



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

English Language Teaching Program

AN EVALUATION OF ONLINE PRACTICUM COURSES FOR PRE-SERVICE ENGLISH
LANGUAGE TEACHERS: EXPECTATIONS, ATTITUDES AND LEARNING

İlknur KAZAZ

Ph.D. Dissertation

Ankara, 2022



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HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN ÇEVİRİMİÇİ ÖĞRETMENLİK
UYGULAMASI DERSLERİNİN DEĞERLENDİRİLMESİ: BEKLENTİLER, TUTUMLAR VE
KAZANIMLAR

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **İLKNUR KAZAZ** and entitled “An Evaluation of Online Practicum courses for Pre-Service English Language Teachers: Expectations, Attitudes and Learning” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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Prof. Dr. Selahattin GELBAL
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Abstract

Teaching practicum should always be a priority for the purpose of equipping teachers with 21st century skills. The aim of the study is to evaluate online practicum from all stakeholders point of view. The study used both quantitative and qualitative data analysis. A total of 370 participants were included. 4th grade students enrolled in ELT departments' "School Experience" course at 2019-2020 academic year from every region of Turkey were questioned. EFA and CFA were conducted and Expectation and Reaction scales were developed with SPSS 24 and AMOS 19. Cronbach's alpha coefficients were calculated as .96 and .98 for the expectation and reaction scales respectively, valid and reliable in terms of psychometry. After the scales were developed, at state and private Universities' ELT departments in Ankara in 2020-2021, Pre-practicum Expectation Scale, Post-practicum Reaction scale, Self-evaluation, Peer evaluation, and End-of-term evaluation statistics for quantitative analysis and interviews with the Cooperating Teachers, School Administrators and Academicians for qualitative analysis were used to administer the experimental study. Regression, Correlation and T-test analyses measured at what levels expectations were met and what were the reactions. Phenomenology analysis was conducted over the interviews. Working groups were determined based on maximum diversity sampling method. It was concluded that online practicum failed to meet the expectations of pre-service EFL teachers. As the end-product of the study "School Experience and Teaching Practicum Guidebook" an up-to-date manual for all stakeholders and a report called "Teaching Practicum Report" which sheds light onto the current problems and necessary changes was prepared.

Keywords: online teaching practicum, teacher training, pre-service teachers, scale development, program evaluation.

Öz

Öğretmenlerin 21. yüzyıl becerileriyle donatılması amacıyla öğretmenlik uygulamaları her zaman bir öncelik olmalıdır. Çalışmanın amacı, çevrimiçi öğretmenlik uygulamasını tüm paydaşların bakış açısıyla değerlendirmektir. Çalışmada hem nicel hem de nitel veri analizi kullanılmıştır. Toplam 370 katılımcı yer almıştır. 2019-2020 eğitim öğretim yılında Türkiye'nin her bölgesinden İngilizce Öğretmenliği bölümlerinin “Okul Deneyimi” dersine kayıt yaptıran 4. sınıf öğrencilerine anket uygulanmıştır. AFA ve DFA yapılmış, SPSS 24 ve AMOS 19 ile Beklenti ve Tutum ölçekleri geliştirilmiştir. Beklenti ve Tutum ölçekleri için Cronbach alfa katsayıları sırasıyla .96 ve .98 olarak hesaplanmıştır, psikometri açısından geçerli ve güvenilirlerdir. Ölçekler geliştirildikten sonra, 2020-2021 yıllarında Ankara'da bulunan devlet ve özel üniversitelerin İngilizce Öğretmenliği bölümlerinde, deneysel çalışma amacıyla, Uygulama Öncesi Beklenti Ölçeği, Uygulama Sonrası Tutum Ölçeği, Öz değerlendirme, Akran değerlendirme ve Dönem sonu değerlendirme istatistikleri nicel analiz için Danışman Öğretmenler, Okul Yöneticileri ve Akademisyenler ile yapılan görüşmeler nitel analiz için kullanılmıştır. Regresyon, Korelasyon ve T-testi analizleri ile beklentilerin ne düzeyde karşılandığı ve tutumların ne olduğu ölçülmüştür. Görüşmeler üzerinden fenomenolojik analiz yapılmıştır. Çalışma grupları maksimum çeşitlilik örnekleme yöntemine göre belirlenmiştir. Çevrimiçi öğretmenlik uygulamasının İngilizce öğretmen adaylarının beklentilerini karşılamadığı sonucuna varılmıştır. “Okul Deneyimi ve Öğretmenlik Uygulaması Rehberi” çalışması sonucunda tüm paydaşlar için güncel bir kılavuz ve mevcut sorunlara ve gerekli değişikliklere ışık tutan “Öğretmenlik Uygulaması Raporu” adlı bir rapor hazırlanmıştır.

Anahtar sözcükler: çevrimiçi öğretmenlik uygulaması, öğretmen eğitimi, öğretmen adayları, ölçek geliştirme, program değerlendirme.

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Abbreviations

AGFI	: Adjusted Goodness of Fit
AMOS	: Analysis of Moment Structures
CAQDAS	: Computer Aided Qualitative Data Analysis
CFA	: Confirmatory Factor Analysis
CFI	: Comparative Fit Index
EFA	: Exploratory Factor Analysis
EFL	: English as a Foreign Language
ELT	: English Language Teaching
FLE	: Foreign Language Education
GFI	: Goodness of Fit
L1	: Mother tongue/ First Language
L2	: Second/Foreign language
MoE	: Ministry of Education
NNS	: Non-native Speaker
NS	: Native Speakers
PST	: Pre-service Teacher
SEM	: Structural Equation Modelling
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences

Chapter 1

Introduction

Teaching practicum has various stakeholders; pre-service teachers, cooperating teachers, university supervisors, administrators, and students. Every stakeholder has different responsibilities e.g., lesson plans, observation reports, reflective practice, visits of university supervisors, etc. Teaching practicum provides an on-the-job learning to the pre-service teachers because they observe peers and mentor teacher and do practice at practicum school, experience supervisors' supervision, build social relations with other stakeholders (Gan, 2014). The researchers Cruickshank and Westbrook (2013) stated that the practicum which is one of the most crucial elements of teacher education programs gives teacher candidates an opportunity to be aware of the reality of their profession and has an important effect on the professional development of candidate teachers before they start to their profession in a real environment. However, the challenges that student teachers face during the practicum may influence the performance of the prospective teachers negatively. Pre-service teachers are sometimes too stressed about the way they are assessed, which might, in return, result in a poor teaching performance and negative evaluation by the cooperating teachers (Canh, 2014). In the evaluation of practicum, together with professional standards the 'personal' standards are used by the assessors (Eisenberg, Heycox, & Hughes, 1996). By a quick look at practicum assessment programs one can see that the assessment of the performance in the teaching practice is not well-grounded, and accordingly, the impact of assessment is problematic (Brooker, Muller, Mylonas, & Hansford, 1998). This study is set within the framework of the capabilities pre-service teachers may need during practicum. In initial professional training pre-service teachers learn how to develop instructional competencies. They constantly develop competences in lesson plans, in teaching of subjects, need analysis of students, by applying appropriate teaching strategies and addressing their audience that is the students with an explicit, vivid approach, energy and digital literacy. A new stance in the educational systems worldwide calls for a longer

period on the practice in teacher training. More effort is now exerted in training schools as asserted by Chambers and Roger (2000).

In the aftermath of pandemics, emergent distance education was a real challenge, with the closure of schools and universities. Nonetheless, the pandemic has created an opportunity to make a change in educators' roles, practices and student collaborations.

Statement of the Problem

There has been a great amount of research, and as a natural result, criticism in the last few decades about the efficacy of teaching practicum, its influence on teachers and the improvement of education (Darling-Hammond, 2000; Korthagen, 2001). While a rich amount of research has been conducted about practicum in face-to-face instruction, virtual/online instruction and practicum is still in its infancy in terms of research and in practice (Blomeyer, 2002; Cavanaugh et al., 2004). That's the reason why this research has been conducted.

A team work comprising university supervisors and cooperating school teachers for a better assessment and a better implementation of the practicum is needed. Currently, in Turkey, The Ministry of Education requires the cooperating teachers and university supervisors to use an online governmental system for assessment. Cooperating teachers use www.mebbis.meb.gov.tr platform which belong to the MoE. Within this online platform the practicum students are assessed based on a grading of analytic descriptors such as subject matter knowledge, field knowledge, teaching process, using evaluation techniques in relation to the objectives, class management, effective communication with the learners. The university supervisors use www.uod.meb.gov.tr. They fill in the weekly evaluation and general evaluation forms about the students in terms of subject matter, field knowledge, creating optimum learning environment, evaluation of students, lesson planning and lecturing. The students are evaluated weekly regarding the checklist however they are not graded out of this weekly evaluation. At the end of a 14-week practice, they are graded as a final evaluation both by the graders; the cooperating

teacher and the university supervisor. The supervisor need to come the practicum school at least four times to observe the same teacher candidate. Out of a 100 points scale, 32.60 points belong to the supervisor and 67.40 points belong the cooperating teacher. Considering the workload and time constraints of both the teachers and supervisors, this method sounds extremely impractical. And since the supervisors cannot perform a visit every week for observation but only four times throughout the whole term, it decreases the reliability of the assessment. How can the university supervisors make an overall evaluation of the students when they cannot perform those visits? Some pre-service students get better to the end of the practicum. If the supervisors cannot observe them enough, isn't it a misjudgment in terms of those teacher candidates? Moreover, the supervisors sometimes fill in those forms without any observation due to time constraints; they notify the school coordinator and convince them to fill in the online forms as if they have attended the observations on time, which is in researcher's point of view is again not fair.

Although the practicum students go under an assessment by the cooperating teachers and university supervisors, the reflective practice portfolios they have created is of minimal importance within this assessment. Portfolios because of their features of supporting the evaluation system, flexibility, using various data sources and gathering evidence for a long time are preferred tools for assessment (Ryan & Kuhs, 1993). Apparently, there is no grading for the reflective portfolio of the students. The supervisors cannot relate their ideas about the student portfolios to the system. There are not any descriptors for the portfolios within this assessment.

As for a third dimension of the study, the students do not self-evaluate themselves. They are evaluated by peer pre-service teachers weekly in reflective papers, but they cannot self-evaluate based on a framework within these reflection papers. However, there are proofs for self-evaluation implementations worldwide, e.g., EPOSTL. In Turkish context the researchers Başyurt-Tüzel and Akcan (2009) indicated that pre-service teachers encounter some challenges that affect the quality of the education and teacher

candidates' mindset about their profession while they are practicing in a real environment. Indeed, self-evaluation would contribute a lot to the professional development of the students. Therefore, every teaching practice of the candidate should be self-evaluated in researcher's point of view for a sound assessment. Peer evaluation and self-evaluation checklists should be used after each teaching practice. Every week both the teacher candidates themselves and supervisors can see the evaluation results. At the other end of the spectrum, when the university supervisors come watch the teacher candidates, the candidates feel nervous and excited and apparently, they have a non-effective, low performance. When there is the absence of the supervisor, the candidates might perform better. The suggested method for evaluation would lessen the interfering effect and there would be no need for the supervisors to perform those visits.

Aim and Significance of the Study

In this study, an obligatory course "School Experience" which is in the 4th grade curriculum of education faculties is evaluated upon 4th grade students' and other stakeholders' opinions. This study serves for the purpose to investigate what kind of problems are experienced by the pre-service teachers in online practicum, together with the mentors' and administrators' opinions and find out ways for how these problems can be solved. It is of significance because it highlights the real problems in such an important program. By program evaluation, for the remediation of the Online Practicum nationwide and worldwide under the umbrella of theoretical framework, a new and more interactional model with more credibility and meeting the needs of the time is committed to the use of education faculties and the Ministry of Education.

Research Questions

1. What are the expectations of pre-service EFL teachers from Online Teaching Practicum?
2. What are the reactions of pre-service EFL teachers to the Online Teaching Practicum?
 - a) What were the problems that pre-service EFL teachers of English encountered in Online Teaching Practicum?
3. What kind of skills and knowledge have been acquired by the pre-service teachers at the end of the Online Teaching Practicum?
4. How is Online Teaching Practicum evaluated from pre-service EFL teachers', mentor teachers', university supervisors' and administrators' point of view?

Table 1

Adaptation of the Kirkpatrick Model to the Research Questions

Kirkpatrick Model	Adaptation of the Model
Reaction	Research Question 1 and 2 - Expectation and Reaction scale for assessing the attitude of pre-service teachers to the program
Learning	Research Question 3 - Self-evaluation Form for evaluating their own teaching practice and Peer Evaluation Form for evaluating peer teacher candidates' teaching practice
Behavior	Research Question 3 - Comparison of self and peer evaluation grades of the candidates to mentor teachers' and university supervisors' final evaluation at the end of online teaching practice
Results	Research Question 4 – Qualitative Evaluation of Online Practicum, Practicum Manual, A Report about the current system

Assumptions

It is suggested that pre-service teachers, cooperating teachers and university supervisors should work in harmony. University supervisors should present candidate teachers abundant feedback after each teaching and should inform them about their weaknesses and strengths. And the cooperating teachers by taking advantage of having a role in this process should upgrade their knowledge theoretically and modify their teaching system accordingly. The optimum model recommended by the researcher should be taken into consideration to improve the quality of current teaching practicum program.

Rationale for the Study

This is a needs-oriented study. While there were problems even in face-to-face practicum, post-pandemic the problems doubled. In Emergency Remote Education all lessons and activity planning were made online immediately. But the necessary alterations were not made and precautions were not taken beforehand. Therefore, the teaching principles couldn't be activated. There were many misapplications by the stakeholders. As the result of non-defined quality standards in online education system, pre-service teachers' online practicum is apt to many problems which decreases the performance of prospective teachers naturally. There was a need for healing. So, this study is a recovery program.

Limitations

The present study was undertaken in attempt to investigate whether the pre-service ELT teachers could benefit from the practicum program more on condition that there were some modifications to the existing one. Although the study can provide valuable insights and have overall positive results when then the feedback-relationship between the supervisor and the candidate teacher is increased, and hence the shortage in the implementation of the mentoring roles is filled in, the findings of the study would have been much more generalized if the study had a larger sample size. This study is limited

because the sample population consisted of pre-service teachers from a single university in Turkey. Therefore, the findings may not be generalized to all pre-service teachers and universities in all settings. Though, the research design allowed the researcher to make assumptions about causation and implications of the findings, more causes could have been explicitly determined. Thus, more research is needed.

Definitions

Pre-service Teachers: The 4th grade students who get training in a teacher education program.

Teaching Practicum: A course taken by senior university students at Teacher Training Departments under the name “School Experience” with an aim of preparing student teachers for the profession.

Teaching Practice: Student teachers practice teaching in a real educational environment as part of their training.

Online Teaching Practicum: In online teaching practicum pre-service teachers gain field experience in appointed practicum schools in their specialty area under the supervision and feedback of cooperating teachers and university supervisors in the form of either synchronous or asynchronous online class.

Chapter 2

Theoretical Basis of Research and Literature Review

“The student teaching experience is a pivotal component of most teacher education programs and a focus within teacher education literature.”

(Torrez & Krebs, 2012; p. 485)

Introduction

In this section Practicum Assessment Models, Foreign Language Teaching Models, Assessment of Practicum Courses in Foreign Language Teacher Education Programs, Kirkpatrick Assessment Model and its use in education and specifically in ELT, Research about Teaching Practicum models, theories and contemporary implementations worldwide and in Turkey underlying the study will be explained with a reference to the literature.

Practicum Assessment Models

In the post-modern technology age, it's not very easy to raise qualified and effective language teachers who could meet the demands of the era. This is partly due to the learners as well. The characteristics of the learners has changed, too. Provided pre-service teacher education programs have a structured evaluation system, important changes could be made (Coskun & Daloğlu, 2010; p.24) . The novel teachers have to grasp the attention of Generation Z students. This, in turn, means on behalf of teacher training programs at education faculties raising well-equipped, professionally developed, digitally literate teachers. Therefore, it is necessary for language teacher education programs to have a philosophy. As Peacock (2009) mentions, the professionalization of ELT as a scientific field, calls for the pre-service teacher programs to evaluate themselves. Program evaluation is strongly influenced by reductionist theory and aims to isolate program components and matches associations to outcomes (Frye & Hemmer, 2012). The reductionist view has its roots in the Enlightenment age and puts forward that

the whole or outcome can be understood via investigating the contribution of the constituent parts. Basically, program evaluation is making a value judgment about available information. Therefore, educational program evaluation uses this very information to have an understanding about the value and/or worth of an educational program (Cook 2010). It is systematic and includes the analysis of information related to the design, implementation, and outcomes of a program, in order to monitor and improve the quality and effectiveness of the program (ACGME, 2010a). There are various program evaluation models; Peacock Model, Experimental/Quasi-experimental Model, Logic Model, Context/Input/Process/Product (CIPP) model, Kirkpatrick Model.

Peacock Program Evaluation Model

Peacock's (2009) model provides multidimensional feedback about the program being evaluated. With Peacock's questions, the participants consider the philosophy, the knowledge provided through the program, the reflection student teachers engage in during the program and the reflective skills they develop, relationship among the courses in the program, the types of competences developed through the program, and the extent to which student teachers' needs are met. The researcher doesn't use this model since it's not chronological in terms of planning, implementation and evaluation phases.

Experimental / Quasi-experimental Program Evaluation Model

They are used to determine if a program or intervention is more effective than the current process. Experimental and quasi-experimental study designs both involve comparing two groups to see if the desired outcomes are more likely to occur in the group that received the intervention. In the experimental study design, subjects are randomly chosen or assigned to a group. According to Moore (2008), a quasi-experimental evaluation determines whether a program or intervention has the intended effect on the participant.

Logic Program Evaluation Model

A logic model visualizes the inputs and activities for a program and the expected program outcomes. It is a graphic depiction. It shows the relationships among the resources, activities, outputs, outcomes, and impact for the program. It shows how the program functions. Logic models typically have the following six categories: inputs, activities, outputs, short-term outcomes, intermediate outcomes, and long-term outcomes. It depicts the relationship between the program's activities and its intended effects. It pays attention to the relationships between components and the components' relationships to the context but the assumption of linearity is evident (Frechtling 2007). This may unfortunately oversimplify the program evaluation process and by ignoring what educators need lead to unpreference.

CIPP Program Evaluation Model

CIPP evaluation model was developed by Daniel Stufflebeam in the 1960s. CIPP is an evaluation model that requires the evaluation of context, input, process and product in judging a program's value. It is a decision-focused approach to evaluation and emphasizes the systematic provision of information for program management and operation. CIPP model has been tested over a variety of educational and non-educational evaluation settings (Stufflebeam & Shinkfield 2007). It addresses all phases of an education program: planning, implementation and a summative/final assessment. CIPP model's three stages are useful for improvement-focused (formative) evaluation studies, while the fourth stage is appropriate for final (summative) studies.

Foreign Language Teaching Models

The first step to become a teacher starts with attending teacher education programs. Teacher training departments have the responsibility to make the optimum efficacy of this period by providing as many facilities as possible. The second step to

becoming a teacher is completing a teaching practicum program which is the basis to this study. Foreign language teacher training programs are currently using two modes of teacher assessment in their programs. It's obligatory to do micro-teaching and macro-teaching sessions in the first and second semesters of the 4th grade at education faculties.

Micro-teaching

Micro-teaching is a technique used in education faculties for teacher training. Micro-teaching was invented at Stanford University by Dwight Allen (1963). It was from then on widely used to educate teachers in all branches. The candidate teacher has a short teaching session to get constructive feedback from mentors and peers about what worked well and what missing parts can be added to their teaching technique. For this, the teacher should prepare a short lesson approximately 10-20 minutes long. It involves teaching a short lesson or piece of knowledge to a group of peers, or students. If there is abundant technological equipment, the lesson is recorded. After the lesson, the teacher candidate, peers and mentor teacher watch the video and evaluate the teaching practice in regard to lesson plan and objectives with an "under the microscope" view of teaching. That's why it is called micro-teaching. If there's not a video recording opportunity, the evaluations can be made depending on the notes taken by the peers and mentors while observing the lesson. At present, during pandemic, the short teaching session, could be online as well. Micro-teaching is a concept in teacher training that gives teacher candidates the opportunity to evaluate their own performance and receive feedback on their skills as a prospective teacher. In micro-teaching, candidate teachers have an opportunity develop teaching skills by applying various teaching techniques. With the observation sessions of mentors and peers, micro-teaching helps to develop the quality of teaching experiences. In micro-teaching it is possible to receive immediate feedback on teaching skills and style. The impact of this technique has been widely seen in various forms of education. In micro-approach teachers' in-class actions are important rather than teachers' characteristics and (Richards, 1990; p.14) suggest that

pre-service language teachers should experience “teaching assistantships, simulations, tutorials, workshops, mini courses, microteaching, case studies”. In Turkish National Education context, pre-service foreign language teachers are expected to perform micro-teaching in School Experience Course in the first semester of the final year. In micro-teaching the teacher candidates are expected to practice the skills listed below:

Lesson planning: Micro-planning a lesson for effective delivery and high learning outcomes. Micro lessons should be relevant, concise, and logically organized.

Lesson introduction: Being well prepared on a topic. The context and activities should be briefly explained. Learners should be kept interested for the rest of the session.

Posing questions: The teacher should have developed the skill to ask questions at an appropriate time to check students’ level of understanding.

Reinforcement: The teacher should be able to get enthusiastic participation of learners, and do revision to improve knowledge retention.

Stimulus variation: The teacher should always get the attention of learners through gestures, tonal quality, and speech variations, humor, and positive body language.

Explaining: The teacher should articulate concepts to the learners with clarity.

Illustrating with examples: The teacher should explain a concept with examples, illustrations, models, or any known, common natural phenomenon.

Macro-teaching

Macro-teaching is a kind of instruction which is delivered to a larger group of students. In macro-teaching technique the content is delivered for a longer period of time, approximately the length of a regular lesson, 40 minutes or more. Students can be assessed with written tests, worksheets and can be asked to submit assignments. Macro-teaching has a full-term curriculum planning. During macro-teaching, teacher candidates work with the group of the students for all term long, they review lesson goals and objectives and reach them. The progress of the students can be observed at the end. It’s a long-term approach toward completing a syllabus by implementing thorough lesson

planning, delivery, and evaluation tests. Student profiles, needs and materials change regularly, all these help teachers to decide which approach or model to use in a language teacher education program. In Turkish National Education context, pre-service foreign language teachers are expected to perform macro-teaching in Teaching Practicum Course at the second semester, in their final year at the Education Faculties. Macro-teaching is mainly about all the relations and factors in a language classroom; mentor teacher, candidate teacher and student tasks. In macro-teaching pre-service teachers “practice teaching, do self and peer observation, seminars and discussion activities” (Richards, 1990, p.15). In Macro-teaching candidate teachers map out their own teaching strategies and methods. They can self-evaluate the effectiveness of a teaching strategy in terms of learning outcomes. In Macro-teaching when they face problems in terms of students they may find their own effective solutions. In Macro-teaching they can design an efficient curriculum plan for a subject to be taught for an academic year and identify resources and materials freely to be used in the classroom. In Macro-teaching students reach better learning outcomes and have a deeper understanding of new knowledge. For an effective macro-teaching:

- a) Teacher should identify the learning objectives.
- b) Teacher should create an effective workplan to catch up with the syllabus.
- c) Teacher should plan learning activities harmonious with learning objectives.
- d) Teacher should reinforce learning in an engaging manner.
- e) Teacher should plan and assess the learning outcomes of students with evaluative tests.

Grading System of Practicum Courses in Foreign Language Teacher Education Programs

During the 14-week practices under the courses entitled School Experience and then Teaching Practicum candidate teachers demonstrate their field knowledge. They create an optimum learning environment both for themselves and the students; through

lesson plans, lectures, assessment of students and reflective portfolios. They both peer-evaluate and self-evaluate in their reflective papers. Under normal conditions, they lecture weekly and are observed weekly by their mentor teachers and four times by the university supervisor. At the end of a 14-week practice, they are graded as a final evaluation both by the cooperating teacher and the university supervisor. Finishing practicum successfully is a requisite for the pre-service teacher to graduate from their departments. The assessment is done both both the cooperating teachers and university supervisors. Cooperating teachers use mebbis.meb.gov.tr platform which belong to the MoE. Within this online platform the practicum students are assessed based on a grading of analytic descriptors such as subject matter knowledge, field knowledge, teaching process, using evaluation techniques in relation to the objectives, class management, effective communication with the learners. The university supervisors use uod.meb.gov.tr. After they finish practicum and other fourth grade courses successfully in both fall and spring terms and get their diploma, they can either work in private schools immediately or take the Public Personnel Selection Examination (KPSS) and be appointed to government schools. Brown and Crumpler (2013) argue that “foreign language teacher assessment should include multiple types of assessments, ranging from administrative evaluations to peer observations and feedback and should primarily serve as a platform for improvement of the quality of teaching and for the teacher’s growth and professional development.”

In a study conducted by Gürsoy (2013, p. 424) the findings relating to practicum research in Turkey concluded that;

- a) Teaching practicum should be re-organized with more meeting time for more feedback sessions.
- b) Reflective portfolios of students should be in the evaluation system.
- c) Mentors and supervisors should receive extra training.
- d) Video-recording should be given permission.
- e) Practice time for candidates should be increased.
- f) More observation time for pre-service teachers should be allowed.

Foreign Language Teacher Education Models

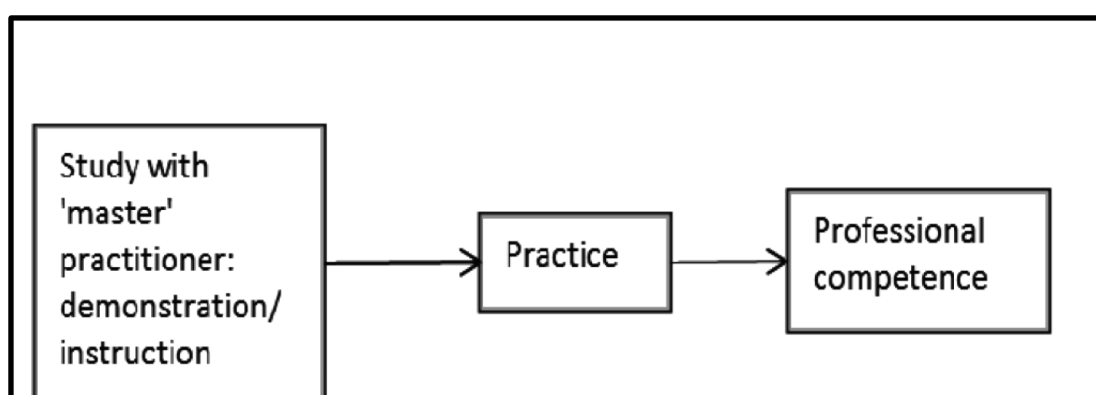
There are various models to language teacher education worldwide and each has its own properties for professional teacher education. Wallace (1991) mentions three Professional teaching models. a) Craft Model b) Applied Science Model c) Reflective Model

Craft Model

In the Professional Teaching Craft Model, there is a master teacher in practice of the craft. The expert shows how to teach to the inexperienced trainee. The pre-service teacher works with a master teacher in school and follows the craftsman's instructions, advice and personal example. The candidate teacher learns how to teach from the model teacher. This action is regarded as transferring the craft. The pre-service teacher mainly learns through imitation, practice and observation. The disadvantage of the model is that candidate teacher starts with iconfidence, but might come across problems whereby this model is useless. In this model there is very little change over time. The needs of students, materials, atmosphere of education, scientific knowledge and technology change constantly. Teacher training should not depend on single models or sole imitation.

Figure 1

The Craft Model of Teacher Education (Wallace, 1991; p. 6)



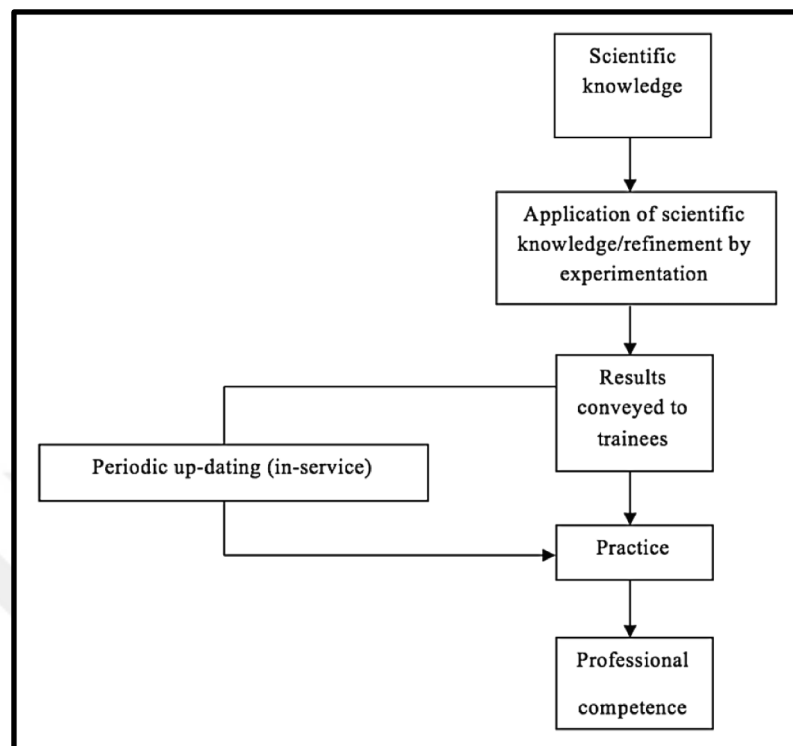
The relationship between the practitioner, practice and professional competence is demonstrated in the figure.

Applied Science Model

This traditional model is also coined as Technical Rationality Model (Wallace, 1991). This model is derived from empirical science. In this model the pre-service teacher studies theoretical knowledge under the supervision of the expert teachers. They apply the knowledge, techniques that were acquired previously in a real classroom context. In this model teachers act as passive technicians. It has the assumption that education is an applied science and teachers are concerned with the *theory* behind the practices they employ. The trainee studies theories and research findings about applied linguistics, and is expected to put them into practice correctly in the classroom environment. The pre-service teachers can not really have a say in solving educational problems in this model. "Pedagogy is the act of teaching together with its attendant discourse." (Alexander, 2004, p. 11). It is "the act of using method x to enable pupils to learn y" (2000, p. 535). Nevertheless, the technicist approach focuses on teaching rather than pedagogy. Tezgiden-Cakcak (2016) also criticizes this model because in this type of education, "how to teach is given utmost importance however the purpose of teaching is ignored". Trainees are never given the chance to bring individual differences to the learning environment.

Figure 2

The Applied Science Model of Teacher Education (Wallace, 1991; p. 9)



The linear relationship is demonstrated in the figure 2.

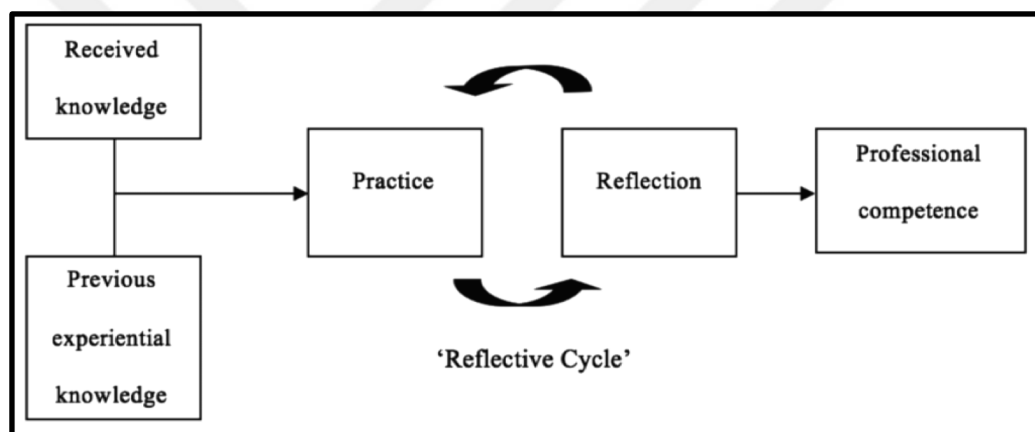
Reflective model

In reflective teacher education prospective teachers reflect about their experiences and fix their practices by taking into account their reflective practice. Reflective model is more comprehensive for it possesses both received and experiential knowledge. Reflective model is a cycle which seeks continuous improvement and development of trainee teachers. Pre-service teachers recall, observe, or teach lessons in the first phase. In the second phase, they reflect on their own teaching practices by discussing with peers or mentors. In the final step they try out the theories of teaching in practice. In reflective teaching pre-service teachers contemplate about what they do in the classroom, why they do it, a process of self-observation and self-evaluation. Wallace (1991) states that “trainee is acquainted with the vocabulary of the subject, matching concepts, research findings, theories and skills which are necessary intellectual content of the profession” (p.

14). Furthermore, “the trainee is going to develop knowledge-in-action by practice of the profession, and will eventually have the chance to reflect on knowledge-in-action” (p. 15). Therefore, it would not be wrong to say that the theoretical and practical background came together in the reflective model. It is for this very reason a means of professional development which begins in the classroom. It can not be denied that reflective practice is the most vital tool of professional competence for teachers. Richards and Lockhart (1994) argue that reflective teaching is always side-by-side with critical self-evaluation and reflection; helps decision making, planning, and action.

Figure 3

The Reflective Model of Teacher Education (Wallace, 1991; p. 15)



How received knowledge together with previous knowledge turns into competence is demonstrated in figure 3.

Critical Language Education Model

In this model the asset is that everyone acquires equal opportunities in life with no regard to race, language or social background (Hawkins & Norton, 2009, p.8). Language classes include a variety of people with different first language, belief system and culture. Intercultural awareness and mutual understanding is the key to language learning. One-size-fits-all model of language teaching is not valid since language teaching practice is situated, responsive and contextual, over all it changes from person to person, from

location to location (Kumaramadivelu, 2005). Therefore, critical language education model calls for raising critical awareness, critical self-reflection and critical pedagogical relations.

Kirkpatrick's Four-Level Training Evaluation Model and its use in ELT

A researcher should choose a program evaluation model that allows for change and embraces the complexity of the educational process. This explains the reason why the researcher uses the very up-to-date Kirkpatrick Model in this study.

For a sample theoretical framework proposal this study is based on Kirkpatrick's Four Levels of Training Evaluation. It aims to analyze the utilization of the Kirkpatrick's Four-Level Training Evaluation Model for pre-service teachers. The model was created by Donald Kirkpatrick during his professorship at the University of Wisconsin in 1959. Later his ideas were compiled in 1994. Assessing the effectiveness of the training entails using the four-level model developed by Donald Kirkpatrick (2000). The model is highly adaptable. It upgrades traditional training models. Using this model has positive outcomes for both sides; teachers and the learners. The successive four levels are learning, behavior, results and reaction.

As the model suggests, evaluation begins with level one, if time and budget allows progresses. It moves sequentially toward level two, three, and four. Each level is actually the base for the next level. Thus, each successive level means a measure of the effectiveness of the program, but it is a rigorous and time-consuming analysis.

Level 1 – reaction

This level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions - This type of evaluation is similar to a "smilesheet." According to Kirkpatrick, each program has to be evaluated at this level for the real improvement of the training program. The participants' reactions have valid consequences for level two. Although learners have a positive reaction,

learning is not guaranteed. But if there is a negative reaction, learning is definitely reduced.

Level 2 – learning

To assess the level of learning at the end of a program, level two use tests conducted before training (pre-test) and after training (post-test).

Evaluation at this level ignores learner satisfaction but just tries to assess the extent to which students have advanced in skills, knowledge, or attitude. Measurement methods are more difficult and laborious compared to level one. Methods are either formal or informal, team assessment or self-assessment. Under normal circumstances participants take one test before the training (pre-test) and one test after training (post-test) to determine how much learning has occurred.

Level 3 – behavior

This level is also the transfer level visible in learners' behavior as a result to the training program. Evaluation at this level attempts to see whether the acquired skills, knowledge, or attitude is being used in daily environment of the learner. For many trainers this level represents the truest assessment of a program's effectiveness. Nevertheless, this level is regarded as difficult because it is nearly impossible to guess when the behavioral change will occur. So, the decisions of when, how often and how to evaluate are prominent.

Level 4 – results

This level measures the success of the program from managers' and executives' point of view - increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. It doesn't address to all training programs. Drawing results in financial terms is difficult to measure, and is not linkable directly with training.

Kirkpatrick Practicum Evaluation model can be used to assess the success English Language Teaching Practicum based on the afore-mentioned four levels by obtaining the opinions of all stakeholders of the process. Their expectations and reactions to the practicum, the learning levels, newly acquired skills which will then be transferred to behaviors by new generation teachers, and whether final outcomes, objectives of the program have been met can be measured by this theoretical framework.

As the title of this dissertation suggests, reactions of the Pre-service EFL teachers are measured and tested for reaction level of Kirkpatrick Program Evaluation. Therefore, attitudes of the teacher candidates to online practicum in general is used interchangeably with the term reaction all throughout the study.

Teaching Practicum Approaches

Teachers act as leading figures in educational milieus and their readiness and well-preparedness at all times will immediately be inherited by their own students. Freeman (1982) calls for the explication of three approaches in teacher training, namely, the supervisory approach, alternatives approach, and the non-directive approach.

Supervisory approach

In supervisory approach, the teacher candidate meets with the class regularly, and the supervisor gives commands about the strong and weak sides of the performance and suggests for some changes. It aims at improving specific teaching skills. Yet, when the supervisor is too much interfering and dominant throughout the process, and too much focusing on the shortcomings there appears a barrier to learning from experience.

Alternatives approach

In the alternatives approach, the supervisor just provides alternatives for teaching and grounds for critical thinking without any imposition of his/her own ideologies.

Non-directive approach

In the non-directive approach, the supervisor is as supportive as possible and the aim is to see the potentiality of the pre-service teacher, not to judge. In line with this, for reaching an optimal teaching and learning environment, this training period needs to be standardized worldwide. An amalgamation of these three approaches should be sought. Provision of the suggestions by the supervisor should be in an unobtrusive manner.

The second step to become a teacher is attending teaching practicum programs. The practicum courses provides pre-service teachers with the opportunities to implement the knowledge and skills they have acquired (Duffy, 2005).

History of the Teaching Practicum

Didactic teaching and evocative teaching are two models in the history of teaching practicum, the ways pre-service teachers learn how to teach. Pre-service teachers use a variety of techniques in their weekly teaching practices. Throughout this education they are yielded various opportunities for how to master their teaching skills. On condition that they are good learners, they are good teachers at the end of the process as well. The two mostly used teaching practicum models in the history are a) Apprenticeship model and b) Experiential Learning. Practicum process is a key component of teacher preparation programs (Richards & Farrell, 2011). Practicum is an obligatory process taken by all pre-service teachers in teacher education programs as a significant part of professional development.

Apprenticeship Model

School experience, which is a way of working as an apprentice, is eagerly and anxiously anticipated by candidate teachers. Teacher candidates in order to become teachers often train as apprentice pre-service teachers in practicum schools. Through this period, they get to work in the practicum schools, performing basic tasks as they learn.

Working in a professional educational environment, training under a full-time teacher is a beneficial way to learn about real-life teaching.

A teacher candidate needs to be passionate and knowledgeable about teaching during practicum. They should have basic skills, such as good class management, use of information technologies, applying vital teaching principles, methods and techniques for the relevant course, etc. Working as a teacher candidate, is an opportunity for enthusiastic pre-service teachers to develop many of the skills and knowledge they need to teach in their future classes. It is a time for them to foster the experience, demands, and responsibilities of an educational environment.

Kolb's Experiential Learning Model

Teacher candidates pass through experiential learning through this process. The stages in Kolb's (1984) model of experiential learning are; the concrete experience, reflective observation of that experience, abstract conceptualization derived from learning from the experience, active experimentation and testing of the new concepts. Pre-service teachers are likewise involved in experiential learning and henceforth able to identify the experience itself and their own reactions to it, have an increased awareness about the changes in themselves via the experience, create new ideas based on their experience and test their new ideas against the prior perceptions before the experience.

EPOSTL

The European Portfolio for Student Teachers of Languages (EPOSTL, 2007) is a document created for students teachers. In their training, this document encourages them to reflect on the didactic knowledge and skills necessary to teach languages. They can assess their own didactic competences. They can monitor their own progress and record their experiences of teaching at the stage of their teacher education.

It was developed for the European Centre for Modern Languages of the Council of Europe by a team of teacher educators from Armenia, Austria, Norway, Poland and UK. Student teachers and teacher educators from all 33 member states of the ECML assisted.

EPOSTL draws on insights from other projects, Common European Framework of Reference, the European Language Portfolio, European Profile for Language Teacher Education – A Frame of Reference. Student teachers are prepared for their prospective teaching profession in a variety of ways.

The main aims of EPOSTL are

- a) to encourage students reflect on their competences they try to attain
- b) to help prepare students for future profession in various teaching contexts
- c) to promote discussion between peers, teacher educators and mentors
- d) to facilitate self-assessment of developing competence
- e) to provide an instrument which helps chart progress.

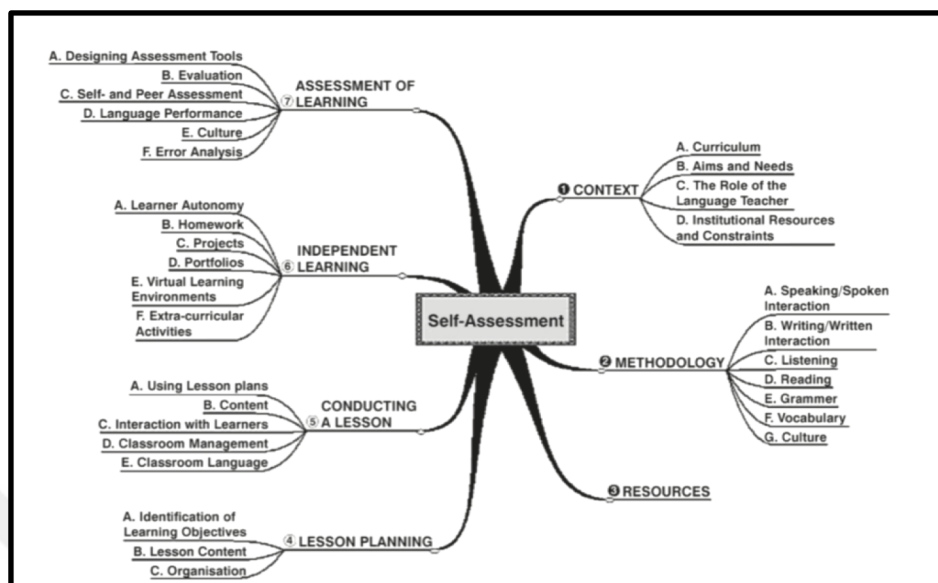
The EPOSTL contains the following sections:

- a) **Personal statement** reflects about general questions related to teaching
- b) **Self-assessment** includes 'can-do' descriptors, to facilitate reflection and self-assessment
- c) **Dossier** is a transparent self-assessment, to provide evidence of progress and to record examples of work relevant to teaching
- d) **Glossary** includes most important terms relating to language learning and teaching used in the EPOSTL
- e) **Index** includes terms used in the descriptors
- f) **Users' guide** gives detailed information about the EPOSTL

EPOSTL includes 193 descriptors of competences related to language teaching in the self-assessment section. These descriptors may be regarded as a set of core competences which language teachers should strive to attain. The descriptors are grouped into seven general categories. These represent areas in which teachers require knowledge and a variety of competences and need to make decisions related to teaching. Each heading has been sub-divided as follows:

Figure 4

The Self-assessment Categories



Seven different assessment categories are demonstrated in figure 4.

Self-assessment scales

Each descriptor is followed by a bar, by which teachers visualise and chart their own competence. They colour in the bar according to their own assessment. It is usable at different stages of teacher education.

The researcher did a pilot study and developed the items for self-evaluation and peer evaluation sections of the study based on EPOSTL. Samples from the EPOSTL are as follows:

Figure 5

The Self-assessment Descriptors in Relation to Curriculum

EPOSTL | **SELF ASSESSMENT**

A. Curriculum

1. I can understand the requirements set in national and local curricula.
2. I can design language courses around the requirements of the national and local curricula.
3. I can understand the principles formulated in relevant European documents (e.g. Common European Framework of Reference, European Language Portfolio).

Sample “I can” descriptors in relation to curriculum are demonstrated in the figure 5.

Figure 6

The Self-assessment Descriptors in Relation to Lesson Plan

EPOSTL | **SELF ASSESSMENT**

A. Using Lesson Plans

1. I can start a lesson in an engaging way.
2. I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.
3. I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.
4. I can adjust my time schedule when unforeseen situations occur.

Sample “I can” descriptors in relation to lesson plan are demonstrated in the figure 6.

The researcher makes use of EPOSTL in this study during the evaluation stage of the online teaching practicum program. Online Practicum evaluation tries to make an overall evaluation by integrating all stakeholders point of views. The utmost data comes from the pre-service teachers themselves. Their own evaluation throughout the process is very important because they have the biggest share in the process. The researcher in order to get self-evaluation and peer evaluation scores of the pre-service teachers developed two-fold personal evaluation items.

All the items both in the self-evaluation and peer evaluation were created based on the “I can” descriptors in the self-assessment part of EPOSTL. 25 items were created for self-evaluation and peer evaluation separately. Care was taken that the items in the peer evaluation were a reflection of the self-evaluation checklist. Because the researcher wanted to measure whether the pre-service teachers saw their achievement in the same way their peers did. So the items in both checklist were in the same line

Teaching Practicum Research at an International Level

Pre-service EFL teachers learn to teach at teaching practicum. The placement in the practice school and the contribution of mentor teachers is has an important role for candidate teachers' training (Furlong, 2000; Hobson, Ashby, Malderez, & Tomlinson, 2009). Both pre-service teachers and mentors consider teaching practicum as the most important aspect of school-based teacher training and mentors are undeniably the most influential actors in the student teaching experience (Wang, Odell, & Schwille, 2008). There is huge amount of studies analyzing the worth of practicum in the professional development of Pre-service language teachers (Ambrosetti, 2014; Borg, 2006; Butler & Cuenca, 2012; Clarke et al., 2012; Darling-Hammond, 2006; Davies, 2005; Farrell, 2008; Ferrier-Kerr, 2009; Franklin Torrez & Krebs, 2012; Hobson et al., 2012). Through teaching practicum, the pre-service teachers are faced with many opportunities to practice and develop the knowledge and experiences gained through their 4 year-long university education in an authentic teaching and learning environment. It's a period when

the teacher candidates experiment with their knowledge and skills. There are uncountable advantages and one of them is that, it creates chances for socialization among teacher candidates and development of teaching skills (Hascher, Cocard and Mosser, 2004). Another advantage of this period is that while the pre-service teachers are supervised by their mentor teachers and university supervisors, they have a chance to cope with the problems of a real teaching environment. They need to cope with problems such as building a sound personal relationship with the school and dealing with the specific needs of each and every student (Behets, 1990). Henceforth, education faculties and practicum schools; thus all the stakeholders, need to optimize the efficacy of this period. Receiving immediate feedback from the university supervisor and mentor teacher, writing reflective papers, peer observation and enough time allocation to practice are among the prerequisites of teaching practicum.

Notwithstanding, as practicum is the first experience of pre-service teachers in a real environment, a lot of problems occur and affect the quality of practicum process, especially with the heavy course schedule of 4th grade. In the study of Yunus et al (2010) the problems of pre-service teachers were identified in these parts; students' discipline, motivation and deciding the most suitable teaching methodology and strategy in teaching practice. Similarly, Sinclair et al (2006) took 322 primary school teachers' opinion for the practicum in his study. He found that mentors are unwilling and insufficient for taking the pre-service teachers in practicum process due to heavy workload and concluded that the pre-service teachers' were unprepared in order to give lecture in a real classroom in Turkey.

Teaching Practicum Research in Turkish Context

Teaching practicum is a period pre-service teachers are obliged to teach certain subjects under the supervision of a mentor teacher; whereby they encounter a real classroom and upgrade personal and professional capabilities regarding teaching (Atay, 2007). Teaching practicum in Turkish teacher education programs is composed of two

semesters. In the first semester, pre-service teachers attend classes in schools they are appointed to and observe and report the lessons to their supervisors. In the second semester, they plan, prepare, and implement lessons under the supervision of the university supervisor and with the guidance of mentor teachers. The rules for Teaching Practicum program is explicitly stated in Faculty-School Cooperation publication. Teaching practicum is a bilateral process in which both parties, respectively the faculty and practicum school, benefit from each other. In the directive issued by the Ministry of Education (see Appendix S) the duties of all the stakeholders are defined clearly. The stakeholders of the practicum process are as follows:

- a) Executive Coordinator of the Department
- b) Academic Terms
- c) Faculty of Education
- d) Executive Coordinator of the Education Faculty
- e) MEBBIS
- f) Executive Coordinator of the Provincial Directorate of National Education
- g) School Experience Course
- h) Teaching Practicum Certificate
- i) Teaching Practicum Working Group
- j) Program Coordinator
- k) Practicum School
- l) Practicum School Coordinator
- m) Pre-service Teachers
- n) Pre-service Teacher Evaluation System
- o) Mentor Teacher
- p) University Supervisor

Unfortunately, the Faculty-School Cooperation has not been updated from 1998 forth. A revision of the manual is needed. Many studies have been made in relation to teaching practicum in Turkey. Başyurt-Tüzel and Akcan's (2009) study encountered with

problems related to the use of the target language throughout the process, teaching grammatical structures and changing their language according to the learners' level. University instructors and cooperating teachers have an impact on their student teachers in various ways. Two critical components of the school experience are the cooperating teachers who mentor and support students and the schools where these experiences occur. They inform the students about theoretical and practical aspects of teaching. They exchange insights with their prospective colleagues and help them develop full-fledged beliefs. However, at times the feedback from the mentors and supervisors aren't enough for the pre-service teachers. In Boz and Boz (2006) study, the level of mentors' knowledge on teaching practice is not found sufficient. It has also been demonstrated that there is a discrepancy between theoretical knowledge taught by universities and genuine courses in the schools (Seferoğlu, 2006). Hence, there is a conflict between pre-service teachers' beliefs about teaching and the reality of teaching in a real environment as well. Mentors are strict and biased towards the pre-service teachers as mentioned in Tok and Yılmaz's study (2011). Yastıbaş (2018) pointed out that foreign language teachers were critical against assessment and evaluation. The teachers stated that they got better to the end in language assessment practices by gaining experience. Also, the researcher found out that teachers graduated from faculty of education were satisfied with the training they had in assessment during faculty years, yet graduates of other departments evaluated the education they received in assessment as insufficient and ineffective.

All these studies suggest that there is a need for change and healing within the program in order to raise professional teachers.

Online Teaching Practicum Evaluation

An online practicum is a course in which pre-service teachers gain field experience by applying field knowledge to teaching in a practice school. In online practicum teaching is not bound to the classroom. Digital communication applications i.e. Zoom enable education to be done remotely. It was called Emergency Remote Education as well. As a

consequence of Covid-19 Pandemic, after a long period of stability, the pre-service teachers were asked to do their teaching practicum online. Closing all universities and schools, making all teaching and assessments online and created a state of 'emergency e-learning' (Murphy, 2020).

In online practicum courses the supervision and feedback of mentor teachers and university supervisors are taken for the practicum experience of the teacher candidate for the synchronous online classroom. Whatever the disciplines of pre-service teachers are, they gain competence and confidence making use of new internet spaces and resources. Teacher candidates have hands-on experience in their courses and they rely heavily on their peers' response and mentors' feedback to ascertain their performance. Then, their performance is evaluated with the system provided by the Ministry of Education. There was no other time online practicum was used this much in education history. This is partly because of the fact that, the pre-service teachers had no other choice. Although the use of online teaching practicum has increased rapidly lately, not enough is known of the successes and limitations of online teaching practicum (Ensher, Heun, & Blanchard, 2003; Knouse, 2001).

Post-pandemic it was way challenging with whole education system moving online. With the advent of new computer technologies, teaching practicum started to be done in the form of distance learning and did not need to be bound to any specific location. Internet was now used as a tool for mentorship. This process of online practicum is described by O'Neill, Wagner, and Gomez as "virtual mentoring" or "telementoring" (1996, p. 39) in history. Worldwide, teacher education programs make use of video conferencing for their courses (Knapczyk, Frey & Wall-Marencik, 2005). All lessons and activity planning were online while the students were learning from home. Student teachers definitely improved their digital literacy skills. The discussions and feedback with mentor teachers, supervisors and peers deepened understanding of the curriculum. They learned about needs of learners in the classroom and tried the activities to be more motivating, fun, relevant and engaging.

Despite the fact that online practicum and supervision of field experience has risen (Beattie, Spooner, Jordan, Algozzine, & Spooner, 2002), not enough research has been done on the effectiveness teaching practicum made online (Simpson, 2006). Keeping many things unchanged, just moving to newly-formed online spaces, could be the reason for problems in online teaching and practicum (Kidd & Murray, 2020). Although collaborative peer and group work could be set up in distance education, since many students lacked camera and microphones, it didn't function well. Thus, Emergency Remote Education and Online Practicum need to be evaluated and the problems and solutions need to be identified. With the current study the researcher aimed at identifying these problems and suggesting solutions for future generations.

Table 2

Traditional Practicum vs. Online Practicum

Traditional Practicum	Online Practicum
In-class Teaching	Virtual Teaching
Use of Blackboard/Interactive White Board	Use of Zoom Application
Pre-practicum meeting at Practice School	No pre-practicum meeting
Weekly Lectures at the Education Faculties	Online Lectures
Submission of lesson plans/reflective papers at the education Faculties	Submission of lesson plans/reflective papers via mail
Face-to-face Mentor Feedback after each practice	Limited Mentor Feedback
Regular peer observation	Limited peer observation
Four times visit/observation by the Academician	Limited Academician Observation-If permission of video recording is available
Organizing pair work and group activities	No pair work or group activities
Role-play and drama activities	Dialogue completion
Giving and Checking assignment	Only giving assignments
Teaching four language skills together (reading, writing, listening, speaking)	Fostering only receptive language skills (reading and listening)
Testing in class	No testing
Interaction between pupils	No interaction
Games & competitions	Use of virtual applications and materials
Class management	Limited class management
Use of eye-contact, gestures and mimics	No access to microphones and cameras by the pupils
Intrinsic and Extrinsic Motivation of pupils	Distraction at home (background noises, siblings)
Student-centered teaching	Teacher-centered teaching

Chapter 3

Methodology

In this section of the study, the participants, data collection procedures and instruments included are explained. In devising the study, a balance between quantitative and qualitative method was followed. It is a mixed method study. Mixed method is the systematic integration of quantitative and qualitative data inside for making a sole investigation or inquiry. The foundation of this methodology is that it leads to a more holistic and synergistic utilization of data rather than relying on single quantitative or qualitative data analysis (Wisdom & Creswell, 2013).

Setting and Participants

There were 370 participants in the study.

- a) Pilot Study (17 pre-service teachers from Trabzon University and 2 mentor teachers and 2 administrators from a high school in Trabzon)
- b) Scale Development (294 pre-service teachers from Atatürk University, Gazi University, Gaziantep University, Pamukkale University, Yıldız Technical University, 18 March University)
- c) Quantitative Analysis for Testing the Scales after they were developed (41 pre-service teachers from Hacettepe University and TED University)
- d) Qualitative Analysis (9 mentor teachers, 5 academicians and 5 administrators and 24 of the pre-service teachers from Ankara)

Pilot study was administered at 17 pre-service teachers from Trabzon university, 2 administrators and 2 mentor teachers from a high school in Trabzon. For the scale development 294 senior level ELT students around 6 various universities from each region in Turkey were surveyed. 41 pre-service teachers were administered expectation scale, reaction scale, self-evaluation and peer evaluation from universities around Ankara region. 9 mentor teachers, 5 academicians and 5 administrators and 24 of the teacher candidates from Ankara were interviewed for qualitative research.

The experimental part included 4th grade pre-service EFL teachers from Hacettepe University and TED University Faculty of Education English Language Teaching Program. Their ages range from 21 to 24 years old. The student teachers are placed in different practicum schools around Ankara region. The placement is done unsystematically by considering the available schedule of the student teachers, cooperating teachers, and the university supervisors, the distribution is diverse. The participants are enrolled in the “School Experience” in the first term and “Teaching Practicum” course in the second term as part of their graduation requirement in their final academic Year. During a 14-week program, they are not only obliged to observe their mentors and peers, but also have to conduct teaching activities with assigned cooperating teachers in practicum schools. The first two weeks are the ‘observation weeks’ for the candidate teachers. Then, they familiarize themselves with their mentors and the pupils they would be teaching. Throughout the term, each student teacher normally teaches 4 times courses (e.g. introduction of a new grammar structure, making the students play games, dramatizing, conducting listening activities, etc.) in total. When lecturing, they are observed by the mentor teachers each time they deliver the lesson and at least four times by the university supervisor for the evaluation of their performance. They are awarded grades on their performance. The qualitative part of the study consists of other participants of the study; cooperating teachers, administrators of practicum schools and academicians. The pre-service EFL teachers were enrolled in the below-mentioned practicum schools around Ankara.

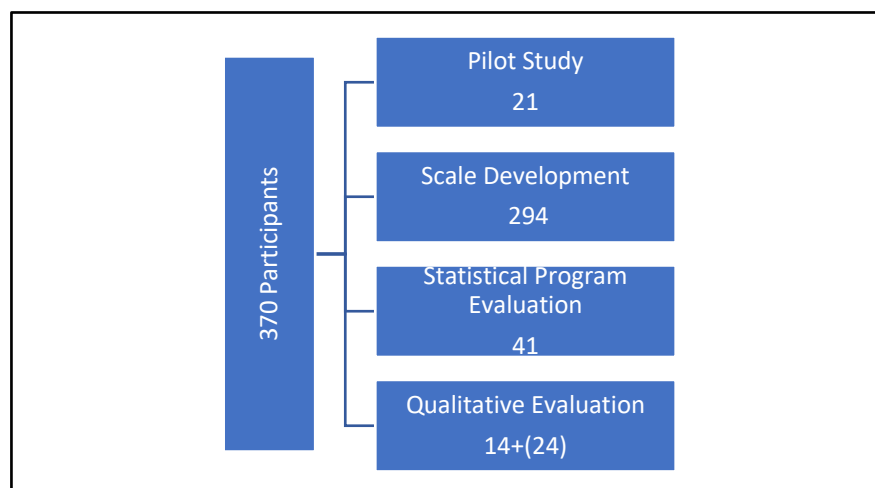
- a) Türk Telekom Social Sciences High School
- b) Beytepe Secondary School
- c) Gülen Muharrem Pakoğlu Secondary School
- d) Şehit Aytekin Kuru Anatolian High School
- e) Türkiye Noterler Birliği Primary School
- f) Mehmetçik Anatolian High School
- g) Faruk Nafiz Çamlıbel Anatolian High School

h) 15 Temmuz Secondary School

9 cooperating teachers and 5 administrators were chosen from these very same schools for the interviews based on criterion sampling. Only three of the cooperating teachers and two of the administrators had a master degree. The researcher wanted to the study with the same school for pre-service teachers, mentor teachers and administrators in order not to distrust the conventions for reliability. None of the teachers had below nineteen years of experience, while the least experienced administrator had fifteen years of experience. It can be suggested from all these data that the researcher worked with highly experienced cooperating teachers and coordinators. Depending on the same reason, the researcher worked with two academicians from Hacettepe University and three academicians from TED University. All the academicians had completed a doctoral degree and had a minimum of eight years and maximum of twenty-two years of experience. The researcher worked with those academicians in order to work with the lecturers of the pre-service teachers included in the study. Hence, various conclusions could be drawn again based on criterion sampling.

Figure 7

Number of participants



Data Collection

Data were collected during the fall and spring term of 2018-2019 and 2020-2021 academic years.

Table 3

Data Collection Tools

Research Questions	Data Collection Tools
Question 1	Expectation Scale
Question 2	Reaction Scale
Question 3	Self-evaluation, Peer Evaluation and Final Evaluation Grades
Question 4	Interviews with Pre-service Teachers, Mentor Teachers, Academicians and Coordinators

Instruments

This study employ both quantitative and qualitative means to answer the research questions. In this respect, the mixed method was employed in the study (Patton, 2002; p. 247). For the quantitative analysis the researched did a pilot study first and then developed two scales. After the scales were developed the researcher did the experimental study to measure expectations and reactions and evaluate online practicum. The quantitative data was collected by two scales developed by the researcher to use specifically for this study. The scales developed by the researcher as a 5-point Likert scale were sent to different English Language Teaching departments around Turkey to 4th grade students who are taking the School Experience and/or Teaching Practicum courses. Before application, the scales were revised with expert opinions gathered from various academicians from the field. Every week the candidates were asked to do peer evaluation and self-evaluation after each teaching practice for 4 weeks. While doing peer observation the candidates were asked to fill in the checklists prepared by the researcher. The qualitative data, on the other hand, were obtained from the qualitative questionnaires with a portion of the other stake holders.

Pilot study questionnaires

Before the development of the scales, the researched conducted a pilot study with 21 participants to make a basis for item pooling. The researcher conducted a qualitative student questionnaire for 17 teacher candidates from Trabzon University. The items in the study were based on EPOSTL and Kirkpatrick Training Evaluation model to measure the expectations from the practicum program. In the qualitative the students declared their positive and negative experiences. In the second part the students answered some questions concerning their expectations. Also there was an interview with 2 mentor teachers and 2 administrators from a high school in Trabzon. After the pilot study the positive and negative expectations of both the pre-service teachers and mentor teachers were drawn. The items for the scales were written regarding the conclusions drawn from the pilot study. The interview is transcribed and can be seen at Appendix R.

Expectation scale

At the scale development stage, expectation scale designed by the researcher was based on the results coming from pilot study and also assessed some aspects of Reaction Level of the Kirkpatrick Training Evaluation Model. The data coming from these sources form the baseline of this study since they analyzed the expectations of the prospective teachers from the practicum before it started to see whether the practicum met their expectations at the end. After item writing and item pooling stages, the items were analyzed by Experts from the field. The items in the scale were revised with the help of three expert opinions. It was a 5 point Likert type scale. It was developed by the researcher via conducting Exploratory Factor Analysis and Confirmatory Factor Analysis statistics. It was administered to 294 participants from Atatürk University, Gazi University, Gaziantep University, Pamukkale University, Yıldız Technical University, 18 March University. It included 85 items at first. After the analysis 12 items were eliminated and the scale was developed as a result. The sub-dimensions of the scale included “should

items” relating to a) University Supervisors b) Mentor Teachers c) School administrators d) Practicum school e) Peer pre-service teachers f) In the teaching practicum and g) Stakeholders.

The Cronbach alpha coefficient, validity and reliability level of the expectation scale was found to be .96. After it was developed it was administered to all 4th grade students who are enrolled at the “School Experience” course at Hacettepe University and TED University ELT departments. (See Appendix K)

Reaction scale

The Reaction scale developed by the researcher again followed the Reaction guidelines of Kirkpatrick Training Evaluation Model and evaluated the attitudes of teacher candidates to the current program. After item writing and item pooling stages, the items were analyzed by Experts from the field. The items in the scale were revised with the help of three expert opinions. It was administered to 294 participants from Atatürk University, Gazi University, Gaziantep University, Pamukkale University, Yıldız Technical University, 18 March University. It was a 5 point Likert type scale. It was developed by the researcher via conducting Exploratory Factor Analysis and Confirmatory Factor Analysis statistics. It included 44 items at first. After the analysis 5 items were eliminated and the scale was developed. The sub-dimensions of the scale included “rating items” relating to a) At the end of practicum training as a teacher candidate b) In relation to the Teaching Practicum and c) Pre-service Teachers’ Reactions about Teaching Practicum.

The Cronbach alpha coefficient, validity and reliability level of the reaction scale was found to be .98. After it was developed it was administered to all 4th grade students who are enrolled at the “School Experience” course at Hacettepe University and TED University ELT departments. (See Appendix L)

During the scale development process, the scales were sent to various ELT departments to be administered to senior students around Turkey from each geographic region.

- a) Gazi University (Central Anatolian Region)
- b) Atatürk University (East Anatolian Region)
- c) Yıldız Technical University (Marmara Region)
- d) Gaziantep University (Southeast Anatolian Region)
- e) Pamukkale University (Mediterranean Region)
- f) 18 March University (Aegean Region)

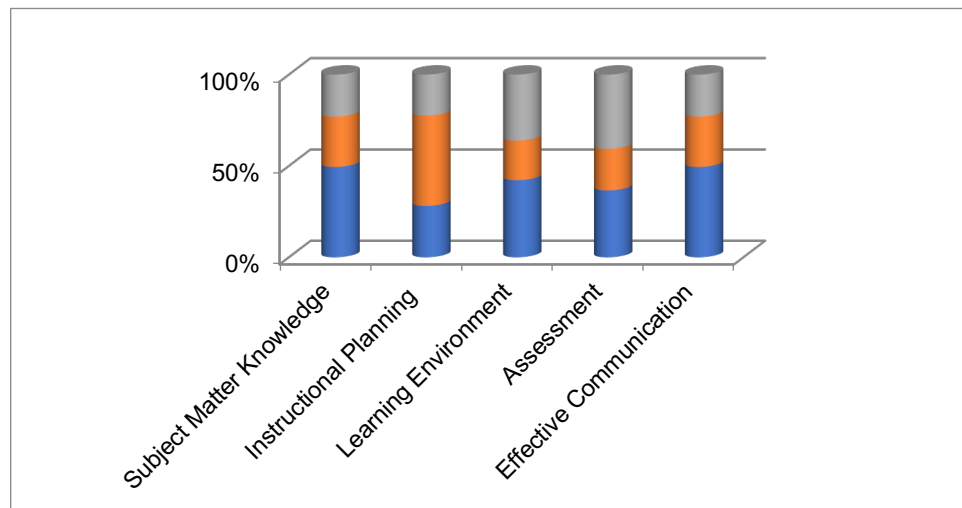
Self-evaluation form

Teacher candidates were asked to fill in self-evaluation forms out of a 100 points scale every week for four weeks. There were 25 items. The items were based on EPOSTL “I can descriptors” as a teacher candidate. The sub-dimensions of the self-evaluation form were a) Subject Matter Knowledge b) Instructional Planning and Strategies c) Assessment d) Learning Environment and e) Effective Communication.

It was 4 point Likert type. Every week the pre-service teachers graded themselves after each teaching practice. They included the same items with the peer evaluation form. These scores were evaluated statistically by the researcher with the aim of seeking a healing on the teaching of the candidates. They are for assessing the Learning Level of Kirkpatrick Training Evaluation Model as well. (See Appendix M)

Figure 8

Self-evaluation Graphics



The categories included in the Self-evaluation form is shown in Figure 8.

The pre-service teachers were also asked to answer these questions after each teaching in order to self-evaluate their teaching practice qualitatively.

- a) Mention any events you have experienced during this teaching practice.
- b) What kind of feelings you had during this process?
- c) Were there any experiences you wanted to change during this practice?
- d) What were the strengths and weaknesses of your own teaching?
- e) How does self- evaluation create an awareness in relation to your own teaching and help you see your teaching?

Peer Evaluation form

Peer observation evaluation checklist was designed by the researcher to be submitted to the utilization of peer pre-service teachers while performing observation of each other every week. It is for assessing the Learning Level of Kirkpatrick Training Evaluation Model. 25-items and 4-points grading sheet try to increase the awareness about the strengths and weaknesses of the peers in teaching practice. While filling out the checklist on observation, the peers are expected to create an awareness about their own teaching styles, strategies, methods, student-teacher relations as well. (See Appendix N)

The items to be reviewed fall into the categories of

- a) subject-matter knowledge
- b) instructional planning and strategies
- c) assessment
- d) learning environment
- e) effective communication

The peer pre-service teachers were also asked to answer these questions after observing each other's teaching in order to peer-evaluate their teaching practice qualitatively.

- a) Mention any events he/she has experienced during this teaching practice.

- b) What kind of feelings he/she had during this process?
- c) Were there any experiences in his/her practicum that need to be changed or improved?
- d) What were the strengths and weaknesses of his/her teaching?
- e) How does peer evaluation create an awareness in relation to your own teaching and help you see your teaching?

Interviews

Interviews designed by the researcher are four-fold with all stakeholders of online practicum; at the end of the practicum first one with pre-service teachers second one with the cooperating teachers, third one with the administrators and fourth one with the academicians. They are for assessing the Results Level of Kirkpatrick Training Evaluation Model. The most important one was with the pre-service teachers themselves because it really assessed their reactions. In the 6-question interview pre-service teachers answered these questions.

1. Which parts of the Online Teaching Practicum were the most beneficial?
2. What are the weaknesses of the program?
3. What are the strengths of the program?
4. In what ways did self-evaluation and peer evaluation increase your awareness about your teaching?
5. Did you encounter any problems or any incident you aren't content with during Online Teaching Practicum?
6. What would you like to change or improve about the Online Teaching Practicum?

While the 8-question cooperating teachers' interview try to analyze the role of cooperating teachers and their effects on the prospective teachers, their future-colleagues, from their point of view (See Appendix O), the 10-question administrators' interview touches upon the needs to improve the quality and success of the practicum

(See Appendix P) and lastly the 10-question academicians' interview seeks upon the university supervisor role and support during the online practicum process.

(See Appendix Q)

Data Analysis Procedure

The answers to the pilot study were analyzed with content analysis by the researcher. At the end of the pilot study the researcher had the chance to categorize the scales. The scales developed by the researcher were analyzed with Exploratory Factor Analysis firstly and Confirmatory Factor Analysis secondly for validity and reliability measures. The data were obtained from the responses of 4th grade students to the scale via IBM Statistical Package for Social Sciences (SPSS) V23 and AMOS 19. Keiser-Meyer Olkin and Bartlett Sphericity Tests were applied for the scales. Kolmogorov-Smirnov distribution analysis, Pearson and Spearman's Rho Correlation and Friedman Regression Statistical Analysis were administered to the Self, Peer and Final Evaluation Grades of the Pre-service Teachers. One Sample Runs and T-test measured the grades as well. The interview with the stake holders were analyzed qualitatively with NVivo 12 Pro data analysis tool with a phenomenology theoretical framework. CAQDAS is "the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p. 1278). As a result of Project Map analysis Code-Subcode-Part demonstrations of nodes and Word Clouds for the intensity of expressions were presented.

Chapter 4

Findings

This study makes use of both quantitative and qualitative methods to answer the research questions. Findings have four dimensions.

- a) Pilot Study (17 pre-service teachers from Trabzon University and 2 mentor teachers and 2 administrators from a high school in Trabzon)
- b) Scale Development (294 pre-service teachers from Atatürk University, Gazi University, Gaziantep University, Pamukkale University, Yıldız Technical University, 18 March University)
- c) Quantitative Analysis to evaluate Online Practicum (41 pre-service teachers from Hacettepe University and TED University)
- d) Qualitative Analysis for stakeholders' opinions (9 mentor teachers, 5 academicians and 5 administrators and 24 of the pre-service teachers from Ankara)

Pilot study was administered in order to determine the items of the scales. Items were written down according to the results drawn from the pilot study. An item pool was formed after the Pilot study. After item pooling expert opinion was taken and the items were determined for the scales. Two scales were formed. Expectation scale and Reaction scale was administered to 294 participants from six different universities in different regions; Atatürk University, Gazi University, Gaziantep University, Pamukkale University, Yıldız Technical University, 18 March University. Exploratory Factor Analysis and Confirmatory Factor Analysis were conducted for scale development. The items were eliminated. After the scales were developed and they were found valid and reliable they were administered to the experimental group at Hacettepe and TED University for the quantitative evaluation of online practicum. Hence, the researcher could see whether the expectations were met or not. Demographic statistics were illustrated for the participants. Descriptive Measures frequency statistics were administered over the expectation and reaction scales separately. Pearson Correlation was conducted over the Expectation and

Reaction scale administered at teacher candidates from Hacettepe University and TED University to see if their expectations were met. Friedman Regression analysis was made to the self and peer evaluation to see if their teaching success increased from the first to the fourth teaching in time. Spearman's Rho correlation was made to see if the self-evaluation and peer evaluation were consistent with each other. A second Spearman's Rho analysis was conducted over the self, peer, final evaluation grades of the students to see the existence of any predictors of success. One Sample T-test was implemented for the self-evaluation and One Sample Runs test for peer evaluation to measure whether they were given fair grades in their final evaluation. Qualitative Phenomenology analysis was conducted over the ideas coming from the interviews with cooperating teachers, administrators and academicians and also half of the participant pre-service teachers to have an inherent understanding underlying the practicum process from all stakeholders' point of view.

This study was conducted to make a critical analysis of the online teaching practicum program applied in Turkey. It aimed to enlighten the pre-service teachers' opinions about the problems in the available program and propose recommendations for its amendment.

Pilot Study

A pilot study was administered in the 2018-2019 fall term to Trabzon University senior level ELT students and mentor teachers and administrators.

Pilot study with the students

For piloting, the researcher administered a student questionnaire for the 4th grade students. The items in the study were based on EPOSTL and Kirkpatrick Training Evaluation model to learn about the expectations from the practicum program. There was a qualitative part of students' positive and negative experiences. In the second part the students answered the following questions:

1. What aspects of teaching are you most looking forward to?
2. What aspects of teaching are you least looking forward to?
3. What do you expect most from your teacher education?
4. What do you want most from your teacher education?
5. What do you think that your teacher educators expect from you?

The responses were categorized by the researcher at the end of the study. It was found that students had self- expectations and job-related expectations, which were either positive or negative.

Positive self-expectations

1. Being a qualified teacher
2. Being an unforgettable teacher
3. Being a good teacher who loves his/her job
4. Being a smiling teacher with humor
5. Being professional
6. Being a role-model for students
7. Being humanistic

Negative self-expectations

1. Being dominant
2. Being traditional

Positive job-related expectations

1. Improving teaching practice
2. Learning how to put theoretical knowledge into practice
3. Applying a communicative teaching not form-focused
4. Being innovative
5. Using creative activities

6. Using interactive activities through games, songs
7. Using drama
8. Using computer-based activities
9. Having a good classroom management
10. Using effective methods
11. Having fun with students
12. Dealing with students individually
13. Being friends with students
14. Building good rapport with students
15. Creating a collaborative atmosphere

Negative job-related expectations

1. Not being able to deal with uncontrollable behavior
2. Having problems with the parents of students
3. Different from micro-teaching experience at class

Hence, the researcher come to a conclusion about what kind of categories the scale should include and categorized the scale into various parts. So the scale should have included the below mentioned sub-divisions:

- a) Expectations about University Supervisors
- b) Expectations about Mentor Teachers
- c) Expectations about Administrators
- d) Expectations about Practicum School (implementations, facilities etc.)
- e) Expectations about Peer Pre-service Teachers
- f) Expectations about Students
- g) Expectations about other Teachers
- h) Expectations about Procedures

and

- a) Attitudes in relation to their self-realization

b) Attitudes and reactions in relation to teaching practicum

Thereby, items were written by the researcher and item pooling stage for the scale development was completed. The researcher had produced an expectation scale to assess the expectations of the teacher candidates to be implemented before the beginning of the practicum and a reaction scale to assess the attitudes of teacher candidates at the end of the teaching practicum.

Pilot study with the mentor teachers

It was a focus-group interview with two mentor teachers in 2018-2019 spring term in Affan Kitapcıoğlu Anatolian High School. The replies given to the questions were transcribed and analyzed by a thematic analysis.

1. In reference to being a successful cooperating teacher, how would you define the term “success?”
2. What do you think makes an internship successful?
3. In your role as cooperating teacher, what do you think are your strongest attributes?
4. Are there areas you would like to improve?
5. What kinds of things would help other teachers become successful cooperating teachers?
6. How can the university assist you in your role?
7. What is the role of a cooperating teacher?
8. How can the internship become a stronger element in teacher preparation?

As a result of the interview with the mentors, the teachers declared some changes they wanted in the practicum. They had teacher candidate related, job-related, university related issues and mentioned about their problems and desires.

Teacher candidate-related issues

1. For a successful practicum experience, development and progress of pre-service teachers is important
2. Having a good cooperation with pre-service teachers
3. Making them gain self-confidence

Job-related issues

1. Seminar received is not effective
2. There should be more sample lesson, feedback and activity videos in the seminars
3. Information about filling in forms of evaluation and attendance are lacking as well

University-related issues

1. Cooperation with academicians via whatsapp group is useful
2. No need for academician assessment
3. Academicians should trust into the evaluation by mentor teachers

Problems & wishes

1. 6 hours weekly practice for each teacher candidate is too much
2. Dealing with not just academic progress but the psychology of teacher candidates as well
3. The fee for the mentors should be increased (they earn around 400 Turkish liras at the end of the term)

Pilot study with the administrators

The researcher did a pilot study with the administrators as well. The researched administered a questionnaire to Affan Kitapçioğlu Anatolian High School Principal and Vice Principal. The administrators answered eight questions.

1. How do you define successful internships?
2. What is the role of the cooperating teacher in the internship?
3. What academic background, professional experiences, and personal qualities should cooperating teachers bring to the experience?
4. What supports are needed to improve the experience for all participants?
5. How had cooperating teachers' professional and academic background prepared them for the role of cooperating teachers?
6. What criteria were used to select cooperating teachers and how were the criteria developed?
7. What preparation had cooperating teachers received prior to accepting the role and responsibilities?
8. How might we clarify expectations for interns and cooperating teachers?
9. The administrators also had teacher candidate related, university related, mentor teachers related and formal procedures related wishes.

Formal Procedures-related issues

1. Preparation of a Practicum Manual about things to do
2. Distribution of this Manual to Pre-service Teachers, Mentor Teachers and Coordinators

Mentor Teacher-related issues

1. A better preparation and certificate program (seminar)
2. Not being obligatory

3. Asking for their wish upon volunteerism
4. Selection among teachers who have MA degrees by School Principal not by Provincial Directorate of National Education
5. Increasing the Fee
6. Being a good guide for a fruitful process
7. Having self-criticism
8. Having authority over teacher candidates
9. Decreasing the number of pre-service teachers for each mentor teacher

University-related issues

1. Increasing the Relationship between the School and the Faculty
2. No need for the academicians evaluation

Teacher candidate-related issues

1. Not expecting too much from them
2. Not being biased about their mistakes
3. Setting up the principles and sanctions upon situations like absence, disrespect etc.

All the findings out of the pilot study helped the researcher to write the items and do item pooling.

Scale Development

All the items were composed by the researcher covering the item pooling, piloting and expert opinion stages. Item pooling was made based on EPOSTL and Kirkpatrick Training Evaluation Model. Piloting was made with Trabzon University senior ELT students in the 2018-2019 academic year (See appendix I). After piloting and item writing by the researcher expert opinion was received from three expert academicians from

different universities; a Professor from Çukurova University, an Asst. Prof Dr. from Bilkent University and another Asst. Prof. Dr. from 19 Mayıs University respectively.

After the scale items were revised and edited, the scale was administered to 294 participants from every region in Turkey; East Anatolian Region Atatürk University, Marmara Region Yıldız Technical University, South Anatolian Region Gaziantep University, Aegean Region 18 March University, Mediterranean Region Pamukkale University, Central Anatolia Region Gazi University. For not violating against the power relationship the scale was not administered in the researcher's own affiliation. Nearly 300 sample number is regarded to be a good number of samples (Tinsley & Tinsley, 1987; Comrey, 1973; DeVellis, 2017). EFA and CFA yielded reliability and validity for both the expectation scale and the reaction scales. It was supported with AMOS 19 graphic program. EFA and CFA was applied for each sub-division. GFI, AGFI and CFI values were expected to be over 0.90.

Table 4

Descriptives for the Scale Development Participants

participants	N	PAU	YTU	Gazi Uni.	OMU	Gaziantep Uni	Ataturk Uni.	M	F
	294	66	37	60	48	37	46	85	209

Table 5

Descriptives for the Age Range

participants	N	Mean	Std. Dev	Median	Min	Max
	294	22,33	1,97	22	20	39

Validity and Reliability

294 participants from the universities of each region in Turkey participated in the scale development. EFA was performed for the validity of the scale. To this end, Kaiser – Meyer – Olkin (KMO) value and Bartlett Sphericity Test were performed. It is stated in the literature that .50 or .60 value is base value for KMO. Kaiser (1974) expresses that when

KMO value is greater than .50 factor analysis can be performed. The Bartlett's Sphericity test was then used to see if research data had multivariate normal distribution. Furthermore, when chi-square test value is significant a normal multivariate distribution exists

In the analysis of the findings, the factors with eigenvalues greater than 1 were taken into account. As a result, items with a factor load value below .30 were eliminated. At the end of EFA performed based on varimax rotation, it was seen that while some items did not load any factors, some items loaded more than one factor, and some load values were below .40 . So, they were removed from the scale. EFA was duplicated to reach the truest results.. Varimax rotation is the method that determines the factor structure of any developed scale.

Table 6

Validity and Reliability Scores of the Scales

	Chi-Square
Expectation	0,96
Reaction	0,98

The scores show that the expectation and reaction scales are valid and reliable and ready to use to the experimental groups.

Expectation Scale Confirmatory Factor Analysis Results

University supervisors factors together explain 74,661% of total variance.

KMO-MSA=0,948, Barlett Chi-Square=3886,232, $p<0,001$

Mentor teachers factors explain 67,379% of the total variance together.

KMO-MSA=0,914, Barlett Chi-Square=3379,179, $p<0,001$

Administrators factors explain 64,784% of the total variance.

KMO-MSA=0,661, Barlett Chi-Square=185,242, $p<0,001$

Peers factors explain 60,613% of the total variance.

KMO-MSA=0,835, Barlett Chi-Square=872,490, $p<0,001$

Students factors explain 79,789% of the total variance.

KMO-MSA=0,500, Barlett Chi-Square=125,169, $p<0,001$

Practicum school factors explain 67.480% of total variance.

KMO-MSA=0,759, Barlett Chi-Square=604,139, $p<0,001$

Teaching practicum program factors explain 47.161% of total variance.

KMO-MSA=0,809, Barlett Chi-Square=411,889, $p<0,001$

Other stakeholders factors explain 72.070% of the total variance.

KMO-MSA=0,500, Barlett Chi-Square=61,868, $p<0,001$

Reaction Scale Confirmatory Factor Analysis Results

Attitudes at the end factors explain 73,124% of the total variance.

KMO-MSA=0,851, Barlett Chi-Square=570,244, $p<0,001$,

Attitudes in relation to teaching practicum factors explain 67,098% of total variance.

KMO-MSA=0,818, Barlett Chi-Square=1340,573, $p<0,001$,

Reactions factors together explain 61,951% of total variance.

KMO-MSA=0,908, Barlett Chi-Square=2625,257, $p<0,001$,

See Appendix V for detailed EFA and CFA analysis for both scales.

Evaluation of Online Practicum via Quantitative Data Analysis

41 teacher candidates from Hacettepe University and TED University participated in the experimental study. Pre-practicum expectation scale, self-evaluation 1-2-3-4 and peer evaluation 1-2-3-4 during the practicum and finally post-practicum reaction scale were administered to teacher candidates. The analyzes are described in the quantitative data analysis procedure.

Quantitative Data Analysis Procedure

Data were analyzed with IBM SPSS V23. First of all, demographic information of the participants was presented. Conformity to normal distribution was evaluated by Kolmogorov-Smirnov test. Friedman test was used to compare self-evaluation and peer evaluation scores that were not normally distributed according to the evaluations. Pearson correlation coefficient was used to analyze the relationship between normally distributed data and Spearman's rho correlation coefficient was used to analyze the relationships between non-normally distributed data. Frequency analysis of the answers given to the expectation scale and frequency analysis of the responses to the reaction scale was made and a correlation was measured. This measured whether the expectations of the pre-service teachers were met. Regression analysis between weeks 1-2-3-4 during the practicum measured the consistency of the evaluation grades and whether success increased towards the end of the practicum. Correlation analysis between Self and Peer Evaluation Regression analysis between expectation, reaction, self and peer evaluation tried to find a predictor of success. In order to test whether the self and peer evaluation scores were different from the mentor teachers' 95 final grade average, one sample t-test was used for normally distributed data and one-sample runs test for data that was not normally distributed. Analysis results mean $\pm$ s for quantitative data. Categorical data as deviation and median (minimum – maximum) were presented as frequency (percentage). Significance level was taken as $p < 0.050$.

Descriptive Measures for Participants

Gender and age data of the participants are presented in Table 26.

Table 7

Gender and Age Demographics

	Frequency (n)	Percentage (%)
Gender		
Female	32	78
Male	9	22
	Mean. $\pm$ Std. Dev.	Mean (min. – max.)
Age	22,3 $\pm$ 0,9	22 (21 - 24)

Out of the participants 78 % is female and 22 % is male. The mean score of age for all participants is calculated to be 22,3.

Frequency Analysis of Scales

Frequencies of the answers given to the pre-practicum expectation scale and post-practicum reaction scale are presented in Table 8 and 9.

