteliğine sahip olmasını öngörmektedir. Yapılandırmacı yaklaşım çerçevesinde, öğrenme süreci, öğrenenlerin bilgiyi oluşturmalarına ve gerçek hayat tecrübeleri ışığında bilgiyi anlamlı kılmalarına ortam sağlamaktadır. Bu bakımdan, bilgi pasif olarak birikmekten ziyade kişilerin öğrenme süreci içerisinde zihin süreçlerinin aktif olarak kavranması ile oluşmaktadır. Buna ek olarak, yapılandırmacı yaklaşım temelli öğrenme süreci, öğrencinin hala hazırda bildiği bilginin üzerine bilgi inşa etmeyi ve öğrenme konusu hakkında ezbere gidilmeksizin düşünmeye ve anlamaya imkan verilen öğrenme ortamı diye nitelendirilebilir.

Bilişim teknolojileri ve yapılandırmacı yaklaşımın bütünleştirildiği teknoloji temelli öğretim, bilginin genelden özele doğru yapılandırıldığını, düşünme ve etkin anlama becerisinin gelişimine de katkı sağladığını vurgulamaktadır. Bu bağlamda, bilişim teknolojilerinin katkılarını göz önünde bulunduran öğretmenler, öğrencilerin doğal merakının ve öğrenmeye güdülenmesinin gelişmesine yön vermekte etkin rol oynamaktadırlar. Bunun yanı sıra, öğretmenlere düşen en önemli görevlerden biri ise, öğrencilerin birçok bakış açısına sahip olmalarına, kişisel denetime sahip öğrenenler olarak bilgiyi daha sonraki öğrenmelerine geçiş sağlayabilmelerine yardımcı olmaktır. Bu noktada, teknoloji temelli öğretim gözardı edilemeyecek etki ve katkılara sahiptir. Özellikle, iyi planlanmış bilişim teknolojilerinin temellendirildiği sınıflar, öğrencilere nasıl daha kalıcı bilgi oluşturmaları konusunda fırsat sağlarken, öğrenmeyi öğrenme ve yaparak yaşayarak öğrenmenin de alt yapısını oluşturmaktadır.

Bilginin daha kalıcı yapılandırılmasında, görsel destekli öğrenme süreci, teknoloji temelli öğretimin bir parçası olarak görülmektedir. Bu bağlamda, öğrenciler tarafından yapılandırmacı yaklaşımın işlevliliğini tecrübe edinmek mümkün olabilmektedir. Bir başka deyişle, görsel destekli öğrenme süreci, öğrencilerin farklı bakış açılarını özümsemelerine ve gerçek hayat örnekleri ile teorik bilgileri bütünleştirmelerine fırsat tanımakta, böylelikle bilgi oluşturma yanı sıra eleştirel düşünme ve etkin anlama becerilerinin gelişmesine de katkı sağlamaktadır.

Akademik çalışmalar, görsel destekli öğrenme sürecinin öğrenciyi düşünmeye, konu bilgisini etkin algılama ve anlamaya teşvik ettiğini, farklı bakış açılarından yola çıkarak anlamlı bilgi oluşturma özünü oluşturduğunun altını çizmiştir. Özellikle, öğretmen yetiştiren eğitim kurumlarında geleneksel öğretim anlayışından farklı olarak yüksek öğrenimde görsel destekli öğrenme ve öğretim sürecinin yapılandırmacı yaklaşıma bağlı olarak uygulanmaya konması, bilgi yapısına, beceri gelişimine ve konu alan bilgisinin anlamlı bilgi olarak oluşturulmasını katkıları olduğu güncel araştırmalarca desteklenmiştir.

Bir başka deyişle, araştırmaların da ışık tuttuğu gibi yüksek öğrenim uygulamalarında yapılandırmacı yaklaşım çerçevesi içerisinde görsel destekli öğrenme ve öğretme süreci gelişmiş bir öğrenme ortamı sağlamak, bilginin anlamlı oluşumuna ve belirli bir konu arasındaki ilişkinin güçlenmesine sebebiyet vermektedir. Yapılan araştırmalar da görsel destekli öğrenimin öğrencilerin yansıtıcı ve eleştirel düşünmesini geliştirdiğini ve bilgi oluşturmalarına yardımcı olduğunu dikkate alınmıştır.

