

THE PRE-SERVICE SCIENCE TEACHERS' CONCEPTUAL UNDERSTANDING OF ATOM

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Abstract

Students are confronted with the concept of atoms almost every year in the period from middle school to university. Understanding concept of atom is important for science, chemistry and physic lessons. The purpose of this study is revealing the ratio of ideas pre-service science teachers have about “atom” before and after instruction and determining the conceptual understanding rate. This research was conducted with a total of 48 students studying in science teaching. Data in the scope of research were obtained from the concept test and semi-structured interviews. Before the instruction, it has been understood that pre-service science teachers have alternative concepts about “atom”. After the instruction, it can be said that most of the pre-service science teachers have scientific concepts about “atom”.

Key Words: Atom, alternative concept, conceptual undrestanding.