

## INVESTIGATION OF THE PRE-SERVICE TEACHERS 'LEARNING APPROACHES AND TEACHING-LEARNING CONCEPTIONS

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### Abstract

In this study, it is aimed to examine the structural relationships between the pre-service teachers' learning approaches and teaching-learning conceptions. 367 undergraduate freshman students studying at Akdeniz University Faculty of Education constitute the study group determined by appropriate sampling. Data were collected with the "Teaching-Learning Conceptions Questionnaire" and "Learning Approaches Questionnaire" to determine the pre-service teachers' teaching-learning conceptions and learning approaches. The predictive relationships between variables were examined by structural equation modeling. In the model created, pre-service teachers' teaching-learning conceptions are handled as traditional and constructivist conceptions. Also their learning approaches are handled as deep and surface approaches. According to the results obtained from the study, it can be said that pre-service teachers who have a constructivist approach can adopt both deep and surface approaches. However, it has been concluded that pre-service teachers, who have a traditional conception, adopt a surface approach rather than a deep approach.

**Keywords:** Traditional conception, constructivist conception, deep approach, surface approach.