

THE OPINIONS OF BRANCH TEACHERS ABOUT THEIR TECHNOPEDAGOGICAL EDUCATION COMPETENCIES AND INDIVIDUAL INNOVATIVENESS LEVELS

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Abstract

A multidimensional process, technopedagogical education is a result of the intersection of content knowledge, pedagogical knowledge and technology. It is one of the most important models for integration of technology to education. As innovativeness is a necessity for Technopedagogical education, teachers should have technopedagogical education competencies and innovative vision. The purpose of this research is to present branch teachers' competencies about technology integration and individual innovativenesses. The sample of the research was figured with relational survey model. The universe of the study consists of 460 branch teachers who work in Düzce. Research data were collected via Technopedagogical Knowledge Competency Scale, developed by Kabakçı Yurdakul (2012) and Individual Innovativeness Scale, adapted to Turkish by Kılıçer and Odabaşı (2010). On data analysis; percentage, frequency, Mann-Whitney U Test, Kruskal-Wallis Test and correlation analysis have been used. According to research results, it has been confirmed that teachers' technopedagogical education competencies and individual innovativeness levels are at medium-level, In individual variables, only gender variables create meaningful difference on technopedagogical education competency and there is a positive directional and meaningful relation at medium-level between teachers' opinions on their technopedagogical competencies and individual innovativeness

Key Words: Technopedagogical Education, Individual Innovativeness, Branch Teachers .