Table 8*Pre-Practicum Expectation Scale Frequencies*

University Supervisors should		1	2	3	4	5
1	Give information about the aim, content, scope and evaluation of the online practicum before it starts	0 (0)	0 (0)	1 (2,5)	4 (10)	35 (87,5)
2	Let me know about the times for observing my teaching practice	1 (2,4)	1 (2,4)	2 (4,9)	5 (12,2)	32 (78)
3	Introduce me to the mentor teacher before the practicum starts	0 (0)	1 (2,4)	1 (2,4)	9 (22)	30 (73,2)
4	Have weekly meetings with pre-service teachers	0 (0)	4 (9,8)	10 (24,4)	13 (31,7)	14 (34,1)
5	Help me plan my teaching practice	1 (2,4)	3 (7,3)	10 (24,4)	10 (24,4)	17 (41,5)
6	Guide me choose the necessary teaching principles, methods and techniques for the relevant course	1 (2,4)	2 (4,9)	8 (19,5)	18 (43,9)	12 (29,3)
7	Guide me about class management	1 (2,4)	1 (2,4)	5 (12,2)	14 (34,1)	20 (48,8)
8	Give feedback about my teaching practice after each observation	0 (0)	1 (2,4)	1 (2,4)	8 (19,5)	31 (75,6)
9	Give feedback about the course materials I prepared	0 (0)	1 (2,4)	0 (0)	6 (14,6)	34 (82,9)
10	Give feedback about my class management	0 (0)	1 (2,4)	0 (0)	7 (17,1)	33 (80,5)
11	Give feedback about how I assess students	0 (0)	1 (2,4)	1 (2,4)	6 (14,6)	33 (80,5)
12	Give feedback about my reflective papers	0 (0)	1 (2,5)	2 (5)	6 (15)	31 (77,5)
13	Support me when I feel inadequate as a teacher	1 (2,4)	0 (0)	2 (4,9)	14 (34,1)	24 (58,5)
14	Make constructive criticism	0 (0)	1 (2,4)	1 (2,4)	2 (4,9)	37 (90,2)
15	Inform me about my evaluation results	0 (0)	1 (2,4)	0 (0)	3 (7,3)	37 (90,2)
16	Encourage me about my future teaching practice	1 (2,4)	0 (0)	2 (4,9)	12 (29,3)	26 (63,4)
17	Be objective in his/her evaluation	0 (0)	1 (2,4)	1 (2,4)	1 (2,4)	38 (92,7)
18	Be patient about the progress I make	1 (2,4)	0 (0)	0 (0)	5 (12,2)	35 (85,4)
19	Be in cooperation with other supervisors who conduct the course throughout the process	0 (0)	0 (0)	5 (12,2)	10 (24,4)	26 (63,4)
Mentor Teachers Should						
20	Inform me about his/her expectations from me as a teacher candidate	0 (0)	0 (0)	1 (2,4)	4 (9,8)	36 (87,8)
21	Be in cooperation with other mentor teachers at school	1 (2,4)	1 (2,4)	9 (22)	10 (24,4)	20 (48,8)
22	Give me information about the individual differences of the students in the class I will make practice	0 (0)	1 (2,4)	2 (4,9)	8 (19,5)	30 (73,2)
23	Inform me about how to make use of the information technologies in the school	0 (0)	0 (0)	2 (4,9)	13 (31,7)	26 (63,4)
24	Help me get the necessary tools and equipment for the courses	0 (0)	1 (2,4)	7 (17,1)	10 (24,4)	23 (56,1)
25	Have weekly online meetings with pre-service teachers	1 (2,4)	2 (4,9)	6 (14,6)	13 (31,7)	19 (46,3)
26	Help me plan my teaching activities	1 (2,4)	1 (2,4)	5 (12,2)	19 (46,3)	15 (36,6)

Table 8 (cont'd)

27	Demonstrate exemplary activities related to the course I plan to undertake	0 (0)	0 (0)	6 (14,6)	18 (43,9)	17 (41,5)
28	Give me opinions on how to teach what	0 (0)	1 (2,4)	2 (4,9)	12 (29,3)	26 (63,4)
29	Check the lesson plans I prepared	0 (0)	1 (2,4)	5 (12,2)	9 (22)	26 (63,4)
30	Guide me choose the necessary teaching principles, methods and techniques for the relevant course	0 (0)	2 (4,9)	6 (14,6)	19 (46,3)	14 (34,1)
31	Give me clues about class management	0 (0)	0 (0)	1 (2,4)	9 (22)	31 (75,6)
32	Evaluate my educational activities	0 (0)	0 (0)	1 (2,4)	8 (19,5)	32 (78)
33	Give feedback about my class management	0 (0)	0 (0)	0 (0)	4 (9,8)	37 (90,2)
34	Give feedback about how I assess students	0 (0)	0 (0)	0 (0)	5 (12,2)	36 (87,8)
35	Not make criticism in the online classroom setting	3 (7,3)	7 (17,1)	8 (19,5)	9 (22)	14 (34,1)
36	Make constructive criticism	0 (0)	0 (0)	1 (2,4)	4 (9,8)	36 (87,8)
37	Inform me about my evaluation results	0 (0)	0 (0)	0 (0)	5 (12,2)	36 (87,8)
38	Be objective in his/her evaluation	0 (0)	0 (0)	0 (0)	2 (4,9)	39 (95,1)
39	Be patient about the progress I make	0 (0)	0 (0)	0 (0)	7 (17,1)	34 (82,9)
40	Be understanding about the mistakes I make	0 (0)	0 (0)	0 (0)	6 (14,6)	35 (85,4)
41	Be sincere with pre-service teachers	0 (0)	0 (0)	1 (2,4)	6 (14,6)	34 (82,9)
42	Share his/her own experiences with me	0 (0)	0 (0)	1 (2,4)	8 (19,5)	32 (78)
43	Have received training about becoming a mentor teacher	0 (0)	1 (2,4)	2 (4,9)	9 (22)	29 (70,7)
44	Be a role model	0 (0)	1 (2,4)	4 (9,8)	7 (17,1)	29 (70,7)
School Administrators should						
45	See me as a real teacher	0 (0)	3 (7,3)	4 (9,8)	9 (22)	25 (61)
46	Inform me about the practicum rules I should obey. (permission, attendance, coming to class on time, roster, etc.)	0 (0)	1 (2,4)	0 (0)	4 (9,8)	36 (87,8)
Peer Pre-service Teachers should						
47	Help me during the preparation stage	1 (2,4)	2 (4,9)	7 (17,1)	10 (24,4)	21 (51,2)
48	Support me when performing activities in the online course	2 (4,9)	0 (0)	4 (9,8)	9 (22)	26 (63,4)
49	Give me feedback on my online practices	0 (0)	1 (2,4)	0 (0)	12 (29,3)	28 (68,3)
50	Evaluate me objectively in their reflective papers	0 (0)	1 (2,4)	0 (0)	8 (19,5)	32 (78)
Other Teachers in the Practicum School should						
51	Treat me as their colleague	0 (0)	0 (0)	8 (19,5)	6 (14,6)	27 (65,9)
52	Be eager to share his/her experiences	0 (0)	0 (0)	2 (4,9)	9 (22)	30 (73,2)
Students should						
53	See me as their teacher	0 (0)	0 (0)	0 (0)	6 (14,6)	35 (85,4)
54	Perform the tasks I give in the online course	0 (0)	0 (0)	0 (0)	2 (4,9)	39 (95,1)
55	Have sufficient technological infrastructure (tablets, mobile phones, pc, etc.)	0 (0)	1 (2,4)	7 (17,1)	5 (12,2)	28 (68,3)
56	Have necessary online course tools (books, notebooks, etc.)	0 (0)	0 (0)	6 (14,6)	6 (14,6)	29 (70,7)
Practicum School should						
57	Have high number of teachers	1 (2,4)	3 (7,3)	19 (46,3)	6 (14,6)	12 (29,3)
58	Have both young and senior teachers	0 (0)	0 (0)	12 (29,3)	8 (19,5)	21 (51,2)

Table 8 (cont'd)

59	Not have crowded classes	0 (0)	0 (0)	8 (19,5)	8 (19,5)	25 (61)
60	Have high number of branches of class	0 (0)	2 (4,9)	11 (26,8)	9 (22)	19 (46,3)
In the Teaching Practicum						
61	The school that I practice teaching at the 1st term should be the same at the 2nd term	3 (7,3)	1 (2,4)	2 (4,9)	7 (17,1)	28 (68,3)
62	The pre-service teachers should have the chance to do online practice at schools with various economic, cultural and social etc. traits.	1 (2,4)	0 (0)	1 (2,4)	11 (26,8)	28 (68,3)
63	Groups should consist of maximum 4 teacher candidates per each mentor teacher	0 (0)	0 (0)	5 (12,2)	6 (14,6)	30 (73,2)
64	Practice at different grade levels for teacher candidates should be maintained	0 (0)	0 (0)	7 (17,5)	6 (15)	27 (67,5)
Stakeholders should						
65	The university supervisor, mentor teacher and school administrators should be in contact	0 (0)	0 (0)	2 (4,9)	6 (14,6)	33 (80,5)
66	Online Meetings should be carried out at the beginning of each practice period	0 (0)	0 (0)	7 (17,1)	6 (14,6)	28 (68,3)

*1: Strongly disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly agree

For the item "Give information about the aim, content, scope and evaluation of the online practicum before it starts", 87.5% of the participants strongly agree, 10% agree, and 2.5% are undecided. 78% of the participants strongly agree, 12.2% agree, 4.9% undecided, 2.4% disagree, and 2.4% agree with the item "Let me know about the times for observing my teaching practice". To the item "Introduce me to the mentor teacher before the practicum starts", 73.2% of the participants strongly agree, 22% agree, 2.4% undecided, 2.4% disagree. To the item "Have weekly meetings with pre-service teachers", 34.1% of the participants strongly agree, 31.7% agree, 24.4% are undecided, 9.8% disagree. 41.5% of the participants strongly agree, 24.4% agree, 24.4% undecided, 7.3% disagree, 2.4% strongly agree with the item "Help me plan my teaching practice". For the item "Guide me choose the necessary teaching principles, methods and techniques for the relevant course", 29.3% of the participants strongly agree, 43.9% agree, 19.5% are undecided, 4.9% disagree, 2.4% of them gave the answer of strongly disagree. Information on the answers given to the other items of the scale is presented in Table 2.

Table 9*Post-Practicum Reaction Scale Frequencies*

At the of the Practicum training, as a teacher candidate		1	2	3	4	5
1	I rate the content of the online teaching practicum (interest, benefit, etc.)*	1 (2,5)	4 (10)	15 (37,5)	12 (30)	8 (20)
2	I rate the mentor teacher (knowledge of subject matter, preparation, ability to communicate, etc.)*	0 (0)	4 (10)	6 (15)	16 (40)	14 (35)
3	I rate the facilities of the online teaching practicum (comfort, convenience, etc.)*	1 (2,5)	8 (20)	14 (35)	11 (27,5)	6 (15)
4	I rate the scheduling of the teaching practicum*	4 (10)	5 (12,5)	6 (15)	13 (32,5)	12 (30)
5	I rate the program as an educational experience to help me do my job better*	4 (10)	7 (17,5)	3 (7,5)	13 (32,5)	13 (32,5)
In relation to the Teaching Practicum						
6	The content covered in the program was relevant to my job	0 (0)	1 (2,5)	2 (5)	12 (30)	25 (62,5)
7	The content covered in the program was interesting	0 (0)	3 (7,5)	7 (17,5)	15 (37,5)	15 (37,5)
8	The mentor teacher was an effective communicator	0 (0)	3 (7,5)	4 (10)	9 (22,5)	24 (60)
9	The mentor teacher was well prepared	0 (0)	1 (2,5)	6 (15)	10 (25)	23 (57,5)
10	If there were manuals about the practicum it would be helpful	1 (2,5)	1 (2,5)	4 (10)	21 (52,5)	13 (32,5)
11	If there were handouts about the practicum it would be helpful	2 (5)	2 (5)	7 (17,5)	17 (42,5)	12 (30)
12	If there were audiovisuals about the practicum it would be helpful	1 (2,5)	2 (5)	5 (12,5)	21 (52,5)	11 (27,5)
13	I will be able to apply much of the content I learned here to my job	2 (5)	2 (5)	8 (20)	8 (20)	20 (50)
14	The facilities of the practicum were suitable	2 (5)	1 (2,5)	8 (20)	17 (42,5)	12 (30)
15	The schedule of the practicum was well-organized	3 (7,5)	5 (12,5)	8 (20)	11 (27,5)	13 (32,5)
16	I feel that online practicum taught me do my job better	4 (10)	7 (17,5)	6 (15)	4 (10)	19 (47,5)
Pre-service Teachers Reactions about Teaching Practicum						
17	Online Teaching Practicum helped me deepen my knowledge about teaching profession	0 (0)	5 (12,8)	5 (12,8)	15 (38,5)	14 (35,9)
18	I believe Online Teaching Practicum is useful in terms of teacher candidates.	2 (5)	11 (27,5)	4 (10)	10 (25)	13 (32,5)
19	Online Teaching Practicum provided me with the opportunity to observe at different class levels.	4 (10,3)	10 (25,6)	6 (15,4)	8 (20)	9 (23,1)
20	Online Teaching Practicum provided me with the opportunity to practice at different class levels.	5 (12,5)	13 (32,5)	4 (10)	13 (32,5)	10 (25)

Table 9 (cont'd)

21	Thanks to the Online Teaching Practicum I started to see myself as a teacher	2 (5)	3 (7,5)	7 (17,5)	8 (20)	15 (37,5)
22	Online Teaching Practicum increased my self-confidence increased.	2 (5)	2 (5)	5 (12,5)	3 (7,5)	23 (57,5)
23	Online Teaching Practicum helped me learn the duties of school staff (School Principal, Vice principal., retainer, etc.).	21 (52,5)	7 (17,5)	3 (7,5)	8 (20)	6 (15)
24	Teaching Practicum helped me gain the necessary knowledge and skills for teaching.	3 (7,5)	6 (15)	12 (30)	5 (12,5)	11 (27,5)
25	I believe that the time allocated for Online Teaching Practicum courses in ELT departments is insufficient	3 (7,5)	7 (17,5)	13 (32,5)	8 (20)	12 (30)
26	Via Online Teaching Practicum I liked teaching English more.	7 (17,5)	6 (15)	5 (12,5)	8 (20)	14 (35)
27	In Online Teaching Practicum I learned how to establish a good communication in teacher-student relationship.	5 (12,8)	1 (2,6)	9 (23,1)	9 (23,1)	15 (38,5)
28	In Online Teaching Practicum I learned how to grade students	12 (30)	7 (17,5)	6 (15)	9 (22,5)	6 (15)
29	Online Teaching Practicum made me realize whether teaching profession was suitable for me.	2 (5)	0 (0)	8 (20)	12 (30)	18 (45)
30	In Online Teaching Practicum my university supervisor helped me in all my problems about the lessons	1 (2,5)	1 (2,5)	6 (15)	8 (20)	24 (60)
31	I believe the reflective portfolio reports are assessed by the university supervisor objectively.	0 (0)	0 (0)	0 (0)	7 (17,5)	33 (82,5)
32	I believe there is healthy communication between the Faculty and Practice School	2 (5)	2 (5)	7 (17,5)	12 (30)	17 (42,5)
33	Online Teaching Practicum gave me the opportunity to compare the characteristics of a good teacher with my own traits.	2 (5,1)	1 (2,6)	4 (10,3)	13 (33,3)	19 (48,7)
34	In Online Teaching Practicum I learned how a teacher can manage the classroom.	5 (12,5)	5 (12,5)	7 (17,5)	5 (12,5)	18 (45)
35	In Online Teaching Practicum I learned how to prepare yearly, unit and daily plan.	6 (15)	10 (25)	4 (10)	13 (32,5)	7 (17,5)
36	In Online Teaching Practicum I learned how to prepare exams	15 (37,5)	11 (27,5)	8 (20)	2 (5)	4 (10)
37	In Online Teaching Practicum I learned how to prepare course materials	4 (10)	2 (5)	4 (10)	8 (20)	22 (55)
38	In Online Teaching Practicum I learned how the National Education System operated.	8 (20)	2 (5)	9 (22,5)	14 (35)	7 (17,5)
39	In online Teaching Practicum I learned how to use deliberative rhetoric.	6 (15)	5 (12,5)	12 (30)	10 (25)	7 (17,5)

*1: Strongly disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly agree

For the item “I rate the content of the online teaching practicum (interest, benefit, etc.)”, 20% of the participants replied excellent, 30% very good, 37.5% good, 10% moderate, 2%, 5 of them gave a weak answer. To the item “I rate the mentor teacher (knowledge of subject matter, preparation, ability to communicate, etc.)”, 35% of the participants answered excellent, 40% very good, 15% good, 10% moderate. For the item “I rate the facilities of the online teaching practicum (comfort, convenience, etc.)” 15% excellent, 27.5% very good, 35% good, 20% moderate, 2%, 5 of them gave a weak answer. To the item “I rate the scheduling of the teaching practicum”, 30% of the participants answered excellent, 32.5% very good, 15% good, 12.5% moderate, 10% poor.

Pre-service Teachers’ Practicum Expectation and Reaction Correlations

Table 10

Expectation Scale and Reaction Scale Correlation

	Post-Practicum Reaction Scale	
	r	p
Pre-Practicum Expectation Scale	0,244	0,130
r: Pearson Correlation Coefficient		

There is no statistically significant relationship between the pre-practicum expectation scale post-practicum reaction scale($p>0.050$). It can be understood from the results that the expectations of the pre-service teachers were not met.

Pre-service Teachers' Weekly Self and Peer Evaluative Scores Regression Analysis

Table 11

Self-Evaluation and Peer Evaluation Regression Analysis

	Evaluation Number	Mean $\pm$ Std. Dev.	Mean (min. – max.)	Test statistics	p
Self-Evaluation	1.	85,4 $\pm$ 87,4	87 (54 - 100) ^a	=36,417	<0,001
	2.	87,4 $\pm$ 89,2	89 (56 - 100) ^a		
	3.	89,2 $\pm$ 91,6	90 (63 - 100) ^a		
	4.	91,6 $\pm$ 87,2	95 (63 - 100) ^b		
Peer Evaluation	1.	87,2 $\pm$ 88,7	88,5 (60 - 100) ^c	=25,029	<0,001
	2.	88,7 $\pm$ 91,2	91,5 (60 - 100) ^{bc}		
	3.	91,2 $\pm$ 92,9	94 (70 - 100) ^{ab}		
	4.	92,9 $\pm$ 0	96 (70 - 100) ^a		

Friedman test statistics, ^{a-c}: There is no difference between evaluations with the same letter.

There is a statistically significant difference between the median values of the evaluation score according to the number of evaluations in self-evaluation ($p < 0.001$). The median of the 1st assessment was calculated as 87, the median of the 2nd assessment was 89, the median of the 3rd assessment was 90, and the median of the 4th assessment was 95. This difference is due to the fact that the median value of the 4th evaluation is higher than the median value of the other evaluations. There is a statistically significant difference between the median values of the evaluation score according to the number of evaluations in peer evaluation ($p < 0.001$). The median of the 1st assessment was 88.5, the median of the 2nd assessment was 91.5, the median of the 3rd assessment was 94, and the median of the 4th assessment was 96. A statistically significant difference was found between the 1st and 4th evaluations, the 1st and 3rd evaluations, and the 2nd and 4th evaluations.

While the first time teaching score in self-evaluation had a average of 85 it increased to 91 within time. While the first time teaching score was 87, it increased to 92 in the fourth teaching. Peer evaluation has a minimum of 2 points score highness compared to the self-evaluation. Fourth time teachings appear to be better than the previous ones. While there are no important differences between the second and third

time teaching, there is a difference between first and fourth time teachings. It can be inferred from these findings that the success level of students increased after practice and getting more experienced.

Pre-service Teachers' General Self and Peer Evaluative Scores Correlations

Table 12

Self-evaluation and Peer evaluation General Score Correlation

	Peer Evaluation general Score	
	r	p
Self-evaluation General Score	0,735	<0,001

r: Spearman's rho correlation coefficient

There is a statistically significant positive high correlation between the general self-assessment score and the peer-assessment general score. ($r=0,735$; $p<0,001$).

The scores given both in the self-evaluation and peer evaluation resemble each other. The consistency among the given scores are high. The grades given for self and given by peers can be said to be in a harmony. The scores reflect that the pre-service teachers grade each other truly. They don't boost their own teaching practice level, reflect it as it is.

Evaluation, Expectation and Reaction Correlations

Table 13

The relationship between self-evaluation and peer evaluation scores and pre-practicum expectation scale and post-practicum reaction scale

	Pre-practicum expectation scale		Post-practicum reaction scale	
	r	p	r	p
Self-evaluation score 1	0,053	0,743	0,312	0,050
Self-evaluation score 2	0,226	0,160	0,649	0,000
Self-evaluation score 3	0,147	0,373	0,470	0,003
Self-evaluation score 4	0,178	0,278	0,552	0,000
Self-evaluation general score	0,108	0,501	0,527	0,000
Peer evaluation score 1	0,162	0,318	0,122	0,460
Peer evaluation score 2	0,143	0,391	0,400	0,014
Peer evaluation score 3	0,158	0,366	0,236	0,180
Peer evaluation score 4	0,066	0,707	0,180	0,310
Peer evaluation general score	0,224	0,164	0,323	0,045

r: Spearman's rho correlation

Preliminary analyses were conducted not to violate the assumptions of normality, linearity, multicollinearity and homoscedasticity. There is a statistically high positive correlation between the self-evaluation score of 2 and the post-practicum reaction scale ($r=0.649$; $p<0.001$). There is a statistically positive and moderate correlation between the self-evaluation score of 3 and the post-practicum reaction scale ($r=0.470$; $p=0.003$). There is a statistically positive and moderate correlation between the self-evaluation score of 4 and the post-practicum reaction scale ($r=0.552$; $p<0.001$). There is a statistically positive and moderate correlation between the general self-evaluation score and the post-practicum reaction scale ($r=0.527$; $p<0.001$). There is a statistically positive and moderate correlation between the peer evaluation score of 2 and the post-practicum reaction scale ($r=0.400$; $p=0.014$). There is a statistically weak positive correlation between the peer evaluation general score and the post-practicum reaction scale ($r=0.325$; $p=0.045$). There was no statistically significant relationship between the pre-practicum expectation scale and self-evaluation and peer evaluation scores ($p>0.050$).

Since there is a weak relationship between the peer evaluation and reaction scale, this can be explained by the discontent of the pre-service teachers. The expectation scale is not a predictor of the self and peer evaluations as well. Over the partial correlation between the independent variables; pre-practicum expectation scale, post-practicum reaction scale, self-evaluation, peer evaluation and final evaluation, none came about as significant predictors.

Practicum Achievement and Self-evaluation Relationship

Table 14

Comparison of self-evaluation general score with final evaluation

	Test value	Mean	Std. Dev.	Test statistics*	p
Self-evaluation general score	95	88,2622	8,21374	-5,253	<0,001

*One Sample t test

According to the research, the average value of the self-evaluation general score was calculated as 88.26. This mean value obtained was significantly lower than the final score of 95 ($p < 0.001$). It can be inferred from the results that, the mentor teachers and academicians graded the students more than they did for themselves.

Practicum Achievement and Peer Evaluation Relationship

Table 15

Comparison of peer evaluation general score with final evaluation

	Test value	Median	Min	Max	Test statistics*	p
Peer evaluation general score	95	90,4	60,0	100,0	-0,953	0,341

*One sample runs test

The median value for the general peer evaluation score was 90.4. This median value obtained was not statistically significant from the final score of 95 ($p > 0.050$). It can be suggested that the peers were harsh critics on each other and gave low grades compared to the mentors and academicians. This can be explained by the belief of mentor

teachers and academicians i.e. graders that the teacher candidates will be successful in their future professions.

Evaluation of Online Practicum via Qualitative Data Analysis

The purpose of the study is to evaluate the online teaching practicum which started to be used as a result of the Covid-19 pandemic on behalf of all stakeholders of practicum. Opinions of pre-service teachers, mentor teachers, school administrators and university supervisors regarding the evaluation of online practicum were presented as to pre-service English teacher practicum process. Phenomenology design (Creswell, 2009) was used in qualitative study. For the data collection Maximum diversity and criterion sampling which is a sub-branch of purposeful sampling was preferred. Purposeful sampling is mainly a non-probability sampling technique. Non-probability sampling is when the research units are investigated based on the judgement of the researcher (Llewellyn et al., 2004). Although there are several different purposeful sampling strategies, criterion sampling appears to be used most commonly in implementation research. As stated by Patton “criterion sampling” is picking up cases with predetermined criterion of importance (2002, p. 238)

Indeed, there are five qualitative approaches to qualitative research; case studies, ethnography, grounded theory, narrative, and phenomenology (Creswell, 2009). Specifically, phenomenology was used for this study. Phenomenology approach should be used when the point of view of all participants to a phenomenon is examined. In phenomenology approach, it is important that researchers focus on human experiences (Kendler, 2005). The research focuses on phenomenology upon what participants experienced and how they experienced in terms of situations (Gambetti et al., 2012), a body of qualitative concepts intended into a particular phenomenon. (Creswell, 2009).

Grounded theory approach was not preferred in this study because in the grounded theory approach, the researcher starts with a general theory of action and

gathered evidence of participants (Gambetti et al, 2012). The researchers use open coding and a developed theory of psychological testing results (Creswell, 2009).

Due to the Covid-19 pandemic internet-based qualitative research methods had to be utilized. Internet based qualitative data collection are through online synchronous interviews, online asynchronous interviews, and virtual focus groups. For this study asynchronous interviews were chosen since it was the most practical design considering the time constraints of all stakeholders. It can be inferred from citations and meta-analysis searches that the number of studies using multiple types of sources and strategies and consulting to the use of in-depth, e-mail interviewing is rapidly increasing (Meho, 2006; Curasi, 2001; Murray and Harrison, 2004; and Olivero and Lunt, 2004). There are various reasons for this.

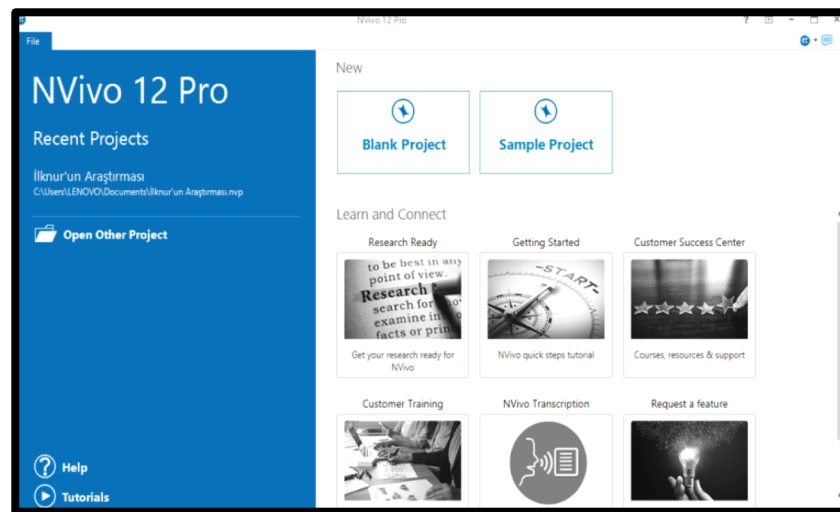
- a) It has low costs in comparison to telephone calls.
- b) Reaching more geographically dispersed people is possible.
- c) Reaching more than one participant at a time is possible.
- d) Time and budget is saved for long distances.
- e) Electronic format is in need of little editing and formatting.
- f) No transcription fees.

Qualitative Data Analysis Procedure

It took 32 hours to code and 6 hours to analyze the qualitative data in this study. NVivo 12 Pro was used. 95 subcodes emerged out of the study.

Figure 9

NVivo 12 Pro Software Screenshot



Qualitative Analysis software can be seen in Figure 9.

Figure 10

Evaluation of Practicum Coding System and Arrangement of Nodes Screenshot

Name	Files	References	Created On	Created By	Modified On	Modified By
STAKEHOLDERS OF ONLINE PRACTICUM	0	0	7.05.2021 13:18	LEC.	15.05.2021 23:01	LEC.
Definitions	4	4	30.04.2021 14:5	LEC.	15.05.2021 20:26	LEC.
Relationship Between Stakeholders	2	2	9.05.2021 13:57	LEC.	15.05.2021 20:27	LEC.
Expectations From Stakeholders	0	0	9.05.2021 14:16	LEC.	15.05.2021 20:26	LEC.
Roles of Stakeholders	0	0	9.05.2021 14:16	LEC.	15.05.2021 20:27	LEC.
Skills	0	0	11.05.2021 14:0	LEC.	15.05.2021 20:27	LEC.
ONLINE PRACTICUM	0	0	9.05.2021 13:25	LEC.	15.05.2021 23:01	LEC.
Evaluation	4	4	11.05.2021 14:4	LEC.	15.05.2021 20:49	LEC.
Interaction During Online Class	0	0	11.05.2021 14:4	LEC.	15.05.2021 20:49	LEC.
Online Teaching Related Challenges	0	0	2.05.2021 15:18	LEC.	15.05.2021 20:49	LEC.
Online Teaching Process	0	0	11.05.2021 14:4	LEC.	15.05.2021 20:48	LEC.
BUREAUCRACY	0	0	9.05.2021 13:29	LEC.	15.05.2021 21:10	LEC.
Practices Abroad	2	2	9.05.2021 14:01	LEC.	15.05.2021 21:10	LEC.
Authorization of Recording	3	5	14.05.2021 13:3	LEC.	15.05.2021 21:10	LEC.
Complaints	0	0	14.05.2021 13:4	LEC.	15.05.2021 21:10	LEC.
Practicum Training	0	0	14.05.2021 13:4	LEC.	15.05.2021 21:10	LEC.
OUTPUTS	0	0	9.05.2021 14:08	LEC.	15.05.2021 21:17	LEC.
RECOMMENDATIONS	0	0	9.05.2021 13:50	LEC.	15.05.2021 23:00	LEC.

95 nodes created for the qualitative analysis can be seen in the figure.

Permission was taken from Governorship of Ankara and National Education Directorate regarding the practicum schools Hacettepe University and TED University English Language Teaching Department Pre-service teachers were enrolled (See Appendix H). 9 teachers, 5 coordinators, and 24 pre-service teachers were interviewed. For taking the university supervisors' opinions, 5 academicians from Hacettepe University

and TED University were interviewed. The reason why half of the pre-service teachers of the quantitative study were included in the qualitative data is that it reached saturation point and the participant answers started to be repetitions of themselves. So, the researcher decided to end data collection at that stage. However, as it will be understood from the id coding system, the pre-service teachers in the quantitative study and qualitative study were given the same id. The research purposefully used the same id in quantitative and qualitative study since they were the same people and the researcher drew various conclusions both from the statistical analysis and interview comments of same participants. It helped the researcher to see whether the numerical results of the quantitative study matched the results of qualitative study and whether the participants' expressions confirmed their numerical success

Socio-Demographic Descriptors for Cooperating Teachers

Table 16

Cooperating Teachers Socio-Demographic Data

ID	GENDER	AGE	EXPERIENCE	TEACHING LEVEL	BACHELOR DEGREE	FURTHER EDUCATION
T1	M	48	23	Şehit Aytekin Kuru Anatolian High School	Linguistics	Ma in English Language Teaching
T2	F	55	30	Türk Telekom Social Sciences High School	English Language Teaching	-
T3	M	46	23	Beytepe Secondary School	English Language Teaching	-
T4	M	57	30	Türk Telekom Social Sciences High School	English Language Teaching	-
T5	M	50	23	Beytepe Secondary School	English Language and Literature	-
T6	F	50	27	Türkiye Noterler Birliği Primary School	English Language Teaching	MA in Social Sciences
T7	F	45	22	Beytepe Secondary School	Linguistics	-
T8	F	41	19	Mehmetçik Anatolian High School	English Language and Literature	MA in Comparative Literature
T9	F	50	29	Beytepe Secondary School	English Language Teaching	-

Socio-Demographic Descriptors for Pre-service Teachers

Table 17

Pre-service Teachers Socio-Demographic Data

ID	GENDER	AGE	PRACTICUM SCHOOL
PST1	M	23	Mehmetcik Anatolian High School
PST2	M	23	Türk Telekom Social Sciences High School
PST3	F	22	Türk Telekom Social Sciences High School
PST4	F	22	Gülen Muharrem Pakoğlu Secondary School
PST5	F	21	Gülen Muharrem Pakoğlu Secondary School
PST6	F	23	Beytepe Secondary School
PST7	F	21	Beytepe Secondary School
PST8	F	23	Gülen Muharrem Pakoglu Secondary School
PST9	F	23	Türk Telekom Social Sciences High School
PST10	M	21	Beytepe Secondary School
PST11	M	22	Beytepe Secondary School
PST12	F	23	Türkiye Noterler Birliği Primary School
PST13	F	22	Beytepe Secondary School
PST14	F	22	Gülen Muharrem Pakoglu Secondary School
PST15	F	22	Şehit Aytekin Kuru Anatolian High School
PST16	F	22	Türk Telekom Social Sciences High School
PST17	M	22	Beytepe Secondary School
PST18	F	22	15 Temmuz Secondary School
PST19	M	21	Beytepe Secondary School
PST20	F	23	Gülen Muharrem Pakoglu Secondary School
PST21	F	24	Şehit Aytekin Kuru Anatolian High School
PST22	M	24	Beytepe Secondary School
PST23	F	22	Gülen Muharrem Pakoglu Secondary School
PST24	F	22	Beytepe Secondary School
PST25	F	22	Şehit Aytekin Kuru Anatolian High School
PST26	F	23	Türk Telekom Social Sciences High School
PST27	F	23	Türkiye Noterler Birliği Primary School
PST28	F	23	Türk Telekom Social Sciences High School
PST29	F	22	Beytepe Secondary School
PST30	F	22	Türk Telekom Social Sciences High School
PST31	F	22	Türk Telekom Social Sciences High School
PST32	F	21	Gülen Muharrem Pakoglu Secondary School
PST33	F	22	Gülen Muharrem Pakoglu Secondary School
PST34	F	23	Türkiye Noterler Birliği Primary School
PST35	F	23	Türkiye Noterler Birliği Primary School
PST36	F	22	Gülen Muharrem Pakoglu Secondary School
PST37	F	22	15 Temmuz Secondary School
PST38	F	23	Beytepe Secondary School
PST39	M	21	Türk Telekom Social Sciences High School
PST40	F	23	Faruk Nafiz Çamlıbel Anatolian High School
PST41	F	22	Faruk Nafiz Çamlıbel Anatolian High School

Socio-Demographic Descriptors for Academicians

Table 18

Academicians Socio-Demographic Data

ID	GENDER	AGE	EXPERIENCE	INSTITUTION	PROFESSIONAL CAREER	ACADEMIC POSITION
A1	F	36	13	TED University	BA in ELT MA in ELT PhD in ELT	Asst. Prof. Dr.
A2	M	45	22	Hacettepe University	BA in ELT MA in ELT PHD in ELT	Asst. Prof. Dr.
A3	F	36	13	Hacettepe University	BA in ELT MA in ELT PHD in ELT	Asst. Prof. Dr.
A4	F	32	8	TED University	BA in ELT MA in ELT PHD in ELT	Lecturer
A5	F	37	12	TED University	BA in ELT MA in Linguistics PHD in Curriculum & Instruction	Asst. Prof. Dr.

Socio-Demographic Descriptors for Coordinators

Table 19

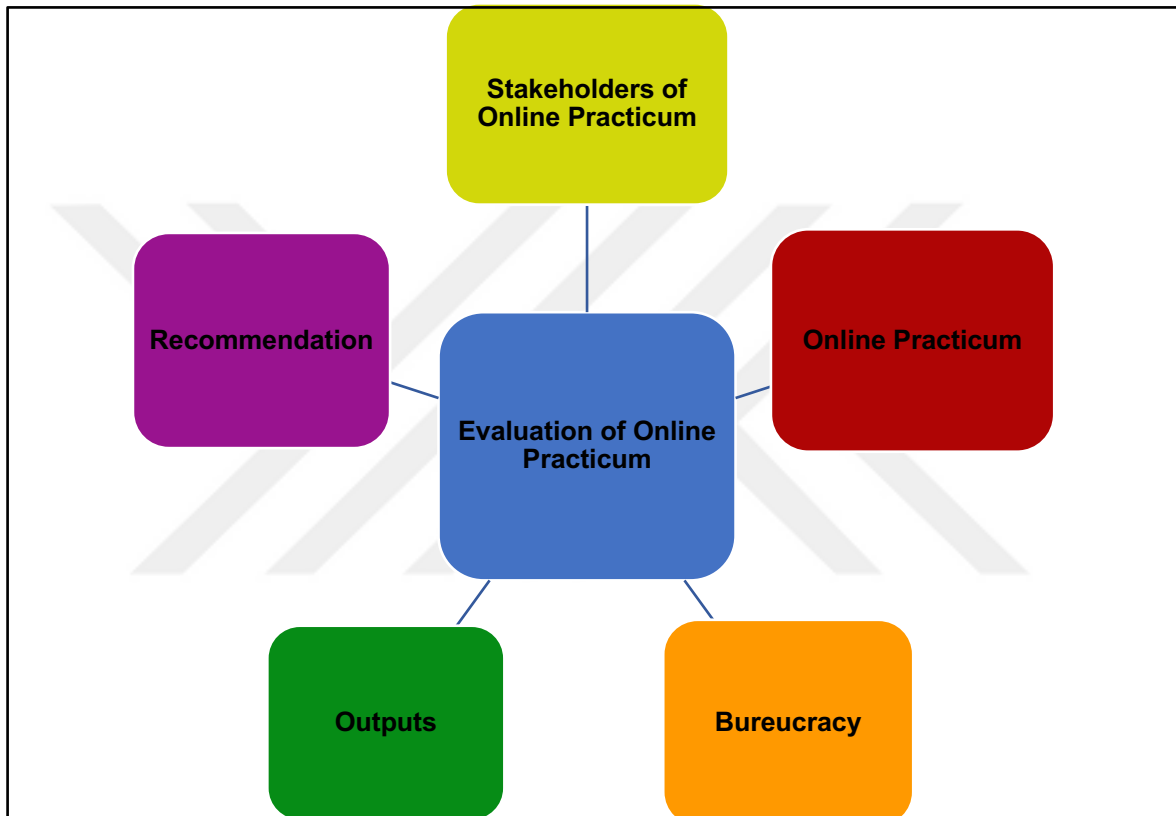
Coordinators Socio-Demographic Data

ID	GENDER	AGE	EXPERIENCE	SCHOOL	BRANCH	FURTHER EDUCATION
C1	M	55	26	Mehmetcik Anatolian High School	Religion Teacher	-
C2	F	47	22	Türk Telekom Social Sciences High School	Mathematics Teacher	-
C3	F	45	15	Türkiye Noterler Birliği Primary School	English Teacher	-
C4	M	49	25	Şehit Aytekin Kuru Anatolian High School	Turkish Literature Teacher	MA in Educational Administration
C5	F	48	25	Süheyla Sıtkı Alp Primary School	Classroom Teacher	MA in Instructional Management and Supervision

The researcher analyzed the online practicum process by incorporating the views of all stakeholders about the teaching practicum process. As a result of the qualitative research via Nvivo 12 Pro the researcher came up with the following analysis.

Figure 11

Evaluation of Online Practicum Courses Pre-Service English Language Teachers: Attitudes, Expectations and Learning Thematic Map



There are 5 themes in evaluation of online practicum.

- a) Stakeholders of Online Practicum
- b) Online practicum
- c) Bureaucracy
- d) Outputs
- e) Recommendations

Stakeholders of Online Practicum

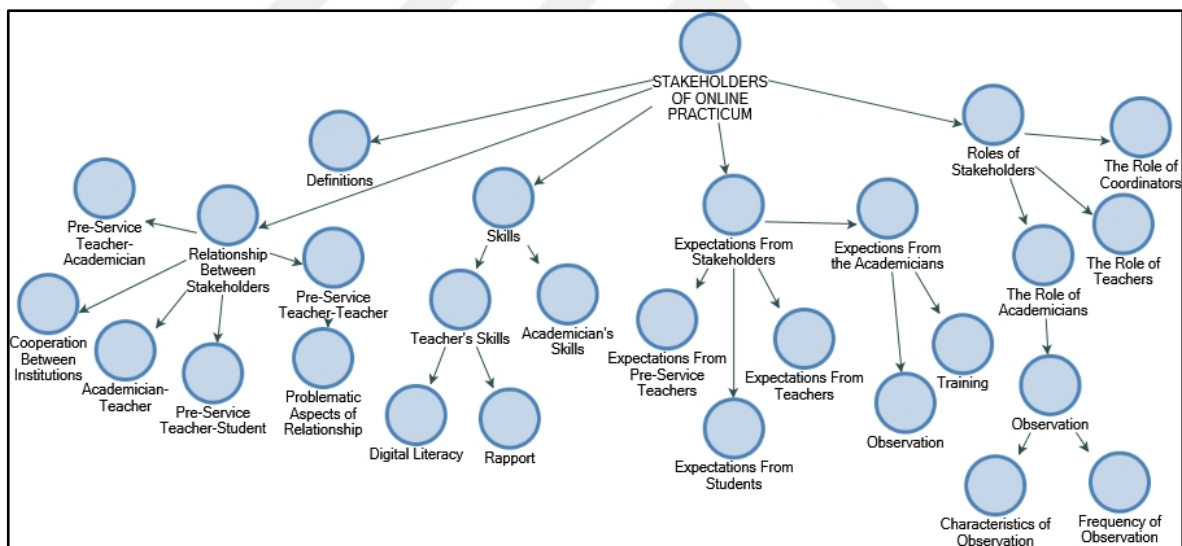
There are five categories under the Stakeholders of online Practicum Theme.

- a) Definitions
- b) Expectations from Stakeholders
- c) Relationship between Stakeholders
- d) Roles of Stakeholders
- e) Skills

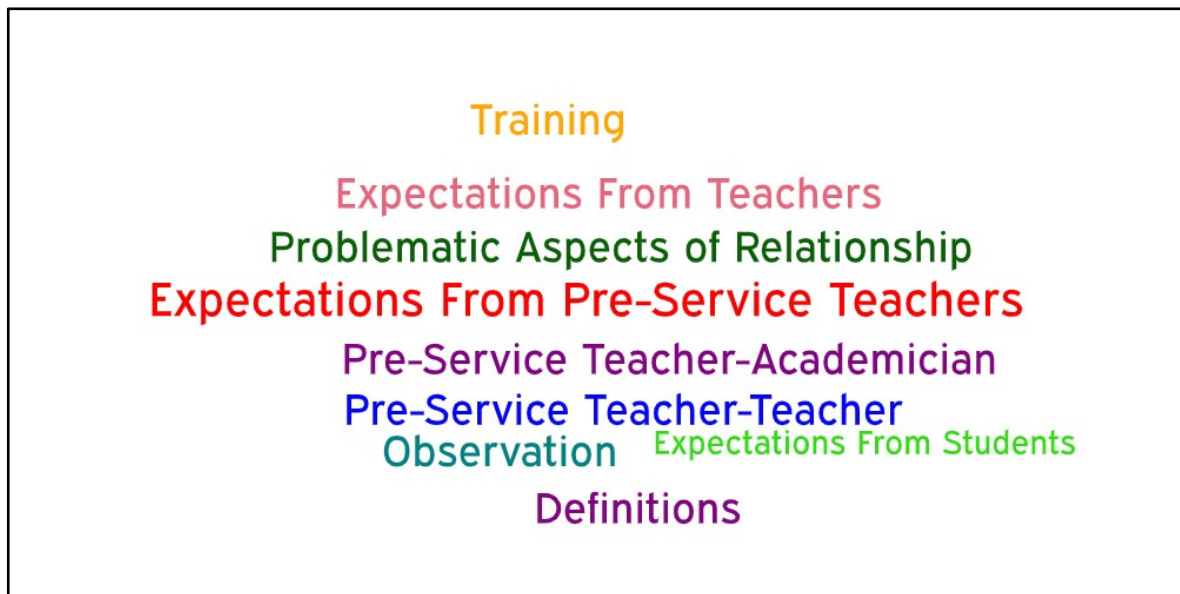
27 codes emerged as a result of the Project map analysis of the Stakeholders of Online Practicum data. It is demonstrated in the Figure.

Figure 12

Stakeholders of Online Practicum Model (NVivo 12 Pro Code-Subcode-Part Demonstration)



The Stakeholders of Online Practicum Code Cloud prepared according to the intensity of the expressions of the participants. The size of the texts in the code cloud indicates the intensity of use of the codes.

Figure 13*Stakeholders of Online Practicum (NVivo 12 Pro Word Cloud)***Definitions**

A teaching practicum for pre-service teachers is to work in a classroom with real students as a licensed teacher watches their work. Teaching practicum, in other words, teaching placement or internship, is one of the most critical aspects of a teacher's preparation (Grundy, 2007; McBurney-Fry, 2002; Zeichner, 2002). It is a type of fieldwork experience that many university programs along with the Ministry of National Education require the teacher candidates to complete before graduation. The rules and provisions regarding the teaching practicum (See Appendix S) are determined by Ministry of Education considering the needs of the era. As part of the courses entitled School Experience and Teaching Practicum given by the university, teaching practicum will usually last around 14 weeks. The pre-service teachers are required to lecture at least 4 times. The university supervisors are supposed to observe the teaching of the pre-service teachers four times as well. Unfortunately, due to the Covid-19 pandemic there were some handicaps to its implementation. Although teaching practicum is a program designed to help pre-service teachers gain field experience, some candidate teachers couldn't do enough practice during distance learning.

The teaching practice program should be a program that meets the needs of students and is prepared by taking the opinions of distance learning cooperating teachers. (Coordinator 1)

A program in which practicum students can participate by listening effectively and observe and apply the details of online education. (Coordinator 3)

As teaching practicum is an apprenticeship model, the teacher candidates role model their mentor teachers.

It is really necessary. The online practicum is a simulation of the teacher candidates' actual teaching experiences when they graduate. (Teacher 2)

Practicums are designed to provide students with practical work experience. They emphasize the importance of learning by doing. They're where students can transfer their knowledge to actual work. (Teacher 3)

Expectations From Stakeholders

Expectations from pre-service teachers

Teaching practicum creates opportunities for to gain worthy classroom experience on how to implement new instructional strategies in authentic teaching environments (Frey, 2008). During online practicum, like the mentor teachers, the pre-service teachers had to lecture online. They were observed by their mentor teachers and university supervisors during their teaching. So, they had to be careful about some very important issues because both their mentor teachers and the academicians graded them out of some criteria. The expectations from the pre-service teachers are as follows:

In distance education, effectively keeping the student in the course. By supporting the lesson with rich materials without getting them bored. [...] I expect them to have successfully and happily completed the process and been able to mingle with the teacher and student. (Coordinator 1)

Having Practicum students develop interactive activities during the lectures by them and plan activities at appropriate levels and in a way that will interest the students. (Coordinator 2)

They have to do their assigned duties at their assigned times.(Coordinator 3)

Participants should make as many observations as possible and lectures should be provided. (Coordinator 4)

The students of the application frequently express the importance of time for them as they prepare for the Public Personnel Selection Examination. They see this process as just a note. Advisor teachers, on the other hand, ask students to wear clothes suitable for the school first. They expect them to be more enthusiastic towards the lesson. (Coordinator 5)

The more observation the candidates do, the more circumstances they can be aware of and apply them in their own teaching situations. (Teacher 1)

As it can be seen from the statements, the pre-service teachers need to obey the rules of their assigned duties, should behave like a real teacher, observe purposefully, use fruitful materials, have interesting lectures and candid teacher-student relationships.

Expectations from teachers

Mentor teachers' contribution is indispensable for pre-service teacher training (Hobson, Ashby, Malderez, & Tomlinson, 2009; Wang, Odell, & Schwille, 2008;) because they become the most influential actors by setting role models with their experience (Richardson-Koehler, 1988, Collison & Edwards, 1994). Yet, mentoring in online practicum is completely a different issue.

Distance education is a challenge in itself. As demonstrated by Fojtik (2018) fundamental issues and difficulties are:

- a) limited or null experience of this form of teaching both by students and teachers

- b) the belief that same pedagogical and didactic practices might be used as in full-time teaching
- c) students should have high motivation and know how to deal with time efficiently
- d) complexity and demands in preparation of materials
- e) the problem of high level technical security

Therefore, the mentor teachers have to be really creative and have good computer skills to maintain the success of face-to-face teaching.

In distance education, effectively keeping the student in the course. By supporting the lesson with rich materials without getting them bored. (Coordinator 1)

Online and interactive activities can be increased. Web 2.0 tools should be used more effectively and efficiently. [...] It is expected that the effectiveness of the practices performed during face-to-face teaching will also be maintained during online teaching. (Coordinator 2)

Throughout the process, the teachers should also set good role models for the pre-service teachers to help them gain the necessary qualifications.

The expectations of the application students are to get the most efficiency from the teachers they observe in the practical field. [...] The expectations from the teachers are to contribute to the training of the teachers of the future. (Coordinator 4)

Expectations from the academicians

Observation

The pre-service teachers learn a lot about teaching profession firstly from the academicians. When they start the practicum they try to implement what they have learned during their teacher training programs. They transfer theoretical knowledge into practice. Thus, academicians are responsible for building good teacher characteristics in

their students, namely pre-service teachers. University supervisors have the duty to yield qualified and satisfactory consultancy services, be experienced and have developed proficiency in the field of supervision (Vuran, Ergenekon & Unlu, 2014).

The university supervisors should bring their academic and professional background and professional qualities to the practicum experience. (Academician 1)

Their second duty is to observe their students enough in order to guide them properly and give to-the-point feedback.

If there is need, the university supervisors may come to observe their own students throughout their classes as they use to do in the past, in regular classroom environment. (Teacher 2)

I think there is a need for observation by university supervisors. (Teacher 3)

I do not think there is a need for observation by university supervisors. (Teacher 5)

I will be always glad with any kind of help including observation by university supervisors. (Teacher 6)

I really think and believe that academics must join the classes, observe them and grade them personally. (Teacher 9)

Training

At times, there can be misunderstandings, lack of communications or wrong implementations regarding the practicum. The teachers might not know what to do at certain stages of practicum despite having received teaching practicum seminars. Mentor teachers should receive training for mentoring and therefore develop knowledge, skills and professional identity in prospective teachers (Mc Flynn et al, 2014). At that point, it would be nice if they could be informed by the university as well. This is not solely a short

meeting with the academicians but a well-planned training about the execution and evaluation of practicum before the practicum begins.

I think a short training by the university will be great. (Teacher 7)

Universities should give seminars to us to express their expectations. (Teacher 8)

Expectations from students

Before the pandemic, it was not possible to say that the students didn't attend classes. On the contrary, with distance education attendance started to become less every new day. When online learning opportunities are provided in line with regular lecture series it results with reduction in class attendance (Kurtzman, 2006; Silverstein, 2006).

Their attendance to the lessons should be regular for better achievement.
(Teacher 6)

Students should open their camera during the lesson. (Teacher 8)

Relationship Between Stakeholders

As there is not a well-planned training for the teachers by universities, some academicians need to fill that gap by putting personal effort. Hence, mis-implementations during practicum can be avoided. White et al. (2010, p.24) highlights the importance of establishing pre-determined times for unitary communication hours that fits the personalities of all stakeholders. Planned regular activities like workshops or off-campus facilities should be organized so that trust and intimacy is well-built. The should arrange meetings and phone calls to keep the contact ongoing.

We usually meet with our school instructors, teacher trainees and me as the supervisor. Teachers lay out their expectations, requirements of the process so teacher trainees are informed. (Academician 5)

Keeping the communication between the mentor teacher, the coordinator, the academician and the practicum student dynamic is the most important support.
(Coordinator 5)

Pre-Service Teacher-Teacher

The relationship between the pre-service teacher and mentor teacher is the most important during this process. The pre-service teachers not only get instructions and feedback from their mentors but also learn the subtleties of teaching. Hence, a relationship in which the subordinate could ask everything e.g., grammar rules, classroom management, assessment, teaching strategies etc. to the superordinate should be built. According to Haggard et al. (2011) mentoring is a one-on-one reciprocal relationship between an experienced and well-informed mentor and an inexperienced mentee. The interaction is consistent for a definite period of time to facilitate the candidate teacher development.

That teachers do their job with love creates synergy in candidate teachers.
(Coordinator 1)

Our supervisor did everything he could for us, and we appreciate it; however, no matter how many hours we are teaching, the face-to-face environment changes everything. I wish we had a chance to teach in face-to-face classes, but we are also acknowledged the situation's necessities, it won't be fruitful for neither us nor them. Apart from this, I am thankful for the rest of the process. Our supervisor always supports us; our practicum teacher is commiserative and supportive from the beginning. (Pre-service Teacher 30)

My practicum teacher had advised me to focus on the correct use of the modals that I was going to teach as students had difficulty in that subject; therefore, I tried to make it clear for students to comprehend what verb form is used for each modal and whether -ing is added or not. I wanted the student to experience the correct

use of the modals in various real-life situations. [...] my peer pre-service teachers and practicum teacher had commented on my teaching practice positively, which was also motivating for me. (Pre-service Teacher 6)

Problematic aspects of relationship

In the hierarchical relationship between the teachers and teacher candidates, the pre-service teachers naturally make mistakes. Some teachers are such bored from the pre-service teachers that, they stop guiding them. This is on the contrary to the goal of the practicum, this is the reason why they are here. Sometimes, pre-service teachers complain about not getting enough feedback. Mentoring and supporting the professional development of pre-service teachers is a vital component in teacher education programs. Mentor feedback has a role in shaping the teacher identity of pre-service teachers. Supportive and constructive feedback is imperative for the student teachers, unless they received it, they can be mistaken in their self-reflections and self-evaluations regarding their own teaching practices (Pekkanli, 2011, p.600).

As far as what I got from my students as feedback, we as the university supervisor play a crucial role during this process. To be honest, most of them do not get feedback from the mentor teachers and all in all, what they have as a reflection is our feedback. (Academician 4)

But, when the teachers tend to become less perseverant towards them during their learning teaching day by day and in return do not allow them to be free at their teaching decisions, there are supposed to be clashes. The teacher candidates want to be free at their time management during the courses.

I would want to use all of my time on my own during a lesson. Always the class teacher consumes my time by talking about other things like exams or inspections. I know that she does not have any other separate time than this. That's why I do not blame her. But I can give a lesson without thinking of hurrying up. [...] as intern

teachers should be free to choose lesson flow as we are doing plans for every week. But we weren't able to do so. The class's teacher didn't let me to continue with my exercises, instead I continue my lesson from where the teacher told me to. (Pre-service Teacher 12)

They are also not given the freedom to assign students or prepare exams. Furthermore, they are obliged to use the coursebook activities all the time which hindered them from using their creativity.

We were not allowed to give homework or prepare exams for the class. Also we were asked to give lessons to same specific classrooms because of this we could not try ourselves with different grades. (Pre-service Teacher 15)

our teacher insisting on sticking to the coursebook content and activities which makes the students even more bored. We do not have the chance to use our creativity because of this situation. (Preservice Teacher 27)

Unfortunately, all of our rush was gone due to observer teacher's request. She wanted us to solve multiple choices with the students both for revising the themes and preparing them for exams. Thus, I gave 2 (reaction scale - rate the teacher item) because we didn't use the websites or another methodologies in class. However, we were really upset because we planned to do other things and we were not ready to teach simultaneously. You know we are still at practice stage, and this unexpected thing makes us nervous a bit. (Pre-service Teacher 27)

Pre-service teacher-academician

Besides mentor teachers, academicians' mentoring is an important factor in a qualified practicum experience of pre-service teachers. There has to be good relationship between the pre-service teachers and academicians as well. However, disconnection between university faculty and pre-service teachers creates problems (Hoy & Woolfolk, 1989). One of the most important aspects of the teaching practicum process by the

academicians is the observation. Only through observation the academicians have an overall idea about the pre-service teachers' teaching methods, strategies, competences, characteristics, behaviors towards the students to put it differently being a teacher. It wouldn't be wrong to say that the pre-service teachers have a much more tight relationship with their university supervisors compared to the mentor teachers at practice schools. This is largely due to the fact that they had spent much more time with the academicians long before starting the practicum. So, they are more relaxed with their relationship with the academicians. And they know that every feedback they get from the academicians reflect the truth and is for their own good.

I do not interrupt to give correction to the student teachers while they were teaching; however, their mentors in the classroom might get involved in teaching. They indirectly clarify the missing points when there is a need to do so. As the university supervisor, I give feedback to the student teachers on their strengths and on aspects they should improve after their performance. (Academician 1)

A high-quality supervisor is needed for field experience. A qualified supervisor with a good amount of theoretical knowledge can help the pre-service teachers as role-models and they give information about how they integrated their own personal experiences into the educational environment (Korthagen, 2001).

The main role is to guide students towards the process of teaching in real contexts. Giving feedback to student-teachers is an important part of this role. I do my best to effectively carry out this role. [...] Student-teachers usually want to hear from us about what we think about their teaching practices. It is particularly useful when I give feedback to them after the teaching practices because they get to notice things they haven't realized before. It is also important for us to see the real context and to better understand the relation between theory and practice. (Academician 3)

I might give empirical support for the best practices. We might give suggestions to the students but we need to highlight the background and relevancy of these suggestions from the literature. Rather than imposing our personal and professional opinions about teaching to the classroom, we need to provide them alternatives and better routes to choose.[...] In our educational background, we have been taking classes on teacher education. However, when we happened to be in the position of providing reflections and feedback, we might sometime feel lost. It was the case for me when I offered this class for the first time. For the sake of being helpful to my students, I searched for the topic in the literature and tried to do my best to develop my reflective skills. [...] I never interrupt them during their practices. I have been having either immediate or delayed meetings with each student teacher to talk about performances after their classes. (Academician 4)

Their own experiences as a teacher help to empathize with teacher trainees. (The academicians guide) By shedding light on their ways when there is uncertainty, lack of confidence in pre-service teacher. (Academician 5)

Pre-service teacher-student

In their learning teaching process, the teacher candidates have a first time contact with the students. In their first contact, it is expected from pre-service teachers to be courageous and willing for new methods and new modes of doing things (Goh, 2011, p. 93) in order to boost their pupils achievement. It would have been much easier to form a better relationship with the students if it was a face-to-face teaching. Still the pre-service teachers do their best to build such kind of a relationship.

My way of communicating with the students was very good, and their acceptance of me enabled them to participate in the class. That's why I always think of having a mini dialogue with them before starting the lesson. (Pre-service Teacher 23)

Nevertheless, under Covid-19 circumstances and distance education it's not possible to build a trustworthy and sincere relationship. The students do not have an obligation to attend classes and open cameras. The pre-service teachers do not even know the proficiency level of students. Yet, some teacher candidates are still happy that they are considered as real teachers by the students. The students can't differentiate between pre-service teachers and regular teachers in distance education. However, for teacher candidates, the transition to from theory to practice is loaded with concerns (Fuller, 1969)

I was really upset and angry at the same time because only 3 students attended the class session. As a matter of fact, there were students who entered the meeting but then left it quickly when they saw that pre-service teachers were present. We are trying our best to make the lessons as effective as possible but the students are behaving disrespectful and irresponsible which demotivates us. (Pre-service Teacher 26)

We joined them for the first time. Even this should be our observation week, our observer teacher asks me for teaching this lesson. This makes the teaching process hard, because we do not know what the students know, how their level is, etc. We finished our fifth week with teaching practicum, but still nothing is clear with our internship. (Pre-service Teacher 27)

The ultimate advantage of Online Teaching Practicum was providing teacher trainees with real-like student-teacher communication at a time in which having this kind of communication is impossible in a face-to-face environment. (Pre-service Teacher 28)

However, there is a problem that I always consider, and, in the evaluation, it occurs in my mind again: getting to know my students. As I just have 2 hours of teaching chance in a week, I couldn't deeply know which student interest in what kind of hobby. Thus, it limits my desire to adapt classes according to the students'

choices. This is the aspect that I find myself not assertive. Meanwhile, I try to guess what a 14-year-old girl or boy might like and apply it to my class as much as possible. [...] I realized that I should enhance the cooperation among my students and give opportunities for them to reflect on their feeling and opinions about the class.[...] as the time passes by teaching practicum, I feel more relaxed and eligible for the teaching; thus, I get more enthusiasm than ever before. I and my students have better connection and relationship now; we can express our ideas freely while learning new things. I am so happy that I have a chance to practice like this before getting into the actual work-life. (Pre-service Teacher 30)

Pre-service teachers feel happy when they see the students' attachment. Still, they would be happier to learn more about individual differences , learning needs of the students.

During this teaching practice, hopefully, everything went well. Students' participation was ensured by me. Students' answers to my questions made me happy because their answers were beyond my expectations in terms of organizing their ideas and used vocabulary. (Pre-service Teacher 31)

I think I was good at giving positive feedback and error correction. I explained their errors by demonstrating with examples to the students. I formed a relationship between their past learnings and new learnings also by supporting it with visuals. It was not possible to learn about individual differences of students but I tried to design charts, tables and examples according to their age and level. I did not make an assessment in the class but I asked students to answer a five question exercise in the practice part. (Pre-service Teacher 37)

Academician-teacher

Although university supervisors refrain from interfering in the mentor teacher's job, at times both could give contradictory feedback to the pre-service teachers. A study result

shows that there is a lack of communication between the academic supervisor and the practicum school (Şahin, 2003). Academic supervisors and mentor teachers can't establish good communication on condition that the schools and university's desires are different. It gets the pre-services teachers really hard to meet both stakeholders' desires.

As for the student-teachers, they sometimes get lost in mentor teachers' and our conflicting suggestions. At this point, more collaboration with the mentor teachers is needed. I believe mentor teachers and university supervisors have a lot to learn from each other. (Academician 3)

Although, pre-practicum meetings are arranged between the academicians and teachers, they are not satisfactory. They need to communicate more in order to have a mutual understanding. As Canaslan (2020) suggests academic supervisors before the practicum starts should conduct meetings with mentors teachers before and during the semester.

Casey and Howson (1993) proposes that university supervisors and mentor teachers should work together like a team. This team should meet regularly, discuss goals and strategies and provide a joint scaffolding for pre-service teachers during the lectures at campus (p. 365).

Cooperating teachers make preliminary preparations with university supervisors by organizing the study programs of candidate teacher that will be done in our school. (Coordinator 1)

Whenever I need help, I always keep in touch my university supervisor. (Teacher 8)

Cooperation between institutions

For an effective execution of teaching practicum the institutional communication is a must. It should move beyond individual initiatives to official onset. Unfortunately, collaborative relationships between institutions aren't strong and effective (White,

Bloomfield, & Le Cornu,2010) resulting from time-related difficulties and other pressures (Bloomfield, 2009) and there is unhealthy communication between faculties and schools (Allen & Peach,2007). While Teacher 9 is content with the current level of communication, Pre-service Teacher 15 and Teacher 2 prefer a tighter relationship.

The university supervisor in the practicum provides the link and a strong bond between the university and the practicum school. (Academician 1)

The practice school and our university are not having a healthy communication. That's why we had a hard time explaining what was expected of us. (Pre-service Teacher 15)

The university can inform me in detail about the profile of their teacher candidates and their further expectations. (Teacher 2)

The university has always been very helpful and co-operative with our school. Actually, academics can give seminars on practicum professionally. (Teacher 9)

Roles of stakeholders

For all the stake holders to abide by their responsibilities is of utmost importance for a successful teaching practicum provision. If everybody in the process does their duty appropriately many problems can be avoided.

The role of teachers

The Mentor Teacher's responsibilities can be categorized as: planning and communication, supporting pre-service teacher's learning, and assessment of the pre-service teacher's understanding and progress. A mentor teacher is a facilitator of learning (Knowles, 1980) and a facilitator must;

- a) create a climate opt to learning.
- b) Involve learners to plan how and what they will learn.
- c) Encourage learners to set their own learning objectives.

- d) Encourage learners to determine a variety of resources to reach their objectives.
- e) Help learners realise and evaluate their learning.

Mazilescu and Popescu-Mitroi (2014) describes four types of support provided by the mentors to the pre-service teachers.

- a) Informational support is developing appropriate field knowledge and expertise, continuous learning on the mentee. The mentor is responsible for the development of important issues facing the field in the mentee. The mentor tries being supportive at all stages of learning.
- b) Instrumental support is offering sharing, teamwork and dialogue towards for developing good psychological-pedagogical skills; The mentor assists mentee to in the transition from student to professional. They talk about practice, reflect on their teaching practices and therefore develop self-efficacy and confidence required for effective scientific teaching.
- c) Evaluative support is developing positive attitudes. The mentor tries to facilitate self-confidence of mentees about teaching and professional-development. They have a strong sense of the situation for responding in the most appropriate manner in every situation. They appraise performance by recognizing and acknowledging the achievements of mentees.
- d) Emotional support is trust and helping people see things from a different perspective, helping others achieve their potential. The mentor facilitates the mentee's commitment and motivation for teaching. They demonstrate high professional self-esteem.

Planning and implementation of weekly lectures by practicum students and its follow-up. Giving feedback in places deemed necessary after observation of the candidates. [...] Guidance on whether they are adequate in academic

infrastructure, to provide advice on missing issues, guidance on being patient and tolerant. (Coordinator 2)

The main task of mentor teachers is to guide prospective teachers, to guide them in the problems they will encounter and to find solutions to them. (Coordinator 4)

It sets an example for the practicum student about classroom management in online lessons. It prevents in-class conflicts that may occur. (Coordinator 5)

A cooperating teacher is mainly a role model for the student teachers. They observe him in classroom and in real situations. He helps student teachers gain experience, and lead them. (Teacher 1)

A cooperating teacher should carry the roles such as being a facilitator and guide. He/she should be courageous, engaging, and adaptable. (Teacher 2)

The basic role of a cooperating teacher is to supervise, model, guide and evaluate teacher candidates in order to assist with the development of their teaching skills. The candidate is learning to be a teacher and the cooperating teacher is the instructor and model. (Teacher 3)

The role of cooperating teacher is to be the role model for his or her own students and also for trainee teachers. While he/she is applying the teaching methods and techniques of teaching English, the student teachers will see the application of these and they will also try and develop their own teaching period. (Teacher 6)

In my opinion cooperating teachers are one of the most important contributors of the practicum. They participate in the student teacher's preparation program in different ways. They not only help them in the classes moderating but also they are the role models for the candidates. They support their student teachers both theoretically and practically. The student teachers observe the cooperating teacher and they absorb the teacher's way of attitude, teaching method, whether kinesthetic or communicative, the way of communication with his/her students, the

body language, the intonation of voice etc. So, I think they are like beacons for the teachers to be. [...] I assist my candidates monitoring them, giving chance to overcome their stage fear, connecting them to my young learners, therefore socializing them. I take notes while they are teaching and discuss the Do's and Don'ts. (Teacher 9)

The role of academicians

University Supervisors are crucial stakeholders in the success of the practicum program. Their role is to serve as a subsidiary mentor to pre-service teachers by using their expertise and experience and guide them in the procurement of academically sound and well-developed knowledge, skills, and attitudes. The university supervisor provides the link between the university and the participating schools in the practicum. The university supervisor should actively participate in the orientation, supervision, and evaluation stages of the program. A supervisor has five major above mentioned supervisory roles; Teacher, Counselor, Curriculum Specialist, Coordinator, and Evaluator as suggested by Nerenz (2008).

- a) Teacher Role: It is commitment to teaching, personal and professional development, and mastery of the content and techniques. It creates opportunities for pre-practice of techniques and activities before the beginning of the practicum.
- b) Coordinator Role: It has a regular visit and observation program and learns about the critiques from the cooperating teacher. They decided whether the pre-service teacher is prepared to begin a practicum in the methodology and the content areas, based on pre-determined criteria.
- c) Counselor Role: It is helping the candidate teacher develop creative and flexible occupational character, teaching style and philosophy. Student teachers learn to make professional decisions in terms of his or her

experiences not according to the judgments and values of peers. They learn self-evaluation and taking independent action.

- d) Curriculum Specialist Role: It is conducting training sessions in curriculum development, implementation and evaluation. They try to improve the teaching-learning situation, assess the program and provide feedback
- e) Evaluator Role: It is evaluating the techniques used by the student teacher. They evaluate the level of knowledge of the subject matter and of related subject matters.

The university supervisor defines the scope of the practicum with the pre-service teacher. He/she should help the teacher candidate meet the practicum learning objectives. They discuss and develop a schedule or work plan together. At times, an orientation is provided to the practice school. The supervisor asks the student to participate in team meetings, departmental meetings and practicum courses at the faculty. The supervisor provides constant supervision throughout the term. She/he suggests resources and gives feedback on the completion of lesson plans, and reflective papers, and other assignments, projects etc. The supervisor observes the teaching of the pre-service teacher four times in a school term. He/she completes weekly and final evaluation forms at the end of the practicum together with the mentor teacher (See appendix S). Ensure that the student's work can be evaluated by the academic program. Specific arrangements may be required for confidential review of embargoed materials.

The university supervisor is involved in orientation, supervision, evaluation, and overall concern for the practicum. I think that I effectively carry out my role as a supervisor. Also, student evaluations submitted at the end of the academic term show that I carry out my role properly. [...] The university supervisors' professional and educational background prepare them for their role in the practicum by having supportive relationships with the staff in the practicum school and the mentors, by guiding the student teachers in the design of lesson plans (e.g. how to apply theory

to practice), and by having positive interactions with their students in practicum (e.g. facilitating students' learning, contributing their achievements). (Academician 1)

Our role is to organize and observe teacher candidates' practicum period. This includes monitoring teaching hours on the organized basis. (Academician 2)

University supervisors' bring their experiences as teachers, learners and researchers to the practicum courses. Their academic background allows them to bring a more scientific perspective whereas their teaching experience has a more practical perspective leading to bridging the gap between theory and practice. This is of course better achieved in collaboration with the mentor teachers at schools. (Academician 3)

In my feedback sessions with the pre-service teachers after their practices, I sense that what I mostly do is to help them recognize themselves, their skills and abilities as a teacher. Without hearing them from me, they will not realize even the best parts of their practices. All of these experiences come together and support my views of having a crucial role in shaping their teaching role. (Academician 4)

(A university supervisor role) A wholesome role model, someone to model after as a person, as a teacher and a guide. (Academician 5)

Observation

Characteristics of observation

Before the Covid-19 pandemic, during traditional teaching observation was possible with regular school visits by the academicians. Pre-service teacher observation mainly focused on supervisor role and resulted with post-lesson discussion (Lombardi, 2001; Hobson, 2002; Zeichner et al., 1988; John & Gilchrist, 1999). However, after the pandemic, with distance education, due to the overlapping schedules of teachers,

academicians and teacher candidates, the university supervisors couldn't observe the pre-service teachers. They had to try different ways to find a solution. Some of them asked the pre-service teachers to record the lessons. Lesson plans and records of work were checked afterwards. Or requests for observation were made at any time from the pre-service teachers. They called for an online video conferencing with the cooperating teachers when the need arose etc.

Based on my in-class observations as a supervisor, the teacher candidates take supervisor feedback, mentor feedback and peer feedback from the other teacher candidates. This supplies them to be more informed about their in-class teaching performance. They have a chance to learn their strong points and the points that should be improved. I find in-class observation very beneficial because I witness to their improvement in their practicum process. I do not suggest any change in this process. (Academician 1)

(She gives feedback) After their performance without interrupting, I make sure that I am a non-participant observer. (Academician 3)

When the concern is my process and my evaluation of this process as a supervisor, I would suggest that I might have been better if I had more time to spend with them (I have been offering 4 courses in a semester). Right now, I am doing my best to visit the classrooms they have classes, to take notes while observing them as well as to provide them feedback after their practices. (Academician 4)

Frequency of observation

The university supervisor is expected to observe each pre-service teacher four times each term while the student is actually teaching a class according to the Ministry of Education Teaching Practicum Provisions (See Appendix S). Unfortunately, there was a huge difference between the ideal implementation and real implementation. Very few of

the academicians could observe the teacher candidates four times, many of them couldn't attend their classes and observe their teaching enough. Pre-service teachers have an expectation from their supervisors to use observation notes, and to provide a very specific and detailed feedback (Bunton et. Al, 2002)

I observe the progress of the student teachers during the teaching practice every week regularly. (Academician 1)

Generally two times. If there is a problem more times. (Academician 2)

We are expected to observe them at least 4 times and this is what I try to do. (Academician 3)

During these days under Covid-19 circumstances, they have 4 practices in a semester in online classroom through Zoom. Unfortunately, I had no chance to attend all of their classes. However I have been taking the advantage of this process and asked them to record their classes. In a sense, in the end of this semester, I will manage to observe their four practices based on the recordings. (Academician 4)

Four times per semester during online course. (Academician 5)

The role of coordinators

Coordinators are one of the important stakeholders of the practicum process and have really significant duties as mentioned by the American Psychological Association. (APA, 2002, p. 7)

Notwithstanding, the coordinators hold termly practicum information meetings for pre-service teachers at the beginning of the term. They communicate with everybody for a satisfactory working relationship between the student, school and faculty. They take part in the management of all aspects of practicum including pre-service teacher placements and the selection, training, and coordination of practicum supervisors along with the faculty coordinators. Administration and all related tasks are completed accurately and on

time thanks to them. They seek for feedback from pre-service teachers and supervisors to improve the practicum program.

Guidance and counseling for a candidate teacher in an online teaching practicum, Objectively evaluation of the work of the candidate teacher, To make the candidate teacher love the profession, to make them enjoy the profession. (Coordinator 1)

As actors in education, mentor teachers are more aware of the problems to be encountered in practice. In this respect, cooperation with implementation coordinators will further enhance the application experience. (Coordinator 4)

Skills

Teacher's skills

In pre-service teacher education, teaching skills are acquired through linking theory and practice in real classroom environments. Online teaching is mainly communicating information. It may be in different ways; verbal, written, or via any visual and artistic demonstrations. Online language learning and teaching skills are different from traditional language courses “whose subject matter is communication” and there is a “need to focus on the form of interaction as well as the content” (Hampel & Stickler, 2005, p. 312). Unfortunately, many language teachers are devoid of the technical and software-specific skills. Bennett and Marsh (2002, p.16) underline the advantages in relation to independent and collaborative learning particular to online learning. Besides that, socialisation, active participation and collaboration are equally important for online teaching (Jones & Youngs, 2006). Students learn better when they have fun or when they do something interesting. Organization skills, lesson planning and using various resources are necessary. However, Chakraborty et al. (2021) noted that teachers still lack confidence on ways for online assessment techniques. Dedication and confidence in one-self is also crucial. Being creative, finding enjoyable ways for students to learn helps as well.

Online teaching requires different abilities and skills compared to classroom teaching. Apart from the technical requirements such as good command of computers and use of different types of software, a teacher should have different type of classroom management skills in order to get the students involved the lessons. (Teacher 1)

Teachers are trying differential teaching strategies to satisfy a slow learner and quick learner. So, they will be forced to bring in a lot of creativity and diverse strategies which in turn require additional preparation time. (Teacher 3)

To provide more qualified guidance by using their experiences. The attributes of a cooperating teacher should be contemporary, innovative and didactic. (Teacher 5)

Both teachers and student teachers need to know how to deliver online lessons successfully. (Teacher 9)

Digital literacy

Digital literacy which was first coined by Paul Gilster in 1997 is “the ability to use digital resources, tools and services, and apply it to lifelong learning processes” (p. 20). Therefore, online practicum is an important part of pre-service teacher education and provides the pre-service teachers with the opportunity to apply digital literacy skills. In line with the essence of digital competence, digital competency admittedly involves more than the knowledge of how to use devices and applications (Janssen et al., 2013, p. 480). Digitally-literate pre-service teachers prioritize using digital tools and systems which are employable to educational settings. (Admiraal et al., 2016).

As far as it can be understood from the comments, the teacher training education received at universities do not prepare the pre-service teachers for their role in online practicum.

Their ability to use Web 2.0 tools effectively in their courses and their past experience prepares them for this task. (Coordinator 1)

Effective computer use should support the lessons visually and audibly with materials. (Coordinator 3)

They should be familiar with technological developments. They must be able to use the online platform they use. They should be able to use methods that support students' different learning skills.

I had difficulty in using Zoom. I wish we would have been taught how to use this kind of apps that we would use in online classes. Both trying to teach and admitting the students to the class and etc. were really distracting. Students said me their friends tried to join and wanted me to join them. I tried to look at the screen and figure out the problem. It would have not taken our time if we had informed about how to use them. (Pre-service Teacher 27)

We had the opportunity to teach English while using Instructional Technologies. I believe that it has enriched our teaching significantly. (Pre-service Teacher 6)

I have a e-Twinning project, while carrying out it, I have learned some web 2.0 tools and used some of them in my online lessons. (Teacher 8)

Rapport

According to Bain (2004), “excellent teachers produce important educational results” (p.5), such as high achievement on standardized and professional tests by inspired students. How do these teachers achieve this? They change the way students “think, act or feel” (p. 7). The best teachers teach to love learning. In their classes, understanding is more important than remembering, arguments and evidence is more important than facts and figures (Brinthaupt et al., 2011). They have an effective communication with students; they transmit their attitudes toward their profession and discipline to students.

Throughout the practices, I always prepare diverse materials for my students to enhance their learning. The slides that I use always include varied pictures, which is appropriate to the students' ages and interests, and the games that I design generally in the form of collaboration. To design the materials for the class, I make use of lots of websites such as Storyboard and Wordwall because I'm aware of the importance of using technology to improve learning context and process. (Pre-service Teacher 30)

My strength was that I was able to create a bond. (Pre-service Teacher 5)

A cooperating teacher is the one who introduces the student teacher to class and school dynamics. [...] S/he should be professional, respectful, supportive, positive and understanding. (Pre-service Teacher 7)

Academician's skills

University supervisors have educating, coaching, counselling, and directing skills in combination and apply them simultaneously throughout practicum. Top skills of supervisors are interpersonal communication, critical thinking, leadership, empathy, conflict resolution, problem solving, time and priority management and diversity tolerance. As suggested by Compton (2009) to improve the preparedness level of language teachers for online language teaching, academicians throughout their courses at faculties should also: a) develop online language teaching skills; b) develop online teaching skills at different levels of expertise and responsibilities for different roles; c) revise existing technology knowledge; and d) implement early online field experiences and online practicum.

I believe that my education; expertise in foreign language teaching and applied linguistics; and my teaching, service, and research experience make me a strong faculty member. [...] Their academic knowledge on how to design the course and

to teach, effective communication and problem-solving skills, leadership, empathy and compassion, classroom management, and self-confidence can be listed as important features that university supervisors should have. (Academician 1)

Our educational background and experience bring us to this responsibility in school practice. Academic properties as well as personal qualities are necessary.

Knowledge, patience, human relations and experience are valued. (Academician 2)

Table 20

Stakeholders of Online Practicum

	Number of Participants	Number of Codes
Definitions	4	4
Expectations From Stakeholders		
Expectations From Pre-Service Teachers	6	7
Expectations From Teachers	3	5
Expectations From the Academicians	-	-
Observation	6	6
Training	3	3
Expectations From Students	2	2
Relationship Between Stakeholders	2	2
Pre-Service Teacher-Teacher	3	4
Problematic Aspects of Relationship	5	6
Pre-Service Teacher-Academician	4	7
Pre-Service Teacher-Student	7	9
Academician-Teacher	3	3
Cooperation Between Institutions	4	4
Roles of Stakeholders		
The Role of Teachers	8	10
The Role of Academicians	5	6
Observation	0	0
Characteristics of Observation	3	3
Frequency of Observation	5	5
The Role of Coordinators	2	2
Skills		
Teacher's Skills	4	4
Digital Literacy	6	7
Rapport	3	4
Academician's Skills	2	3

Online Practicum

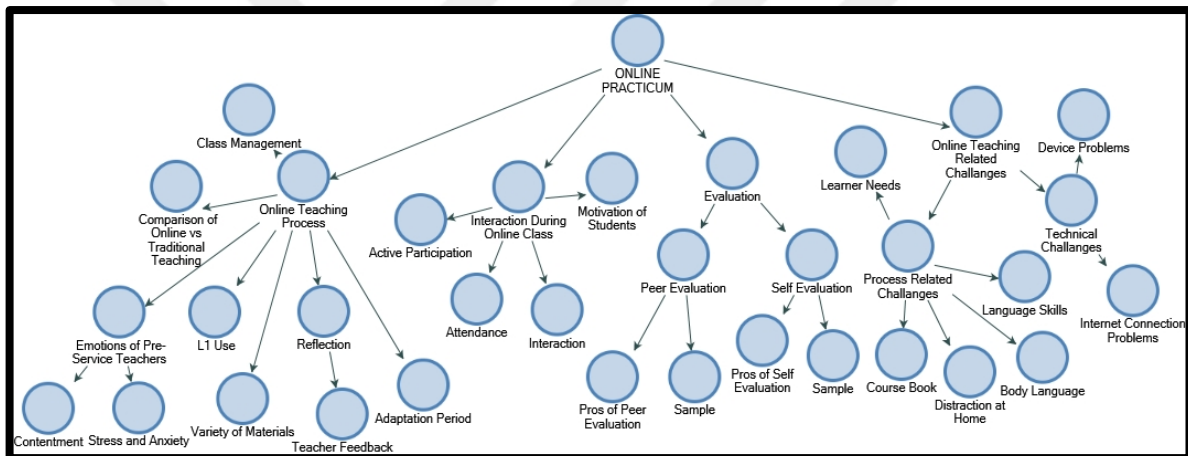
There are four categories under the Online Practicum Theme.

- Online Teaching Process
- Interaction During Online Class
- Online Teaching Related Challenges
- Evaluation

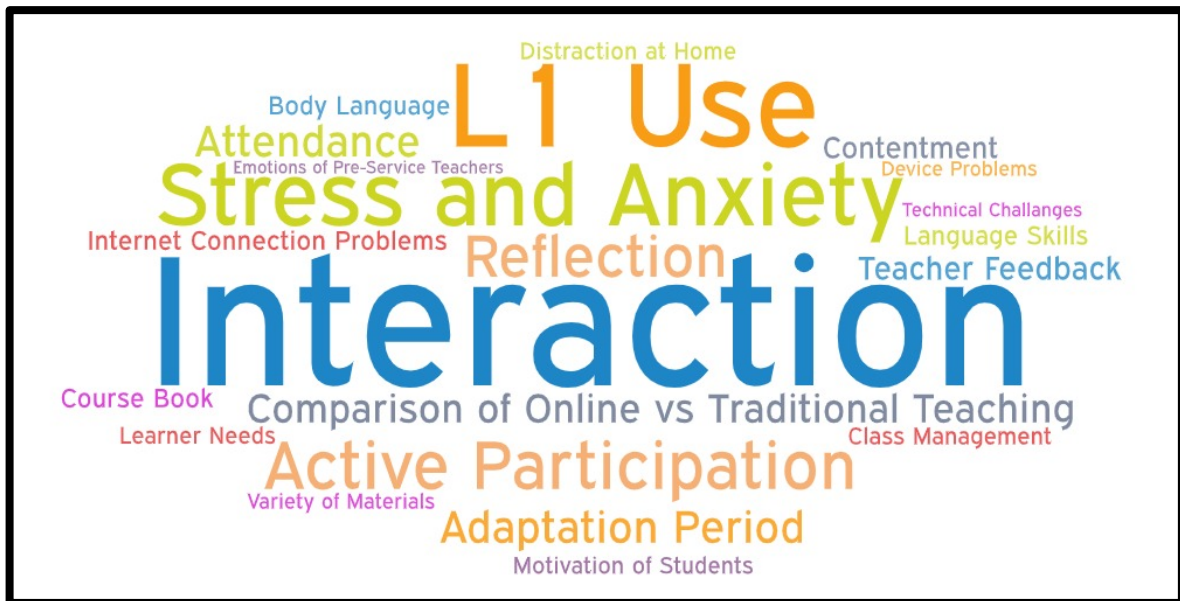
33 codes emerged as a result of the Project map analysis of the Online Practicum data. It is demonstrated in the figure.

Figure 14

Online Practicum Model (NVivo 12 Pro Code-Subcode-Part Demonstration)



The Online Practicum Code Cloud prepared according to the intensity of the expressions of the participants. The size of the texts in the code cloud indicates the intensity of use of the codes.

Figure 15*Online Practicum (NVivo 12 Pro Word Cloud)****Online teaching process******Adaptation period***

Regardless of the level and specifics, the primary goal of online practicum is to provide exposure to hands-on experience for the pre-service teachers (Frey, 2008). Owing to the Covid-19 pandemic both the teachers and the students encountered with online teaching immediately and unfortunately they were caught unprepared. The outbreak of the coronavirus drastically affected daily life and institutions of education had to move towards remote learning in emergence. Multiple terms such as online learning, remote learning, and distance education were used to describe the urgent transition to teaching remotely during quarantine. However, emergency distance education spared no time for planning, flexibility, digital literacy, internet ethics, managing student expectations and resolving technical difficulties beforehand (Gelles et. al., 2020). As a result, it took them some time to adapt to the process.

