

TEACHER VIEWS ABOUT SCIENCE TEACHERS BASED on MULTIPLE INTELLIGENCES AND THE INTERDISCIPLINARY APPROACH

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Abstract

This study was carried out to determine the views of science teachers about applications which are based on multiple intelligences and interdisciplinary approaches, this research is applied on the total 193 teachers. "The scales of teachers' views on the implementation of the Multiple Intelligences Theory (ÇZKUİÖG)" and "The scales of Science Teachers' views on the Interdisciplinary Teaching and Implementation of this.(DAÖİG ve DAÖUİG)" were used. In the analysis of the data, the arithmetic mean, standard deviation were calculated and correlation analysis was made. According to research results, it has been found that the teachers' view on the Interdisciplinary Teaching and the Multiple Intelligences Theory is at the "medium level". Also, among the teachers' views in relation to interdisciplinary teaching (DAÖİG), the teachers' views in relation to implementation of interdisciplinary teaching in the lessons (DAÖUİG) and teachers' views on the implementation of the multiple intelligences theory in the lessons (ÇZKUİÖG) positive linear relationship was found.

Keywords: Theory of multiple intelligences, interdisciplinary approach, science, science teaching.