Özellikle de, yapılan araştırmalarda görsel destekli öğretim aracı olarak düşünülebilecek olan öğretim amaçlı filmlerin, bilişim teknolojileri ve yapılandırmacı yaklaşımın temellendirildiği sınıflarda öğrenme ve öğretme sürecine katkısı olduğu vurgulanmış, filmlerin daha çok coğrafya, matematik ve tarih derslerinde etkililiği üzerinde durulmuştur. Filmler, ileri derecede öğrenme ve özümsemede metafor olarak ele alınarak, konu alan bilgisinin anlamlı şekilde ilişkilendirilmesi ve farklı bakış açılarının kazanılması açısından önemli bir yere sahip olabilmektedir. Ancak filmlerin görsel destekli öğretim aracı olarak, yüksek öğretimde öğretmen yetiştiren eğitim programlarında yer alan derslerdeki uyumluluğu üzerine yapılan araştırmalar sınırlı olmaktadır. Bu bağlamda, filmler belirli bir konunun öğrenme amaçları ve hedefleri ile ilgili etkin algılama ve gerçek yaşam deneyimlerinin farkındalığını sağlamada büyük rol oynamaktadır. Bu nedenle, bu araştırmanın temel amacı, görsel destekli öğretim aracı olarak filmin öğretmen yetiştiren eğitim programlarındaki derslerde öğrencilerin bilgiyi oluşturmalarındaki katkısını vurgulamak ve eylem temelli araştırma yaklaşımının tecrübelerini akademik dünya ile paylaşmaktır. Böylelikle, alan yazısında araştırma konusuna ilişkin boşluğu da doldurmak söz konusu olabilecektir.

Katılımcıların algıları, anlamları ve tecrübelerinin büyük önem taşıdığı araştırma doğası ve yapısında, bu araştırma nitel araştırma desenine temellendirilmiştir. Buna bağlı olarak, araştırma eğitim programlarında önemli yere sahip olan sınıf yönetimi dersinin öğretiminde değişim ve gelişimi temel alması ile eylem çalışmasını ve eylem çalışma döngüsünü temsil etmektedir. Eylem çalışmasına göre, sınıf yönetimi dersinin yapılandırmacı yaklaşıma temellendirilip filmin metafor olarak görsel destekli öğretim aracı kabul görmesi ele alınmıştır. Bu amaçla, filmler öğrencilerin farklı bakış açıları ışığında konu alan bilgisini oluşturmalarına ve gelecek meslek bilgileri hakkında farkındalık kazanmalarına katkı sağlamıştır. Bunun yanı sıra, konu alan bilgisine ek olarak öğrencilerin eleştirel düşünme, yansıtma ve etkin algılama becerilerinin gelişmesine sebep olmuştur.

Bu arařtırmada, gönüllü 38 öđretmen adayı yer almıř, 15 haftayı kapsayan eylem çalıřma döngüsü tecrübe edinilmiřtir. Film, sınıf yönetimi dersinin konu içerikleri ile ilgili bilginin oluřturulmasında ve gelecek meslek yařamına ait tecrübelerin içselleřtirilmesinde yardımcı bir araç olarak kullanılmıřtır. Bu arařtırmanın izlediđi yol haritası, yüksek öğrenimde yapılandırıcı yaklařıma bađlı öğrenme ortamının konu alan bilgisi ve meslek bilgisi hakkındaki farkındalıđın yaratılmasında olumlu sonuçlara ulařtırdıđını ortaya koymuřtur. Katılımcıların görüř ve tecrübeleri dođrultusundaki nitel bulgular göstermiřtir ki, film aracılıđı ile görsel destekli öğrenme, öđretmen adayları için kiřisel gelişim, mesleki gelişim ve farkındalıđı yaratmıř, aynı zamanda konu alan bilgi içeriđinin hem teorik hem de uygulama bakımından içselleřtirilmesini kolaylařtırmıřtır.

Bunun yanında, bu arařtırma görsel destekli öğrenme ortamının, öğrencilere öđretmen rehberliđi ve denetimine paralel bilgi sürecinin ve gelecek uygulamalarındaki farkındalıđın oluřturulmasında yaratıcı ve eleřtirel düşünme fırsatı sunmuřtur.

İleriki arařtırmalarda, görsel destekli öğretimde kullanılan araçların tümünün etkilerinin karřılařtırılmasına yer verilebilir. Ayrıca, görsel destekli öğretim ve geleneksel öğretim karřılařtırılması ve öđretmenlik uygulamalarında etkileri de dikkate alınabilmektedir. Bu arařtırma, görsel destekli öğretim eğitimi alanındaki yeri hakkında her ne kadar da olumlu sonuçlar ortaya koymuř olsa da, eylem arařtırma döngüsüne bađlı kiřisel görüř raporları yanında birden çok nitel veri toplama yöntemine yer verilmesi zengin nitel veri analizine ve nitel arařtırma sonuçlarının ortaya çıkmasına yardımcı olabilecektir.