Teachers are just experiencing online education. The fact that such a global pandemic had not been encountered before has caught them unprepared. In this regard, our ministry also strives to minimize the adaptation period of our teachers with both technical infrastructure improvements and in-service training activities. (Coordinator 4)

We are not prepared to have real-life situations and we do not have enough experience how to handle the classroom fully. (Pre-service Teacher 22)

Speaking of the pandemic, the teachers are also going through extraordinary times and trying to manage the situation blindfold. More or less witnessing the management of the situation can be valuable as well. (Teacher 1)

Online learning is an educational process which takes place over the Internet as a form of distance education. Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020. Because of these circumstances, online teaching and learning had an indispensable role in education programs. (Teacher 3)

It can be used in extreme situations like Covid-19. (Teacher 5)

For me practicum must be face-to face but due to the Covid 19 there is no chance to practice in person unfortunately! Distance Learning became the core of the education and online teaching is our reality this year. (Teacher 9)

Reflection

In teacher education students 'are expected to acquire, decipher, and understand a wealth of information, both pedagogical and practical' (Wishart, 2009, p. 266) while shuttling between university and practicum school. The use of reflective journals in teaching practicum has been a common practice. In the field of teacher education, reflective practice is a widely used tool by many academicians to boost candidate

teachers' reflective skills (Fenwick, 2001; Orem, 2001; Ramano, 2006; Richards and Lockhart, 2001, Scott, 2001)

For the students started learning through distance education during pandemic, it had become a must to do the practicum online as well. Otherwise, the pre-service teachers would graduate from their faculties without having any field experience. In the previous year, this was the case actually. But with the decision of MoE, they started to online practicum this year. Of course, it was quite normal to have some problems. Because, practicum in essence, is not very suitable for online education. Nonetheless, it was the only alternative under these bad circumstances. Therefore, the facilities for the candidate teachers or activities to be implemented were limited. As Murray-Harvey et al. (2000) mentioned, the teaching practice experience is found to be the most stressful part of the teacher training, and many pre-service teachers need practical and emotional support during the practicum. Compared to traditional teaching, the candidate teachers of the pandemic were unlucky. If they had the chance to be in a real classroom, they would have used much more teaching methods, drills, activities, communication, drama etc.

In my classroom, just one student opened his camera. However, everyone tried to participate in my lecture. I felt quite happy, as our teacher labelled that classroom as "the silent one". I let them correct themselves and encourage them verbally. I said, "You do not need to worry about your wrong answers, I am here to help you. Everyone can make mistakes.". Then they answered more eagerly. There were some quite pupils, but I made them participate in too. The only thing that I would change was to be in the real classroom environment with the students. As I had some teaching practice before, I do not think that I have something to change yet.

(Pre-service Teacher 2)

There is a student who suffers from autism. As I didn't have any experience about how to behave to people who have special needs, when the observer teacher wanted him to participate in the activity and he shook his head to show his

willingness, I just said okay and wanted another student to answer the question.
(Pre-service Teacher 27)

In this class, we were learning about how to write a biography and we started with reading an example of it. Then, we took a look at the vocabulary in the reading passage. The passage was about Nelson Mandela's life. Afterwards, I present them a slide about how to write a biography. The students did an activity about chronological order of the biographical passages. Lastly, I asked them to write a 140-190 words long biography about someone they want as homework. [...] I taught the Passives in Present and Past Simple Tenses to the class on Thursday. First, we read a passage about talented people like Einstein, Mozart and Shakespeare. Then, we took a look at vocabulary focus. Afterwards, we learned about Passive and we tried to find some passive sentences in the passage that we had read. (Pre-service Teacher 3)

I presented the modals to the class, the students played Kahoot with another pre-service teacher. And, I realized that students understood the topic very well which was quite motivating for me. I spoke English from the beginning to the end of the class. However, I only gave the Turkish meaning of the modals to make sure that the use of the modals is understood. (Pre-service Teacher 6)

I asked questions to my students about their favorite sports. They answered my questions enthusiastically and then we created a mind map together with the ideas that the students came up with. We listened to a song and we sang along to it. Then, I introduced vocabulary and grammar by providing my students with various examples and visuals. I elicited their answers by encouraging them to participate in the lesson. Then, I asked the questions on the worksheet that I prepared, and the students were able to give correct answers to each question. Finally, I asked the students to make sentences by looking at a variety of pictures. I encouraged the use of English in class throughout the lesson. (Pre-service Teacher 7)

Teacher feedback

Feedback on teaching practice is a highly significant component of professional development. According to the findings of Smith and Lev's 2006 (p. 298) study, "the most important institutional support resources for the students during their teaching were found to be the teacher educators who were supervising the practice teaching, and feedback sessions that students had with the supervisor". It's very important for the pre-service teachers to receive positive feedback from their mentor teachers. Academicians and mentor teachers at teacher education programs should create ways for negotiation of reflection, meaningful feedback and constructive criticism over teaching performance (Eisner, 2002). Hence, they can regulate their teaching activities accordingly with an improved self-confidence and motivation.

Personally, I was satisfied with my own performance. My lecturer also congratulated me on the activities and my teaching. [...] my teacher said "You were amazing, I had nothing to add." (Pre-service Teacher 2)

I think that my first teaching was very productive and without major mistakes. I can proudly say that it was quite good according to my mentor teacher's feedback. [...] my mentor teacher said that "I liked your energy you have been adding to the classes and intonation. Your practice parts are keeping the focus on the related subjects." [...] There was only one weak side of her and that was her intonation. As our mentor mentioned, she needs to use more stress on her speech to keep the attention of the students. (Pre-service Teacher 22)

In our micro-teaching sessions in ELT, my teachers also indicate the effectiveness of my voice and pronunciation. (Pre-service Teacher 26)

Class management

One of the biggest problems the pre-service teachers faced during online practicum was the class management. Pre-service teachers' relationship with their pupils

and their ability to manage the class is critical on the route to becoming teachers. It is essential for candidate teachers to assert their authority on students, maintain cooperation with them and somehow influence their beliefs and behaviours. (Hirschhorn 2009; Oberski et al.1999). If they had been in a real classroom, they would have the chance to build authority through eye contact, facial gestures and voicing. Yet, in online practicum you can't control the class when the students are not even listening. The students were highly distracted at their homes. Still, they had fun with online games and competition inclusive activities.

I managed to make everybody participate in the lesson. My teaching method and usage of different kinds of online materials (Kahoot etc.) worked. I didn't see a point where I was mistaken about something. (Pre-service Teacher 12)

She had some unfortunate events during her teaching process. One of them was, she couldn't silence them, maintain the class order. Everyone was speaking at the same time. Secondly, she didn't do much to control the class, too. She was trying to reply every question or every little complaint the students have and this caused disturbance. (Pre-service Teacher 22)

However, because of some technical problems I could not see the remaining time in Zoom so I was fussy in the last 3-5 minutes of the lesson. I asked the remaining time to the students so it can be considered as a weakness in terms of classroom management. (Pre-service Teacher 37)

Even though there might be problems in terms of class management, the way how he handled the class was effective. (Pre-service Teacher 6)

For me practicum must be face-to face but due to the Covid 19 there is no chance to practice in person unfortunately! Distance Learning became the core of the education and online teaching is our reality this year. (Teacher 9)

Variety of materials

The use of the Internet for teaching purposes has been in rise for a few years. Online education became an era in which visualization became prominent. In the chase of the rapid advances in technology, researchers are trying to exploit the latest resources and teaching tools (Karuppan, 2001). Online education requires additional time for teachers to familiarize with and build the platforms and materials needed, according to Hodges et al. (2020). Since, the pre-service teachers are young generation themselves, they didn't have difficulty in finding innovative, various and colorful materials.

The students were interested in the animation I showed them. I am sure that they like visual materials now. (Pre-service Teacher 26)

Teaching online can be fun when it comes to teaching English. We can find so many materials online such as videos, audio tracks, pictures, games etc, and we can integrate them into our teaching easily. When I use these kinds of materials. (Pre-service Teacher 6)

She used a variety of visuals and the test that she prepared was appropriate to the age level and proficiency level of the students. (Pre-service Teacher 7)

L1 use

At every stage of language education, there will always be L1 use. There are two contrasting views in relation to L1 use; while traditional approaches exclude L1 use (Ellis and Shintani, 2014), the other belief is that L1 can make a positive contribution to L2 learning outcomes (Rolin-lanziti & Varshney, 2008) Prior experience as language learners affects teaching philosophies and practices. Lortie (1975) entitles it as 'apprenticeship of observation' and says that pre-service teachers intuitively imitate their school teachers' behavior. In an effort to explain this phenomenon, Borg (2004, p. 274) mentions that 'student teachers arrive at practicum courses having spent thousands of hours as pupils observing and evaluating professionals in action,' which in turn contributes to and effects

their identities as prospective teachers. Especially with young learners, the mother tongue instructions cannot be skipped by teacher candidates. Otherwise, many grammar themes won't be understood enough. But, a qualified teacher candidate knows how to balance L1 and L2. A balance of L1–L2 proportion in the classroom by pre-service teachers should be preferred, they should make informed choices on teaching and raise awareness on the selection of instructional procedures (Wach & Monroy, 2019).

I used clear instructions, gave them both in English and in Turkish. I explained them what they were going to see and what they had to do for each part. (Pre-service Teacher 22)

Sometimes, students didn't understand what I was saying. Although I gave some examples, they did not understand me, and I didn't want to use our native language. Then, the observer teacher translated it to Turkish. [...] she needs to improve is that she used a lot of translations while she was teaching. I think the students didn't need it because they understood what she said. Maybe she translated her sentences in order to convey her message clearer. (Pre-service Teacher 27)

During my teaching, one of the students asked a question that I wasn't expecting. Actually, he asked "hocam, what is portable?". Of course, I know what "potable" means, but at that moment, I was just thinking how to explain it because I know that explaining with words would be insufficient for the students. Suddenly, I took my computer charge device and showed it and explained how something portable works. Relating the concepts with realia in such a limited time made me happy. In return the students said "hııı çok iyi anladım hocam", which makes me feel like a real teacher. (Pre-service Teacher 31)

The only aspect that was not very suitable for a language class was the use of mother tongue; however, it is not a lack of proficiency by the side of trainee teachers but by the side of overall language education in the country, in my opinion. (Pre-service Teacher 37)

I think it would have been much better if she had spoken in English more. [...]As for the weakness, she used L1 too much. (Pre-service Teacher 7)

Emotions of pre-Service teachers

It's quite normal for the pre-service teachers to feel reserved at the beginning of their teaching practice due to lack of experience. They can have ups and downs time to time. Marais (2013, p. 215) revealed that candidate teachers both have the positive feelings such as happiness, satisfaction and self-validation and negative emotional feelings such as fear, anger and confusion together throughout their practicum process. Gradually, they will have more self-confidence upon contact with the pupils, and reflect this into their teaching.

I was so excited at the beginning. After asking the students some questions about their favorite free time activities and making a mind map together, both I and the students were able to get to know each other well, which enabled us to be more comfortable and relaxed. Throughout my teaching experience, I felt so self-confident and proud because I was able to see that all of the students could understand what I taught. (Pre-service Teacher 7)

Peters (2008, p. 5) also investigated the emotions of pre-service teachers. The support received from mentor teachers, positive interaction with the learners and the having new perceptions were found to effect the pre-service teachers positively. Candidate teachers learn to manage their emotions at the end (Gallant 2013, p.163).

I sometimes haven't contacted with the students which make me sad and nervous. I ask questions but they do not want to participate in lectures, so this makes me down. But the time has passed, they have become more motivated and started to join to the activities. (Pre-service Teacher 9)

Contentment

Maintaining an emotionally-managed classroom, without too much or too little emotion, on both the teacher and the students' part is called emotional competence and it is a teacher ability that needs to be developed (Benesch, 2012). Student teachers should be willing to take risks, communicate freely and scatter positive feelings around them (Borg, 2006). The pre-service teachers showed quite positive reactions to online practicum in general. When they saw that their students started to learn, they also felt very happy.

It felt good to teach English to a real target audience. After 4 years, I finally felt like a teacher. (Pre-service Teacher 11)

I felt proud and successful. As time passes and I give lectures to the 7th grade students we began to get along very well and they participate in my class. I felt happy. (Pre-service Teacher 12)

I really felt happy when students became volunteer to answer the questions and when they enjoyed while doing an activity. In addition, I felt proud when I saw the students had learnt the structure and answer questions correctly. (Pre-service Teacher 3)

Stress and anxiety

Stress is an unpleasant, negative emotion felt by pre-service teachers and includes anger, anxiety, tension, frustration or depression during teaching practice (Kyriacou, 2001. p. 28). Every practicum might have different versions of stress naturally. One of the issues

that provoked anxiety on pre-service teachers was the presence of the university supervisors. The other issue was the reactions they received from their pupils. Kim and Kim (2004) mentions that teacher candidates feel stressed at various times such as when speaking English, teaching speaking and listening skills, having unmotivated students, having class management problems and being observed.

They wanted to be shown respect like real teachers.

They all agree on that it is anxiety provoking. I mean when they see me during their practices (even in online classroom), they say that they get nervous and anxious. However, we need to be there and observe their practices so that we will be able to provide them feedback. I suppose my appearance there as a supervisor will make them more alerted for the things in the classroom. For the first experiences, it is quite normal that they get stressed. However, in time, they will get used to my appearance there as well. In my personal and professional opinion, observing a classroom is very beneficial for the student teachers. (Academician 4)

I was also scared when I saw that all student's cameras and microphones were off. But I relaxed after the introduction part. (Pre-service Teacher 16)

I was very excited at first and I wasn't sure whether I could direct the course, but then I got used to the energy of the classroom and I can say that it was more comfortable in the following minutes. I owe this to the students being friendly and talkative too. (Pre-service Teacher 23)

Pre-service teachers can feel stressed in managing the time and the class (Murray-Harvey, Slee, Lawson, Silins, Banfield, & Russell, 2000).

My anxiety level was high; however, after seeing that I could manage the class, use English fluently and teach effectively. I think I will not be nervous like this anymore. I can say that I really enjoyed teaching. (Pre-service Teacher 6)

I am a perfectionist and I want my students to take the courses seriously too. When I see the opposite I kind of feel the professional aspect of my teaching isn't been realized. This makes me worry about my further teaching aspects. (Pre-service Teacher 26)

I was super excited; it was the first experience. Even we did many micro-teachings at university, it was the first at real classes. Also I was stressed about technical problems that would possibly occur during the class. (Pre-service Teacher 27)

At my first teaching time, I felt very anxious before starting class, thinking that I might make mistakes, or no one might understand me. However, after practicing one or two classes, I realized that they understood everything I explained correctly and can put this knowledge into practice. Seeing that, I gained my courage and self-esteem to teach them; now I do not feel anxious at all! (Pre-service Teacher 30)

Evaluation-based practicum is another reason for stress for candidate teachers (Çelik, 2010).

When I learned that I would be evaluated by my peer, I felt a kind of stress, which hadn't happened to me in my previous teaching sessions. Being aware of this made me feel anxious about my performance. However, observing my pair according to a scale made me be aware of important aspects of teaching. So, I was able to reflect these into my upcoming teachings. (Pre-service Teacher 31)

Comparison of online vs traditional teaching

The Internet has become one of the vital ways to find resources for research and learning for both teachers and students to share and acquire information (Richard & Haya 2009). Although pre-service teachers had contradictory opinions about online teaching, it wouldn't be wrong to say that online teaching was very disadvantageous in general compared to traditional teaching. It had very limited benefits though. Especially in

situations where equal opportunities cannot be provided and students have limited opportunities, distance education is beneficial for ubiquitous learning taking advantage of educational technologies (Ozdemir & Ugur, 2021). Also, Passig & Levin (2000) concluded that using multimedia approaches gets the student not only to study the subject matter but also to learn how to deal with the virtually programmed environment. In the information and technology era, the use of distance learning allows people to remain present in courses without being obliged to travel long distances (Bisciglia & MonkTurner, 2002). But in terms of long-term learning outcomes, online and traditional courses differ in applied learning areas and ultimate knowledge transfer (Hansen, 2008).

I could use audio and visual realia better. That's all. (Pre-service Teacher 2)

I think online teaching practicum is good when face-to-face, real practicum is impossible but online practicum does not feel the same as face-to-face one. It does not provide the same teaching-learning experience, unfortunately. (Pre-service Teacher 28)

We need to see the class environment. It is so different to dress up accordingly and going to class from just sitting in front of a computer. Also its really hard to maintain class control in online practicum since students can speak at the same time. (Pre-service Teacher 29)

I find troublesome is that there are few methods a teacher can make use of during online classes. While giving instruction, a teacher can't use methods like modeling and total physical response efficiently. Also, for group activities, online education does not provide enough opportunity. Focusing on skills like speaking and writing is especially hard during online education. Students' attention is easily distracted since they are at home. There are so many distractors and it is sometimes difficult to get their attention. Also, in face-to-face education, a teacher can play games, make use of physical stimulants, and use gestures more effectively. [...] Online teaching lacks most of the benefits that face-to-face education has. The methods

and techniques we can use during an online lesson is limited. We can't focus on skills like speaking, writing due to the lack of group work, real interaction between students and teachers.[...] Feedback is limited. Traditional classrooms let teachers provide instant feedback but that's not the case in online classes. (Pre-service Teacher 32)

I had to find the activities that I could use in the online environment, and I had to eliminate the ones that I can use in the classroom environment. (Pre-service Teacher 6)

Of course all of us were taught face to face but in case of this situation they must have learned how to use the technology to teach anything. (Pre-service Teacher 4)

Interaction during online class

Attendance

Thanks to developments in technology-aided learning, attendance is no longer limited to face-to-face interactions (Garrison, 2011). Students' presence in lectures are called attendance. In online education, attendance and participation should be distinguished. Low attendance is a significant concern to educators (Traphagan, Kucsera, & Kishi, 2010). As a result of the poor economic situation, many students in Turkey do not have the necessary equipment e.g., pcs, mobile phones, tablets for online education. This prevented them to attend the classes. Romer (1993) has shown that, in terms of performance, there is a difference in full grades between a student who attends regularly and who attends atypically. In the same spirit, Durden and Ellis (1995) concluded that absenteeism is not by chance associated with poor academic performance. Rodgers and Rodgers (2003) found that attendance has a small, but statistically significant, effect on academic performance.

Sometimes, I felt discouraged because most of the students did not even connect to the lesson so I had to teach a lesson to 3 or 4 students at all. It was hard to hear an answer from them because they did not want to be involved in. (Pre-service Teacher 15)

There are still problems with the number of absent students and in-class participation. [...] Me and my peer's biggest issue throughout our practicums is the absence of students' in class times and their unwillingness to participate in the classes but we have realized that these two issues have nothing to do with us as pre-service teachers. The students do the same for their other subjects too and because they do not think that English is as important as Math etc. they just prefer not to attend and study for their exams. (Pre-service Teacher 26)

In the first week of my online practicum, I experienced the student participation problem. There were 17 students online and only 5 or 6 students participated in the lesson. [...] Not all students can access to the internet, necessary devices, etc. (Pre-service Teacher 32)

Not everybody has the opportunity to join the classes. (Pre-service Teacher 5)

Active participation

Even though, some students had the chance to attend classes, they purposefully preferred not to participate in the lessons actively. They either turned off their cameras and microphones or didn't reply to their teachers questions.

Taylor (2002) investigated students' participation patterns in online courses and identified three types of participation.

- a) workers; proactive participation group
- b) lurkers; peripheral participation group
- c) shirkers, parsimonious participation group.

While workers participated actively in the discussions and visited the online meeting regularly, lurkers participated sporadically mostly in a "read-only mode." Shirkers had the least performance with fewest postings and visits to the online meeting. Vonderwell and Zachariah (2005, p. 225) also indicated that "online participation levels and patterns of participation are under the effect of technology and interface characteristics, field experience, student roles and tasks, and information overload. Technology, the interface, the behavior of the group, and the characteristics of those students in an online learning course influence the participation and learning outcomes" .

We are not sure how to plan an online lecture since nobody wants to show up or even they do, they avoid talking while lessons. It is not possible to give a healthy lecture in these conditions. (Pre-service Teacher 15)

Since it was my first time teaching online, I had some difficulties. The student's cameras and microphones were off during the whole lesson and they barely participated in the activities I've prepared, so I had to push them a bit. I was just asking questions but no one was answering and it was bit of a challenge for me. (Pre-service Teacher 16)

I still struggle with participation in one of my classes. As we didn't have a chance to meet, they probably get shy while speaking. Even though I encourage them to speak no matter how correct their sentences or whether they will do mistakes or not, sometimes they choose to stay silent. I try to ask questions by changing their forms again and again or support them with materials and feedback when they participate. However, there is still a need to increase their participation. Although one of my classes is like that, the other class always participates in each activity and question I ask. In my opinion, they are more risk-taker learners compared to others. [...] The only thing that upsets me is that not every student is joining the class. Actually, they are also not in their own teacher's class, but I really desire to

hear each of them. I am trying every way to reach those students more in each lesson. (Pre-service Teacher 30)

To ensure student participation, I called the inactive students with their names and wanted them to participate. But most of the students turned off their microphones and cameras. I realized online education is harder than face-to-face education and there are few things a teacher can do to ensure their participation. [...] ensuring student participation is almost impossible. Most of the students turn off their cameras and microphones. When we call out their names, they do not even answer. Most of them just join in the lesson and go to sleep. Participation rate is very low. (Pre-service Teacher 32)

The students participated in the lesson enthusiastically and answered most of the questions correctly. (Pre-service Teacher 7)

The only problem I encounter is activating the students during lessons. (Teacher 1)

Interaction

Interaction for learning purposes is considered to be a reciprocal event between the learner and learning environment that brings the learner closer to achieving an educational goal (Wagner, 1994). One very important handicap with the online teaching was the lack of interaction. It was not possible to assign group activities or speaking tasks in online courses which in turn avoided the students from communicative activities. Online group learning, in other words computer-supported collaborative learning (CSCL), creates an ideal environment whereby interaction among students plays a key role in the learning process (Lipponen, 2002).

I cannot group students easily on online education. (Pre-service Teacher 2)

Not having face-to-face interaction and not being able to give immediate feedback to talking students are among the biggest problems in online teaching practicum. (Pre-service Teacher 22)

Inability to communicate effectively with students and to be unable to perform interactive activities. (Pre-service Teacher 23)

It restricts teachers to use group works and pair works. It is hard to manage it in online classes, which is the biggest weakness. (Pre-service Teacher 27)

Online classes also limits the activity options to prepare. It is not very possible to arrange group/pair works so there is mostly no student-student interaction in the class. (Pre-service Teacher 37)

The students were willing to play the game. (Pre-service Teacher 6)

I have mostly felt the need of doing pair work/group work activities and obviously wish to do those activities most. [...] While student-teacher interaction is very limited in online teaching, student-student interaction is almost never observed. (Teacher 1)

Teaching practicum become more effective for teacher candidates and students if candidates are enabled to participate in the lessons by interacting with the students. (Teacher 5)

Motivation of students

Motivation is a strong factor that influences student learning. Online education requires students to be self-regulated (Abrahamson, 1998). While student motivation is already something difficult to develop, it became much more harder in online teaching. Poor motivation is unluckily defined as a decisive factor which contribute to the high dropout rates from online courses (Muilenburg & Berge, 2001).

Mullen and Tallent-Runnels (2006) found that classroom environment, instructor support and demands were perceived differently in online and face-to-face teaching respectively. The differences related mostly to students' motivation, course satisfaction, and achievement.

It had been better if online instructors created an open, interactive, and learner-centered atmosphere for students where they can express their feelings, thoughts, and concerns freely for increased motivation in online learning (Chen & Jang, 2010).

There is not any student who opened their cameras. Students are bored easily. Face-to-face activities would be much better. [...] The students lost their interest towards courses as a result of pandemic restrictions. They answer to the questions, but they need to be encouraged all the time. (Pre-service Teacher 2)

I realized that the students were bored to death because of ordinary reading texts and their activities. In order to motivate them I prepared an animation to teach vocabulary which they liked very much. I tried to appeal to their visual senses. On the contrary, I was impatient while waiting for students voluntarily attending the session. [...] The students were interested in the animation I showed them. I am sure that they like visual materials now. (Pre-service Teacher 26)

The activity I chose for the topic were really entertaining and educating for students. Students are motivated enough to participate in this activity which was a kind of game that told us about our future. (Pre-service Teacher 27)

Online teaching related challenges

Technical challenges

There are unfortunately barriers to online education at a distance. Out of all the stakeholders of practicum process, the ones who experiences the technical challenges the most were the pre-service teachers themselves. Technology related problems can arise frustrations in students as well. Frustration inhibits learning. Two aspects of learning

are affected by frustrations: cognitive and affective (Jonassen & Grabowski, 1993). High levels of anxiety inhibit the storage and processing capacity of working memory and inferencing is not possible (Darke, 1988). Furthermore, frustration demotivates students (Jonassen & Grabowski, 1993). As indicated in Berge's (1998) study, challenges in the technical area are lack of system reliability, lack of connectivity, no access to internet, inadequate hardware or software, computer or system setup problems, inadequate infrastructure and inadequate technical support.

Although the EBA system is troublesome at first, it is currently working without any problems. (Coordinator 5)

There are lots of technical issues during the lessons. Lagging, unstable internet connection, device-related problems are some of them. (Pre-service Teacher 32)

The main weakness of the program could be the technical problems that we faced during the program. Some of the students had internet issues and could be left behind. During my online teaching practicum, a student said that she couldn't hear my voice while the rest of the class could hear it. (Pre-service Teacher 6)

Device Problems

The teacher candidates encountered two types of technical problems mainly, one was device related and the other was internet connection related. The device related problems were mainly caused by the quality of their computers. As indicated in, Hamid et al.'s (2020, p. 88) Covid-19 pandemic and online learning study, the success of online learning is dependent on the availability of infrastructure that is stable internet access, access devices with the latest technology, modern like devices used for internet access and presence of students.

Connecting to Zoom, some of the students' microphones not working are the ones I encountered in the week. (Pre-service Teacher 12)

I was asked to record the meeting, from time to time I lost the connection because my computer did not allow me to conduct both lesson and the recording at the same time. (Pre-service Teacher 15)

I had some technical problems with my computer while teaching, but I fixed it up as much as I can. (Pre-service Teacher 27)

Internet connection problems

Unstable internet connection or poor internet quality led to many problems throughout the lessons for the pre-service teachers unfortunately. In a study by Sartika et al, (2021) it was shown that areas with internet problems had not done enough planning and preparation for the continuity of online learning and obstacles emerged such as the electricity cut, high cost of online learning and weak wifi signal. So, students had to struggle to find specific locations that reached signal by motorcycle. Moreover, in the same study (Hamid et al., 2020) “the ineffectiveness of online learning during the Covid-19 pandemic derived from the fact that 90.9% of students accessed the internet in online learning using mobile phones”. It was distracting on behalf of students.

I can't sometimes communicate with them as much as I do because of the unstable internet connection issues. Time just flies. I am not happy with this online education environment, at all. (Pre-service Teacher 12)

Time to time, we have faced with connection problems we cannot interfere. We lost control of the classroom from time to time for reasons beyond our control. (Pre-service Teacher 15)

Preparing materials became a problem last week because I was having some connection problems. (Pre-service Teacher 3)

I encountered students' lack of attention and internet connection problems during Online Teaching Practicum. (Pre-service Teacher 5)

Sometimes we have trouble with the Internet connection but we are doing fine. (Teacher 2)

I did not encounter any problems except the occasional internet disconnected. (Teacher 5)

Process related challenges

Body language

In a regular lesson most teachers use body language for instruction. Vice versa, teachers can have an overall idea about the status or proficiency levels of their students via body language. One of the challenges online education introduced was the lack of body language. As Bao mentioned (2020, p. 114) "In traditional in-class teaching, body language, facial expressions, and teachers' voice act as teaching tools. However, in online teaching, body language and facial expressions are restricted as it is difficult to use these tools through screens, only voice could be fully used. Therefore, in online teaching, teachers should slow down their speech to arrange students to capture key points."

I can't properly see the faces of the students I am teaching a lesson. (Pre-service Teacher 12)

Trying to teach in an online environment is different from teaching face-to-face. Since we were not able to see our students' faces and mimics. In a classroom environment, we would use non-verbal communication and understand one another. (Pre-service Teacher 2)

I would like to see the students faces because its weird to have a lesson without visual interaction. If I could see the students, I would be much more motivated or

understand what they haven't understood while I'm teaching. (Pre-service Teacher 26)

Course book

Distance education encompasses information and communication technologies in itself. ICT includes the use of new multimedia technologies e.g., computer software, CD-ROM, the internet, mobile phone, television, film as well as internet-based project work, e-mail, chat, blogs, wikis, podcasts, and so forth (Andrews, 2000b). In the same vein, Richards and Rogers (2001) suggest, coursebooks are indispensable elements of the curriculum since they make the content specific and coverage explicit. Nevertheless, in a recent study it was found that very few ICT tools were integrated into textbooks; most of them were totally ignored (Hismanoğlu, 2011).

For the courses were given online, the pre-service teachers needed to find the online versions of the course materials. The way it supports the abovementioned findings, pre-service teachers expressed that they had difficulty in finding the sources. It would have been better if they had been provided by the practicum schools.

The weakness of that program is the difficulty of reaching the sources. Internet connection and finding the books which our teacher and the students study from internet was the thing that we have difficulty most. (Pre-service Teacher 9)

To me, teacher candidates should have the course materials in hand before the lesson. (Teacher 6)

I think student teachers of English are luckier than any others since they have more chance to reach English sources on the Net also we use both MEB books and extra e-books ,Z-books ,visuals, videos etc. Having no chance to use realia in our classes make us to search new methods and objects for online teaching. (Teacher 9)

Distraction at home

Distractions are unavoidable while engaging in achievement-related activities (Wolters, 2011). Distraction can be said to have dual attentional processes (Corbetta et al., 2008), including (a) goal-driven (top-down) attention in which the brain voluntarily sets to focus on the target activity, and (b) stimulus- driven (bottom-up) attention in which the brain is redirected by external stimuli.

Stimulus-driven attention (e.g., working on homework) is influenced by external stimuli (e.g., text messaging). External stimuli in a salient and changeable manner pulls attention away from the target activity, especially if considered as uninteresting (Bowman et al., 2014; Hillstrom & Chai, 2006, Pashler et al., 2001). So, students might have (a) conventional distraction; daydreaming, watching TV etc. and (b) tech-related distraction; sending text messages, playing games etc. Equality of opportunity was not possible for every student during this period. While some had quiet and private rooms on their own, others had to deal with their siblings and background noises in a shared room.

Some students have to deal with their siblings, and they cannot answer to the questions on time. Also, some families force their children to do chores in homes during class hours. As they do not open their cameras, we do not know who is listening to us. (Pre-service Teacher 2)

Students seem unhappy about online lessons and they prefer face-to-face education. They have family-related problems sometimes and because of the background noise at home, they do not answer the questions of teachers even if they want to. (Pre-service Teacher 32)

Some of the students were attending the classes with their parents, so as teachers, we have lost our classroom privacy. There were times that the parents were helping the students even when they are not supposed to. Therefore, I think that this situation can be a weakness of the program as it can affect students'

autonomy. [...] Some students didn't participate in the activities and listen to me while I was teaching, but they played games or were distracted by their families, or by other things. Therefore, to prevent this, I wanted them to open their cameras. Also, as I mentioned before, some parents would intervene in the classes and tell the answer when the students were supposed to answer. (Pre-service Teacher 6)

Language skills

The four language skills namely reading, writing, listening, and speaking are the center of a language class. However, during emergency distance education there were times only a single language skill could be dealt with, especially during courses in language teacher training programs. Sparing time for all four language skills was not possible in online education. By nature, the courses mainly were composed of grammar activities. The individual differences had to be ignored as well. In that sense, out of a study done By Karakaş and Tuncer (2020, p. 26) it was found that online teaching was disadvantageous because the participants were accustomed to the face-to-face classroom environment and needed teacher support. "The students indicated that they had problems with reading and writing on a computer, tablet, or phone". It was shown that (Karakaş & Tuncer, 2020, p.2) online education was most advantageous for writing skill and least advantageous for speaking skill. Since writing skill was used for assignments and projects, that skill was nurtured the most. Notwithstanding, speaking skill was ignored during online courses and writing was the new mode of communication instead of speaking. These issues can explain why online teaching cannot make students succeed at all.

While using the Zoom application for the online lesson I was attending as a teacher, I couldn't exactly spot the students that wanted to answer the question in an activity. So, it was hard for me to both carry out the lesson and determine who to talk first. Also, one time I was lecturing, I was the host and screen sharing at the

same time some of the students were late comers and I couldn't get them in the lesson immediately because me and the whole class were immensely concentrated in the lesson. I could get two or three students 5 minutes or so late, unfortunately. (Pre-service Teacher 12)

Teaching of all 4 skills is ignored by the teachers as they mostly focus on grammar knowledge and reading. Also practicing 4 skills is difficult in online setting. We can't use activities that are suitable for multiple intelligences. [...] I would want to be able to use more teaching methods and activities that appeal to 4 skills and intelligence types. (Pre-service Teacher 12)

It was not possible to say that an assessment such as project, homework, test etc. was observed and it was not possible to determine individual differences of students and teach accordingly in the limited class time and in that insufficient learning environment. It was not possible to contact to students and to know them better one by one. [...] Inability to hear the teacher's or student's voice leads to false learning. For instance, students cannot get the correct pronunciation or teacher cannot provide the correct feedback when the voice quality is low. It also leads to communication breakdowns. It is also not very effective to play a video/audio via screen sharing when students' or teacher's internet connection is bad. (Pre-service Teacher 37)

Learner needs

Linking learner needs, pedagogy and technology to construct a more interactive, engaging and student-centred environments harmonious with 21st century skills and self-directed learning is not easy (Parker et al., 2013).

Learning is not about educators but learners. In order to support the learner, learner needs should be focused on, not what teachers want or supply, because it's the learner who brings the set of skills, experiences, and expectations to the learning

environment (Moisey & Hughes, 2008). In this context, learners with special needs, in example autistic students were the most unlucky ones during online teaching. And pre-service teachers didn't know how to deal with them during practicum. In reality, mentor teachers didn't know what to d

There is a student in my class. He has autism. So, I couldn't get him to interact with me during lesson because of the online education. He needs special education which we cannot provide during this pandemic. (Pre-service Teacher 12)

The type of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while approaching a particular curriculum will be a serious challenge. (Teacher 3)

Evaluation

Online practicum and face to face practicum does not differentiate from each other only in terms of evaluation. In both types of practicum the pre-service teachers observe their peers and learn to evaluate their own weaknesses and strengths. Unlikely, in this research study the pre-service teachers were asked to self-evaluate themselves. As suggested in a previous study, for student empowerment during practicum, undergraduates are encouraged to engage in self-evaluation and reflection, hence they can relate theory into practice. Self reflection and self-evaluation is needed for undergraduates during their teaching practicum in schools (Majzub, 2013. According to Klenowski's (1995) definition, "self-evaluation is the evaluation or judgment of the worth of performance and the identification strengths and weaknesses with a view for improving learning outcomes". Unfortunately, It was sad to hear from some of the pre-service teachers that the practicum didn't have any good effects on them. But, most of them saw positive developmental differences from week to week in their teaching qualities.

It gave me a chance to see my strengths and weaknesses and motivated me to work on my weaknesses. (Pre-service Teacher 16)

Observing myself and my colleague helped me to view our performance in an objective manner and try to detect and improve the parts of my teaching that need to be improved. (Pre-service Teacher 28)

They made me realize how this program and my entire education for four years had never done any benefits to me. This program did not made me a better teacher and the forms made me realize that. (Pre-service Teacher 29)

Self-evaluation helped me realize that I am good at teaching. Seeing the results of it gave me the confidence that I had needed in my teaching. Self and peer evaluation made me realize the points that we have to fulfil during our teaching. While I was observing my peers, I could tell the weaknesses and strengths of their teaching. Also, I realized that we improved the way we teach progressively. (Pre-service Teacher 6)

Self-evaluation

Pros of self-evaluation

Self-assessment is an effective tool to help students to understand the purpose of the assignments, assessment criteria and as a result improves teaching (Matsuno, 2009; Taras, 2001). With the self-evaluation forms it became easier for the pre-service teachers to realize their weaknesses. Also, they noticed the parts they were good at.

As a teacher-to-be, I find these self-evaluation forms quite useful and very helpful to see my own performance after each session. [...] The forms I have used to evaluate myself and my peers made me realize my strengths and weaknesses weekly. I tried to change the problematic parts in my teaching process and I tried even harder to sharpen my positive sides. (Pre-service Teacher 22)

It does create some self-reflection in order to improve my teaching skills. As I read the statements, I noticed some points that I can improve in myself. (Pre-service Teacher 26)

I started to see my faults and strengths with the help of self-evaluation papers week-to-week. (Pre-service Teacher 3)

I realized that I was being harsh to myself when it came to criticizing; I have been practicing almost everything that is mentioned in the evaluation statements. I will try to find my weakness to ameliorate while continue to do what I already do correctly. (Pre-service Teacher 30)

Self- evaluation is a perfect way to gain autonomy. For that reason, I give high value to monitor myself. Thanks to this awareness, I will be able to regulate my future teaching experiences based on my evaluation. Besides, this paper made me reflect on my practice deeply. [...] I can observe my progress in a systematic way. [...]As to self- evaluation, it helped me reflect on my own teaching so that I could repair the problematic areas related to my teaching approach. All in all, it is clear that these evaluation forms increased my awareness towards the dynamics of teaching process. (Pre-service Teacher 31)

I realized what I did correctly and what points I need to develop. For example, I was not competent for making all the students active participants to the class. Then I searched about it and found the dialogic teaching ways. (Pre-service Teacher 33)

Sample

The pre-service teachers had very nice teaching experiences.

Considering the circumstances and considering that it was my first-time teaching under those circumstance, I think I did a good job. First, I was well prepared for the lesson and I chose activities according to the student's level and the topic. I also

organize the activities I chose for the lesson in an appropriate order. Besides I think I encouraged some, if not all, students to participate in the activities. [...] I was very nervous at the beginning of the lesson so I realize that I've made some grammar mistakes while speaking. Also, I think I can find more fun or interesting activities that may motivate the students to participate in the next classes. (Pre-service Teacher 16)

I am confident in myself that I get along with the students very well. I can attract their attention and make them love the class. However, I sometimes think that I am not qualified enough to answer all the students' questions. [...] I was really successful about teaching grammar but I was not very good about practicing it. (Pre-service Teacher 3)

Peer evaluation

Pros of peer evaluation

Field experiences present weekly opportunities for observation and participation to in-class activities around school settings (Frey, 2008). Peer evaluation had a mirror effect on pre-service teachers. While they were observing their peers, they were also evaluating their own mistakes out of the strengths or mistakes of their peers.

Richards and Farrell (2005, p.94) stated that peer evaluation in a pre-service teacher education program has the below mentioned benefits.

- a) Pre-service teachers become more aware of the issues they confront and learn how they can be resolved
- b) The gap between their imagined views of their own teaching and what actually happens narrows.

As I observe my peer and see her strengths, I want to make sure that I am as good as her or I am better than her. It creates a competitive atmosphere for me. (Pre-service Teacher 12)

While I evaluate my peer, I also compare myself with her and it makes me realize my weaknesses and strengths too. (Pre-service Teacher 16)

It made us realize the mistakes and strengths we were not aware of during the lesson. Recognizing these enabled us to repeat or not repeat them in the next lesson experience. (Pre-service Teacher 23)

Observing my peer's practicum sometimes reminds me about the points that I have forgotten to apply during my practicum. This situation works as a reminder for my further sessions. (Pre-service Teacher 26)

While I am evaluating my peer's teaching, I think about the possible solutions to the problems or possible activities to do in my own teaching practice. [...] While I was evaluating my peer during the class, I observed the students' attitudes, too. I said myself that I would rather do this or not. Of course, all these will help us in our teaching. The most important one is to learn from each other. (Pre-service Teacher 27)

Peer evaluation creates an awareness in relation to my own teaching in that it helps me to observe and see the strengths and weaknesses of my peers during their teaching experiences. In this way, I can decide what to do and what to avoid while teaching. (Pre-service Teacher 7)

Sample

The pre-service teachers observed the teaching experiences of their peers. Anxiety and time management problems were the problems.

He was too nervous, and he did not see the students raising their hand, there is a "raise hand" button on the Zoom toolbar. He was skipping some questions without explaining other possible answers. He handled his anxiety in the second part of the

classroom. However, he had to end his lecture 10 minutes earlier. He had a little time-management problem. As I know him as a friend, I am sure that it was not his real performance. He could have done much better. He needs to relax before the classroom. He did not choose anyone from the list and accept alternative answers. He was a little bit stuck with the answer key. He taught before me on that day. Therefore, I had a chance to prepare myself by observing his actions. I put myself in his shoes, which helped me a lot. (Pre-service Teacher 2)

There is no time management. The online quiz she tried to apply had only 20 questions for 20 mins max but she took 50 mins which left us, the rest of the PSTs, a limited time to teach. She has a huge potential and her energy with the students was good but she needs to be careful about the points I made for the next classes. [...] She was calm and doing well in the teaching process. She simplified the language enough for them to understand. (Pre-service Teacher 22)

They were learning about the passive voice. She used a song to evaluate the students' comprehension of passive voice. Then they played a Kahoot game. Afterwards, she presented the students some videos from series and films, which includes some sentences in passive voice structure. Lastly, she controlled their homework from last class. [...] She was looking untroubled and confident. It was obvious that she studied her lesson very hard. She was sure that she would have a great class and she was really eager. [...] She was really eager to teach, so she made the class interesting. I really enjoyed while I was watching her teaching. I never get bored, I do not think the students get bored as well. (Pre-service Teacher 3)

The pre-service teacher I observed was good at focusing on different skills. Since we teach in different class hours of the same class, I focused on presentation and practice activities and she focused on practice, production activities. One thing most of the teachers ignore is the pronunciation skill. But my friend focused on

pronunciation and she did it with an appropriate activity. She provided the pronunciation of the words and asked the students to answer if they hear “/d/, /t/ or /id/”. Students loved that activity and answered most of them correctly. Then, she asked them to make up a sentence by using the given verb and photos. Then students played a game together and answered questions about simple past verbs. There were some technical problems but there was nothing she could do about it. She seemed confident during the lesson.

Evaluating my friend, I realized as teachers, we need to pay more attention to pronunciation of our students. Generally, the textbooks and the curriculum do not give teachers the opportunity to improve students’ pronunciation. I didn’t realize their simple past regular verbs pronunciation needed improvement but thanks to my friend, I consider adding pronunciation activities to my lessons. (Pre-service Teacher 32)

He was always positive and encouraging, which I found quite efficient. He gave positive and immediate feedback. When students said that they gave the wrong answer, he encouraged them by saying “It’s okay, do not worry.” As he knew what he was doing, I can say that he had prepared for the class beforehand. Also, he asked me to send the presentation that I made so that there would be a connection between the presentation and the activities. (Pre-service Teacher 6)

Table 21*Online Practicum*

	Number of Participants	Number of Codes
Online Teaching Process		
Adaptation Period	6	6
Reflection	5	6
Teacher Feedback	3	6
Class Management	5	5
Variety of Materials	3	3
L1 Use	5	7
Emotions of Pre-Service Teachers	2	2
Contentment	3	3
Stress and Anxiety	8	8
Comparison of Online vs Traditional Teaching	6	8
Interaction During Online Class		
Attendance	4	6
Active Participation	6	8
Interaction	8	9
Motivation of Students	3	5
Online Teaching Related Challenges		
Technical Challenges	3	3
Device Problems	3	3
Internet Connection Problems	6	6
Process Related Challenges	-	-
Body Language	4	4
Course Book	3	3
Distraction at Home	3	4
Language Skills	3	5
Learner Needs	2	2
Evaluation	4	4
Self-evaluation	-	-
Pros of Self-evaluation	6	9
Sample	2	4
Peer evaluation	0	0
Pros of Peer evaluation	6	7
Sample	5	8

Bureaucracy

There are four categories under the Bureaucracy Theme.

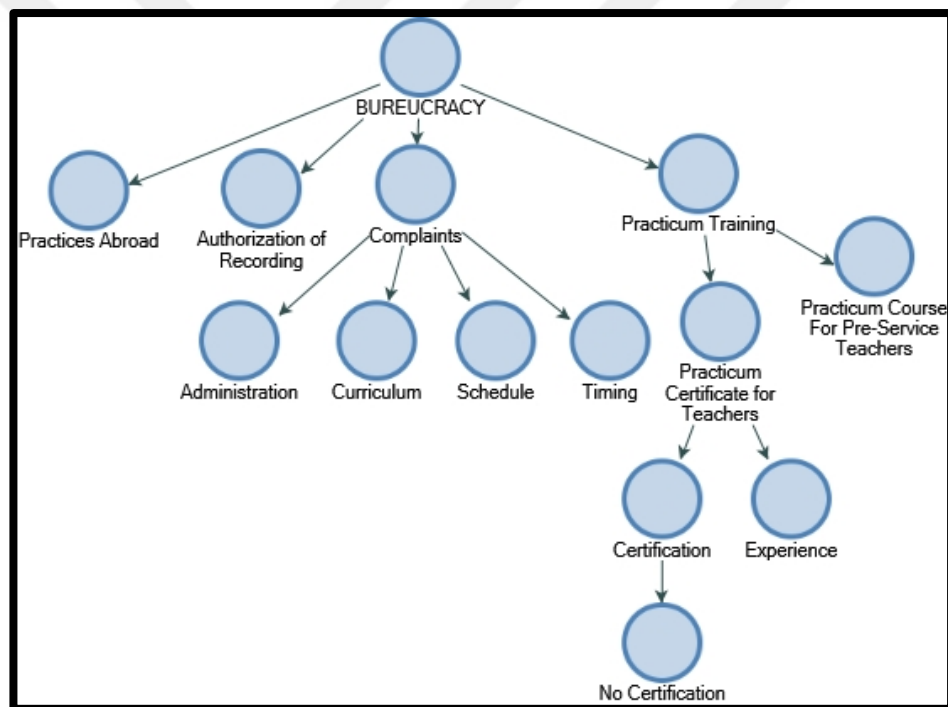
- a) Practicum Training
- b) Complaints
- c) Authorization of Recording
- d) Practices Abroad

13 codes emerged as a result of the Project map analysis of the Bureaucracy data.

It is demonstrated in the figure.

Figure 16

Bureaucracy Model (NVivo 12 Pro Code-Subcode-Part Demonstration)



The Bureaucracy Code Cloud prepared according to the intensity of the expressions of the participants. The size of the texts in the code cloud indicates the intensity of use of the codes.

Figure 17*Bureaucracy (NVivo 12 Pro Word Cloud)****Practicum Training******Practicum Certificate for Teachers******Certification***

Under normal circumstances, all mentor teachers need to have joined practicum training seminars given by District Directorate of National Education and have received a certificate to be able to be appointed as mentor teachers. When they do not have it, problems can occur. It was found in Yördem and Akyol's (2014) study that lack of awareness in mentoring and responsibilities stems from caring about payment rather than mentoring itself, not being instructed or trained. Having received mentor training and certification should be a requirement for a better practicum in institutions.

They have a teaching practice consultancy certificate. (Coordinator 2)

Our mentor teachers are experienced teachers who have received consultancy training. (Coordinator 4)

Since we have two English teachers in our school, no selection was made. But if we had to choose, I think the main criterion for the selection would be the participation of the teachers in the project. [...] They attended the in-service training seminar organized by our Ministry. (Coordinator 5)

I attended a training two years ago and received a certificate on practicum. (Teacher 2)

I have attended teacher training course of the Ministry of National Education. (Teacher 5)

I am a MEB teacher and work at a state school. Last year I attended a practicum course, organized by the Ministry Of Education, at the end of it we had an exam and got the certificate. (Teacher 9)

No Certification

When there are force majeure, teachers without certification can also be appointed as mentor teachers.

I haven't attended any training on practicum and I didn't get any reference material about online teaching practicum program. (Teacher 3)

I have never attended any training on practicum and didn't get any reference material about online teaching practicum program. (Teacher 8)

Experience

If there are a great number of teachers with certification in practicum school, the teachers can be appointed based on their experience by the school coordinator.

Kiraz (2003) mentions that during practicum experienced teachers are in charge of the professional development of inexperienced student-teachers, guide them and help them gain vocational maturity. With their pedagogical knowledge mentor teachers, who are more experienced than pre-service teachers (Hudson, 2010) regarding teaching

practice answer questions, brainstorm teaching activities, plan interventions, provide feedback and give other forms of guidance (Ensher et al., 2003).

They were chosen based on whether they had experience in this regard and their readiness to be and willingness. (Coordinator 1)

Mentor teachers' experiences in classroom experiences make them ready for this task. (Coordinator 5)

As the motto says "practice makes perfect". (Teacher 1)

Practicum Course For Pre-Service Teachers

While teachers get prepared for the process via practicum seminars, pre-service teachers receive this training during their practicum courses in the fall and spring terms at their faculties by academicians. In these courses, they get training not only teaching methods, lessons plan for observations but also about the procedures they should be following at the practicum schools. They also prepare reflection papers and submit a portfolio to the academicians at the end of the terms. They get feedback about their teaching performances in their practice in these courses as well. During the pandemic, these courses were arranged online. The pre-service teachers sent their weekly assignments to the academicians by means of e-mails.

In the past, the application of the teaching practicum differed in different education faculties, different departments of the same faculty or different supervisors at the same department. After the co-project between Higher Education Council (HEC) and World Bank from 1994 to 1998, the curriculum at education faculties were revised. As a result, the theory and practice courses in were divided. As part of this renovation, the duration of the teaching practice was extended to seventh and eight semesters and the content was clearly defined for the first time (Topkaya & Yalın, 2006). In Turkey, at teacher education programs in faculties of education practicum course is an obligatory course taken for two semesters. In the first semester teacher candidates are

required to take 'school experience' course, while in the second term, they take the 'teaching practicum' course for the practice part. In the school experience, pre-service teachers are obliged to attend classes in practice schools they are appointed to and they observe and write reflective reports of the lessons. In the teaching practicum, they are required to prepare a lesson plan, do teaching practice under the supervision of the academician and mentor teachers. For the theory part, they receive instructions from their supervisor academicians at their faculties.

I give orientation at the beginning to the student teachers on how they should go about the actual teaching practice. I have a course per week during their practicum. We have online Zoom meeting and discuss their teaching practice, observations in addition to the written feedback I give on their lesson plans and online teachings. (Academician 1)

They get feedback on their teaching. They find it beneficial. (Academician 2)

I give orientation but this is more directed at technical issues such as how they should behave, how they should collaborate with the teachers, the kinds of tasks they are required to fulfill etc. I do not go into the details about teaching which cannot be dealt with in an orientation program only. Student-teachers are Expected to bring in their knowledge gained from the undergraduate courses they have taken. We discuss the issue of how they should go about actual teaching practice not in the form of orientation at the beginning but throughout the term as students get more familiar with the real context and learn more from mentor teachers. (Academician 3)

We have 4-5 weeks discussions on various topics from how to teach to classroom management. In these discussions, I have been using some cases to the students. [...] In every suggestion I give to the students I always highlight that this is not only limited to the time-being or their performances as part of this course. However, they are all relevant for their practices in the upcoming future. (Academician 4)

I read their lesson plans. Provide feedback. Then they hold the teaching session with my and school teacher's observation. It is useful and I do not think it would cause any type of harm. I observe and provide feedback on their teaching session as well. It is all constructive feedback. All beneficial for their professional development. (Academician 5)

Complaints

Administration

There were countless problems in online learning and teaching process. We can see the reflection of these problems in practicum, too. Since it was the first implementation, there were basic problems with it. Both the mentors and the pre-service teachers were discontent with the unstable education format. The type of education changed from face-to-face to online and vice versa constantly throughout all the year, which in turn confused the students, mentors and candidate teachers. Also, EBA system was not sophisticated enough for a qualified online teaching.

In the implementation of distance education a systematic plan prior to implementation is a must. There are five levels to the distance education planning taxonomy. (Simonson, Smaldino, Albright, & Zvacek, 2012).

- a) Mission: Institutional mission related to distance education
- b) Vision: Institutional vision related to distance education
- c) Plan: The distance education plan
- d) Policies: The distance education policy manual
- e) Documents and Records: Tools for implementation of distance education policies

The researcher implements this by the practicum manual she prepared. (See Appendix S)

The main problem seems to be with the official system. There is too much bureaucracy to deal with, which is sidetracking. You invest your time and energy into contacting teachers, principals and making a program. I know this is also necessary but I wish these things could be done more systematically. (Academician 3)

The weakness is that we, pre-teachers, are not allowed to login into the EBA system. In the first weeks, we had a problem because of this. Nonetheless, with the help of the school and the teacher, we managed to attend classes. The other one is teaching online; however, it has to be like this because of the pandemic. [...]

The only thing affected badly is the unseen change of education type, whether it is totally distance or half-face to face. It changed so much that every week we need to create a new program. However, even though many were left behind the practicum because of the changes, we managed to plan it effectively. (Pre-service Teacher 30)

Students were not allowed to turn on their cameras during class sessions. It was only the teacher who could turn on it. So, I could not see my students. I just heard their voices and I created their faces on my head. It made me feel demotivated. (Pre-service Teacher 31)

Students should be involved in EBA system to join the lessons. (Teacher 8)

Curriculum

In an effort to follow the curriculum, the teachers skipped many basic digital skills needed in an technology era. They should learn that, it's not just about keeping up with the curriculum, it's about catching up with the generation Z. They should not be too dependent on curriculum.

A curriculum that reflects distance education principles, includes pedagogy and meets institutional requirements is important. Hereby triangulation of pedagogy,

technology and an engaged community of learners can meet contemporary practices. Such curricula identify competencies that students will finally achieve and appropriate content is delivered by the teachers. The educator has to be the conductor, technician and choreographer at the same time. They should have knowledge of specific contexts and needs before designing the curriculum. (Chugh, Ledger & Shields, 2017, p. 11).

Sometimes teachers really do not have an idea about the technology that they are using. There should be a concrete focus on raising technology-wise teachers with the help of in-service training. (Pre-service Teacher 11)

Schedule

Some of the pre-service teachers couldn't practice as much as their peers. If they were given more practice chance every week, they could have developed their teaching better. Throughout the semester, while some of the candidates taught more than four times, some could only teach only once and for 15 minutes. The MoE suggests four times of teaching in a semester for every practicum.

Gürsoy states that (2013) "Practicum process has different implementations in Turkey, in different universities or within the departments of the same faculty. The flexibility and limited feedback hours cause inconsistencies and as a result limit the opportunities for pre-service teachers to become better teachers. " (p. 420).

I suppose the time that we ask our students to spend in the classroom related to practicum is quite limited. We need to work on the ways to extend the time of practicum. [...] There is urgent need of increasing the time of practicum and giving the students to have practices in different education levels throughout their education. (Academician 4)

We use inappropriate time period for the online lectures sometimes late hours at home if the faculty may program the time. (Teacher 4)

Students should join different lessons related to language such as French, German, Literature. [...] Students should teach more lessons. (Teacher 8)

Timing

Another issue was the teaching time itself. For four years long through their teacher training the pre-service teachers had learned to do a lesson plan according to a 40-minute lesson. But, a course was 30 minutes long in online teaching. The pre-service teachers had to learn to plan their teaching time accordingly. It takes less time to teach a distance education course compared to a traditional classroom course, on condition that attendance and assessment procedures are not included (Bender et al., 2004).

I was actually very nervous, I still am. Because there is always uncertain schedules. They are always changing. I do not even know if I am going to be a teacher in 7th grades or 4th grades for the rest of the semester. My class teacher does not have a fixed decisions, either. This affects me very much. I try to be patient. I always get into a lesson energetic but I am even not sure if I have enough time to complete my part at the end of the lesson. Timings are too low, especially for online education. [...] I do not feel satisfied with my development because there weren't enough time. Time limit affects our lessons. (Pre-service Teacher 12)

I had 3 activities covering up pre-reading, while-reading, and post-reading phases. I finished in 30 minutes as I planned so I used my time efficiently. When it comes to my weak sides, I can say that transition between the activities could have been more smoothly. However, within the 30 minutes time limit, I felt the pressure to go on with my activities. (Pre-service Teacher 22)

Considering the age and level, I planned to do just two activity for 30 minutes. But after doing these two activities, I realized that I had 10 more minutes. So I had to

back to the first activity which was a game. Then, the observer teacher wanted me to ask some open-ended questions to the students. (Pre-service Teacher 27)

There was only one moment I wanted to change. Due to time restrictions, I forgot to elaborate my example for a speaking production activity. If I had been able to, I would have explained the example I gave more to provide modelling better. (Pre-service Teacher 31)

I wish that the class lasted longer but the students had another class they had to attend. (Pre-service Teacher 6)

Authorization of Recording

Recordings are used to allow students to watch a missed class session or to review an earlier session they attended. There were different implementations in terms of recording the courses. While some pre-service teachers were granted permission to record their lessons to be able to show their university supervisors, some of them couldn't have the same chance. It is defended by some researchers that video recordings facilitate reflection, so where and whenever possible, teaching practices can be recorded for post-discussion (Gürsoy, 2013).

The Family Educational Rights and Privacy Act, FERPA, (2020) regulates the disclosure of education information of students and protects the privacy of student education records in USA. Students or their legal families must acknowledge consent for recordings. This can be implemented in Turkey as well.

During these days under Covid-19 circumstances, they have 4 practices in a semester in online classroom through Zoom. Unfortunately, I had no chance to attend all of their classes. However I have been taking the advantage of this process and asked them to record their classes. In a sense, in the end of this semester, I will manage to observe their four practices based on the recordings. [...] I suppose it is fair. For the last two semesters, even if I am in the classroom, I

ask them to record their classes. Then, I watch the recording and I tag some instances related to their instructions, feedback, materials, L2 use, asking questions-answering questions as well as using technical aids. During our feedback sessions, I show them these instances and ask their opinions about my comments as well as my selection of these instances. Thus, in the end, we reach a consensus about these exact instances considering these points: what happened there and what should have been done. (Academician 4)

Some technical problems like not getting a permission to record my own teaching session and share my own screen for more than ten minutes put me in a situation where I felt discouraged and nervous since it was the first time I was going to experience how teaching works with a real target audience. (Pre-service Teacher 11)

I was faced with some connection-based problems during this week's lesson. Since I was asked to record the meeting, from time to time I lost the connection because my computer did not allow me to conduct both lesson and the recording at the same time. [...] Recording my lessons and watching them over and over lets me see my mistakes. Sometimes, while I was talking, I think I was successful in terms of pronunciation and clarity but after the lesson when I rewatch the records I was able to see that I was not that good at all. (Pre-service Teacher 15)

Practices Abroad

Coordinators have positive feelings about the implementation of online practicum and believe that what needed to be done was done. The researcher to be able to pattern the implementations abroad, developed the self-evaluation forms based on EPOSTL (2007). Hence, the candidate teachers could monitor their teaching development.

Online education is also seen to be the most effective because of the process, and even better than practices abroad. (Coordinator 2)

Although we do not have the opportunity to make comparisons with practices abroad, we believe that our ministry and university academic coordinators use the most advanced methods and techniques of the era and we believe it provides our students with a world-standard practicum experience. (Coordinator 4)

Table 22

Bureaucracy

	Number of Participants	Number of Codes
Practicum Training		
Practicum Certificate for Teachers	-	-
Certification	6	7
No Certification	2	2
Experience	3	3
Practicum Course For Pre-Service Teachers	5	6
Complaints		
Administration	4	5
Curriculum	1	1
Schedule	3	5
Timing	5	6
Authorization of Recording	3	5
Practices Abroad	2	2

Outputs

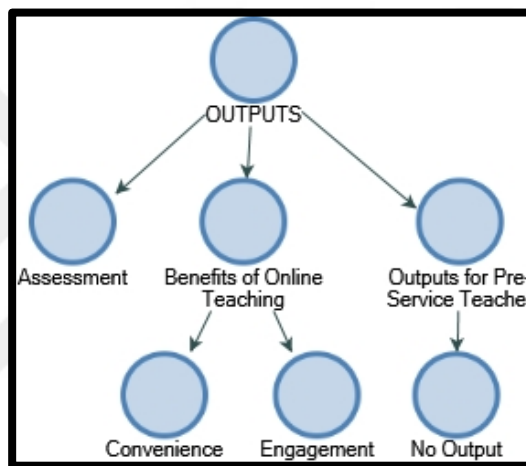
There are three categories under the Outputs Theme.

- a) Assessment
- b) Benefits of Online Teaching
- c) Outputs for Pre-service Teacher

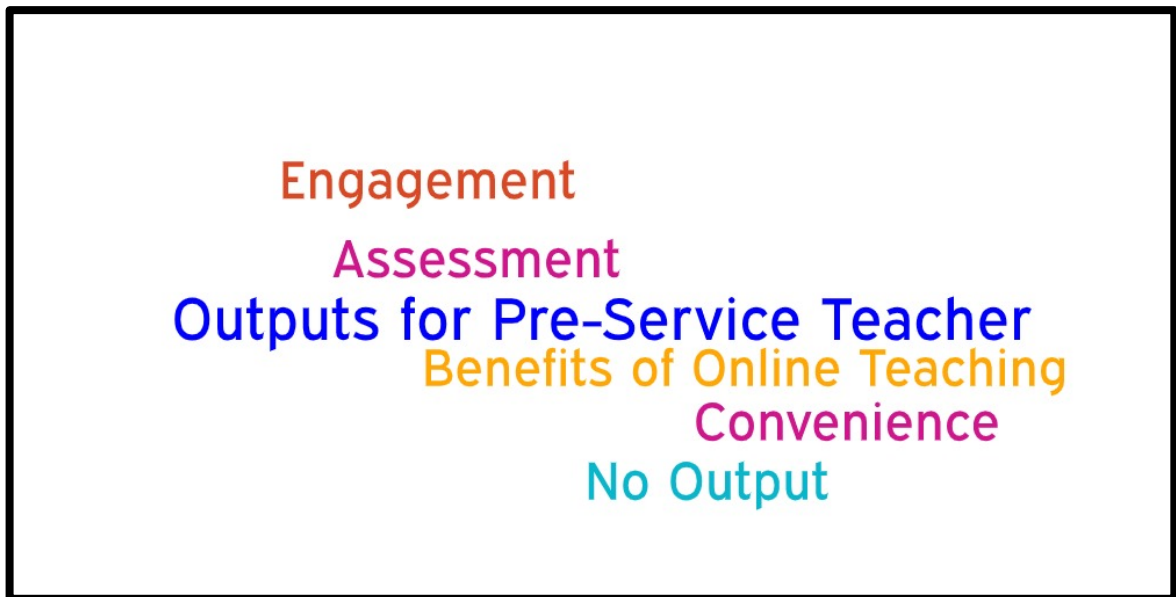
6 codes emerged as a result of the Project map analysis of the Outputs data. It is demonstrated in the figure.

Figure 18

Outputs Model (NVivo 12 Pro Code-Subcode-Part Demonstration)



The Outputs Code Cloud prepared according to the intensity of the expressions of the participants. The size of the texts in the code cloud indicates the intensity of use of the codes.

Figure 19*Outputs (NVivo 12 Pro Word Cloud)***Assessment**

Mentor teachers and academicians evaluate the success of pre-service teachers based on the criteria defined by MoE. The teacher candidates are evaluated on a weekly and final basis. Mentor teachers have a higher share in evaluation compared to the academicians. Because they keep in touch with the pre-service teachers more during the process. Teaching style, appropriate activities and material preparation, voicing, timing, lesson objectives, class management etc. are the basic issues to be evaluated. Therefore, it includes in-class observations conducted by the mentor teachers and academician supervisors. Assessment is a highly critical component of the practicum process. "Practicum is not just for learning and induction; it also creates the context for assessment within a teacher education." (Rorrison, 2010). "The assessment of practicum is professional judgment of the assessor carved by beliefs, knowledge, experience and expectation." (Aspden, 2017; p. 30)

I evaluate the performance of the student teachers in teaching practice after their teaching performance. I evaluate their teaching performance regarding these following points: The student teacher leads the topic/language focus with well-prepared activities, effectively and appropriately presents planned topic/language focus. The objectives of the lesson is clear to the target audience. The student teacher's language is fluent, accurate, and understandable for the target audience and their language level (Clear, steady voice). The student teacher effectively and appropriately gives the instructions. The student teacher provides regular, clear and accurate performance following the lesson plan (live and informative). The student teacher uses appropriate materials and technology (when necessary and appropriate). The student teacher uses the time effectively. (Academician 1)

We evaluate on the basis of ministry of education. They have a detailed evaluation rubric sheet. I believe it is fair. (Academician 2)

Although the Ministry of Education has a checklist for evaluation, I have adapted it so that it is more specific to the teaching of English. I focus on the activities and how they are put into practice, objectives, the design of the lesson plan, the way they interact with the students (questioning practices, feedback giving, instruction giving etc), use of time, classroom management skills, use of techniques and materials etc. (Academician 3)

There is evaluation rubric. Teacher trainees are already familiar with this rubric and are aware on what basis they would be evaluated. It is pretty fair and transparent. Teacher trainees are informed of my evaluation and the school teacher's evaluation in a timely fashion. (Academician 5)

Evaluation forms have to be rearranged. (Teacher 3)

At the end of the practicum I have to grade them for their performances and assignments and I think it is quite important and tremendous responsibility.
(Teacher 9)

Benefits of Online Teaching

Though it may be limited compared to the face-to-face teaching, online teaching has benefits too. Especially in terms of personal growth, pre-service teacher liked using Web 2.0 tools a lot. Bisciglia & MonkTurner (2002) believe that, distance learning programs are designed for off-campus population, this type of learning environment creates curiosity and enthusiasm. Such emotions are not felt in-class (p. 38).

Given its several advantages and benefits, online learning is considered among the best methods of education. These are some advantages of adoption of e-learning in education obtained from review of literature. (Holmes & Gardner, 2006)

- a) It is time and place flexible. Every student enjoys the luxury of choosing the place and time that suits.
- b) E-learning stands for ease of access to a huge amount of information. There are tons of opportunities for learners; educational platforms and discussion forums. Through e-learning students eliminate their hidden barriers to learning such as the fear of talking to other learners. Students interact with each other, exchange different point of views.
- c) E-learning is budget-saving. The students or learners don't travel. Maximum number of learners can be accepted to online classes.
- d) E-learning is advantageous when there is scarce academic staff.
- e) E-learning allows self-pacing. Each student can study at his or her own pace and speed. It therefore decreases stress.

Interactivity, collaboration, cultural diversity, globalization, learner centeredness, place and time flexibility are the vital characteristics of online education.

Using online apps such as Zoom, Google Classroom and preparing lesson again by using online presentation websites were the most beneficial. (Pre-service Teacher 22)

In the changing world conditions, online education is in demand recently. Experiencing this gives us an advantage in language teaching. (Pre-service Teacher 23)

When it comes to the strengths, I can sincerely say that I have learned some many Web 2.0 tools that are useful for online teaching. Besides, I am used to the Ministry of National Education's books and curriculums. In this process, my self-confidence increased as well. (Pre-service Teacher 33)

Convenience

Among few benefits of online teaching is the convenience. It's quite time-saving. It demands less preparation time and gives teachers freedom. In online education an existing infrastructure can be used for course delivery; the technology is cross-platform; access to the servers and the internet is widely available with standard interfaces. Thus, online education is flexible, accessible and convenient for students. It is cost saving and time saving compared to traditional education. Teachers can easily update or revise their courses. (Berge, 1998)

Honestly, I think of only one strength and that is, not having to take a bus to one hour away school. (Pre-service Teacher 12)

The whole process of transportation, preparing real materials and not being able use drama in ELT are lowering the weight on our shoulders. I can say preparation time is much more shorter than in real life. (Pre-service Teacher 22)

If I have to point one out I would say its flexibility. I could just log in and give lessons in anywhere anytime. [...] I like how I just can open the laptop and attend a class. No roads travelled, no sleep deprivation. (Pre-service Teacher 29)

To be honest, it was comfortable to join online classes at home even if I have limited mobile internet connection at home. Additionally, it gave me opportunity to observe and practice different grade and levels in a school. (Pre-service Teacher 37)

You can access the classes anywhere given that you have the necessary tools such as stable internet connection and a proper device. (Pre-service Teacher 5)

I attended as many classes as I could observe my mentor teacher while I was home. I can say that Online Teaching Practicum is time-saving. (Pre-service Teacher 6)

Engagement

Online teaching really helps keep students engaged. It's motivating and fun. They like using apps, web-based activities anything that is technology-friendly.

Additionally, teacher's enthusiasm, warm and friendly teachers are the most important factors for creating of motivation of online courses. Independency and freedom of learning are significant in an online learning environment as well. Relevant course materials, well-planned class sessions, active participations in classroom sessions, use of different instructional techniques, use of concrete and explicit examples can motivate the students. (Selvi, 2010 p. 824)

I know that students do not like coursebooks so much, these online activities would be more attractive and enjoyable. [...] It provides us many interactive activities that the students like to do by using different apps, websites and etc. I think these tools are really helpful to both motivate the students and engage them in courses. (Pre-service Teacher 27)

It is really helpful about using technology in classes and making them interesting. (Pre-service Teacher 3)

It opened up a lot of opportunities to implement web-based activities in my classroom since all students connected to the class via an electronic medium. Besides, as I know I should bring something to the class in order to catch the students' attention, I think I have developed my material designing skills on computer, which will be helpful in both virtual and in person classes. (Pre-service Teacher 31)

The most beneficial part of the online teaching to me is the materials are more engaging and helps teachers to grab students' attention. (Pre-service Teacher 5)

Outputs for pre-service teacher

It was sad to get negative feedback about the online teaching practicum by the stakeholders. Online practicum is unfortunately seen as futile and useless by stakeholders of practicum.

I actually learn how to teach subjects on screen. I also prepared my materials in a way that they are applicable in distance education by the whole class. [...] I realized that I needed to be more cautious about the way I talk to the students in their level. It helped me in this way. (Pre-service Teacher 12)

This program gave us a chance to practice what we have learned in real classroom settings, which I think is the best part. It also gave me confidence for my future teaching experiences. (Pre-service Teacher 16)

I think I can talk English to people according to their level easily. In some situations, I also helped them in Turkish too. Self-evaluation made me realise that I really love being a teacher. (Pre-service Teacher 2)

Teaching in a real classroom environment while we have not yet started teaching allows us to see and correct the mistakes we make one by one and not to carry them to the advanced professional life. (Pre-service Teacher 23)

I think, with the help of Online Teaching Practicum, I developed myself in preparing materials, especially online ones. In addition, I learned how to use the opportunities of technology in classes. (Pre-service Teacher 3)

I realized I am good at teaching and I can promote the practice of different skills. I also realized I wouldn't want to become a teacher whose job is teaching online. (Pre-service Teacher 32)

It was beneficial for me to learn from a good and experienced teacher how to respond students errors, how to arrange the flow of the class, how to deal with unwanted student behaviors etc. (Pre-service Teacher 37)

The most beneficial part of the Online Teaching Practicum was that I could attend so many online classes and have the opportunity to observe at different class levels. Another side of the program which I found quite effective was that I started to see myself as a teacher. Also, Online Teaching Practicum taught me to do my job better. [...] I learned online teaching while using Google Classroom, Google Meets, Zoom, Microsoft Teams and many more. Therefore, I can say that, as a teacher, I now have one of the most necessary features of our century. (Pre-service Teacher 6)

Students are given duties related to exams, quizzes, evaluation etc. (Teacher 8)

No Output

The online teaching practicum program is a program in which students cannot experience the knowledge and skills they have acquired in the field, in the school environment, and are deprived of student-teacher communication. (Coordinator 5)

There is a gap between what we are trained for and what we have found while practicum. Students' levels are not accurate, they cannot understand they cannot respond but we are still trying to teach them in a level that they have not reached yet. (Pre-service Teacher 15)

Table 23*Outputs*

	Numbers of Participants	Number of Codes
Assessment	6	6
Benefits of Online Teaching	3	3
Convenience	6	7
Engagement	4	5
Outputs for Pre-Service Teacher	9	11
No Output	2	2

Recommendations

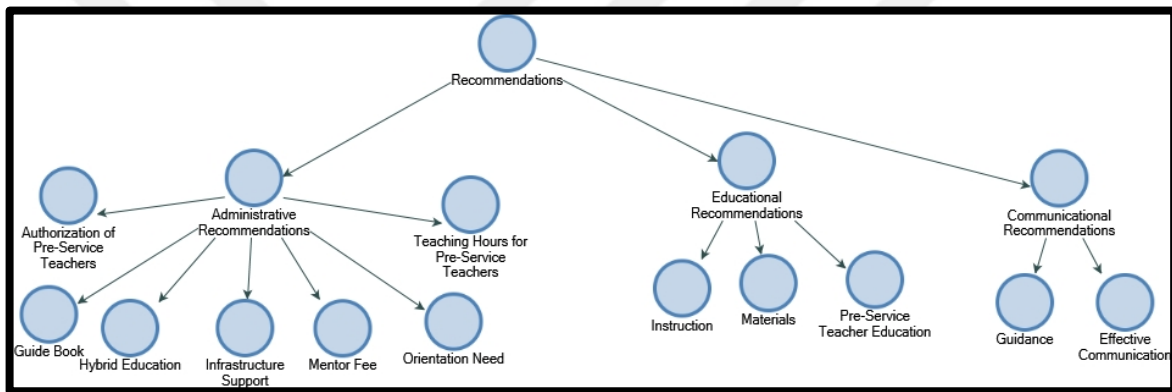
There are three categories under the Recommendations Theme.

- a) Administrative Recommendations
- b) Educational Recommendations
- c) Communicational Recommendations

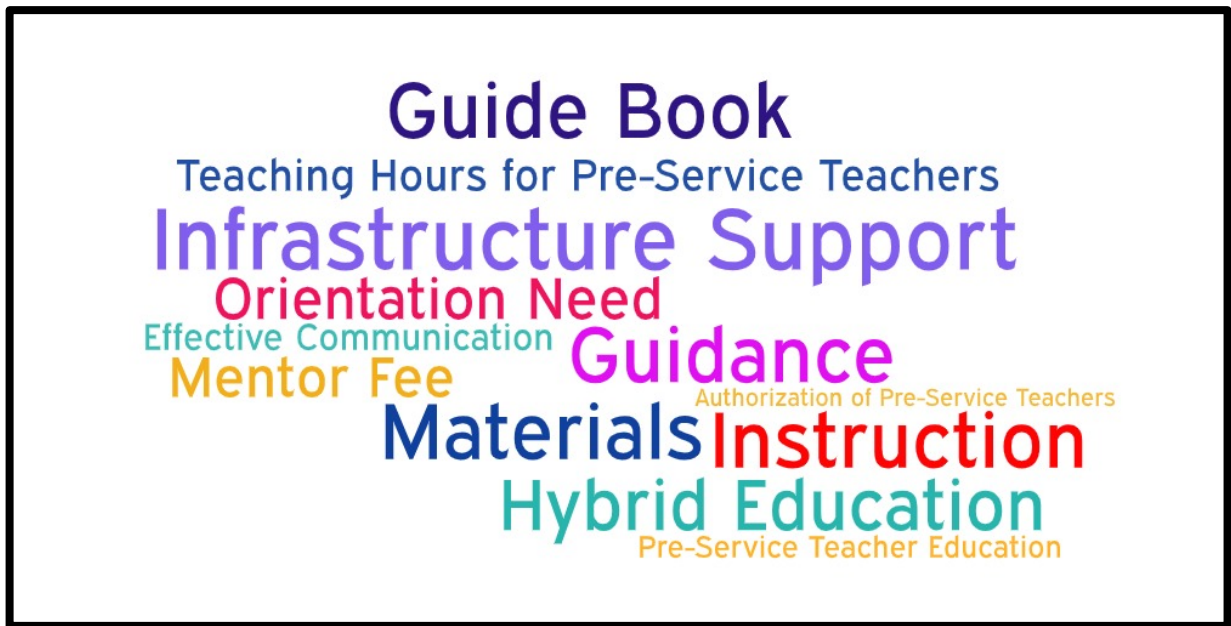
16 codes emerged as a result of the Project map analysis of the Recommendations data. It's demonstrated in the figure.

Figure 20

Recommendations Model (NVivo 12 Pro Code-Subcode-Part Demonstration)



The Recommendations Code Cloud prepared according to the intensity of the expressions of the participants. The size of the texts in the code cloud indicates the intensity of use of the codes.

Figure 21*Recommendations (NVivo 12 Pro Word Cloud)****Administrative recommendations******Authorization of pre-service teachers***

Pre-service teachers have a demand for being given a permission in assessing students. They also need more experience at different proficiency levels. In line with this finding, in a pre-service teachers evaluation study (Karadavut et al. 2020) it was shown that pre-service teachers do not feel themselves as competent in the educational measurement and evaluation. They believe they have knowledge gaps. So, more emphasis should be given to the practice for increasing the benefits of the course for their prospective teaching career. For better measurement skills, pre-service teachers need to be supported by practice

I would like to have a chance to prepare exams, making assessments and if possible teaching at least one lesson to each class or at least each grade at the practice school. (Pre-service Teacher 15)

Guide book

There's a variety in the implementation of practicum in different universities. Unfortunately, the variety in the implementation brings about a victimization for teacher candidates. In order to overcome these difficulties some departments in different universities prepared their own manuals for teaching practice (Keçik et al., 2009). Guidance really needs to be improved. This could either be done by the provision of a guide book by the MoE to all stake holders or arrangement of weekly meetings. The first one could be much more practical.

The academic and professional guidance of the university supervision and mentor in the design of lesson plan and the feedback given after the teaching performance are needed for the improvement of the student teachers in practicum. (Academician 1)

If there are more than one consultant teacher in the practice School (which we have), sharing their experience with the teacher who is consulting for the first time. Ensuring that practicum students interact healthy with our school students. (Coordinator 1)

We planned our classes and we were required to submit our lesson plans at the end of the term to our teacher (university teacher). So, this procedure prevented us from getting feedback from our teacher. If we had showed them and submitted a kind of reflection paper at the end of each week, we would have seen the areas that needs improvement. Then, we could have changed the things for upcoming sessions. This procedure should be changed because practicum deserves process-oriented evaluation, not product-oriented. (Pre-service Teacher 31)

Considering teacher candidates' opinions and suggestions can make it more effective in the teacher preparation. (Teacher 2)

There can be weekly meetings with teacher candidates for discussing the process.
(Teacher 6)

Guiding them by providing materials, methods and techniques for teaching will make the program successful. (Teacher 7)

Hybrid education

Now that online education has some benefits too, a hybrid education model can be adopted. Hybrid education incorporates in-person learning and virtual learning.

Hybrid courses combine online and face-to-face learning environments. To organize and teach hybrid courses, instructors must understand the uses of multiple online learning tools and face-to-face classroom activities to promote and monitor the progress of students. They are also called as web-enhanced, blended, or mixed mode learning (Hall & Villareal, 2015).

Benefits of hybrid education are time management, improved flexibility, increased access to learning, safety, cost efficiency, compensation of teacher shortage, more teaching resources, reduced absenteeism etc.

Online education can also be an option beside formal education. (Pre-service Teacher 11)

It will be better when they are sometimes given face-to-face training in diluted classrooms. [...] The hybrid education model can be used. (Teacher 5)

Face to face practicum is better, but in this circumstance, online observation is also acceptable. (Teacher 6)

Infrastructure support

Since the biggest handicap was with the technical infrastructure, in first place infrastructure support should be given to fix the problems. Alsabawy, Cater-Steel, and

Soar explain that “IT infrastructure services are a critical factor which affects the institution’s activities as it relates to distance education” (2013, p. 431)

Moore et al. 2018 suggest “developing a long-term infrastructure plan that enabling to meet the needs of the institution, faculty, and students which can at the same time allow for flexibility to evolve and adjust the changes in technology.” (p. 98)

It should be a training combined with the technical infrastructure and appropriate software that provides the most efficient online training. [...] It has been observed that the biggest problem in this regard is experienced in the technical field. Technical infrastructure needs to be improved and teachers' adaptation to it should be optimized. (Coordinator 4)

An app could be useful for teachers to follow the situation of the students. Another improvement could be using online practicum only for the half of the whole experience because pre-service teachers need real life experience, too. (Pre-service Teacher 22)

Actually, because of the current events, everything has to be like this; there is nothing we can change so much. However, if we take normal conditions into account, I can say that there can be a solution to see students' face. Because we can't see them while teaching and it lessens the possible communication chances. (Pre-service Teacher 30)

It is clear that that can be better or faculty can give the teacher a tablet with enough internet in it. (Teacher 4)

The internet network should be enhanced instantly. (Teacher 5)

We need full-filled technical equipment & support, e-sources, and what is more no power failure! (Teacher 9)

Mentor Fee

Mentors are not content with their fees, unfortunately.

I would like teachers' fees to be increased. (Teacher 5)

Orientation need

Orientation should be given more importance. There's is definitely a need for orientation to both academicians and teachers as well. One meeting at the beginning of the practicum is not enough. Many universities abroad arrange orientation much more seriously. Once all orientation requirements are complete, students are given an override for practicum enrollment (Riley, 2016). Students entering practicum must have senior status, completed and passed all preparatory coursework with minimum GPA of 2.35 before attending Practicum Orientation Workshop. After the orientation they complete the Field Practicum Application and Placement process but it's not the case in Turkey.

University supervisors also need an orientation when they first start teaching practicum. This is at least what I felt because I didn't know much about the system, the official work I had to complete. I was often seeking colleagues' help with the procedure. [...] Mentor teachers also need such an orientation. They usually ask me about the procedure. some of the mentor teachers feel like we are also evaluating them and that we will not understand the real context and expect many things from the student-teachers. They need to know that we are not there to judge anyone but to evaluate based on real conditions in collaboration with each other. (Academician 3)

The university can assist us in our role by giving seminars. (Teacher 3)

Teaching hours for pre-service teachers

Misfortunate pre-service teachers couldn't do enough practice and develop their teaching. Although Moe sanctions four-times teaching, some mentor teachers do not care

about it or the exams prevent the pre-service teachers from practicing. There's a problem with the control mechanism. Maybe, an online survey could be administered to the pre-service teachers to learn about the problems encountered. And also some authorities from the District Directorate of National Education could be commissioned to reveal the misapplications in the practicum schools. PSTs need longer, well-structured and a more intense practicum. This type of practicum would equip them with real-life experiences of teaching, as well as awareness about their future profession. The more intense practicum is, the more trainee satisfaction with the process (Gürsoy, 2013).

I've had the chance to teach students only once yet. So, I wish we had done our internship under normal circumstances and in a real class environment. (Pre-service Teacher 16)

Besides, the teaching durations may be increased because it is difficult for the candidates to complete sessions throughout 30 minutes. (Teacher 2)

Candidate teachers should be given more opportunity to practice and teach more than two classes in a semester. [...] Candidates should be encouraged to participate in the classes while they make observations in the first period. (Teacher 5)

I believe giving student teachers more opportunity to involve in teaching will increase the success. (Teacher 7)

Educational recommendations

Instruction

For a more effective instruction, pre-service teachers ask for interaction with the students. Not just the last year, but both in the 3rd and 4th years of education faculties practicum is suggested. Also they would like to be given a better digital literacy in education faculties. Digital illiteracy is a challenge for preservice teachers. The universities

should prepare courses in order to train digital literacy for preservice teachers. They can use technology-based learning or special training activities to train digital literacy. Only in this way, the preservice teachers will be equipped for online learning which involves many technologies (Rizal et al., 2019).

I was able to practice teaching only in preparatory classes of the school, it would be better if I had the opportunity to practice at different classes and levels. [...] I would suggest doing this teaching practicum every year not just the last year of our education. (Pre-service Teacher 16)

I would like to provide the students with a deeper knowledge of online educational tools. (Pre-service Teacher 7)

Focusing on the lessons and effective teacher –student interactions can make it more successful. [...] Teaching practicum become more effective for teacher candidates and students if candidates are enabled to participate in the lessons by interacting with the students. (Teacher 5)

Materials

There are different opinions with regard to materials. While coordinators ask for more digital material, teachers want their teacher candidates to have the materials at hand which is not possible for some course books though. Pre-service teachers themselves would like the content in the course materials to be more interesting.

Digital materials provide more interactivity, individualization, customization and social interactions for both learners and teachers. Learning experiences are more relevant and interesting for students. Digital texts are really flexible regarding navigation. High-quality content is accessible with lower costs for institutions (Fletcher et al., 2012; Choppin & Borys, 2017).

More digital material is needed. (Coordinator 5)

Contents may be more attention grabber. (Pre-service Teacher 5)

To me, teacher candidates should have the course materials in hand before the lesson. They should be aware of the topics that would be taught. (Teacher 6)

Pre-service teacher education

Generation Z students are naturally born as digital natives (Prensky, 2010). Living in the technology era, in order to keep up with their education needs teachers must have knowledge of web 2.0 tools as well. Teachers' sole pedagogical and content knowledge is not satisfactory any more. Technology integrated field knowledge is needed. Teacher training faculties had better integrate the latest technology into their programs for meeting these needs of digital natives. To this end, how to teach in online platforms should be taught in teacher training programs at education faculties. Hence, prospective teachers will be good at integrating technology into their instruction and grab their students (Önalan & Kurt, 2020; Thomas, 2013).

Both teacher candidates and observer teachers can be informed more on online education to increase coordination and effectiveness. (Teacher 2)

MoE should be the leader or organizer for the teacher to make our behaviours standart. In prep class of teacher training faculty half of the practicum period may be online. (Teacher 4)

Communicational recommendations

Effective communication

Bernard et al. (2009) underlines the importance of student-student, student-content and student-instructor interaction in online and distance education. How to increase student and teacher communication/interaction in online practicum is an issue that should be worked on. Abrami et al. (2011) suggested that for a deeper and more meaningful learning, technological tools should become genuinely interactive. Future researchers and

software engineers in an collaborative effort should devise programs for more interactive environment for teaching and learning online.

