

SCIENCE AND TECHNOLOGY TEACHERS' OPINIONS ON PROJECT DUTIES

Yusuf Kařıkçı
Amasya Üniversitesi Fen Bilimleri Enstitüsü
kasikciyusuf@gmail.com

Doç. Dr. Şafak Uluçınar Sağır
Amasya Üniversitesi Eğitim Fakültesi
safak.ulucinar@amasya.edu.tr

Yrd. Doç. Dr. Salih Değirmenci
Amasya Üniversitesi Eğitim Fakültesi
salih.degirmenci@amasya.edu.tr

Yrd. Doç. Dr. Ahmet Bacanak
Amasya Üniversitesi Eğitim Fakültesi
ahmetbacanak@gmail.com

Abstract

Project Works are often used in Science and Technology lessons with the applications of the student-centred approaches in the schools,. The aim of this research is to determine the opinions of Science and Technology teachers on Project works. The sample of the research, which is carried out with one of the qualitative research methods, phenomenology, is formed by four Science and Technology teachers who work in the near villages to the city centre of Çorum. In the research, datas are gathered with semi-structured interviews and analysed by using Nvivo 9 programme. The results, which are categorized in themes and codes, were presented in the shape of graphics and models. In the research results, it is identified that teachers used a Project evaluation scale which took in to account of being scientific, originality and having done by the student in the evaluation of the projects; and they thought that Project Works were useful for learning if they are done by the students themselves. Teachers also stated that they considered mostly the students' interests, social utility and class level, but not paid attention to criterias such as actual subjects, attainability in the selection of Project Works. According to the results, to make the Project Works more efficient and applicable for learning, it is suggested adding alternative lessons to the secondary school education programme and instructing teachers in this subject.

Key Words: Science and Technology Education, Teachers' Opinions, Project Work.