

## A MODEL FOR TEACHER EDUCATION CURRICULA IN TURKEY

Özcan Demirel\*

### ABSTRACT:

This paper aims at presenting a model for developing teacher education curricula in Turkish universities. The components of the model are preparation, implementation and evaluation. The first component, preparation, is based on determining course objectives and student selection system, that is, cognitive entry behaviours and affective entry characteristics of student-teachers. The second component, implementation, is based on determining subject-matter, professional and cultural courses in teacher education curricula. The last component of the model, evaluation, is based on measurement and evaluation system of the training programme.

Finally some remarks on in-service training programmes and employment possibilities in Turkey are made.

### KEY WORDS:

Teacher Education Curricula , Cognitive Entry Behaviours, Affective Entry Characteristics, Subject-matter, Professional and Cultural Courses

### ÖZET :

Bu yazı, Türk üniversitelerinde öğretmen eğitimi programlarının geliştirilmesi için bir model sunmayı amaçlamaktadır.

Modelin öğeleri hazırlık, uygulama ve değerlendirmedir. İlk öge olan hazırlık, kurs hedeflerinin ve öğrenci seçme sisteminin, yani öğretmen adaylarının bilişsel giriş davranışlarının ve duyuşsal giriş özelliklerinin saptanmasına dayalıdır. İkinci öge olan uygulama, konu alanıyla, meslekle ve genel kültürle ilgili kursları belirlemeye dayalıdır. Modelin son ögesi olan değerlendirme, eğitim programının ölçme ve değerlendirme sistemine dayalıdır.

Son olarak, Türkiye'deki hizmet içi eğitim programlarına ve iş imkanlarına ilişkin bazı bilgilere yer verilmiştir.

### ANAHTAR SÖZCÜKLER:

Öğretmen Eğitimi Programları, Bilişsel Giriş Davranışları, Duyuşsal Giriş Özellikleri, Konu Alanı, Mesleki ve Kültürel Kurslar

### A MODEL FOR TEACHER EDUCATION CURRICULA IN TURKEY

This paper aims at presenting a model for teacher education curricula in Turkish universities. The model consists of three components in terms of systems approach, preparation as input, implementation as process and evaluation as output ( see Figure 1). The paper also contains some remarks on in-service teacher training programs and employment possibilities in Turkey.

### 1. FUTURE PERSPECTIVES ON TEACHER EDUCATION

Teacher education is closely related to all the other problems of education, so solutions for teacher education are to be found in systems approach. This approach consists of a series of steps which recur in cyclical fashion :

1. Precise specifications of the behaviour which is the objective of the learning experience;
2. Carefully planned training procedures aimed explicitly at those objectives;
3. Measurement of the results of the training in terms of the behavioural objectives;
4. Feedback to the learner and the instructor of the observed results;
5. Re-entry into the training procedure (a trial teaching experience, for example);
6. Measurement, again, of the results following the repeated training.

It is much easier to talk about these steps than to put them into practice, as many educators have discovered.

Only in the past few years has this process been rigorously applied to the education of teachers, in relatively small segments [1].

As Romizowski [2] pointed out, thinking in systems terms helps us to define the problem as clearly and as completely as possible. It also helps us to analyse the problem in order to identify possible al-

\* Prof.Dr. Özcan Demirel, Hacettepe University, Faculty of Education, Department of Curriculum and Instruction.

Figure 1: A MODEL FOR DEVELOPING TEACHER EDUCATION CURRICULA IN TURKEY

PREPARATION (INPUT)	IMPLEMENTATION (PROCESS)	EVALUATION (OUTPUT)
<p>I. <u>COGNITIVE ENTRY BEHAVIOURS</u></p> <ul style="list-style-type: none"> <li>a. University Entrance Exams (Selection and Placement)</li> <li>b. Exemption Test</li> <li>c. Language Aptitude Test (for language teachers)</li> </ul> <p>II. <u>AFFECTIVE ENTRY CHARACTERISTICS</u></p> <ul style="list-style-type: none"> <li>a. Attitude Scale</li> <li>b. Interest Inventory</li> </ul> <p>III. <u>PSYCHOMOTOR ENTRY SKILLS</u></p> <ul style="list-style-type: none"> <li>a. Performance Tests</li> <li>b. Interview                             <ul style="list-style-type: none"> <li>• Communication ability</li> <li>• Appearance</li> <li>• Health</li> </ul> </li> </ul>	<div style="text-align: center;"> <p>Years</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> </div>	<p>I. <u>FINAL EXAMS THROUGH ACHIEVEMENT TESTS</u></p> <p>II. <u>SUMMATIVE EVALUATION</u>.</p> <ul style="list-style-type: none"> <li>a. Competence - Based Evaluation through Proficiency Test and Graduate Thesis (for Cognitive Behaviours)</li> <li>b. Performance - Based Evaluation through Performance Tests and Sample Lesson Teaching (for Psychomotor Skills)</li> <li>c. Attitude - Based Evaluation through Interview and Questionnaire (for Affective Characteristics)</li> </ul>