Studies should be organized to increase student-student interaction, which is the least in this period. (Coordinator 5)

For the students who couldn't be able to join classes, maybe teachers can reach out to their parents and report the problem to find a solution about it. (Pre-service Teacher 5)

A well-built communication is the key for a more successful teaching practicum. (Teacher 2)

Guidance

A healthy relationship between the pre-service teachers-mentor teachers and pre-service teachers-academics could only be ensured through good guidance. It's the duty of mentors and academics in deed. They are the ones responsible for the professional growth of the teacher candidates. Unfortunately, some mentor teachers were not reachable in this sense. The problems mostly result from the unawareness of guidance roles (Kuter & Koç, 2009) and lack of feedback given to the pre-service teachers by the mentor teachers and supervisor academics (Baştürk, 2007; Eraslan, 2009).

The academic and professional guidance of the university supervision and mentor in the design of lesson plan and the feedback given after the teaching performance are needed for the improvement of the student teachers in practicum. (Academician 1)

If there are more than one consultant teacher in the practice School (which we have), sharing their experience with the teacher who is consulting for the first time. Ensuring that practicum students interact healthy with our school students. (Coordinator 1)

We planned our classes and we were required to submit our lesson plans at the end of the term to our teacher (university teacher). So, this procedure prevented us from getting feedback from our teacher. If we had showed them and submitted a kind of reflection paper at the end of each week, we would have seen the areas that needs improvement. Then, we could have changed the things for upcoming sessions. This procedure should be changed because practicum deserves process-oriented evaluation, not product-oriented. (Pre-service Teacher 31)

Considering teacher candidates' opinions and suggestions can make it more effective in the teacher preparation. (Teacher 2)

There can be weekly meetings with teacher candidates for discussing the process. (Teacher 6)

Guiding them by providing materials, methods and techniques for teaching will make the program successful. (Teacher 7)

Table 24

Recommendations

	Number of Participants	Number of Codes
Administrative Recommendations		
Authorization of Pre-Service Teachers	1	1
Guide Book	2	3
Hybrid Education	3	4
Infrastructure Support	6	7
Mentor Fee	1	1
Orientation Need	2	3
Teaching Hours for Pre-Service Teachers	4	5
Educational Recommendations		
Instruction	3	5
Materials	3	3
Pre-Service Teacher Education	2	2
Communicational Recommendations		
Effective Communication	3	3
Guidance	6	6

Chapter 5

Conclusion

The starting point of this dissertation was the Evaluation of Online Practicum in terms of Kirkpatrick Program Evaluation framework. Thus, the study sought answers to each level of the model. Both quantitative and qualitative measures were used for the study. Reaction, learning and behavior tendencies of the PSTs were searched. Results were drawn for all the stakeholders of the process with reference to Kirkpatrick Framework. Unfortunately, the results show that there are quite many misapplications regarding online practicum and they need urgent healing. A good start could be with the update of 1988 dated Faculty-School Cooperation Book. Many things have changed since then. To this aim, together with identifying the mistakes and how these could be fixed, the researcher wrote a report called "Online Teaching Practicum Evaluation Report". The researcher also created a guidebook called "School Experience and Teaching Practicum Guidebook" as the end-product of the study. Hence, prevention of the misapplications is hoped.

Reaction Level of the Practicum (Together with Expectations)

RQ 1

To answer the first research question for finding out what the expectations of pre-service teachers from the practicum were and whether these expectations were met, pre-practicum expectation scale and post-practicum reaction scale was conducted. Out of the result from the scales administered at the control group, it was found that, the current online system without any alterations is not successful in preparing the pre-service teachers for their future profession and they encounter with many problems during the process. The expectations of the PSTs were not met. There was a lack of communication with the mentor teachers and they didn't know how to overcome their problems in teaching practice because of the insufficient feedback received from the mentor teachers.

Some of the academicians couldn't observe the teaching practice of their mentees as well. Out of the result from the expectation and reaction scales administered at teacher candidates, it was found that the pre-service teachers are discontent with the new model applied. They prefer face-to-face teaching, that is traditional teaching. Or, at least a hybrid model should be used. This will increase the pre-service teachers' awareness in turn. Autonomy will be at ultimate level. Henceforth, they will heal their own teaching. While distance learning has a lot of problems in itself, distance practicum doubles the problems. The teacher candidates are unable to reach the learners under bad technic circumstances. This, makes the quality of their teaching worse.

Learning Level of the Practicum

RQ 2

Second research question tried to find out whether the pre-service teachers were had developed in expertise, knowledge or mindset. Evaluation at this level measured whether PSTs were successful in being critical and reflective teachers. Self-evaluation and Peer evaluation statistics were utilized for this research question. Observation by peers gave valuable hints . What kind of evaluation in the teaching practicum would really promote the professional development of critical and reflective teachers is the cornerstone of this level. If peer evaluation had any effect of on pre-service teachers effective teaching needed to be understood well. Since these people were peers, they paid importance to their friends' real opinions. Self-evaluation was another important issue. They had the chance to see themselves from the mirror. This is like the "noticing theory" of Schmidt (1990). It was the first time they had the chance to see their teaching. It changed the way they think how teaching should be like. Did pre-service teachers boost about or lower down their own teaching? Fortunately, there was a difference in terms of teaching success between the first and last teaching times. The teaching success of the PSTs increased in time. Also, when the self-given grades and grades given by the peers were analyzed, it was seen that

the grades were coherent. It can be understood from these results that the teacher candidates were neither too critical nor too optimistic against each other. They did what was needed to be done.

Behavior Level of the Practicum

RQ 3

To answer the third research question what kind of skills and knowledge have been acquired by the pre-service teachers at the end of the teaching practicum was analyzed. If the success had been transferred .The Regression analysis was done. The best predictors which could explain the success of the practicum, and the correlations were analyzed. This level is also named after the transfer level of evaluation, analyzes the differences in the participant's behavior completing the program. Assessing the change helps to figure out whether knowledge, mindset, or skills acquired via the program are being used. This level starts 3–6 months after training. So, for this study it was the end-of-term final evaluation by the mentors and academicians. Generally, this level is the truest evaluation of a program's effectiveness. What have been learned out of the program is like a post-program assessment. Out of the analyses performed on Final Evaluation scores to predict the relationship of success, it was seen that the success was more than expected by the practitioners themselves.

Result Level of the Practicum

RQ 4

The last research question was about the stake holders' opinions about the practicum. The process determined whether the methods and procedures used in the program were relevant to the participants' feedback. NVIVO 12 coding system were used for the interviews. All the underlying problems faced during the program were uncovered. The discontent of the stakeholders with the current situation is manifested. Unless

necessary precautions are taken, pessimistic teacher candidates will double. Suggestions for a better practicum model was made by all stakeholders. All these suggestions must be taken into consideration.

Misapplications

The misapplications are stated clearly one by one. All of these clarify the need for the healing of the practicum.

1. Pre-service Teachers 19 and 24 could lecture only for two times while Pre-service Teacher 39 could lecture only for 15 minutes whole term long.
2. Pre-service Teacher 25 and 38 couldn't do peer-observation after the third and fourth weeks, they could do peer evaluation only for twice.
3. Pre-service Teachers 16 and 26 couldn't do peer-observation and evaluation at all.
4. Pre-service Teacher 9 could do peer-observation only once. Such variations in implementations no matter what the reason is leads to a victimization on behalf of these teacher candidates.
5. In the reaction scale Pre-service teacher 26 gave only 2 points for the mentor teacher in terms of knowledge of subject matter, preparation, ability to communicate, etc. which again explains the variations among stakeholders.
6. Also some of the pre-service teachers worked with high schools and since they were getting prepared for the university entrance exam they mentioned that there was limited attendance.
7. During the term the MOE changed online practicum to hybrid education, so there were times of face-to-face education, therefore they couldn't lecture.
8. Some of the teachers liked individualism, and didn't led the pre-service teachers do peer observation.
9. Some of the pre-service teachers caught Covid-19 virus and were ill so they couldn't practice.

10. Some of the pre-service teachers were working part time and lacked motivation, so they didn't do practice.
11. Some teachers didn't let them do practice based on their own initiatives.
12. In terms of the communication among the practice schools and faculty, some of the pre-service teachers mentioned problems.

Materials

The national education was caught flat-footed against Covid-19 pandemic. Emergency Remote Education came into being all of a sudden as it can be understood from its name. Online practicum was unfortunately again in the form of emergency distance education and in terms of materials there were many deficits. Both the pre-service teachers and mentor teachers lacked i-tools which can be used with Zoom. The web 2.0 tools should be increased. For online education and online practicum novel digital materials should be devised and produced for meeting the needs of the era.

Everybody engaged in the language learning and teaching process, the students, teachers, administrators, book writers, publishers, are to be highly conscious of pros of the information and communication technology for effective scaffolding for the language development and devise materials accordingly (Hismanoğlu, 2011).

Self-evaluation

It was proven with this study that in practicum teacher candidates should do self-evaluation which is also one of the requirements of EPOSTL. Oscarson (1989) stresses that self-assessment does promote learning. It gives learners training in evaluation which has beneficial consequences for improving their teaching practices. Secondly, it raises the awareness of both students and teachers of perceived levels of abilities. Through self-assessment teacher trainees are encouraged to look at their lesson plans more carefully, and develop evaluative attitudes toward what and how they learn. Thirdly, self-assessment is highly motivating with regard to goal-

orientation. Learners gain knowledge of learning goals through reflection. Fourth, the involvement of learners in the assessment process results in the learner's broader perspective within the area of assessment. Fifth, by practicing self-assessment, students take part in their own evaluation, sharing the burden of assessment with their supervisor. Finally, self-assessment may have long-term benefits including the ability to assess the progress which is made.

Peer evaluation

In traditional practicum programs, pre-service teachers are asked to observe each other, but they are not asked to do an assessment of their peers. In this experimental study they were asked to a peer evaluation as well. And the findings out of the study demonstrated that peer evaluation helped teacher candidates gain insights regarding their own teaching practices. Cosh (1999, p.25) suggested two models of peer observation which also had a reflective component to encourage self-reflection and self-awareness about self-teaching. In the first self-reflective peer observation model, teachers select general interest area, observe classes, and complete an observation form or feedback form. Then, a general discussion is made by everyone. Cosh's second reflective peer observation model is individual. A teacher observes a class on a topic close to her. After the observation, the observer teacher completes a feedback sheet to help him/her gain insights regarding the area of concern. In this online practicum research study, the participants used evaluation sheets as well which is in line with the ideas of Cosh. In another study by Carolan & Wang (2012) it is reported peer observation done transnationally helped them gain insights into their own classrooms and teaching English in the other country. In a study by Day (2013), the findings demonstrate that the students liked peer observation, and that they reflected on their teaching which helped them modify their teaching beliefs. They also show that the students would engage in reflective teaching in their future teaching.

Digital Literacy

In our era, pure field knowledge is not enough for being a qualified knowledge. Every teacher has the ability to develop themselves about the use of digital tools. A mastery at web 2.0 tools is needed. Online teachers need different skills compared to tutors trained to teach languages in a face-to-face classroom and they also require different skills compared to online teachers of other subjects (Hampel & Stickler 2005)

Infrastructure

The emergency shift from traditional classrooms/face-to-face learning to online education has resulted in a completely undesired learning experience for students. Most students do not have access to high speed or reliable internet services. Lack of access to internet facilities, lack of interaction with students by the teachers and technology related problems were among the major challenges faced by the students. Unsocialization, pair and group work issues and teachers response time were other problems. Limited resources made distance education extremely ineffective for students during the Covid-19 pandemic. Teacher candidates also reported that traditional classroom learning was more effective as compared to online learning or distance education. In a similar study, it was highlighted that online learning cannot produce desired results in underdeveloped countries, where the majority of students have no access to the internet due to technical and money-related issues (Adnan & Anwar, 2020). Drawing on qualitative data collected by means of self-written reflections and semi-structured interviews, the findings informed that poor internet signal disrupts the teaching process. Thus, the teachers suggest that maintaining a stable internet connection should become a priority. Then, easy access to online applications and websites as a material source should be provided by governments for effective online teaching.

Disadvantages of online practicum

As many researchers would agree, disadvantages of online practicum can be listed as (Hameed et al, 2008; Akkoyuklu & Soylu, 2006):

a) The method of instruction leads to remoteness and lack of interaction. It requires a very strong motivation and time management skills in order to reduce such effects. b) Regarding instructions, clarifications, explanations, and interpretations which are traditional methods of learning, learning process is not easy with online teaching. c) It is impossible to control activities such as plagiarism or cheating. d) It does not improve learner's communicative skills or creativity. e) It limits the role and authority of teachers as class management is reduced. f) Hands-on activities, role plays and games are unpractical.

New Generation Teachers

Online teaching practicum is a lot different compared to in class traditional teaching practicum. Under these circumstances, there are many issues that Generation Z teachers should care about. Online teachers should respond to learner-initiated communication and provide feedback on assignments in a timely manner. They should be present in class discussion forums. Communication only through emails and communication only for giving feedback via is not enough. Students are accustomed to seeing their teachers in a face-to-face classroom. They prefer such a presence in the virtual one, too. They should explain instructions and expectations to learners. Students understand better when they are explicitly stated. Provision of completed assignments could help a lot. (Dennen et al., 2007)

Creation of a Sample Manual

As the end-product of the study a sample manual was created both in English and Turkish by the researcher for the use of pre-service teachers to be submitted to the MoE

with sample lesson plans, subject matter explanations, examples of materials, online sources, etc. It is called “School Experience and Teaching Practicum Guidebook” (See Appendix S). It is 57 pages long. It includes the recent changes made by the National Education Directorate regarding the Practicum. The changes were announced to practicum schools in 2006 and 2018 by sending an official directive. But during pandemic the practicum was made online using Zoom application. Also the Mebbis and Uod online grading system is not mentioned In the 1988 Faculty-School Cooperation book. So the manual devised by the researcher includes the recent changes and gives instructions in relation to using online materials and applications for a better and effective practicum. The responsibilities of all stakeholders are stated clearly. The criteria for weekly reflective paper assignments are written. What kind of activities can be used, how can the student work be evaluated and for a computer-assisted education relevant online materials and applications are suggested. The Turkish version “Okul Deneyimi ve Öğretmenlik Uygulaması Kılavuzu” was prepared by the researcher as well. If it is accepted, the Turkish version can be shared with the MoE.

Online Teaching Practicum Evaluation Report

An Online Teaching Practicum Evaluation report was written based on the data coming from the opinions of all participants of teaching practicum (See Appendix U). It is five pages long. The report starts with a critical evaluation of the 1988 Faculty-School Cooperation. In addition, it includes what kind of necessary changes to be done to the book and also information about the administration of online teaching practicum. There were unfortunately misapplications of online teaching practicum. The system and bureaucracy need urgent healing. There are suggestions in the report to correct the mistakes. Reflective portfolio of pre-service teachers, number of study groups in practicum schools, attendance conditions, evaluation system and mentor teacher payment fees all need clarification and update. The researcher hopes that with the results drawn from this

dissertation some errors can be fixed. This report should be submitted to the Ministry of Education. That, at least some of the misapplications might be avoided in this way.

Conclusion

After, the pre-service teachers described their teaching expectations, the conclusions below are withdrawn.

1. With a peer teacher, mentor teacher and university supervisor available anytime for feedback, pre-service teachers will be able to receive ideas from a variety of perspectives. They will be able to develop a sense of comfort with peer evaluation and feedback. This is supported by Friesen (2009) who says that “teachers improve their practice during the company of their peers” (p. 6). Via peer evaluation and self-evaluation, pre-service teachers can benefit in learning.
2. The technical infrastructure is limited for online practicum. Pupils do not have the necessary equipment for online education.
3. Their economic status prevent them from having a peaceful learning atmosphere in crowded and noisy houses.
4. Online materials are not enough. Coursebooks should have more i-tools to be able to be used by teachers.
5. Video-recording should be permitted both for students and teachers, therefore they could watch the lessons afterwards to make revisions and repetitions.
6. There should be more audit and sanctions on mentor teachers. Some of them do not even let the teacher candidates practice or even observe.
7. Manuals should be given to all stakeholders before the practicum.

Pedagogical Implications

The findings of the present study suggest several pedagogical implications that adhere to the framework provided by the MoE in relation to the practicum. Firstly,

considering the restrictions of the current program, there is a definite need for a change. Pre-service teachers can internalize online practicum, on condition that the suggested alterations are made. Such productive activities may be incorporated into the program to get the most fruitfulness at the end.

Suggestions for Further Research

As pointed out in the previous research, several limitations of the study necessitate for further research into the healing of the program. First and foremost a replication of the study can be suggested to confirm the findings with more resources, that is, more participants at different universities, more sets of tests, and more time. Secondly, since new model requires good search and cognitive skills, further studies could investigate the role of teacher candidates' individual differences such as aptitude, educational background, cognitive and learning styles, learning strategies, expectations and motivation. Identification of these factors may contribute to a better-established and designed study in terms of the scope. In teacher education courses, teacher emotional awareness and competence can be the focus of these research studies like peer-observation, reflective journal writing, critical-incident analysis, role plays, case studies, and teacher narratives (Richards, 2020). It would also be informative to conduct a study that analyzed the syllabus and material design during online practicum process. This would serve as a great pedagogical benefit for the curriculum development and evaluation units of the language schools.

Table 25*Evaluation of Online Practicum Summary*

EVALUATION OF ONLINE PRACTICUM SUMMARY			
Theoretical Framework	Kirkpatrick Program Evaluation Model	EPOSTL	
Participants	370	Methodology	Mixed Method
Pilot Study	Trabzon University	17 Preservice Teachers 2 Mentors 2 Coordinators	- Interviews were made with Pre-service Teachers, Mentor teachers and coordinators. - Certain questions were asked. - Items were created to develop the scale.
Scale Development	Item Pooling	Expert Opinion 3 Experts - Likert Type 85 items for the Expectation Scale 44 Items for the Reaction Scale	294 Participants - Atatürk University - Gazi University - Yıldız Technical University - Pamukkale University - Gaziantep University 18 March University
Scale Development	- Exploratory Factor Analysis - IBM SPSS V23 - Keiser-Meyer Olkin and Bartlett Sphericity Test	- Confirmatory Factor Analysis - Amos 19 Varimax Rotation	- Validity & Reliability - Expectation Scale 0.96 - Reaction Scale 0.98
Quantitative Analysis	41 Participants - Pre-Practicum Expectation Scale - Self-Evaluation Week 1-2-3-4 - Peer Evaluation Week 1-2-3-4 - Final Grades - Post-Practicum Reaction Scale	- Frequency Analysis - Kolmogorov-Smirnov Normality Test - Pearson and Spearman's Rho Correlation - Friedman Regression - One Sample T-test - One Sample Runs	- Expectation and Reaction correlation result: Expectation was not met. Pre-service Teachers are not satisfied. - Correlation result between self-evaluation and peer-evaluation: Self and peer grades are similar and consistent. - Regression result between week 1-2-3-4 lectures: There is a difference in success between the 1st and 4th lectures. Success has increased.

Table 25 (Cont'd)

		•	- Regression result between expectation-reaction-self and peer evaluation: Scales are not predictive for grades. - T-test and RUNS result between self /peer evaluation and final grades given by mentors: Mentors gave higher grades
Qualitative Analysis	Phenomenology Method Interviews with 9 Teachers 5 Coordinators 24 Pre-service teachers 5 Academicians	NVIVO 12 Pro 32 hours coding 6 hours analysis 95 subcodes	- The problems - The measures to be taken - The advantages - The disadvantages as stated by all stakeholders were written and supported by the literature.
Outcomes of the Thesis	Faculty-School Relationship Report A separate report that includes current problems in online teaching practice was prepared. It is recommended to be sent to the Ministry of National Education	Practicum Manual Since there is no existing guide that can be used by all stakeholders, a teaching practice guide in Turkish and English was prepared by the researcher (2021), which includes visuals, practices, legislation and provisions.	Since the publication named Faculty-School Cooperation, which was published in 1998, is very old, it is recommended to be used as an alternative.

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APPENDICES

APPENDIX-A: Permission Document for Scale Administration at Universities



T.C.
HACETTEPE ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Tarih: 18/11/2019
Sayı: 51944218-101.02.02-
E.00000871440



Sayı : 51944218-101.02.02
Konu : Uygulama İzni (İlknur KAZAZ)

DAĞITIM

Enstitümüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora öğrencilerinden İlknur KAZAZ, Prof. Dr. Nuray ALAGÖZLÜ'nün danışmanlığında yürüttüğü "Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunca etik açıdan uygun bulunmuş olup ekli dilekçede yer alan Üniversitemiz Eğitim Fakültesinde uygulama yapmak istemektedir. Adı geçen öğrencimizin yapacağı uygulama için gerekli iznin verilmesi hususunda gereğini arz ederim.

e-imzalıdır
Prof. Dr. Ali Ekber ŞAHİN
Enstitü Müdürü

Ek:
1- Dilekçe (2 sayfa)
2- Etik Komisyonu Görüşü (1 sayfa)
3- Gönüllü Katılım Formu (1 sayfa)
4- Anket (4 sayfa)

Dağıtım:
Atatürk Üniversitesi Rektörlüğüne
Yıldız Teknik Üniversitesi Rektörlüğüne
Ondokuz Mayıs Üniversitesi Rektörlüğüne
Trabzon Üniversitesi Rektörlüğüne
Gaziantep Üniversitesi Rektörlüğüne
Gazi Üniversitesi Rektörlüğüne
Pamukkale Üniversitesi Rektörlüğüne
Çanakkale Onsekiz Mart Üniversitesi Rektörlüğüne

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden a82edd36-435f-4cef-9a05-22ef5ab81c85 kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü 06800 Beytepe-ANKARA
Telefon:(0 312) 297 85 70-71 Faks:(0 312) 299 85 66 E-posta:ebe@hacettepe.edu.tr

Emel TEK



APPENDIX-B: Permission Document for Scale Administration at Gazi University



Tarih:
04/12/2019
Sayı:
E-044-000008



T.C.
GAZİ ÜNİVERSİTESİ
Öğrenci İşleri Daire Başkanlığı

Sayı : 17311665-044-
Konu : Anketler (İlknur KAZAZ)

HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi : a) 18.11.2019 tarihli ve 871440 sayılı yazı.
b) 02.12.2019 tarihli ve 89377925-044- 151922 sayılı yazı.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Doktora öğrencisi İlknur KAZAZ'ın, "Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar" başlıklı tez çalışması kapsamında Üniversitemiz Gazi Eğitim Fakültesi bünyesinde anket uygulamasına izin verilmesine dair ilgi (a) yazınız adı geçen Fakülte Dekanlığına iletilmiş olup, ilgi (b) cevabi yazı ve ekleri ilişikte gönderilmiştir. Bilgilerinize arz ederim.

e-imzalıdır
Prof. Dr. Yaşar AYDEMİR
Rektör a.
Rektör Yardımcısı

Ek: İlgi (b) yazı ve ekleri (3 sayfa)



Evrakı Doğrulamak İçin: <https://belgedogrulama.gazi.edu.tr/BelgeDogrulama.aspx>
Gazi Üniversitesi Öğrenci İşleri Dairesi Başkanlığı Rektörlük Kampüsü Emniyet Mah.
Bandırma Cad. No: 6/6 06500 Yenimahalle/ ANKARA
Tel:0 (312) 212 68 40 Faks:0 (312) 202 28 08
e-Posta :ogris@gazi.edu.tr İnternet Adresi :www.ogris.gazi.edu.tr

Pin: 03212
Bilgi için :Talip Gümüş
Bilgisayar İşletmeni
Telefon No:312 202 28 21

APPENDIX-C: Permission Document for Scale Administration at Atatürk University



T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Kâzım Karabekir Eğitim Fakültesi Dekanlığı



Sayı : 29202147-302.08.01-E.1900337667

27.11.2019

Konu : Uygulama İzni

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 22.11.2019 tarihli ve 88179374-302.08.01-E.1900334755 sayılı belge.

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı doktora programı öğrencilerinden İlknur KAZAZ'ın "Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar" başlıklı tez çalışması uygulamasını Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalında yapması, ders akışını bozmayacak şekilde bizzat kendisi yapması koşuluyla Dekanlığımızca uygun görülmektedir.

Bilgilerinizi arz ederim.

Prof.Dr. Kemal DOYMUŞ
Dekan



APPENDIX-D: Permission Document for Scale Administration at Pamukkale University



T.C.
PAMUKKALE ÜNİVERSİTESİ
Öğrenci İşleri Daire Başkanlığı



Sayı :93282220-302.08.01/
Konu :Tez Çalışması İzni - İlknur KAZAZ

HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi :a) 18/11/2019 tarih ve 101.02.02-E.00000871440 sayılı yazınız.
b) Üniversitemiz Eğitim Fakültesi Dekanlığının 07/12/2019 tarih ve 044/E.87458 sayılı yazısı.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora öğrencisi İlknur KAZAZ'ın,"Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar" başlıklı tez çalışmasına ilişkin anketi, Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümünde uygulama talebinin uygun görüldüğüne ilişkin ilgi (b) yazı ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır
Prof. Dr. Erdiñç DURU
Rektör a.
Rektör Yardımcısı

EKLER :
İlgi (b) Yazı (1 sayfa)

Evrakı Doğrulamak İçin : <http://dys.pau.edu.tr/enVision/Dogrula/NNKPYCP>

Kınkılı Yerleşkesi Rektörlük Binası 20160/DENİZLİ

Tel: 0 (258) 296 21 51

E-Posta: oid@pau.edu.tr

Ayrıntılı bilgi için irtibat

Faks: 0 (258) 296 23 32

Elektronik Ağ:<http://www.pau.edu.tr/oidb>

: Hidayet VURAL



APPENDIX-E: Permission Document for Scale Administration at Yıldız Technical University



T.C. YILDIZ TEKNİK ÜNİVERSİTESİ Eğitim Öğretim Rektör Yardımcılığı

Sayı : 96187715-044-E.1912160263
Konu : Uygulama İzni

Tarih: 16.12.2019

HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 18.11.2019 tarih ve 51944218-101.02.02-E.00000871440 sayılı yazınız.

İlgi yazınıza istinaden, Üniversiteniz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi bilim Dalı doktora öğrencisi İlknur KAZAZ' ın "Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar" konulu tez çalışması kapsamında, Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğrencilerine anket uygulama talebi uygun bulunmuştur.

Bilgilerinize arz ederim.

e-imzalıdır
Prof. Dr. İbrahim EMİROĞLU
Rektör a.
Rektör Yardımcısı

Adres : Yıldız Teknik Üniversitesi Davutpaşa Kampüsü 34220 Esenler / İSTANBUL	İrtibat : Eğitim -Öğretim Rektör Yardımcılığı Sekreterliği
Tel / Fax : 0212 258 52 70 / 0212 236 41 79	Web : www.yildiz.edu.tr
Kep Adresi : yildizteknikuniversitesi@hs01.kep.tr	e-Posta : eory@yildiz.edu.tr

**APPENDIX-F: Permission Document for Scale Administration at Çanakkale 18
March University**



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Tarih:
18/12/2019
Sayı:
E-044-000009

000091769

Sayı : 13186036-044
Konu : Doktora Öğrencisi İlknur
KAZAZ'ın Anket Uygulama
Talebi

HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 18.11.2019 tarihli ve 871440 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Bilim Dalı doktora öğrencisi İlknur KAZAZ'ın, "Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar" başlıklı tez çalışması kapsamında Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı 4. sınıf Öğretmenlik Uygulaması dersi öğrencilerine yönelik anket uygulama talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır

Prof. Dr. Sedat MURAT
Rektör

Ek: 17.12.2019 tarihli 68203582-044-E.1900182506 sayılı yazı

Adres : Hüseyin Akif Terzioğlu Yerleşkesi Rektörlük A Blok Kat.2/Merkez-ÇANAKKALE
Bilgi İçin İrtibat : Fatma Büyükdikmen - Bilgisayar İşletmeni
Telefon :
Belgegeçer No :
İnternet Adresi :
e-posta : fatmadurak@comu.edu.tr



APPENDIX-G: Permission Document for Scale Administration at Ted University



TED ÜNİVERSİTESİ
Eğitim Fakültesi

Tarih:
15/04/2021
Sayı:
E-302.08.01-01

0001544433

TED ÜNİVERSİTESİ

Sayı : E-36467649-302.08.01-3308
Konu : Uygulama İzni (İlknur KAZAZ)

15.04.2021

HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)
Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü
06800, Beytepe-ANKARA

İlgi : 01.04.2021 tarihli ve 00001523281 sayılı yazı

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencisi İlknur KAZAZ'ın "**Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar; Beklentiler ve Kazanımlar**" konulu tez çalışması kapsamında, Üniversitemiz, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, İngilizce Öğretmenliği Programında uygulama yapması uygun görülmüştür.

Bilgilerinize arz/rica ederim.

Saygılarımla.

Prof. Dr. H. Belgin AYVAŞIK
Rektör

Pin Kodu :53152

Belge Takip Adresi : https://cbys.tedu.edu.tr/enVision/Validate_doc.aspx?cD=BSRCDPVYS

Adres:Ziya Gökalp Caddesi No: 48 06420 Kolej-Çankaya/Ankara
Telefon:0 312 585 01 82 Faks:0 312 418 41 48
e-Posta:egitimfakultesi@tedu.edu.tr Web:www.tedu.edu.tr
Kep Adresi:tedu@tedu.hs03.kep.tr

Bilgi için: Serap Toğa
Unvanı: Fakülte Sekreteri
Tel No: 182



**APPENDIX-H: Permission Document for Questionnaire Administration at Practicum
Schools from Governorship of Ankara National Directorate of Education**



T.C.
ANKARA VALİLİĞİ
Millî Eğitim Müdürlüğü

Tarih:
30/03/2020
Sayı: -605.99-
E.00001068951

0001068951

Sayı : 14588481-605.99-E.5978389
Konu : Araştırma İzni

30.03.2020

HACETTEPE ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.
b) 04.03.2020 tarihli ve 00001031351 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencisi İlknur KAZAZ'ın "**Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar**" konulu çalışması kapsamında İlimiz Çankaya İlçesi Türk Telekom Sosyal Bilimler Lisesi, Beytepe Ortaokulu, Balgat Mesleki ve Teknik Anadolu Lisesi, Türkiye Noterler Birliği İlkokulu, Mehmetçik Anadolu Lisesi ve Etimesgut İlçesi Süheyla Sıtkı Alp İlkokulu'nda uygulama yapma talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Millî Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Turan AKPINAR
Vali a.
Millî Eğitim Müdürü

Ek: Uygulama Araçları (2 sayfa)

Dağıtım:
Gereği:
Hacettepe Üniversitesine

Bilgi:
Çankaya, Etimesgut İlçe MEM

Adres: Emniyet Mah. Alparslan Türkeş Cad. 4/A
Yenimahalle/ANKARA
Elektronik Ağ: www.meb.gov.tr
e-posta: istatistik06@meb.gov.tr

Bilgi için: D. KARAGÜZEL
Tel: 0 (312) 306 89 07
Faks: 0 () _____

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 2f4a-ec05-3ab6-8a2a-2078 kodu ile teyit edilebilir.

APPENDIX I: Gönüllü Katılım Formu**GÖNÜLLÜ KATILIM FORMU****HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN ÇEVİRİMİÇİ ÖĞRETMENLİK UYGULAMASI
DERSLERİNİN DEĞERLENDİRİLMESİ: BEKLENTİLER, TUTUMLAR VE KAZANIMLAR****Sayın Katılımcı,**

Amacı İngiliz Dili Eğitimi Bölümü son sınıf öğrencilerinin almakta olduğu “Öğretmenlik Uygulaması” dersinin değerlendirilmesi ve öğretmen adaylarının beklentilerini, tutumlarını ve kazanımlarını ölçmek olan bir doktora tezi çalışmasına katılımınız istenmektedir. Çalışma gönüllük esasına dayalıdır ve katılım durumu ile ilgili tercih hakkı mevcuttur. Çalışmanın hedeflerine ulaşması için sizden anket doldurmanız, bazı yazılı çalışmalara ve sözlü mülakatlara katılmanız istenecektir. Sözlü mülakat esnasında ses kaydınız alınacaktır. Katılımcıların çalışmadan ayrılma hakları saklı tutulmakta olup bu durum katılımcılara herhangi bir sorumluluk yüklememektedir. Çalışma katılımcılara herhangi bir risk oluşturmamaktadır. Katılımınız çalışmanın bulgularına önemli katkılar sağlayacaktır. Bilimsel çalışma için Hacettepe Üniversitesi’nden Etik Komisyon izni alınmıştır. Araştırma esnasında kişisel bilgileriniz gizli tutulacak olup, verdiğiniz yanıtlar araştırma kapsamında sadece bilimsel amaçla kullanılacaktır. Katılarınız için teşekkür ederim.

Öğr. Gör. İlknur KAZAZ**Tez Danışmanı: Prof. Dr. Nuray Alagözlü****Adres:** Hacettepe Üniversitesi, Beytepe Kampüsü
Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümü
ANKARA

Yukarıda verilen bilgiyi okuyup anladığımı ve çalışmaya katılmayı kabul ettiğimi beyan ederim.

Tarih:**Katılımcı:**

Adı, soyadı:

Adres:

Tel:

İmza:

APPENDIX-J: Pilot Study

Pilot Study Pre-practicum Student Questionnaire (Based on EPOSTL)

As learners of language in school, you already have had a lot of contact with teaching. What aspects – teacher's qualities, practices etc. – of your own language teaching might influence how you wish or do not wish to teach?

Experiences of being taught
Positive:
Negative:

*(Try to analyze why these points were unsuccessful and consider what steps could be taken to improve the points you have mentioned.)

- a) What aspects of teaching are you most looking forward to?

- b) What aspects of teaching are you least looking forward to?

- c) What do you expect most from your teacher education?

- d) What do you want most from your teacher education?

- e) What do you think that your teacher educators expect from you?

Student Sample

Cevahir EREN
315956

Pre-training Questionnaire (Based on EPOSTL)

As learners of language in school, you already have had a lot of contact with teaching. What aspects – teacher's qualities, practices etc. – of your own language teaching might influence how you wish or do not wish to teach?

Experiences of being taught
Positive: We had learnt lots of teaching methods and we had applied in the classroom as a micro-teaching. Moreover we had done lots of teaching materials in every issue. Also we have been taking pedagogical courses about children development and psychology.
Negative: Although we had taken lots of courses about teaching, we have never been in real life young learners classroom, so it may be happen that complication about classroom management.

*(Try to analyse why these points were unsuccessful and consider what steps could be taken to improve the points you have mentioned.)

a) What aspects of teaching are you most looking forward to?

First of all I'm so curious about being in front of a classroom, real students. They will see me as a teacher. I am sure that the first week I will sweat. Moreover, I am looking forward to their attendance to the course. I will try to make them more and more active.

b) What aspects of teaching are you least looking forward to?

In my opinion the aspects in the school will not be like our micro-teachings. Since we did educational aspects in our classroom without real young learners, so I think that situation may create a disparity between micro-teachings and real teaching.

c) What do you expect most from your teacher education?

Generally, I expect from teacher education to acquire some knowledge about this job in real life environment in time. We had never been in real life classroom before. Teacher education program is a chance to face with everything.

d) What do you want most from your teacher education?

Personally, I want to gain experience about classroom management. At the same time another thing which I want most is to give them something in the field of English. I mean I want really to teach them with useful ways.

e) What do you think that your teacher educators expect from you?

According to me they generally expect from us to become nontraditional in the process of education. Also we are expected to keep up with changing time, generation and education system. As a methodological we are expected to apply the communicative and suitable ones for students levels and needs.

Pilot Study Cooperating Teacher Focus Group Interview

Dear Participant,

You are invited to participate in a doctoral research project entitled “An Evaluation of Online Practicum courses for Pre-Service English Language Teachers: Expectations, Attitudes and Learning”.

This study aims to evaluate the practicum process with mentor teachers' point of view as well.. You are asked to submit your honest responses to these open-ended questions developed by the researcher. Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

Lect. İlknur KAZAZ

Thesis Supervisor: Prof. Dr. Nuray Alagözlü

Address: Hacettepe University, Beytepe Campus
Faculty of Education, English Language Teaching Department
ANKARA

1. In reference to being a successful cooperating teacher, how would you define the term “success?”
2. What do you think makes an internship successful?
3. In your role as cooperating teacher, what do you think are your strongest attributes?
4. Are there areas you would like to improve?
5. What kinds of things would help other teachers become successful cooperating teachers?
6. How can the university assist you in your role?
7. What is the role of a cooperating teacher?
8. How can the internship become a stronger element in teacher preparation?

Pilot Study Administrators Questionnaire

Dear Participant,

You are invited to participate in a doctoral research project entitled “An Evaluation of Online Practicum courses for Pre-Service English Language Teachers: Expectations, Attitudes and Learning”.

This study aims to evaluate the practicum process with administrators' point of view as well. You are asked to submit your honest responses to these open-ended questions developed by the researcher. Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

Lect. İlknur KAZAZ

Thesis Supervisor: Prof. Dr. Nuray Alagözlü

Address: Hacettepe University, Beytepe Campus
Faculty of Education, English Language Teaching Department
ANKARA

1. How do you define successful internships?
2. What is the role of the cooperating teacher in the internship?
3. What academic background, professional experiences, and personal qualities should cooperating teachers bring to the experience?
4. What supports are needed to improve the experience for all participants?
5. How had cooperating teachers' professional and academic background prepared them for the role of cooperating teachers?
6. What criteria were used to select cooperating teachers and how were the criteria developed?
7. What preparation had cooperating teachers received prior to accepting the role and responsibilities?
8. How might we clarify expectations for interns and cooperating teachers?

Administrator Sample

UYGULAMA OKULU KOORDİNATÖR ANKETİ

1. Başarılı bir öğretmenlik staj programını nasıl tanımlarsınız?

Her basamağının yarar üzerine kurulduğu; içinde rehberlik, yol göstericilik, öz eleştiri ve değerlendirmeye basamaklarının bulunduğu bir programdır.

2. Danışman öğretmenlerin staj uygulamasındaki görevleri nelerdir?

Danışman öğretmenler süreci tanımlayan, uygulamaları ile gösteren, öğrenenlere rehberlik eden ve süreci değerlendiren olarak görev yaparlar.

3. Danışman öğretmenler staj uygulamasına akademik altyapı, profesyonellik ve kişisel özellikler açısından neler katmalıdır? Örnekle açıklayınız.

Danışman öğretmenler, bilgi ve tecrübesi ile süreçte hakim olmak, akademik bilginin sunumu, öğrenme ortamlarının düzenlenmesi, yönetimi ve öğrencilerin öğrenmeye istekli olmalarını teşvik edici yönde rol model olmalıdır.

4. Uygulama öğrencileri okul deneyimini daha etkili hale getirmek için nasıl desteklenmelidir?

1- Danışman öğretmenlere uygun uygulama öğrencisi seçimi yapılmalıdır.
2- Uygulama öğrencilerine uygulama eğitimi sürecinde yapmaları gerekenleri anlatılmalı ve ayrıca süreçteki çalışmalarını değerlendirebilecekleri ortamın yer aldığı bir el kitabı kullanılmalıdır.

5. Danışman öğretmenlerin profesyonel ve akademik altyapısı bu göreve onları nasıl hazırlamaktadır?

Açık ve yeniliğe açık öğretmenler açısından olumlu, değişime ve yeniliğe kapalı olan öğretmenler açısından olumsuz hazırlanmaktadır.

6. Danışman öğretmenler seçilirken hangi kriterler göz önünde bulundurulmuştur?

Öncelikle il Müdürlüğünce Müdürlüğünce planlanan sertifikalı öğretmenler arasından seçim yapılmıştır.

Gözetimlik, ilkerine bağlı olarak parçaklaşımlar, gelişiminde çok yetenekli öğretmenler tercih edilmiştir. Bir ücret karşılığında, fakat süreci yönetmesi uygun olmasından dolayı öğretmenler tercih edilmiştir.

7. Danışman öğretmenler uygulamadan önce herhangi bir hazırlık sürecinden geçtiler mi? Öğretmenler hazır mıydı?

Danışman öğretmenler sertifikalı programına alınmışlardır.

8. Uygulama öğrencileri ve danışman öğretmenler açısından beklentileri nasıl tanımlarsınız?

Aday uygulama öğrencileri bakımından okul ortamını tanımak, her yönüyle öğretmenlik mesleğinin yapılabilişlik düzeyi açısından güven ve inanç sağlıyor.

Danışman öğretmenler açısından katkı sağlamak, yeti vermek anlamı taşıyor.

EK Görüş: Mevcut uygulama eğitimi programı sadece bir süreç tanımlar diye yapılıyor. Danışman öğretmen seçiminde yetenekli bulunan öğretmenler öncelikle seçilmeli, kaliteli öğretmenler süreci yönetebilir.

UYGULAMA OKULU KOORDİNATÖR ANKETİ

1. Başarılı bir öğretmenlik staj programını nasıl tanımlarsınız?

Göçümüzü ilk okula yapdırırken, nasıl öğretmen seçimi yapıyorsak. Uygulama öğretmen seçimi yapılırken öğretmenlik formasyonuna sahip, Alanında Tercihli, Yüksek lisans veya doktora derecesine sahip öğretmenlere öncelik verilmelidir. Öğretmen seçimi okul müdürü veya idare yapar.

2. Danışman öğretmenlerin staj uygulamasındaki görevleri nelerdir?

Öğretmen adayına, öğretmenlik mesleğinin gerektirdiği davranışlarının kazandırılmasında rehberlik ve danışmanlık yapan, gelişmelerini değerlendiren, raporlaştırarak bunu uygulama öğretmen elemanıyla birlikte değerlendirir.

3. Danışman öğretmenler staj uygulamasına akademik altyapı, profesyonellik ve kişisel özellikler açısından neler katmalıdır?

Sınıf yönetiminde kararlı ve hoş gönlü olmak, öğretmenler iş birliği içinde çalışmaya yönlendirmek, öğrencilere verimli çalışma alışkanlıklarını kazandırabilmek, öğretmek.

4. Uygulama öğrencileri okul deneyimini daha etkili hale getirmek için nasıl desteklenmelidir?

Haftada bir gün 6 saat değil. Daha fazla okula gelerek, gözlem yapmalarına, darsler gözlemlemek ders anlatmalarına imkan vermek, okulda istediklerine her konuda katılmaları.

5. Danışman öğretmenlerin profesyonel ve akademik altyapısı bu görevi onları nasıl hazırlamaktadır?

Görevi gerektirdiği şekilde yerine getirmek tedirler.

6. Danışman öğretmenler seçilirken hangi kriterler göz önünde bulundurulmuştur?

Yüksek lisans veya doktora derecesine sahip veya eğitimine devam eden; Alanında deneyimli, öğretmenlik formasyonuna sahip, öğretici taraflardan akademik seviyenin iletişimi vs diğer yeteneklere göre verilmektedir.

7. Danışman öğretmenler uygulamadan önce herhangi bir hazırlık sürecinden geçtiler mi?

Hayır

8. Uygulama öğrencileri ve danışman öğretmenler açısından beklentileri nasıl tanımlarsınız?

Uygulama öğrencileri Fakülte, uygulama okulu ve kendilerine kapsı görev ve sorumluluklarını yerine getirmelidir.

Ek Görüş: Öğretmenlerin bu çalışmadan alacakları deneyim daha tatmin edici olması gerekmektedir.

APPENDIX-K: Expectation Scale

PRE-SERVICE EFL TEACHERS' ONLINE PRACTICUM EXPECTATIONS SCALE

Dear Participant,

You are invited to participate in a doctoral research project entitled "An Evaluation of Online Practicum courses for Pre-Service English Language Teachers: Expectations, Attitudes and Learning".

This study aims to shed light on the expectations of teacher candidates from online practicum with an emic approach. You are asked to submit your honest responses to this questionnaire at the beginning of the practicum process. Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

Lect. İlknur KAZAZ

Thesis Supervisor: Prof. Dr. Nuray Alagözlü

Address: Hacettepe University, Beytepe Campus
Faculty of Education, English Language Teaching Department
ANKARA

A) Personal Information

1) Gender : () Male () Female

2) Age :

3) Practicum School :

In order to determine the effectiveness of the training program in meeting your needs and interests, we need your input. Please tell us your expectations that will help us to serve you.

Instructions: Please **CIRCLE** the appropriate number after each statement

1-strongly disagree 2- disagree 3-neutral 4-agree 5-strongly agree

University Supervisors should	1	2	3	4	5
1. give information about the aim, content, scope and evaluation of the online practicum before it starts.	1	2	3	4	5
2. let me know about the times for observing my teaching practice.	1	2	3	4	5
3. introduce me to the mentor teacher before the practicum starts.	1	2	3	4	5
4. have weekly meetings with pre-service teachers.	1	2	3	4	5
5. help me plan my teaching practice.	1	2	3	4	5
6. guide me choose the necessary teaching principles, methods and techniques for the relevant course.	1	2	3	4	5
7. guide me about class management.	1	2	3	4	5
8. give feedback about my teaching practice after each observation	1	2	3	4	5
9. give feedback about the course materials I prepared.	1	2	3	4	5
10. give feedback about my class management.	1	2	3	4	5
11. give feedback about how I assess students.	1	2	3	4	5
12. give feedback about my reflective papers.	1	2	3	4	5
13. support me when I feel inadequate as a teacher.	1	2	3	4	5
14. make constructive criticism.	1	2	3	4	5
15. inform me about my evaluation results.	1	2	3	4	5
16. encourage me about my future teaching practice.	1	2	3	4	5
17. be objective in his/her evaluation.	1	2	3	4	5
18. be patient about the progress I make.	1	2	3	4	5
19. be in cooperation with other supervisors who conduct the course throughout the process.	1	2	3	4	5

Mentor Teachers Should	1	2	3	4	5
20. inform me about his/her expectations from me as a teacher candidate.	1	2	3	4	5
21. be in cooperation with other mentor teachers at school.	1	2	3	4	5
22. give me information about the individual differences of the students in the class I will make practice.	1	2	3	4	5
23. inform me about how to make use of the information technologies in the school.	1	2	3	4	5
24. help me get the necessary tools and equipment for the courses.	1	2	3	4	5
25. have weekly online meetings with pre-service teachers.	1	2	3	4	5
26. help me plan my teaching activities.	1	2	3	4	5
27. demonstrate exemplary activities related to the course I plan to undertake.	1	2	3	4	5
28. give me opinions on how to teach what.	1	2	3	4	5
29. check the lesson plans I prepared.	1	2	3	4	5
30. guide me choose the necessary teaching principles, methods and techniques for the relevant course.	1	2	3	4	5
31. give me clues about class management.	1	2	3	4	5
32. evaluate my educational activities.	1	2	3	4	5
33. give feedback about my class management.	1	2	3	4	5
34. give feedback about how I assess students.	1	2	3	4	5
35. not make criticism in the online classroom setting	1	2	3	4	5
36. make constructive criticism.	1	2	3	4	5
37. inform me about my evaluation results.	1	2	3	4	5
38. be objective in his/her evaluation.	1	2	3	4	5
39. be patient about the progress I make.	1	2	3	4	5
40. be understanding about the mistakes I make.	1	2	3	4	5
41. be sincere with pre-service teachers.	1	2	3	4	5
42. share his/her own experiences with me.	1	2	3	4	5
43. have received training about becoming a mentor teacher.	1	2	3	4	5
44. be a role model.	1	2	3	4	5
School Administrators should	1	2	3	4	5
45. see me as a real teacher.	1	2	3	4	5
46. inform me about the practicum rules I should obey. (permission, attendance, coming to class on time, roster, etc.)	1	2	3	4	5
Peer Pre-service Teachers should	1	2	3	4	5
47. help me during the preparation stage.	1	2	3	4	5
48. support me when performing activities in the online course.	1	2	3	4	5
49. give me feedback on my online practices.	1	2	3	4	5
50. evaluate me objectively in their reflective papers.	1	2	3	4	5
Other Teachers in the Practicum School Should	1	2	3	4	5
51. treat me as their colleague when I use the teachers' room.	1	2	3	4	5
52. be eager to share his/her experiences.	1	2	3	4	5
Students should	1	2	3	4	5
53. see me as their teacher.	1	2	3	4	5
54. perform the tasks I give in the online course.	1	2	3	4	5
55. have sufficient technological infrastructure (tablets, mobile phones, pc, etc.).	1	2	3	4	5
56. have necessary online course tools (books, notebooks, etc.).	1	2	3	4	5
Practicum School should	1	2	3	4	5
57. have high number of teachers.	1	2	3	4	5
58. have both young and senior teachers.	1	2	3	4	5
59. not have crowded classes.	1	2	3	4	5
60. have high number of branches of class.	1	2	3	4	5
In the Teaching Practicum	1	2	3	4	5
61. The school that I practice teaching at the 1 st term should be the same at the 2 nd term.	1	2	3	4	5
62. The pre-service teachers should have the chance to do online practice at schools with various economic, cultural and social etc. traits.	1	2	3	4	5

63. Groups should consist of maximum 4 teacher candidates per each mentor teacher.	1	2	3	4	5
64. Practice at different grade levels for teacher candidates should be maintained.	1	2	3	4	5
Stakeholders should	1	2	3	4	5
65. The university supervisor, mentor teacher and school administrators should be in contact.	1	2	3	4	5
66. Online Meetings should be carried out at the beginning of each practice period.	1	2	3	4	5



APPENDIX-L: Reaction Scale

Dear Participant,

You are invited to participate in a doctoral research project entitled “An Evaluation of Online Practicum courses for Pre-Service English Language Teachers: Expectations, Attitudes and Learning”.

This study aims to shed light on the reactions of teacher candidates to practicum with an emic approach. You are asked to submit your honest responses to this questionnaire at the end of the practicum process. Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

Lect. İlknur KAZAZ

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ANKARA

A) Personal Information

1) Gender : () Male () Female

2) Age :

3) Practicum School :

In order to determine the effectiveness of the training program in meeting your needs and interests, we need your input. Please give us your reactions, and make any comments or suggestions that will help us to serve you.

Instructions: Please **CIRCLE** the appropriate number after each statement.

At the end of practicum training, as a teacher candidate--	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
1. I rate the content of the online teaching practicum (interest, benefit, etc.)	1	2	3	4	5
2. I rate the mentor teacher (knowledge of subject matter, preparation, ability to communicate, etc.)	1	2	3	4	5
3. I rate the facilities of the online teaching practicum (comfort, convenience, etc.)	1	2	3	4	5
4. I rate the scheduling of the teaching practicum	1	2	3	4	5
5. I rate the program as an educational experience to help me do my job better	1	2	3	4	5
In relation to the Teaching Practicum	Strongly disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly agree 5
6. The content covered in the program was relevant to my job.	1	2	3	4	5
7. The content covered in the program was interesting.	1	2	3	4	5
8. The mentor teacher was an effective communicator.	1	2	3	4	5
9. The mentor teacher was well prepared.	1	2	3	4	5
10. If there were manuals about the practicum it would be helpful.	1	2	3	4	5
11. If there were handouts about the practicum it would be helpful.	1	2	3	4	5
12. If there were audiovisuals about the practicum it would be helpful.	1	2	3	4	5

13. I will be able to apply much of the content I learned here to my job.	1	2	3	4	5
14. The facilities of the practicum were suitable.	1	2	3	4	5
15. The schedule of the practicum was well-organized.	1	2	3	4	5
Pre-service Teachers' Reactions about Teaching Practicum	Strongly disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly agree 5
16. Online Teaching Practicum helped me deepen my knowledge about teaching profession.	1	2	3	4	5
17. I believe Online Teaching Practicum is useful in terms of teacher candidates.	1	2	3	4	5
18. Online Teaching Practicum provided me with the opportunity to observe at different class levels.	1	2	3	4	5
19. Online Teaching Practicum provided me with the opportunity to practice at different class levels.	1	2	3	4	5
20. Thanks to the Online Teaching Practicum I started to see myself as a teacher.	1	2	3	4	5
21. Online Teaching Practicum increased my self-confidence increased.	1	2	3	4	5
22. Online Teaching Practicum helped me learn the duties of school staff (School Principal, Vice principal., retainer, etc.).	1	2	3	4	5
23. Teaching Practicum helped me gain the necessary knowledge and skills for teaching.	1	2	3	4	5
24. I believe that the time allocated for Online Teaching Practicum courses in ELT departments is insufficient.	1	2	3	4	5
25. Via Online Teaching Practicum I liked teaching English more.	1	2	3	4	5
26. In Online Teaching Practicum I learned how to establish a good communication in teacher-student relationship.	1	2	3	4	5
27. In Online Teaching Practicum I learned how to grade students	1	2	3	4	5
28. Online Teaching Practicum made me realize whether teaching profession was suitable for me.	1	2	3	4	5
29. In Online Teaching Practicum my university supervisor helped me in all my problems about the lessons.	1	2	3	4	5
30. I believe the reflective portfolio reports are assessed by the university supervisor objectively.	1	2	3	4	5
31. I believe there is healthy communication between the Faculty and Practice School.	1	2	3	4	5
32. Online Teaching Practicum gave me the opportunity to compare the characteristics of a good teacher with my own traits.	1	2	3	4	5
33. In Online Teaching Practicum I learned how a teacher can manage the classroom.	1	2	3	4	5
34. In Online Teaching Practicum I learned how to prepare yearly, unit and daily plan.	1	2	3	4	5

35. In Online Teaching Practicum I learned how to prepare exams.	1	2	3	4	5
36. In Online Teaching Practicum I learned how to prepare course materials.	1	2	3	4	5
37. In Online Teaching Practicum I learned how the National Education System operated.	1	2	3	4	5
38. In Online Teaching Practicum I learned how to use deliberative rhetoric.	1	2	3	4	5

Instructions: Please give your honest responses to the questions below. Write about your ideas to be reported to the Ministry of Education.

39. Which parts of the Online Teaching Practicum were the most beneficial?
40. What are the weaknesses of the program?
41. What are the strengths of the program?
42. In what ways did self-evaluation and peer evaluation increase your awareness about your teaching?
43. Did you encounter any problems or any incident you aren't content with during Online Teaching Practicum?
44. What would you like to change or improve about the Online Teaching Practicum?

APPENDIX-M: Weekly Self-Evaluation Form

Name of the Pre-service Teacher:

Week:
Grade:

	Never	Sometimes	Often	Always
Subject Matter Knowledge				
1. I can demonstrate accurate knowledge of subject matter	1	2	3	4
2. I can link content with past and future learning experiences	1	2	3	4
3. I can demonstrate a variety of skills of subject area(s)	1	2	3	4
4. I can communicate content in ways that students can understand	1	2	3	4
5. I can use online resources to help students (web sites, apps, videos, etc.)	1	2	3	4
6. I can teach according to the intellectual, emotional needs of the students	1	2	3	4
7. I can base instruction on goals that reflect high expectations	1	2	3	4
Instructional Planning and Strategies	Never	Sometimes	Often	Always
8. I can use strategies to enhance students' understanding	1	2	3	4
9. I can change teaching methodology to make topics relevant	1	2	3	4
10. I can understand individual differences of students and teach accordingly	1	2	3	4
11. I can use appropriate material, technology, and resources	1	2	3	4
12. I can engage, motivate, and maintain students' attention	1	2	3	4
13. I can teach the required curriculum according to time-table	1	2	3	4
14. I can use student learning data to guide planning	1	2	3	4
Assessment	Never	Sometimes	Often	Always
15. I can conduct online assessment methods (tests, activities, drills, homework, project, etc.) to monitor student performance	1	2	3	4
16. I can evaluate students' performance and provide feedback	1	2	3	4
17. I can revise content to enhance students' achievement	1	2	3	4
Learning Environment	Never	Sometimes	Often	Always
18. I can create a climate of mutual trust and respect	1	2	3	4
19. I can maintain an online setting that minimizes disruption	1	2	3	4
20. I can create friendly and supportive classroom environment	1	2	3	4
21. I can ensure students' participation in the learning process	1	2	3	4
22. I can encourage students to interact respectfully	1	2	3	4
Effective Communication	Never	Sometimes	Often	Always
23. I can use correct vocabulary and grammar in speaking & writing	1	2	3	4
24. I can explain lessons according to the age and ability of students	1	2	3	4
25. I can respond to students' questions in appropriate language	1	2	3	4

WEEKLY SELF-EVALUATION FORM

FURTHER NOTES

Please write about your online teaching experience and evaluate yourself as a teacher.

- Mention any events you have experienced during this teaching practice.
- What kind of feelings you had during this process?
- Were there any experiences you wanted to change during this practice?
- What were the strengths and weaknesses of your own teaching?
- How does self- evaluation create an awareness in relation to your own teaching and help you see your teaching?

APPENDIX-N: Weekly Peer Evaluation Form

Name of the Pre-service Teacher Observed:

Week:
Grade:

The teacher candidate I observed	Never	Sometimes	Often	Always
Subject Matter Knowledge				
1. can demonstrate accurate knowledge of subject matter	1	2	3	4
2. can link content with past and future learning experiences	1	2	3	4
3. can demonstrate a variety of skills of subject area(s)	1	2	3	4
4. can communicate content in ways that students can understand	1	2	3	4
5. can use online resources to help students (web sites, apps, videos, etc.)	1	2	3	4
6. can teach according to the intellectual, emotional needs of the students	1	2	3	4
7. can base instruction on goals that reflect high expectations	1	2	3	4
Instructional Planning and Strategies				
8. can use strategies to enhance students' understanding	1	2	3	4
9. can change teaching methodology to make topics relevant	1	2	3	4
10. can understand individual differences of students and teach accordingly	1	2	3	4
11. can use appropriate material, technology, and resources	1	2	3	4
12. can engage, motivate, and maintain students' attention	1	2	3	4
13. can teach the required curriculum according to time-table	1	2	3	4
14. can use student learning data to guide planning	1	2	3	4
Assessment				
15. can conduct online assesment methods (tests, activities, drills, homework, project, etc.) to monitor student performance	1	2	3	4
16. can evaluate students' performance and provide feedback	1	2	3	4
17. can revise content to enhance students' achievement	1	2	3	4
Learning Environment				
18. can create a climate of mutual trust and respect	1	2	3	4
19. can maintain an online setting that minimizes disruption	1	2	3	4
20. can create friendly and supportive classroom environment	1	2	3	4
21. can ensure students' participation in the learning process	1	2	3	4
22. can encourage students to interact respectfully	1	2	3	4
Effective Communication				
23. can use correct vocabulary and grammar in speaking & writing	1	2	3	4
24. can explain lessons according to the age and ability of students	1	2	3	4
25. can respond to students' questions in appropriate language	1	2	3	4

WEEKLY PEER OBSERVATION EVALUATION FORM

FURTHER NOTES

Please mention any details you have experienced during this teaching practice.

FURTHER NOTES

Please write about your peer's online teaching experience and evaluate himself/herself as a teacher.

- Mention any events he/she has experienced during this teaching practice.
- What kind of feelings he/she had during this process?
- Were there any experiences in his/her practicum that need to be changed or improved?
- What were the strengths and weaknesses of his/her teaching?
- How does peer evaluation create an awareness in relation to your own teaching and help you see your teaching?

APPENDIX-O: Cooperating Teachers Questionnaire

Dear Participant,

You are invited to participate in a research project entitled “An Evaluation of Online Practicum courses for Pre-Service English Language Teachers: Expectations, Attitudes and Learning”.

This study aims to evaluate the online practicum process with mentor teachers’ point of view as well. You are asked to submit your honest responses to these open-ended questions developed by the researcher. Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

Lect. İlknur KAZAZ

Thesis Supervisor: Prof. Dr. Nuray Alagözlü

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1. Please introduce your age and educational qualification. How long have you been teaching English?
2. What is the role of a cooperating teacher and what should the attributes of a cooperating teacher be?
3. Have you ever attended any training on practicum and did you get any reference material about online teaching practicum program?
4. What do you think makes online teaching practicum more successful and how can the teaching practicum become more effective for teacher candidates in teacher preparation?
5. Do you think that online practicum is relevant for student teachers of English?
6. How can the university assist you in your role and do you think there is a need for observation by university supervisors?
7. What do you think should be done to improve the implementation of online practicum and are there any areas you would like to change in online teaching practicum (e.g. seminars, training on evaluation forms, teacher fees etc.)?
8. What kind of wishes do you have in relation to online teaching practicum and did you encounter any problem while implementing practicum?

APPENDIX-P: Administrators Questionnaire

Dear Participant,

You are invited to participate in a doctoral research project entitled “An Evaluation of Practicum courses for Pre-Service English Language Teachers: Attitudes, Expectations and Learning”.

This study aims to evaluate the practicum process with administrators' point of view as well. You are asked to submit your honest responses to these open-ended questions developed by the researcher. Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

Lect. İlknur KAZAZ

Thesis Supervisor: Prof. Dr. Nuray Alagözlü

Adress: Hacettepe University, Beytepe Campus
Faculty of Education, English Language Teaching Department

1. ANKARA

1. How do you define successful teaching practicum?
2. What is the role of the cooperating teacher and administrators in teaching practicum?
3. What academic background, professional experiences, and personal qualities should cooperating teachers bring to the experience in terms of administrators' point of view?
4. How should all the participants be supported in order to make the teaching practicum more effective ?
5. What are the areas that need to change or improve in online teaching practicum?
6. How does cooperating teachers' professional and academic background prepare them for their role?
7. What criteria were used to select cooperating teachers and how were the criteria developed?
8. Did the cooperating teachers go through any preparation process prior to practicum ?
9. How might we clarify expectations for teacher candidates and cooperating teachers?
10. Concerning the recent changes in technology and education, do you find the current teaching practicum program up to date and in line with the programs abroad?

APPENDIX-Q: University Supervisors Questionnaire

Dear Participant,

You are invited to participate in a doctoral research project entitled “An Evaluation of Online Practicum courses for Pre-Service English Language Teachers: Expectations, Attitudes and Learning”.

This study aims to evaluate the practicum process with university supervisors’ point of view as well. You are asked to submit your honest responses to these open-ended questions developed by the researcher. Your participation in this study will bring valuable contribution to the findings of the study. Your personal information will not be revealed and this study involves no risk to you. I would like to thank you once again for your participation and cooperation.

Lect. İlknur KAZAZ

Thesis Supervisor: Prof. Dr. Nuray Alagözlü

Adress: Hacettepe University, Beytepe Campus
Faculty of Education, English Language Teaching Department
ANKARA

1.	Please introduce your age and educational qualification. How long have you been serving as college tutor?
2.	What is the role of the university supervisor in the practicum? Do you think you effectively carry out your role as a supervisor?
3.	What academic background, professional experiences, and personal qualities should university supervisors bring to the experience? How does university supervisors’ professional and academic background prepare them for their role in the practicum?
4.	Do you think that practicum is relevant for student teachers of English?
5.	Do you give orientation at the beginning to your student teachers on how they should go about the actual teaching practice?
6.	How often in a term did you observe the progress of your student teachers during the teaching practice?
7.	What effects do in-class observation by the university supervisors have on teacher candidates? Do you find in-class observation beneficial or harmful? Would you like it to change?
8.	Did you interrupt to give correction to your student teachers while they were teaching? Did you give feedback to student teachers on their strengths and on aspects they should improve after their performance?
9.	When you evaluate the performance of student teachers in teaching practice what areas of performance do you evaluate during the teaching practicum? Do you believe it is a fair evaluation?
10.	Did you encounter any problem while implementing practicum? What supports are needed to improve the teaching practicum for all participants?

APPENDIX R: Transcription of Interview with the Cooperating Teachers

R: First, I'd like to er: (0.3) say welcome. Ehm, thank you for accepting this interview (0.6). Um, we'd like to talk about the problems in practicum and I want to hear your own ideas about the process↑. What kind of problems do you see↓ and what would you like to be improved? Ok, Uhm (0.5) first question.. Let's start with the first question. In reference to being a successful cooperating teacher, how would you define the term success? <Success>↑ for practicum.

T10: Success for practicum for me is the development of the students, students teachers er: : I think because they are not the same teachers er: as they first came to our school. They developed lots of aspects, and then left↑this school with lots of experiences and these experiences taught them a lot I think and I mention this as success.

R: Yes, (.) the success of the students for you is the most important. Okay, (0.3) would you like to add something Hocam↓? [looks at the other teacher]

T11: In my opinion success is the er: cooperating↓ with students better because if they get on well with students they will er: : (0.4) improve both themselves and also the students.

R: So, cooperation between the teacher and the student

T11: Yes [overlapping]

R: ...is the real success according to you. Thank you. Okay↑. The second question what do you think makes an internship a <success>? Actually it's the same thing. So, the success of students and a good cooperation is really important.

T10: Important [+repeats]

R: Uhm: (0.4) In your role as a cooperating teacher, what do you think are your strongest↑ attributes?

T10: Er: : We're more experinced than them cause they are just going to start and ehm: : they have lots to learn from us and they experinced them↓ in the school, in the classrooms with the students and also with us, with the other language teachers as well, because they also had the chance to observe the other lessons some times and we taught them to be more confident in front of the students and (.) I think this is also one of the most important aspects of the practicum↑ because at first some of them especially (0.4) one of my students was a little bit less confident but in the end I saw the progress and I appreciate it. [+establishes mutual gaze]

R: So, er: : actually practice makes <perfect> and during this process they've become more experienced and they gained self-confidence and this is what they need actually. Are there any areas you want to be improved? You would like to improve during the process. Generally↓

T10: Generally (.) maybe we can talk about the seminars that were given to cooperating teachers before the practicum. They should be more effective↑, they should include more examples. Because when we attend these courses, for me↑ at least, I didn't learn (0.2) so much thing at the seminar, but when I'm applying it, I learned something.

R: Um, Um (.) What was lacking do you think? In the <seminars>

T10: The examples of the experiences, example lessons, examples feedback sessions [crosstalk]

T11: There are more activities, there may be some videos about this process

R: Ehm, you do activities during the seminar, but you want to see videos

T11: Yes:= certainly.

T10: [inaudible]

R: So, there is a certain need for the seminars to improve you say. Ehm, (0.3) what kind things would help other teachers become successful↑ cooperating teachers? So, actually [overlapping]

T10: Seminars if they were more effective, we would be more successful cooperating teachers also

R: Is it just one seminar? Hh, um [crosstalk]

T10: Just one, for five days, as far as I remember

R: Is it sufficient?

T11: N-no (.)

R: It's not. But you get the certificate

T10: Five days would be enough but if it were efficient enough it would be enough for us.

R: The lacking things about the seminar, how does it er: : (0.5) make this process difficult for you, I mean er: yeah, if you had seen more videos, do you think you would become more successful cooperating teachers? Or, what is it that you need? I mean::

T10: Okay, maybe about the forms, filling in the forms and the process of the practicum on papers especially↑, these parts are or [confuses] were missing. But the others, er:: : we can cope with them by ourselves.

R: And you negotiate between each other.

T11: Of course

T10: Of course [crosstalk]

R: Another aspect is the university you <know>. Do you think university assists you↑ or how can the assist you in your role as the cooperating teacher? Is it enough negotiation between the teacher, the academician,

T10: I think good enough for us [overlapping]

T11: Yes, certainly (.)

R: Or would you like much more assistance from the Dean's Office? Or I mean, would you like some (0.4) ?

T10: No (.) I think our practicum was good enough in terms of university assistance.

R: Do you sometimes have problems with the academicians?

T10: No

T11: No

R: Beforehand, No. Okay (.) Do they help you in your role?

T10: Yes, of course

T11: Yes, always [crosstalk]

T10: We formed whatsapp [laughs] groups and if we had any questions we asked each other and tried to help each other. So, I don't see any problem.

R: Do you think academicians come enough↑ for observing the students? They actually need to come four times, for each student, but they don't do this, so what's your idea about this? So is it enough for an academician to come just once or do you think that there is no need for an academician:= you can do this by yourselves

T10: Of course↑ we can do it by ourselves but because the academician will also make an assessment so (0.3) he or she should also see them.

R: Do you think that there's such a need↑ that the academician should see↑ I think maybe the academician should trust↑ your own <observations and assessment>.

T10: Of course, if the teacher does his job really good, and er: : as it was supposed to be, so there's no need.

R: So, in the past actually it was like this (0.3) Just the teachers, the cooperating teachers assessed the students. Now, the system changed↑, maybe there should be a new change in the current system again, as well. Ehm, yeah, the general role of the cooperating teacher, what do you think? How would you define the

role of the teacher↓ just in terms of students↑ you can talk. So, how does the teacher guide the students? Or should↑

T10: After each lesson we had feedback sessions just after the lesson and we talked about both pros and cons of the lesson. And our students were really good at correcting ↑ their mistakes and developing↑ themselves.

R: And is it normal that the students can have problems, errors↓

T10: Of course [+mutual gaze]

R: because it is their first teaching experience, we should not be too much biased↑

T10: They are here to learn how to act for a problem or how to teach something better, how to use their voice more effectively

R: Are your ideas in line with the academicians? I mean, you have much more time in the process↑, compared to the academicians, they don't have enough observation I would say. So, are your ideas and the academicians↑ <ideas> in the same way?

T10: Yes, generally hh hh

R: They respect your own ideas, right?

T10: Yes, right.

T11:[inaudible]

R: You were gonna say something Hocam [+stares with a questioning tone]

T11: No (.) [thinks]

T11: [inaudible]

R: Okay, then, last question, I'd say, so how can the internship become a stronger↑ element in teacher preparation? You can think about timing, anything↓, is it enough, the time is enough for≡

T11: Twelve weeks, it was enough, because in the first term they also had another internship, so I think it was enough. If the students really↑ want to learn something, and if he or she really wants to be a teacher↑, and teach something, there are lots of things she is going to get.

R: If you has a chance to change, what would you change?

T11: In students or in the program? [+moves her right hand to her chin]

R: In the program, generally during the process

T11: Maybe (0.4) six hours in a week

T10: Would be reduced or? [+questions her colleague]

T11: Yeah, reduced

R: Timing problem, okay↓ Do you earn↑ enough do you think from this?

T11: No, of course [+everybody laughs]. As always [laughs]

R: Because you have to deal with a lot of things, not just the education↑ dimension. You also deal with their

T10: Sometimes their problems [overlapping]

R: psychological problems, everything I mean

T11: Anything, right (.)

R: So, you deserve more↑

T10: Of course, any teacher who does it as it really should[↑], supposed to be, he she should be paid more.

R: Ehm, anything that you'd like to add, any more ideas

T11: No,

R: Thank you for your cooperation[↑]. We had a gg great time together, and thank you for sharing your own ideas because it's important[↑]. As we are teachers of English we are in the process and as everybody we want the process to be much better, more qualified and this is for making it a better evaluation for everybody in the process, teacher, students, er: everybody. So, thank you for sharing your ideas.

T10: Thank you, too.

T11: Thank you.



APPENDIX S: School Experience and Teaching Practicum Guidebook



HACETTEPE UNIVERSITY



ENGLISH LANGUAGE TEACHING DEPARTMENT

İDÖ 475 SCHOOL EXPERIENCE

AND

İDÖ478 TEACHING PRACTICUM

GUIDEBOOK

ANKARA

2021

This guide is to be used in teaching practicum within the scope of teacher training institutions in Turkey. It has been prepared by making use of National Education Council's National Education Development Project Pre-Service Teacher Training / Faculty-School Cooperation (1998) publication and the Ministry of National Education's Teaching Practice 31666252-399-E.11700767 numbered Directive. "Practicum Student Assessment System" in order to conduct the teaching practice lesson effectively and efficiently, to ensure the active participation of the practicum students and to control the process according to the Directive Regarding the Teaching Practice of Teacher Candidates in Educational Institutions affiliated to the Ministry of National Education and the Pedagogical Formation Procedures and Principles of the Council of Higher Education, was put into practice on MEBBİS on 10.10.2016.

PREFACE

This guidebook has been prepared in order to be useful and educative for mentor teachers, practicum instructors and teacher candidates who will conduct the course during the implementation process within the scope of Hacettepe University Department of English Language Teaching İDÖ 475 / İDÖ478 School Experience and Teaching Practice. In the guide, there is information about the functioning of the system and the activities to be done during the teaching practice. The points to be considered in teaching practice are specified, it is aimed to develop a common understanding by the mentor teacher and the practicum instructors related to the lessons and thus to provide a more qualified teaching experience to prospective teachers.

During the practicum, teacher candidates will;

- Recognize the teaching profession and the structure and functioning of educational institutions,
- By making observations and practice in educational institutions, they will gain the knowledge and skills required by the teaching profession and the field,
- They will have the opportunity to transfer the theoretical knowledge learned during undergraduate education to the practicum environment and to improve their teaching skills.

It is important to follow this practicum guidebook, which is prepared for a principled and academic application in the practices to be carried out in line with this purpose. The main purpose of the practicum is for prospective teachers to gain professional experience.

The responsibilities of teacher candidates within the scope of these courses are;

- Participation in theoretical lectures at the faculty (where the process is discussed)
- Observation in the practice school (school, classroom, teacher, teacher, student, etc.)
- Preparing a lesson plan and lecturing (daily training flow and activity plan) Achievements.

Good Luck.

İDÖ 475 School Experience and İDÖ 478 Teaching Practice

Responsibilities of the candidate teacher

- Dressing in accordance with Article 38 of Hacettepe University undergraduate education and examination regulations
- Staying in institutions from the time the practicum school starts education until the end of working hours.
- Paying attention to the course entry and exit hours in the practicum school and obeying the school rules.
- In cases where permission is required, informing the instructor responsible for the course, the school and the mentor teacher and documenting the situation with an official report.
- Determining the course outcomes with the mentor teacher and discussing the lesson plan with the instructor responsible for teaching practice, planning as suggested by him and making final corrections with the mentor teacher.
- Preparing for the provision of materials to be used in lectures in the practice school before the days to go to school and arranging the environment before the day of school.
- Preparation of in-class activities in accordance with the curriculum.
- Receiving feedback about the practicum by meeting with the mentor teacher after the practicum is over. Observation by the responsible instructor during the practicum in certain weeks and evaluation of the process with the responsible instructor at an appropriate time after the practice.
- Submitting the practicum report files on the date determined by the responsible instructor.

Mentor teacher's responsibilities

- Introducing the pre-service teacher to other teachers and students and giving instructions and documents for implementation.
- At the beginning of the teaching practice, giving information about the instructions and regulations, the administrative structure and functioning of the school, school information systems (E-school and MEBBIS), school equipment and resources, library, students, school rules, etc. to the preservice teachers.
- Regular follow-up of teacher candidates' attendance at classes during the implementation.
- Making the necessary preparations, examining the lesson plans, giving feedback after the implementation by meeting with the pre-service teachers about the practices of the teacher candidates in advance.
- Giving feedback to the pre-service teacher about the development process by determining the targets related to the competencies expected to be developed in the pre-service teacher and reviewing the developments realized.
- Sharing professional experiences with the teacher candidate and supporting their development.
- Evaluation of the pre-service teacher at the end of the practicum

Responsibilities of the practicum instructor

- Organizing a meeting with the practicum coordinator, mentor teacher and teacher candidates in the first week of the Teaching Practice.
- Continuous communication and cooperation with the relevant coordinators and mentor teachers throughout the practicum.
- Informing pre-service teachers about the practice school, practicum program, teacher competencies, the evaluations and the rules to be followed
- Observing the pre-service teacher practices at least four times during the term, giving feedback and making constructive suggestions that will contribute to the professional development of the pre-service teacher after the observation.
- Providing consultancy on subjects such as lesson planning, preparing and using teaching tools, evaluating students, classroom management in theoretical courses held at the faculty.
- Providing assistance and support to prospective teachers regarding the teaching profession Checking whether the teacher candidate abides by the rules of the teaching profession determined by the Ministry of National Education
- Discussing the studies of the teacher candidate with the mentor teacher and taking measures to ensure the development of the teacher candidate
- Evaluation of the pre-service teacher at the end of the practicum

Introduction

This guide has been prepared for Instructors, mentor teachers and Teacher Candidates responsible for teaching practicum in education faculties. The activities in the guide will be carried out by the teacher candidates who will practice teaching. These studies will be monitored and supported by the relevant instructors and mentor teachers. Some of the concepts and definitions used in this guide are explained below.

Teacher Candidate

"Teacher Candidate" is a higher education institution student who continues teaching programs, performs teaching practice in the school environment, in the education level and field in which he / she will be a teacher.

Practicum Instructor

He/she is a university lecturer who is in charge of the higher education institution, who is experienced in the field and has a teaching formation, who plans, conducts and evaluates the practicum studies of teacher candidates.

Mentor Teacher

It refers to the class or course teacher who works at the practice school, who has a teaching formation, is selected among experienced teachers in the field, guides and counsels the teacher candidate in gaining the behaviors required by the teaching profession.

Department Practicum Coordinator

He/she is an instructor who plans and carries out the teaching practices of the teacher candidate at the department in the faculty.

Faculty Practicum Coordinator

It is the vice dean responsible for education and training ensuring the teacher candidates' practices in schools are carried out according to the determined principles.

Practice School Coordinator

It is the principal or assistant of the school who ensures that the practicum activities in a school are carried out in accordance with the determined principles.

National Education Directorate Practicum Coordinator

It is the national education director or assistant who ensures that the practical activities to be carried out by the teacher candidates in schools are carried out according to the principles planned together with the faculty and school coordinators.

Practice School

They are official and private, pre-school education institutions affiliated with the Ministry of National Education where teaching practices are carried out. In order for a school to be a cooperating school in the practice work at schools, it must have the following characteristics:

1. Agreement to provide professional and personal support to prospective teachers
2. Having a suitable environment and resources for the training of prospective teachers
3. Having the opportunity to gain teaching experience related to the target age groups and lessons.
4. Having a faculty experienced in working with pre-service teachers and interested in their needs.
5. Being in a convenient place for teacher candidates
6. To have a management that will work in full cooperation with the relevant units of the university in the arrangement, monitoring and evaluation of the practicum studies to be carried out by the teacher candidates.

Scope of Practicum Studies in Schools

It is essential for prospective teachers to do **practicum work** together with teachers and students during their preparation for teaching. In this guidebook, information is given about two separate practice studies to be carried out in schools in the fall and spring semesters. The first of these consists of planned observations and activities aimed at introducing many tasks that make up the teaching profession to prospective teachers. This is called **School Experience** for short. This course will be sufficient for prospective teachers to make

observations in schools, reflect on their observations and gain experience in teaching skills. The second application is **Teaching Practice**. Students should work at different grade levels in schools as much as possible and actively participate in the teaching of all lessons covered by the curriculum.

School experience

It has replaced an older lesson called "Observation in Schools", which is shorter in duration. The tasks and activities that prospective teachers do in this course should provide them with the opportunity to observe experienced teachers on the job, to work with students individually and in small groups, and to gain short-term teaching experience, albeit limited. The activities carried out in the school experience course will provide prospective teachers with various skills that will enable them to become successful teachers. As the lesson progresses, they will begin teaching for a short time in a small group or under the teacher's close supervision, with him or her in team teaching. Towards the end of the school experience, they will be asked to take on a teaching role in the classroom for the full hour of teaching. They will then begin Teaching Practice with significant experience in teaching methods and classroom management. The progress of the teacher candidates in understanding the teaching profession and gaining the competencies that make up the teaching profession will be evaluated by the university faculty members who are in close cooperation with them and the mentor teachers who have gained experience in their work.

Teaching Practice

In the teaching practice lesson, prospective teachers will prepare interconnected teaching-learning activities related to different classes and units and thus learn to ensure continuity, graduality and solidarity in teaching-learning activities. At the same time, they will have the opportunity to get to know students and participate fully in what is happening in the classroom. They will learn the ways to ensure that students get opportunities to make the best use of teaching-learning activities. During teaching practice, prospective teachers should carry about half of the teachers' course load. The work to be done during teaching practice should be planned before the term begins and by taking the opinions of the students and the mentor teachers who will guide them.

31666252-399-E.11700767 Numbered 14.06.2018 dated Ministry of National Education Directive on Teaching Practice

1. Purpose, scope, basis and definitions

Purpose

ARTICLE 1- (1) the purpose of this directive is to regulate the procedures and principles of practicum studies in order to get the practicum students better prepared to the profession of teaching and to help them acquire the competence to be able to use general culture, custom field of education knowledge, skills, attitudes and behaviors gained during their education in the teaching profession in a real educational environment.

Scope

ARTICLE 2- (1) this instruction covers the aim, principles and methods of teaching practicum work for students studying teacher training in higher education institutions or students who graduated from institutions of Higher Education and continues pedagogical formation education certificate programs of Ministry of National Education in public and private educational institutions.

Basis

ARTICLE 3- This Directive includes the Basic Law of National Education dated 14/6/1973 and numbered 1739, the Decree Law on the Organization and Duties of the Ministry of National Education dated 25/8/2011 and numbered 652, the Higher Education Law dated 4/11/1981 and numbered 2547. It has been prepared on the basis of the relevant provisions of the Decision on the Course and Additional Course Hours of the Ministry of National Education Administrators and Teachers dated 12/2006.

Definitions

ARTICLE 4- (1) In this Directive;

- a) **Department practicum coordinator:** The instructor who plans and carries out the management affairs related to the teaching practices of the department in cooperation with the faculty and the practicum education institution,
- b) **Term:** Two semesters in which teaching practice takes place as fall (first semester) and spring (second semester),
- c) **Faculty:** Faculties and schools that train teachers,
- ç) **Faculty practicum coordinator:** The assistant dean responsible for education and training, and / or the vice principal of the school, who ensures that the teaching practices to be carried out by the practicum students in educational institutions are carried out according to the planned and determined principles, together with the practicum instructor, the practicum coordinator of the National Education Directorate and the Practicum education institution coordinator,
- d) **MEBBİS:** Ministry of National Education Information Technology System,
- e) **Practicum coordinator of the National Education Directorate:** The National Education Director, deputy director or branch manager in the province who ensures that the teaching practices that the practicum students will perform in the practice education institutions are carried out according to the planned principles

together with the practicum coordinators of the faculty and educational institutions; the District Director of National Education or Branch Manager in the district,

f) **Teaching practices:** To the practicum students; The course (s) that aim to provide teaching skills in the classroom together with management and extracurricular activities in the field of teaching where he / she is taught, enabling him to teach a particular course or courses in a planned manner, and where practical activities are discussed and evaluated,

g) **Teaching practice training certificate:** The certificate given by the Ministry to the administrators and teachers who will guide the practicum students participating in the teaching practice and contribute to their training as having pre-professional experience,

ğ) **Teacher Training Working Group:** An advisory body composed of representatives of the Ministry of National Education, the Council of Higher Education and faculties that train teachers in order to ensure that the teacher training system functions more permanently and effectively and to contribute to the training of more qualified teachers,

h) **The program coordinator,** if required by the universities, the instructor who plans the studies of the program in cooperation with the department practicum coordinators,

i) **Practicum educational institution:** Official and private education and training institutions affiliated to the Ministry of National Education where teaching practices are carried out,

j) **Practicum educational institution coordinator:** The director of the educational institution, the chief assistant principal or the vice principal, who ensure communication and coordination between the educational institution and related institutions and individuals in order to carry out teaching practices in the educational institution according to the determined principles,

k) **Practicum student:** Students who attend teaching programs and those who graduated from the programs that are the source of teaching fields and are educated in the teaching field, in the educational institution environment,

l) **Practicum student evaluation system:** The module in MEBBİS (Ministry of National Education Information System) where the works and procedures related to teaching practice are carried out,

m) **Practicum teacher:** The teacher who has the Teaching Practice Training Certificate given by the Ministry of National Education, selected from the branch and guidance teachers who actually take the lessons in the practicum education institution, except for the managers, who will guide the practicing student within the scope of the teaching practices / guidance practices required by the teaching profession,

n) **Practicum instructor:** It refers to the instructor who has at least Teaching Undergraduate program, Graduate degree in Educational Sciences and Field education, Associate Professorship from the Interuniversity Board (UAK) in Educational Sciences and Field education titles and who plans teaching practices with a practice teacher, actually participates and evaluates the lecture of the student.

2. PRINCIPLES

ARTICLE 5- (1) Teaching practices are planned and carried out in line with the following principles:

a) **Planning of teaching practice:** The faculties that will send students to the practicum are cooperated and coordinated with the provincial directorates of national education, and teachers, students and academicians are matched by taking into account the number of institutions, teachers and academicians in the province and their branches. The list, where teachers, students and academicians are matched, is submitted to the governorship by the provincial directorate of national education. Faculties are responsible for the victimization of the students they have taken into teaching practice without working in coordination with the provincial directorates of national education.

b) **Cooperation and coordination among institutions:** The principles regarding teaching practices are determined jointly by the Ministry of National Education and the Higher Education Council. Implementation studies are carried out under the coordination of national education directorates and faculties that train teachers, based on the principles determined on the basis of sharing responsibilities. The Teacher Training Working Group established under the Council of Higher Education plays an active role in determining these principles.

c) **In practicum institution environment:** Teaching practices are carried out at the educational level and fields in which the practicum students will be teachers, in official or private education-training institutions affiliated to the Ministry of National Education determined by the Provincial / District National Education Directorates.

