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Let's Develop Your Material

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Abstract

In this study, "Instructional technology and material design" course in faculty of education was conducted in cooperation with the teachers in primary and secondary schools. The study was carried out as part of the "My Teacher Let's Develop Your Material" with the participation of 3rd grade students at Mehmet Akif Ersoy University, Faculty of Education, Social Sciences Teaching in 2013/2014 academic year, autumn semester. In this study, the students of Social Science Teaching have developed the materials for real schools' needs in class instruction at university. Initially, prospective students applied the material planned and prepared during the teaching process in their classes. The materials of which mistakes were corrected and the lacks were completed by pre-application were applied in real classroom environment including 4th to 8th grade classes of primary and secondary schools located in the center of Burdur. In the development of materials, a grading scale was prepared with various criteria such as being up to date, providing accurate information, enabling students to be effective, being plain and simple. The scale was used by prospective teachers, permanent social science and classroom teachers in schools. With quantitative data obtained from this scale; the data obtained from written opinions of prospective teachers, permanent social science and classroom teachers were analyzed together. At the end of the study, it has come out that the organic link between the university and the actual schools became stronger. In addition, it has been identified that as a result of only 4th grade prospective teachers attending an actual school having done such an application at 3rd grade, these prospective teachers achieved significant gains regarding lesson planning, materials development, application and evaluation process. Furthermore, it was identified that school applications facilitated the works of permanent social science and classroom teachers in actual schools, these teachers started to transfer new developments in their classrooms by interacting with university students; 4rd to 8th grade students met with different applications that affected the actual classroom environment positively.

Keywords: social science; classroom teacher; instructional technology; material design;; teaching profession; university-school collaboration;

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1. Introduction

Reason for existence of faculties of education is to train “the best” teachers who are to provide the children and the young “the best” education (Ozcan, 2012). Teaching profession, as a general rule, must be given in places of work which are real environments where related profession is applied. Primary and secondary schools places of work, in which education are carried out factually, real students take place, real curriculum and methods are applied, real teachers and managers work, are the most natural and realistic education environment for teacher candidates (Ozcan, 2011).

In this context, in respect of the quotation of Guzel, Berber, and Oral (2010), theory-practice and practice-theory approaches are known as two approaches accepted worldwide on training teachers. The theory-practice approach is defined by trainers as being based on theory of pre-service education which teachers get and presentation of this theoretical knowledge without relating to learning activities in real classroom environment. In addition to this, in this approach, too little chance is given to do practice, systematically and in a controlled way, of theoretical knowledge given teacher candidates in the education process at faculties.

In the theory-practice approach, adopted in our country, theoretical knowledge received in first 3 years at faculty of education is practised by the lessons of School Experience I and II in the last year. The aim of the lesson, School Experience I, is to introduce teaching profession to teacher candidates at the beginning of teacher training process. In this process, teacher candidates, demonstrator instructor and practice school’s managers, teachers, and students have to collaborate (Yesil and Caliskan, 2006).

School Experience consists of planned observations and activities for introducing many tasks, which construct teacher profession, to teacher candidates. These observations and activities take place as one hour, seminar, and four hours, activities in school, in two different terms, as School Experience I and II, in current teacher training programs. It is stated by many conducted researches that field application cannot be put in practice completely with the lessons of School Experience I and II which are conducted in this way (Kaya and Samanci, 2013; Divarci and Demir, 2013; Yesilyurt and Semerci, 2011; Dursun and Kuzu, 2008; Yesil and Caliskan, 2006; Yigit and Alev, 2005; Can, 2001). In the Council of Higher Education-World Bank project, which emphasizes and adopts as an aim importance of school-university collaboration in teacher training, it is stated as “to provide share of tasks and responsibilities of teacher candidates between practice school and faculty of education for their applying and improving of their gotten field knowledge, knowledge and capabilities of profession in an effective and, productive, safe way” (Gungordu, 1999). In conducted researches, it is identified that teacher candidates run into problems in many issues including providing discipline, organization of teaching environment, assessment, preparation and use of materials, use of teaching methods and techniques, motivate students, being aware of individual differences, instructors of university; however, it is estimated that training of the teachers in every field by school-university collaboration (Kose, 2014; 2014; Yigit and Alev, 2007; Azar, 2003; Toprakci, 2003; Buyuran, 2001; Uslu, 2001; Azar, 1999).