ternative solutions. It helps us to select among the alternatives and to develop the most viable solution mix. Finally it helps us to implement the solution and to evaluate its effectiveness and its real worth and to rethink, if necessary. This approach to problem-solving has been termed the 'systems approach'. Hence the systems approach is essentially a way of thought, a tendency to think about problems in systems terms. But it is also a methodology: scientific method applied to complex systems.

### 1.1. The First Component of the Model - Preparation

The first component, input part, of the model is based on student selection system for the teacher education curricula through determining cognitive entry behaviours and affective entry characteristics of student-teachers. In order to present the preparation part of the model, the emphasis was given to the desired usage of inputs rather than examining the present teacher education models in different European countries comparatively.

#### INPUT

#### Student Selection System to Teacher Education Programmes

1. Cognitive Entry Behaviours
  - a. University Entrance Exam - Selection and Placement
  - b. Exemption Exam
  - c. Language Aptitude Test (for language teachers)
2. Affective Entry Characteristics
  - a. Attitude Scale
  - b. Interest Inventory
3. Psychomotor Entry Skills
  - a. Performance Tests
  - b. Interview (Communication Ability, Appearance, Health)

**Figure 2.** The First Component of the Model - Preparation

In other words, some proposals were offered for the new curriculum. Whatever else is restructured in teacher education - length, organization, governance, certification, accreditation, goals, recruitment, faculty, standards - everything comes together in the curriculum [3:2]. In the proposed model, the inputs to the teacher education system are analyzed and then proposals are stated for a national curriculum.

The specifications of the input can be analyzed as follows:

#### A. Cognitive Entry Behaviours of Student Teachers

As shown in Figure 2, prospective teachers can generally be selected through university entrance exams which employ a two-stage selection and placement system.

In the proposed model, it is suggested that the university entrance and exemption exams be applied in order to diagnose cognitive entry behaviours of student teachers. Diagnosis involves a valuing, determination, description, and classification of some aspect of student behaviour. According to the exemption test results, it can be possible to determine whether or not a student possesses certain entry behaviours or skills judged to be prerequisite to the attainment of the objectives of the planned programme. As Bloom [4] pointed out, diagnostic evaluation is done to determine the presence or absence of prerequisite skills to determine the student's prior level of mastery and to classify students according to various characteristics.

#### B. Affective Entry Characteristics of Student Teachers

Affective entry characteristics of the students should be measured for the proposed model. To some extent, their personal preferences for higher education institutions reflect their affective characteristics. Unfortunately, the high scored students, that is, top students, do not prefer Teacher Education departments. They mostly prefer electronics, computer engineering, medicine, business administration and so on.

Affective entry behaviours of the students are generally stated in the concepts such as 'attitudes', 'values', 'appreciation', and 'interest' in a wide variety of ways. Interest inventory should be administered to the university candidates and then they should prefer teacher education departments. Attitude scale for teaching profession and interview techniques should be used to accept the students for teacher education departments. According to Bloom [4:74], if the learners enter a learning task which they really want to participate in, and if the learning tasks are designed according to the interests of learners, they will believe that they can learn it, they will be prepared to do whatever needed to learn it. It is very important for prospective student teachers to have positive affective characteristics before starting the planned programme and teaching profession.

#### C. Psychomotor Entry Skills of Student Teachers.

Psychomotor entry skills should also be measured at the beginning of the programme. In fact, psychomotor skills should be measured through the inter-

view technique or performance tests, especially for language and art teachers.

The above mentioned procedure for student selection can be applied at input level in teacher colleges; it is also available to select and attract liberal arts, science and engineering students to teaching departments during the process of university education. Junior students (third year students) who has at least

2.25 out of 4 academic average point should be accepted to teacher education programmes in European wide universities.

### 1.2. The Second Component of the Model-Implementation

The second component, process part of the model, implementation is based on the course design that is, the training programme of student- teachers in the process. Initial or pre-service teacher training programmes consist of three basic components such as subject-matter courses, teaching professional courses and cultural courses.