ç) **Active participation:** It is essential that the practicum students actively participate in the education and training processes. For this, in teaching practices, each practicum student is asked to carry out activity / activities related to teaching practices. It is ensured that the practicum students carry out the activities related to teaching practices gradually.

d) **Spreading the practicum process over a wide period of time:** Teaching practices program consists of a comprehensive set of processes such as planning, review, research, participation, analysis, evaluation and development. Each of these processes consists of preparation, implementation, evaluation and development stages. The practicum student needs much more time than he will actually practice in order to gain teaching behaviors at the desired level through these processes. For this reason, teaching practices are given over at least two periods in order to gain an increasing responsibility and practice competence to the practicing student.

e) **Joint evaluation:** Since the practicum activities are planned and carried out by the parties together, the performance of the practicum student in teaching practices is evaluated separately by the practicum instructor and the practicum teacher. The success status of the practicum student in teaching practices is determined as a grade by combining the evaluations made by the practicum and the practicum teacher in accordance with the provisions of the "Education-Training and Examination Regulation" of the university / faculty. The practicum teacher and the practicum instructor processes the general and result evaluation of the practicum student into the Practicum Student Assessment System. These evaluations recorded in the system are submitted to the faculty management by the practicum instructor.

f) **Scope and diversity:** Teaching profession includes various activities such as planning the lesson / practicum, teaching the lesson, guiding the student on matters related to classroom management, workshop and laboratory management, evaluating student success, participating in administrative and educational activities. Teachers work in general-vocational, day-boarding, boarding, city and village schools, in individual or combined classrooms with different conditions. For this reason, teaching practices are planned and carried out in a variety of ways to cover all the duties and responsibilities required by the teaching profession.

g) **The practicum process and the continuity of staff development:** According to the results obtained in teaching practices studies, the competencies of the personnel participating in teaching practices and the practicum process are evaluated and continuously improved.

ğ) **Making the practicum on-site and under supervision:** Achieving the expected benefit from teaching practices is possible if the activities to be performed by the practicum students within the scope of their teaching practices is with the close monitoring, guidance and evaluation of the faculty of the faculty where the student is located. For this reason, teaching practices are carried out in educational institutions in the province or districts where the faculty is located.

3. DUTIES, AUTHORITIES AND RESPONSIBILITIES

ARTICLE 6-The duties, powers and responsibilities of the Teacher Training Turkish National Committee:

- a) Ensures coordination and flow of information on pre-vocational teacher education between the Ministry of National Education and the Council of Higher Education, faculties and other relevant institutions.
- b) Performs the necessary model and infrastructure studies on the cooperation of faculty and educational institutions, which is one of the most important dimensions of teacher training and education.

Duties, powers and responsibilities of the faculty management:

- a) Determines the practicum instructors in line with the recommendations of the departments.
- b) In cooperation with provincial / district directorates of national education and practicum education institution coordinators determines educational institutions with appropriate physical and human infrastructure.
- c) Ensures that studies in practicum educational institutions are carried out effectively and efficiently.
- ç) During the practicum process, it organizes meetings, courses and seminars regarding the practicum studies at certain times every year in order to develop cooperation with faculties, colleges and practicum education institutions that train teachers.
- d) Responsible for the negativities that the practicum students who are taken into teaching practice without working in coordination with the provincial directorates of national education will experience in teaching practice.

Duties, powers and responsibilities of the faculty practicum coordinator:

- a) In line with the quotas determined by the Ministry of National Education, the faculty practicum coordinator determines the number of practicum students according to their teaching fields in cooperation with the head of the relevant department and department at the beginning of each academic year and ensures that they are sent to the Directorate of National Education.
- b) In cooperation with the department's practicum coordinator and the Directorate of National Education Practicum coordinator, it ensures that the information of the practicum students is recorded through the Practicum Student Assessment System.
- c) Monitors teaching practices on behalf of faculties and schools and takes the necessary measures to improve them.
- ç) Evaluates teaching practices and takes necessary measures to improve them.
- d) It is responsible for the negativities experienced in teaching practice and the negativities within their own duties, powers and responsibilities for the practicum students who are taken to teaching practice without working in coordination with the provincial directorates of national education.

Duties, authorities and responsibilities of the department implementation coordinator:

- a) Ensures coordination and cooperation between the department and practicum instructors regarding teaching practices.
- b) Prepares the list of practicum students assigned to the responsibility of the practicum instructors and sends it to the faculty practicum coordinator.
- c) Helps the faculty practicum coordinator in determining the practicum educational institutions.

- ç) It takes the necessary precautions for the practicum instructor to visit the educational institution of the practicum student at least four times in each term.
- d) At the end of the lectures given by the practicum student, it takes the necessary measures to give feedback about the course by the practicum instructor.
- e) It is responsible for the negativities that the practicum students will experience in teaching practice and the negativities within their own duties, powers and responsibilities.

Duties, authorities and responsibilities of the practicum instructor:

- a) Prepares students for teaching practice activities.
- b) Plans the activities of the practicum students within the scope of the practice studies with the educational institution coordinator and the practicum teacher.
- c) Regularly monitors the work of the practicum student together with his teacher.
- ç) Participates in the lecture of each practicum student at least four times in each semester.
- d) Provides the necessary guidance, counseling and attendance follow-up of the practicum student at the stage of the practicum, and provides compensation for the course in cooperation with the practicum teacher of those who cannot participate in the practice due to legal excuses.
- e) Provides detailed feedback to the practicum student, together with the practice teacher, immediately after the course.
- f) At the end of the practicum, evaluates the work of the practicum student and makes the evaluation result entered into the relevant system of the university / faculty as a grade. In addition, records the practicum student evaluation grade on the Practicum Student Evaluation System (MEBBİS).
- g) Responsible for the processing of the general and result evaluation used in determining the performance of the practicum student in each term into the Practicum Student Evaluation System and the negativities within his / her own duties, powers and responsibilities.

The duties, powers and responsibilities of the provincial director of national education: a) Provincial director of national education proposes and assigns the district national education director or one of the district national education branch directors to the local administrative authority as the "national education directorate implementation coordinator" in places where teaching practices will be carried out, in places other than central districts; provincial director of national education, to one of the deputy directors or branch managers for each university.

- b) Determines the practicum quotas of different environments and types of educational institutions affiliated to the Ministry of National Education in the province according to the fields of teaching, distributes the quotas according to the faculties and ensures that the information regarding the distribution is sent to the university.
- c) If the practicum instructor does not actually visit the practicum education institution at least four times in each semester, he takes the necessary measures in cooperation with the faculty practicum coordinator.
- ç) Ensures the participation of the practicum coordinator of the directorate of national education, the practicum education institution coordinators and the practicum teachers to meetings, seminars and courses regarding the practicum studies to be organized by the Faculty.
- d) It ensures coordination between faculties that train teachers and practicum education institutions and takes facilitating measures.
- e) It sends the additional course schedules of those who take part in teaching practice to the relevant university.
- f) It informs the faculties of the attendance status of the practicum student coming from the practicum teachers.
- g) Monitors and controls the practice works.
- ğ) Is first degree liable from all stages of teaching practice activities in the province.

Duties, powers and responsibilities of the national education directorate practicum coordinator:

- a) Determines the practicum educational institutions where teaching practice will be carried out.
- b) It distributes the practicum quotas of the practicum education institutions according to the fields of education and ensures that the distribution list is sent to the relevant practicum institution.
- c) Supervises and evaluates teaching practices, and takes the necessary precautions for effective implementation.
- ç) It ensures that the additional course schedules of those who take part in teaching practice are sent to the provincial directorate of national education.
- d) Controls the processing of the general and result evaluations of the practicum student by the practicum teacher and the practicum instructor into the Practicum Student Assessment System, and ensures that any deficiencies are corrected on time.
- e) Is responsible for all stages of teaching practice activities in his / her field of duty.

Duties, powers and responsibilities of the director of the practicum education institution:

- a) Determines the practicum education institution coordinator, makes the student distribution.
- b) Reports the duties and responsibilities of the mentor teachers and practicum students.
- c) Takes measures to ensure that practicum works are carried out effectively and efficiently.
- ç) Supervises the practicum works of the mentor teachers.

- D) Sends the additional course schedules of those who work in teaching practicum to the provincial / district national education directorate.
- e) Controls the processing of general and result evaluations of the practicum teacher and the practicum instructor into the Practicum Student Assessment System, and ensures that the deficiencies, if any, are corrected in a timely manner.
- f) Responsible for all stages of teaching practice activities in his / her field of duty.

Duties, authorities and responsibilities of the practicum education institution coordinator:

- a) Provides coordination between the national education directorate, the education institution management and the faculty,
- b) Plans the activities of the practicum students within the scope of the practicum studies in cooperation with the practicum instructor and the practicum teacher.
- c) Records practicum students' personal information, photo, etc. via the system.
- ç) Monitors and evaluates the practicum works and takes the necessary precautions for their effective and efficient execution.
- d) Controls the processing of general and result evaluations of the practicum teacher and the practicum instructor into the Practicum Student Assessment System, and ensures that the deficiencies, if any, are corrected in a timely manner.
- e) The practicum institution coordinator records the visits of the practicum instructor to the practicum institution into the Practicum Student Assessment System.
- f) Responsible for all stages of teaching practice activities in his / her field of duty.

The duties, authorities and responsibilities of the mentor teacher:

- a) In cooperation with the practicum instructor and the practicum education institution coordinator, makes recommendations regarding the activities prepared by the practicum students within the scope of the practicum studies.
- b) Ensures that the activities required by the practicum program are carried out, guides the practicum student for the successful performance of the practicum activities, monitors and evaluates these activities.
- c) Evaluates the teaching practicum process of the practicum student at least four times in each semester with the practicum instructor. In the event that the evaluations are not realized, a report on the subject is submitted to the practicum education institution coordinator.
- ç) Evaluates the work of the practicum student at the end of the practicum.
- d) Delivers the practicum student's general and final evaluations with wet signature to the practicum education institution and enters into the Practicum Student Assessment System.
- e) Records the attendance status of the practicum student to the Practicum Student Assessment System and submits it to the practicum education institution coordinator to be sent to the faculties.
- f) Responsible for the evaluation of the practicum student's performance in teaching practice and its recording in the Practicum Student Assessment System and all the stages of teaching practice activities in his / her field of duty.

The duties and responsibilities of the practicum student:

- a) The practicum student has to obey all the rules that teachers are subject to during their stay in the educational institution.
- b) In order to fulfill the requirements of teaching practices, he/she works in a planned manner in cooperation with the practicum instructor, the practicum teacher and other practicum students.
- c) While fulfilling the requirements of teaching practices, cooperates with the practicum education institution administration, the instructor responsible for the practicum, teachers and other officials.
- ç) Submits a file containing their studies and reports within the scope of teaching practices to the instructor and the mentor teacher.
- d) In the event that the practicum is involved in any criminal or disciplinary incident in the educational institution, the procedure is established in accordance with the provisions of the Education Examination and Discipline Regulations of the university / faculty.

The duties, powers and responsibilities of the department of information technology at the Ministry of National Education:

- a) Provides the operation of the Practicum Student Assessment System through MEBBİS.
- b) In line with the requests of the General Directorate of Teacher Training and Development, improves the Practicum Student Assessment System taking into consideration technical and infrastructure facilities.
- c) It performs update studies in the system in coordination with the General Directorate of Teacher Training and Development.
- ç) Provides the solution of technical problems arising from the system.

4. IMPLEMENTATION

ARTICLE 7-Time and Duration of Teaching Practices

In undergraduate and pedagogical formation certificate training programs, the teaching practice course is 6 (six) hours per week for two semesters. In each term, the practicum student lectures at least 4 (four)

times on different weeks under the supervision of the mentor teacher. Considering the number of practicum students per mentor teacher depending on the field / branch, the practicum student is allowed to plan and process the course. The course time that the practitioner will lecture actively, in the weekly course schedule of the relevant course, is planned to be at least 14 (fourteen) hours in total for those with 1-2 hours, and not less than 24 (twenty four) hours in total for those with 3 (three) or more hours.

ARTICLE 8-Place of practicum:

Teaching practices are carried out in official and private education and training institutions affiliated to the Ministry of National Education in the province or district where the faculty is located. In educational institutions; Class, branch and psychological counseling and guidance students who will participate in the practice, according to the physical condition of the educational institutions and the number of teachers, do some of their practices in educational institutions in the villages.

Planning, execution and evaluation of teaching practice:

ARTICLE 9-The following procedures regarding teaching practice are carried out:

a) **The practicum coordinator of the provincial / district directorate of national education** determines the practicum training institutions and the practicum student quota for each educational institution, in cooperation with the directors of the institutions that can be selected as practicum education institutions concerning teaching fields.

b) **Provincial / district directorate of national education practicum coordinator** distributes the practicum training institutions and the student quotas to participate in the practicum according to the faculties in terms of teaching fields in line with the requests from the faculties and ensures that they are sent to the relevant university / faculty.

c) **The faculty practicum coordinator**, in cooperation with the department practicum coordinators, groups the number of students per teaching staff in their faculties so as not to exceed 8 (eight) students and determines the responsible instructors of each group.

ç) **The faculty practicum coordinator** prepares a list showing the distribution of the practicum instructors and the practicum students they are responsible for, taking into account the practicum student quotas allocated to them, and sends them to the provincial directorates of national education.

d) **The provincial directorate of national education** sends the list showing the distribution of the practicum instructors and the practicum students they are responsible for, according to their fields and practicum schools, to the directorates of the institution and the relevant faculty deans, after obtaining the approval of the local administrative authority.

e) **The practicum education institution coordinator** determines the practicum teachers of the practicum students and also plans the number of students per lesson 4 (four) per practicum teacher not to exceed 2 (two) students. The coordinator shows the students around the educational institution, introduces the units and gives information about the activities.

f) **The practicum instructor** informs the practicum students, who are given to his/her responsibility, about the basics of teaching practices, the activities to be included in the practicum program and the rules to be followed. He/she takes the practicum students to the practicum education institution and introduces them to the institution administrators, practicum institution coordinator and practicum teachers. They prepare teaching practice activity plans together with the mentor teacher and the practicum students. For each student, he/she goes to the educational institution at least four times in each semester and makes observations, evaluates with the practicum student and the mentor teacher. Discusses and evaluates the developments about the practice made in the educational institution every week with the practicum student.

g) **Practicum students** under the supervision and guidance of the practicum instructor and the mentor teacher, carry out the activities specified in the activity plan of the teaching practices and prepare a detailed study report for each activity. It is mandatory for the practicum students to participate in the teaching practices as planned. However, practices that are incomplete due to legal excuse can be compensated by taking the course hours and schedule of the mentor teacher into consideration. At the end of the practicum, they complete the file containing the studies and reports carried out within the framework of the activity plan and submit it to the instructor.

ğ) The practicum instructor and the practicum teacher record their observations about each practicum student separately in the Practicum Student Assessment Form (Annex-1). After the lesson, he/she evaluates the work done with the practicum student together.

h) **The success of the practicum student** is evaluated by the practicum instructor and the practicum teacher in the context of the activities carried out in the course and teaching practice. The practicum teacher and the practicum instructor records the practicum student result and general evaluations together in the Practicum Student Evaluation System. The practicum instructor submits these evaluations to the department coordinator. Practicum students are dismissed and considered unsuccessful if they are absent without an excuse at the educational institutions they practice.

5. MISCELLANEOUS PROVISIONS

ARTICLE 10- (1) In case the practicum studies cannot be completed in an educational institution due to compulsory reasons, the missing part shall be completed in another educational institution to be approved by the national education directorate in accordance with the provisions of the Directive.

ARTICLE 11- (1) In the event that the practicum teacher cannot fulfill the duty of practicum teacher due to compulsory reasons and there is no teacher in the same branch in the province while the practicum student continues his teaching practice, the teaching practice will be carried out by the faculty administrative board, the Board of Education and Discipline Presidency Assignment and Teaching Courses. It is completed in the designated area by taking into consideration the "Subject to Appointment Field and Graduated Higher Education Program / Faculties" in the schedule regarding its principles.

ARTICLE 12- (1) In case the teaching practice cannot be fully or partially performed in the same or near province / district due to natural disasters and similar extraordinary circumstances, the teacher candidates practice with the teacher candidates of another faculty implementing the same program. Teacher candidates complete all the courses of the relevant semester at the faculty they practice. For this, a protocol is made between the universities to which the faculties are affiliated. Accommodation needs of students are met by their faculties.

Disciplinary rules and other matters

ARTICLE 13- (1) If the practicum students are absent from the educational institutions they practice without an excuse, they are dismissed and considered unsuccessful. The relevant higher education institution legislation is applied to the practicum students on discipline and other legal issues.

6. FINAL PROVISIONS

Cases with no provisions

ARTICLE 14- (1) In cases where there is no provision in this Directive; The process is established in a way that is not contrary to the relevant legislation.

Legislation repealed

ARTICLE 15- (1) The Directive dated 28.07.1998 and numbered 4392, which entered into force with the Approval of the Authority, has been repealed.

Force

ARTICLE 16- (1) This Directive takes effect on the date it is approved.

Executive

ARTICLE 17- (1) The provisions of this Directive are executed by the Minister of National Education.

Transitional provisions

PROVISIONAL ARTICLE 1 - (1) Regarding students enrolled in any teacher training undergraduate program before the 2018-2019 academic year and continuing in pedagogical formation education certificate programs, paragraph d of Article 4 (1), paragraph d of Article 5 (1) and 7 The provision "performing teaching practice in two terms" stated in item (1) is not applied. (2) For students enrolled in any teacher training undergraduate program before the 2018-2019 academic year, the "School Experience" course will continue in accordance with the Directive No. 4392 dated 28.07.1998.

7. COMPETENCES REQUIRED FOR TEACHERS

Below is a list of teaching skills applicable to all teacher training programs. These skills will be learned with the help of educational sciences, special teaching methods and practicum studies in schools and will be reached to the expected levels with exercises.

1. FIELD INFORMATION

- 1.1. Understanding the basic knowledge of the field (concept, phenomenon, principle, generalization, law, model, theory, etc.) and the ways of handling this information (method of operation, technique, method, etc.)
- 1.2. Increasing the knowledge in the field to higher levels as necessary
- 1.3. To have knowledge about the teaching programs (curriculum) related to the subject area

2. MANAGING THE TEACHING-LEARNING PROCESS

2.1. Planning and lesson preparation

- 2.1.1. Expressing target behaviors clearly
- 2.1.2. Planning classroom work as prescribed in the syllabus and lesson plan
- 2.1.3. Planning the lesson to achieve relevant behavioral goals
- 2.1.4. Planning the lesson to benefit from various teaching-learning activities
- 2.1.5. Choosing or preparing appropriate teaching-learning tools
- 2.1.6. Preparing a well-organized and integrated lesson plan
- 2.1.7. Ensuring continuity and progressiveness of learning (properly associating what has been learned before and after the unit at hand)

2.2. Making use of teaching methods

- 2.2.1. Making use of methods suitable for students' ages, previous learning levels and abilities
- 2.2.2. Making use of various teaching methods
- 2.2.3. Interacting with all individuals and groups in the classroom
- 2.2.4. Setting realistic expectations for students and encouraging them to do their best

- 2.2.5. Using teaching-learning tools appropriately and effectively
- 2.2.6. Utilizing information technologies such as electronic tools and computer software

2.3. Communication

- 2.3.1. Providing clearly defined and easily understandable instructions and timing them appropriately in the teaching-learning process
- 2.3.2. Providing clearly defined and easily understandable explanations and timing them appropriately in the teaching-learning process
- 2.3.3. Asking timely and effective questions
- 2.3.4. Using voice effectively and changing it as needed
- 2.3.5. Being sensitive to and benefiting from feedback from students
- 2.3.6. Using the language in accordance with the situation and at the required level of concreteness-abstractness

2.4. Classroom management and relations with students

- 2.4.1. Continuing his lessons in a purposeful and orderly manner
- 2.4.2. Starting and finishing lessons in a timely and effective manner
- 2.4.3. Benefiting from individual teaching, small group and classroom teaching methods suitable for students and the subject
- 2.4.4. Establishing relationships with students and effective teaching-learning interaction
- 2.4.5. Getting the attention of students, motivating them to learn, maintaining their interests and motives
- 2.4.6. Using punishment and praise appropriately and effectively
- 2.4.7. Taking appropriate measures against interruptions and interventions
- 2.4.8. Setting realistic and good goals; objective and reliable evaluation of their realization degree; using the results in self-improvement
- 2.4.9. Creating a democratic environment in the classroom that will allow students to express themselves

2.5. Assessing and recording students' learning

- 2.5.1. Scoring the students' products in a short time and giving the results with feedback on how the student will develop
- 2.5.2. Assessing the student's progress using national norms and other appropriate criteria, if any
- 2.5.3. Keeping records of activities and progress achieved

3. STUDENT PERSONALITY (GUIDANCE) SERVICES

- 3.1. To know the principles and procedures related to school management
- 3.2. Establishing reassuring relationships with students in their own group and taking responsibility for them to develop a healthy and balanced personality
- 3.3. Being sensitive to individual and group needs
- 3.4. Contributing to student personality services (counseling and extracurricular activities) in the school

4. PERSONAL AND PROFESSIONAL CHARACTERISTICS

- 4.1. Using time well
- 4.2. Consultation, making use of suggestions
- 4.3. Establishing business relationships with other teachers
- 4.4. Exchanging information about the profession with other teachers
- 4.5. Participating in school activities such as meeting, in-service training, preparing equipment
- 4.6. Establishing good relations with parents of students
- 4.7. Participating in events that concern the whole school
- 4.8. Reflecting on your own performance and taking appropriate initiatives for improvement
- 4.9. Complying with professional standards of behavior and appearance

8. SCHOOL EXPERIENCE COURSE (3 credits / 1 hour theoretical - 4 hours practical)

Before starting the Teaching Practice and fully assuming the teaching role, prospective teachers will do some work in schools. These first studies in schools are called School Experience.

Goal

- 1) To create professional competencies that teacher candidates will need by getting to know the school and classroom environment they will work in the future.
- 2) To assist candidates in developing various teaching techniques that they can adapt to their students' age, ability and special needs
- 3) To make candidates become good teachers who have understanding and attitudes that can contribute to creating an effective school environment.

Scope

It consists of daily activities arranged in a row among themselves. During your time at the school, you will make planned observations and engage in a variety of activities consisting of tasks that will prepare you for teaching. Regarding some of these activities, there are forms that you or the observers should fill. Activities within the scope of the School Experience course can be grouped into three main groups as follows.

- 1) Observing teachers and students
- 2) Improving teaching skills through observation
- 3) General issues of administration and school

It aims to make observations and reflect on school life in school experience lessons and to gain experience in teaching skills. The tasks and activities that prospective teachers do in this lesson should provide them with the opportunity to observe experienced teachers on the job, work with students individually and in small

groups, and gain short-term teaching experience, albeit with limited responsibilities. During the practicum studies, a determined number of activities will be held and the files containing the reports regarding these activities will be delivered to the practicum instructor within the week they belong and at the specified day and time. At the end of the term, these assignments will be collected in a folder and will be used in determining the student's course grade.

Mechanism

In order for the School Experience activities to be carried out in a planned and appropriate manner, the following procedures are foreseen to be carried out sequentially.

- 1) Before the semester starts, the department's practicum coordinator makes plans by examining the determined activities with the instructors who will teach the School Experience course and adding new activities if necessary. The plan clearly states which activity will be held on which week.
- 2) Instructors taking part in the School Experience course introduce the practicum program, duties and responsibilities prepared to the mentor teachers and teacher candidates under his / her responsibility.
- 3) The teacher candidates write a report about the weekly activity they have completed. A copy of the report is given to the practicum instructor responsible for them at the university.
- 4) The practicum instructor hold a seminar every week during the School Experience, allowing the prospective teachers to discuss the results of their observations regarding the school activity that they have completed that week. It gives feedback on the weekly reports written by the students and ensures that these reports are shared among the students.
- 5) The practicum instructor goes to the practicum school from time to time and helps to continue the school experience in accordance with its purpose.
- 6) Students are required to attend the School Experience course in Schools with 70% attendance.
- 7) Attendance schedule will be registered every week before by the relevant practicum teacher on mebbis.gov.tr.
- 8) In the weekly 1 hour theoretical School Experience course, the activities in this directive will be reported and evaluated in the classroom environment under the supervision of the relevant instructor.
- 9) School Experience Lesson implementation will be carried out in the schools where the distribution is made, on the days and hours told by the mentor teacher.

School Experience File

It is essential for prospective teachers to do practical work together with teachers and students during their preparation for teaching. School experience consists of planned observations and activities aimed at introducing many tasks that make up the teaching profession to prospective teachers. These observations and activities are included as School Experience as one hour of seminars and four hours of school activities per week. These activities are: Observing a day of the teacher and a student at school, how the teacher organizes the lesson while teaching a lesson, what stages the lesson is divided into, how he applies teaching methods and techniques, what kind of activities he uses in the lesson, what the teacher does for the management of the lesson and for the control of the classroom, observing how he finished the lesson and evaluating student work, examining the organizational structure of the school, how the school principal performs his duties, and the relations of the school with the society it is in, and preparing a portfolio that reflects the school experience studies. When the School Experience course is completed, the prospective teachers should have acquired the following features.

- Getting acquainted with the organizational structure, functioning and teaching of the school with a systematic approach,
- Having knowledge about the school management and school work and the resources available in the school,
- Recognizing other activities in the classroom and school through observation.

You should pay attention to the following points in the file you need to prepare about your implementation work in schools.

The following information should be included on the cover page of each report:

Teacher candidate's name and surname:
Student number:
Department:
Program:
Name of the practice school:
Practicum teacher:
Practicum instructor:
Name of the activity:
Report delivery date:

The School Experience course lasts one semester on the determined days and times per week and aims to teach the prospective teacher to get to know life in school and to teach. The tasks and activities that the teacher candidates do in this lesson provide them with the opportunity to observe experienced teachers on duty and to get to know school students. While planning the School Experience lesson, the following activities should be used:

Week	Name of the activity	Explanations
1	Making the term plan	
2. week	<u>Assignment : Teacher's one day</u> • Examining the teacher's activities at school for a day	In the theoretical hour of the 2nd week, the term plan is submitted to the instructor.
3. week	<u>Assignment: :Student's one day</u> • Examining the student's activities at school for a day	The report of the 2nd homework is delivered to the instructor at the theoretical hour of the 3rd week.
4. week	<u>Assignment: Planning the lesson and ordering the activities</u> • The lesson planning of the teacher and the examination of the activities he / she has done.	The report of the 3rd homework is delivered to the instructor at the theoretical hour of the 4th week.
5. week	<u>Assignment : Lesson Observation-Teaching Methods</u> • Examination of the courses in terms of teaching methods used	The report of the 4th homework is delivered to the instructor at the theoretical hour of the 5th week.
6. week	<u>Assignment: Course Management and class control</u> • Examining the lessons in terms of classroom management	The report of the 5th homework is delivered to the instructor at the theoretical hour of the 6th week.
7. week	<u>Assignment: Making use of textbooks, preparing worksheets and other materials</u> • Examination of the courses in terms of the source books and materials used	The report of the 6th homework is delivered to the instructor at the theoretical hour of the 7th week.
8. week	<u>Assignment: Group work</u> • Examination of the lessons in terms of group work	The report of the 7th homework is delivered to the instructor at the theoretical hour of the 8th week.
9. week	<u>Assignment: Exercises to ask questions, test preparation, scoring and analysis</u> • Examination of the courses in terms of asking questions, preparing exams and scoring	The report of the 8th homework is delivered to the instructor at the theoretical hour of the 9th week.
10. week	<u>Assignment: Evaluation of student work</u> • Examination of the courses in terms of student work	The report of the 9th homework is delivered to the instructor at the theoretical hour of the 10th week.
11. week	<u>Assignment: School management, possibilities and problems</u> • Examination of the school in terms of management, physical conditions and problem	The report of the 10th homework is delivered to the instructor at the theoretical hour of the 11th week.
12. week	<u>Assignment: Lecture</u> • Micro lecture	The report of the 11th homework is delivered to the instructor at the theoretical hour of the 12th week.
13. week	<u>Assignment: Completing the shortcomings</u> • Theoretical work	The report of the 12th homework is delivered to the instructor at the theoretical hour of the 13th week.
14. week	<u>Assignment: Completing the shortcomings</u> • Theoretical work	The report of the 13th homework is delivered to the instructor at the theoretical hour of the 14th week.

Evaluation

The main purposes of those responsible for the monitoring and training of the pre-service teachers during the School Experience stage are not to evaluate the success of the pre-service teacher, but to guide and support them. The guidance and support mentioned here is carried out as follows:

- During the School Experience lesson, the file in which the teacher candidate reports his / her activities is regularly audited to evaluate whether he / she has fulfilled his / her duties.
- For the School Experience lesson, the file of the teacher candidate who completes his studies at the school is examined and the candidate is interviewed about his professional development and he is given feedback.
- Weekly reports are taken as basis in calculating the success grade of the teacher candidate. However, the teacher candidate's attendance schedule and activities in the practice school are also taken into consideration.

Warnings for prospective teachers

As you carry out the tasks that make up the activities within the School Experience one by one, in each of them you will turn your attention to one aspect of teaching. While doing the task, you will reflect on that aspect of teaching. You will try to learn as much as you can by observing the practice teachers and getting their views on what you are doing. You will then combine what you have learned with your own knowledge of developing teaching skills. When you successfully complete these activities, you will be well advanced towards becoming a teacher. When you are observing a teacher, you should prepare and arrange your work properly, like a professional person. Before starting to work within the scope of the School Experience course, you should examine all the tasks you will fulfill in this course. You should try to see how these form a sequential order to improve your teaching skills. Do what you have prepared in advance for each task; you should meet with the teachers you want to observe. Then tell them what you want to do; you must present the notes you have taken about their lectures to them for reading. If you are going to teach a class for a short time or one class hour, then you should prepare well in advance. You have to ensure that the teacher knows what you are going to do and that he or she shares more or less the same opinion with you about the work you are going to do. In such a case, show the teacher your plan of what to do in the lesson and the work you intend to carry out; try to take advantage of the guidance and suggestions he can give you. Do not forget that finding the opportunity to meet with the teacher between your days at school can provide you with significant convenience in practice.

During the School Experience, you will spend the same day of each week at school. You will have to work with the same class for five or six weeks. Meanwhile, you will start getting to know the students in the classroom. As you work with them, your self-confidence will increase. Furthermore, you will start to be interested in all aspects of what is happening in the classroom, getting as much work as you can to handle. You may be working with another pre-service teacher on practical work in schools. If this is the case, you should try to help and support each other, benefit from each other as observers and evaluators, and combine your efforts to do team teaching. Your file about your implementation work in schools is very important. You must keep a file for your lesson. You should collect your answers about the questions asked to you, the reports requested from you, the evaluations and the forms you filled, in this file in order and order. You should have organized this information in your file in a way that clearly shows what you have done in this lesson, the faculty instructor and the mentor who is guiding you, and correlates it appropriately with the activities and tasks you do in the lesson. Comparing the work in your dossier with the work you do in your faculty courses on the same subjects It is also necessary to establish relationships between your practical work in schools and the theoretical learning you gain in faculty.

- Review your preparations for the work you will do throughout the semester with the principal of the school where you will do the practicum work during the semester and the teachers of the classes you will spend each of the two terms of 5-6 weeks working together.
- On your first day at school, agree with those concerned on the part of your study plan for the remaining weeks. Have your study plan written in order to consult with the relevant faculty instructor.
- Make an appointment for an interview with the mentor teachers who will follow you most closely in your school practices. In this meeting, tell the teachers about the activities that the relevant faculty instructor wants you to do during this semester. Ask them to help you arrange these activities in an appropriate order.
- In between the days you will spend at school, find out how you can meet with the mentor you are working with, when necessary.
- Examine your teaching file carefully from the beginning. Make sure that your dossier is organized and that your notes for each event are complete and in place.
- Make sure that your notes and evaluations about the course are in your file and ready for review.
- Discuss the progress you have shown and the work you have done during the semester with the faculty instructor and practicum teacher you work with.
- Summarize your evaluations and the observers' evaluations in writing and include them in your file; do not forget to especially note your strengths and weaknesses.

9. TEACHING PRACTICE COURSE (5 credits / 2 hours theoretical-6 hours practical)

Teaching practice is a course planned so that the prospective teacher can try and develop his/her knowledge and skills in a school environment and gain the features required by his/her profession. Students will prepare an application file to be collected at the end of the semester in this course.

Goal

When the teaching practice course is completed, the prospective teachers should have acquired the following qualifications.

- Being able to improve the proficiency of the teaching profession by teaching in different classes at the practice school
- Being able to understand the curriculum of his / her field, being able to evaluate the textbooks, being able to measure and evaluate

- Being able to develop himself in this direction by sharing experiences gained during the teaching practice with his/her friends and the practicum instructor.

Scope

The pre-service teacher is asked to attend the classes for at least three hours of the weekly class hour given to a teacher, stay in the school for the remaining three hours and do the following activities and put these studies in the prepared file. The activities that the candidate teacher is expected to do at school are as follows:

- Making final preparations especially for the subject that will be taught that day
- Preparing course materials such as projection, smart board, sports equipment when necessary
- Meeting with the mentor about the lesson he teaches.

The prospective teacher reviews his / her day at school, evaluates it and makes plans. If he/she has time left, will follow the other lessons given by the mentor teacher. How the prospective teacher will use this time spent at school will undoubtedly depend on his / her practice program at the school. In the theoretical lesson, the practicum instructor discusses and evaluates the developments related to the applications in the schools, sometimes goes to the schools and follows the pre-service teacher and makes constructive suggestions that will contribute to the development of the teacher candidate. In this process, the instructor and the mentor teacher provide assistance and support to the pre-service teacher and cooperate closely with the pre-service teacher. The practicum teacher observes the teacher candidate's lesson from beginning to end many times according to a certain program. The pre-service teacher carefully takes note of the points emphasized in his interviews with the practicum teacher and the practicum instructor, thinks about these suggestions and continues his/her studies by taking them into account.

Mechanism

1. Teacher candidates within the scope of teaching practice course go to selected schools for six hours of classroom teaching practice in undergraduate teacher training programs. In addition, he/she frequently meets with the instructor to evaluate his/her teaching practice.
2. The Faculty Practicum Coordinator notifies the national education directorates of the number and names of the teacher candidates determined by the department practicum coordinator, and the names of the instructors responsible for the application and the selected application schools in a list.
3. National education directorates send the approved lists to the relevant practicum schools and the faculty practicum coordinator.
4. The faculty practicum coordinator notifies the number and names of the teacher candidates approved by the national education directorates and the names of the instructors responsible for the practicum to the selected practicum schools in writing.
5. The faculty or department practicum coordinator goes to the schools selected and approved by the national education directorate and determines the practice teachers together with the school coordinator.
6. The practicum school coordinator distributes the list of pre-service teachers and instructors responsible for practicum sent by the faculty practicum coordinator to the relevant field practice teachers and prepares the teaching practice program and calendar with them. He/she organizes the in-school activities to be followed by the teacher candidates during the practicum process together with the practicum teacher.
7. The practicum teacher prepares an practicum chart showing the distribution of the activities, observations and evaluations that they will follow during the practicum process together with the teacher candidates and the application instructors.
8. The in-service teacher and the in-service instructor reviews their observations with the pre-service teacher after the lesson, discusses them with a constructive criticism, and gives feedback to the pre-service teacher to understand his / her weaknesses and improve himself / herself.
9. The pre-service teacher fulfills all the activities specified in the practicum schedule. He/she develops himself/herself in line with the feedback received from the practicum teacher and the practicum instructor.
10. The pre-service teacher can help and work together with another pre-service teacher in the realization of the activities. In this case, responsibilities should be shared equally.
11. The practicum instructor and the teacher candidate reviews the developments related to the practicum in the school every week. In this way, more comprehensive discussions are made on the problems that the pre-service teacher identifies or encounters in practice. The theoretical lessons should be in the form of discussing what is done in the practice school under the supervision of the instructors and following the teacher candidates in the practice school, reviewing the lesson plans, and discussing the information that the instructors received from the practice school teachers about the practice students in the classroom environment.
12. Post-practicum, the pre-service teacher attendance chart, the observation form for the pre-service teacher, and a sample plan are given in the annexes.

Teaching Practicum File

Keeping a file on teaching practicum is very important.

1. The timetable of the activities to be carried out during the whole term and a list of the classes in which the pre-service teacher works should be placed at the beginning of the file.
2. The prospective teacher should place the plans of the courses he taught and his notes about those courses in separate sections in order.

3. The prospective teacher should evaluate and write his own lesson after each lesson. Activities in lessons, peer observations and self-evaluations, reflective thoughts should be included in the file.
- Peer Evaluation Form (The form that the prospective teacher will fill in the lessons he observes)
 - Self-Assessment Form (The form to be filled by the prospective teacher about himself)
 - Daily plans of the lessons taught by the pre-service teacher
4. The prospective teacher should write down the professional experiences gained during the teaching practice and the theoretical (seminar) course and keep them in a separate part of this file.
5. The practicum teacher and the practicum instructor with whom the teacher candidate works may want to examine the candidate's file at certain times during the semester. The pre-service teacher should keep his / her file with him when he / she is in the practice school and must update it continuously. Activities, evaluations and lecture notes related to each lesson held up to that day should be kept in the file.

Week	Name of the activity	Explanations
1	Organizing teaching practices meetings in faculties	
2. week	Assignment : Getting to know the practicum school • Preparing an information report introducing the practice school	In the theoretical hour of the 2nd week, the term plan is submitted to the instructor.
3. week	Assignment: :Getting to know the teaching profession • Recognizing the teaching profession from different aspects by examining the teacher's activities at school with the Teacher Observation Form.	The report of the 2nd homework is delivered to the instructor at the theoretical hour of the 3rd week.
4. week	Assignment: Teaching Methods and Techniques • Examining the courses in terms of teaching methods and techniques Assignment: Preparing a lesson plan and lecture • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form, writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 3rd homework is delivered to the instructor at the theoretical hour of the 4th week.
5. week	Assignment : Classroom Management • Examining the lessons in terms of classroom management and strategies for coping with misbehavior Assignment: Preparing a lesson plan and lecture • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form, writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 4th homework is delivered to the instructor at the theoretical hour of the 5th week.
6. week	Assignment: School-Family Cooperation • Examination of the school-family cooperation, how parents' meetings are conducted Assignment: Preparing a lesson plan and lecture • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form, writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 5th homework is delivered to the instructor at the theoretical hour of the 6th week.
7. week	Assignment: Preparing a lesson plan and lecture(Student-centered teaching activities) • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form, writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 6th homework is delivered to the instructor at the theoretical hour of the 7th week.
8. week	Assignment: Preparing a lesson plan and lecture (Developing group work activities and implementation) • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form, writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 7th homework is delivered to the instructor at the theoretical hour of the 8th week.

9. week	<u>Assignment: Preparing a lesson plan and lecture(Asking questions, developing and applying problem solving activities)</u> • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form , writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 8th homework is delivered to the instructor at the theoretical hour of the 9th week.
10. week	<u>Assignment: Preparing a lesson plan and lecture (Worksheet preparation and implementation)</u> • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form , writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 9th homework is delivered to the instructor at the theoretical hour of the 10th week.
11. week	<u>Assignment: Preparing a lesson plan and lecture Computer Assisted Teaching Activity and Material Development and implementation)</u> • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form , writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 10th homework is delivered to the instructor at the theoretical hour of the 11th week.
12. week	<u>Assignment: Preparing a lesson plan and lecture(Assessment and evaluation activity)</u> • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form , writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 11th homework is delivered to the instructor at the theoretical hour of the 12th week.
13. week	<u>Assignment: Social activities</u> Examination of social activities and club activities carried out at the school <u>Assignment: Preparing a lesson plan and lecture</u> • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form , writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 12th homework is delivered to the instructor at the theoretical hour of the 13th week.
14. week	<u>Assignment: E-school implementations</u> Getting information of MEBBIS / E-school implementations about electronically student absenteeism transactions, report card transactions, etc. from school administrators. <u>Assignment: Preparing a lesson plan and lecture</u> • Observing other pre-service teachers in the Practice School, lecturing, evaluating their own professional development with the Self-Assessment Form , writing a Reflective Thinking essay and observation via Peer Evaluation Form	The report of the 13th homework is delivered to the instructor at the theoretical hour of the 14th week.

Evaluation

According to the principles determined by the faculty, the instructor responsible for the practicum and the practicum teacher jointly evaluate the success of the pre-service teacher. Teaching practice evaluation is done separately by the mentor teacher and the practicum instructor. The mentor teacher makes an assessment on the www.mebbis.gov.tr platform. The practicum instructor evaluates on the www.uod.meb.gov.tr platform. These evaluations are suitable for summarizing the pre-service teachers' developments in their teaching skills. With these evaluations in the form of weekly and final grades, the overall assessment grade of the student is determined. Since a copy of the forms filled in during the observation is not given to the pre-service teacher, weekly feedback should be given to the pre-service teachers to correct their weaknesses before the end of the teaching practice by using the opinions stated in this form.

1. The file prepared by the pre-service teacher during the teaching practice is the most important criterion for the evaluation of the student's teaching practice and seminar course and the activities he / she has done.
2. The observing mentor gives constructive feedback, either orally or in writing, that determine the strengths and weaknesses of the teacher candidate.
3. The progress of the teacher candidate in teaching practice and the level of teacher attained is monitored on the basis of lesson observation forms. Based on these lesson observation forms, the practicum success grade of the teacher candidate is determined by filling the Teaching Practicum Evaluation Form. This form is filled by

the practicum instructor and the practicum teacher. Out of 100 points, 67.40 points are given by the mentor teacher and 32.40 points are given by the instructor.

With the Teaching Practice Directive dated 14.06.2018 and numbered 31666252-399-E.11700767, dated 28.07.1998 and numbered 4392 "The Directive Regarding the Teaching Practice of Teacher Candidates in Education Institutions affiliated to the Ministry of National Education" has been updated by taking into account the opinions of the relevant units of the Ministry of National Education, the Higher Education Council, Education Faculties and Provincial National Education Directorates.

Practicum Student Evaluation System;

- To ensure an effective coordination between institutions to improve teaching practice,
- To establish a national standard within the framework of the principles determined in planning, implementation and evaluation,
- To increase the information exchange by improving the cooperation between the education faculty and the application school,
- To maximize the interaction between the education faculty and the application school in the education and training process,
- To eliminate the negativities experienced / to be experienced in transferring theory to practice and practice to theory,
- To train qualified teachers with experience,
- In order to ensure that student performances are used in interviews for prospective teachers; "**Practicum Student Evaluation System**" has been developed.

Attention to Practicum Student

- The practicum student has to obey all the rules that teachers have to obey during their stay in the educational institution and submits all studies and reports made within the scope of teaching practice to the instructor and the mentor teacher.
- In the process of teaching practice, the practicum student has to be at the school for 6 (six) lesson hours per week. The course hours to be actively lectured by the practicum student should be planned according to the hours determined by the instruction and at least 4 of the taught courses should be evaluated and registered in the MEBBIS daily evaluation system.
- Practicum students do not have the right to absenteeism without legal excuses. Students who are absent without an excuse are dismissed from the system and considered unsuccessful.
- At the end of an excused absenteeism (including visa week and public holidays), compensation can be applied in other weeks or on a different day in the same week, if possible (if it is suitable for the course schedule and planning).
- Although the required practice time for each student at the end of the teaching practice is 72 hours, the practice time may differ according to the branch and students in the face of official holidays, excuses and situations where compensation is impossible.

GENERAL EXPLANATIONS ON TEACHING PRACTICUM SYSTEM

1. At the beginning of the relevant semester, on the dates specified in the Teaching Practice Calendar sent to schools with an official letter, the practicum teacher and the practicum students will be held in orientation, planning meetings etc. under the leadership of the practicum institution coordinator. The practicum start date must be entered in by the practicum teacher on MEBBIS on the date specified in the calendar.
2. Prospective teachers must be at the school for at least six hours each week in order to practice (give lectures) at least one lesson each week.
3. In line with the plan prepared by the university for teaching practice, students should be distributed to the classes per 2 people in line with the planning made by the institution coordinator and the application teacher so that each student can give lectures at the desired level. (1 student lecturer and the other student observer).
4. For each practicum student, during the whole implementation, the Practice Teacher has to make daily evaluation at least 4 times to MEBBIS.
5. In order to prevent the general evaluation from being far from the truth, the practicum instructor is required to attend the lectures of the practicum student at least 4 times and to convey his views to the daily evaluation system.
6. In the practice lesson, teacher candidates do not have the right to be absent without an excuse.
7. It is the desired situation to compensate for excused (documented) absenteeism, and in cases where it cannot be compensated (absenteeism in the last weeks, situations arising from the mentor's curriculum, the mentor's report, leave of absence, official holidays, etc.), it is sufficient to enter the practicum student into the system with an excuse.
8. The compensation should be compensated by going another day in the same week or another day in another week. This situation should be realized within the knowledge of the instructor responsible for the course and the practicum teacher.

9. Application students cannot go to the practice school more than one day in the same week and finish the application before the specified date within 12 weeks, except for make-up cases. (No intensive program can be made).

10. It is the desired level for each practicum student to practice 72 hours, and in cases where compensation is impossible, it is sufficient for the practicum student to be entered into the system with an excuse and the evaluation will be made according to the weeks attended.



Practicum Teachers and Practicum School coordinators log into the system via Mebbis.

The login interface is a blue rectangular box with the T.C. Milli Eğitim Bakanlığı logo at the top center. Below the logo, there are two input fields: the first is labeled 'Kullanıcı Adı / T.C. Kimlik No' and the second is labeled 'Şifre'. Below these fields are two buttons: 'e-Devlet Girişi' and 'Giriş'. At the bottom right, there is a link that says 'Şifreni Unuttum?'.

Practicum institution coordinator; makes the necessary measures and correspondence for the effective and efficient execution of the application. He/she uploads the photos of the students to the system. By registering the practicum teachers to the system, the practicum teacher-practicum student-practicum instructor matches are made. In addition, the coordinator processes the absenteeism transactions of the instructor into the MEBBİS system.

The user profile page is a web interface with a sidebar on the left containing navigation links. The main content area is titled 'Kullanıcı Bilgileri' (User Information). It contains a form with fields for 'Ad Soyad' (Name Surname), 'E-Posta' (Email), 'Şifre' (Password), and 'Gözetim' (Supervision). Below the form, there is a section for 'Öğretmen Bilgileri' (Teacher Information) with fields for 'Öğretmen No' (Teacher No), 'Ad Soyad' (Name Surname), 'E-Posta' (Email), and 'Şifre' (Password). At the bottom, there is a table with columns 'Sıra No', 'Ad Soyad', and 'Durum'. The table contains several rows of student data.

DUTIES OF THE PRACTICUM INSTITUTION COORDINATOR

1. Adding Practicum Student Photo:

It will be made by the school administration on the Institution MEBBİS page. File size should not be larger than 100 KB while applying Application Student Photo Addition.

2. Adding Practice Teacher and Academician:

It will be made by the school administration on the Institution MEBBİS page. The school administration matches the practicum students, who have been added to the system by the Provincial Directorate of National Education, to the teachers who are permanent staff in the institution and who have successfully completed the Teaching Practice Counseling Training Course. Click on the file folder next to the practicum student and select the practicum teacher determined for each student and click the save button. This process should be done separately for each student. While doing the Practicum Teacher Adding Process, the rule of "Student and Consultant Teacher branch must be the same" rule should not be forgotten. In addition, it will only be visible to teachers who have a Teaching Practice Counseling Training Certificate in the system.

3. Academician Weekly Absenteeism Transactions:

Issues to Consider While Performing Weekly Absenteeism Procedures:

The starting day of the week must be Monday!

The end of the week must be Friday!

Week end date cannot be a future date!

The start and end date must belong to the same week!

Week start date cannot be after end date!

4. Academician's Daily Absence Transactions:

Issues to be Considered While Performing Academicians' Daily Absence Procedures: On the Days of practicum that the academician has come, save **ARRIVED**.

The other days will be saved by selecting **NO PRACTICUM**.

5. Adding a Student Work Week:

Issues to Consider While Adding a Student Work Week:

The starting day of the week must be Monday!

The end of the week must be Friday!

Week end date cannot be a future date!

The start and end date must belong to the same week!

Week start date cannot be after end date!

6. Student Daily Absence Transactions:

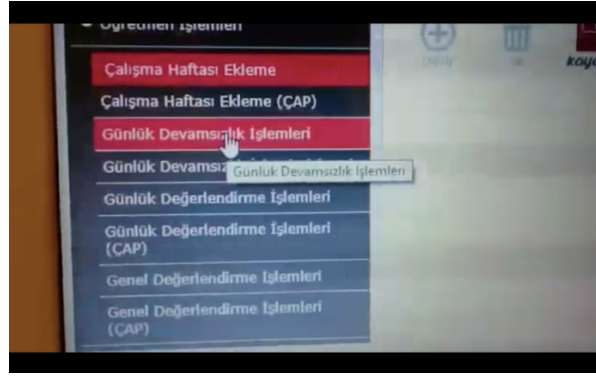
Issues To Be Considered on Student's Daily Absence Procedures:

On the Days of the practicum that the student's has come, save **ARRIVED**.

The other days will be selected **NO PRACTICUM**.

If the application student has an excuse or has a report, the relevant option is selected, and the date and number of the document brought to the explanation section are written. If the practicum day is a public holiday, the relevant option is selected. If the practicum teacher has a report, **NO PRACTICUM** is selected and the **PRACTICUM TEACHER HAS HEALTH REPORT** is written in the explanation part of the relevant day. **** Since it is compulsory to attend 80% of the practice (60 hours), compensation for the practices that cannot be done in order to avoid trouble in the following weeks (if the lecture programs of the practicum teacher and the student of the practicum are available) must be done.**

Practicum teacher evaluates the lecture process of the practicum student at least four times during 14 weeks in the MEBBİS daily evaluation module and registers it in the system. At the end of the 12-week process, the general evaluation process is done and delivered to the practicum training institution with wet signature.



DUTIES OF THE PRACTICUM TEACHER

1. Practicum Teacher Evaluation processes:

The Daily Assessment Procedures to be filled in by the Practice Teacher after the Practice Student teaches, starts as of the 3rd week at the earliest. After the class, number of students, date and subject are entered into the system, the evaluation of the lecture is made and the process is completed with the calculate and save buttons. Since the opinions of the Practicum Instructor are removed from the system, there is no action left for the Practicum Instructor in this section.

Issues to be Considered in Daily Evaluation Processes:

- The practicum student whose branch knowledge is lacking cannot be evaluated.
- The practicum student for whom no mentor teacher is appointed cannot be evaluated.
- Practicum with an empty start and / or end date in absenteeism week transactions the student cannot be evaluated.
- The Daily Evaluation will be completed not every week, but only the week the student lectures.
- Since the first 2 weeks in the university program are adaptation weeks, the lectures can start on the 3rd week so Daily evaluations will start from the 3rd week onwards
- In order to open the general evaluation, the daily evaluation must be entered at least 4 times. More than 4 entries can be made.
- The student scoring is completed as **has a deficiency**, **acceptable** or **well-trained** expressions in the daily and general evaluation procedure.

Ölçüt	Soru	Soru Metin	Puan	
Konu Alanı Bilgisi	1	1.1.1 Konu ile ilgili temel ilke ve kavramları bilme	0.00	Seçiniz
	2	1.1.2 Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme	0.00	Seçiniz
	3	1.1.3 Konunun gerektirdiği sözel ve görsel dili (şekil, şema, grafik, formül vb.) uygun biçimde kullanabilme	0.00	Seçiniz
	4	1.1.4 Konu ile alanın diğer konularını ilişkilendirebilme	0.00	Seçiniz
Alan Eğitimi Bilgisi	5	1.2.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilme	0.00	Seçiniz
	6	1.2.2 Öğretim teknolojilerinden yararlanabilme	0.00	Seçiniz
	7	1.2.3 Öğrencilerde yanlış gelişmiş kavramları belirleyebilme	0.00	Seçiniz
	8	1.2.4 Öğrenci sorunlarına uygun ve yeterli yanıtlar oluşturabilme	0.00	Seçiniz
	9	1.2.5 Öğrenme ortamının güvenliğini sağlayabilme	0.00	Seçiniz
Öğretim Süreci	10	2.1.1 Konuyu önceki ve sonraki derslerle ilişkilendirebilme	0.00	Seçiniz
	11	2.1.2 Kazanımlara uygun yöntem ve teknikleri belirleyebilme	0.00	Seçiniz
	12	2.1.3 Zamanı verimli kullanabilme	0.00	Seçiniz
	13	2.1.4 Öğrencilerin etkin katılımı için etkinlikler düzenleyebilme	0.00	Seçiniz
	14	2.1.5 Öğretimi bireysel farklılıklara göre sürdürebilme	0.00	Seçiniz
	15	2.1.6 Uygun araç-gereç ve materyal seçme ve hazırlayabilme	0.00	Seçiniz
	16	2.1.7 Öğretim araç-gereç ve materyalini sınıf düzeyine uygun biçimde kullanabilme	0.00	Seçiniz
	17	2.1.8 Ders süresince ara özetleme yapabilme	0.00	Seçiniz
	18	2.1.9 Öğrencilerin anlama düzeylerine göre dönütler verebilme	0.00	Seçiniz
	19	2.1.10 Konuyu yaşamla ilişkilendirebilme	0.00	Seçiniz
	20	2.1.11 Kazanımlara uygun değerlendirme teknikleri kullanabilme	0.00	Seçiniz
Sınıf Yönetimi Ders Başında	21	2.2.1 Derse uygun bir giriş yapabilme	0.00	Seçiniz
	22	2.2.2 Derse ilgi ve dikkati çekebilme	0.00	Seçiniz
Sınıf Yönetimi Ders Süresinde	23	2.2.3 Demokratik bir öğrenme ortamı sağlayabilme	0.00	Seçiniz
	24	2.2.4 Derse ilgi ve güdünün sürekliliğini sağlayabilme	0.00	Seçiniz
	25	2.2.5 Kesinti ve engellemelere karşı uygun önlemler alabilme	0.00	Seçiniz
	26	2.2.6 Övgü ve yaptırımlardan yararlanabilme	0.00	Seçiniz
Sınıf Yönetimi Ders Sonunda	27	2.2.7 Dersi toplayabilme	0.00	Seçiniz
	28	2.2.8 Gelecek dersle ilgili bilgiler ve ödevler verebilme	0.00	Seçiniz
	29	2.2.9 Öğrencileri sınıftan çıkarmaya hazırlayabilme	0.00	Seçiniz
İletişim	30	2.3.1 Öğrencilerle etkili iletişim kurabilme	0.00	Seçiniz
	31	2.3.2 Anlaşılır açıklamalar ve yönergeler verebilme	0.00	Seçiniz
	32	2.3.3 Konuya uygun düşündürücü sorular sorabilme	0.00	Seçiniz
	33	2.3.4 Ses tonunu etkili biçimde kullanabilme	0.00	Seçiniz
	34	2.3.5 Öğrencileri ilgi ile dinleme	0.00	Seçiniz
	35	2.3.6 Sözel dili ve beden dilini etkili biçimde kullanabilme	0.00	Seçiniz
Toplam				

Hesapla

Kaydet

a Öğretmeni

	Puan	
ramları bilme	0.00	Seçiniz
avramları mantıksal bir tutarlılıkla	0.00	Seçiniz
e görsel dili (şekil, şema, grafik, formül vb.) uygun	0.00	Seçiniz
ni ilişkilendirebilme	0.00	Seçiniz
em ve tekniklerini bilme	0.00	Seçiniz

PRACTICUM TEACHER GENERAL EVALUATION

(Öğretmen) Konu alanı bilgisi ve alan eğitimi hakimiyeti	: Başarılı
(Öğretmen) Öğrenciyi tanıma bilgisi ve öğrenciyi yaklaşımı	: Gayretli
(Öğretmen) Uygun öğrenme ortamı oluşturmaları	: Daha İyi Olabilir
(Öğretmen) Öğrenci başarısını değerlendirebilmesi	: İyi
(Öğretmen) Ders planlaması ve işleyebilmesi	: Gayet İyi
(Öğretmen) Mesleki tutum ve değerlere yaklaşımı	: Başarılı

Ölçüt	Soru	Soru Metni	Puan	Not
Öğretmen Durumu	1	2.2.1 Çeşitli öğretim yöntem ve tekniklerini uygun biçimde kullanabilmek	3.000	[Yeti Yeterince]
	2	2.2.2 Zamanı verimli kullanabilmek	2.000	[Kabul Edilebilir]
	3	2.2.3 Öğrencilerin etkin katılımı için etkinlikler düzenleyebilmek	3.000	[Yeti Yeterince]
	4	2.2.4 Öğretimi bireysel farklılıklara göre ayarlayabilmek	3.000	[Yeti Yeterince]
	5	2.2.5 Öğretim araç - gereç ve materyallerini sınıf düzeyine uygun biçimde kullanabilmek	3.000	[Yeti Yeterince]
	6	2.2.6 Üzülme ve uygun dönüştür verilebilmek	3.000	[Yeti Yeterince]
	7	2.2.7 Konuyu yapılandırma işleminde bulunabilmek	3.000	[Yeti Yeterince]
	8	2.2.8 Medial davranışlarına ulaşma düzeyini değerlendirebilmek	3.000	[Yeti Yeterince]
Sınıf Yönetimi Dersi Başında	9	2.3.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilmek	3.000	[Yeti Yeterince]
	10	2.3.2 Öğretim teknolojilerinden yararlanabilmek	3.000	[Yeti Yeterince]
Sınıf Yönetimi Dersi Sırasında	11	2.3.3 Demokratik bir öğrenme ortamı sağlayabilmek	3.000	[Yeti Yeterince]
	12	2.3.4 Dersin ilgi ve güdülerini sürdürmek için sağlayabilmek	2.000	[Kabul Edilebilir]
	13	2.3.5 Kusursuz ve engel olmaması karşı uygun önlemler alabilmek	3.000	[Yeti Yeterince]
	14	2.3.6 Öncü ve yapılandırmadan yararlanabilmek	3.000	[Yeti Yeterince]
Sınıf Yönetimi Dersi Sonunda	15	2.3.7 Dersi toparlayabilmek	3.000	[Yeti Yeterince]
	16	2.3.8 Gelecek dersin ilgili bilgiler ve işlevler verilebilmek	2.000	[Kabul Edilebilir]
İletişim	17	2.3.9 Öğrencileri sınıfın çıkarmaya hazırlayabilmek	3.000	[Yeti Yeterince]
	18	2.4.1 Öğrencilerin etkin katılımı sağlanabilmek	3.000	[Yeti Yeterince]
	19	2.4.2 Anlatımlar açıklanabilir ve yorumlar verilebilmek	3.000	[Yeti Yeterince]
	20	2.4.3 Konuyu uygun düzeyde anlatarak sonuçlanabilmek	3.000	[Yeti Yeterince]
	21	2.4.4 Ses tonunu etkili biçimde kullanabilmek	3.000	[Yeti Yeterince]
	22	2.4.5 Öğrencileri ilgilendirebilmek	2.000	[Kabul Edilebilir]
	23	2.4.6 Sözel dil ve beden dilini etkili biçimde kullanabilmek	3.000	[Yeti Yeterince]
	24	3.1 Uygun değerlendirme materyalleri hazırlayabilmek	3.000	[Yeti Yeterince]
Değerlendirme ve Kayıt Tutma	25	3.2 Öğrencilerin anlam düzeylerine göre dönüştür verilebilmek	3.000	[Yeti Yeterince]
	26	3.3 Öğrencilerin ürünlerini kısa sürede değerlendirme ve ilgililere bilgilendirmek	3.000	[Yeti Yeterince]
	27	3.4 Değerlendirme sonuçlarını kayıtlara tutma	3.000	[Yeti Yeterince]
Diğer Mesleki Yetenekler	28	4.1 Mesleki ile ilgili yasa ve yönetmeliklerin farkında olmak	3.000	[Yeti Yeterince]
	29	4.2 Mesleki örneği ve eleştirilere açık olmak	3.000	[Yeti Yeterince]
	30	4.3 Okul etkililiğine katılmak	3.000	[Yeti Yeterince]
	31	4.4 Kızıl ve mesleki davranışların gerektirdiği iyi örnek olmak	3.000	[Yeti Yeterince]
Toplam				

Kayıt: [Kayıt] [Yeterli]

Criteria	Question	Text	Points	Select
Subject Matter Knowledge	1	To know the basic principles and concepts related to the subject		
	2	To be able to associate the basic principles and concepts in the subject with a logical consistency		
	3	To be able to use the verbal and visual language (figure, diagram, graphic, formula, etc.) required by the subject appropriately		
	4	Associating the subject with the other subjects of the field		
Field Education Knowledge	5	To know special teaching approaches, methods and techniques		
	6	To be able to benefit from instructional technologies		
	7	Identifying incorrectly developed concepts in students		
	8	To be able to create appropriate and sufficient answers to student questions		
	9	To be able to ensure the security of the learning environment		
Teaching Process	10	Associating the topic with the previous and next lessons		
	11	To be able to determine methods and techniques suitable for gains		
	12	To be able to use time efficiently		
	13	Organizing activities for the active participation of students		
	14	Being able to continue teaching according to individual differences		
	15	To be able to select and prepare appropriate tools and materials		
	16	To be able to use teaching tools and materials in accordance with the class		

		level		
	17	To be able to summarize during the lesson		
	18	Being able to give feedback according to students' level of understanding		
	19	To be able to associate the subject with life		
	20	Ability to use evaluation techniques appropriate to the gains		
Class Management at the Beginning of the lesson	21	To be able to make a suitable introduction to the course		
	22	Ability to attract interest and attention to the lesson		
Class Management During the Lesson	23	Providing a democratic learning environment		
	24	To ensure the continuity of interest and motive in the course		
	25	Ability to take appropriate measures against interruptions and obstacles		
	26	Ability to benefit from compliments and sanctions		
Class Management After the lesson	27	Being able to tidy up the lesson		
	28	To be able to give information about the next lesson and assignments		
	29	To be able to prepare students to leave the classroom		
Communication	30	To be able to communicate effectively with students		
	31	Being able to give clear explanations and instructions		
	32	Asking thought-provoking questions appropriate to the subject		
	33	To be able to use the tone of voice effectively		
	34	Listening to students with interest		
	35	To be able to use verbal and body language effectively		
Evaluation and Recording	36	To be able to prepare appropriate evaluation material		
	37	Being able to give feedback according to students' level of understanding		
	38	Evaluating the products of the students in a short time and reporting them to the relevant persons		
	39	Keeping records of evaluation processes		
Other Professional Competences	40	Awareness of the laws and regulations related to the profession		
	41	Being open to professional suggestions and habits		
	42	Participating in school activities		
	43	Setting a good example to his / her personal and professional behaviors		
		Total		

Practicum Instructors make evaluations by logging into the system via uod.meb.gov.tr.



DUTIES OF THE PRACTICUM INSTRUCTOR

Practicum Instructor Evaluation Procedures:

If the student fails due to absenteeism, the Practicum Instructor will select the Student Absentee button to save it. After the practicum instructor and the practicum teacher give their notes, 2 copies will be printed out for each student and signed, one of them will be filed to be archived at the instructor and the other at the school. In Student General Evaluation Procedures, 67% of the practicum student evaluation grade is given by the practicum teacher and 33% is the grade given by the practicum academician. The Instructor will not be able to make an evaluation without the Assessment of the teacher. **Issues to be Considered in**

General Evaluation Procedures:

- The practicum student whose branch knowledge is lacking cannot be evaluated.
- The practicum student for whom no mentor teacher is appointed cannot be evaluated.
- The practicum student who has not been appointed to an academician cannot be evaluated.
- In the case of absenteeism, the evaluation of the practicum student who has NOT arrived cannot be evaluated.
- Practicum students whose start and / or end dates are empty in absenteeism week procedures cannot be evaluated.
- Practicum students whose daily evaluation is less than four cannot be evaluated!
- If the number of lesson hours attended by the practicum student is less than 80% of the practice time, the general evaluation of the student cannot be made.



Millî Eğitim Bakanlığına Bağlı Eğitim Kurumlarında Öğretmenlik Uygulamasına Katılan Uygulama Öğrencisi Hakkında
Uygulama Öğretim Üyesi Genel Değerlendirme Formu

Kimlik Numarası

Adı

Soyadı

Üniversitesi

Fakültesi

Bölümü

Branşı

Uygulama Başlangıç Tarihi

Uygulama Bitiş Tarihi

Katıldığı Gün/ Ders Saati

Katılmadığı Gün/ Ders Saati

Uygulama Kurumu

İngilizce Öğretmenliği Pr.

İngilizce

01/10/2018

21/12/2018

24/ 72

0/ 0



Konu Alanı Bilgisi

1.1.1 Konu ile ilgili temel ilke ve kavramları bilme

İyi Yetişmiş

1.1.2 Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme

İyi Yetişmiş

1.1.3 Konunun gerektiği sözel ve görsel dili (şekil, şema, grafik, formül vb.) uygun biçimde kullanabilme

İyi Yetişmiş

1.1.4 Konu ile alanın diğer konularını ilişkilendirebilme

İyi Yetişmiş

Alan Eğitimi Bilgisi

1.2.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilme

İyi Yetişmiş

1.2.2 Öğretim teknolojilerinden yararlanabilme

İyi Yetişmiş

1.2.3 Öğrencilerde yanlış gelişmiş kavramları belirleyebilme

İyi Yetişmiş

1.2.4 Öğrenci sorunlarına uygun ve yeterli yanıtlar oluşturabilme

İyi Yetişmiş

1.2.5 Öğrenme ortamının güvenliğini sağlayabilme

İyi Yetişmiş

Planlama

2.1.1 Ders planını açık, anlaşılır ve düzenli biçimde yazabilme

İyi Yetişmiş

2.1.2 Amaç ve hedef davranışları açık bir biçimde ifade edebilme

İyi Yetişmiş

2.1.3 Hedef davranışları uygun yöntem ve teknikleri belirleyebilme

İyi Yetişmiş

2.1.4 Uygun araç - gereç ve materyal seçme ve hazırlayabilme

İyi Yetişmiş

2.1.5 Hedef davranışlara uygun değerlendirme biçimleri belirleyebilme

İyi Yetişmiş

2.1.6 Konuyu önceki ve sonraki derslerle ilişkilendirebilme

İyi Yetişmiş

Uygulama öğrencisinin:

Konu alanı bilgisi ve alan eğitimi hakimiyeti:

Dersle ilgili Önemli Noktaları Vurgulamasıyla, Drama Yöntemiyle Dil Eğitimi Yapmasıyla Konu Alan Bilgisini Öğrenciye Aktarmak Konusunda Oldukça Başarılıdır.

Öğrenciyi tanıma bilgisi ve öğrenciye yaklaşımı:

Öğrenci Sorularına Detaylı Cevap Verir. Açıklayıcı Olmaya Çalışır.

Uygun öğrenme ortamı oluşturmada:

Ppt Sunuları Hazırlayıp Gelmesi, Akıllı Tahta Kullanması, Öğrencileri Selamlayarak Ders Başlamasıyla Verimli Bir Ders Ortamı Sağlar.

Öğrenci başarısını değerlendirebilmesi:

Öğrenci Başarısını Değerlendirirken Uygun Değerlendirme Yöntemleri Kullanmaya Çalışır.

Dersi planlaması ve işleyebilmesi:

Çeviri Yaptırır. Başarılıdır.

Mesleki tutum ve değerlere yaklaşımı:

Ders İçinde Farklı Dil Becerilerine Odaklanıp Ders İşlemesi, Blended Learning Yapmasıyla Öğrenmenin Kalıcılığını Sağlar.

Mesleki Tutum Ve Değerlere Saygılıdır.

Genel Başarı Puanı: 100



Uygulama Akademisyeni



Uygulama Öğretmeni



Uygulama Kurum Müdürü



Practicum Instructor General Evaluation Form Regarding the Practicum Student Participating in Teaching Practice in Educational Institutions Affiliated to the Ministry of National Education

Identification number
First Name
Last name
University
Faculty
Department
Branch
Practicum Start Date
Practicum End Date Day
Attended / Lesson Hours/Days
Not Attended / Lesson Hours/Days
Practicum School



Subject Area Information

To know the basic principles and concepts related to the subject
To be able to associate the basic principles and concepts in the subject with a logical consistency
Being able to use the verbal and visual language (figure, diagram, graphic, formula, etc.) required by the subject appropriately
Associating the subject with the other subjects of the field

Field Education Knowledge

To know special teaching approaches, methods and techniques
To be able to benefit from instructional technologies
Identifying incorrectly developed concepts in students
To be able to create appropriate and sufficient answers to student questions
To be able to ensure the security of the learning environment

Planning

Being able to write the lesson plan clearly and regularly
To be able to clearly express the goal and target behaviors
To be able to determine suitable methods and techniques for target behaviors
To be able to select and prepare appropriate tools and materials
To be able to determine appropriate assessment styles for target behaviors
Associating the topic with the previous and next lessons

Application Student:

Subject Area Knowledge and Field Education Domination
Student Recognition Knowledge and Approach to Students
Creating an Appropriate Learning Environment
Evaluating Student Success
Lesson Planning and Processing
Professional Attitude and Approach to Values

Overall Success Score

Practicum Academician

Practicum Teacher

Practicum Institution Manager

ACTIVITIES TO BE INCLUDED IN THE SCHOOL EXPERIENCE FILE

1-Term plan

Within the scope of school experience, the first week teacher candidate learns from the practicum instructor the name of the school where he/she will study and the mentor teacher he/she will work with and the scope of the activity to be done. He/she goes to the relevant school during the week and meets the teacher and determines the plan of things to do during the semester. An appointment must be made before going to the school to meet with the mentor. Meeting with the mentor teacher, the pre-service teacher cooperates with both

the teacher and the instructor in the term planning process. In the meantime, the pre-service teacher should ask questions about how he / she can communicate with the teacher when necessary, what the syllabus is, and the rules he / she has to obey. An example of the plan to be prepared should be given to the practicum instructor in the theoretical hour of the 2nd week, and his opinions should be taken.

2-Teacher's One day

It is an activity about learning what and how the teacher working in his field for a day spent his time at school. The purpose of this activity is to show the teacher candidate what kind of profession teaching is. The teacher candidate will have the opportunity to observe the characteristics of the profession that awaits him/her. Regarding the activity, the prospective teacher should pay attention to the following points:

1-It is necessary to write down the activities that the teacher does in and out of the classroom during a day at school. Adding the time spent for each task, such as preparing equipment for the lesson, meeting with students individually or in groups, entering the lesson, keeping watch, doing educational work, resting, chatting with other teachers, discussing, reading exams, meeting with parents must be written.

2-After the list is prepared, it should be shown to the teacher and asked whether it is a good example representing the days spent at school. The teacher should also be asked what he or she has done outside of school in relation to his profession, such as providing books or tools, preparing lecture notes for the next day, and preparing tests.

3-The prospective teacher should also note how the teacher evaluates one day at school. It should be argued to what extent this fits with the concept of teaching in his dreams.

4-Teachers can also have activities on different days e.g., on duty, educational club activities, counseling activities, school-family association meetings, cultural and artistic events. These should also be discussed with the teacher and the information obtained should be reflected in the report.

5-The problems encountered during this activity, how they were solved, what the results were achieved should also be determined.

6- While evaluating the teacher's working environment, the **Teacher Observation Form** should be used to evaluate personal and professional characteristics.

TEACHER OBSERVATION FORM

Acts	Yes	No	Unobserved	Explanations
Pays attention to in-class discipline				
Ensures students' participation in the lesson				
Deals with students individually or in groups				
Helps students improve their listening, understanding and speaking skills				
Encourages students to ask and answer questions				
Gives homework on every lesson				
Uses lesson time effectively				
Makes good use of field language				
Uses course materials				
Deals with students' problems outside of class				
Exchanges information with other teachers				
Participates in events that concern the entire school				
Tries to improve oneself				
Complies with occupational standards				
Has a good relationship with parents				
Compatible with school management				
Compatible with other teachers				
Engages in cultural and artistic activities				
Other				

Studies should be written in a report and should be submitted to the instructor after being discussed with the practicum teacher.

EXAMPLE: TEACHER'S ONE DAY

..... on..... at I went to practice school and met withmy mentor teacher to prepare my homework on "One day of the teacher". My observations on the subject are as follows.

Pre-lesson studies

What has been done in the lessons

Things done between lessons
 Activities outside the course
 Cultural and artistic activities

3-Student's One Day

A student is selected to study a day's work in the school, in consultation with the class teacher and the subject teacher. The student is observed throughout the day without any intervention in their work. The purpose of this activity is to determine which activities a student passes a day and how much time he/she devotes for them, and to ensure that the pre-service teacher gets to know the students. Thus, he finds the opportunity to learn in advance what kind of student audience he/she will meet in the future. The curiosities, desires, dreams, and troubles of the students should be learned as much as possible without asking for very specific information.

STUDENT OBSERVATION FORM

Acts	Yes	No	Unobserved	Explanations
Sufficiently interested in the lessons				
Prepares assignments on time				
Communicates with friends individually or in groups				
Ability to listen, understand and speak the lectures is sufficient.				
Asks and answers questions in class				
Complies with the rules of discipline				
References to supplementary sources other than the textbook				
Creative in laboratories and workshops				
Uses course materials				
Has positive relationships with their teachers				
Has positive relations with the school administration				
Takes part in events such as panels, conferences etc.				
Participates in educational club activities				
Tries to improve himself				
Engages in cultural and artistic activities				
Other				

Interviews should be held with the student on issues that cannot be observed, and the information obtained should be reflected in the report.

EXAMPLE: STUDENT'S ONE DAY

I met a student named..... from the class before meeting with my mentor. My mentor teacher explained the situation to the teachers of the lessons on the date that I was going to observe the mentioned student and made them allow me to participate in the lesson. I went to the..... school at on to make observations about the student and started to observe from the first lesson.

Lesson

1:.....

Student's in-class activities

.....

Break: The student's activities during the break.....

2nd lesson:

.....

Attitude towards lessons: Educational club

exercises: Sports and cultural activities:

.....

4-Planning the lesson and putting the activities in order

Before starting the lecture, in addition to the curriculum and textbook, reference books and other information sources should be examined and a lesson plan should be prepared accordingly. While preparing the plan, the main parts of the subject, basic and enriching teaching - learning materials, visual tools and equipment, homework should be determined. Teaching - learning activities that will be used from the beginning of the subject to the end are designed and ranked accordingly. The order of activities should be designed to be student-centered education. The subject should be learned in one lesson. Teaching - learning tools to be used in teaching should be provided and arranged before the lesson starts to be used within the time allotted to the lesson.

Preparing a lesson plan provides great benefits in terms of the efficiency of the lesson. The plan should have details about the activities that the teacher will use in the lesson. It is suggested to include the following points in the plan. Detailed lesson plan format can be found in teaching practice activities.

- Subject: Name of the subject
- Class: The class in which the lesson is held
- Achievements: Students' behavior, skills, learning approaches and the abilities they will eventually acquire
- Tools: Teaching-learning tools to be used
- Activities: Activities in the Class: Explanation, asking questions, demonstrating, working on visual aids, individual or group work, reading, writing, preparing diagrams, answering test questions, games, working with the computer.
- Evaluation: Evaluation of students' post-learning behavior

5-Observing the lessons - Teaching methods

It includes determining learning and teaching methods related to the field. With this activity, it is aimed to observe which methods, in what extent and in how much time period, are applied in the lessons taught by the teacher candidates in schools. While preparing the report about the activity, the teacher's way of lecturing, the use of textbooks and auxiliary books, the use of visual and audio equipment, the situation of asking questions and getting answers, the attitude towards students who make mistakes, the method to provide discipline, text reading exercises, summarizing, discussion method issues such as usage, gathering student interest should be taken into account. The pre-service teacher should discuss his/her findings with other pre-service teachers and find common points. Meanwhile, students' reactions should be observed as much as possible. The prospective teachers' grades should be evaluated together with the teacher.

TEACHING METHODS OBSERVATION FORM

Class:				Date:../../...
Number of students:				
Name of the Course				
Subject:				
Acts	Yes	No	Unobserved	Explanations
1.Pre-course				
Lesson plan was prepared				
Course materials were prepared				
Extra sources were provided				
2.Introduction to the Course				
Greeting and roll call was made				
Mood and sake of the students were asked				
A short statement was made about the importance of the day				
Assignments were checked				
The previous topic was repeated				
3.Treatment of the Course				
Students were made to take notes				
Question-answer method was applied				
Current example was given				
Discussion was made				
Key terms were written on the board				
Explanations were made about the sources				
The students were made to explain the subject				
Joke, story and anecdote were told				
Citations were made from other sources				
The students were raised to the blackboard				
Demonstration, experiment etc. were done				
Debate was held				
Guest experts on the subject were invited				
Trip, observation made				
Students were directed to group work				
Oral and written exam was held				
Rewarding and punishment applied				
4.Course End				
Subject was summarized				
Evaluation questions were answered				
Assignment was given for the next lesson				

While preparing the report on the studies, the following example can be used.

Sample: Observation of the courses- Teaching Methods

Class:		Date:../../..
Number of the students:		
Name of the lesson:		
Subject:		
Time	Teacher Acts	Students Acts
8.50	He/she repeated the previous subject.	The class listened carefully.
9.10	He/she asked questions to the class to measure whether the subject was understood.	The student answered. He received support on an issue he could not remember.
9.15	Today's topic has been explained.	The students listened.
9.20	He/she asked a question on the subject.	They couldn't answer.
9.30	He/she made the students write work.	The students took note of what the teacher said.

While observing, the teacher's behaviors such as body movements, eye contact, walking around the classroom, use of the board, facial expressions, changes in voice tone should be examined and written in the report.

6-Course management and classroom control

This activity enables the pre-service teacher to observe how the teacher provides classroom management, how he/she controls what is happening in the classroom, what methods he/she follows for this, and how he/she directs the lesson. The pre-service teacher enters the lesson with the mentor and notes the process the teacher follows while directing the lesson and keeping the classroom under control.

COURSE MANAGEMENT AND CLASSROOM CONTROL FORM

Candidate Teacher: Class: Lesson: Teacher: Number of students: Planning the lesson: Is the teacher ready for the lesson? What did the teacher do before the lesson to plan or prepare for the lesson? Beginning: How did he start the lesson? Are there warming events? Does it supervise students' readiness? Lesson objectives: What is the purpose and scope of the lesson? Teaching-learning approach: How does the teacher teach his lesson? Teaching methods: What are the activities that students participate in the lesson? Communication: How does the teacher behave when communicating, explaining, and asking questions? Strategies: How does the teacher ensure to be active in the classroom, to be oriented towards the class, and to transition from one activity to another in the lesson? Classroom management: How is classroom management provided? How does the teacher manage the students' behavior? Does he/she wander around the classroom or teach by sitting? How does the teacher behave when an event occurs outside of his control? What does he do to prevent unwanted situations? Does the teacher address the students by name? Does he/she speak rules clearly? How are the students responding to these? How does he/she motivate the classroom? How does he ensure participation in the lesson? How does he benefit from individual or group work? How does he/she use praise and sanctions? Are appropriate penalties given when necessary? What impact does this have on students? What does the teacher do with regard to potential sources of disturbance? How does he/she benefit from tools such as changing the tone of voice, looking at the student, moving around, communicating with gestures and gestures? Finishing the lesson: How does the teacher end the lesson? Does he/she wrap up, summarize what has been learned in the lesson? Does he/she review what happened in the lesson, talk about anything going forward? How long does it take to finish the lesson and clear the class? Evaluation: What is the teacher doing to evaluate the students' work?

7-Making use of textbooks, preparation of worksheets and other materials

While making use of the textbook, students may not have enough knowledge. To understand the subject, students should be taught how to use this book. Students should be taught how to utilize information resources such as text, graphics, tables, flow diagrams, maps in the course book so that they can fulfill the

tasks assigned to them. The pre-service teacher determines a text or part in which he/she can apply a study strategy similar to the form given below. He/she ensures that the texts are selected from the parts related to the different parts of the course as much as possible and at the same time they are related to the work being done in the course.

An example of using textbooks

Studying strategy	Teacher Act	Student Act	Follow-up process
1. Determining the information to be obtained (Which question will be answered? ?)	*Selecting a text from the textbook or writing a text for this purpose. *Stating what students will try to find in the text, for example, parts of a structure and their functions, the order of actions in a historical event *Giving the students instructions showing the text and the work they will do	Scanning the text to find the information sought, trying to reach consensus by discussing the findings, determining what the information is.	Sharing the results among the groups and discuss with the teacher.
2. Summarizing the information presented in text in a tabular form	*Selecting or writing the text to search for the information to be summarized. * Designing the table to summarize the information and writing some of the headings of this table to help students. *Along with the copy of the text, the sample prepared table and the instruction showing the work that students will do	Finding information by reading the text, completing the table using this information	Sharing the results between groups and discuss them with the teacher. Agreement on the headings in the table and their scope
3. Summarizing information with a diagram or figure	*Selecting a text and figure or diagram about the work to be done. *Deleting some or all of the texts in the figure or diagram * Giving students text, figures or diagrams and instructions	Using text to name the scheme or shape	Using text to make the necessary designations of the scheme or shape
4. Summarizing the information given in text as a flow chart	*Selecting or writing a text containing a process or process. *Preparing the flow chart and filling in some parts. Leaving blank the parts in the text that have sufficient information about what to find in the relevant section * Providing students with text, flowchart and instructions explaining what to do.	Determining the places mentioned in the steps, the number of digits and the names of the digits, completing the flow chart using the text with the work done on the text without seeing the flow chart	The results are shared between groups, discussed with the teacher to agree on the most appropriate form of presentation.
5. Sorting or ordering the information given	*Selecting a text containing a range of information *Rewriting the part in the text where each step in the information sequence is described and separating these parts from each other. *Giving instructions to students about parts of the text and what to do.	In each group there is a complete set containing all the steps (sections). Groups are also put in these correct order.	The final shape is discussed and best agreed upon
6. Providing integrity by completing the given part of the text	* Selecting a text *Rewriting the selected text by removing every 5th, 7th, 9th or 12th word, taking into account the difficulty in understanding and the abilities of the students. * Giving the students the prepared text and instructions on what to do.	Students read the passage, think and discuss words that might fit in the gaps, and complete the text with these when agreement is reached.	The teacher reviews the suggested words for places in the text with the class

The prospective teacher should evaluate the tasks that will be given to the students and take notes especially the parts that are difficult for the students. He writes suggestions on what kind of changes are required to improve this task and submits his report to the relevant lecturer at 7th week.

Preparation of worksheets and other materials

The aim of this activity is to enable the prospective teacher to learn to prepare and use different materials in his lectures. Worksheets are a good tool to get all students involved in the activity. You need to prepare a worksheet to use in the lesson. While preparing the worksheet,

- Sufficient number of copies of the worksheet
- Deciding what event will be as an individual, partner or group
- Determining the outcome to be taught with the use of worksheets is important.

Tips for preparing worksheets

Articles

- Make use of words and sentences appropriate to the level of the students who will use the worksheet.
- Keep your sentences short.
- Underline the new words you want students to learn.

Guidelines

- Give instructions in the order in which they are used.
- Give only one instruction at a time.
- Make sure that questions or actions to be taken are easily visible. State clearly whether the answers to the questions will be written on the worksheets or in the notebooks.
- Make it stand out by underlining the important points. Tables, graphics and other representations
- Make sure the illustrations are simple.
- Write a title to the demonstration and name its parts clearly.
- Use color if possible.

Page layout

- Use headings that are easy to read.
- If there is more than one heading or if more than one page is used, number them.
- Before you start preparing the worksheet, design a page layout.
- Make sure that the sections on the leaf are clearly visible.
- Use the computer if possible.
- Use different fonts for emphasis and increase impact.
- Give the worksheet an attractive appearance; make it so that it can be read.

Preliminary experiment

- Try it on one or two students before finalizing your worksheet. If there are places that are not understood on the leaf, they will show you these places.

8-Group work

Group work, sometimes called cluster work, is a suitable method for the following purposes:

- Encouraging students to cooperate and lead.
- Encouraging students to exchange ideas and opinions with each other.
- Encouraging students to learn from and help each other.
- Giving students the opportunity to participate in teaching-learning activities prepared in accordance with their level of readiness.

Achieving these goals is not easy. It is necessary to make careful planning in order to prepare a teaching-learning situation that will enable students in groups to work in harmony with each other. Various activities such as problem solving, investigation - research, doing a study to be presented to the class, games and simulations, project studies and experiments can be organized as group work.

The prospective teacher should plan a lesson to benefit from group work and think about the goals that can be achieved by group work before the lesson. Some of these purposes are:

- Developing social skills such as cooperation, tolerance, and learning from each other,
- Providing groups with the opportunity to participate in teaching-learning activities prepared in accordance with the readiness levels of the students in these groups,
- Directing student groups to engage in different teaching-learning activities and different ways of thinking,
- Increasing diversity, etc.

If the prospective teacher intends to use group work to achieve which of these goals, he should plan the form of the groups and the work to be done in the groups accordingly. Answers to the following questions are sought:

- How many people will the groups have and how will they be formed? Who will decide this; you or the students?
- Will the groups consist of the members from the last group work?
- Will the groups be formed according to their level of readiness, interest, behavior or friendship relations?
- Will equipment such as tables, chairs, and benches in the classroom be relocated in order to facilitate group work?

- What will be taken into consideration while presenting the work to be done in the lesson, motivating the students to learn and making the necessary directions to provide a positive start to the lesson?

How should an introduction be planned?

- How will it be ensured that each group is doing a work at a level appropriate for it?
- If there are groups that finish their studies early in the course, will additional studies be prepared for them?
- What will be done to bring together all the students in the classroom to share experiences, to reveal the opinions on the studies that are going well and not to go well, to present the interesting results of the groups to the whole class, to show whether the expected level of learning has been achieved and to express expectations for the future?

