

THE EFFECT OF EXPERIMENTS RELATED STORIES IN LABORATORY TO THE ARGUMENTATION SKILLS OF PRESERVICE CLASSROOM TEACHERS

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Abstract

In recent years a paradigm change in science education in the world is reflected the science curriculum and the some changes have also been presented in Turkey since 2005. With this scope “argumentation-based teaching approach” took place in the science curriculum for the first time in 2013. Teachers have an important role in the implementation of educational reforms. In this context, it is important to provide a learning environment to the teacher candidates which they are experiencing the changes which have occurred in the field of science. In this study, it was aimed to determine classroom teacher candidates argumentation skills associated with the stories which are related with the experiments in science and technology laboratory applications course and their views about this implementation. The study designed by means of case study approach regarding with qualitative research methods. The research study group consisted of 61 classroom teacher candidates. The data were collected with semi-structured interview form, written documents, and audio recordings the group conversations. Descriptive analysis was used for analyzing data. According to the research results, teacher candidates in the beginning had basic level of argumentation skills but later in the process there was an increase on their argumentation level.

Keywords: argumentation, science laboratory, preservice classroom teacher.