The percentages of the courses in teacher education curricula are changeable, but in the proposed model we suggest that 50 % be for subject matter courses, 25 % professional courses and 25 % cultural courses in order to educate broad-minded teachers that European countries extremely need. According to the figures, the course design for teacher education departments is shown in Figure 3.

PROCESS	
Course Design-in Teacher Education Programmes	
Courses	Percentage
Subject-matter	50 %
Professional	25 %
Cultural	25 %

**Figure 3.** The Second Component of the Model - Implementation

The specifications of the process can be analyzed as follows:

#### A. Subject - Matter Courses

It is essential that a well-qualified teacher should know his or her own subject-matter field very well, for this reason subject matter courses are very important in pre-service teacher education curricula. For this reason course objectives should be identified, determined and stated very clearly. The course contents should be the same in all universities in Turkey for accreditation system. Both academic and pro-

fessional faculties in Turkish universities offer a four year subject matter courses. The main point in higher education institutions should be focused on learning how to learn and learning how to teach and also how to cope with the problems in the information society. The most important point at process level is accreditation system . Junior students at teaching departments during the process of university education should have at least 2.50 out of 4 academic average point to attend senior teacher education programmes in Faculties of Education. Those who are under the average academic point can be employed as a secretary, registrar or deputy director in schools by the Ministry of Education.

#### B. Professional Courses.

Professional or teaching certificate courses offered by the departments of educational sciences in each university should require compulsory and elective education courses to be taken.

In the proposed model, it is suggested that professional courses be taught in cooperation with teacher training and basically focus on professional training. That's why, for instance Testing English as a Second/Foreign Language course should be offered instead of Measurement and Evaluation course. and also Instructional Technology in ELT and so on.

Practice teaching course which occurs as the last phase of the programme should not be limited to practice teaching hours. It should be extended to the whole year, because practice teaching course should be the culmination of the teacher education programme. Prospective teachers should work as a regular teacher in practice schools for at least one term and salary or wages should be offered by the Ministry of Education. The course should also provide teaching practice through micro teaching or simulation and field experience in school classrooms. For this reason, every teacher education department should have a practice school and work with cooperating teachers in that school effectively.

#### C. Cultural Courses

Cultural competencies of prospective teachers are very important and cultural courses such as Culture of Turks, History of Turkish Culture and Nations, Turkish Language and Literature, Computer Assisted Instruction etc. should be offered to teachers through some subject matter courses. Main emphasis should also be put on the cultural values.

### 3. THE THIRD COMPONENT OF THE MODEL - EVALUATION

The third component, output part, of the model is based on evaluating terminal behaviours of student-teachers, in other words, the quality of instruction in teacher education departments.

The evaluation of student achievement at the end of the pre- service education should depend on achievement tests, that is, final exams which are given at the end of each course. Preparing graduate thesis should be common in teacher education departments. The evaluation system of student achievement at the end of the programme is shown in Figure 4.

#### OUTPUT

##### Quality of Instruction

- 
1. Final Exams through Achievement Tests
  2. Summative Evaluation
    - Competency-based evaluation through Proficiency Test and Graduate Thesis (for Cognitive behaviours)
    - Performance-based evaluation through performance tests and model lesson teaching (for Psychomotor skills)
    - Attitude-based evaluation through interview and questionnaire (for Affective Characteristics)
- 

**Figure 4.** The Third Component of the Model Evaluation

The specifications of the output can be analyzed as follows:

In the proposed model, summative evaluation is suggested. In Bloom's terms, summative evaluation is directed toward a much more general assessment of the degree to which the larger outcomes have been attained over the entire course or some substantial part of it [4 : 4]. The main purpose of this evaluation is to determine the amount and the degree of the students' learning. so prospective teachers should have to take achievement tests at the end of each academic course , but proficiency test and graduation thesis are recommended before graduation and summative evaluation on subject-matter, professional and cultural courses. In order to meet the requirements for the summative evaluation, the followings are suggested:

1. A comprehensive test should be given for competency-based evaluation of prospective teachers and passing mark should be at least 70 out of 100.

2. Each candidate should teach a sample lesson and the lesson should be observed or filmed or video filmed and then evaluated by a group of teachers, so performance- based evaluation should be carried out by practice.

3. Interest inventory, attitude scale and interview technique should be administered in order to orient the graduates of teacher education departments. so, attitude- based evaluation should be carried out at the end of the academic programme.