How the lesson will be completed should be planned. In order to carry out the planned lesson, the pre-service teacher can ask the mentor teacher or a friend who is a pre-service teacher to observe the lesson and record his observations on a form to provide him with feedback.

9-Questioning exercises, test preparation, scoring and analysis

Questioning

The purpose of this activity is to observe how often the question-answer method is applied, what effect it has on the students, and whether the method has achieved its purpose. In order to carry out the activity, the pre-service teacher should ask the mentor teacher to participate in a lesson in which he will apply the method. Before entering the class, a class plan should be prepared and questions to be asked should be provided. During the lesson, it should be paid attention to whether the teacher chooses the students who want to answer after asking the question by chance, according to the order of numbers, the order of sitting or by the finger lift.

Types of questions (Bloom, 1956);

- Questions that ignore remembering
- Questions with a predetermined answer and only one answer
- Questions that are predetermined and do not have a single answer
- Questions that can be answered as a result of an evaluation

While making the observation, the following points should be considered:

- Did the teacher prepare the questions himself?
- Are the questions clear and understandable?
- Is it suitable for the student level?
- Are open questions or multiple choice questions being asked?
- Which one does the student respond more comfortably?
- Are students given enough time to think about the answers?
- Are clues given when a question cannot be answered? • Does such an application work?
- Does the teacher impose his own truths?
- Are there any rewards (such as giving an oral grade)?
- Does the teacher encourage the students to respond with gestures and gestures?
- What types of questions (information, comments) are answered more?

While observing, an observation form like the one below to be prepared beforehand can help the teacher candidate.

QUESTIONING OBSERVATION FORM

Class:					Date:					
Number of students:										
Name of the Lesson:										
Subject:										
Question	Student Answers				Teacher Reaction					
	Right	Incomplete	Wrong	Unanswered	No Reaction	Praises	Scolds	Asks a new exploratory question	Gives hints	Asks another student
1-										
2-										
3-										

The pre-service teacher tells the mentor that he/she wants to do a study about the questions that can be asked in this section by selecting a part of the work carried out in the classroom and using these questions during teaching. The teacher determines which part of the classroom work can be selected for this purpose, when discussing and trying questions to be prepared. The questions are prepared by examining the part of the

lesson determined by the teacher. When deemed necessary, questions are reviewed with the relevant instructor or practicum teacher. While the plan regarding the processing of a part of the lesson using the prepared questions is implemented in the classroom, you can also ask for help from the mentor teacher if possible. During application it is important to pay attention to such matters:

- Basic questions
- Distribution of questions to students in the classroom
- Female and male students
- Eye contact Timing (giving students enough time to answer)
- Reinforcement (encouragement, rewarding)
- Using language
- Correcting wrong answers, giving hints for completing the deficiencies.
- Types of questions

Test preparation, scoring and analysis

For this study, the pre-service teacher prepares a test plan for the last unit of a lesson related to his/her field or the part that covers a few last units. A table is made for this part of the lesson. It is stated how many questions and/or in how many points to be asked from each section in the table. It is decided the types of test items (questions) to be used in the test and, if more than one type will be used, how many items will be found in the test from each of them. If it is planned to give different scores to the answers of the questions, a scoring key is prepared. In this context, a test is prepared and applied in the classroom; results are analyzed. It should not be forgotten that the test to be prepared should examine the knowledge, skills and processes that are aimed to be acquired in the course on the one hand, and on the other hand, the subjects or activities used as a tool in the course in accordance with their weight in the course (This is called content validity). The pre-service teacher scores the answers given to the questions in the test, analyzes the test on these scores, calculates the aggregation (central tendency), variability (variance) measures, and tries to predict the reliability and validity of the test scores. If the items (questions) in the test are of elective type, item analysis is performed on the answers given to them; The difficulty and discrimination of the items are tried to be predicted, and the functionality of the distractors is reviewed to make the items more qualified. After the application, the following points are taken into consideration while evaluating the test:

- According to the information about the learning levels of the students in the class, are there any items that fewer or more students than expected gave correct answers? Are these substances qualified (without defects) in other respects?
- According to the information about the learning levels of the students in the class and the scores they got from the test, are there any items that do not differentiate well-learning students from the others or appear to make a distinction contrary to what is expected? What can be done to make them distinctive in the expected direction and to increase their separation power?
- Has the expected level of progress been achieved in line with the objectives in the part of the lesson?
- If only one unit was considered in the test, in which parts of this unit, if more than one unit was addressed, in which of these units the learning level was the highest and the lowest?
- Where do misunderstandings and learning gaps about the topics, skills and processes covered in the test gather?

In addition, information about the written and oral examination system applied by the teacher in the practice school should be learned.

- How many written and oral exams are there?
- How are the exams announced?
- How is the number and types of questions and the way the exam is evaluated?
- How is the result announced and feedback given to students?

10-Evaluation of student work

This activity includes the activities that mentor teachers do while evaluating student work. Evaluation has an important place for teachers. Evaluating student achievements is part of the daily work of the teacher.

- Reasons for evaluating student work
- Correcting students' mistakes
- Preparing for student activities
- Motivating students to learn
- Determining how much effort has been spent
- To inform students, parents and the school about the developments each student has made. Determining whether the education service provided is effective or not
- Finding out if students have any shortcomings
- To determine what needs to be done in lesson planning and subsequent applications

Methods that can be used in student assessment study;

- Observation
- Asking questions
- Giving in-class or written assignments

- Taking an exam
- Use of checklists

The trainee talks with the mentor and learns how much time he spends each week evaluating student work. The teacher may be asked questions such as:

- By what methods do you examine the written evaluation studies?
- What kind of evaluation system is used in the school?
- What are the criteria for the highest or lowest grade?

After learning the answers to such questions, it is observed what kind of records are kept regarding student achievement by looking at the notebook or student files. Permission is obtained from the teacher to jointly review and grade a specific work of some students. These may be answers given to questions from the teacher's previous exam or the results of a previous assignment. It should not be forgotten that the work to be graded by examining should be related to the subject being learned in the classroom. While working with the teacher, the student's level of knowledge, the degree of understanding of an application, the student's regularity in the study, the degree of compliance with the spelling rules, and the criteria that he uses while grading the evidence showing his ability in presentation are emphasized. When a study is to be graded, it must be decided which aspects of the work and how many points will be awarded before starting the review. The scores to be awarded should be determined according to the degree of excellence expected in the study (the level taken as the criterion); It should not be based on how other students are compared to their products. Subjectively comparing a student's product with other students' products should be avoided.

The prospective teacher takes another example of the students' work by meeting with the teacher. Again, these can be students' exam papers or homework. A photocopy of these works is first made. Supporting and guiding notes are written on these. These notes should be treated with such care that the student can produce better products on the same subject after reading the notes. Students' work should be quickly reviewed and evaluated. By taking the opinion of the teacher, the results should be delivered to the students while they are still interested in the subject.

By talking to the teacher, positive feedback can be given to the students in the classroom by mentioning the names of the students who give high quality products. The points that concern all students in the classroom, such as the extent to which the target level has been approached in the study, the points where all students are successful, and common misunderstandings are explained. Especially examples of high quality works are given; bad examples are not dwelled on. It is appropriate to meet individually at a later time with students who require special attention so that they can achieve the required level of improvement. Students' self-confidence can be affected by reactions to their work; It should be kept in mind that constantly facing negative criticism or getting low grades constantly can endanger the student's interest and effort.

11- The management, possibilities and problems of the school

With this activity, the prospective teacher will have information about:

- Duties and responsibilities of the principal and vice principals,
- The number of teachers and civil servants in the school, whether it is sufficient
- The school's classroom, library, laboratory, workshop, gym, garden, canteen, etc. opportunities and needs
- Status of equipment such as computer, slide machine, camera, camera, overhead projector, laboratory equipment, copier, map, TV and video, models, sections, pictures, posters, tables.

Information to be collected regarding tools - materials and written sources

Books

- The names of the textbooks used in the different lessons in the classroom
- Your evaluation of the textbooks mentioned above
- Reference books provided for the use of the teacher
- Resource books suitable for the level of the class in the school library
- Other books used by students
- Worksheets and other resources prepared by the teacher
- **Graphic material production** tools and facilities that students can use in preparing their own tools.
- What is there and where do they stand; Who uses them, can you see them?
- What are the computer and word processing (electronic typesetting) facilities?
- What are the photocopies and other copying tools available?

Visual tools and equipment

- Overhead projector, transparencies (transparencies), special pens for writing on transparencies
- Video viewer, video films (cassette)
- Computers and software that students can use in the classroom

Other materials

- Maps, science experiment equipment, models, charts, slides, etc. what do you have
- Who uses them?
- Where are these stored?
- How can you use them?

12-Lecture

Each teacher candidate should teach in a way that covers the activities done so far. The lecture time can be reduced or increased at the initiative of the application teacher and the lecturer. For this, the class and subject to be taught are determined in advance with the practicum teacher. The lecture is carried out by completing the processes such as planning, resource research, preparation of the lesson plan, provision of equipment, preparation of evaluation questions related to the subject. Later, matters such as thoughts about the lesson, what has been done and what cannot be done, the teacher's advice and criticism are presented to the instructor in a report.

ACTIVITIES TO BE INCLUDED IN THE TEACHING PRACTICE FILE

1-Practice school and Faculty Meetings

Within the scope of teaching practice, in the first week, the pre-service teacher learns the name of the school where he will study and the mentor teacher he will work with and the scope of the activity he will do. He goes to the relevant school during the week and meets the teacher and determines the plan of things to do during the semester. An appointment should be made before going to the school to meet with the counselor. Meeting with the mentor teacher, the pre-service teacher cooperates with both the teacher and the instructor in the term planning process. In the meantime, the pre-service teacher should ask questions about how he / she can communicate with the teacher when necessary, what the syllabus is, and the rules he / she must obey. A sample of the plan to be prepared should be given to the application lecturer in the theoretical hour of the second week and his opinions should be taken.

2-School Recognition (See School Experience, Activity 11)

3-Recognition of the Teaching Profession (See School Experience Activity 2)

4-Instructional Methods and Techniques (See School Experience, Activity 4)

5-Classroom Management (See School Experience, Activity 6)

6-School-Family Cooperation

• This activity will provide you with information that the school is part of the wider community. While preparing this report, you can try to answer the following questions by making use of observations and examinations.

- Do parents visit the school regularly and participate in school work?
- Are visits made with a regular trip program such as museums, exhibitions, with the participation of the school-family association and parents?
- Are activities such as kermess, theater, competitions organized for parents' participation?
- Within the scope of the projects, do parents from different professions (doctor, engineer, councilor, police, etc.) come to school and meet students?

7-Student Centered Education

While preparing a lesson plan, try to prepare a student-centered education plan. The student-oriented education model is a process in which students take an active role in the learning process and take responsibility at every stage of education. In the student-focused classroom model, students are more active in the learning process than the instructor. It is important that classroom activities are student-oriented, especially in crowded classrooms, as it is difficult for the instructor to deal with each student individually and to communicate. The features of a student-oriented classroom can be listed as follows:

- Students are independent in the learning process; they can learn on their own.
- In the classroom, students interact.
- Students can ask questions.
- Students teach each other.
- Students can make decisions in the course of the course (content, activity evaluation, homework).
- Students learn cooperatively (group work, team projects).
- The instructor gives feedback to the students about their performance and the students to the instructor about the learning process (mutual feedback).
- The instructor observes and guides during the course.

Lesson Plan Format

Name-surname: Student number: Class: Duration of the lesson: Lesson subject: Language Level: Language skills: Aims and Achievements: Tools: Methods and Techniques: Learning Activities: Getting Attention: Motivation: Transition to the Course: Reinforcement: Quantification and consideration :	Daily Lesson Plan
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Activities that can be used in the lesson	
• Warm-up Activities • Guessing • Question and Answer Study • Discussion / Debate • Template Preparation • Preparation of Worksheet a) Multiple choice test b) True / False c) Pairing d) Short Answer e) Long Answer	• Presentation • Project • Performance • Concept map • Dictation • Summarizing • Poster Usage • Real item usage • Drama • Game • Competition

Writing Course Learning Outcomes

Learning Outcomes of a Course are the specific knowledge, skill and ability levels that the student gains as a result of the experiences gained in the course. It should be

- clear, observable and measurable
- realistic and achievable,
- clearly articulated and clearly understood by students
- in a way guiding curriculum, training, assignments, resources and assessment,
- linked to classroom activities, assignments, readings, etc.
- compatible with the program learning outcomes.

Bloom's Learning and Student Learning Outcomes Taxonomy (Classification)

In 1956, Benjamin Bloom and his colleagues published a framework for categorizing Educational Goals, known as the **Taxonomy (Classification) of Educational Objectives**. This work has been reviewed and developed many times since then, but the basic framework has resisted time and remains a powerful tool for classifying levels of intellectual behavior that are important in learning. This classification shows us both how we can support learning in the classroom and how we can express the learning outcomes of students at an increasingly advanced level. These are the six categories of cognitive activity that make up the framework:

Remembering - It is to remember the relevant terminology, facts or knowledge about the field, and the different stages of content related to the lesson topics. At this level, a student may remember something but not really understand it.

Understanding - The ability to grasp the meanings (facts, definitions, concepts, etc.) of the information presented.

Application - To be able to use previously learned knowledge in different situations or problem solving.

Analyzing - It is the ability to break information down into its component parts. Analysis is also the process of examining information that helps draw a conclusion regarding cause and effect, interpreting cause, inferencing, or finding evidence to support statements / opinions.

Evaluation - The ability to evaluate the value of knowledge and / or sources of information based on personal values or opinions.

Creation - The ability to creatively or uniquely apply previous knowledge and / or skills to generate new and original ideas, opinions, processes. At this level, students become involved in creating their own thoughts and ideas.

QUESTIONS TO BE ANSWERED WHEN WRITING A REFLECTIVE THINKING LETTER

1. How do you think the teaching practice prepared you to become an English teacher?
2. What did you learn about the teaching profession and / or the English language teaching process?
3. Which aspect of this course did you find most useful, why?
4. If so, what aspects of this course would you change? Explain your reasons.
5. Given that you have direct experience in class, how do you feel about your future career as an English teacher?
6. Do you think you have the skills to teach English successfully?
7. What do you think you still need to learn to become an English teacher?



WEEKLY SELF-EVALUATION FORM

	Never	Sometimes	Often	Always
Subject Matter Knowledge				
1. I can demonstrate accurate knowledge of subject matter	1	2	3	4
2. I can link content with past and future learning experiences	1	2	3	4
3. I can demonstrate a variety of skills of subject area(s)	1	2	3	4
4. I can communicate content in ways that students can understand	1	2	3	4
5. I can use online resources to help students (web sites, apps, videos, etc.)	1	2	3	4
6. I can teach according to the intellectual, emotional needs of the students	1	2	3	4
7. I can base instruction on goals that reflect high expectations	1	2	3	4
Instructional Planning and Strategies	Never	Sometimes	Often	Always
8. I can use strategies to enhance students' understanding	1	2	3	4
9. I can change teaching methodology to make topics relevant	1	2	3	4
10. I can understand individual differences of students and teach accordingly	1	2	3	4
11. I can use appropriate material, technology, and resources	1	2	3	4
12. I can engage, motivate, and maintain students' attention	1	2	3	4
13. I can teach the required curriculum according to time-table	1	2	3	4
14. I can use student learning data to guide planning	1	2	3	4
Assessment	Never	Sometimes	Often	Always
15. I can conduct online assessment methods (tests, activities, drills, homework, project, etc.) to monitor student performance	1	2	3	4
16. I can evaluate students' performance and provide feedback	1	2	3	4
17. I can revise content to enhance students' achievement	1	2	3	4
Learning Environment	Never	Sometimes	Often	Always
18. I can create a climate of mutual trust and respect	1	2	3	4
19. I can maintain an online setting that minimizes disruption	1	2	3	4
20. I can create friendly and supportive classroom environment	1	2	3	4
21. I can ensure students' participation in the learning process	1	2	3	4
22. I can encourage students to interact respectfully	1	2	3	4
Effective Communication	Never	Sometimes	Often	Always
23. I can use correct vocabulary and grammar in speaking & writing	1	2	3	4
24. I can explain lessons according to the age and ability of students	1	2	3	4
25. I can respond to students' questions in appropriate language	1	2	3	4

WEEKLY PEER OBSERVATION EVALUATION FORM

The teacher candidate I observed	Never	Sometimes	Often	Always
Subject Matter Knowledge				
1. can demonstrate accurate knowledge of subject matter	1	2	3	4
2. can link content with past and future learning experiences	1	2	3	4
3. can demonstrate a variety of skills of subject area(s)	1	2	3	4
4. can communicate content in ways that students can understand	1	2	3	4
5. can use online resources to help students (web sites, apps, videos, etc.)	1	2	3	4
6. can teach according to the intellectual, emotional needs of the students	1	2	3	4
7. can base instruction on goals that reflect high expectations	1	2	3	4
Instructional Planning and Strategies	Never	Sometimes	Often	Always
8. can use strategies to enhance students' understanding	1	2	3	4
9. can change teaching methodology to make topics relevant	1	2	3	4
10. can understand individual differences of students and teach accordingly	1	2	3	4
11. can use appropriate material, technology, and resources	1	2	3	4
12. can engage, motivate, and maintain students' attention	1	2	3	4
13. can teach the required curriculum according to time-table	1	2	3	4
14. can use student learning data to guide planning	1	2	3	4
Assessment	Never	Sometimes	Often	Always
15. can conduct online assesment methods (tests, activities, drills, homework, project, etc.) to monitor student performance	1	2	3	4
16. can evaluate students' performance and provide feedback	1	2	3	4
17. can revise content to enhance students' achievement	1	2	3	4
Learning Environment	Never	Sometimes	Often	Always
18. can create a climate of mutual trust and respect	1	2	3	4
19. can maintain an online setting that minimizes disruption	1	2	3	4
20. can create friendly and supportive classroom environment	1	2	3	4
21. can ensure students' participation in the learning process	1	2	3	4
22. can encourage students to interact respectfully	1	2	3	4
Effective Communication	Never	Sometimes	Often	Always
23. can use correct vocabulary and grammar in speaking & writing	1	2	3	4
24. can explain lessons according to the age and ability of students	1	2	3	4
25. can respond to students' questions in appropriate language	1	2	3	4

8-Group Work (See School Experience, Activity 8)**9-Asking Questions (See School Experience, Activity 9)****10- Preparation of Worksheets (See School Experience, Activity 7)****11-Computer Aided Education**

Computer-aided education refers to the use of today's technologies and online applications. The following applications can be used.

- Kahoot
- Cram
- Quizlet
- Zunal
- Prezi
- Padlet
- Polleverywhere
- Klicker

12-Evaluation of Student Works

Evaluation activities can consist of:

- Poster / Project Paper
- Preparing a presentation
- Evaluation, criticism, summarizing
- Expressing in other words and correcting
- Model creation and use
- Writing dialogue
- Presenting performance as a group or in person
- Drama / Role-playing
- Class discussion
- Participating in debates
- Survey, application and research
- Peer teaching
- Preparing a video / podcast
- Concept and mind mapping to show generalizations and relationships
- Interpretation of the value of ideas, concepts, materials and methods using criteria
- Self-reflective assessment / composition of information on news, website, blogs and wikis
- Self-assessment, peer feedback and error correction activities
- Preparing charts and diagrams
- Creating problems for a variety of contexts and situations
- Evaluation of research work
- Preparing a concept map / flow chart

13-Social Activities

You need to get information about the cultural activities carried out at the school. Information should be collected through the execution of sports, artistic and cultural studies and projects in which student participation is ensured. Information about these studies can be requested from the responsible teachers. The student club, the organization of competitions, transportation and financial support provided to the organizations (school-family association, sponsor, etc.) should be reported.

14-MEBBIS and E-school Operations

In order for the teaching and student activities to be carried out flawlessly, it is the responsibility of the teacher and the application school administrators should be asked for a meeting about how all the online transactions that need to be done and the transactions carried out through the system should be reported completely. Thus, the prospective teachers will have learned the information about how to use online systems when they start their duty and they will be prevented from having problems.

APPENDIX T: Okul Deneyimi ve Öğretmenlik Uygulaması Kılavuzu



HACETTEPE ÜNİVERSİTESİ EĞİTİM FAKÜLTESİ
İNGİLİZ DİLİ ÖĞRETİMİ BÖLÜMÜ



İDÖ 475 OKUL DENEYİMİ VE İDÖ 478 ÖĞRETMENLİK UYGULAMASI KILAVUZU

ANKARA
2020

Bu kılavuz Türkiye’de Öğretmen yetiştiren kurumlar kapsamında öğretmenlik uygulamasında kullanılmak üzere; YÖK Milli Eğitimi Geliştirme Projesi Hizmet Öncesi Öğretmen Eğitimi/Fakülte-Okul İşbirliği (1998) yayınından ve Milli Eğitim Bakanlığı 31666252-399-E.11700767 sayılı Öğretmenlik Uygulaması Yönergesinden faydalanılarak hazırlanmıştır. Öğretmen Adaylarının Milli Eğitim Bakanlığına Bağlı Eğitim Öğretim Kurumlarında Yapacakları Öğretmenlik Uygulamasına İlişkin Yönerge ve Yükseköğretim Kurulunun Pedagojik Formasyon Usul ve Esaslarına göre öğretmenlik uygulaması dersinin etkili ve verimli bir şekilde yürütülebilmesi, uygulama öğrencilerinin aktif katılımının sağlanması ve sürecin kontrol edilebilmesi için “Uygulama Öğrencisi Değerlendirme Sistemi”, MEBBİS üzerinden 10.10.2016 tarihinde uygulamaya açılmıştır.

ÖNSÖZ

Bu kılavuz Hacettepe Üniversitesi İngiliz Dili Öğretimi Bölümü İDÖ 475 / İDÖ478 Okul Deneyimi ve Öğretmenlik Uygulaması dersleri kapsamında uygulama sürecinde dersi yürütecek olan danışman öğretmen, uygulama öğretim elemanı ve öğretmen adaylarına yönelik olarak yararlı ve eğitici olması amacıyla hazırlanmıştır. Kılavuzda öğretmenlik uygulaması boyunca sistemin işleyişi ve yapılması gereken etkinlikler ile ilgili bilgiler bulunmaktadır. Öğretmenlik uygulamasında dikkat edilecek noktalar belirtilmekte, derslerle alakalı danışman öğretmen ve uygulama öğretim elemanı tarafından ortak bir anlayış geliştirmek ve böylece öğretmen adaylarına daha nitelikli bir öğretmenlik deneyimi sunulması hedeflenmektedir.

Uygulama süresince öğretmen adayları;

- Öğretmenlik mesleğini ve eğitim veren kurumların yapısını ve işleyişini tanıyacak,
- Eğitim kurumlarında gözlemler ve uygulamalar yaparak öğretmenlik mesleği ve alanının gerektirdiği bilgi ve becerileri kazanacak,
- Lisans öğrenimi boyunca öğrendiği teorik bilgileri uygulama ortamına aktarma ve öğretmenlik becerilerinizi geliştirme fırsatı bulacaktır.

Bu amaç doğrultusunda yapılacak uygulamalarda prensipli ve akademik bir uygulama yapılması için hazırlanmış olan bu uygulama kılavuzunun takip edilmesi önem arz etmektedir. Uygulamanın en temel amacı sizin öğretmen adaylarının mesleki deneyim kazanmasıdır.

Öğretmen adaylarının bu dersler kapsamındaki sorumlulukları;

- Fakülte’deki teorik derslere katılım (sürecin tartışıldığı)
- Uygulama okulunda gözlem (okul, sınıf, öğretmen, öğrenci vb.)
- Ders planı hazırlama ve ders anlatımı (günlük eğitim akışı ve etkinlik planı)

Başarılar.

İDÖ 475 Okul Deneyimi ve İDÖ 478 Öğretmenlik Uygulaması

Öğretmen adayının sorumlulukları

- Hacettepe Üniversitesi lisans eğitim-öğretim ve sınav yönetmeliğinin 38. maddesine uygun şekilde giyinişmesi
- Uygulama okulunun eğitim-öğretime başladığı saatten çalışma saatinin bitişine kadar kurumlarda bulunulması
- Uygulama okulundaki ders giriş-çıkış saatlerine dikkat edilmesi ve okul kurallarına uyulması
- İzin alınması gereken durumlarda dersten sorumlu öğretim elemanının, okulun ve danışman öğretmenin bilgilendirilmesi ve durumun resmi bir raporla belgelendirilmesi (*İzinli olunan günler yoklama çizelgesine devamsızlık olarak işlenir ve günün telafisi mecburidir.)
- Danışman öğretmen ile ders kazanımlarının belirlenerek ve öğretmenlik uygulamasından sorumlu öğretim elemanı ile ders planının görüşülerek onun önerdiği şekilde planlama yapılması ve danışman öğretmenle son düzeltmelerin yapılması
- Uygulama okulunda ders anlatımında kullanılacak materyallerin temini için ön hazırlıkların okula gidilecek günlerden önce yapılması ve okula gidilen gün etkinlik öncesi ortam düzenlemesinin yapılması
- Ders içi etkinliklerin müfredata uygun hazırlanması
- Uygulama bittikten sonra danışman öğretmenle görüşerek yapılan uygulama ile ilgili geridönütlerin alınması
- Belli haftalarda uygulama sırasında sorumlu öğretim elemanı gözlemi ve uygulamadan sonra uygun bir zaman diliminde sorumlu öğretim elemanı ile sürecin değerlendirilmesi
- Uygulama rapor dosyalarının sorumlu öğretim elemanı tarafından belirlenen tarihte teslim edilmesi

Danışman öğretmenin sorumlulukları

- Öğretmen adayının diğer öğretmen ve öğrencilerle tanıştırılması ve uygulamaya yönelik yönergelerin ve belgelerin verilmesi
- Öğretmenlik uygulamasının başında öğretmen adaylarına yönerge ve yönetmelikler, okulun idari yapısı ve işleyişi, okul bilgi sistemleri(E-okul ve MEBBİS), okul araç-gereç ve kaynaklar, kütüphane, öğrenciler, okul kuralları vb. bilgilerin verilmesi
- Uygulama süresince öğretmen adaylarının derslere devamının düzenli olarak takibi
- Öğretmen adaylarının uygulamaları konusunda öğretmen adaylarıyla önceden görüşülerek gerekli hazırlıkların yapılması, ders planlarının incelenmesi, uygulama sonrası geridönüt verilmesi
- Öğretmen adayında gelişmesi beklenen yeterliklerle ilgili hedefleri saptayarak ve gerçekleşen gelişmeleri gözden geçirerek öğretmen adayına gelişim süreci hakkında geridönüt verilmesi
- Öğretmen adayı ile mesleki deneyimlerin paylaşılarak yardım edilmesi ve gelişiminin desteklenmesi
- Uygulama sonunda öğretmen adayının değerlendirilmesi

Uygulama öğretim elemanının sorumlulukları

- Öğretmenlik Uygulamasının ilk haftasında uygulama okulundaki uygulama koordinatörü,danışman öğretmen ve öğretmen adaylarıyla birlikte toplantı tertip edilmesi
- Uygulama boyunca ilgili koordinatörlükler ve danışman öğretmenle sürekli iletişim ve işbirliği halinde bulunulması
- Öğretmen adaylarının uygulama okulu, uygulama programı, öğretmen yeterlikleri, değerlendirmeler ve uyulması gereken kurallar konusunda bilgilendirilmesi
- Öğretmen adayının uygulamalarının dönem boyunca en az dört kez gözlemlenmesi, gözlem sonrasında öğretmen adayının mesleki gelişmesine katkı sağlayacak geridönütler verilmesi ve yapıcı önerilerde bulunulması
- Fakültede yapılan teorik derslerde ders planlama, öğretim araçlarını hazırlama ve kullanma, öğrencileri değerlendirme, sınıf yönetimi gibi konularda danışmanlık verilmesi
- Öğretmen adayına öğretmenlik mesleği ile ilgili yardım ve destek sağlanması
- Öğretmen adayının Milli Eğitim Bakanlığı'nca belirlenen öğretmenlik mesleğine ilişkin kurallara uygun davranıp davranmadığının denetlenmesi
- Danışman öğretmen ile öğretmen adayının çalışmalarını görüşülmesi, öğretmen adayının gelişmesini sağlayacak tedbirlerin alınması
- Uygulama sonunda öğretmen adayının değerlendirilmesi

GİRİŞ

Bu kılavuz, eğitim fakültelerinde uygulamadan sorumlu Öğretim Elemanları, Uygulama Öğretmenleri ve Öğretmen Adayları için hazırlanmıştır. Kılavuzdaki etkinlikler, uygulama yapacak öğretmen adayları tarafından gerçekleştirilecektir. Bu çalışmalar, ilgili öğretim elemanları ile uygulama öğretmenleri tarafından izlenecek ve desteklenecektir. Bu kılavuzda geçen bazı kavram ve tanımlar aşağıda açıklanmıştır.

Öğretmen Adayı

"Öğretmen Adayı", öğretmenlik programlarına devam eden, öğretmeni olacağı öğretim düzeyi ve alanında, okul ortamında, öğretmenlik uygulaması yapan yükseköğretim kurumu öğrencisidir.

Uygulama Öğretim Elemanı

Alanında deneyimli ve öğretmenlik formasyonuna sahip, öğretmen adaylarının uygulama çalışmalarını planlayan, yürüten ve değerlendiren yükseköğretim kurumu sorumlusu üniversite öğretim elemanıdır.

Uygulama Öğretmeni

Uygulama okulunda görevli, öğretmenlik formasyonuna sahip, alanında deneyimli öğretmenler arasından seçilen, öğretmen adayına öğretmenlik mesleğinin gerektirdiği davranışları kazanmasında rehberlik ve danışmanlık yapan sınıf veya ders öğretmenini ifade eder.

Bölüm Uygulama Koordinatörü

Öğretmen adayının fakültesindeki bölümün öğretmenlik uygulamaları ile ilgili işlerini plânlayan ve yürüten öğretim elemanıdır.

Fakülte Uygulama Koordinatörü

Öğretmen adaylarının okullarda yapacakları uygulamaların belirlenen esaslara göre yürütülmesini sağlayan, eğitim ve öğretimden sorumlu dekan yardımcısıdır.

Uygulama Okulu Koordinatörü

Bir okuldaki uygulama etkinliklerinin belirlenen esaslara uygun olarak yürütülmesini sağlayan okul müdürü veya yardımcısıdır.

Millî Eğitim Müdürlüğü Uygulama Koordinatörü

Öğretmen adaylarının okullarda yapacakları uygulama etkinliklerinin, fakülte ve okul koordinatörleriyle birlikte plânlanan esaslara göre yürütülmesini sağlayan millî eğitim müdürü veya yardımcısıdır.

Uygulama Okulu

Öğretmenlik uygulamalarının yürütüldüğü, Millî Eğitim Bakanlığı'na bağlı resmî ve özel okul öncesi eğitim kurumlarıdır. Bir okulun, okullardaki uygulama çalışmalarında işbirliği yapılan okul olabilmesi için şu özellikleri taşıması gerekir:

1. Öğretmen adaylarına mesleki ve kişisel destek sağlamayı kabul etme
2. Öğretmen adaylarının eğitimi için uygun bir ortama ve kaynaklara sahip olma
3. Hedef alınan yaş grupları ve derslerle ilgili öğretmenlik deneyimi kazandıracak imkanlara sahip olma
4. Öğretmen adayları ile çalışmada deneyimli ve onların ihtiyaçlarına ilgi duyan bir öğretim kadrosuna sahip olma
5. Öğretmen adayları için ulaşılabilir bir yerde bulunma
6. Öğretmen adaylarının yapacakları uygulama çalışmalarının düzenlenmesi, izlenmesi ve değerlendirilmesinde üniversitenin ilgili birimleri ile tam bir işbirliği içinde çalışacak bir yönetime sahip olma.

Okullarda Uygulama Çalışmalarının Kapsamı

Öğretmen adaylarının, öğretmenliğe hazırlanmaları sırasında öğretmen ve öğrencilerle birlikte **uygulama çalışmaları** yapmaları esastır. Bu kılavuzda, okullarda güz ve bahar dönemlerinde yapılacak iki ayrı uygulama çalışması hakkında bilgi verilmektedir. Bunlardan birincisi, öğretmenlik mesleğini oluşturan birçok görevi öğretmen adaylarına tanıtmaya amaçlı güden planlı gözlem ve etkinliklerden oluşmaktadır. Buna kısaca **Okul Deneyimi** adı verilmiştir. Bu derste öğretmen adaylarının okullarda gözlemler yapmaları, gözlemleri üzerinde düşünceleri ve öğretmenlik becerilerinde deneyim kazanmaları için yeterli olacaktır. İkinci uygulama ise **Öğretmenlik Uygulamasıdır**. Öğrencilerin, okullarda olabildiğince farklı sınıf düzeylerinde çalışmaları ve eğitim programlarının kapsadığı bütün derslerin öğretimine aktif olarak katılmaları gerekir.

Okul deneyimi

"Okullarda gözlem" adlı, süresi daha kısa olan eski bir dersin yerini almıştır. Öğretmen adaylarının bu derste yaptıkları görev ve etkinlikler, onlara, deneyimli öğretmenleri görev başında gözleme, öğrencilerle bireysel ve küçük gruplar halinde çalışma, sınırlı da olsa, kısa süreli öğretmenlik deneyimi kazanma olanağı sağlamalıdır. Okul deneyimi dersinde gerçekleştirilen etkinlikler, öğretmen adaylarına, başarılı bir öğretmen olmalarını sağlayacak çeşitli beceriler kazandıracaktır. Ders ilerledikçe, küçük bir grupta kısa bir süre için öğretmenlik yapmaya veya öğretmenin yakın denetimi altında, onunla birlikte ekip öğretimine başlayacaklardır. Okul deneyiminin sonuna doğru, bir ders saatinin tümü için sınıftaki öğretmenlik rolünü üstlenmeleri istenecektir.

Bundan sonra onlar, öğretim yöntemleri ve sınıf yönetimi konularında önemli ölçüde deneyim kazanmış olarak Öğretmenlik Uygulamasına başlayacaklar. Öğretmen adaylarının, öğretmenlik mesleğini anlama ve öğretmenliği oluşturan yeterlikleri kazanma yönündeki gelişmeleri, onlarla sıkı bir işbirliği içinde olan üniversite öğretim üyeleri ile işinde deneyim kazanmış olan uygulama öğretmenleri tarafından değerlendirilecektir.

Öğretmenlik Uygulaması

Öğretmenlik uygulaması dersinde öğretmen adayları, farklı sınıf ve ünitelerle ilgili olarak, kendi aralarında bağlantılı öğretme-öğrenme etkinlikleri hazırlayacaklar ve böylece öğretme- öğrenme etkinliklerinde süreklilik, aşamalılık ve dayanışıklık sağlamayı öğreneceklerdir. Aynı zamanda, öğrencileri tanıma ve sınıf içinde olup bitenlere tam olarak katılma olanağı bulacaklardır. Öğrencilerin öğretme-öğrenme etkinliklerinden kendileri için en iyi şekilde yararlanma olanakları elde etmelerini sağlama yollarını öğreneceklerdir. Öğretmenlik uygulaması sırasında öğretmen adayları, öğretmenlerin ders yüklerinin yaklaşık yarısı kadar bir yük taşımalıdır. Öğretmenlik uygulaması sırasında yapılacak çalışmalar, dönem başlamadan önce ve öğrenciler ile onlara kılavuzluk yapacak uygulama öğretmenlerinin görüşleri alınarak planlanmalıdır.

Millî Eğitim Bakanlığı 31666252-399-E.11700767 Sayılı 14.06.2018 tarihli Öğretmenlik Uygulaması Yönergesi

1. Amaç, Kapsam, Dayanak ve Tanımlar

Amaç

MADDE 1- (1)Bu Yönerge'nin amacı; uygulama öğrencilerinin öğretmenlik mesleğine daha iyi hazırlanmalarını, öğrenimleri süresince kazandıkları genel kültür, özel alan eğitimi ve öğretmenlik mesleğiyle ilgili bilgi, beceri, tutum ve davranışlarını gerçek bir eğitim-öğretim ortamı içinde kullanabilme yeterliği kazanmalarını sağlayacak uygulama çalışmalarına ilişkin usul ve esasları düzenlemektir.

Kapsam

MADDE 2- (1)Bu Yönerge, öğretmen yetiştiren yükseköğretim kurumlarında okuyan ve yükseköğretim kurumlarından mezun olup pedagojik formasyon eğitimi sertifika programlarına devam eden öğrencilerin Millî Eğitim Bakanlığına bağlı resmî ve özel eğitim-öğretim kurumlarında yapacakları öğretmenlik uygulamaları çalışmalarının, amaç, ilke ve yöntemlerini kapsar.

Dayanak

MADDE 3- Bu Yönerge, 14/6/1973 tarihli ve 1739 sayılı Millî Eğitim Temel Kanunu, 25/8/2011 tarihli ve 652 sayılı Millî Eğitim Bakanlığı Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname, 4/11/1981 tarihli ve 2547 sayılı Yükseköğretim Kanunu, 1/12/2006 tarihli Millî Eğitim Bakanlığı Yönetici ve Öğretmenlerinin Ders ve Ek Ders Saatlerine İlişkin Kararın ilgili hükümlerine dayanılarak hazırlanmıştır.

Tanımlar

MADDE 4- (1) Bu Yönerge'de geçen;

a) Bölüm uygulama koordinatörü:

Fakülte ve uygulama eğitim kurumunun iş birliğinde, bölümün öğretmenlik uygulamaları ile ilgili yönetim işlerini planlayan ve yürüten öğretim elemanını,

b) Dönem:

Öğretmenlik uygulamasının güz (I. dönem) ve bahar (II. dönem) olmak üzere gerçekleştiği iki dönemi,

c) Fakülte:

Öğretmen yetiştiren fakülte ve yüksekokulları,

ç) Fakülte uygulama koordinatörü:

Uygulama öğrencilerinin eğitim kurumlarında yapacakları öğretmenlik uygulamalarını, uygulama öğretim elemanı, millî eğitim müdürlüğü uygulama koordinatörü ve uygulama eğitim kurumu koordinatörüyle birlikte, planlanan ve belirlenen esaslara göre yürütülmesini sağlayan, eğitim ve öğretimden sorumlu dekan yardımcısını ve/veya yüksekokul müdür yardımcısını,

d) MEBBİS: Millî Eğitim Bakanlığı Bilgi İşlem Sistemini,

e) Millî eğitim müdürlüğü uygulama koordinatörü:

Uygulama öğrencilerinin uygulama eğitim kurumlarında gerçekleştirecekleri öğretmenlik uygulamalarını, fakülte ve eğitim kurumu uygulama koordinatörleriyle birlikte planlanan esaslara göre yürütülmesini sağlayan, ilde millî eğitim müdürünü, müdür yardımcısını veya şube müdürünü; ilçede ise ilçe millî eğitim müdürünü veya şube müdürünü,

f) Öğretmenlik uygulamaları:

Uygulama öğrencilerine; eğitim gördüğü öğretmenlik alanında, yönetim ve ders dışı etkinliklerle birlikte bizzat sınıf içinde öğretmenlik becerisi kazandırmayı amaçlayan ve belirli bir dersi ya da dersleri planlı bir şekilde öğretmesini sağlayan, uygulama etkinliklerinin tartışılıp değerlendirildiği dersi/dersleri,

g) Öğretmenlik uygulaması eğitimi sertifikası:

Öğretmenlik uygulamasına katılan uygulama öğrencilerine rehberlik yapacak ve meslek öncesi deneyim sahibi olarak yetiştirilmelerine katkı sağlayan yönetici ve öğretmenlere Bakanlıkça verilen sertifikayı,

ğ) Öğretmen Yetiştirme Çalışma Grubu:

Öğretmen yetiştirme sisteminin daha kalıcı ve etkin bir şekilde işlemlerini sağlamak ve daha nitelikli öğretmen yetiştirmeye katkıda bulunmak üzere Millî Eğitim Bakanlığı, Yükseköğretim Kurulu ve öğretmen yetiştiren fakültelerintemsilcilerinden oluşan danışma organını,

h) Program koordinatörü, üniversitelerce ihtiyaç duyulması halinde bölüm uygulama koordinatörleri ile iş birliği içinde programa ait çalışmaları planlayan öğretim elemanını,

ı) Uygulama eğitim kurumu:

Öğretmenlik uygulamalarının yürütüldüğü, Millî Eğitim Bakanlığına bağlı resmi ve özel eğitim-öğretim kurumlarını,

ii) Uygulama eğitim kurumu koordinatörü:

Eğitim kurumundaki öğretmenlik uygulamalarının belirlenen esaslara göre yürütülmesi için uygulama eğitim kurumu ile ilgili kurumlar ve kişiler arasında iletişim ve koordinasyonu sağlayan eğitim kurumu müdürünü, müdür başyardımcısını veya müdür yardımcısını,

j) Uygulama öğrencisi:

Öğretmenlik programlarına devam edenlerin ve öğretmenlik alanlarına kaynaklık eden programlardan mezun olanların eğitim gördüğü öğretmenlik alanında, eğitim kurumu ortamında, öğretmenlik uygulamaları yapan öğrenciyi,

k) Uygulama öğrencisi değerlendirme sistemi:

Öğretmenlik uygulamasına ilişkin iş ve işlemlerin yürütüldüğü MEBBİS (Millî Eğitim Bakanlığı Bilgi İşlem Sistemi) içinde yer alan modülü,

l) Uygulama öğretmeni:

Millî Eğitim Bakanlığı tarafından verilen Öğretmenlik Uygulaması Eğitimi Sertifikasına sahip, uygulama eğitim kurumunda yöneticiler dışında fiilen derse giren branş ve rehberlik öğretmenleri arasından seçilen, uygulama öğrencisine öğretmenlik mesleğinin gerektirdiği öğretmenlik uygulamaları/rehberlik uygulamaları kapsamında rehberlik edecek öğretmeni,

m) Uygulama öğretim elemanı:

Öğretmenlik lisans programı, eğitim bilimleri ve alan eğitiminde lisansüstü derece, eğitim bilimleri ve alan eğitiminde Üniversiteler Arası Kuruldan(ÜAK) alınan doçentlik unvanından, en az birine sahip olanlardan öğretmenlik uygulamalarını, uygulama öğretmeni ile planlayan, uygulama öğrencisinin dersine fiilen katılan ve değerlendiren yükseköğretim kurumu öğretim elemanını, ifade eder.

2. İLKELER

MADDE 5- (1) Öğretmenlik uygulamaları aşağıdaki ilkeler doğrultusunda planlanır ve yürütülür:

a) Öğretmenlik uygulamasının planlanması:

Uygulamaya öğrenci gönderecek fakültelerce, il millî eğitim müdürlükleriyle iş birliği ve koordinasyon sağlanarak ildeki kurum, öğretmen ve akademisyen sayısı ile branşları dikkate alınarak öğretmen, öğrenci ve akademisyen eşleştirmesi yapılır. İl millî eğitim müdürlüğünce, öğretmen, öğrenci ve akademisyen eşleştirmesi yapılan liste valilik oluruna sunulur. Fakülteler, il millî eğitim müdürlükleriyle koordineli bir biçimde çalışmadan öğretmenlik uygulamasına almış oldukları öğrencilerin mağduriyetlerinden sorumludurlar.

b) Kurumlar arası iş birliği ve koordinasyon:

Öğretmenlik uygulamalarına ilişkin esaslar, Millî Eğitim Bakanlığı ve Yükseköğretim Kurulu Başkanlığı tarafından birlikte belirlenir. Uygulama çalışmaları, sorumlulukların paylaşılması temelinde belirlenen esaslara dayalı olarak millî eğitim müdürlükleri ile öğretmen yetiştiren fakültelerin koordinasyonunda yürütülür. Yükseköğretim Kurulu Başkanlığı bünyesinde kurulan Öğretmen Yetiştirme Çalışma Gurubu bu esasların belirlenmesinde aktif rol oynar.

c) Kurum ortamında uygulama:

Öğretmenlik uygulamaları, uygulama öğrencilerinin öğretmeni olacağı öğretim düzeyinde ve alanlarında, il/ilçe millî eğitim müdürlükleri tarafından belirlenen Millî Eğitim Bakanlığına bağlı resmi veya özel eğitim-öğretim kurumlarında yürütülür.

ç) Aktif katılma:

Uygulama öğrencilerinin eğitim öğretim süreçlerine fiilen katılmaları esastır. Bunun için öğretmenlik uygulamalarında her uygulama öğrencisinden, öğretmenlik uygulamalarına ilişkin etkinlik/etkinlikleri gerçekleştirmesi istenir. Uygulama öğrencilerinin öğretmenlik uygulamalarına ilişkin etkinlikleri aşamalı olarak yürütmeleri sağlanır.

d) Uygulama sürecinin geniş zaman dilimine yayılması: Öğretmenlik uygulamaları programı; planlama, inceleme, araştırma, katılma, analiz etme, değerlendirme ve geliştirme gibi kapsamlı bir dizi süreçten oluşur. Bu süreçlerin her biri hazırlık, uygulama, değerlendirme ve geliştirme aşamalarından oluşmaktadır. Uygulama öğrencisi, bu süreçler yoluyla öğretmenlik davranışlarını istenilen düzeyde kazanabilmek için fiilen uygulama yapacağı süreden çok daha fazla zamana ihtiyaç duyar. Bu sebeple öğretmenlik uygulamaları, uygulama öğrencisine giderek artan bir sorumluluk ve uygulama yeterliği kazandırmak için en az iki döneme yayılarak verilir.

e) Ortak değerlendirme:

Uygulama etkinlikleri taraflarca birlikte planlanıp yürütüldüğü için uygulama öğrencisinin öğretmenlik uygulamalarındaki performansı, uygulama öğretim elemanı ve uygulama öğretmeni tarafından ayrı ayrı değerlendirilir. Uygulama öğrencisinin öğretmenlik uygulamalarındaki başarı durumu üniversitenin/fakültenin "Eğitim-Öğretim ve Sınav Yönetmeliği" hükümleri gereğince, uygulama öğretim elemanı ve uygulama öğretmenin yaptığı değerlendirmelerin birleştirilmesiyle not olarak belirlenir. Uygulama öğretmeni ve uygulama öğretim elemanı, uygulama öğrencisinin genel ve sonuç değerlendirmesini Uygulama Öğrencisi Değerlendirme Sistemine işler. Sisteme işlenen bu değerlendirmeler uygulama öğretim elemanı tarafından fakülte yönetimine teslim edilir.

f) Kapsam ve çeşitlilik:

Öğretmenlik mesleği; dersi/uygulamayı planlama, dersi işleme, sınıf yönetimi, atölye ve laboratuvar yönetimi ile ilgili konularda öğrenciye rehberlik yapma, öğrenci başarısını değerlendirme, yönetim işlerine ve eğitsel çalışmalara katılma gibi çeşitli faaliyetleri kapsamaktadır. Öğretmenler, farklı koşullara sahip genel-meslekî, gündüzlü-yatılı, pansiyonlu, şehir ve köy okullarında, müstakil veya birleştirilmiş sınıflarda görev yapmaktadır. Bu nedenle öğretmenlik uygulamaları, öğretmenlik mesleğinin gerektirdiği tüm görev ve sorumluluk alanlarını kapsayacak şekilde ve çeşitlilikte planlanır ve yürütülür.

g) Uygulama süreci ve personel gelişiminin sürekliliği: Öğretmenlik uygulamaları çalışmalarında elde edilen sonuçlara göre, öğretmenlik uygulamalarına katılan personelin yeterlikleri ve uygulama süreci değerlendirilir ve sürekli geliştirilir.

ğ) Uygulamanın yerinde ve denetimli yapılması: Öğretmenlik uygulamalarından beklenen faydanın sağlanabilmesi; uygulama öğrencilerinin öğretmenlik uygulamaları kapsamında yapacakları etkinlikleri öğrencisi bulundukları fakültenin uygulama öğretim elemanlarının yakından izlemesi, rehberlik etmesi ve değerlendirmeleri ile mümkündür. Bu nedenle öğretmenlik uygulamaları, fakültenin bulunduğu il veya ilçelerdeki eğitim kurumlarında yapılır.

3. GÖREV, YETKİ VE SORUMLULUKLAR**MADDE 6- Öğretmen Yetiştirme Çalışma Gurubunun görev, yetki ve sorumlulukları:**

a) Millî Eğitim Bakanlığı ile Yükseköğretim Kurulu, fakülteler ve diğer ilgili kurumlar arasında meslek öncesi öğretmen eğitimi konusunda koordinasyonu ve bilgi akışını sağlar.

b) Öğretmen yetiştirilmesi ve eğitiminin en önemli boyutlarından biri olan fakülte ve eğitim kurumu iş birliği konusunda gerekli görülen model ve alt yapı çalışmalarını gerçekleştirir.

Fakülte yönetiminin görev, yetki ve sorumlulukları:

a) Bölümlerden gelen öneriler doğrultusunda uygulama öğretim elemanlarını belirler.

b) İl/ilçe millî eğitim müdürlükleri ve uygulama eğitim kurumu koordinatörleri ile iş birliği içinde fiziki ve beşeri altyapısı uygun olan eğitim kurumlarını belirler.

c) Uygulama eğitim kurumlarındaki çalışmaların, etkili ve verimli bir biçimde yürütülmesini sağlar.

ç) Uygulama sürecinde, öğretmen yetiştiren fakülteler, yüksekokullar ve uygulama eğitim kurumları ile iş birliğinin geliştirilmesi için her yıl belirli zamanlarda uygulama çalışmalarına ilişkin toplantılar, kurslar ve seminerler düzenler.

d) İl millî eğitim müdürlükleri ile koordineli çalışılmadan öğretmenlik uygulamasına alınan uygulama öğrencilerinin öğretmenlik uygulamasında yaşayacakları olumsuzluklardan birinci derece sorumludur.

Fakülte uygulama koordinatörünün görev, yetki ve sorumlulukları:

a) Millî Eğitim Bakanlığının belirlediği kontenjanlar doğrultusunda fakülte uygulama koordinatörü, öğretmenlik alanlarına göre uygulama öğrencilerinin sayısını her öğretim döneminin başında ilgili bölüm ve ana bilim dalı başkanı ile iş birliği yaparak belirler ve Milli Eğitim Müdürlüğüne gönderilmesini sağlar.

b) Bölüm uygulama koordinatörü vemiş eğitim müdürlüğü uygulama koordinatörü ile iş birliği içerisinde uygulama öğrencilerinin bilgilerini Uygulama Öğrencisi Değerlendirme Sistemi üzerinden kayda alınmasını sağlar.

c) Öğretmenlik uygulamalarını fakülte ve yüksekokul adına izler, geliştirilmesi için gerekli önlemleri alır.

ç) Öğretmenlik uygulamalarını değerlendirir ve geliştirilmesi için gerekli önlemleri alır.

d) İl millî eğitim müdürlükleri ile koordineli bir biçimde çalışmadan öğretmenlik uygulamasına alınan uygulama öğrencilerinin, öğretmenlik uygulamasında yaşayacakları olumsuzluklar ile kendi görev, yetki ve sorumlulukları içindeki olumsuzluklardan sorumludur.

Bölüm uygulama koordinatörünün görev yetki ve sorumlulukları:

a) Öğretmenlik uygulamaları konusunda, bölüm ile uygulama öğretim elemanları arasındaki koordinasyon ve iş birliğini sağlar.

b) Uygulama öğretim elemanlarının sorumluluğuna verilen uygulama öğrencilerinin listesini hazırlar, fakülte uygulama koordinatörüne iletir.

c) Uygulama eğitim kurumlarının belirlenmesinde fakülte uygulama koordinatörüne yardım eder.

ç) Uygulama öğretim elemanının uygulama öğrencisinin eğitim kurumunu, her dönemde en az dört kez fiili olarak ziyaret etmesi için gerekli önlemleri alır.

d) Uygulama öğrencisinin vermiş olduğu derslerin sonunda uygulama öğretim elemanı tarafından derse yönelik geribildirimlerin verilmesi için gerekli önlemleri alır.

e) Uygulama öğrencilerinin, öğretmenlik uygulamasında yaşayacakları olumsuzluklar ile kendi görev, yetki ve sorumlulukları içindeki olumsuzluklardan sorumludur.

Uygulama öğretim elemanının görev yetki ve sorumlulukları:

a) Uygulama öğrencilerini öğretmenlik uygulaması etkinliklerine hazırlar.

b) Uygulama öğrencilerinin uygulama çalışmaları kapsamındaki etkinlikleri, uygulama eğitim kurumu koordinatörü ve uygulama öğretmeni ile birlikte planlar.

c) Uygulama öğrencisinin çalışmalarını, uygulama öğretmeni ile birlikte düzenli olarak izler.

ç) Her dönemde, her bir uygulama öğrencisinin dersine en az dört kez fiilen katılır.

d) Uygulama öğrencisinin uygulamanın her aşamasında gerekli rehberlik, danışmanlık ve devam devamsızlık takibini yapar, yasal mazereti nedeniyle uygulamaya katılamayanların uygulama öğretmeni ile işbirliği içerisinde dersin telafisini sağlar.

e) Uygulama öğrencisine, uygulamanın hemen sonrasında uygulamaya yönelik geri bildirimleri uygulama öğretmeni ile birlikte ayrıntılı olarak verir.

f) Uygulama sonunda uygulama öğrencisinin çalışmalarını değerlendirir ve değerlendirme sonucunu not olarak üniversitenin/fakültenin ilgili sistemine girişini yapar. Ayrıca uygulama öğrencisi değerlendirme notunu Uygulama Öğrencisi Değerlendirme Sistemi (MEBBİS) üzerinde kayda alır.

g) Uygulama öğrencisinin her dönemdeki performansının belirlenmesinde kullanılan genel ve sonuç değerlendirmesinin Uygulama Öğrencisi Değerlendirme Sistemine işlenmesinden ve kendi görev, yetki ve sorumlulukları içindeki olumsuzluklardan sorumludur.

İl millî eğitim müdürünün görev, yetki ve sorumlulukları:

a) Öğretmenlik uygulamalarının gerçekleştirileceği yerlerde il millî eğitim müdürü; her bir üniversite için il millî eğitim müdürünü, müdür yardımcılarının veya şube müdürlerinden birini; merkez ilçeler dışındaki yerlerde ise ilçe millî eğitim müdürünü veya ilçe millî eğitim şube müdürlerinden birini "millî eğitim müdürlüğü uygulama koordinatörü" olarak mülki idare amirine teklif eder ve görevlendirmesini sağlar.

b) İlde Millî Eğitim Bakanlığına bağlı farklı çevre ve türdeki eğitim kurumlarının uygulama kontenjanlarını öğretmenlik alanlarına göre belirler, kontenjanların fakültelere göre dağılımını yapar ve dağılıma ilişkin bilgilerin üniversiteye gönderilmesini sağlar.

c) Uygulama öğretim elemanının her dönemde en az dört kez uygulama eğitim kurumunu fiilen ziyaret etmemesi durumunda fakülte uygulama koordinatörü ile iş birliği içinde gerekli önlemleri alır.

ç) Fakültenin düzenleyeceği uygulama çalışmalarına ilişkin toplantı, seminer ve kurslara; millî eğitim müdürlüğü uygulama koordinatörü, uygulama eğitim kurumu koordinatörleri ile uygulama öğretmenlerinin katılımını sağlar.

d) Öğretmen yetiştiren fakülteler ve uygulama eğitim kurumları arasında koordinasyonu sağlar ve kolaylaştırıcı önlemler alır.

e) Öğretmenlik uygulamasında görev alanların ek ders çizelgelerini ilgili üniversiteye gönderir.

f) Uygulama öğretmenlerinden gelen uygulama öğrencisinin devam durumunu fakültelere bildirir.

g) Uygulama çalışmalarını izler ve denetler.

ğ) İldeki öğretmenlik uygulaması faaliyetlerinin tüm aşamalarından birinci derece sorumludur.

Millî eğitim müdürlüğü uygulama koordinatörünün görev yetki ve sorumlulukları:

a) Öğretmenlik uygulamasının gerçekleştirileceği uygulama eğitim kurumlarını belirler.

b) Uygulama eğitim kurumlarının uygulama kontenjanlarını öğretim alanlarına göre dağılımını yapar ve dağılım listesinin ilgili uygulama kurumuna gönderilmesini sağlar.

c) Öğretmenlik uygulamalarını denetler, değerlendirir, etkili bir biçimde yürütülmesi için gerekli önlemleri alır.

ç) Öğretmenlik uygulamasında görev alanların ek ders çizelgelerinin il millî eğitim müdürlüğüne gönderilmesini sağlar.

d) Uygulama öğretmen ve uygulama öğretim elemanının uygulama öğrencisinin genel ve sonuç değerlendirmelerinin Uygulama Öğrencisi Değerlendirme Sistemine işlenmesini kontrol eder, varsa eksikliklerin zamanında giderilmesini sağlar.

e) Öğretmenlik uygulaması faaliyetlerinin kendi görev alanındaki tüm aşamalarından sorumludur.

Uygulama eğitim kurumu müdürünün görev, yetki ve sorumlulukları:

a) Uygulama eğitim kurumu koordinatörünü belirler, öğrenci dağılımlarını yapar.

b) Uygulama öğretmenleri ve uygulama öğrencilerinin görev ve sorumluluklarını bildirir.

c) Uygulama çalışmalarının etkili ve verimli bir şekilde yürütülebilmesi için önlemler alır.

ç) Uygulama öğretmenlerinin uygulama çalışmalarını denetler.

d) Öğretmenlik uygulamasında görev alanların ek ders çizelgelerinin il/ilçe millî eğitim müdürlüğüne gönderir.

e) Uygulama öğretmeni ve uygulama öğretim elemanının uygulama öğrencisinin genel ve sonuç değerlendirmelerinin Uygulama Öğrencisi Değerlendirme Sistemine işlenmesini kontrol eder, varsa eksikliklerin zamanında giderilmesini sağlar.

f) Öğretmenlik uygulaması faaliyetlerinin kendi görev alanındaki tüm aşamalarından sorumludur.

Uygulama eğitim kurumu koordinatörünün görev yetki ve sorumlulukları:

a) Millî eğitim müdürlüğü, eğitim kurumu yönetimi ve fakülte arasındaki koordinasyonu sağlar,

b) Uygulama öğretim elemanı ve uygulama öğretmeni ile iş birliği yaparak uygulama öğrencilerinin uygulama çalışmaları kapsamındaki etkinliklerini planlar.

c) Uygulama öğrencilerinin sistem üzerinden kişisel bilgilerini, fotoğrafını vb. kayıt altına alır.

ç) Uygulama çalışmalarını izler, değerlendirir, etkili ve verimli bir şekilde yürütülmesi için gerekli önlemleri alır.

d) Uygulama öğretmeni ve öğretim elemanının, uygulama öğrencisi genel ve sonuç değerlendirmelerinin Uygulama Öğrencisi Değerlendirme Sistemine işlenmesini kontrol eder, varsa eksikliklerin zamanında giderilmesini sağlar.

e) Uygulama kurum koordinatörü, uygulama öğretim elemanının uygulama kurumuna yaptığı ziyaretleri Uygulama Öğrencisi Değerlendirme Sistemine işler.

f) Öğretmenlik uygulaması faaliyetlerinin kendi görev alanındaki tüm aşamalarından sorumludur.

Uygulama öğretmenin görev yetki ve sorumlulukları:

a) Uygulama öğretim elemanı ve uygulama eğitim kurum koordinatörü ile iş birliği yaparak uygulama öğrencilerinin uygulama çalışmaları kapsamında hazırladıkları etkinlikler ile ilgili öneride bulunur.

b) Uygulama programının gerektirdiği etkinliklerin yürütülmesini sağlar, uygulama etkinliklerinin başarılı bir biçimde yerine getirilmesi için uygulama öğrencisine rehberlik eder, bu etkinlikleri izler ve değerlendirir.

c) Uygulama öğretim elemanı ile her dönemde en az dört kez uygulama öğrencisinin öğretmenlik uygulaması sürecini değerlendirir. Değerlendirmelerin gerçekleşmemesi durumunda konuya ilişkin bir raporu uygulama eğitim kurum koordinatörüne teslim eder.

- ç) Uygulama sonunda uygulama öğrencisinin çalışmalarını değerlendirir.
- d) Uygulama öğrencisinin genel ve sonuç değerlendirmelerinin ıslak imzalı olanlarını uygulama eğitim kurumuna teslim eder ve Uygulama Öğrencisi Değerlendirme Sistemine işler.
- e) Uygulama öğrencisinin devam durumunu Uygulama Öğrencisi Değerlendirme Sistemine kaydeder ve fakültelere gönderilmek üzere uygulama eğitim kurumu koordinatörüne teslim eder.
- f) Uygulama öğrencisinin öğretmenlik uygulamasındaki performansının değerlendirilmesinde ve Uygulama Öğrencisi Değerlendirme Sistemine işlenmesinden ve öğretmenlik uygulaması faaliyetlerinin kendi görev alanındaki tüm aşamalarından sorumludur.

Uygulama öğrencisinin görev ve sorumlulukları:

- a) Uygulama öğrencisi, eğitim kurumunda bulunduğu süre içerisinde öğretmenlerin tabii olduğu tüm kurallara uymak zorundadır.
- b) Öğretmenlik uygulamalarının gereklerini yerine getirmek için uygulama öğretim elemanı, uygulama öğretmeni ve diğer uygulama öğrencileri ile iş birliği içinde planlı bir şekilde çalışır.
- c) Öğretmenlik uygulamalarının gereklerini yerine getirirken uygulama eğitim kurum yönetimi, uygulamadan sorumlu öğretim elemanı, öğretmenler ve diğer görevlilerle iş birliği yapar.
- ç) Öğretmenlik uygulamaları kapsamında yaptıkları çalışmaları ve raporları içeren bir dosyayı uygulama öğretim elemanına ve uygulama öğretmene teslim eder.
- d) Uygulama eğitim kurumunda herhangi bir suç ve disiplin olayına karışması halinde üniversitesinin/fakültesinin Eğitim Öğretim Sınav ve Disiplin Yönetmeliği hükümlerine göre işlem tesis edilir.

Millî eğitim bakanlığı bilgi işlem dairesi başkanlığının görev, yetki ve sorumlulukları:

- a) Uygulama Öğrencisi Değerlendirme Sisteminin MEBBİS üzerinden işleyişini sağlar.
- b) Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğünün talepleri doğrultusunda Uygulama Öğrencisi Değerlendirme Sistemini teknik ve alt yapı imkânları göz önünde bulundurarak geliştirir.
- c) Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü ile koordineli olarak sistemde güncelleme çalışmalarını gerçekleştirir.
- ç) Sistemden kaynaklı teknik problemlerin çözümünü sağlar.

4. UYGULAMANIN YAPILMASI

MADDE 7-Öğretmenlik Uygulamalarının Zamanı ve Süresi

Lisans ve pedagojik formasyon sertifika eğitimi programlarında öğretmenlik uygulaması dersi iki dönem süre ile haftada 6 (altı) ders saatidir. Her bir dönemde uygulama öğrencisi uygulama öğretmenin gözetiminde farklı haftalarda olmak üzere en az 4 (dört) defa fiilen ders anlatır. Alana/Branşa bağlı olarak uygulama öğretmeni başına düşen uygulama öğrencisi sayısı göz önünde bulundurularak uygulama öğrencisinin dersi planlayıp işlemesine imkan verilir. Uygulama öğrencisinin fiilen anlatacağı ders saati; ilgili dersin haftalık ders çizelgesinde ders saati 1-2 saat olanlarda en az toplam 14 (on dört), 3 (üç) ve üzeri olanlarda ise toplam 24 (yirmi dört) saatten az olmayacak şekilde planlanır.

MADDE 8-Uygulamanın yeri:Öğretmenlik uygulamaları, fakültenin bulunduğu il veya ilçedeki Millî Eğitim Bakanlığına Bağlı resmi ve özel eğitim öğretim kurumlarında yapılır. Eğitim kurumlarında; uygulamaya katılacak sınıf, branş ve rehberlik alanı öğrencileri, eğitim kurumlarının fiziki durumu ve öğretmen sayısına göre uygulamalarının bir kısmını köylerde bulunan eğitim kurumlarında yaparlar.

Öğretmenlik uygulamasının planlanması, yürütülmesi ve değerlendirilmesi:

MADDE 9-Öğretmenlik uygulamasına ilişkin aşağıdaki işlemler gerçekleştirilir:

- a) **İl/ilçe millî eğitim müdürlüğü uygulama koordinatörü**, uygulama eğitim kurumu olarak seçilebilecek kurumların müdürleri ile iş birliği yaparak, uygulama eğitim kurumlarını ve her eğitim kurumu için uygulama öğrencisi kontenjanını, öğretmenlik alanları itibarıyla belirler.
- b) **İl/ilçe millî eğitim müdürlüğü uygulama koordinatörü**, fakültelerden gelen talepler doğrultusunda uygulama eğitim kurumlarını ve uygulamaya katılacak öğrenci kontenjanlarını, öğretmenlik alanları itibarıyla fakültelere göre dağılımını yapar ve ilgili üniversiteye/fakülteye gönderilmesini sağlar.
- c) **Fakülte uygulama koordinatörü**, bölüm uygulama koordinatörleri ile iş birliği yaparak kendi fakültelerindeki her uygulama öğretim elemanına düşen öğrenci sayısını 8 (sekiz) öğrenciyi geçmeyecek şekilde gruplandırır ve her grubun sorumlu öğretim elemanını belirler.
- ç) **Fakülte uygulama koordinatörü**, kendilerine ayrılan uygulama öğrenci kontenjanlarını dikkate alarak uygulama öğretim elemanlarının ve sorumlu oldukları uygulama öğrencilerinin alanlarına ve uygulama eğitim kurumlarına göre dağılımlarını gösteren listeyi hazırlayarak, il millî eğitim müdürlüklerine gönderir.
- d) **İl millî eğitim müdürlüğü**, mülki idare amirinin onayını aldıktan sonra uygulama öğretim elemanlarının ve sorumlu oldukları uygulama öğrencilerinin alanlarına ve uygulama okullarına göre dağılımlarını gösteren listeyi kurum müdürlüklerine ve ilgili fakülte dekanlıklarına gönderir.
- e) **Uygulama eğitim kurumu koordinatörü**, uygulama öğrencilerinin uygulama öğretmenlerini belirler ve uygulama öğretmeni başına 4 (dört); ders başına düşen öğrenci sayısını da 2 (iki) öğrenciyi geçmeyecek şekilde planlar. Uygulama öğrencilerine eğitim kurumunu gezdirerek birimleri tanıtır ve etkinlikler hakkında bilgi verir.
- f) **Uygulama öğretim elemanı**, sorumluluğuna verilen uygulama öğrencilerini, öğretmenlik uygulamalarının dayandığı temeller, uygulama programında yer alacak etkinlikler ve uyulması gereken kurallar konusunda bilgilendirir. Uygulama öğrencilerini, uygulama eğitim kurumuna götürerek kurum yöneticileri, uygulama kurum koordinatörü ve uygulama öğretmenleri ile tanıştırır. Uygulama öğretmeni ve uygulama öğrencileri ile birlikte öğretmenlik uygulaması etkinlik planlarını hazırlarlar. Her öğrencisi için her dönemde en az dört kez eğitim kurumuna giderek gözlem yapar, uygulama öğrencisi ve uygulama öğretmeniyle değerlendirmede bulunur.

Uygulama öğrencisi ile her hafta eğitim kurumunda yapılan uygulamalarla ilgili gelişmeleri tartışır ve değerlendirir.

g) Uygulama öğrencileri, uygulama öğretim elemanı ve uygulama öğretmenin gözetim ve rehberliğinde öğretmenlik uygulamalarının etkinlik planında belirtilen çalışmaları yerine getirir ve her etkinliğe ilişkin ayrıntılı bir çalışma raporu hazırlar.

Uygulama öğrencilerinin öğretmenlik uygulamalarına planlandığı şekilde katılımı zorunludur. Ancak yasal mazereti nedeniyle eksik kalan uygulamaları uygulama öğretmenin ders saati ve programı göz önünde bulundurularak telafi ettirilebilir. Uygulamalar sonunda, etkinlik planı çerçevesinde yürüttüğü çalışmaları ve raporları içeren dosyayı tamamlar, uygulama öğretim elemanına teslim eder.

ğ) Uygulama öğretim elemanı ve uygulama öğretmeni, her bir uygulama öğrencisi ile ilgili gözlemlerini ayrı ayrı Uygulama Öğrencisi Değerlendirme Formuna (EK-1) kaydeder. Dersten sonra uygulama öğrencisi ile yapılan çalışmaları birlikte değerlendirir.

h) Uygulama öğrencisinin başarısı, ders devam durumu ve öğretmenlik uygulamasında gerçekleştirdiği etkinlikler bağlamında uygulama öğretim elemanı ve uygulama öğretmeni tarafından değerlendirilir. Uygulama öğretmeni ve uygulama öğretim elemanı uygulama öğrencisi değerlendirmelerini Uygulama Öğrencisi Değerlendirme Sistemi'ne sonuç ve genel değerlendirmelerini birlikte kaydeder. Uygulama öğretim elemanı bu değerlendirmeleri bölüm koordinatörüne teslim eder. Uygulama öğrencileri, uygulama yaptıkları eğitim kurumlarında mazeretsiz devamsızlık yaparsa ilişiği kesilerek başarısız sayılır.

5. ÇEŞİTLİ HÜKÜMLER

MADDE 10- (1) Uygulama çalışmalarının zorunlu nedenlerle bir eğitim kurumunda tamamlanamaması hâlinde eksik kalan kısım, millî eğitim müdürlüğünün uygun bulacağı başka bir eğitim kurumunda Yönerge hükümlerine göre tamamlattırılır.

MADDE 11- (1) Uygulama öğrencisi, öğretmenlik uygulamasına devam ederken uygulama öğretmenin zorunlu nedenlerden dolayı uygulama öğretmenlik görevini yerine getirememesi ve ilde de aynı branşta öğretmen bulunmaması durumunda, öğretmenlik uygulaması, fakülte yönetim kurulunca, *Talim ve Terbiye Kurulu Başkanlığı Öğretmenlik Alanları Atama ve Ders Okutma Esaslarına ilişkin çizelgede yer alan "Atamaya Esas Olan Alan ve Mezun Olduğu Yükseköğretim Programı/Fakülte"ler* dikkate alınarak belirlenen alanda tamamlattırılır.

MADDE 12- (1) Doğal afetler ve benzeri olağanüstü durumlar nedeniyle aynı veya yakın il/ilçede öğretmenlik uygulamasının tamamen veya kısmen yapılamaması halinde, öğretmen adayları aynı programı uygulayan bir başka fakültenin öğretmen adayları ile birlikte uygulama yaparlar. Öğretmen adayları, ilgili dönemin tüm derslerini uygulama yaptıkları fakültede tamamlar. Bunun için fakültelerin bağlı oldukları üniversiteler arasında bir protokol yapılır. Öğrencilerin barınma ihtiyaçları fakültelerince karşılanır.

Disiplin kuralları ve diğer hususlar

MADDE 13- (1) Uygulama öğrencileri, uygulama yaptıkları eğitim kurumlarında mazeretsiz devamsızlık yaparsa ilişiği kesilerek başarısız sayılır. Uygulama öğrencilerine, disiplin ve diğer hukuki konularda ilgili yükseköğretim kurumu mevzuatı uygulanır.

6. SON HÜKÜMLER

Hüküm bulunmayan haller

MADDE 14- (1) Bu Yönergede hüküm bulunmayan hallerde; ilgili mevzuata aykırı olmayacak şekilde işlem tesis edilir.

Yürürlükten kaldırılan mevzuat

MADDE 15- (1) Makam Onayı ile yürürlüğe giren 28.07.1998 tarih ve 4392 sayılı Yönerge yürürlükten kaldırılmıştır.

Yürürlük

MADDE 16- (1) Bu Yönerge onaylandığı tarihte yürürlüğe girer.

Yürütme

MADDE 17- (1) Bu Yönerge hükümlerini Millî Eğitim Bakanı yürütür.

Geçiş hükümleri

GEÇİCİ MADDE 1- (1) 2018-2019 öğretim yılından önce herhangi bir öğretmen yetiştirme lisans programına kayıtlı olan ve pedagojik formasyon eğitimi sertifika programlarına devam eden öğrenciler hakkında 4(1)'inci maddenin d fıkrasında, 5(1) maddenin d fıkrasında ve 7(1) maddesinde belirtilen "öğretmenlik uygulamasının iki dönem olarak gerçekleştirilmesi" hükmü uygulanmaz.

(2) 2018-2019 öğretim yılından önce herhangi bir öğretmen yetiştirme lisans programına kayıtlı olan öğrenci olanlar için "Okul Deneyimi" dersi, 28.07.1998 tarih ve 4392 sayılı Yönerge uyarınca devam edecektir.

7. ÖĞRETMENLERDE BULUNMASI GEREKEN YETERLİKLER

Aşağıda, bütün öğretmen yetiştirme programlarına uygulanabilir nitelikte olan bir öğretmenlik becerileri listesi verilmiştir. Bu beceriler, eğitim bilimleri, özel öğretim yöntemleri ve okullardaki uygulama çalışmaları yardımıyla öğrenilecek ve alıştırmalarla beklenen düzeylere eriştirilecektir.

1. ALAN BİLGİSİ

1.1. Alanına ilişkin temel bilgileri (kavram, olgu, ilke, genelleme, yasa, model, kuram vb.) ve bu bilgileri ele alma yollarını (işlem yolu, teknik, yöntem vb.) anlama

1.2. Gerekli oldukça, alanındaki bilgilerini daha üst düzeylere çıkarma

1.3. Konu alanı ile ilgili öğretim programları (müfredat) üzerinde bilgi sahibi olma

2. ÖĞRETME-ÖĞRENME SÜRECİNİ YÖNETME

2.1. Plan yapma ve ders hazırlığı

- 2.1.1. Hedef davranışları açık bir şekilde ifade etme
- 2.1.2. Sınıf çalışmalarını, ders programında ve ders planında öngörülen şekilde planlama
- 2.1.3. Dersi, ilgili davranışsal hedeflere eriştirecek biçimde planlama
- 2.1.4. Dersi, çeşitli öğretim-öğrenme etkinliklerinden yararlanacak şekilde planlama
- 2.1.5. Uygun öğretim-öğrenme araç gereçlerini seçme veya hazırlama
- 2.1.6. İyi düzenlenmiş ve bütünlüğe sahip ders planı hazırlama
- 2.1.7. Öğrenmelerin sürekliliğini ve aşamalılığını sağlama (eldeki ünitelerden önce ve sonra öğrenilenleri uygun şekilde ilişkilendirme)

2.2. Öğretim yöntemlerinden yararlanma

- 2.2.1. Öğrencilerin yaşlarına, önceki öğrenme düzeylerine ve yeteneklerine uygun yöntemlerden yararlanma
- 2.2.2. Çeşitli öğretim yöntemlerinden yararlanma
- 2.2.3. Sınıftaki bütün bireyler ve gruplarla etkileşim kurma
- 2.2.4. Öğrenciler için gerçekçi ve onları, yapabileceklerinin en iyisini yapmaya sevk edebilecek derecede yüksek beklentiler belirleme
- 2.2.5. Öğretim-öğrenme araç gereçlerini uygun ve etkili kullanma
- 2.2.6. Elektronik araçlar ve bilgisayar yazılımları gibi bilişim teknolojilerinden yararlanma

2.3. İletişim kurma

- 2.3.1. Açık olarak tanımlanmış ve kolayca anlaşılabilen yönergeler sunma ve bunları öğretim-öğrenme sürecinde uygun şekilde zamanlama
- 2.3.2. Açık olarak tanımlanmış ve kolayca anlaşılabilen açıklamalar sunma ve bunları öğretim-öğrenme sürecinde uygun şekilde zamanlama
- 2.3.3. Zamanında ve etkili sorular sorma
- 2.3.4. Sesini etkili şekilde kullanma ve gerektiğinde değiştirme
- 2.3.5. Öğrencilerden gelen dönütlere (feedback) duyarlı olma ve bunlardan yararlanma
- 2.3.6. Dili, duruma uygun biçimde ve gereken somutluk-soyutluk düzeyinde kullanma

2.4. Sınıf yönetimi ve öğrencilerle ilişkiler

- 2.4.1. Derslerini amaçlı ve düzenli bir biçimde sürdürme
- 2.4.2. Derslerini zamanında ve etkili bir şekilde başlatma ve yine aynı şekilde bitirme
- 2.4.3. Öğrencilere ve konuya uygun nitelikte bireysel öğretim, küçük grup ve sınıf öğretimi yöntemlerinden yararlanma
- 2.4.4. Öğrencilerle ilişki ve etkili öğretim-öğrenme etkileşimi kurma
- 2.4.5. Öğrencilerin dikkatini çekme, onları öğrenmeye güdüleme, onların ilgi ve güdülerini devam ettirme
- 2.4.6. Ceza ve övgüyü uygun ve etkili kullanma
- 2.4.7. Kesinti ve müdahaleler karşısında uygun önlemler alma
- 2.4.8. Gerçekçi ve iyi hedefler belirleme; bunların gerçekleşme derecelerini objektif ve güvenilir bir biçimde değerlendirme; sonuçları kendini geliştirmede kullanma
- 2.4.9. Sınıfta, öğrencilerin kendilerini ifade edebilmelerine imkan sağlayacak demokratik bir ortam oluşturma

2.5. Öğrencilerin öğrenmelerini değerlendirme ve kayıt tutma

- 2.5.1. Öğrencilerin ürünlerini kısa zamanda puanlama ve sonuçları, öğrencinin nasıl gelişeceğine ilişkin dönütlerle birlikte verme
- 2.5.2. Öğrencinin ilerleyişini, ulusal normları, varsa uygun olan diğer ölçütleri kullanarak değerlendirme
- 2.5.3. Yapılan etkinliklerin ve sağlanan gelişimin kayıtlarını tutma

3. ÖĞRENCİ KİŞİLİK(REHBERLİK) HİZMETLERİ

- 3.1. Okul yönetimi ile ilgili ilke ve işlemleri bilme
- 3.2. Kendi grubundaki öğrencilerle güven verici ilişkiler kurma ve onların sağlıklı ve dengeli birer kişilik geliştirmelerinden sorumluluk duyma
- 3.3. Bireysel ihtiyaçlara ve grup ihtiyaçlarına duyarlı olma
- 3.4. Okuldaki öğrenci kişilik hizmetlerine (rehberlik çalışmaları ve ders dışı etkinlikler) katkıda bulunma

4. KİŞİSEL VE MESLEKİ ÖZELLİKLER

- 4.1. Zamanı iyi kullanma
- 4.2. Danışma, önerilerden yararlanma
- 4.3. Diğer öğretmenlerle iş ilişkileri kurma
- 4.4. Diğer öğretmenlerle mesleğiyle ilgili bilgi alışverişinde bulunma
- 4.5. Toplantı, hizmet-içi eğitim, araç gereç hazırlama gibi okul etkinliklerine katılma
- 4.6. Öğrenci velileriyle iyi ilişkiler kurma
- 4.7. Okulun tümünü ilgilendiren etkinliklere katılma
- 4.8. Kendi performansı üzerinde düşünme ve gelişme için uygun girişimlerde bulunma
- 4.9. Mesleki davranış ve görünüm standartlarına uyma

8. OKUL DENEYİMİ DERSİ (3 kredi / 1 saat teorik- 4 saat uygulamalı)

Öğretmenlik Uygulamasına başlayıp öğretmenlik görevini tam olarak üstlenmeden önce öğretmen adayları okullarda bazı çalışmalar yapacaktır. Okullarda yapılacak bu ilk çalışmalara **Okul Deneyimi** adı verilmektedir.

Amaç

- 1) Öğretmen adaylarının ileride görev yapacakları okul ve sınıf ortamını daha iyi tanıyarak gerek duyacakları mesleki yeterlikleri oluşturmaktır.

- 2) Adaylara, öğrencilerinin yaş, yetenek, özel ihtiyaçlarına uyarlayabilecekleri çeşitli öğretim teknikleri geliştirmelerinde yardımcı olmak.
- 3) Adayları, etkili bir okul ortamı oluşturulmasına katkıda bulunabilecek anlayış ve tutumlara sahip, iyi birer öğretmen olabilecek hale getirmek.

Kapsam

Kendi aralarında bir sıraya dizilmiş olan günlük çalışmalardan oluşmaktadır. Okulda bulunduğunuz zamanlarda, planlı gözlemler yapacak ve sizi öğretmenliğe hazırlayacak görevlerden oluşan çeşitli etkinliklerde bulunacaksınız. Bu etkinliklerden bazıları ile ilgili olarak sizin veya sizi gözleyen gözlemcilerin doldurması gereken formlar bulunmaktadır. Okul Deneyimi dersi kapsamındaki etkinlikler aşağıdaki gibi üç ana grupta toplanabilir.

- 1) Öğretmenlerin ve öğrencilerin gözlenmesi
- 2) Öğretmenlik becerilerinin gözlem yoluyla geliştirilmesi
- 3) Yönetim ve okulla ilgili genel konular

Okul deneyimi derslerinde okul hayatı ile ilgili gözlemler yapmak ve gözlemler üzerinde düşünmek, öğretmenlik becerilerinde deneyim kazanmak amacına yöneliktir. Öğretmen adaylarının bu derste yaptıkları görev ve etkinlikler onlara, deneyimli öğretmenleri görev başında gözleme, öğrencilerle bireysel olarak ve küçük gruplar halinde çalışma, sınırlı sorumluluklarla da olsa, kısa süreli öğretmenlik deneyimleri kazanma olanakları sağlamalıdır. Uygulama çalışmaları sırasında belirlenen sayıda etkinlik yapılacak olup bu etkinlikler ile ilgili raporların yer aldığı dosyalar ait oldukları hafta içerisinde ve belirlenen gün ve saatte uygulama öğretim elemanına teslim edilecektir. Dönem sonunda bu ödevler bir klasörde toplanarak öğrencinin ders notunun belirlenmesinde kullanılacaktır.

İşleyiş

Okul Deneyimi etkinliklerinin planlı ve amacına uygun bir biçimde sürdürülebilmesi için aşağıdaki işlemlerin sırasıyla yapılması öngörülmektedir.

- 1) Bölüm uygulama koordinatörü, dönem başlamadan önce Okul Deneyimi dersini verecek olan öğretim elemanları ile birlikte belirlenen etkinlikleri inceleyerek, gerekirse yeni etkinlikler de ekleyerek planlama yapar. Planda hangi etkinliğin hangi hafta yapılacağı açıkça belirtilir.
- 2) Okul Deneyimi dersinde görev alan öğretim elemanları, uygulama öğretmenleri ve sorumluluğundaki öğretmen adaylarına hazırlanan uygulama programını, görev ve sorumluluklarını tanıtır.
- 3) Öğretmen adayları tamamladıkları haftalık etkinlik ile ilgili rapor yazarlar. Raporun bir kopyası üniversitede kendilerinden sorumlu uygulama öğretim elemanına verilir.
- 4) Uygulama öğretim elemanları, Okul Deneyimi süresince her hafta bir **seminer** yaparak, öğretmen adaylarının o hafta tamamlamış oldukları okul etkinliğine ilişkin gözlem sonuçlarının tartışılmasına olanak sağlar. Öğrencilerin yazdıkları haftalık raporlara ilişkin dönüt verir ve bu raporların öğrenciler arasında paylaşılmasını sağlar.
- 5) Uygulama öğretim elemanı zaman zaman uygulama okuluna giderek okul deneyiminin amacına uygun bir biçimde sürdürülmesine yardımcı olur.
- 6) Öğrencilerin Okul Deneyimi dersinin Okullarda Uygulamasına %70 devam zorunluluğu vardır.
- 7) Devam çizelgesi her hafta önce ilgili uygulama öğretmeni tarafından mebbis.gov.tr adresinden kayıt altına alınacaktır.
- 8) Haftalık 1 saatlik teorik Okul Deneyimi dersinde bu yönergede yer alan etkinlikler rapor haline getirilerek ilgili öğretim elemanı nezaretinde sınıf ortamında değerlendirilecektir.
- 9) Okul Deneyimi Dersi uygulaması, dağılımı yapılan okullarda uygulama öğretmenin söylediği gün ve saatlerde gerçekleştirilecektir.

Okul Deneyimi Dosyası

Öğretmen adaylarının öğretmenliğe hazırlanmaları sırasında öğretmen ve öğrencilerle birlikte uygulama çalışmaları yapmaları esastır. Okul deneyimi, öğretmenlik mesleğini oluşturan birçok görevi, öğretmen adaylarına tanıtmaya yönelik planlı gözlem ve etkinliklerden oluşmaktadır. Bu gözlem ve etkinlikler, Okul Deneyimi olarak haftada bir saat seminer ve dört saat okuldaki etkinlikler olarak yer almaktadır. Bu etkinlikler: Öğretmenin ve bir öğrencinin okuldaki bir gününü gözlemleme, öğretmenin bir dersi işlerken dersi nasıl düzenlediğini, dersi hangi aşamalara böldüğünü, öğretim yöntem ve tekniklerini nasıl uyguladığını, derste ne tür etkinliklerden yararlandığını, dersin yönetimi için ve sınıfın kontrolü için öğretmenin neler yaptığını, öğretmenin dersi nasıl bitirdiğini ve öğrenci çalışmalarını değerlendirdiğini gözlemleme, okulun örgüt yapısını, okul müdürünün görevini nasıl yaptığını ve okulun içinde yer aldığı toplumla ilişkilerini inceleme ve okul deneyimi çalışmalarını yansıtan portfolyo hazırlamadır. Okul Deneyimi dersi tamamlandığında öğretmen adayları aşağıdaki özellikleri kazanmış olmalıdır.

