

INTERDISCIPLINARY COURSE DESIGNS AND EVALUATIONS OF TEACHER CANDIDATES REGARDING THE MATHS EDUCATION

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Abstract

Interdisciplinary approach, which ensues as a natural result of developing and changing information fields, is significant to develop skills such as perceiving the external world, interpreting and thinking over the data within the scope of knowledge and skills acquired from different disciplines. That interdisciplinary association continues in every grades of education helps individuals be successful and solve the problems by association to different disciplines. In this context, effective interdisciplinary association enables students to use the knowledge they learn in the lessons in different areas outside the class by enriching the learning-teaching process. It is necessary for teachers to be knowledgeable about the subject and to recognize the importance of the subject to associate effectively. Therefore, using the interdisciplinary study in teacher education will make a great contribution for future teachers to be closely acquainted with the interdisciplinary studies and to understand the methods they will use in their classes.

In the light of this information, the course designs, which prospective maths teachers form to teach maths lessons interdisciplinary, and the self evaluation of prospective maths teachers are examined as a part of the research. These prospective teachers study in a university in Istanbul and take "Interdisciplinary Applications of Maths" as an elective course. Results will be discussed in terms of the importance of the maths discipline and its relations with other disciplines.

Keywords: Prospective teacher, teaching maths, discipline, interdisciplinary approach.