The results of the researches demonstrate that providing teacher candidates mostly theoretical knowledge in faculties of education and being conducted of applications by only lessons of School Experience bring about many problems in teacher training (Goktas and Sad, 2014; Aydın and Akgun, 2014; Kose, Selcuk and Yesilyurt, 2014).

This study is conducted with the aim to show that theory and practice can be conducted together accordantly without giving priority or intensity to any approaches in contrast to theory-practice or practice-theory approach which is adopted in teacher training. In the study, it is assumed that teacher candidates of social science and teachers of social science, who work in real schools, reflect their real views on data collection tools of the study.

2. Method

In this study, which is based on the approach of project-based learning, views of teachers and teacher candidates of social science about the application are taken. Moreover, in the study, qualitative data is obtained by evaluation of prepared materials and examination of video camera records of applications been done in real classrooms. When considered from this point of view, interview and observation, two of the qualitative research methods, are used in the study.

2.1. Sample Group

Third grade students of the department of Social Science Teaching at Faculty of Education of Mehmet Akif Ersoy University, who are teacher candidates, form the research group of the study which is conducted in the context of the lesson of Instructional Technology and Material Development. 109 students in total, who are teacher candidates from two different classrooms, 12 teacher of social science in practice schools, and the students of these 12 teachers participate to the study.

2.2. Data Collection Tools

In the study, in which interview and observation are used, views of the teachers and the teacher candidates of social science are taken individually or by focus group discussion. Moreover, qualitative data is collected by forms of assessment of video camera records and assessment of materials.

Interview forms: Written views of teacher candidates, who study at 3rd grade of the department of social science, are taken by interview form which consists of 3 open-ended questions. Moreover, the teachers and the teacher candidates of social science are asked to write their views about process of application on material assessment form. Focus group discussion is carried out with 9 students, who are teacher candidates, from two different classrooms by use of another form been developed based on this form.

Material assessment form: 13 items take place in this form, developed by researcher, in which the criteria that is needed in an effective material is included. This form is filled out by both students, who are teacher candidates, and teachers of social science. In this form, 3 grades including "strong", "medium", and "weak" are used. Moreover, it is asked, by leaving needed blanks under the titles of "the views of teachers of social science upon the application" and "views of teacher candidates who carry out applications and observe them" in the context of self and peer assessments, teachers and teacher candidates of social science to write their views. In these stages, both teachers of social science and teacher candidates state their written views. Frequency and percentage of obtained data, from material assessment form, are interpreted in findings by tables.

Video camera records: Qualitative data is obtained by examining recorded video camera recordings and taken photographs in real classroom environments during use of their own materials by the students, who are teacher candidates.

2.3. Data analysis

Qualitative data reached from different sources is examined one by one and all statements, sentences, and especially situations in video records are identified. After a written breakdown of video camera records, a set of data is constituted for applying by same teacher candidate. All data is examined together and findings upon effect of the study are reached from meaningful words, sentences, paragraphs, sample situations -if available- in an order in this process.

Process of Project Application: This study is conducted with school-university collaboration in the context of “My teacher, let’s develop your material!” project. In this study, it is aimed to bring teacher candidates in the aims of the lesson of Instructional Technology and Material Development by practices in real schools, improve their experiences over teaching profession, and contribute their personal development.

The study is conducted with third grade students of the department of Social Science Teaching at Faculty of Education. Moreover, the study, which is conducted in real primary schools between September 2013 and January 2014. The study is planned based on the characteristics of project-based learning approach and conducted through the steps explained below.