### 2. EMPLOYMENT OF TEACHERS

#### 2.1. Orientation Programme

One Year Practice Teaching in schools and performance based evaluation through video applications.

#### 2.2. In-service Training

(Collaboration between the Ministry and universities for Teacher Education)

Self-Training through computer technology

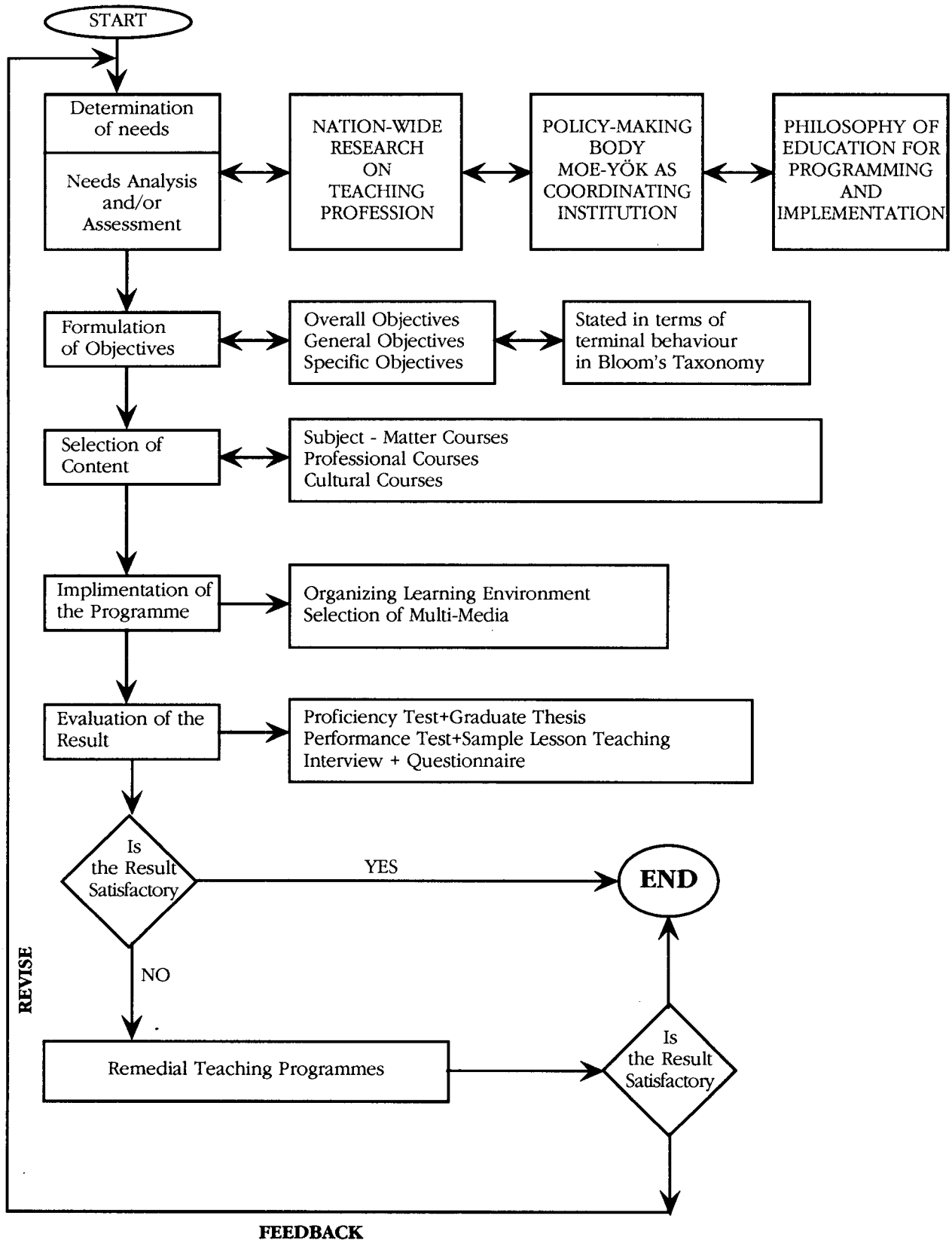
Private schools, universities and the other non-formal educational institutions in Turkey will need teachers It means that every year a country needs about thousands of teachers . In other words, employment possibilities will be better compared to other professions in business life.

In the proposed model, the orientation programme for teachers is suggested; thus, one year practice teaching should be compulsory and be carried out in practice schools . The qualified teachers should be selected by using micro teaching technique through video applications.

