

PRE-SERVICE TEACHERS' VIEWS ABOUT THE FULL STUDIO MODEL

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Abstract

The aim of this research is to determine the effect of the full studio model in which active learning techniques are used, on the attitudes of pre-service teachers to the physics course and to take their views on the teaching conducted. The sample of the study consists of 53 pre-service primary science teachers who are registered in an education faculty of Turkey in the academic year of 2015-2016. In this study, a single group pre test–post test weak experimental design was used and "Physics Attitude Scale" was administered to determine pre-service teachers' attitudes to the physics course. In order to receive their views on the teaching plan, "How was class for you?" form was applied and structured interviews were conducted with all pre-service teachers. Teacher candidates' attitude scale scores were analyzed using the SPSS version 14.0. The answers given in the form of "How was the class for you?" were evaluated by using a frequency chart, while the interviews were analyzed by content analysis. As a result of the analyses made, it was determined that pre-test and post-test attitude scale scores of the pre-service teachers' were significantly different in favour of the post test ($t=-5.541$; $p<.05$). Additionally, in the interviews, pre-service teachers reported that they liked the classroom environment very much and learned more easily when they were active.

Keywords: Full studio, active learning, fluid mechanics, attitude.