1. **Stage of Preparation:** In this stage, instructor of the lesson of “Instructional Technology and Material Development” previously determines practice schools and volunteer teachers of social science. The project is introduced to teachers of social science and training studies are conducted upon how they guide to teacher candidates of social science by doing planning together. In this stage, material needs of the teachers of social science in schools are especially determined. It is determined for which theme (objectives) materials are to be developed, for which criteria materials are to be prepared, and how teacher candidates, who use materials assess. In the second phase of stage of preparation, teacher candidates are informed of the lesson context of Instructional Technology and Material Development. It is provided that teacher candidates choose suitable practice schools, accordingly teachers of social science whose materials are to be developed, and level of grades. Afterwards, teacher candidates are asked to determine learning environment, theme, unit, subject, objectives, etc. of which they develop material with regards to the syllabus of teacher of social science.

2. **Preparation of material and pre-application:** In this stage, conducted in faculty of education, the materials, which schools need, are developed with regards to “criteria of material design”. Teacher candidates develop various materials such as “worksheet, work-brochure, dumb map, puzzle, instructional game, concept map, structured grid, caricature, poster, handbook, slide”. In the study, which is carried out individually or in groups of 3 to 5 people, the students are asked to develop more than one material for 5 different objectives. Teacher candidates also plan, practice in real schools, and assess three of these materials. It is provided teacher candidates carry out a pre-application of their own materials and teaching designs in their own classrooms in front of their mates. In this pre-application process, editing and planning needed on material are completed according to the criticism of instructor of the lesson and teacher candidates. These applications are conducted, with regards to the qualities of objectives, in various places such as classroom, drama hall, “Burdur İli Baki Bey Konagi” which is a historical place. The needed editing and planning are completed between September and November 2013 on the preliminaries conducted at the faculty of education.

3. **Applications of the materials in real primary-secondary schools:** Prepared materials are applied in real schools after the study of material design and pre-application which are conducted at faculty of education. Teacher candidates carry out these applications between the months of December-January.

Assessment of real application: Application studies in schools are assessed by teachers of social science and teacher candidates, who undergo training, by use of assessment form which consist of 3 items. Written views of teachers of social science and teacher candidates upon the application are taken. In the meantime, written views of teacher candidates upon this conducted application are taken at the end of study.

3. Findings

Responses given by teachers of social science and teacher candidates to “Material Assessment Form” related to the materials, which teacher candidates develop in the context of the lesson of

Instructional Technology and Material Development and practice in primary schools, are given in Table 1.

Table 1. The Views of Teachers of Social Science and Teacher Candidates on Applied Materials

| Criteria | Teachers of social science (n=12) | | | | | | Teacher candidates of social science (N=102) | | | | | |
|--|-----------------------------------|----|--------|----|------|----|--|----|--------|----|------|---|
| | Strong | | Medium | | Weak | | Strong | | Medium | | Weak | |
| | f | % | f | % | f | % | f | % | f | % | f | % |
| 1. To carry out a specific aim | 9 | 75 | 3 | 25 | - | - | 88 | 86 | 14 | 14 | - | - |
| 2. To give up-to-date and correct knowledge | 8 | 67 | 4 | 33 | - | - | 90 | 88 | 12 | 12 | - | - |
| 3. To be simple and easy | 11 | 92 | 1 | 8 | - | - | 100 | 98 | 2 | 2 | - | - |
| 4. To be clear and understandable of used tone | 10 | 83 | 2 | 17 | - | - | 88 | 86 | 12 | 14 | - | - |
| 5. To provide students opportunity do exercise and application | 11 | 92 | 1 | 8 | - | - | 90 | 88 | 7 | 7 | 5 | 5 |
| 6. To make learning easier | 9 | 75 | 2 | 17 | 1 | 8 | 85 | 83 | 17 | 17 | - | - |
| 7. To be concrete and realistic | 11 | 92 | 1 | 8 | - | - | 95 | 93 | 7 | 7 | - | - |
| 8. To be reusable | 11 | 92 | 1 | 8 | - | - | 100 | 98 | 2 | 2 | - | - |
| 9. To be flexible to give opportunity for new arrangements (updates) | 11 | 92 | 1 | 8 | - | - | 89 | 87 | 13 | 13 | - | - |
| 10. To be multipurpose | 8 | 67 | 4 | 33 | - | - | 75 | 74 | 25 | 23 | 2 | 2 |
| 11. To be easy to be prepare | 10 | 83 | 2 | 17 | - | - | 98 | 96 | 4 | 4 | - | - |
| 12. To be easy to use | 10 | 83 | 2 | 17 | - | - | 100 | 98 | 2 | 2 | - | - |
| 13. To be different from formerly prepared materials and authentic | 4 | 33 | 5 | 42 | 3 | 25 | 80 | 78 | 22 | 22 | - | - |