- Okulun örgütsel yapısını, işleyişini ve öğretmenliği sistemli bir yaklaşımla tanımış olma,
- Okulun yönetimi ve okuldaki işler ile okulda bulunan kaynaklara ilişkin bilgi sahibi olma,
- Sınıf ortamındaki ve okuldaki diğer etkinlikleri gözlem yoluyla tanıma. Okullardaki uygulama çalışmalarınızla ilgili hazırlamanız gereken dosyada aşağıdaki hususlara dikkat edilmesi gerekir.

Her raporun kapak sayfasında şu bilgiler yer almalıdır:

Öğretmen adayının adı soyadı:
 Numarası:
 Anabilim dalı:
 Programı:
 Uygulama okulunun adı:
 Uygulama öğretmeni:
 Uygulama öğretim elemanı:
 Etkinliğin adı:
 Raporun teslim tarihi:

Okul Deneyimi dersi haftada belirlenen gün ve zamanlarda bir dönem sürmekte ve öğretmen adayının okulda yaşamı tanımasını ve öğretimi amaçlamaktadır. Öğretmen adaylarının bu derste yaptıkları görev ve etkinlikler onlara deneyimli öğretmenleri görev başında gözleme, okul öğrencilerini tanıma fırsatı sağlamaktadır. Okul Deneyimi dersini planlarken aşağıda verilen etkinliklerden yararlanılmalıdır:

Hafta	Etkinliğin adı	Açıklamalar
1	Dönem planının yapılması	
2. hafta	Ödev : Öğretmenin okuldaki bir günü Öğretmenin okuldaki faaliyetlerinin incelenerek bir gün boyunca incelenmesi	2. haftanın teorik saatinde dönem plânı öğretim elemanına teslim edilir.
3. hafta	Ödev : Öğrencinin okuldaki bir günü Öğrencinin okuldaki faaliyetlerinin bir gün boyunca incelenmesi	3. haftanın teorik saatinde 2. ödevin raporu öğr. elemanına teslim edilir.
4. hafta	Ödev: Ders plânlama ve etkinlikleri sıraya koyma Öğretmenin ders planlaması ve yaptığı etkinliklerin incelenmesi	4. haftanın teorik saatinde 3. ödevin raporu öğr. elemanına teslim edilir.
5. hafta	Ödev : Derslerin gözlenmesi – Öğretim yöntemleri Derslerin kullanılan öğretim yöntemleri açısından incelenmesi	5. haftanın teorik saatinde 4. ödevin raporu öğr. elemanına teslim edilir.
6. hafta	Ödev: Dersin yönetimi ve sınıf kontrolü Derslerin sınıf yönetimi açısından incelenmesi	6. haftanın teorik saatinde 5. ödevin raporu öğr. elemanına teslim edilir.
7. hafta	Ödev: Ders kitaplarından yararlanma, çalışma yapıları ve öteki materyallerin hazırlanması Derslerin kullanılan kaynak kitap ve materyaller açısından incelenmesi	7. haftanın teorik saatinde 6. ödevin raporu öğr. elemanına teslim edilir.
8. hafta	Ödev: Grup çalışmaları Derslerin grup çalışmaları açısından incelenmesi	8. haftanın teorik saatinde 7. ödevin raporu öğr. elemanına teslim edilir.
9. hafta	Ödev: Soru sorma alıştırmaları, test hazırlama, puanlama ve analiz Derslerin soru sorma, sınav hazırlama ve puanlama açısından incelenmesi	9. haftanın teorik saatinde 8. ödevin raporu öğr. elemanına teslim edilir.
10. hafta	Ödev: Öğrenci çalışmalarının değerlendirilmesi Derslerin öğrenci çalışmaları değerlendirilmesi açısından incelenmesi	10. haftanın teorik saatinde 9. ödevin raporu öğr. elemanına teslim edilir.
11. hafta	Ödev: Okulun yönetimi, imkânları ve sorunları Okulun yönetim, fizik koşullar ve sorunları açısından incelenmesi	11. haftanın teorik saatinde 10. ödevin raporu öğr. elemanına teslim edilir.
12. hafta	Ödev: Ders anlatımı Mikro ders anlatımı	12. haftanın teorik saatinde 11. ödevin raporu öğr. elemanına teslim edilir.
13. hafta	Ödev: Eksikliklerin tamamlanması Teorik çalışma	13. haftanın teorik saatinde 12. ödevin raporu öğr. elemanına teslim edilir.
14. hafta	Ödev: Eksikliklerin tamamlanması Teorik çalışma	14. haftanın teorik saatinde 13. ödevin raporu öğr. elemanına teslim edilir.

Değerlendirme

Öğretmen adayının izlenmesi ve yetiştirilmesinden sorumlu olanların Okul Deneyimi aşamasındaki başlıca amaçları, öğretmen adayının başarısını değerlendirmek değil, onlara rehberlik etmek ve destek olmaktır. Burada sözü edilen rehberlik ve destek aşağıdaki biçimde gerçekleştirilir:

- Okul Deneyimi dersi sırasında öğretmen adayının etkinliklerini rapor ettiği dosya düzenli biçimde denetlenerek, görevlerini yerine getirip getirmediği değerlendirilir.
- Okul Deneyimi dersi için okuldaki çalışmalarını tamamlayan, öğretmen adayının dosyası incelenir ve adayla mesleki gelişimi üzerine görüşülerek kendisine dönütler verilir.
- Öğretmen adayının başarı notunu hesaplamada haftalık raporların değerlendirilmesi esas alınır. Ancak öğretmen adayının devam çizelgesi ve uygulama okulundaki etkinlikleri de göz önünde bulundurulur.

Öğretmen adaylarına uyarılar

Okul Deneyimi kapsamındaki etkinlikleri oluşturan görevleri birer birer yerine getirirken, bunların her birinde dikkatinizi öğretmenliğin bir yönüne yönelteceksiniz. Görevi yaparken öğretmenliğin o yönü üzerinde düşüneceksiniz. Uygulama öğretmenlerini gözleyerek ve onların sizin yaptıklarınızla ilgili görüşlerini alarak, olabildiğince çok şey öğrenmeye çalışacaksınız. Daha sonra öğrendiklerinizi, öğretmenlik becerileri geliştirme ile ilgili kendi birikimlerinize birleştireceksiniz. Bu etkinlikleri başarı ile tamamladığınız zaman, öğretmen olma yolunda bir hayli ilerlemiş olacaksınız.

Bir öğretmeni gözleyeceğiniz zaman, çalışmanızla ilgili hazırlık ve düzenlemeleri kurallara uygun bir biçimde, meslekten bir kişi gibi yapmalısınız. Okul Deneyimi dersi kapsamındaki çalışmalara başlamadan önce, bu derste yerine getireceğiniz bütün görevleri incelemeli; bunların, öğretmenlik becerilerinizi geliştirmeye yönelik nasıl bir sıralı çalışmalar düzeni oluşturduğunu görmeye çalışmalısınız. Her görev için yeterince önceden hazırladıklarınızı yapmalı; gözlemek istediğiniz öğretmenlerle görüşmelisiniz. Sonra onlara ne yapmak istediğinizi anlatmalı; onların dersleriyle ilgili olarak tuttuğunuz notları okumaları için mutlaka kendilerine sunmalısınız. Kısa bir süre veya bir ders saati için bir sınıfa öğretmenlik yapacaksanız, bu durumda da hazırlıklarınızı yeterince önceden yapmalısınız. Öğretmenin, sizin ne ne yapacağınız konusunda bilgi sahibi olmasını ve yapacağınız çalışma konusunda sizinle aşağı yukarı aynı düşünceyi paylaşmasını sağlamak zorundasınız. Böyle bir durumda, derste ne yapacağınızı gösteren planınızı ve gerçekleştirmeyi düşündüğünüz çalışmayı öğretmene gösteriniz; onun size yapabileceği rehberlik ve önerilerden yararlanmaya çalışınız. Okulda geçen günleriniz arasındaki bir zamanda öğretmenle görüşme olanağı bulmanızın, uygulamada size önemli kolaylıklar sağlayabileceğini unutmayınız.

Okul Deneyimi süresince, her haftanın aynı gününü okulda geçireceksiniz. Beş ya da altı hafta boyunca aynı sınıfta birlikte çalışmanız gerekecek. Bu sırada, sınıftaki öğrencileri tanımaya başlayacaksınız. Onlarla birlikte çalıştıkça kendinize olan güveniniz artacak. Gittikçe, sınıfta olup bitenlerin bütün yönleriyle ilgilenmeye, üzerinize üstesinden gelebileceğiniz kadar çok iş almaya başlayacaksınız.

Okullardaki uygulama çalışmalarında, başka bir öğretmen adayı ile birlikte çalışmakta olabilirsiniz. Böyle bir durum söz konusu ise, birbirinize yardımcı ve destek olmaya, birbirinizden gözlemci ve değerlendirci olarak yararlanmaya ve çabalarınızı birleştirerek ekip öğretimi yapmaya çalışmalısınız.

Okullardaki uygulama çalışmalarınızla ilgili dosyanız çok önemlidir. Dersiniz için bir dosya tutmalısınız. Size sorulan sorularla ilgili cevaplarınızı, sizden istenen raporları, değerlendirmeleri ve doldurduğunuz formları, sıralı ve düzenli bir şekilde bu dosyanızda toplamalısınız. Dosyanızda bu bilgileri, bu derste neler yaptığınızı, size rehberlik yapmakta olan fakülte öğretim elemanına ve uygulama öğretmenine açıkça gösterecek bir şekilde düzenlemiş ve derste yaptığınız etkinlik ve görevlerle uygun şekilde ilişkilendirmiş olmanız gerekir. Dosyanızdaki çalışmalar, aynı konularla ilgili olarak fakültedeki derslerde yaptığınız çalışmalarla karşılaştırmamız; okullardaki uygulama çalışmalarınız ile fakültede kazandığınız kuramsal öğrenmeler arasında ilişkiler kurmanız da gereklidir.

- Dönem içinde uygulama çalışmalarını yapacağınız okulun müdürü ve 5-6'şar haftalık iki dönemin her birini birlikte çalışarak geçireceğiniz sınıfların öğretmenleri ile dönem boyunca yapacağınız çalışmalar ile ilgili hazırlıklarınızı gözden geçirin.
- Okuldaki ilk gününüzde, çalışma planınızın geriye kalan haftalarla ilgili kısmı üzerinde ilgililerle görüş birliği sağlayınız. Çalışma planınızı ilgili fakülte öğretim elemanı ile görüşmek için yazılı hale getiriniz.
- Okuldaki uygulama çalışmalarınızda sizi en yakından izleyecek olan uygulama öğretmenlerinden görüşme için randevu alınız. Bu görüşmede, ilgili fakülte öğretim elemanının bu dönem içinde yapmanızı istediği etkinlikleri öğretmenlere anlatınız. Bu etkinliklerin uygun bir sıra ile gerçekleştirilmesine elverişli bir düzenleme için kendilerinden yardım isteyiniz.
- Okulda geçireceğiniz günlerin arasındaki bir zamanda, birlikte çalışmakta olduğunuz uygulama öğretmeni ile gerekli hallerde nasıl görüşebileceğinizi öğreniniz.
- Öğretmenlik dosyanızı baştan itibaren dikkatle inceleyiniz. Dosyanızın düzenli, her etkinliğe ilişkin notlarınızın tamam ve yerinde olmasını sağlayınız.
- Dersle ilgili notlarınız ve değerlendirmelerinizin dosyanızda ve incelenmeye hazır bulunduğundan emin olunuz.
- Dönem boyunca göstermiş olduğunuz gelişmeyi ve yapmış olduğunuz çalışmaları, birlikte çalıştığınız fakülte öğretim elemanı ve uygulama öğretmeni ile görüşüp tartışınız.
- Kendi değerlendirmeleriniz ile gözlemcilerin değerlendirmelerini yazılı olarak özetleyip dosyanıza koyunuz; özellikle güçlü ve zayıf yönlerinizi not etmeyi unutmayınız.

9. ÖĞRETMENLİK UYGULAMASI DERSİ (5 kredi/ 2 saat teorik-6 saat uygulamalı)

Öğretmenlik uygulaması, öğretmen adayının kazanmış olduğu bilgi ve becerilerini bir okul ortamında deneyip geliştirebilmesi ve mesleğinin gerektirdiği özellikleri kazanabilmesi için planlanan bir derstir. Öğrenciler, bu derste dönem sonunda toplanmak üzere birer uygulama dosyası hazırlayacaktır.

Amaç

Öğretmenlik uygulaması dersi tamamlandığında öğretmen adayları aşağıdaki nitelikleri kazanmış olmalıdır.

- Uygulama okulunda değişik sınıflarda öğretmenlik yaparak öğretmenlik mesleğinin yeterliklerini geliştirebilme
- Kendi alanının ders programını anlayabilme, ders kitaplarını değerlendirebilmeli, ölçme ve değerlendirme yapabilme
- Öğretmenlik uygulaması sırasında kazanmış olduğu deneyimleri arkadaşları ve uygulama öğretim elemanı ile paylaşarak kendisini bu yönde geliştirebilme

Kapsam

Öğretmen adayından bir öğretmene verilen haftalık ders saatinin en az üç saatinde sınıflara girerek ders yapması, kalan üç saatinde ise okulda kalarak aşağıda belirtilen çalışmaları yapması ve bu çalışmaları hazırladığı dosyaya koyması istenir. Aday öğretmenin okulda yapması istenen çalışmalar şunlardır:

- Özellikle o gün öğreteceği konu ile ilgili son hazırlıkları yapmak,
- Gerektiğinde projeksiyon, akıllı tahta, spor malzemeleri gibi ders araçlarını hazırlamak,
- Verdiği dersle ilgili olarak uygulama öğretmeni ile görüşmek

Aday öğretmen okulda gününü gözden geçirir, değerlendirir ve plânlamalar yapar. Zamanı kalırsa uygulama öğretmenin vereceği diğer dersleri izler. Aday öğretmenin okulda geçireceği bu zamanı nasıl kullanacağı kuşkusuz onun okuldaki uygulama programına bağlı olacaktır. Uygulama öğretim elemanı öğretmen adayı ile teorik dersinde okullarda yapılan uygulamalarla ilgili gelişmeleri tartışır ve değerlendirmeler yapar, bazen de okullara giderek öğretmen adayını izler ve öğretmen adayının gelişmesine katkı sağlayacak yapıcı önerilerde bulunur. Bu süreçte, uygulama öğretim elemanı ve uygulama öğretmeni öğretmen adayına yardım ve destek sağlar ve öğretmen adayı ile yakın işbirliği yapar. Uygulama öğretmeni, öğretmen adayının dersini belli programa göre birçok kez baştan sona gözlemler. Öğretmen adayı uygulama öğretmeni ve uygulama öğretim elemanı ile yaptığı görüşmelerde üzerinde durulan noktaları, bunlarla ilgili önerileri dikkatle not alır, bu öneriler üzerinde düşünür ve çalışmalarını bunları dikkate alarak sürdürür.

İşleyiş

1. Öğretmenlik uygulaması dersi kapsamındaki öğretmen adayları, lisans öğretmen yetiştirme programlarında altı saat, sınıf içi öğretmenlik uygulaması yapmak üzere seçilmiş okullara gider. Ayrıca öğretmenlik uygulamasını değerlendirmek amacıyla öğretim elemanı ile sık sık görüşmeler yapar.
2. Fakülte uygulama koordinatörü, bölüm uygulama koordinatörünce belirlenen öğretmen adaylarının sayısı, adları ile uygulamadan sorumlu öğretim elemanları ve seçilmiş uygulama okullarının adlarını liste halinde milli eğitim müdürlüklerine bildirir.
3. Milli eğitim müdürlükleri de onayladıkları listeleri, ilgili uygulama okullarına ve fakülte uygulama koordinatörüne gönderir.
4. Fakülte uygulama koordinatörü, milli eğitim müdürlüklerince onaylanan öğretmen adaylarının sayısı, adları ile uygulamadan sorumlu öğretim elemanlarının adlarını seçilmiş uygulama okullarına yazılı olarak bildirir.
5. Fakülte ya da bölüm uygulama koordinatörü, seçilen ve milli eğitim müdürlüğünce onaylanan okullara giderek okul koordinatörü ile birlikte uygulama öğretmenlerini belirler.
6. Uygulama okulu koordinatörü, fakülte uygulama koordinatörünün gönderdiği öğretmen adaylarının ve uygulamadan sorumlu öğretim elemanlarının listesini ilgili alan uygulama öğretmenlerine dağıtır ve onlarla birlikte öğretmenlik uygulaması programını ve takvimini hazırlar. Uygulama sürecinde öğretmen adaylarının izleyecekleri okul içi etkinlikleri uygulama öğretmeni ile birlikte düzenler.
7. Uygulama öğretmeni, öğretmen adayları ve uygulama öğretim elemanları ile birlikte uygulama sürecinde izleyecekleri etkinliklerin, gözlemlerin ve değerlendirmelerin haftalara göre dağılımını gösteren bir uygulama çizelgesi hazırlar.
8. Uygulama öğretmeni ve uygulama öğretim elemanı izlediği derslerle ilgili gözlemlerini dersten sonra öğretmen adayı ile gözden geçirir, yapıcı bir eleştiri ile tartışarak öğretmen adayına zayıf yönlerini anlaması ve kendisini geliştirmesi için dönüt verir.
9. Öğretmen adayı uygulama çizelgesinde belirtilen tüm etkinlikleri yerine getirir. Uygulama öğretmeni ve uygulama öğretim elemanından aldığı dönütler doğrultusunda kendini geliştirir.
10. Etkinliklerin gerçekleştirilmesinde öğretmen adayı bir başka öğretmen adayı ile yardımlaşabilir ve birlikte çalışabilir. Bu durumda sorumlulukların da eşit olarak paylaşılması gerekir.
11. Uygulama öğretim elemanı, öğretmen adayı ile birlikte her hafta okulda yapılan uygulamalarla ilgili gelişmeleri gözden geçirir. Böylece öğretmen adayının uygulamalarda saptadığı ya da karşılaştığı sorunlar üzerinde daha kapsamlı tartışmalar yapılır. Teorik dersler uygulama okulunda yapılanların öğretim elemanlarının gözetiminde tartışılması ve öğretmen adaylarının uygulama okulunda izlenmesi, ders plânlarının gözden geçirilmesi, öğretim elemanlarının uygulama okulu öğretmenlerinden uygulama öğrencileri hakkında aldıkları bilgilerin sınıf ortamında tartışılması şeklinde olmalıdır.

12. Uygulamalar sonunda öğretmen adayı devam çizelgesi, öğretmen adayı için gözlem formu, ders planı örneği **eklerde** verilmiştir.

Öğretmenlik Uygulaması Dosyası

Öğretmenlik uygulaması ile ilgili dosya tutulması çok önemlidir.

1. Dosyanın başına tüm dönem içinde yapılacak etkinliklerin zaman çizelgesi ve öğretmen adayının çalıştığı sınıfların bir listesi konmalıdır.
2. Öğretmen adayı öğrettiği derslerin planlarını ve o derslerle ilgili notlarını ayrı bölümler halinde sırayla dosyaya yerleştirmelidir.
3. Öğretmen adayı her dersinden sonra kendi dersini değerlendirerek yazmalıdır. Derslerde yapılan etkinlikler, akran gözlemleri ve öz değerlendirmeler, yansıtıcı düşünce yazıları dosyada bulunmalıdır.
 - Akran Değerlendirme Formu (Öğretmen adayının gözlem yaptığı derslerde dolduracağı form)
 - Öz Değerlendirme Formu (Öğretmen adayının kendisi ile ilgili dolduracağı form)
 - Öğretmen adayının verdiği derslerin günlük planları
4. Öğretmen adayı öğretmenlik uygulaması ve teorik (seminer) dersi boyunca mesleki açıdan kazandığı deneyimleri yazarak bu dosyanın ayrı bölümünde tutmalıdır.
5. Öğretmen adayının birlikte çalıştığı uygulama öğretmeni ve uygulama öğretim elemanı adayın dosyasını dönem içinde belli zamanlarda incelemek isteyebilir. Öğretmen adayı uygulama okulunda bulunduğu zamanlarda dosyasını yanında bulundurmalı ve sürekli güncelleştirmeli. O güne kadar yapılan her dersle ilgili etkinlikler, değerlendirmeler ve ders notları tamamlanmış olarak dosyada bulundurulmalıdır.

Hafta	Etkinliğin adı	Açıklamalar
1. hafta	Öğretmenlik uygulamaları toplantılarının fakültelerde organize edilmesi	
2. hafta	Ödev : Uygulama okulunu tanıma • Uygulama okulunu tanıtan bir bilgilendirme raporu hazırlama	2. haftanın teorik saatinde dönem planı öğretim elemanına teslim edilir.
3. hafta	Ödev : Öğretmenlik mesleğini tanıma • Öğretmen Gözlem Formu ile öğretmenin okuldaki faaliyetlerinin incelenerek, öğretmenlik mesleğini farklı yönlerden tanıma	3. haftanın teorik saatinde 2. ödevin raporu öğr. elemanına teslim edilir.
4. hafta	Ödev : Derslerin öğretim yöntem ve teknikleri • Derslerin öğretim yöntem ve teknikleri açısından incelenmesi Ödev : Ders planı hazırlama ve Ders anlatımı • Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	4. haftanın teorik saatinde 3. ödevin raporu öğr. elemanına teslim edilir.
5. hafta	Ödev : Sınıf Yönetimi • Derslerin sınıf yönetimi ve istenmeyen davranışlar ile baş etme stratejileri açısından incelenmesi Ödev : Ders planı hazırlama ve Ders anlatımı • Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	5. haftanın teorik saatinde 4. ödevin raporu öğr. elemanına teslim edilir.
6. hafta	Ödev : Okul-Aile İşbirliği • Okul-Aile işbirliğinin, veli toplantılarının nasıl yürütüldüğünün incelenmesi Ödev : Ders planı hazırlama ve Ders anlatımı • Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	6. haftanın teorik saatinde 5. ödevin raporu öğr. elemanına teslim edilir.
7. hafta	Ödev : Ders planı hazırlama ve Ders anlatımı (Öğrenci merkezli öğretim etkinlikleri) • Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını	7. haftanın teorik saatinde 6. ödevin raporu öğr. elemanına teslim edilir.

	gözlemleme	
8. hafta	Ödev : Ders planı hazırlama ve Ders anlatımı (Grup Çalışması etkinliği geliştirme ve uygulama) Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	8. haftanın teorik saatinde 7. ödevin raporu ögr. elemanına teslim edilir.
9. hafta	Ödev : Ders planı hazırlama ve Ders anlatımı (Soru sorma, problem çözme etkinliği geliştirme ve uygulama) Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	9. haftanın teorik saatinde 8. ödevin raporu ögr. elemanına teslim edilir.
10. hafta	Ödev : Ders planı hazırlama ve Ders anlatımı (Çalışma Yaprağı hazırlama ve uygulama) Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	10. haftanın teorik saatinde 9. ödevin raporu ögr. elemanına teslim edilir.
11. hafta	Ödev : Ders planı hazırlama ve Ders anlatımı (Bilgisayar Destekli Öğretim etkinliği ve Materyali Geliştirme ve Uygulama) Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	11. haftanın teorik saatinde 10. ödevin raporu ögr. elemanına teslim edilir.
12. hafta	Ödev: Ders planı hazırlama ve Ders anlatımı (Ölçme-Değerlendirme Etkinliği) Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	12. haftanın teorik saatinde 11. ödevin raporu ögr. elemanına teslim edilir.
13. hafta	Ödev : Sosyal Etkinlikler - Okulda yürütülmekte olan sosyal etkinlikler ve kulüp faaliyetlerinin incelenmesi Ödev : Ders planı hazırlama ve Ders anlatımı - Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	13. haftanın teorik saatinde 12. ödevin raporu ögr. elemanına teslim edilir.
14. hafta	Ödev : E-okul uygulamaları - Okul yöneticilerinden elektronik ortamda öğrenci devamsızlık işlemleri, karne işlemleri vb. MEBBIS / E-okul uygulamaları ile ilgili bilgi alma Ödev : Ders planı hazırlama ve Ders anlatımı - Uygulama Okulunda ders anlatımı, Öz Değerlendirme Formu ile kendi mesleki gelişimini değerlendirme, Yansıtıcı Düşünce yazısı yazma ve Akran Değerlendirme Formu diğer öğretmen adaylarını gözlemleme	14. haftanın teorik saatinde 13. ödevin raporu ögr. elemanına teslim edilir.

Değerlendirme

Fakültenin belirlediği esaslara göre, uygulamadan sorumlu öğretim elemanı ve uygulama öğretmeni, öğretmen adayının başarısını ortaklaşa değerlendirir. Öğretmenlik uygulaması değerlendirmesi danışman öğretmen ve uygulama öğretim elemanı tarafından ayrı ayrı yapılır. Danışman öğretmen www.mebbis.gov.tr platformu üzerinden değerlendirme yapar. Uygulama öğretim elemanı ise www.uod.meb.gov.tr platformu üzerinden değerlendirme yapar. Bu değerlendirmeler öğretmen adayının öğretmenlik becerilerindeki gelişmelerini özetlemeye elverişli bir yapıdadır. Haftalık ve final notu şeklindeki bu değerlendirmeler ile öğrencinin ngenel değerlendirme notu belirlenir. Gözlem sırasında doldurulan formların bir kopyası öğretmen adayına verilmeyiğinden, öğretmen adayına gelecekteki çalışmalarını bu formda belirtilen görüşlerden yararlanarak zayıf yönlerini öğretmenlik uygulaması bitmeden önce düzeltmesi için haftalık dönütler verilmesi gerekmektedir.

1. Öğretmenlik uygulaması sırasında öğretmen adayının düzenlediği dosya, adayın öğretmenlik uygulaması ve seminer dersinde gösterdiği gelişmelerin ve yaptığı etkinliklerin değerlendirilmesinde en önemli ölçüttür.
2. Gözlem yapan uygulama öğretmeni yada uygulama öğretim elemanı öğretmen adayının güçlü ve zayıf yönlerini belirleyen, sözlü ya da yazılı yapıcı dönütler verir.
3. Öğretmen adayının, öğretmenlik uygulamasında gösterdiği gelişmeler ve eriştiği öğretmen düzeyi ders gözlem formları esas alınarak izlenir. Bu ders gözlem formlarına dayalı olarak öğretmen adayının uygulama başarı notu Öğretmenlik Uygulaması Değerlendirme Formu doldurularak belirlenir. Bu form, uygulama öğretim elemanı ve uygulama öğretmeni tarafından doldurulur. 100 puan üzerinden 67.40 puanlık kısım danışman öğretmen tarafından 32.40 puanlık kısmı ise uygulama öğretim elemanı tarafından verilir.

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Uygulama Öğrencisi Değerlendirme Sistemi;

- Öğretmenlik uygulamasının iyileştirilmesine yönelik kurumlar arasında etkin bir koordinasyonu sağlamak,
 - Planlama, uygulama ve değerlendirmede belirlenen ilkeler çerçevesinde ulusal bir standart oluşturmak,
 - Eğitim fakültesi ile uygulama okulu arasındaki iş birliğini geliştirerek bilgi alışverişini artırmak,
 - Eğitim fakültesi ile uygulama okulu arasındaki eğitim ve öğretim sürecinde etkileşimi en üst düzeye çıkarmak,
 - Kuramın uygulamaya, uygulamanın kurama aktarılmasında yaşanan/yaşanacak olumsuzlukları gidermek,
 - Deneyim sahibi nitelikli öğretmenleri yetiştirmek,
 - Öğrenci performanslarının aday öğretmen alımlarındaki mülakatta kullanılmasını sağlamak amacıyla;
- Uygulama Öğrencisi Değerlendirme Sistemi "** geliştirilmiştir

Uygulama Öğrencisinin Dikkatine

- Uygulama öğrencisi eğitim kurumunda bulunduğu sürede öğretmenlerin uymak zorunda olduğu tüm kurallara uymak zorundadır. Öğretmenlik uygulaması kapsamında yapılan tüm çalışmaları ve raporları öğretim elemanı ve uygulama öğretmene teslim eder.
- Öğretmenlik uygulaması sürecinde uygulama öğrencisi haftada 6 (altı) ders saati okulda bulunmak zorundadır. Uygulama öğrencisinin fiilen anlatacağı ders saatleri yönergeyle belirlen saatlere göre planlanarak anlatılan derslerin en az 4'ü MEBBİS günlük değerlendirme sisteminde değerlendirilerek kayıt edilmelidir. (Genel Değerlendirme yapılabilmesi için şarttır.)
- Uygulama öğrencilerinin yasal mazeretleri olmaksızın devamsızlık hakkı yoktur. Mazeretsiz devamsızlık yapan öğrenci sistemden ilişkisi kesilerek başarısız sayılır.
- Mazeretli yapılan devamsızlık (vize haftası ve resmi tatiller dahil) sonunda imkân varsa (ders programı ve planlamaya uygunsa) diğer haftalarda veya aynı hafta içinde farklı günde telafi uygulaması yaptırılabilir.
- Öğretmenlik uygulaması sonunda her öğrenci için ulaşılmaması istenilen uygulama saati 72 saat olmasına karşın resmi tatiller, mazeretler ve telafi yapılması imkânsız durumlar karşısında uygulama saati branşa ve öğrencilere göre farklılık gösterebilir.

ÖĞRETMENLİK UYGULAMASI SİSTEMİ İLE İLGİLİ GENEL AÇIKLAMALAR

1. İlgili dönem başında resmi yazı ile okullara gönderilen **Öğretmenlik Uygulaması Takviminde** belirlenen tarihlerde uygulama kurum koordinatörü öncülüğünde uygulama öğretmeni ve uygulama öğrencileri oryantasyon, planlama toplantıları vb. çalışmaları yapıp takvimde belirtilen tarihte uygulama başlangıç tarihini uygulama öğretmenin MEBBİS e işlenmesi gerekmektedir.
2. Öğretmen adayları, uygulama okullarında **her hafta en az bir ders saatini** kendileri uygulamak (ders anlatımı yapmak) üzere **en az altı saat** okulda bulunmak zorundadır.
3. Üniversitenin öğretmenlik uygulamasına yönelik hazırlamış olduğu plan doğrultusunda her öğrencinin istenilen düzeyde ders anlatımı yapabilmesi için kurum koordinatörü ve uygulama öğretmeni tarafından yapılan planlama doğrultusunda öğrenciler sınıflara 2 kişi olacak şekilde dağıtılmalıdır. (1 öğrenci dersi anlatan diğeri dersi dinleyen olacak şekilde).
4. Her uygulama öğrencisi için tüm uygulama boyunca Uygulama Öğretmeni MEBBİS e en az 4 kez Günlük değerlendirme girişi yapmak zorundadır. (Genel Değerlendirmenin açılması için şarttır.)
5. Genel değerlendirmenin gerçekten uzak olmaması için uygulama öğretim elemanının uygulama öğrencisinin **ders anlatımlarına en az 4 kez** katılması ve günlük değerlendirme sistemine görüşlerini aktarması istenmektedir.
6. Uygulama dersinde öğretmen adaylarının **mazeretsiz devamsızlık hakkı** bulunmamaktadır.
7. Mazerete dayalı (belgelendirilmiş) devamsızlığın telafisinin yapılması istenilen durum olup, telafisi yapılamayacak durumlarda (son haftalarda yapılan devamsızlık, uygulama öğretmenin ders programından kaynaklanan durumlar, uygulama öğretmenin rapor, izinli olduğu durumlar, resmi tatiller vb.) uygulama öğrencisinin mazeretli olarak sisteme işlenmesi yeterlidir.

8. Telifi **aynı hafta içinde başka bir gün ya da bir başka hafta daha fazla gün** gidilerek telifi yapılmalıdır. Bu durumun dersin sorumlu öğretim üyesinin ve uygulama öğretmeni bilgisi dâhilinde gerçekleştirilmesi gerekmektedir.
9. Uygulama öğrencileri, telif durumları dışında, aynı hafta içinde birden fazla gün uygulama okuluna giderek 12 haftalık sürede belirtilen tarihten önce uygulamasını bitiremez.(Yoğunlaştırılmış program yapılamaz).
10. Her uygulama öğrencisinin 72 saatlik uygulama yapması istenilen düzey olup, telif yapılması olanaksız olan durumlarda uygulama öğrencisinin mazeretli olarak sisteme işlenmesi yeterlidir değerlendirilmesi katıldığı haftalara göre yapılacaktır.



Uygulama Öğretmenleri ve Uygulama Okulu koordinatörleri Mebbis üzerinden sisteme giriş yaparlar.

Uygulama kurum koordinatörü;Uygulamanın etkili ve verimli bir şekilde yürümesi için gerekli önlemleri ve yazışmaları yapar. Uygulama öğrencilerinin fotoğraflarını sisteme yükler. Uygulama öğretmenlerini sisteme kayıt ederek, uygulama öğretmeni- uygulama öğrencisi- uygulama öğretim elemanı eşleştirmesini yapar. Ayrıca uygulama öğretim elemanının devam devamsızlık işlemlerinin MEBBİS sistemine işler.

UYGULAMA KURUM KOORDİNATÖRÜNÜN GÖREVLERİ

1. Uygulama Öğrencisi Fotoğraf Ekleme:

Okul idaresi tarafından Kurum MEBBİS sayfasından yapılacaktır. Uygulama Öğrencisi Fotoğraf Ekleme yapılırken dosya boyutu 100 KB dan büyük olmamalıdır.

2. Uygulama Öğretmeni ve Akademisyen Ekleme:

Okul idaresi tarafından Kurum MEBBİS sayfasından yapılacaktır. İl Milli Eğitim Müdürlüğü tarafından sisteme eklenmiş olan uygulama öğrencilerini kurumda kadrolu olarak görev yapan ve Öğretmenlik Uygulaması Danışmanlığı Eğitimi Kursunu Başarı ile tamamlayan öğretmenlere eşleştirmesi okul idaresi tarafından yapılır. Uygulama öğrencisinin yanında bulunan dosya klasörü tıklanarak her öğrenci için belirlenmiş olan uygulama öğretmeni seçilip kaydet butonuna basılır. Bu işlem her öğrenci için ayrı ayrı yapılmalıdır. Uygulama Öğretmeni Ekleme işlemi yapılırken **“Öğrenci ve Danışman Öğretmenin branşı aynı olmalıdır”** kuralı unutulmamalıdır. Ayrıca sistemde sadece Öğretmenlik Uygulaması Danışmanlığı Eğitimi Belgesi olan öğretmenlere görünecektir

3. Akademisyen Haftalık Devamsızlık İşlemleri :

Haftalık Devamsızlık işlemleri yapılırken Dikkat Edilecek Hususlar:

Hafta başlangıç günü pazartesi olmalıdır!

Hafta bitiş günü cuma olmalıdır! Hafta bitiş tarihi ileri bir tarih olamaz!

Başlangıç ve bitiş tarihi aynı haftaya ait olmalıdır!

Hafta başlangıç tarihi bitiş tarihinden sonra olamaz!

4. Akademisyen Günlük Devamsızlık İşlemleri :

Akademisyen Günlük Devamsızlık işlemleri Yapılırken Dikkat Edilecek Hususlar: Uygulama Yapılan Günlerde Akademisyenini geldiği günlere GELDİ katıldığı ders saatini diğer günlere Uygulama Yok seçilerek kaydedilecektir.

5. Öğrenci Çalışma Haftası Ekleme İşlemleri :

Öğrenci Çalışma Haftası Ekleme İşlemi Yapılırken Dikkat Edilecek Hususlar:

Hafta başlangıç günü pazartesi olmalıdır!

Hafta bitiş günü cuma olmalıdır!

Hafta bitiş tarihi ileri bir tarih olamaz!

Başlangıç ve bitiş tarihi aynı haftaya ait olmalıdır!

Hafta başlangıç tarihi bitiş tarihinden sonra olamaz!

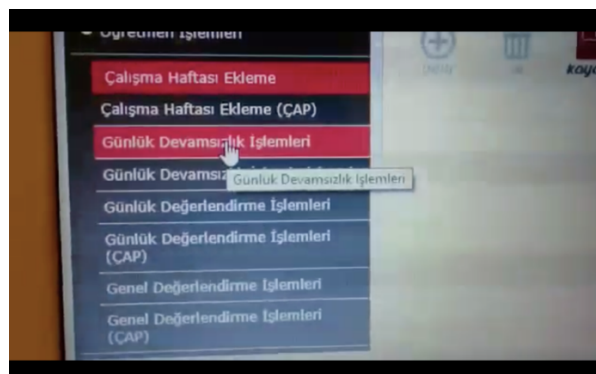
6. Öğrenci Günlük Devamsızlık İşlemleri :

Öğrenci Günlük Devamsızlık İşlemleri Yapılırken Dikkat Edilecek Hususlar:

Uygulama Yapılan Günlerde Öğrencinin geldiği gün/günlere GELDİ katıldığı ders saatini, diğer günlere Uygulama Yok seçilerek kaydedilecektir. Eğer uygulama öğrencisi Mazeret izinli ya da raporlu ise ilgili seçenek seçilir açıklama kısmına getirdiği belgenin tarih ve sayı numarası yazılır. Uygulama günü resmi tatil ise ilgili seçenek seçilir. Uygulama öğretmeni raporlu ise Uygulama Yok seçilerek ilgili günün açıklama kısmına Uygulama Öğretmeni Raporlu yazılır.

**** Uygulamanın %80 sine (60 saat) katılmak zorunlu olduğundan ilerleyen haftalarda sıkıntı yaşamamak için yapılamayan uygulamaların telafisi imkân varsa (uygulama öğretmeni ve uygulama öğrencisinin ders programları müsait ise) mutlaka yaptırılmalıdır.**

Uygulama öğretmeni; uygulama öğrencisinin 14 hafta boyunca en az dört kez ders anlatım sürecini MEBBİS günlük değerlendirme modülünde değerlendirir ve sisteme kayıt eder. 12 Haftalık süreç sonunda genel değerlendirme işleminin yapıp ıslak imzalı olarak uygulama eğitim kurumuna teslim eder.



UYGULAMA ÖĞRETMENİNİN GÖREVLERİ

7. Uygulama Öğretmeni Değerlendirme İşlemleri:

Uygulama Öğrencisi ders anlattıktan sonra Uygulama Öğretmeni tarafından doldurulacak olan Günlük Değerlendirme İşlemleri en erken 3. Hafta itibariyle başlar. Sınıf, Öğrenci Sayısı, Tarih ve Konu sisteme işlendikten sonra ders anlatımı ile ilgili değerlendirme yapılarak hesapla ve kaydet butonları ile işlem tamamlanır. Uygulama Öğretim Elemanına ait görüşler sistemden kaldırıldığı için bu kısımda Uygulama Öğretim Elemanı için yapılacak bir işlem kalmamıştır.

Günlük Değerlendirme İşlemlerinde Dikkat Edilecek Hususlar:

- Branş bilgisi eksik olan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Danışman öğretmen atanmayan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Devamsızlık hafta işlemlerinde başlangıç ve/veya bitiş tarihi boş olan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Günlük Değerlendirme her hafta değil sadece öğrenci ders anlattığı hafta doldurulacaktır.
- Üniversite programında ilk 2 hafta uyum haftası olduğundan ders anlatımları en erken 3. haftadan itibaren başlayacağı için günlük değerlendirmeler de 3. Haftadan itibaren başlayabilir.
- Genel değerlendirmenin açılabilmesi için sisteme minimum 4 defa günlük değerlendirme girişi yapılmalıdır. 4 defadan fazla giriş yapılabilir.
- Öğrencinin günlük ve genel değerlendirme işlemleri eksiği var, kabul edilebilir veya iyi yetişmiş ifadelerinden uygun olanla puanlanarak tamamlanır.



Ölçüt	Soru	Soru Metni	Puan	
Konu Alanı Bilgisi	1	1.1.1 Konu ile ilgili temel ilke ve kavramları bilmek	0.00	Seçiniz
	2	1.1.2 Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilmek	0.00	Seçiniz
	3	1.1.3 Konunun gerektirdiği sözel ve görsel dil (gekil, şema, grafik, formül vb.) uygun biçimde kullanabilmek	0.00	Seçiniz
	4	1.1.4 Konu ile alanın diğer konularını ilişkilendirebilmek	0.00	Seçiniz
Alan Eğitimi Bilgisi	5	1.2.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilmek	0.00	Seçiniz
	6	1.2.2 Öğretim teknolojilerinden yararlanabilmek	0.00	Seçiniz
	7	1.2.3 Öğrencilerde yanlış gelişmiş kavramları belirleyebilmek	0.00	Seçiniz
	8	1.2.4 Öğrenci sorularına uygun ve yeterli yanıtlar oluşturabilmek	0.00	Seçiniz
	9	1.2.5 Öğrenme ortamının güvenliğini sağlayabilmek	0.00	Seçiniz
Öğretim Süreci	10	2.1.1 Konuyu önceki ve sonraki derslerle ilişkilendirebilmek	0.00	Seçiniz
	11	2.1.2 Kazanımlara uygun yöntem ve teknikleri belirleyebilmek	0.00	Seçiniz
	12	2.1.3 Zamanı verimli kullanabilmek	0.00	Seçiniz
	13	2.1.4 Öğrencilerin etkin katılımı için etkinlikler düzenleyebilmek	0.00	Seçiniz
	14	2.1.5 Öğretimi bireysel farklılıklara göre sürdürebilmek	0.00	Seçiniz
	15	2.1.6 Uygun araç-gereç ve materyal seçme ve hazırlayabilmek	0.00	Seçiniz
	16	2.1.7 Öğretim araç-gereç ve materyalini sınıf düzeyine uygun biçimde kullanabilmek	0.00	Seçiniz
	17	2.1.8 Ders süresince ara özetleme yapabilmek	0.00	Seçiniz
	18	2.1.9 Öğrencilerin anlama düzeylerine göre dönütler verebilmek	0.00	Seçiniz
	19	2.1.10 Konuyu yaşamla ilişkilendirebilmek	0.00	Seçiniz
	20	2.1.11 Kazanımlara uygun değerlendirme teknikleri kullanabilmek	0.00	Seçiniz
Sınıf Yönetimi Ders Başında	21	2.2.1 Derse uygun bir giriş yapabilmek	0.00	Seçiniz
	22	2.2.2 Derse ilgi ve dikkati çekebilmek	0.00	Seçiniz
Sınıf Yönetimi Ders Süresinde	23	2.2.3 Demokratik bir öğrenme ortamı sağlayabilmek	0.00	Seçiniz
	24	2.2.4 Derse ilgi ve güdünün sürekliliğini sağlayabilmek	0.00	Seçiniz
	25	2.2.5 Kesinti ve engellemelere karşı uygun önlemler alabilmek	0.00	Seçiniz
	26	2.2.6 Övgü ve yaptırımlardan yararlanabilmek	0.00	Seçiniz
Sınıf Yönetimi Ders Sonunda	27	2.2.7 Dersi toplayabilmek	0.00	Seçiniz
	28	2.2.8 Gelecek dersle ilgili bilgiler ve ödevler verebilmek	0.00	Seçiniz
	29	2.2.9 Öğrencileri sınıftan çıkarmaya hazırlayabilmek	0.00	Seçiniz
İletişim	30	2.3.1 Öğrencilerle etkili iletişim kurabilmek	0.00	Seçiniz
	31	2.3.2 Anlaşılır açıklamalar ve yönergeler verebilmek	0.00	Seçiniz
	32	2.3.3 Konuya uygun düşündürücü sorular sorabilmek	0.00	Seçiniz
	33	2.3.4 Ses tonunu etkili biçimde kullanabilmek	0.00	Seçiniz
	34	2.3.5 Öğrencileri ilgi ile dinlemek	0.00	Seçiniz
	35	2.3.6 Sözel dil ve beden dilini etkili biçimde kullanabilmek	0.00	Seçiniz
Toplam				

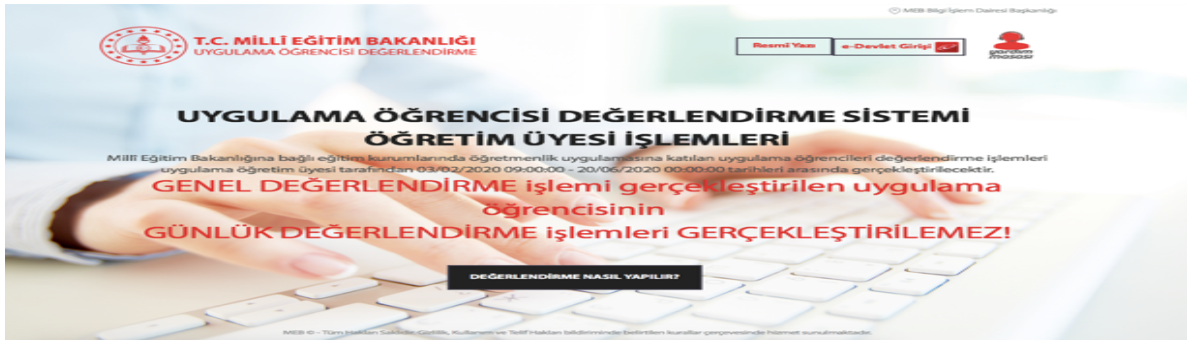
Uygulama Öğretmeni		
	Puan	
...ramları bilme	0.00	Seçiniz
...avramları mantıksal bir tutarlılıkla	0.00	Seçiniz Eksiği Var Kabul Edilebilir İyi Yetişmiş
...e görsel dili (şekil, şema, grafik, formül vb.) uygun	0.00	Seçiniz
...ni ilişkilendirebilme	0.00	Seçiniz
...em ve tekniklerini bilme	0.00	Seçiniz

UYGULAMA ÖĞRETMENİ GENEL DEĞERLENDİRME

(Öğretmen) Konu alanı bilgisi ve alan eğitimi hakimiyeti : (Öğretmen) Öğrenciyi tanıma bilgisi ve öğrenciyi yaklaşımı : (Öğretmen) Uygun öğrenme ortamı oluşturmaları : (Öğretmen) Öğrenci başarısını değerlendirebilmesi : (Öğretmen) Ders planlaması ve işleyebilmesi : (Öğretmen) Mesleki tutum ve değerlere yaklaşımı :	Başarılı Gayet iyi Daha iyi olabilir İyi Gayet iyi Başarılı
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Ölçüt	Sıra	Soru Metni	Puan	Değerlendirme
Öğretmen Sorusu	1	2.2.1 Çeşitli öğrenim yöntem ve tekniklerini uygun biçimde kullanabilme	3.000	Geni Yetişmiş
	2	2.2.2 Zamanı verimli kullanabilme	2.000	Kabul Edilebilir
	3	2.2.3 Öğrencilerin etkin katılımı için etkinlikler düzenleyebilme	3.000	Geni Yetişmiş
	4	2.2.4 Öğretimi bireysel farklılıklara göre sürdürebilme	3.000	Geni Yetişmiş
	5	2.2.5 Öğretimi araç - gereç ve materyalleri sınıf düzeyine uygun biçimde kullanabilme	3.000	Geni Yetişmiş
	6	2.2.6 Özetleme ve uygun dönütler verebilme	3.000	Geni Yetişmiş
	7	2.2.7 Konuyu yaşamla ilişkilendirebilme	3.000	Geni Yetişmiş
	8	2.2.8 Hedef davranışlara ulaşma düzeyini değerlendirebilme	3.000	Geni Yetişmiş
Sınıf Yönetimi Ders Başında	9	2.3.1 Özel öğrenim yaklaşım, yöntem ve tekniklerini bilme	3.000	Geni Yetişmiş
	10	2.3.2 Öğretimi teknolojiklerden yararlanabilme	3.000	Geni Yetişmiş
	11	2.3.3 Demokratik bir öğrenme ortamı sağlayabilme	3.000	Geni Yetişmiş
Sınıf Yönetimi Ders Sırasında	12	2.3.4 Dersin ilgi ve güdülerini sürdürebilme	2.000	Kabul Edilebilir
	13	2.3.5 Kavram ve uygulamaları karşı karşıya olmaları	3.000	Geni Yetişmiş
	14	2.3.6 Özgü ve yapılandırmadan yararlanabilme	3.000	Geni Yetişmiş
Sınıf Yönetimi Ders Sonunda	15	2.3.7 Dersi toparlayabilme	3.000	Geni Yetişmiş
	16	2.3.8 Gelecek dersin ilgili bilgiler ve ödevler verebilme	2.000	Kabul Edilebilir
	17	2.3.9 Öğrencilerin sınıfın çıkarmaya hazırlayabilmeleri	3.000	Geni Yetişmiş
İkizgen	18	2.4.1 Öğrencilerin etik davranış kuralları	3.000	Geni Yetişmiş
	19	2.4.2 Anlatımlar açıklanabilir ve yönlendirilebilir	3.000	Geni Yetişmiş
	20	2.4.3 Konuyu uygun öğretim araçları kullanabilme	3.000	Geni Yetişmiş
	21	2.4.4 Sık sorulan sorulara cevap verebilme	3.000	Geni Yetişmiş
	22	2.4.5 Öğrencilerin ilgileri denetlenebilir	2.000	Kabul Edilebilir
	23	2.4.6 Sözel dil ve beden dili etkili biçimde kullanabilme	3.000	Geni Yetişmiş
Değerlendirme ve Sınıf Tutumu	24	3.1 Uygun değerlendirme materyalleri hazırlayabilmeleri	3.000	Geni Yetişmiş
	25	3.2 Öğrencilerin anlamı düzeylerine göre dönütler verebilme	3.000	Geni Yetişmiş
	26	3.3 Öğrencilerin öğrenimini kısa sürede değerlendirme ve sonuçları belirleyebilme	3.000	Geni Yetişmiş
	27	3.4 Değerlendirme sonuçlarının kayıtlara tutulması	3.000	Geni Yetişmiş
Öğretmen Mesleki Yetenekleri	28	4.1 Mesleği ile ilgili yasa ve yönetmeliklerin farkında olma	3.000	Geni Yetişmiş
	29	4.2 Mesleki özeni ve eleştirilere açık olma	3.000	Geni Yetişmiş
	30	4.3 Okul etkinliklerine katılma	3.000	Geni Yetişmiş
	31	4.4 Kişisel ve mesleki davranışları günün işi ile uyumlu olma	3.000	Geni Yetişmiş
Toplam:				

Uygulama Öğretim Elemanları uod.meb.gov.tr üzerinden sisteme giriş yaparak değerlendirme yaparlar.



UYGULAMA ÖĞRETİM ELEMANININ GÖREVLERİ

8. Uygulama Öğretim Elemanı Değerlendirme İşlemleri:

Öğrenci eğer devamsızlıktan kalmış ise Uygulama Öğretim Elemanı Öğrenci Devamsızlıktan kalmışır butonunu seçerek kaydetme işlemi yapacaktır. Uygulama öğretim elemanı ve uygulama öğretmeni notlarını verdikten sonra her öğrenci için 2 nüsha çıktı alınarak imzalanıp birisi öğretim elemanında diğeri okulda arşivlenmek üzere dosyalanacaktır. Öğrenci Genel Değerlendirme İşlemleri Uygulama öğrencisi değerlendirme notunun %67'sini uygulama öğretmeni, %33'ünü ise uygulama akademisyenin verdiği not oluşturmaktadır. Öğretim Elemanı Değerlendirmesini yapmadan Uygulama Öğretmeni değerlendirme yapamayacaktır.

Genel Değerlendirme İşlemlerinde Dikkat Edilecek Hususlar:

- Branş bilgisi eksik olan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Danışman öğretmen atanmayan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Akademisyen atanmayan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Devamsızlık işlemlerinde durumunda GELMEDİ bulunan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Devamsızlık hafta işlemlerinde başlangıç ve/veya bitiş tarihi boş olan uygulama öğrencisinin değerlendirilmesi yapılamaz.
- Günlük değerlendirmesi dörtten az olan uygulama öğrencisinin değerlendirilmesi yapılamaz!
- Uygulama öğrencisinin katıldığı ders saati sayısı uygulama süresinin %80 den az olursa öğrencinin genel değerlendirmesi yapılamaz.



Millî Eğitim Bakanlığına Bağlı Eğitim Kurumlarında Öğretmenlik Uygulamasına Katılan Uygulama Öğrencisi Hakkında
Uygulama Öğretim Üyesi Genel Değerlendirme Formu

Kimlik Numarası
Adı
Soyadı
Üniversitesi
Fakültesi
Bölümü
Branşı
Uygulama Başlangıç Tarihi
Uygulama Bitiş Tarihi
Katıldığı Gün/ Ders Saati
Katılmadığı Gün/ Ders Saati
Uygulama Kurumu

İngilizce Öğretmenliği Pr.
İngilizce
01/10/2018
21/12/2018
24/ 72
0/ 0



Konu Alanı Bilgisi

1.1.1 Konu ile ilgili temel ilke ve kavramları bilme İyi Yetişmiş
1.1.2 Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme İyi Yetişmiş
1.1.3 Konunun gerektirdiği sözel ve görsel dili (şekil, şema, grafik, formül vb.) uygun biçimde kullanabilme İyi Yetişmiş
1.1.4 Konu ile alanın diğer konularını ilişkilendirebilme İyi Yetişmiş

Alan Eğitimi Bilgisi

1.2.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilme İyi Yetişmiş
1.2.2 Öğretim teknolojilerinden yararlanabilme İyi Yetişmiş
1.2.3 Öğrencilerde yanlış gelişmiş kavramları belirleyebilme İyi Yetişmiş
1.2.4 Öğrenci sorularına uygun ve yeterli yanıtlar oluşturabilme İyi Yetişmiş
1.2.5 Öğrenme ortamının güvencesini sağlayabilme İyi Yetişmiş

Planlama

2.1.1 Ders planını açık, anlaşılır ve düzenli biçimde yazabilme İyi Yetişmiş
2.1.2 Amaç ve hedef davranışları açık bir biçimde ifade edebilme İyi Yetişmiş
2.1.3 Hedef davranışları uygun yöntem ve teknikleri belirleyebilme İyi Yetişmiş
2.1.4 Uygun araç - gereç ve materyal seçme ve hazırlayabilme İyi Yetişmiş
2.1.5 Hedef davranışlara uygun değerlendirme biçimleri belirleyebilme İyi Yetişmiş
2.1.6 Konuyu önceki ve sonraki derslerle ilişkilendirebilme İyi Yetişmiş

Uygulama öğrencisinin;

Konu alanı bilgisi ve alan eğitimi hakimiyeti:

Dersle ilgili Önemli Noktaları Vurgulamasıyla, Drama Yöntemiyle Dil Eğitimi Yapmasıyla Konu Alan Bilgisini Öğrenciye Aktarmak Konusunda Oldukça Başarılıdır.

Öğrenciyi tanıma bilgisi ve öğrenciye yaklaşımı:

Öğrenci Sorularına Detaylı Cevap Verir. Açıklayıcı Olmaya Çalışır.

Uygun öğrenme ortamı oluşturmada:

Ppt Sunuları Hazırlayıp Gelmesi, Akıllı Tahta Kullanması, Öğrencileri Selamlayarak Ders Başlamasıyla Verimli Bir Ders Ortamı Sağlar.

Öğrenci başarısını değerlendirebilmesi:

Öğrenci Başarısını Değerlendirirken Uygun Değerlendirme Yöntemleri Kullanmaya Çalışır. Çeviri Yaptırır. Başarılıdır.

Dersi planlaması ve işleyebilmesi:

Mesleki tutum ve değerlere yaklaşımı:

Ders İçinde Farklı Dil Becerilerine Odaklanıp Ders İşlemesi, Blended Learning Yapmasıyla Öğrenmenin Kalıcılığını Sağlar.

Mesleki Tutum Ve Değerlere Saygılıdır.

Genel Başarı Puanı: 100



Uygulama Akademisyeni



Uygulama Öğretmeni



Uygulama Kurum Müdürü



Milli Eğitim Bakanlığına Bağlı Eğitim Kurumlarında Öğretmenlik Uygulamasına Katılan Uygulama Öğrencisi Hakkında Uygulama Öğretim Üyesi Genel Değerlendirme Formu

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Katılmadığı Gün/Ders Saati

Uygulama Kurumu



Konu Alanı Bilgisi

Konu ile ilgili temel ilke ve kavramları bilme

Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme

Konunun gerektirdiği sözel ve görsel dili (şekil, şema, grafik, formül vb.) uygun biçimde kullanabilme

Konu ile alanın diğer konularını ilişkilendirebilme

Alan Eğitimi Bilgisi

Özel öğretim yaklaşım, yöntem ve tekniklerini bilme

Öğretim teknolojilerinden yararlanabilme

Öğrencilerde yanlış gelişmiş kavramları belirleyebilme

Öğrenci sorularına uygun ve yeterli yanıtlar oluşturabilme

Öğrenme ortamının güvenliğini sağlayabilme

Planlama

Ders planını açık anlaşılır ve düzenli biçimde yazabilme

Amaç ve hedef davranışları açık bir biçimde ifade edebilme

Hedef davranışlara uygun yöntem ve teknikleri belirleyebilme

Uygun araç-gereç ve materyal seçme ve hazırlayabilme

Hedef davranışlara uygun değerlendirme biçimleri belirleyebilme

Konuyu önceki ve sonraki derslerle ilişkilendirebilme

Uygulama Öğrencisinin:

Konu Alanı Bilgisi ve Alan Eğitimi Hakimiyeti

Öğrenciyi Tanıma Bilgisi ve Öğrenciye Yaklaşımı

Uygun Öğrenme Ortamı Oluşturması

Öğrenci Başarısını Değerlendirebilmesi

Ders Planlaması ve İşleyebilmesi

Mesleki Tutum ve Değerlere Yaklaşımı

Genel Başarı Puanı

Uygulama Akademisyeni

Uygulama Öğretmeni

Uygulama Kurum Müdürü

OKUL DENEYİMİ DOSYASINDA BULUNMASI GEREKEN ETKİNLİKLER

1-Dönem planı

Okul deneyimi kapsamında ilk hafta öğretmen adayı uygulama öğretim elemanından çalışma yapacağı okulun ve çalışacağı uygulama öğretmenin adını ve yapacağı etkinliğin kapsamını öğrenir. Hafta içerisinde ilgili okula giderek öğretmenle tanışır ve dönem boyunca yapılacakların planını belirler. Okula danışman öğretmenle görüşmeye gitmeden önce randevu alınmalıdır. Uygulama öğretmeni ile tanışan öğretmen adayı dönem planlama sürecinde hem öğretmen hem de öğretim elemanı ile işbirliği yapar. Öğretmen adayı bu sırada gerektiğinde öğretmenle nasıl iletişim kurabileceğini, ders programının ne olduğunu, kendisinin uymak zorunda olduğu kurallar ile ilgili sorular sormalıdır. Hazırlanacak planın bir örneği 2. haftanın teorik saatinde uygulama öğretim elemanına verilmeli onun da görüşleri alınmalıdır.

2-Öğretmenin bir günü

Bir gün boyunca alanında çalışan öğretmenin okuldaki vaktini nelere ve nasıl harcadığını öğrenmekle ilgili bir etkinliktir. Bu etkinliğin amacı öğretmenin nasıl bir meslek olduğunu öğretmen adayına göstermektir. Öğretmen adayı kendisini bekleyen mesleğin özelliklerini gözlemlene fırsatı elde etmiş olacaktır. Etkinlikle ilgili olarak öğretmen adayı şu noktalara dikkat etmelidir:

1-Okuldaki bir gün boyunca öğretmenin sınıf içinde ve dışında yaptığı aktiviteleri listeye yazmak gerekmektedir. Her iş için harcanan zamanın eklenmesi örneğin ders için araç-gereç hazırlamak, öğrencilerle teker teker ya da gruplar halinde görüşmek, derse girmek, nöbet tutmak, eğitsel çalışmalarda bulunmak, dinlenmek, diğer öğretmenlerle sohbet etmek, tartışmak, sınav okumak, velilerle görüşmek gibi işlemlerin detaylarıyla yazılması gerekmektedir.

2-Liste hazırlandıktan sonra öğretmene gösterilerek bunun okulda geçen günleri temsil eden iyi bir örnek olup olmadığı sorulmalıdır. Öğretmene ayrıca mesleği ile ilgili olarak okul dışında neler yaptığı da sorulmalı örneğin kitap veya araç-gereç temin etmek, ertesi gün için ders notu hazırlamak, testler hazırlamak gibi detaylarıyla not edilmelidir.

3-Öğretmen adayı öğretmenin okuldaki bir gününü nasıl değerlendirdiğini de not etmelidir. Hayalindeki öğretmenlik kavramıyla bunun ne derece uyuşup uyuşmadığını tartışmalıdır.

4-Öğretmenlerin farklı günlerde de faaliyetleri olabilmektedir. Nöbet, eğitici kol faaliyetleri, rehberlik çalışmaları, okul-aile birliği toplantıları, kültürel ve sanatsal etkinlikler gibi. Bunlar hakkında da öğretmenle görüşülmeli ve elde edilen bilgiler rapora yansıtılmalıdır.

5-Bu etkinlik sırasında karşılaşılan problemler ve nasıl çözümlendiği, ulaşılan sonuçların neler olduğu da tespit edilmelidir.

6-Öğretmenin çalışma ortamı değerlendirilirken kişisel ve meslekî özellikleri değerlendirmek üzere **Öğretmen Gözlem Formundan** yararlanılmalıdır.

ÖĞRETMEN GÖZLEM FORMU

Davranışlar	Evet	Hayır	Gözlenmedi	Açıklamalar
Sınıf içi disipline önem veriyor				
Öğrencilerin derse katılımını sağlıyor				
Öğrencilerle bireysel ya da gruplar halinde ilgileniyor				
Öğrencilerin dinleme, anlama ve konuşma yeteneklerinin gelişmesini sağlıyor				
Öğrencileri soru sormaya ve cevap vermeye yönlendiriyor				
Her dersle ilgili ödev veriyor				
Ders zamanını etkin kullanıyor				
Alan dilini iyi kullanıyor				
Ders araç-gereçlerini kullanıyor				
Öğrencilerin ders dışındaki sorunlarıyla ilgileniyor				
Diğer öğretmenlerle bilgi alışverişinde bulunuyor				
Okulun tümünü ilgilendiren etkinliklere katılıyor				
Kendi geliştirmeye gayret ediyor				
Meslek standartlarına uyuyor				
Velilerle iyi bir ilişki içerisinde				
Okul yönetimi ile uyumlu				
Diğer öğretmenlerle uyumlu				
Kültürel ve sanatsal faaliyetlerde bulunuyor				
Diğer				

Çalışmalar bir rapor halinde yazılmalı ve uygulama öğretmeni ile tartışıldıktan sonra son şekli verilerek öğretim elemanına teslim edilmelidir.

ÖRNEK: ÖĞRETMENİN BİR GÜNÜ

..... tarihinde saat’de Okulu’na giderek danışman öğretmenim olan ile “Öğretmenin bir günü” konulu ödevimi hazırlamak üzere buluştum. Konu ile ilgili gözlemlerim aşağıdaki şekildedir.

Ders öncesi çalışmaları.....
 Derslerde yapılanlar.....
 Ders arasında yapılanlar.....
 Ders dışındaki faaliyetler.....
 Kültürel ve sanatsal faaliyetler.....

3-Öğrencinin bir günü

Sınıf öğretmeni ve ders öğretmenine danışarak okuldaki bir günlük çalışmalarını incelemek amacıyla bir öğrenci seçilir. Çalışmalarına hiçbir müdahalede bulunulmadan öğrenci gün boyunca gözlemlenir. Bu etkinliğin amacı öğrencinin bir gününün hangi faaliyetlerle geçtiğini ve bunlara için ne kadar zaman ayırdığının belirlenmesi ve öğretmen adayının öğrencileri tanımasını sağlamaktır. Böylece ileride nasıl bir öğrenci kitlesi ile tanışacağını önceden öğrenme fırsatı bulur. Öğrencilerin çok özel bilgileri sorulmadan, merakları, arzuları, hayalleri, sıkıntıları mümkün olduğu kadar öğrenilmelidir.

ÖĞRENCİ GÖZLEM FORMU

Davranışlar	Evet	Hayır	Gözlenmedi	Açıklamalar
Derslere karşı yeterince ilgilidir				
Verilen ödevleri zamanında hazırlamaktadır				
Arkadaşlarıyla bireysel ya da gruplar halinde iletişim kuruyor				
Anlatılan dersleri dinleme, anlama ve konuşma yetenekleri yeterlidir				
Derste soru soruyor ve sorulara cevap veriyor				
Disiplin kurallarına uyuyor				
Ders kitabı dışında yardımcı kaynaklara başvuruyor				
Laboratuvar ve atölyelerde yaratıcılığını öne çıkarıyor				
Ders araç-gereçlerini kullanıyor				
Öğretmenleriyle ilişkileri olumludur				
Okul idaresiyle ilişkileri olumludur				
Panel, konferans .. gibi etkinliklerde görev alıyor				
Eğitici kol faaliyetlerine katılıyor				
Kendi geliştirmeye gayret ediyor				
Kültürel ve sanatsal faaliyetlerde bulunuyor				
Diğer				

Gözlem yapılması mümkün olmayan konularda öğrenci ile mülakat yapılmalı ve elde edilen bilgiler rapora yansıtılmalıdır.

ÖRNEK: ÖĞRENCİNİN BİR GÜNÜ

Uygulama öğretmenim ile daha önce görüşerek sınıftan ... adlı öğrenci ile tanıştım. Uygulama öğretmenim adı geçen öğrenciyle ilgili gözlem yapacağım tarihteki derslerinin öğretmenlerine durumu anlattı ve onların da derse katılmama izin vermelerini sağladı. Öğrenciyle ilgili gözlem yapmak üzere tarihinde saat’de Okulu’na gittim ve ilk dersten itibaren gözlem yapmaya başladım.

1.ders:
 Öğrencinin ders içi etkinlikleri.....
 Teneffüs: Öğrencinin teneffüsteki faaliyetleri.....
 2.ders:.....
 Derslere karşı tutumu:.....
 Eğitimci kol çalışmaları:.....
 Sportif ve kültürel faaliyetleri:.....

4-Dersi planlama ve etkinlikleri sıraya koyma

Ders anlatımına başlamadan önce, öğretim programı ve ders kitabına ek olarak kaynak kitaplar ve diğer bilgi kaynakları incelenmeli ve buna göre bir ders planı hazırlanmalıdır. Plan hazırlanırken konunun başlıca bölümleri, temel ve zenginleştirici nitelikteki öğretme - öğrenme materyalleri, görsel araç ve gereçler, ev ödevleri belirlenmelidir. İlgili konunun başından sonuna kadar yararlanılacak öğretme - öğrenme etkinlikleri tasarlanır ve buna uygun sıralama yapılır. Etkinlikler düzeni öğrenci merkezli eğitim olacak şekilde

tasarlanmalıdır. Konu bir ders saatinde öğrenilecek şekilde olmalıdır. Öğretimde yararlanılacak öğretme - öğrenme araç gereçleri sağlanmalı ve derse ayrılan zaman içinde kullanılabilecek şekilde ders başlamadan önce düzenlenmelidir.

Ders planı hazırlamak dersin verimliliği açısından büyük yarar sağlamaktadır. Planın, öğretmenin derste kullanacağı etkinlikler ile ilgili ayrıntılara sahip olması gerekmektedir. Planda, aşağıdaki noktaların olması önerilmektedir. Detaylı ders planı formatı öğretmenlik uygulaması etkinliklerinde bulunmaktadır.

- Konu: Konunun adı
- Sınıf: Dersin hangi sınıfta yapıldığı
- Kazanımlar: Öğrencilerin davranışları, beceriler, öğrenme yaklaşımları ve sonunda kazanacakları yetenekler
- Araç gereçler: Kullanılacak öğretme-öğrenme araç gereçleri
- Etkinlikler: Dersteki Etkinlikler: Açıklama, soru sorma, gösteri yapma, görsel araçlar üzerinde çalışma, bireysel çalışma veya grup çalışması, okuma, yazma, şema hazırlama, test sorularını cevaplama, oyunlar, bilgisayarla çalışma.
- Değerlendirme: Öğrencilerin öğrenme sonrası davranışlarının değerlendirilmesi

5-Derslerin gözlenmesi - Öğretim yöntemleri

Alanla ilgili öğrenme ve öğretme yöntemlerini belirlemeyi kapsamaktadır. Bu etkinlikle öğretmen adaylarının okullarda okutulan derslerde hangi yöntemlerin, ne ölçüde ve ne kadar zaman dilimi içerisinde uygulandığının gözetlenmesi amaçlanmaktadır. Etkinlikle ilgili rapor hazırlanırken öğretmenin dersi anlatma şekli, ders kitapları ve yardımcı kitap kullanımı, görsel ve işitsel araç-gereç kullanımı, soru sorma ve cevap alma durumu, hata yapan öğrencilere karşı tutumu, disiplini sağlamadaki yöntemi, metin okuma çalışmaları, özet çıkarttırma, tartışma yönteminin kullanımı, öğrenci ilgisini toplama gibi konular dikkate alınmalıdır.

Öğretmen adayı elde ettiği bulguları diğer öğretmen adayları ile tartışıp ortak noktaları bulmalıdır. Bu arada öğrencilerin tepkileri de olabildiğince gözlemlenmelidir. Öğretmen adayının notları öğretmenle birlikte değerlendirilmelidir.

ÖĞRETİM YÖNTEMLERİ GÖZLEM FORMU

Sınıf:	Tarih:			
Öğrenci sayısı:				
Dersin adı				
Konu:				
Davranışlar	Evett	Hayır	Gözlenmedi	Açıklamalar
1.Ders öncesi				
Günlük plân hazırlandı				
Ders araç-gereçleri hazırlandı				
Yardımcı kaynaklar sağlandı				
2.Derse başlama				
Selamlama ve yoklama yapıldı				
Hal-hatır soruldu				
Günün önemiyle ilgili kısa açıklama yapıldı				
Verilen ödevler kontrol edildi				
Önceki konu tekrar edildi				
3.Dersin işlenişi				
Not tutturuldu				
Soru-cevap yöntemi uygulandı				
Güncel örnek verildi				
Tartışma yapıldı				
Önemli terimler tahtaya yazıldı				
Kaynaklar hakkında açıklamalar yapıldı				
Konu öğrencilere anlattırıldı				
Fıkra, hikaye, anekdot anlatıldı				
Başka kaynaklardan alıntılar yapıldı				
Öğrenci tahtaya kaldırıldı				
Gösteri, deney vs. yapıldı				
Münazara yapıldı				
Konunun uzmanı misafir davet edildi				
Gezi, gözlem yapıldı				
Öğrenciler grup çalışmasına yönlendirildi				
Sözlü, yazılı sınav yapıldı				
Ödüllendirme ve cezalandırma uygulandı				
4.Dersin bitişi				
Konu kısaca özetlendi				
Değerlendirme soruları cevaplandırıldı				
Bir sonraki ders için ödev verildi				

Çalışmalarla ilgili rapor hazırlanırken aşağıdaki örnekten faydalanılabilir.

ÖRNEK: Derslerin Gözlenmesi-Öğretim Yöntemleri

Sınıf:	Tarih:	
Öğrenci sayısı:		
Dersin adı:		
Konu:		
Saat	Öğretmen etkinliği	Öğrenci etkinliği
8.50	Önceki konu tekrarlandı.	Sınıf dikkatle dinledi.
9.10	Konunun anlaşılıp anlaşılmadığını ölçmek için sınıfa soru sordu.	Öğrenci cevapladı. Hatırlayamadığı konuda destek aldı.
9.15	Bugünkü konu anlatıldı.	Öğrenciler dinlediler.
9.20	Konu ile ilgili bir soru sordu.	Cevaplandıramadılar.
9.30	Öğrencilere yazı çalışması yaptırdı.	Öğrenciler öğretmenin söylediklerini not ettiler.

Gözlem yapılırken öğretmenin beden hareketleri, göz teması, sınıf içerisinde dolaşması, tahtanın kullanımı, yüz ifadeleri, ses tonundaki değişimler gibi davranışları da incelenip rapora yazılmalıdır.

6-Dersin yönetimi ve sınıf kontrolü

Bu etkinlik öğretmenin sınıfı yönetimini nasıl sağladığını, sınıfta olup bitenleri nasıl kontrol altında tuttuğunu, bunun için ne gibi yöntemler izlediği, dersi nasıl yönettiği konusunda öğretmen adayının gözlem yapmasını sağlar. Öğretmen adayı, uygulama öğretmeni ile derse girerek öğretmenin dersi yönetirken ve sınıfı kontrol altında tutarken takip ettiği süreci not eder.

DERSİN YÖNETİMİ VE SINIF KONTROLÜ FORMU

Öğretmen adayı:	Tarih:
Sınıf:	
Ders:	
Öğretmen:	
Öğrenci sayısı:	
Dersi planlama: Öğretmen derse hazırlıklı mı giriyor? Öğretmen, dersini planlamak veya ona hazırlanmak için dersten önce neler yapmıştır? Başlangıç: Derse nasıl başlamıştır? Isınma etkinlikleri var mı? Öğrencilerin hazırlığını denetliyor mu? Dersin amaçları: Dersin amaç ve kapsamı nedir? Öğretme-öğrenme yaklaşımı: Öğretmen dersini nasıl işlemektedir? Öğretim yöntemleri: Derste öğrencilerin katıldıkları etkinlikler nelerdir? İletişim: Öğretmenin iletişim kurarken, açıklama yaparken ve soru sorarken nasıl davranmaktadır? Stratejiler: Öğretmen, sınıf içinde hareketli olma, sınıfa dönük olma, derste bir etkinlikten diğerine geçişi nasıl sağlamaktadır? Sınıf yönetimi: Sınıf yönetimi nasıl sağlanıyor? Öğretmen, öğrencilerin davranışlarını nasıl yönetmektedir? Sınıfta dolaşıyor mu, yoksa oturarak mı ders anlatıyor? Öğretmen kendi kontrolü dışında bir olay meydana geldiğinde nasıl davranıyor? İstenmedik durumların olmaması için neler yapmaktadır? Öğretmen öğrencilere isimleriyle mi hitap ediyor? Kurallarını açıkça söylüyor mu? Bunlara öğrenciler nasıl karşılık veriyorlar? Sınıfı nasıl güdülemektedir? Derse katılımı nasıl sağlıyor? Bireysel çalışmalar veya grup çalışmalarından nasıl yararlanmaktadır? Övgü ve yaptırımları nasıl kullanmaktadır? Gerektiğinde uygun cezalar veriliyor mu? Bunun öğrenciler üzerindeki etkisi nedir? Öğretmen, potansiyel rahatsızlık kaynaklarıyla ilgili olarak ne yapmaktadır? Ses tonunu değiştirme, öğrenciye bakma, onun etrafında dolaşma, jest ve mimiklerle iletişimde bulunma gibi araçlardan nasıl yararlanmaktadır? Dersi bitirme: Öğretmen dersi nasıl bitirmektedir? Dersi toparlama, derste öğrenilenleri özetleme yapıyor mu? Derste olup bitenleri gözden geçiriyor, ileriye yönelik olarak bir şeylerden söz ediyor mu? Dersi bitirmesi ve sınıfı boşaltması ne kadar zaman alıyor? Değerlendirme: Öğretmen, öğrencilerin çalışmalarını değerlendirmek için ne yapıyor?	

7-Ders kitaplarından yararlanma, çalışma yaprakları ve öteki materyallerin hazırlanması

Ders kitabından faydalanırken öğrencilere yeterince bilgi sahibi olmayabilirler. Konunun anlaşılması için öğrencilere bu kitabı nasıl kullanmaları gerektiği öğretilmelidir. Öğrencilerin kendilerine verilecek görevleri yerine getirebilmeleri için öğrencilerin ders kitabındaki metin, grafik, tablo, akış diyagramı, harita gibi bilgi kaynaklarından nasıl faydalanacakları öğretilmelidir. Öğretmen adayı aşağıda bir örneği verilen forma benzer bir çalışma stratejisini uygulayabileceği bir metin veya kısım belirler. Metinlerin, dersin olabildiğince değişik bölümleriyle ilgili kısımlardan seçilmesi ve aynı zamanda, derste yapılmakta olan çalışmalarla ilgili olması sağlar.

Ders kitaplarından yararlanma ile ilgili bir örnek

Çalışma stratejisi	Öğretmenin yaptığı	Öğrencinin yaptığı	Takip İşlemi
1. Edinilecek bilgiyi belirleme(Hangi soruya cevap aranacak?)	*Ders kitabından bir metin seçilmesi veya bu amaçla bir metin yazılması *Öğrencilerin metinde neyi bulmaya çalışacaklarının belirtilmesi, örneğin, bir yapının kısımları ve bunların işlevleri, tarihi bir olaydaki eylemlerin sırası *Öğrencilere, metnin ve yapacakları işi gösteren yönergenin verilmesi	Aranan bilgiyi bulmak için metnin taranması, bulunanlar tartışılarak görüş birliği sağlanmaya çalışılması, bilginin ne olduğunun belirlenmesi	Sonuçları gruplar arasında paylaşma ve öğretmen ile tartışma
2. Metin halinde sunulan bilgiyi tablo halinde özetleme	*Özetlenecek bilginin aranıp bulunacağı metnin seçilmesi veya yazılması. * Bilgiyi özetleyecek tablonun tasarlanması ve öğrencilere yardım için bu tablonun bazı başlıklarının yazılması *Metnin kopyası ile birlikte, hazırlanan tablo örneği ve öğrencilerin yapacakları işleri gösteren yönergenin öğrencilere verilmesi	Metnin okunarak bilginin bulunması, bu bilgiden yararlanarak tablonun tamamlanması	Sonuçları gruplar arasında paylaşma ve öğretmen ile tartışma. Tablodaki başlıklar ve kapsamaları üzerinde anlaşma
3. Bilgiyi şema veya şekille özetleme	*Yapılacak çalışmayla ilgili bir metin ile şekil veya şemanın seçilmesi. *şekil veya şemadaki yazıların bir kısmının veya tümünün silinip çıkarılması *Öğrencilere, metin, şekil veya şema ve yönergenin verilmesi	Şema veya şekilde gerekli adlandırmaları yapmak için metnin kullanılması	Doğru ad verme konusunda gruplar öğretmenle anlaşır.
4. Metin halinde verilen bilgiyi akış şeması halinde özetleme	*Bir işlem yolunu veya süreci içeren bir metnin seçilmesi veya yazılması. *Akış şemasının hazırlanıp bazı kısımlarının doldurulması. İlgili kısımda neyin bulunacağı konusunda, metinde yeterli bilgi verilmiş olan kısımların boş bırakılması *Öğrencilere, metnin, akış şemasının ve neler yapılacağını açıklayan yönergenin verilmesi	Akış şemasını görmeden metin üzerinde yapılan çalışma ile, basamaklarda söz edilen yerleri, basamak sayısını ve basamakların adlarını belirleme, metni kullanarak akış şemasını tamamlama	Sonuçlar gruplar arasında paylaşılır, en uygun sunuş şekli üzerinde anlaşmak için öğretmen ile tartışılır
5. Verilen bilgileri sıralama veya düzene koyma	*Bir dizi bilgi içeren bir metnin seçilmesi *Metinde, bilgi dizisindeki her basamağın anlatıldığı kısmın yeniden yazılması ve bu kısımların birbirinden ayrılması *Öğrencilere, metnin kısımlarının ve ne yapacaklarını belirten yönergenin verilmesi	Her grupta bütün basamakları (bölüm) içeren tam birer takım vardır. Gruplar da bunlar doğru sırasına konur.	Son şekil tartışılır ve en iyi sıra üzerinde anlaşılır
6. Metnin verilen kısmını tamamlayarak bütünlük sağlama	*Bir metnin seçilmesi *Seçilen metnin, anlaşılmasındaki güçlük ve öğrencilerin yetenekleri göz önünde tutularak, her 5'inci, 7'inci, 9'uncu veya 12'inci sözcüğün çıkarılması suretiyle yeniden yazılması *Öğrencilere, hazırlanan metnin ve ne yapılacağını belirten yönergenin verilmesi	Öğrenciler parçayı okurlar, boşluklara uyabilecek sözcükleri düşünür ve tartışır, anlaşma sağlanınca bunlarla metni tamamlarlar	Öğretmen metindeki yerler için önerilen kelimeleri sınıfla birlikte gözden geçirir

Öğretmen adayı, öğrencilere verilecek görevleri değerlendirip özellikle öğrencilere zor gelen kısımları not almalıdır. Bu görevi geliştirmek için ne gibi değişiklikler gerektiğine dair önerileri yazar ve raporunu 7.hafta ilgili öğretim elemanına teslim eder.

Çalışma yaprakları ve öteki materyallerin hazırlanması

Bu etkinliğin amacı öğretmen adayının yapacağı ders anlatım çalışmalarında farklı materyaller hazırlama ve kullanmayı öğrenmesini sağlamaktır. Çalışma yaprakları öğrencilerin hepsinin etkinliğe katılmasını sağlamak için iyi bir araçtır. Derste kullanmak için bir çalışma yaprağı hazırlamanız gerekmektedir. Çalışma kağıdı hazırlarken,

- çalışma kağıdının yeterli sayıda çoğaltılmış olması
- Bireysel, eşli veya grup olarak hangi etkinlik olacağına karar verilmesi
- Çalışma yaprağı kullanımı ile öğretilmek istenen kazanımın belirlenmesi önemlidir

Çalışma yaprağı hazırlama ile ilgili öneriler

Yazılar

- Çalışma yaprağını kullanacak olan öğrencilerin düzeylerine uygun sözcük ve cümlelerden yararlanınız.
- Cümlelerinizi kısa tutunuz.
- Öğrencilerin öğrenmelerini istediğiniz *yeni sözcüklerin* altını çiziniz.

Yönergeler

- Yönergeleri, kullanılış sırasına göre veriniz.
- Bir defada, sadece bir yönerge veriniz.
- Soruların veya yapılacak işlemlerin kolayca görülebilmesini sağlayınız. Sorularla ilgili cevapların çalışma yapraklarının üzerine mi, yoksa defterlere mi yazılacağını açıkça belirtiniz.
- Önemli noktaların altını çizerek göze çarpmasını sağlayınız.

Çizelge, grafik ve diğer gösterimler

- Gösterimlerin basit olmasını sağlayınız.
- Gösterime bir başlık yazınız ve kısımlarını açık bir biçimde adlandırınız.
- Olanak varsa renkten yararlanınız.

Sayfa düzeni

- Okumayı kolaylaştıracak şekilde başlıklar kullanınız.
- Birden fazla başlık varsa veya birden çok sayfa kullanılmışsa bunları numaralayınız.
- Çalışma yaprağını hazırlamaya başlamadan önce bir sayfa düzeni tasarlayınız.
- Yapraktaki bölümlerin açık bir şekilde görülmesini sağlayınız.
- Mümkünse bilgisayardan yararlanınız.
- Vurgulama ve etkiyi artırma amacıyla değişik yazı karakterlerinden yararlanınız.
- Çalışma yaprağına *çekici bir görünüm* kazandırınız; onu, *okunmak istenecek* bir hale getiriniz.

Ön deneme

- Çalışma yaprağına son şeklini vermeden önce onu, bir veya iki öğrenci üzerinde deneyiniz. Yaprakta anlaşılmayan yerler varsa onlar size bu yerleri göstereceklerdir.

8-Grup çalışmaları

Adına bazen küme çalışması da denen grup çalışması, aşağıdaki amaçlar için uygun bir yöntemdir:

- Öğrencileri, işbirliği yapmaya ve önderliğe özendirmek.
- Öğrencileri, birbiriyle düşünce ve görüş alışverişine özendirmek.
- Öğrencileri, birbirinden öğrenmeye ve birbirine yardım etmeye özendirmek.
- Öğrencilere, hazır oluş düzeylerine uygun olarak hazırlanmış öğretme - öğrenme etkinliklerine katılma fırsatı vermek

Bu amaçlara ulaşmak kolay değildir. Gruplar halindeki öğrencilerin birbirleriyle uyum içinde çalışmalarını sağlayabilecek bir öğretme - öğrenme durumu hazırlayabilmek için dikkatli bir planlama yapmak gerekir. Problem çözme, inceleme - araştırma, sınıfa sunulmak üzere bir çalışma yapma, oyunlar ve benzetimler, proje çalışmaları ve deneyler gibi çeşitli çalışmalar grup çalışması şeklinde düzenlenebilir.

Öğretmen adayı grup çalışmasından yararlanacak şekilde bir ders plan yapmalı ve dersten önce, grup çalışmasıyla ulaşılabilecek amaçları düşünmelidir. Bu amaçlardan bazıları şunlardır:

- İşbirliği, hoşgörü, birbirinden öğrenme gibi sosyal becerileri geliştirme,
- Gruplara, bu gruplarda bulunan öğrencilerin hazır oluş düzeylerine uygun olarak hazırlanmış öğretme - öğrenme etkinliklerine katılma fırsatı sağlama,
- Öğrenci gruplarını, değişik öğretme - öğrenme etkinliklerinde bulunmaya ve değişik düşünme biçimlerine yönelme,
- Çeşitliliği artırma vb.

