

A REVIEW OF ARGUMENTATION BASED SCIENCE EDUCATION STUDIES IN TURKEY

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Abstract

With this study, it is aimed to compile the researches carried out for the use of the argumentation method in the field of science in Turkey and to determine the use of the method in lessons. For this purpose, the articles published in scientific journals aimed at the use of argumentation method in terms of students, prospective teachers and teachers have been examined and introduced. Accordingly, it was seen that the researches carried on argumentation in science education are based on relationship of argumentation-based learning and socio-scientific topics, laboratory practices, students' metacognitive skills, conceptual meaning, academic achievement and students', preservice teachers' and teachers' skills of using argumentation and views of the method. In consequence of literature review, it has been determined that science teaching based on argumentation has increased the awareness of students about environmental problems, has developed high level thinking skills such as creative and critical thinking, problem solving and has positively affected students' academic achievements and conceptual understanding levels. Therefore, it may be suggested to increase the awareness of the field by disseminating studies based on argumentation about science teaching.

Keywords: Argumentation-Based Learning, science teaching, literature review.