In the criteria seen in Table 1., teachers of social science of practice schools state that they see prepared materials suitable for the criteria. It can be said that these teachers do not see materials of the teacher candidates authentic in general in respect of their responses to 13 items. In the meantime, teacher candidates, who develop materials, do lesson plan, apply the materials in primary schools, state that their own materials are suitable for given criteria in general. Summarized quotations from the views of teachers and teacher candidates of social science upon functionality of the materials are given below.

"...students have found application of materials more educational and funnier than expository teaching. They have found puzzle better and done it more eagerly rather than pictures in brochure..."

"...leading students constitute groups and find the places on dumb map together improved their friendship. Being of the lesson in a game atmosphere increases their eager to the lesson..."

"...The subject of migration is comprehended better thanks to students' constituting stories by themselves. Moreover, I think their skills of use of map are improved thanks to their putting the cities from migration stories into the map..."

The teacher states that the materials, prepared during the lesson of Instructional Technology and Material Development and applied in real schools, contribute teaching and suit required criteria as understood from the views given above.

Qualitative data obtained from the lesson of Instructional Technology and Material Development, which is conducted in various places in the context of a project, is examined under 3 themes including “Contributions for carrying out the aims of the lesson”, “Contributions of doing application in real schools”, and “Contributions for improving personal qualities”. Sample statements and situations related to findings upon these themes are given in Table 2.

Table 2. Findings on the Themes Reached by Analysis of Qualitative Data

| Theme-1: Contributions for carrying out the aims of the lesson | Theme-2: Contributions of doing application in real schools | Theme-3: Contributions for improving personal qualities |
|---|--|--|
| <ul style="list-style-type: none"> - Active learning - Cooperation / interaction / sharing - To design teaching - Thinking creative and critical - To design material - Get experienced of teaching - Use of different places in teaching - To realize different teaching ways - To organize teaching environment - Do assessment | <ul style="list-style-type: none"> - Learning teaching - School-university collaboration - To be model - To realize real schools and profession conditions - To get experienced of teaching - To recognize students - Cooperation / interaction / sharing - Professional values - Effective teaching-learning process - Use of different teaching ways | <p>a. To have a skill</p> <ul style="list-style-type: none"> - Thinking creative and critical - Responsibility - Discipline - Cooperation / interaction / sharing <p>b. Feelings</p> <ul style="list-style-type: none"> - To have self-confidence - To feel himself valuable - To improve awareness - To get excited, to be happy, to get pleasure |

It is identified when Table 2. is examined that the project, conducted in real environments and in school-university collaboration, provides teacher candidates to get efficient learning experiences in the issues such as active learning, collaboration, planning, creativity, material design, getting teaching experience, and use of different places. The views, approximately 83% of teacher candidates state about the process of material development for real schools and in the context of the lesson of Instructional Technology and Material Development, are summarized below.

“...Conduct of the lesson of Instructional Technology and Material Development in various places and our studying with our friends improves our collaboration...”

“...I did plan for the first time and designed materials even if they were simple. I recognize my friends, who are in the same class with me, but whom I recognize never, better almost ...”

“...First, our presenting our own material in front of our friends became difficult. Afterwards, we got used to this and taught easier in schools. ...”