In the modern world knowledge grows exponentially and teachers need to keep up with the fresh advances in their subject matters. Advances in educational technology and growth in research in methods of teaching compels a teacher to modify his own methods. In order to update teachers, self training through computer technology in service training programmes should be applied. Unfortunately, in-service training consists of a series of short courses ranging from two to three day courses to longer periods of a month or a term.

In the proposed model, in-service training of teachers should be carried out by the collaboration between the Ministry of Education and universities. Some incentives such as credit system, rewarding and studying abroad should be offered to successful teachers at the end of in-service training programmes. Self-training should also be encouraged and some professional publications should be sent to teachers.

Figure 5 A Curriculum Design Model for Teacher Education in Turkey



### 3. CONCLUSION

This study hopes to draw attention to on the model to training teachers in future. Therefore, a better educated and more experienced teacher is a necessary component of better "quality of education". This study demonstrates that affective characteristics, subject-matter, professional and cultural competencies of a teacher are very important in upgrading the level of teachers in future. It is obvious that better teacher education will attract more and better people into the profession. The basic question how to attract more of the ablest men and women into profession, how to utilize their talents most effectively in the classrooms and how to retain them in the face of competition from other professions. Not only psychological satisfaction but also reasonable amount of payment is important to be successful in a profession. so employment policy is related to payment possibilities.

Teaching is an honourable profession so well-qualified teachers should be trained at graduate level, in other words, graduate programs in teaching should be widespread and common all over the country.

One of the most important point is accreditation system. All the graduates of teacher education department should be equal if they fulfilled the programme requirements in teaching certification.

As a final remark, a feedback system should be obtained for the teacher training system in order to renew the model in terms of systems approach (see Figure 5). The guide-line for designing a professionally responsive teacher education curriculum can be outlined as follows:

1. First of all, policy decisions in teacher education curriculum should be made. YÖK - Teacher Education Council can be the co-ordinating Institution for policy making in teacher education.
2. The curriculum model should be based on the most relevant contemporary educational philosophies such as progressivism, reconstructionism and the like.
3. The basic components of teacher education curriculum should be i) objectives, ii) subject-matter, iii) learning experiences and iv) evaluation approach [5].
  - a. Needs analyses and needs assessment should be carried out,
  - b. Objectives should be determined through Bloom's taxonomy and then stated in terms of behavioural objectives
  - c. Content should be selected by interviewing students, teachers, subject matter experts, parents, administrators and politicians.
  - d. Selection of learning experiences should be based on certain learning theories such as direct, cooperative, master programmed and discovery learning.
  - e. Different teaching strategies, methods, techniques, materials and technological devices such as closed-circuit television, video, computer and interactive video should be used to organize different learning situations for the student. Alternative learning situations should also be prepared for the implementation of the curriculum.
  - f. Evaluation should focus on the curriculum plan, the quality of instruction and the learning behaviours of the students.
  - g. Finally, there should be a permanent feedback system in order to renew and reshape the teacher education curriculum and be based on scientific research findings.

### REFERENCES

- [1] PECK, R.F.; J.A. TUCKER. (1973.) Research on Teacher Education. Second Handbook of Research on Teaching. Chicago: Rand McNally College Pub. Co.
- [2] ROMIZOWSKI, A.J. (1981.) Designing Instructional Systems. London: Kogan Page Ltd.
- [3] SHORT, E. C. 'Curriculum Decision Making in Teacher Education : Policies, Program Development, and Design' Journal of Teacher Education. July- August, 1987. pp: 2-7
- [4] BLOOM, B.S, J.T. HASTINGS; G, F. MADAUS (1971). Handbook on Formative and Summative Evaluation of Student Learning New York: McGraw Hill Book Co.
- [5] ORNSTEIN, A.C.; F.B. HUNKINS (1988 ) Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall, Englewood Cliffs.
- [6] DEMİREL, Ö.(1989a.) "Difficulties in Training Foreign Language Teachers in Turkey" Ankara: Hacettepe University, Faculty of Education. ( A Paper submitted to International Symposium on Teacher Education. May 15-16,1989)
- [7] DEMİREL, Ö. ( 1989b). "Competencies of Foreign Language Teachers. Journal of Education. Ankara: Hacettepe University, Faculty of Education. No.4 pp5-26. Ankara.
- [8] HANES, M.L., et al.(1986). 'Designing a Professionally-Responsive Teacher Education Curriculum' Journal of Teacher Education March-April, pp. 26-31.