

PRE-SERVICE SCIENCE TEACHERS' VIEWS AND SELF-EFFICACY PERCEPTIONS ABOUT PROBLEM BASED LEARNING METHOD

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Abstract

Problem-based learning is one of the learning methods aiming for students to learn various concepts by means of an event met in daily life and supporting for them to use life-long learning skills. Since the theoretical basis and principles of problem based learning method are differentiated from the teaching methods based on traditional approach, the implementation of the so-called method requires that teachers should have knowledge and the positive view about this method. In this study, to determine the views and self-efficacy perceptions of the pre-service science teachers about the problem based learning method is aimed in the study in question. For this purpose, various implementations of activity development were carried out with 63 pre-service science teachers studying in the fourth grade in education faculty. A questionnaire consisting of open-ended questions and questions that have likert-type scale was used as the data collection tool in the research which is one-shot case study. In the analysis of the data obtained, the percentage and frequency values of the responses of the pre-service science teachers were calculated. In the results of analysis, it is concluded that the pre-service science teachers generally think that the using of the problem based learning method in science teaching have positive effects on students, however it has some limitations.

Key Words: Problem based learning, Pre-service science teachers, Self-efficacy perceptions.