“...I experienced teaching thanks to our conducting of the lessons as if I had stated my plans and material in front of my friends...”

“...I identified skills of my friends during drama act in Baki Bey Konagi for the first time, we conducted a lesson outside of the classroom and I got pleasure ...”

“...The view that I wish I had done various things came true and I started to think more creative...”

It is identified in the 2nd theme that approximately 87% of teacher candidates learn by teaching, recognize real schools and conditions of teaching profession, get experienced with teaching, find the chance of recognizing students, create an interaction with practice school teachers and students and their friends. It is observed that this application makes organic relations between university and school stronger and teachers, teacher candidates become models to each other thanks to developed materials and practiced applications. Quotations from the views of teacher candidates upon this theme are summarized below.

"...Teacher of the lesson said that we overcome this lack because of he does not have enough time to prepare various materials for his students. ..."

"...He admired our slide and copied it into his computer. He said that he would use it in other classes and it is so helpful. ..."

"...After this time, I know how I should teach, use time, and be ..."

"...Students said that they were not bored; however, we carried out two different applications in a day. This made us so happy and we started to rely on ourselves..."

"...It made me happy that students admired the material, read the story, and responded the question eagerly. It became a pre-experience for my teaching..."

"...We refute the thesis that both lesson and game cannot be conducted at the same time when we see that primary school students learned by getting pleasure and playing..."

"...It became an efficient experience for the applications carried out next ..."

"...The teacher of the lesson said that he admired our material; moreover, he got an example. He said that conducting lessons in this way is more productive and stable and said that he would struggle for leading his students become more active ..."

In the last theme, in the meantime, it is identified that positive changes are observed in various feelings and skills approximately 91% of teacher candidates in the end of this application. The views upon the theme are summarized below.

"...I broke down my prejudices and got experienced. I got the happiness of learning by teaching..."

"...Increase in participation of the students in the lesson and their saying that we are not bored from the lesson of social science anymore bought about increase in my self-confidence..."

"...My self-confidence increased thanks to the teacher's trust on us and I got the feeling that I can do something..."

"...I learned what can do and how I should teach..."

"...I recognized what and how I know thanks to each lesson which I experienced My self-confidence and self-esteem increased ..."

"...I had fears before applying this material, but I recognized after applying the material that I should not have worried in such way. My self-confidence increased more and I recognised that I can do individually..."

4. Results and Discussion

It is identified in this application, in which theory-practice approach is conducted together conducted in the context of the lesson of Instructional Technology and Material Development that an organic and productive collaboration is carried out between university and school.

It is seen that the applications carried out according to needs of real schools by teacher candidates are effective to carry out the aims of the lesson of Instructional Technology and Material Development.

When viewed from this aspect, it is stated that teacher candidates improved in teaching knowledge and skills such as designing of teaching, material development, doing planning, recognizing real school

environment, arrangement of teaching environment, recognizing students, having professional values, assessing, and cooperating in the end of the application.

It is identified that teacher candidates become model for teachers with their studies, learn teaching, recognize various teaching ways and places.

Teacher candidates state that there are increases in their skills such as taking of responsibility and creative and critical thinking. Moreover, it is seen that the studies increase awareness and self-confidence of teacher candidates, provide them to feel themselves valuable and they enjoyed the studies and felt happy.

4.1. Suggestions

1. It should not be waited for the lessons of School Experience I and II to provide teacher candidates to get experienced in real school environment. A study to develop a model in which theory-practice can be conducted together accordantly by forming a relation between the lessons at faculty of education and real schools.

2. It must be provided to found a coordination, research, and application center at faculties of education, which aims to train teachers for real schools to enable collaboration of school-university.

3. Instructors at faculties of education must carry out studies, which are to be models for teachers, by carrying out modern education applications in the places, which are to be assigned to them, such as drama halls and application workplaces and take more responsibility.

4. Teaching processes of the lessons at universities must also be accepted as an application area for teacher training and enable teacher candidates the opportunity to get experienced of teaching at faculties.

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