

THE PRIMARY PRESERVICE TEACHERS' VIEWS ABOUT THE NATURE OF SCIENTIFIC KNOWLEDGE

Arş. Gör. Ahmet Taşdere
Uşak Üniversitesi
Ankara - İzmir Yolu 8. Km.
Uşak
ahmet.tasdere@usak.edu.tr

Mine Kır
Türk Telekom Denizcilik Anadolu Meslek Lisesi
Üç Yıldız Cad. No:38
Sürmene- Trabzon
kirmine@hotmail.com

Doç.Dr. Nevzat Yiđit
Karadeniz Teknik Üniversitesi
Söđütlü Beldesi K.t.ü.Fatih Üniv. Kampüsü
Trabzon
nyigit@ktu.edu.tr

Abstract

The purpose of this study is to examine primary preservice teachers views about the nature of scientific knowledge at different departments. Likert-type scale which translated into Turkish language by Taşar (2006) was utilized in this study. The study sample consists of 1017 senior primary preservice teachers. One way ANOVA for independent samples was utilized for data analysis. According to the findings of the study; science teacher candidates have more positive views about the nature of scientific knowledge than other teacher candidates. In addition, there is any significant difference at teacher candidates's views about the sub-dimensions of scientific knowledge (morality, creativity, developmental, simplicity, testability, integration) in terms of departments. These finding have been discussed in the context of the nature of scientific knowledge.

Key Words: Nature of Scientific Knowledge, Primary Preservice Teacher.