Öğretmen adayı grup çalışmasını, bu amaçlardan hangilerine ulaşmak için kullanmayı düşünüyor ise grupların oluşturulma şeklini ve gruplarda yapılacak çalışmaları ona göre planlamalıdır Bunun için şu sorulara cevaplar aranır:

- Gruplar kaç kişilik olacak ve nasıl oluşturulacaktır? Buna kim karar verecektir; siz mi, yoksa öğrenciler mi?
- Gruplar, yine son olarak yapılan grup çalışmasındaki üyelerden mi oluşacaktır?
- Gruplar, hazır oluş düzeylerine göre mi, ilgiye göre mi, davranışa göre mi, yoksa arkadaşlık ilişkilerine göre mi oluşturulacaktır?

- Grup çalışmalarını kolaylaştırmak için sınıftaki masa, sandalye, sıra gibi donatının yerleri değiştirilecek midir?
- Derse olumlu bir başlangıç sağlamak için, derste yapılacak çalışmaları sunma, öğrencileri öğrenmeye güdüleme ve gerekli yönlendirmeleri yapma sırasında nelere dikkat edilecektir?

Nasıl bir giriş yapılması planlanmalıdır.

- Derste her grubun, kendine uygun düzeyde bir çalışma yapmakta olması nasıl sağlanacaktır?
- Derste ki çalışmalarını erken bitiren gruplar olursa bunlar için ek çalışmalar hazırlanacak mıdır?
- Sınıftaki bütün öğrencileri bir araya getirerek deneyimlerin paylaşılmasını, iyi giden ve gitmeyen çalışmalar üzerindeki görüşlerin ortaya konmasını, grupların elde ettikleri ilginç sonuçların sınıfın tümüne sunulmasını, beklenen düzeyde öğrenme sağlanıp sağlanmadığının ortaya konmasını ve gelecek için beklentilerin ifade edilmesini sağlayacak nitelikte bir bitiriş için neler yapılacaktır?

Dersin nasıl bitirileceği planlanmalıdır.

Öğretmen adayı planlanan dersi gerçekleştirmek için uygulama öğretmeninden veya öğretmen adayı olan bir arkadaşından dersini gözlemesini ve gözlemlerini, kendisine dönüt sağlamak üzere bir forma kaydetmesini rica edebilir.

9-Soru sorma alıştırmaları, test hazırlama, puanlama ve analiz

Soru sorma

Bu etkinliğin amacı soru – cevap yönteminin hangi sıklıkta uygulandığı, öğrenciler üzerindeki etkisinin ne olduğu ve yöntemin amacına ulaşip ulaşmadığı konusunda gözlem yapmaktır. Etkinliği gerçekleştirmek için öğretmen adayı, uygulama öğretmeninden yöntemi uygulayacağı bir derse kendisinin katılmasına istemelidir. Derse girmeden önce sınıf plânı hazırlanmalı ve sorulacak sorular da temin edilmelidir. Ders esnasında öğretmenin soruyu sorduktan sonra cevap vermek isteyen öğrencileri tesadüfen mi, numara sırasına göre mi, oturma sırasına göre mi, parmak kaldırana göre mi seçtiğine dikkat edilmelidir. Soru türleri (Bloom, 1956);

- Hatırlamayı yok sayan sorular
 - Önceden belli ve tek bir yanıtı olan sorular
 - Önceden belli ve tek bir yanıtı olmayan sorular
 - Bir değerlendirme sonucunda yanıtlanabilecek sorular
- Gözlem yapılırken şu noktalar göz önünde bulundurulmalıdır:
- Soruları öğretmenin kendisi mi hazırladı?
 - Sorular açık ve anlaşılabilir midir?
 - Öğrenci seviyesine uygun mudur?
 - Yorum açık sorular mı, yoksa çoktan seçmeli sorular mı sorulmaktadır?
 - Öğrenci hangisine daha rahat cevap vermektedir?
 - Öğrencilere cevapları düşünmeleri için yeterince süre tanınmakta mıdır?
 - Bir soruya cevap verilemediğinde ipuçları verilmekte midir?
 - Böyle bir uygulama işe yaramakta mıdır?
 - Öğretmen kendi doğrularını dayatıyor mu?
 - Ödüllendirme yapılıyor mu (sözlü notu vermek gibi)?
 - Öğrencilerin cevap vermeleri için öğretmen onları jest ve mimiklerle cesaretlendiriyor mu?
 - Hangi tür sorular (bilgi, yorum) daha fazla cevaplandırılmaktadır?

Gözlem yapılırken önceden hazırlanacak aşağıdaki gibi bir gözlem formu öğretmen adayına yardımcı olabilir.

SORU SORMA GÖZLEM FORMU

Sınıf:					Tarih:					
Öğrenci sayısı:										
Dersin adı:										
Konu:										
Soru	Öğrencilerin cevapları				Öğretmenin tepkisi					
	Doğru	Eksik	Yanlış	Cevapsız	Tepki yok	Över	Azarlar	Açıklayıcı yeni bir soru sorar	İpucu verir	Başka öğrenciyi sorar
1-										
2-										
3-										

Öğretmen adayı uygulama öğretmenine, sınıfta yürütülmekte olan çalışmaların bir bölümünü seçerek bu bölümde sorulabilecek sorular ve öğretim sırasında bu sorulardan yararlanma konusunda bir çalışma yapmak istediğini anlatır. Öğretmen, sınıftaki çalışmaların bu amaçla hangi bölümünü seçebileceği konusu görüşülüp hazırlanacak soruların denenebileceği zaman belirlenir. Dersin, öğretmenle belirlenen bölümü

incelenerek sorular hazırlanır. Gerekli görüldüğünde, sorular ilgili öğretim elemanı veya uygulama öğretmeni ile gözden geçirilir. Dersin bir bölümünün hazırlanan sorulardan yararlanılarak işlenmesi ile ilgili plan sınıfta uygulanırken, imkân varsa uygulama öğretmeninden de yardım isteyebilirsiniz.

Uygulama sırasında

- Temel nitelikli sorular
- Soruların sınıftaki öğrencilere dağılımı
- Kız ve erkek öğrenciler
- Göz teması
- Zamanlama (öğrencilere cevap için yeterince süre tanınması)
- Pekleştirme (öğrencilerin cesaretlendirilmesi, ödüllendirme)
- Kullanılan dil
- Yanlış cevapların düzeltilmesi, eksiklerin tamamlanabilmesi için ipucu verilmesi
- Soru türleri

Gibi konulara dikkat edilmesi önemlidir.

Test hazırlama, puanlama ve analiz

Bu çalışma için öğretmen adayı alanıyla ilgili bir dersin son olarak işlenen ünitesi veya sondan birkaç üniteyi kapsayan bölümü ile ilgili bir test planı hazırlar. Dersin bu bölümü ile ilgili bir tablo yapılır. Tablodaki her bölümden kaç tane veya kaç puanlık soru sorulacağı belirtilir. Testte kullanılacak test maddesi (soru) çeşitlerine ve birden fazla çeşit kullanılacaksa bunların her birinden testte kaçar madde bulunacağına karar verilir. Soruların cevaplarına değişik puanlar verilmesi düşünülüyorsa, bir puanlama anahtarı hazırlanır. Bu kapsamda bir test hazırlanarak sınıfta uygulanıp; sonuçları analiz edilir. Hazırlanacak testin, bir yandan derste kazandırılması hedeflenen bilgi, beceri ve süreçleri, öte yandan da bunların öğrenilmesini sağlamak için derste birer araç olarak yararlanan konu veya etkinlikleri, dersteki ağırlıklarına uyumlu biçimde yoklaması gerektiği unutulmamalıdır (Buna kapsam geçerliği denir). Öğretmen adayı testteki sorulara verilen cevapları puanlayarak bu puanlar üzerinde test analizi yapar, yığılma (merkezi eğilim), değişkenlik (varyans) ölçülerini hesaplar ve test puanlarının güvenilirlik ve geçerliğini tahmin etmeye çalışır. Testteki maddeler (sorular) seçmeli tipte ise, bunlara verilen cevaplar üzerinde madde analizi yapılır; maddelerin güçlüğü, ayıricılığı tahmin etmeye çalışılır, maddelerin daha nitelikli hale getirilmesi için çeldiricilerinin işlerliği gözden geçirilir.

Yapılan uygulamadan sonra test ile ilgili değerlendirmeler yapılırken aşağıdaki hususlara dikkat edilir:

- Sınıftaki öğrencilerin öğrenme düzeyleri ile ilgili bilgilere göre, beklenenden daha az veya daha fazla öğrencinin doğru cevap vermiş olduğu maddeler var mı? Bu maddeler, başka açılardan nitelikli (kusuru olmayan) maddeler mi?
- Sınıftaki öğrencilerin öğrenme düzeyleri ile ilgili bilgilere ve testten aldıkları puanlara göre, iyi öğrenen öğrencileri diğerlerinden ayırmayan veya beklenenin tersine bir ayırım yapar görünen maddeler var mı? Bunların beklenen yönde ayırıcı olması ve ayırma güçlerinin artırılması için neler yapılabilir?
- Dersin ele alınan bölümünde hedefler doğrultusunda beklenen ölçüde bir ilerleme sağlanabilmiş midir?
- Testte sadece bir ünite ele alınmışsa bu ünitenin hangi bölümlerinde, birden fazla ünite ele alınmışsa bu ünitelerin hangilerinde öğrenme düzeyi en yüksek ve en düşük olmuştur?
- Testte kapsanan konular, beceriler ve süreçlerle ilgili yanlış anlamalar ve öğrenme eksikleri nerelerde toplanmaktadır?

Ayrıca uygulama okulunda öğretmenin uyguladığı yazılı ve sözlü sınav sistemi hakkında bilgiler öğrenilmelidir.

- Kaç yazılı ve sözlü sınav yapılmaktadır?
- Sınavlar nasıl duyuruluyor?
- Soru sayısı ve tipleri ile sınavın değerlendirme şekli nasıldır?
- Sonuç öğrencilere nasıl duyuruluyor ve dönüt veriliyor mu?

10-Öğrenci çalışmalarının değerlendirilmesi

Bu etkinlik uygulama öğretmenlerinin öğrenci çalışmalarını değerlendirirken yaptığı etkinlikleri kapsamaktadır. Değerlendirme öğretmenler için önemli bir yere sahiptir. Öğrenci başarılarını değerlendirmek öğretmenin günlük çalışmalarının bir parçasıdır.

Öğrenci çalışmalarının değerlendirilme sebepleri

Öğrencilerin yanlışlarını düzeltmek

Öğrenci etkinlikleri için hazırlık yapmak

Öğrencileri öğrenmeye motive etmek

Ne kadar çaba harcadığını tespit etmek

Öğrencilere, velilere ve okula her öğrencinin sağladığı gelişmeler ile ilgili bilgi vermek

Sağlanan eğitim hizmetinin etkili olup olmadığını belirlemek

Öğrencilerin eksikleri olup olmadığını öğrenmek

Ders planlaması ve sonraki uygulamalarda nelerin yapılması gerektiğini belirlemek

Öğrenci değerlendirme çalışmasında kullanılabilecek yöntemler;

- Gözlem yapma

- Soru yöneltme
- Sınıf içi veya yazılı ödev verme
- Sınav yapma
- Kontrol listelerinden yararlanma

Öğretmen adayı uygulama öğretmeni ile görüşerek, her hafta öğrenci çalışmalarını değerlendirmek için ne kadar zaman harcadığını öğrenir. Öğretmene şöyle sorular sorulabilir:

- Yazılı değerlendirme çalışmalarını hangi yöntemlerle inceliyorsunuz?
- Okulda nasıl bir değerlendirme sistemi kullanılıyor?
- En yüksek, veya en düşük notun verileceğini gösteren ölçütler nelerdir?

Bu gibi soruların cevapları öğrenildikten sonra, not defterine veya öğrenci dosyalarına bakarak öğrenci başarısı ile ilgili ne gibi kayıtlar tutulduğu gözlemlenir. Öğretmen, bazı öğrencilerin belirli bir çalışmasını birlikte incelemek ve bunlara birlikte not vermek için izin alınır. Bunlar, öğretmenin daha önce yaptığı sınavdaki sorulara verilen cevaplar veya daha önce yaptırdığı bir ödevin sonuçları olabilir. İncelenerek not verilecek çalışmanın, sınıfta öğrenilmekte olan konuyla ilişkili olması gerektiği unutulmamalıdır. Öğretmenle çalışırken, öğrencinin bilgi edinme düzeyini, bir uygulamanın anlaşılma derecesini, öğrencinin çalışmadaki düzenliliğini, yazım kurallarına uyma derecesini, sunuştaki becerisini gösteren kanıtlara not verirken yararlandığı ölçütler üzerinde durulur. Bir çalışmaya not verileceği zaman, incelemeye başlamadan önce, çalışmanın hangi yönlerine, kaç puan verileceğine karar verilmelidir. Verilecek puanlar, çalışmada görülmesi beklenen mükemmellik derecesine (ölçüt alınan düzeye) göre belirlenmiş olmalı; diğer öğrencilerin ürünlerine göre ne durumda olduğuna dayalı olmamalıdır. Bir öğrencinin ürününü, diğer öğrencilerin ürünleriyle subjektif bir biçimde karşılaştırmaktan kaçınılmalıdır.

Öğretmen adayı öğretmenle görüşerek, öğrencilerin çalışmalarından başka bir örnek alır. Bunlar, yine öğrencilerin sınav kağıtları veya ödevleri olabilir. Bu çalışmaların önce bir fotokopisi alınır. Bunların üzerine, ilgili öğrenciyi destekleyici ve ona yol gösterici notlar düşülür. Bu notlarda öyle titiz davranılmalıdır ki öğrenci, notları okuduktan sonra, aynı konuda daha iyi ürünler ortaya koyabilsin. Öğrencilerin çalışmaları çabucak incelenip değerlendirilmelidir. Öğretmenin de görüşünü alarak sonuçları öğrencilere, konu ile ilgileri devam ediyorken, sıcaklığına ulaştırılmalıdır.

Öğretmenle görüşerek sınıfta öğrencilere, üstün nitelikli ürün veren öğrencilerin adlarını anarak olumlu dönütler verilebilir. Çalışmada hedef alınan düzeye ne derecede yaklaşılmış olduğu, bütün öğrencilerin başarılı olduğu noktalar, yaygın olan yanlış anlamalar gibi sınıftaki bütün öğrencileri ilgilendiren noktalar açıklanır. Özellikle üstün nitelikli çalışmalardan örnekler verilir; kötü örnekler üzerinde durulmaz. Gerekli düzeyde bir gelişme sağlayabilmeleri için özel dikkat gerektiren öğrencilerle, bireysel olarak daha sonra görüşülmesi uygun olur. Öğrencilerin kendilerine güvenlerinin, çalışmalarına ilişkin tepkilerden etkilenebileceği; sürekli olumsuz eleştirilerle karşı karşıya kalmanın veya sürekli düşük notlar almanın, öğrencinin ilgisini ve çabasını tehlikeye sokabileceği unutulmamalıdır.

11- Okulun yönetimi, imkânları ve sorunları

Bu etkinlikte öğretmen adayı şu konularda bilgi sahibi olacaktır:

- Okul müdürünün ve müdür yardımcılarının görevleri ve sorumlulukları,
- Okuldaki öğretmen ve memur sayısı, yeterli olup olmadığı,
- Okulun derslik, kütüphane, laboratuvar, atölye, spor salonu, bahçe, kantin vs. imkân ve ihtiyaçları
- Bilgisayar, slayt makinesi, kamera, fotoğraf makinesi, tepegöz, laboratuvar malzemeleri, fotokopi makinesi, harita, TV ve video, maketler, kesitler, resim, poster, tablo gibi araç-gereç bakımından durumu.

Araç - gereçler ve yazılı kaynaklar ile ilgili olarak toplanması gereken bilgiler

Kitaplar

- Sınıftaki değişik derslerde kullanılan ders kitaplarının adları
- Yukarıda sözü edilen ders kitapları ile ilgili sizin değerlendirmeleriniz
- Öğretmenin kullanımına verilmiş olan başvurma kitapları
- Okul kitaplığında bulunan, sınıfın düzeyine uygun kaynak kitaplar
- Öğrenciler tarafından kullanılmakta olan başka kitaplar
- Öğretmen tarafından hazırlanmış olan çalışma sayfaları ve diğer kaynaklar
- Öğrencilerin kendi araç gereçlerini hazırlamada yararlanabilecekleri **grafik materyal üretme** araç gereç ve olanakları
- Neler var, bunlar nerede duruyor; bunları kimler kullanıyor, siz bunları görebilir misiniz?
- Bilgisayar ve kelime işlem (elektronik dizgi) olanakları neler?
- Fotokopi makinesi ve diğer kopya alma araçlarından neler var?

Görsel araç ve gereçler

- Tepegöz, saydamlar (asetat), saydam üzerine yazı yazmak için özel kalemler
- Video göstericisi, video filmleri (kaset)

Öğrencilerin sınıfta kullanabilecekleri **bilgisayarlar ve bilgisayar yazılımları**

Diğer malzemeler

- Haritalar, fen deney araç gereçleri, modeller, şemalar, slaytlar vb. neler var?
- Bunları kim kullanıyor?
- Bunlar nerede saklanıyor?
- Siz bunları nasıl kullanabilirsiniz?

12-Ders anlatımı

Her öğretmen adayı, şimdiye kadar yapılan etkinliklerin kapsayacak şekilde ders anlatmalıdır. Ders anlatım süresi uygulama öğretmeni ve öğretim elemanı insiyatifinde azaltılıp artırılabilir. Bunun için uygulama öğretmeni ile önceden anlaşarak ders anlatılacak sınıf ve konu belirlenir. Plânlama, kaynak araştırması, ders plânının hazırlanması, araç - gereç temini, konu ile ilgili değerlendirme sorularının hazırlanması gibi süreçler tamamlanarak ders anlatımı gerçekleştirilir. Daha sonra ders ile ilgili düşünceler, yapılanlar ve yapılmayanlar, öğretmenin tavsiye ve eleştirileri gibi hususlar bir rapor haline getirilerek öğretim elemanına sunulur.

ÖĞRETMENLİK UYGULAMASI DOSYASINDA BULUNMASI GEREKEN ETKİNLİKLER

1-Uygulama okulu ve Fakülte Toplantıları

Öğretmenlik uygulaması kapsamında ilk hafta öğretmen adayı uygulama öğretim elemanından çalışma yapacağı okulun ve çalışacağı uygulama öğretmenin adını ve yapacağı etkinliğin kapsamını öğrenir. Hafta içerisinde ilgili okula giderek öğretmenle tanışır ve dönem boyunca yapılacakların plânını belirler. Okula danışman öğretmenle görüşmeye gitmeden önce randevu alınmalıdır. Uygulama öğretmeni ile tanışan öğretmen adayı dönem planlama sürecinde hem öğretmen hem de öğretim elemanı ile işbirliği yapar. Öğretmen adayı bu sırada gerektiğinde öğretmenle nasıl iletişim kurabileceğini, ders programının ne olduğunu, kendisinin uymak zorunda olduğu kurallar ile ilgili sorular sormalıdır. Hazırlanacak planın bir örneği 2. haftanın teorik saatinde uygulama öğretim elemanına verilmeli onun da görüşleri alınmalıdır.

2-Okulu Tanıma (Bkz. Okul Deneyimi Etkinlik 11)

3-Öğretmenlik Mesleğini Tanıma (Bkz. Okul Deneyimi Etkinlik 2)

4-Öğretim Yöntem ve Teknikleri (Bkz. Okul Deneyimi Etkinlik 4)

5-Sınıf Yönetimi (Bkz. Okul Deneyimi Etkinlik 6)

6-Okul-Aile İşbirliği

- Bu etkinlik size okulun daha geniş bir toplumun parçası olduğu ile ilgili bilgiler sunacaktır. Bu raporu hazırlarken gözlem ve incelemelerden yararlanarak aşağıdaki soruları cevaplandırmaya çalışabilirsiniz.
- Veliler okulu düzenli olarak ziyaret ediyor ve okuldaki çalışmalara katılıyorlar mı?
- Okul-aile birliği ve veli katılımıyla müzeler, sergiler, gibi düzenli bir gezi programı ile ziyaretler yapılıyor mu?
- Kermes, tiyatro, yarışmalar gibi velilerin katılımın yapıldığı faaliyetler düzenleniyor mu?
- Projeler kapsamında farklı meslek gruplarından veliler(doktor, mühendis, meclis üyesi, polis, vb.) okula gelerek öğrencilerle tanışma toplantıları düzenleniyor mu?

7-Öğrenci Merkezli Eğitim

Ders planı hazırlarken öğrenci merkezli bir eğitim planı hazırlamaya çalışınız. Öğrenci odaklı eğitim modeli öğrencilerin öğrenme sürecinde aktif rol üstlendiği, eğitimin her aşamasında sorumluluk aldığı bir süreçtir. Öğrenci odaklı sınıf modelinde öğrenciler öğrenme sürecinde öğretimene göre daha aktif durumdadırlar. Özellikle kalabalık sınıflarda öğretmenin her öğrenci ile tek tek ilgilenmesi, iletişim kurması zor olduğundan sınıf içi aktivitelerin öğrenci odaklı olması önemlidir. Öğrenci odaklı bir sınıfın özellikleri şöyle sıralanabilir:

- Öğrenciler öğrenme sürecinde bağımsızdır; kendi başlarına öğrenebilirler.
- Sınıf içinde öğrenciler etkileşim içindedirler.
- Öğrenciler soru sorabilir.
- Öğrenciler birbirine öğretir.
- Öğrenciler dersin işleyişi sürecinde karar verebilir (içerik, aktivite değerlendirme, ödev)
- Öğrenciler işbirliği yaparak öğrenirler (grup çalışmaları, ekip projeleri)
- Öğretim elemanı öğrencilere performansları ile ilgili, öğrenciler de eğitime öğrenme süreci ile ilgili geribildirim verir (karşılıklı geribildirim).
- Öğretim elemanı ders sürecince gözlem ve rehberlik yapar.

Ders planı Formatı

İsim-soyisim Öğrenci Numarası	Günlük Ders Planı
Sınıf: Ders süresi : Ders konusu : Dil Seviyesi : Dil becerileri : Amaç ve Kazanımlar : Araç Gereçler : Yöntem ve Teknikler : Öğrenme Etkinlikleri : Dikkat Çekme : Güdüleme : Derse Geçiş : Pekiştirme : Ölçme ve Değerlendirme :	

Ders içinde kullanılacak Etkinlikler	
• Isınma Aktiviteleri • Tahmin Etme • Soru-Cevap Çalışması • Tartışma/Münazara • Şablon Hazırlama • Çalışma Kağıdı Hazırlanması a) Çoktan seçmeli test b) Doğru/Yanlış c) Eşleştirme d) Kısa Yanıt e) Uzun Yanıt	• Sunum • Proje • Performans • Kavram Haritası • Dikte Etme • Özet Çıkarma • Poster Kullanımı • Gerçek eşya kullanımı • Drama • Oyun • Yarışma

Ders Öğrenme Kazanımlarının Yazılması

Bir Ders Öğrenme Kazanımı öğrencinin ders içerisinde edinilen deneyimler sonucunda kazandığı belirli bilgi, beceri ve kabiliyet düzeyleridir.

- belirgin, gözlemlenebilir ve ölçülebilir
- gerçekçi ve başarılabılır,
- açıkça ifade edilmiş ve öğrenciler tarafından açıkça anlaşılır
- müfredat, eğitim, ödevler, kaynaklar ve değerlendirmeyi yönlendirecek şekilde,
- sınıf içi aktiviteleri, ödevler, okumalar, vb ile bağlantılı
- program öğrenme kazanımları ile uyumlu olmalıdır.

Bloom'un Öğrenim ve Öğrenci Öğrenme Kazanımları Taksonomisi (Sınıflandırılması)

1956 yılında, Benjamin Bloom ve meslektaşları Eğitim Hedeflerinin kategorize edilmesi için **Eğitimsel Hedeflerin Taksonomisi (Sınıflandırılması)** adı ile bilinen bir çerçeve çalışması yayınladılar. Bu çalışma o zamandan bu yana birçok kez gözden geçirilmiş ve geliştirilmiştir, ancak temel çerçeve zamana direnmiş ve öğrenmede önemli olan entelektüel davranış düzeylerini sınıflandırmak için güçlü bir araç olarak kalmaya devam etmiştir. Bu sınıflandırma bizlere hem sınıflarda öğrenmeyi nasıl destekleyeceğimizi hem de öğrencilerin öğrenme kazanımlarını giderek ileri düzeylerde nasıl ifade edebileceğimizi göstermektedir. Bunlar, çerçeveyi oluşturan altı adet bilişsel aktivite kategorisidir:

Hatırlama - İlgili terminolojiyi, alanla ilgili gerçekler veya bilgi ve ders konularıyla ilgili farklı içerik aşamalarını hatırlamaktır. Bu seviyede, bir öğrenci bir şeyi hatırlayabilir, ancak bunu gerçekten anlayamayabilir.

Anlama - Sunulan bilginin anlamlarını (gerçekler, tanımlar, kavramlar, vb.) kavrayabilme becerisidir.

Uygulama - Daha önce öğrenilen bilgileri farklı durumlarda veya problem çözmede kullanabilmektir.

Analiz etme - Bilgiyi bileşen parçalarına ayırabilme becerisidir. Analiz ayrıca, sebep ve sonuç, sebebi yorumlama, çıkarımda bulunma ya da ifadeleri/görüşleri desteklemek için kanıt bulmaya ilişkin bir sonuç çıkarmaya yardım eden bilgiyi inceleme sürecidir.

Değerlendirme - Kişisel değerler veya görüşlere dayalı bilgi ve/veya bilgi kaynaklarının değerini değerlendirme becerisidir.

Yaratma - Yeni ve özgün fikirleri, görüşleri, süreçleri üretmek için yaratıcı ya da benzersiz şekilde önceki bilgi ve/veya beceriler uygulayabilme becerisidir. Bu seviyede öğrenciler kendi düşüncelerini ve fikirlerini yaratma konusunda katılımcı olurlar.

YANSITICI DÜŞÜNME YAZISI YAZARKEN CEVAPLANABİLECEK SORULAR

1. Öğretmenlik uygulamasının sizi İngilizce öğretmeni olmak konusunda nasıl hazırladığını düşünüyorsunuz?
2. Öğretmenlik mesleği ve / veya İngilizce dil öğretimi süreci hakkında neler öğrendiniz?.
3. Bu kursun hangi yönünü en yararlı buldunuz, neden?
4. Varsa, bu kursun hangi yönlerini değiştirdiniz? Sebeplerinizi açıklayın.
5. Sınıfta doğrudan deneyime sahip olduğunuza göre, bir İngilizce öğretmeni olarak gelecekteki kariyeriniz hakkında ne hissediyorsunuz?
6. İngilizceyi başarıyla öğretmek için gereken becerilere sahip olduğunuzu düşünüyor musunuz?
7. Sizce İngilizce öğretmeni olmak için hala ne öğrenmeniz gerekiyor?

ÖZ DEĞERLENDİRME FORMU

	Asla	Bazen	Sıklıkla	Herzaman
A. Konu Alan Bilgisi				
1. Konuyla ilgili doğru bilgiyi gösterebilirim.	1	2	3	4
2. İçeriği geçmiş ve gelecekteki öğrenme deneyimleri ile ilişkilendirebilirim.	1	2	3	4
3. Çeşitli alanlardaki becerileri gösterebilirim.	1	2	3	4
4. İçeriği, öğrencilerin anlayabileceği şekillerde iletebilirim.	1	2	3	4
5. Öğrencilere yardımcı olmak için okul ve topluluk kaynaklarını kullanabilirim.	1	2	3	4
6. Öğrencilerin entelektüel, duygusal ihtiyaçlarına göre öğretebilirim.	1	2	3	4
7. Yüksek beklentileri yansıtan hedefleri gözetebilirim.	1	2	3	4
B. Öğretim Planlaması ve Stratejileri				
8. Öğrencilerin anlamalarını artırmak için stratejiler kullanabilirim.	1	2	3	4
9. Konuya göre öğretim metodolojisini değiştirebilirim.	1	2	3	4
10. Öğrencilerin bireysel farklılıklarını anlayabilir ve buna göre öğretebilirim.	1	2	3	4
11. Uygun malzeme, teknoloji ve kaynakları kullanabilirim.	1	2	3	4
12. Öğrencilerin dikkatini çekebilir, motive edebilirim.	1	2	3	4
13. Gerekli ders programını zaman çizelgesine göre uygulayabilirim.	1	2	3	4
14. Planlamayı yönlendirmek için öğrenci öğrenme verilerini kullanabilirim.	1	2	3	4
C. Değerlendirme				
15. Öğrenci performansını izlemek için sınıf içi testleri yapabilirim.	1	2	3	4
16. Öğrencilerin performansını değerlendirebilir ve geri bildirimde bulunabilirim.	1	2	3	4
17. Öğrencilerin başarısını artırmak için içeriği revize edebilirim.	1	2	3	4
D. Öğrenme Ortamı				
18. Sınıfta karşılıklı güven ve saygı ortamı yaratabilirim.	1	2	3	4
19. Sınıfta düzenin bozulmasını en aza indiren bir sınıf ayarı yapabilirim.	1	2	3	4
20. Arkadaş canlısı ve destekleyici bir sınıf ortamı oluşturabilirim.	1	2	3	4
21. Öğrenme sürecinde öğrencilerin derse katılımını sağlayabilirim.	1	2	3	4
22. Öğrencileri saygıyla etkileşim kurmaya teşvik edebilirim.	1	2	3	4
E. Etkili İletişim				
23. Konuşma ve yazmada doğru kelime ve dilbilgisini kullanabilirim.	1	2	3	4
24. Öğrencilerin yaş ve yeteneklerine göre dersleri açıklayabilirim.	1	2	3	4
25. Öğrencilerin sorularını uygun dilde yanıtlayabilirim.	1	2	3	4

AKRAN DEĞERLENDİRME FORMU

	Asla	Bazen	Sıklıkla	Herzaman
Konu Alan Bilgisi				
1. Konuyla ilgili doğru bilgiyi gösterebilir.	1	2	3	4
2. İçeriği geçmiş ve gelecekteki öğrenme deneyimleri ile ilişkilendirebilir.	1	2	3	4
3. Çeşitli alanlardaki becerileri gösterebilir.	1	2	3	4
4. İçeriği, öğrencilerin anlayabileceği şekillerde iletebilir.	1	2	3	4
5. Öğrencilere yardımcı olmak için okul ve topluluk kaynaklarını kullanabilir.	1	2	3	4
6. Öğrencilerin entelektüel, duygusal ihtiyaçlarına göre öğretebilir.	1	2	3	4
7. Yüksek beklentileri yansıtan hedefleri gözetebilir.	1	2	3	4
Öğretim Planlaması ve Stratejileri				
8. Öğrencilerin anlamalarını artırmak için stratejiler kullanabilir.	1	2	3	4
9. Konuya göre öğretim metodolojisini değiştirebilir.	1	2	3	4
10. Öğrencilerin bireysel farklılıklarını anlayabilir ve buna göre öğretebilir.	1	2	3	4
11. Uygun malzeme, teknoloji ve kaynakları kullanabilir.	1	2	3	4
12. Öğrencilerin dikkatini çekebilir, motive edebilir.	1	2	3	4
13. Gerekli ders programını zaman çizelgesine göre uygulayabilir.	1	2	3	4
14. Planlamayı yönlendirmek için öğrenci öğrenme verilerini kullanabilir.	1	2	3	4
Değerlendirme				
15. Öğrenci performansını izlemek için sınıf içi testleri yapabilir.	1	2	3	4
16. Öğrencilerin performansını değerlendirebilir ve geri bildirimde bulunabilir.	1	2	3	4
17. Öğrencilerin başarısını artırmak için içeriği revize edebilir.	1	2	3	4
Öğrenme Ortamı				
18. Sınıfta karşılıklı güven ve saygı ortamı yaratabilir.	1	2	3	4
19. Sınıfta düzenin bozulmasını en aza indiren bir sınıf ayarı yapabilir.	1	2	3	4
20. Arkadaş canlısı ve destekleyici bir sınıf ortamı oluşturabilir.	1	2	3	4
21. Öğrenme sürecinde öğrencilerin derse katılımını sağlayabilir.	1	2	3	4
22. Öğrencileri saygıyla etkileşim kurmaya teşvik edebilir.	1	2	3	4
Etkili İletişim				
23. Konuşma ve yazmada doğru kelime ve dilbilgisini kullanabilir.	1	2	3	4
24. Öğrencilerin yaş ve yeteneklerine göre dersleri açıklayabilir.	1	2	3	4
25. Öğrencilerin sorularını uygun dilde yanıtlayabilir.	1	2	3	4

8-Grup Çalışması (Bkz. Okul Deneyimi Etkinlik 8)**9-Soru Sorma Çalışmaları (Bkz. Okul Deneyimi Etkinlik 9)****10-Çalışma Kağıdı Hazırlanması (Bkz. Okul Deneyimi Etkinlik 7)****11-Bilgisayar Destekli Eğitim**

Bilgisayar destekli eğitim günümüz teknolojilerinden ve çevrimiçi Uygulamalardan faydalanmayı ifade eder. Aşağıdaki uygulamalardan faydalanılabilir.

- Kahoot
- Cram
- Quizlet
- Zunal
- Prezi
- Padlet
- Polleverywhere
- Klicker

12-Öğrenci Çalışmalarının Değerlendirilmesi

Değerlendirme aktiviteleri aşağıdakilerden oluşabilir:

- Poster/ Proje Ödevi
- Sunum hazırlama
- Değerlendirme, eleştiri yazısı, özet çıkarma
- Başka sözcüklerle ifade etme ve düzeltme
- Model yaratma ve kullanma
- Diyalog yazma
- Grup veya kişisel olarak performans sunma
- Drama/Rol-oylama
- Sınıf içi tartışma
- Münazaralara katılma
- Anket, uygulama ve araştırma
- Akran öğretimi
- Video/Podcast hazırlama
- Genelleştirmeleri ve ilişkileri göstermek için kavram ve zihin haritalama
- Fikirlerin, kavramların, materyallerin ve yöntemlerin değerini kriterler kullanarak yorumlama
- Haberler, Web sitesi, bloglar ve wikiler üzerindeki bilgileri öz- yansıtmaya dayalı değerlendirme / kompozisyon
- Öz-değerlendirme, akran akran geri bildirim ve hata düzeltme aktiviteleri
- Grafikler ve diyagramlar hazırlama
- Çeşitli bağlam ve durumlar için problemler oluşturma
- Araştırma çalışması değerlendirme
- Kavram haritası/ akış şeması hazırlama

13-Sosyal Faaliyetler

Okulda yürütülmekte olan kültürel faaliyetler ilgili bilgi almanız gerekmektedir. Öğrenci katılımının sağlandığı sportif, sanatsal, kültürel çalışmalar ve projelerin yürütücüsü ile bilgi toplanılmalıdır. Sorumlu öğretmenlerden bu çalışmalarla ilgili bilgi talep edilebilir. Öğrenci kulübü, yarışmaların düzenlenmesi, ulaşım ve organizasyonlara sağlanan maddi destek düzenlemelerin nasıl yapıldığı (okul-aile birliği, sponsor vb.) rapor edilmelidir.

7. MEBBIS ve E-okul İşlemleri

Öğretim ve öğrenci faaliyetlerinin aksaksız yürütülmesi için öğretmenin sorumluluğunda olup yapılması gereken tüm çevrimiçi işlemlerin nasıl yapıldığı ile ilgili uygulama okulu yöneticilerinden görüşme talep edilmeli ve sistem üzerinden yürütülen işlemler eksiksiz biçimde rapor edilmelidir. Böylece öğretmen adayları göreve başladıklarında çevrimiçi sistemleri nasıl kullanmaları gerektiği ile bilgileri önceden öğrenmiş olacaklar ve sorun yaşamaları engellenmiş olacaktır.

APPENDIX U: Teaching Practicum Report

A CRITICAL EVALUATION OF FACULTY-SCHOOL COOPERATION(1998)

In Turkey with “Developing the National Education” project carried out by Higher Education Council and the World Bank, certain rules and principles regarding teaching practicum were determined and published in Faculty-School Cooperation Booklet (1998). The practicum booklet guide which was prepared as a result of the Higher Education Council/ World Bank National Education Development Project and which was carried out between 1994 and 1998 years unfortunately needs to be updated. In the booklet the process of the teaching practice, roles and responsibilities of all the stakeholders (faculty/school coordinators, cooperating teachers, supervisors etc.) were identified. Teaching practice lesson taught in both undergraduate and pedagogical formation programs is implemented according to the teaching practice directive published since 1998. The project which was administered by 20 academicians from various faculties and schools met the needs of the era and did a really comprehensive pilot study for the time. Throughout the project seminars were given at 38 faculties in May and June, in which practicum academicians, mentor teachers, inspectors and representatives from the Ministry of National education participated. Nonetheless, considering the recent developments in education and technology, the guide is not enough for the current teaching practicum courses especially in issues such as evaluation of the teacher candidates, use of the online platforms for the assessment, current applications that can be used during the course, the definitions of the responsibilities of the stakeholders, updated weekly assignments necessary for the portfolios of teacher candidates, self-evaluation and EPOSTL. Since the booklet has not been updated, it has some shortcomings. With the updating of all undergraduate programs and contents taught at the Faculties of Education, the instruction for teaching practice was updated and announced as of June 14, 2018. Still, this was a very limited innovation and there is a still a need for a printed Teaching Practicum Manual. The abovementioned directive of MoE can be found in the link below.

<http://oygm.meb.gov.tr/www/uygulama-ogrencilerin-mill-egitim-bakanligina-bagli-egitim-ogretim-kurumlarinda-yapacaklari-ogretmenlik-uygulamasina-iliskin-yonerge/icerik/668>

Critique on Faculty-School Cooperation Booklet

The Content of the Program

In the older version of the program, there were three courses for three terms long.

School Experience I (3 Credits)
School Experience II (3 Credits)
Teaching Practicum (5 Credits)

Now, there are two courses for the fall and spring terms, School Experience(1 theoric-4 practice) and Teaching Practicum (2 theoric-6 practice). The courses are for the bachelor degree. The 1998 published version mentions about the courses for masters degree as well. But, today there is no such implementation.

Expectations

Teacher candidates tend to have a lot of expectations in relation to teaching practice. If the manual can be designed in a much more detailed way, the pre-service teachers' expectations can be met. A majority of teacher candidates state that they do not know what to do prior to practicum because of the lack of a guide.

Assignments

Although the number of the courses decreased and assignments have changed, the students can't find the assignments information for the writing of their portfolios. Every education faculty publish a list of assignments before the term starts. However, there is not a standard in these assignments, every faculty announce a different list. The instruction announced in 2018 do not mention about the details of these assignments as well. If the updated manual is published, the students can find about this information.

	School Experience	Old version	Teaching Practicum	Old version
1	Term Plan	School Experience I Activity 1.1	Meetings at the Practicum school and Faculty	School Experience II Activity 2.1
2	A day of the teacher	School Experience I Activity 1.2	Practicum School	School Experience I Activity 1.12 School Experience I Activity 1.11
3	A day of the student	School Experience I Activity 1.3.	Teaching Profession	School Experience I Activity 1.2
4	Lesson plan and organizing the activities	School Experience II Activity 2.12	Teaching Methods and Techniques	School Experience I Activity 1.7
5	Lesson observation and Teaching Methods	School Experience I Activity 1.5 School Experience I Activity 1.7	Class Management	School Experience II Activity 2.4
6	Course Management and Class Control	School Experience I Activity 1.9	Parent Teacher Association	School Experience I Activity 1.13
7	Textbooks, Worksheets and Preperation of other materials	School Experience II Activity 2.6 School Experience II Activity 2.8	Group work	School Experience II Activity 2.7
8	Group work	School Experience II Activity 2.7	Student Centered Education	NEW
9	Asking questions, testing, pointage and analysis	School Experience I Activity 1.10 School Experience II Activity 2.3	Question-answer drills	School Experience II Activity 2.3 School Experience II Activity 2.10
10	Evaluation of students	School Experience II Activity 2.9	Worksheet preparation	School Experience II Activity 2.8
11	School Management, facilities and problems	School Experience I Activity 1.12 School Experience I Activity 1.11	Computer assisted education	NEW
12	Micro teaching	School Experience I Activity 1.14	Evaluation of students	School Experience II Activity 2.9
13	Micro teaching	School Experience I Activity 1.14	Social Activities	School Experience I Activity 1.13
14	Revision	School Experience I Activity 1.14	E-School operations	NEW

Portfolio

Since the courses number have changed so did the weekly assignments for each term. The teacher candidates need to observe their own development as a teacher and write weekly reflective papers besides other assignments. But the content for these assignments and essence of reflection papers are not mentioned in the 2018 Instruction. Every practicum academician demands something different from the teacher candidates. The new manual should mention about the content of these assignments. The online applications which can be used alongside interactive white boards the fruit of really contributory Fatih Project, should be described in details. The teacher candidates are making use of these teaching tools to keep their students motivated and reach learner autonomy for student centered teaching mechanisms. If the pre-service teachers do not use such applications the new generation students feel frustrated. So, the teacher candidates need guidance in such utilities and they would be glad to find such information in the manual.

Observation

The quality of the observations made both by the teacher candidates themselves and the mentor teachers or practicum academicians have changed as well. Based on EPOSTL, the teacher candidates need to observe and evaluate their peers and themselves in a more detailed way. Within the practicum manual, the observation checklist should be added and the pre-service teachers should do their observations based on these evaluation checklists which is a must for EPOSTL. If we want to update the practicum according to the global standards we have to conform to EPOSTL. Hence, more effective results can be reached. The observation checklists can be found in the manual created by the researcher.

The Number of Study Groups

In the past the number of pre-service teachers for each practicum academician was 15. With the new Teaching Practicum Instruction (2018) announced by the Ministry of National Education the number was decreased to 8. It needs to be included in the manual.

Evaluation

The 1998 version made use of a 138 point printed scale for evaluating the teacher candidates. The evaluation for the teacher candidates is now done separately by the mentor teachers and practicum academicians. Currently, The Ministry of Education requires the cooperating teachers and university supervisors to use an online governmental system for assessment. Cooperating teachers use mebbis.meb.gov.tr platform which belong to the MoE. Within this online platform the practicum students are assessed based on a grading of analytic descriptors such as subject matter knowledge, field knowledge, teaching process, using evaluation techniques in relation to the objectives, class management, effective communication with the learners. The university supervisors use uod.meb.gov.tr. They fill in the weekly evaluation and general evaluation forms about the students in terms of subject matter, field knowledge, creating optimum learning environment, evaluation of students, lesson planning and lecturing. The students are evaluated weekly regarding the checklist however they are not graded out of this weekly evaluation. At the end of a 14-week practice, they are graded as a final evaluation both by the cooperating teacher and the university supervisor. The supervisor need to come the practicum school four times to observe the same teacher candidate. Out of a 100 points scale, 32.60 points belong to the supervisor and 67.40 points belong the cooperating teacher

But there are some critic issues in relation to attendance and evaluation.

1. At the beginning of the related semester, on the dates specified in the Teaching Practice Calendar sent to the schools with an official letter, practice teacher and practice students led by practice institution coordinator orientation, planning meetings, etc. It is necessary for the teacher to carry out the studies and apply the application start date on the date specified in the calendar to MEBBİS.
2. Pre-service teachers are obliged to attend at least six hours per week in practice schools to practice at least one course hour each week (lecture).
3. In line with the plan prepared by the institution's coordinator and the practice teacher, the students should be distributed to the classes as 2 people in order to enable each student to teach at the desired level in line with the plan prepared for the teaching practice of the university. (1 student explaining the lesson and the other is listening).
4. For each application student, the Application Teacher must make a daily evaluation entry to MEBBİS at least 4 times during the whole application. (Required for the opening of the General Evaluation.)
5. In order to ensure that the overall evaluation is not really remote, the instructor is asked to attend the lectures of the application student at least 4 times and to convey their views to the daily evaluation system.
6. Pre-service teachers do not have the right to absenteeism without any excuse.
7. It is sufficient to make up the application student's excuse to the system as excuse-based (documented) absenteeism is the situation that is desired to be compensated and in cases where it cannot be compensated (absenteeism in the last weeks, the situations arising from the application teacher's curriculum, the application teacher's report, the permitted cases, official holidays etc.).
8. Compensation should be made on the same week by going another day or another week. This situation should be accomplished within the knowledge of the responsible lecturer and application teacher of the course.
9. Practicum students cannot go to the practice school for more than one day in the same week, except for compensatory conditions, and cannot complete the application before the specified date in a 14-week period.
10. It is the level that every application student is asked to practice for 72 hours and in cases where it is impossible to make up, evaluation of the application student's excuse in the system is sufficient.

However, this critical information can only be learned from ear to ear and hard to find as an official document. This information should be included in the manual as well.

Payment

Within the scope of Teaching Practice, 6 hours of tuition fee is paid to Practice Teachers every week. For the practicum academicians, 2 hours of tuition per week is paid for an application. In the accrual of the fees, the days and hours required for the application course are taken as basis in the curriculum of the departments.

However, the mentor teachers state that the payments are far from meeting the efforts exerted. There is a need for revising the payment as well.

To conclude;

1. It lacks information about how the interaction should be carried out among the stakeholders. It does not clarify the feedback process between the pre-service teachers and mentor teachers or academic supervisors. It is very important for a teacher candidate's development. It's up to the initiative of the stakeholders, so the quality and the quantity of feedback might differ.
2. It does not give enough information about the reflection process which is as one of the corner stones of teacher development. If pre-service teachers could write self-evaluation and peer evaluation reports based on EPOSTL, they could have more opportunities to identify their weaknesses and strengths which in turn increases autonomy, critical thinking skills, and awareness regarding their practice based actions.
3. The booklet suggests at least two observations for each pre-service teacher by the university supervisor, and it has been increased to four by MoE. But the number of observations differ due to time constraints, teaching load, the number of trainees assigned to the supervisor. Such flexible implementations cause an unjust treatment for the pre-service teachers and harm their Professional development.

The manual created by the researcher specifically for Hacettepe University Education Faculty English Language Teacher Candidates include all the necessary and relevant information for a sound teaching practicum. Therefore, it is suggested for the Ministry of Education to make use of this manual and update.

APPENDIX V: Scale Development Analysis

Expectation Scale Factor Analysis

The expectation scale consisted of 85 items in 5-point Likert type. The scale had 8 sub-branches;

- a) university supervisors
- b) mentor teachers
- c) school administrators
- d) peer pre-service teachers
- e) students
- f) practicum school
- g) teaching practicum
- h) other stakeholders

It included 85 items at the beginning. After the analysis 12 items were eliminated from the scale and the scale was developed as a result. The final version of the scale was administered to the experiment group senior level ELT students at Hacettepe University and Ted University at the 2020-2021 spring term.

Exploratory factor analysis about the university supervisors items. The expectation scale had 24 items covering the expectations of participants in relation to the university supervisors. The items were mainly about receiving information before the practicum from the supervisors about the content, scope, evaluation and schedule. It also included factors about receiving feedback and support from the supervisor.

University supervisors should

1. give information about the aim of the practicum before it starts
2. give information about the content of the practicum before it starts
3. give information about the scope of the practicum before it starts
4. give information about the evaluation of the practicum before it starts
5. let me know about the schedule and inform me of my observation time
6. introduce me to the mentor teacher before the practicum starts
7. have weekly meetings with me as a pre-service teacher
8. help me plan my teaching practice every week
9. guide me choose the necessary teaching principles, methods and techniques for the relevant course
10. guide me about classroom management
11. give feedback about my teaching practice after each visit
12. give feedback about my lesson plans
13. give feedback about about the course materials I prepare
14. give feedback about my classroom management
15. give feedback about how I communicate with students
16. give feedback about how I assess students
17. give feedback about my reflective papers
18. support me when I feel inadequate as a pre-service teacher
19. make constructive criticism
20. inform me about the evaluation results of my own practice
21. encourage me about my future performance in teaching practice
22. be objective in his/her evaluation
23. be patient about the expected progress I make
24. be in cooperation with other supervisors who conduct the course throughout the process

As a result of the factor analysis three expectation statements had to be eliminated from the scale S9, S22, and S23. These items were about receiving guidance from the supervisor about the necessary teaching principles and techniques for the course firstly. Secondly they also included expectation from the supervisor to be objective and patient. It is evident that the pre-service teachers do not want their supervisors to interfere in their own teaching methods in order find their own ways and accept that supervisors cannot be objective or too patient throughout the process.

Table 1

Expectation Scale Factor Analysis Results about the University Supervisors

	Rotated Factors		
	1	2	3
S14	0,787		
S16	0,786		
S15	0,781		
S13	0,746		
S17	0,731		
S12	0,727		
S20	0,708		
S21	0,704		
S11	0,694		
S18	0,688		
S19	0,682		
S10	0,625		
S22	0,594	0,578	
S23	0,586		
S4		0,818	
S2		0,808	
S3		0,799	
S5		0,767	
S1		0,767	
S6		0,620	
S8			0,841
S24			0,716
S7			0,668
S9			0,638
Eigenvalues	14,529	1,784	1,208
VAO	33,394	23,114	16,495
KVAO	33,394	56,508	73,003

KMO-MSA=0,948, Barlett Chi-Square=4532,16, $p < 0,001$

The expectation scale has a sufficiently effective scale structure to measure the expectations in relation to university supervisors (KMO-MSA = 0.948). This value reflects an excellent scale structure. According to the Barlett test, the correlation levels that reflect a certain structure among the items are significant and the scale with two sub-dimensions is measured ($p < 0.001$). In the factor analysis process, which includes 24 factors representing the university supervisors, a total of 3 factors with an eigenvalue greater than 1 are obtained. When the factor loads of the items are examined, this item may represent both factors in case of less than 0.10 change between the loads of S22 item in factor 1 and factor 2. For this reason, S22 must be removed from the scale.

Table 2

Expectation Scale Factor Analysis Results about the University Supervisors Items after S22 Elimination

	Rotated Factors		
	1	2	3
S16	0,803		
S14	0,802		
S15	0,796		
S13	0,771		
S12	0,753		
S17	0,741		
S11	0,721		
S20	0,701		
S21	0,694		
S19	0,687		
S18	0,686		
S10	0,647		
S23	0,560	0,465	
S4		0,819	
S2		0,817	
S3		0,815	
S1		0,774	
S5		0,763	
S6		0,616	
S8			0,821
S24			0,740
S7			0,682
S9	0,517		0,600
Eigenvalues	13,930	1,737	1,194
VAO	34,520	22,858	15,931
KVAO	34,520	57,377	73,308

KMO-MSA=0,950, Barlett Chi-Square=4267,036, $p < 0,001$

In factor analysis made by removing item S22 from the scale, the expectation scale has a sufficiently effective scale structure to measure the expectations in relation to university supervisors (KMO-MSA = 0.950). This value reflects an excellent scale structure. According to the Barlett test, the correlation levels that reflect a certain structure among the items are significant and the scale is a bit scale with at least two sub-dimensions ($p < 0.001$). A total of 3 factors with eigenvalues greater than 1 were obtained. When the factor loads of the items are analyzed, these items may represent both factors, since there is a change of less than 0.10 between the loads of S23 in factor 1 and factor 2 and the loads of S9 in factor 1 and factor 3. For this reason, S23 and S9 items should be removed from the scale.

Table 3
Expectation Scale Factor Analysis Results about the University Supervisors Items after S23 and S9 Elimination

	Rotated Factors		
	1	2	3
S16	0,816		
S14	0,812		
S15	0,803		
S13	0,790		
S12	0,775		
S17	0,753		
S11	0,748		
S20	0,701		
S19	0,689		
S21	0,687		
S18	0,679		
S10	0,666		
S3		0,825	
S2		0,823	
S4		0,822	
S1		0,780	
S5		0,757	
S6		0,606	
S8			0,779
S24			0,751
S7			0,719
Eigenvalues	12,839	1,676	1,164
VAO	36,206	23,870	14,585
KVAO	36,206	60,076	74,661

KMO-MSA=0,948, Barlett Chi-Square=3886,232, $p<0,001$

In factor analysis made by removing S9, S22 and S23 statements, the expectation scale includes a sufficiently effective scale structure that measures the expectations of university teachers (KMO-MSA = 0.948). This value reflects an excellent scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a scale with at least two sub-dimensions ($p<0.001$). A total of 3 factors with eigenvalue greater than 1 were obtained. Factor 1 explains 36,206% of total variance, factor 2 23,870% and factor 3 explains 14,5885%, while these three factors together explain 74,661% of total variance. There are 12 items under factor 1, 6 items under factor 2 and 3 items under factor 3. F1 factor consists of S16, S14, S15, S13, S12, S17, S11, S20, S19, S21, S18 and S10 items according to factor loads, respectively. The F2 factor consists of S3, S2, S4, S1, S5 and S6 items, respectively, according to factor loads. F3 factor consists of S8, S24 and S7 items, respectively, according to factor loads.

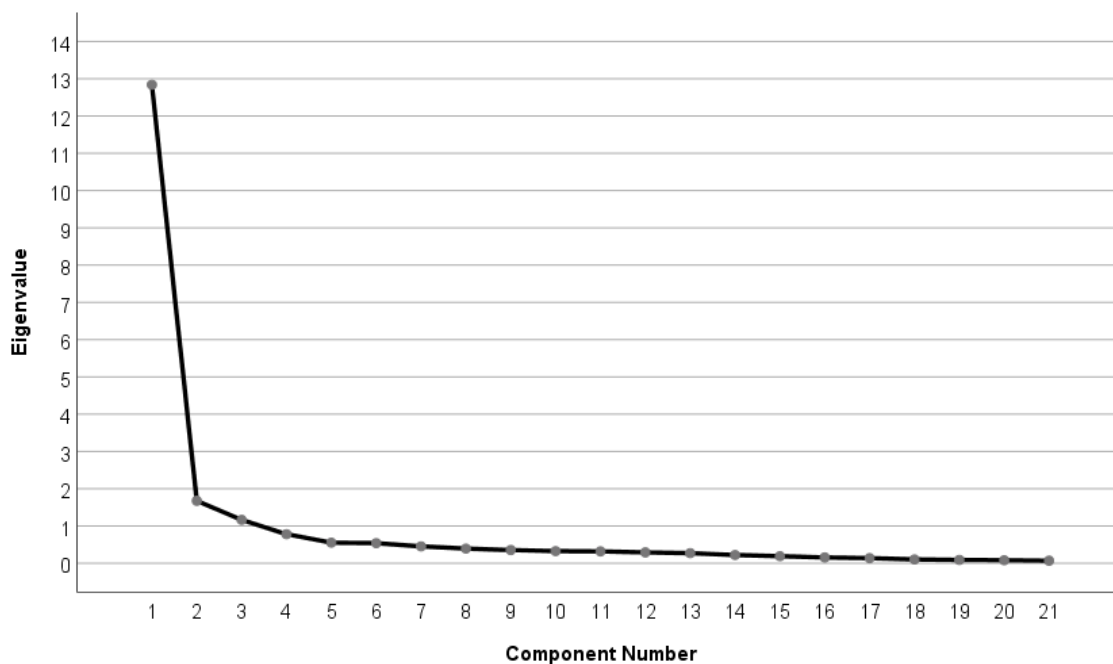


Figure 1. Factor analysis line graph of the items created for the university supervisors belonging to the expectation scale

The line graph shows the factor loads of 21 items about university supervisors in the Expectation Scale. The path coefficients of 21 items are shown in the figure.

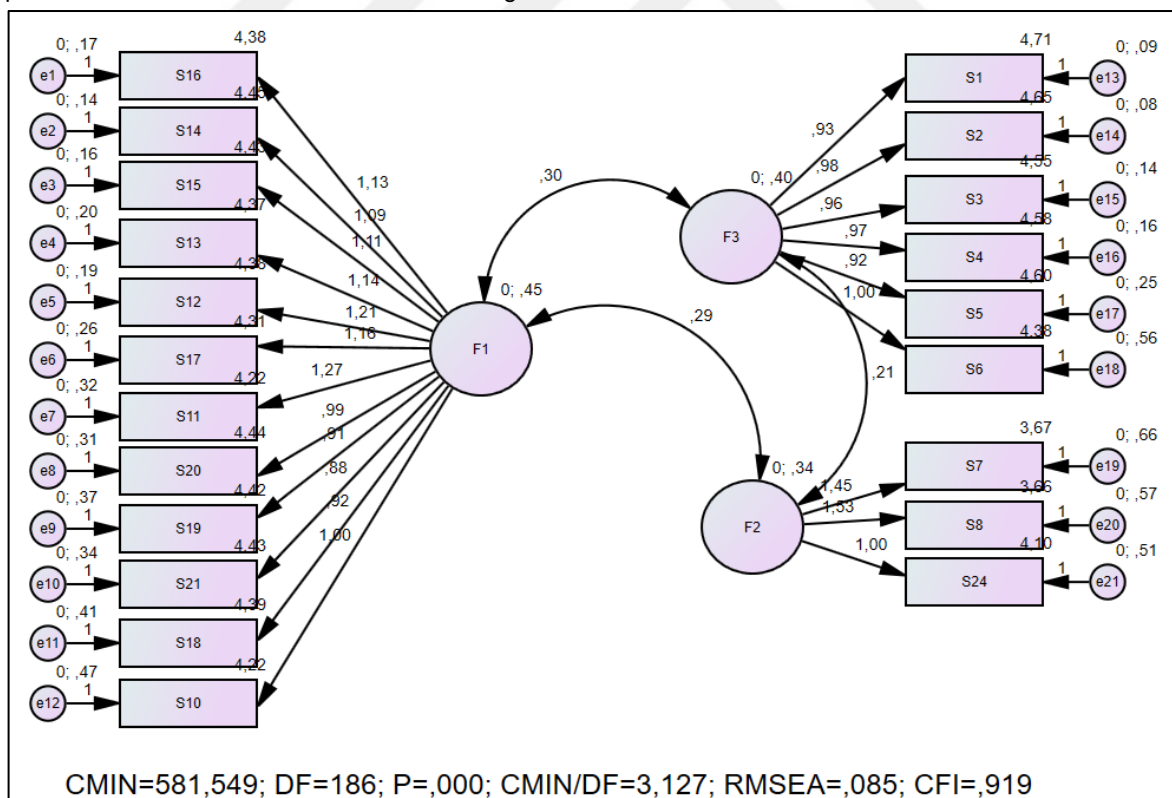


Figure 1.1. Confirmatory factor analysis non-standard path coefficients

The path coefficients of 21 items are shown in the figure.

Table 3.1

Confirmatory Factor Analysis Results

			B1	B2	SH	Test Statistics	p
S16	<---	F1	0,877	1,132	0,079	14,267	<0,001
S14	<---	F1	0,886	1,090	0,076	14,406	<0,001
S13	<---	F1	0,864	1,143	0,081	14,082	<0,001
S12	<---	F1	0,878	1,210	0,085	14,297	<0,001
S17	<---	F1	0,832	1,156	0,085	13,575	<0,001
S11	<---	F1	0,833	1,269	0,093	13,612	<0,001
S20	<---	F1	0,763	0,989	0,079	12,485	<0,001
S19	<---	F1	0,709	0,910	0,078	11,617	<0,001
S18	<---	F1	0,690	0,918	0,081	11,349	<0,001
S21	<---	F1	0,710	0,876	0,075	11,674	<0,001
S15	<---	F1	0,880	1,111	0,082	13,567	<0,001
S10	<---	F1	0,697	1			
S7	<---	F2	0,721	1,452	0,158	9,212	<0,001
S8	<---	F2	0,763	1,530	0,162	9,455	<0,001
S24	<---	F2	0,630	1			
S1	<---	F3	0,893	0,926	0,073	12,723	<0,001
S2	<---	F3	0,911	0,982	0,076	12,888	<0,001
S3	<---	F3	0,850	0,963	0,078	12,271	<0,001
S4	<---	F3	0,834	0,967	0,080	12,097	<0,001
S5	<---	F3	0,760	0,923	0,082	11,239	<0,001
S6	<---	F3	0,643	1			

B1: Standard Coefficient, B2: Non-standard Coefficient

As a result of the confirmatory factor analysis, the path coefficients of the items under each factor were found to be statistically significant. Model fit coefficients are within the desired limits.

Exploratory factor analysis about the mentor teachers items. The expectation scale had 33 items covering the expectations of participants in relation to the mentor teachers. The items were mainly about being introduced to the other teachers and students and receiving information about the environment from the mentor teacher. It also included receiving help throughout the lesson planning, necessary lesson techniques, feedback and encouragement.

Mentor teachers should

25. inform me about his/her expectations from me as a teacher candidate
26. introduce me as a teacher to other teachers and other school staff
27. introduce me as a teacher to the students of the class I will make practice
28. be in cooperation with other mentor teachers at school
29. give me information about the individual differences of the students in the class I will make practice
30. inform me about how to make use of the information technologies in the school.
31. help me get the necessary tools and equipment for the course
32. have weekly meetings with me as a pre-service teacher
33. help me plan my teaching activities
34. demonstrate exemplary activities related to the course I plan to undertake
35. give me opinions about how to teach what
36. check the lesson plans I prepare
37. check the course materials I prepare
38. guide me choose the necessary teaching principles, methods and techniques for the relevant course
39. give me clues about classroom management
40. observe me in my teaching practice
41. give me feedback at the end of each teaching practice

42. evaluate my educational activities
43. give feedback about the course materials I prepare
44. give feedback about my classroom management
45. give feedback about how I communicate with students
46. give feedback on how I assess students
47. not make criticism in the classroom setting next to the students
48. make constructive criticism
49. inform me about the evaluation results of my own practice
50. be objective in his/her evaluation
51. be patient about the progress I make
52. be understanding about the mistakes I make
53. encourage me about my future teaching practice
54. be sincere with pre-service teachers
55. share his/her own experiences with me
56. have received training about becoming a mentor teacher
57. be a role model

As a result of the factor analysis statements S33, S36, S37, S38, S39 and S48 were eliminated were from the scale. These items asked the participants whether they wanted to be checked by the mentor teachers regarding the course materials, lesson plans or class management. Similar to the expectations from the supervisors, the teacher candidates still want freedom in their own teaching strategies so they reject being checked and do not believe in constructive criticism. So this arouses in mind that they have a prejudice against mentor teachers and are afraid of being criticized harshly.

Table 4

Expectation Scale Factor Analysis about the Mentor Teachers Items

	Rotated Factors					
	1	2	3	4	5	6
S41	0,843					
S44	0,821					
S45	0,804					
S43	0,801					
S46	0,784					
S40	0,709					
S42	0,689					
S37	0,645					0,576
S36	0,631					0,586
S49	0,576					
S48	0,497			0,492		
S32	0,354	0,717				
S28		0,649				
S26		0,623				
S56		0,605				
S31		0,563				
S34		0,546				
S27			0,786			
S30			0,642			
S29			0,628			
S25			0,585			
S39	0,399		0,460			
S47				0,789		
S51				0,783		
S52				0,679		
S50				0,633		
S55					0,733	
S54					0,699	
S53					0,632	
S57					0,506	
S35						0,685
S38	0,530					0,569
S33		0,495				0,523
Eigenvalues	14,504	2,822	1,917	1,417	1,148	1,034
VAO	21,896	11,184	10,162	9,554	8,498	7,924
KVAO	21,896	33,08	43,242	52,796	61,293	69,217

KMO-MSA=0,925, Barlett Chi-Square=4585,393, $p < 0,00$

The mentor teacher items of the expectation scale has a sufficiently effective scale structure to measure expectations (KMO-MSA = 0.925). This value reflects an excellent scale structure. According to the Barlett test, the correlation levels that reflect a certain structure among the items are significant and the scale is the bit scale with the two lowest dimensions ($p < 0.001$). In factor analysis performed with the inclusion of 33

items representing the mentor teacher, a total of 6 factors with an eigenvalue greater than 1 was obtained. When the factor loads of the items are analyzed, the factors 1 and 6 of S37, factor 1 and 6 of S36, factor 1 and 4 of S48, factor 1 and 3 of S39, factor 1 and 6 of S38, factor 2 and 6 of S33, as there is a change less than 0.10 these items may represent both factors. For this reason, these items must be removed from the scale.

Table 5

Expectation Scale Factor Analysis Results about the Mentor Teachers Items after S33, S36, S37, S38 and S48 Elimination

	Rotated Factors				
	1	2	3	4	5
S44	0,851				
S41	0,849				
S45	0,836				
S43	0,817				
S46	0,774				
S40	0,753				
S42	0,746				
S49	0,554				
S35	0,466				
S32		0,698			
S26		0,656			
S28		0,643			
S56		0,632			
S34		0,578			
S31		0,565			
S27			0,764		
S30			0,656		
S29			0,628		
S25			0,624		
S54				0,749	
S55				0,728	
S53				0,605	
S57				0,496	
S47					0,788
S51					0,773
S50					0,647
S52					0,644
Eigenvalues	11,656	2,447	1,754	1,231	1,104
VAO	22,747	12,669	11,389	10,354	10,222
KVAO	22,747	35,416	46,805	57,159	67,379

KMO-MSA=0,914, Barlett Chi-Square=3379,179, $p < 0,001$

In the factor analysis made with the remaining 27 statements by removing S33, S36, S37, S38, S39 and S48 items, the expectation scale has a sufficiently effective scale structure to measure the expectations in relation to mentor teachers (KMO-MSA = 0.914). This value reflects an excellent scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor

analysis process, a total of 5 factors with eigenvalues greater than 1 were obtained. Factor 1 explains 22,747% of total variance, factor 2 explains 12,669%, factor 3 11,389%, factor 4 10,354% and factor 5 10,22%, while these five factors explain 67,379% of the total variance together.

There are 9 items under factor 1, 6 items under factor 2, and 4 items under factor 3, factor 4 and factor 5. F1 factor is formed in S44, S41, S45, S43, S46, S40, S42, Q49 and S35 items according to factor loads, respectively. The F2 factor consists of S32, S26, S28, S56, S34 and S31 items, respectively, according to factor loads. The F3 factor consists of S27, S30, S29 and S25 items, respectively, according to factor loads. The F4 factor consists of S54, S55, S53 and S57 items, respectively, according to factor loads. F5 factor consists of S47, S50, S51 and S52 items, respectively, according to factor loads.

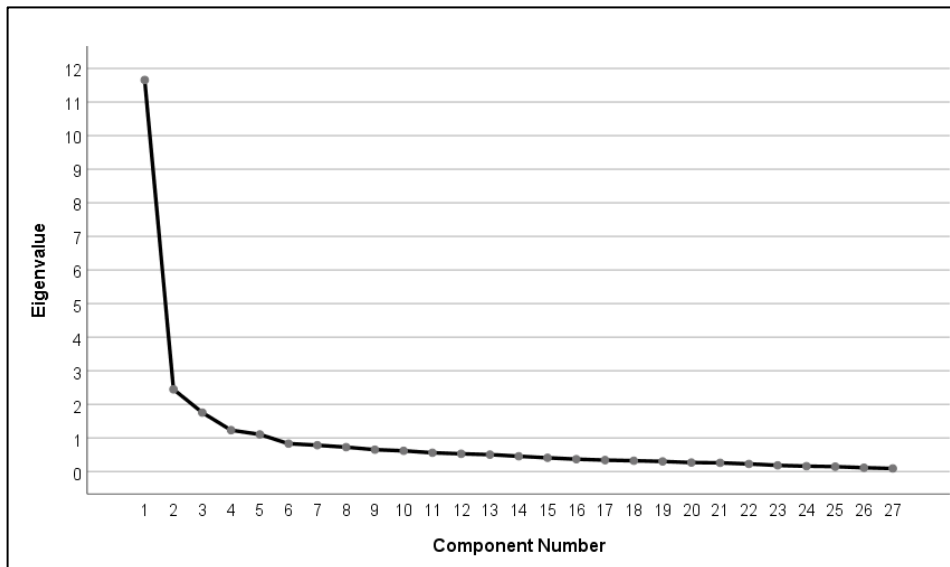


Figure 2. Factor analysis line graph of the items created for the mentor teachers belonging to the expectation scale

The line graph shows the factor loads of 27 items about mentor teachers in the Expectation Scale.

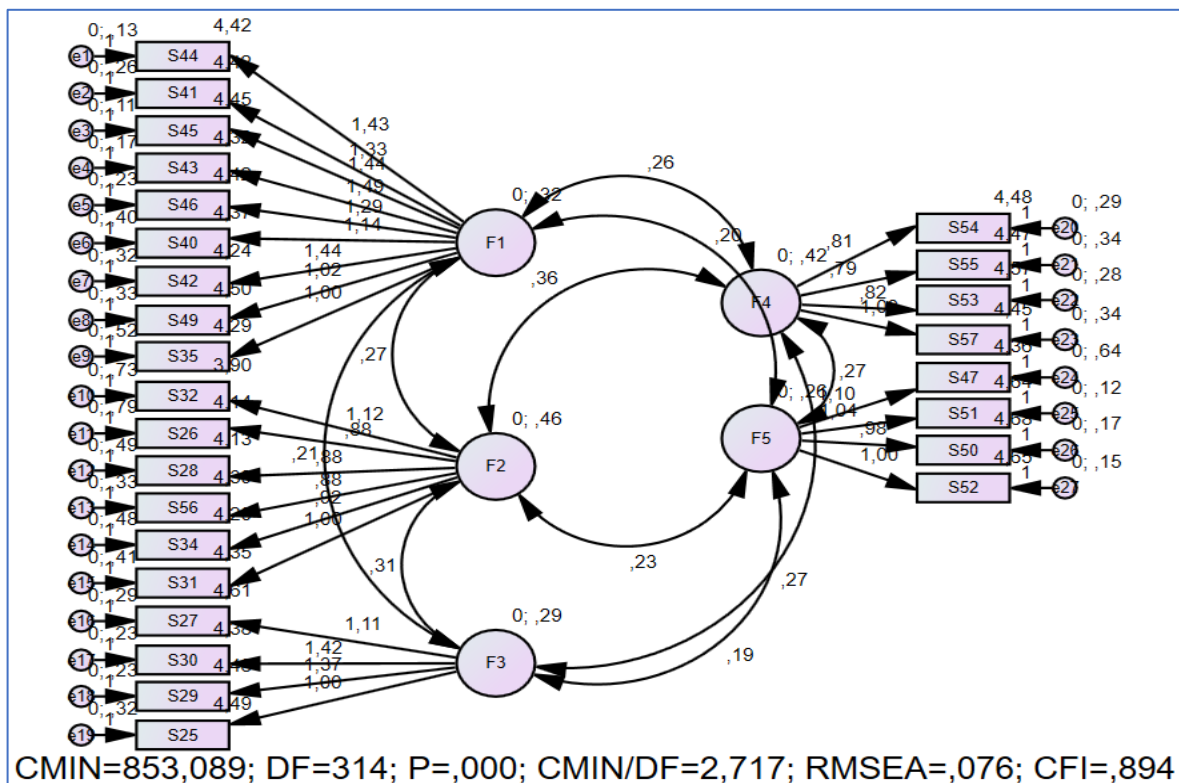


Figure 2.1. Confirmatory factor analysis non-standard path coefficients

The path coefficients of 27 items are shown in the figure.

Table 5.1

Confirmatory factor analysis results

			B1	B2	SH	Test Statistics	p
S44	<---	F1	4,423	1,430	0,116	12,290	<0,001
S41	<---	F1	4,415	1,326	0,115	11,522	<0,001
S45	<---	F1	4,446	1,442	0,119	12,070	<0,001
S43	<---	F1	4,322	1,488	0,122	12,197	<0,001
S46	<---	F1	4,415	1,288	0,111	11,560	<0,001
S40	<---	F1	4,368	1,145	0,110	10,373	<0,001
S42	<---	F1	4,242	1,443	0,126	11,477	<0,001
S49	<---	F1	4,499	1,022	0,099	10,339	<0,001
S35	<---	F1	4,293	1			
S32	<---	F2	3,895	1,121	0,104	10,768	<0,001
S26	<---	F2	4,145	0,876	0,097	8,998	<0,001
S28	<---	F2	4,130	0,879	0,083	10,534	<0,001
S56	<---	F2	4,394	0,885	0,075	11,745	<0,001
S34	<---	F2	4,198	0,921	0,085	10,851	<0,001
S31	<---	F2	4,349	1			
S27	<---	F3	4,606	1,112	0,096	11,593	<0,001
S30	<---	F3	4,384	1,423	0,110	12,950	<0,001
S29	<---	F3	4,483	1,375	0,107	12,842	<0,001
S25	<---	F3	4,486	1			
S54	<---	F4	4,485	0,811	0,071	11,379	<0,001
S55	<---	F4	4,468	0,794	0,074	10,792	<0,001
S53	<---	F4	4,570	0,816	0,071	11,527	<0,001
S57	<---	F4	4,452	1			
S47	<---	F5	4,358	1,099	0,113	9,701	<0,001
S51	<---	F5	4,639	1,037	0,070	14,839	<0,001
S50	<---	F5	4,677	0,977	0,072	13,578	<0,001
S52	<---	F5	4,646	1			

B1: Standard coefficient B2: Non-standard coefficient

As a result of the confirmatory factor analysis, the path coefficients of the items under each factor were found to be statistically significant. Model fit coefficients are within the desired limits.

Factor analysis about the school administrators items. The expectation scale had three items covering the administrators. In the scope of content validity, although it seems as if the items are not enough for measuring the role of the administrators, it is a fact that the administrators do not have any other role during this process as a stakeholder. Since the researcher had administered a pilot study before this scale and witnessed that the participants had no expectations concerning the administrators, the researcher found three items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she took expert opinion. Thereby, only three items for measuring this factor is enough. There aren't any items eliminated in this subdivision. The items are about being recognized as a real teachers and getting informed about the rules.

School administrators should

58. introduce me to my mentor teacher
59. see me as a real teacher

60. inform me about the school rules I should obey (permission, attendance, coming to class on time, roster, etc.)

Table 6

Expectation Scale Factor Analysis Results about the School Administrators Items

	Factor
	1
S60	0,849
S58	0,806
S59	0,758
Eigenvalue	1,944
VAO	64,784
KVAO	64,784

KMO-MSA=0,661, Barlett Chi-Square=185,242, $p < 0,001$

In the factor analysis made with a total of 3 items, the expectation scale has a sufficiently effective scale structure to measure the expectations in relation to the practicum school administrators (KMO-MSA = 0.611). This value reflects a medium scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 64,784% of the total variance. Factor 1 consists of S60, S58 and S59 items.

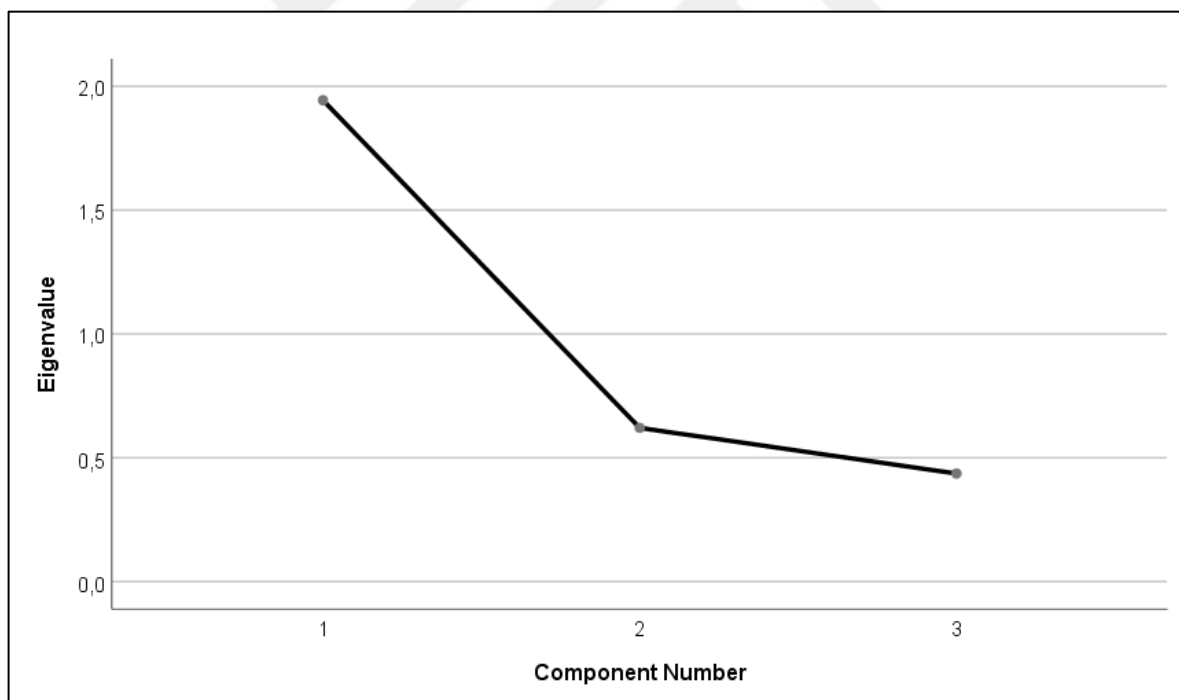


Figure 3. Factor analysis line graph of the items created for the school administrators belonging to the expectation scale

The line graph shows the factor loads of 3 items about school administrators in the Expectation Scale.

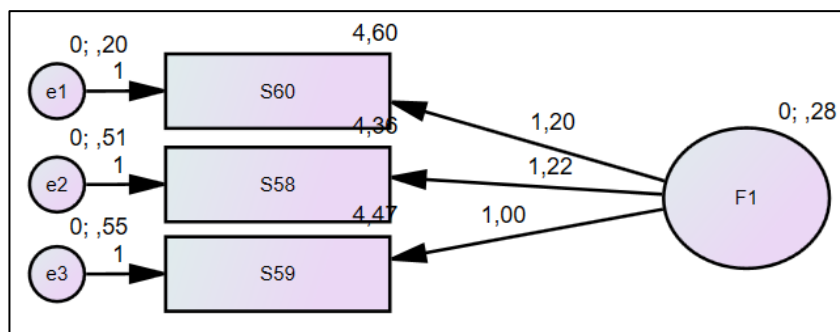


Figure 3.1. Confirmatory factor analysis non-standard path coefficients

The path coefficients of 3 items are shown in the figure.

Table 6.1

Confirmatory factor analysis results

			B1	B2	SH	Test Statistics	p
S60	<---	F1	4,605	1,198	0,165	7,264	<0,001
S58	<---	F1	4,361	1,225	0,157	7,782	<0,001
S59	<---	F1	4,467	1			

B1: Standard coefficient, B2: Non-Standard coefficient

Path coefficients of all variables under the model were found to be significant.

Factor analysis about the peer pre-service teachers items. The expectation scale had six items covering the peer pre-teachers. In the scope of content validity, although it seems as if the items are average for measuring the role of the peer teacher candidates, it is a fact that the peers have a limited role within the process. Since the researcher had administered a pilot study before this scale and witnessed that the participants had few expectations from their peers, the researcher found six items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, six items for measuring this factor is enough. There aren't any items eliminated in this subdivision. The items are about receiving help and support from their friends within the process.

Peer Pre-service Teachers should

61. help me during the preparation stage
62. support me when performing activities in the classroom
63. give me feedback about my practices
64. evaluate me objectively in their reflective papers
65. treat me as their colleague when I use the teachers' room
66. be eager to share his/her experiences

Table 7

Expectation Scale Factor Analysis Results about the Peer Pre-service Teachers Items

	Factor
	1
S63	0,849
S64	0,834
S61	0,827
S62	0,826
S66	0,721
S65	0,578
Eigenvalue	3,637

VAO	60,613
-----	--------

KVAO	60,613
------	--------

KMO-MSA=0,835, Barlett Chi-Square=872,490, $p < 0,001$

In the factor analysis made with a total of 6 items, the expectation scale, has a sufficiently effective scale structure to measure the expectations in relation to peer pre-service teachers (KMO-MSA = 0.835). This value reflects a very good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 60,613% of the total variance. Factor 1 consists of S63, S64, S61, S62, S66 and S65 items.

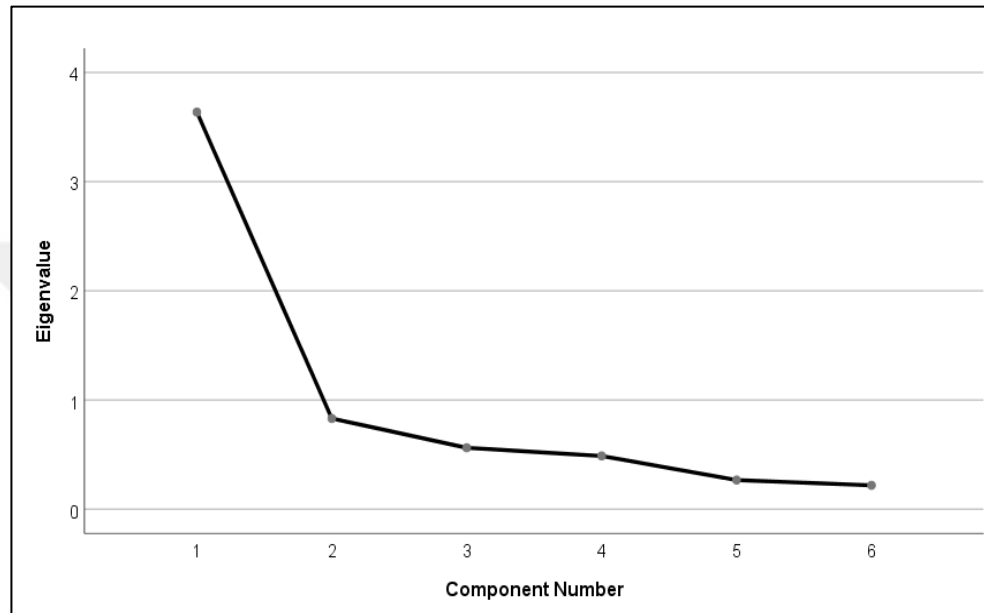


Figure 4. Factor Analysis line graph of the items created for the peer pre-service teachers belonging to the expectation scale

The line graph shows the factor loads of 6 items about peers in the Expectation Scale.

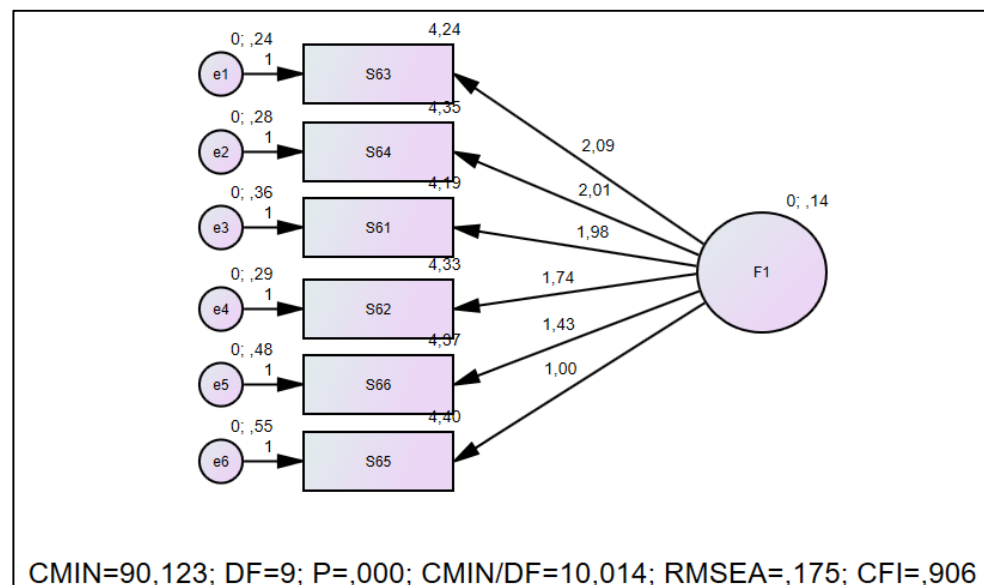


Figure 4.1. Confirmatory Factor analysis non-standard path coefficients

The path coefficients of 6 items are shown in the figure.

Table 12.1

Confirmatory Factor Analysis results

			B1	B2	SH	Test Statistics	p
S63	<---	F1	0,852	2,093	0,267	7,850	<0,001
S64	<---	F1	0,823	2,007	0,258	7,768	<0,001
S61	<---	F1	0,782	1,979	0,259	7,634	<0,001
S62	<---	F1	0,775	1,742	0,229	7,609	<0,001
S66	<---	F1	0,619	1,433	0,207	6,926	<0,001
S65	<---	F1	0,458	1			

B1: Standart coefficient, B2: Non-Standard coefficient

Path coefficients of all variables under the model were found to be significant.

Factor analysis about the students items. The expectation scale had only two items covering the expectations of teacher candidates from the students. In the scope of content validity, although it seems as if the items are scarce for measuring the role of the students, it is a fact that the students have a really limited role within the process. Since the researcher had administered a pilot study before this scale and witnessed that the participants had barely no expectations from their students, the researcher found two items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, two items for measuring this factor is enough. There aren't any items eliminated in this subdivision. The items are about being seen as a real teacher and performing the tasks given.

Students should

- 67. see me as their teacher
- 68. perform the tasks I give in the classroom

Table 8

Expectation Scale Factor Analysis about the Students Items

	Factor
	1
S68	0,893
S67	0,893
Eigenvalue	1,596
VAO	79,789
KVAO	79,789

KMO-MSA=0,500, Barlett Chi-Square=125,169, $p < 0,001$

In the factor analysis made with a total of 2 items, the expectation scale, has a sufficiently effective scale structure to measure the expectations in relation to the practicum school students (KMO-MSA = 0.500). This value reflects a weak scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 79,789% of the total variance. Factor 1 consists of S68 and S67 items.

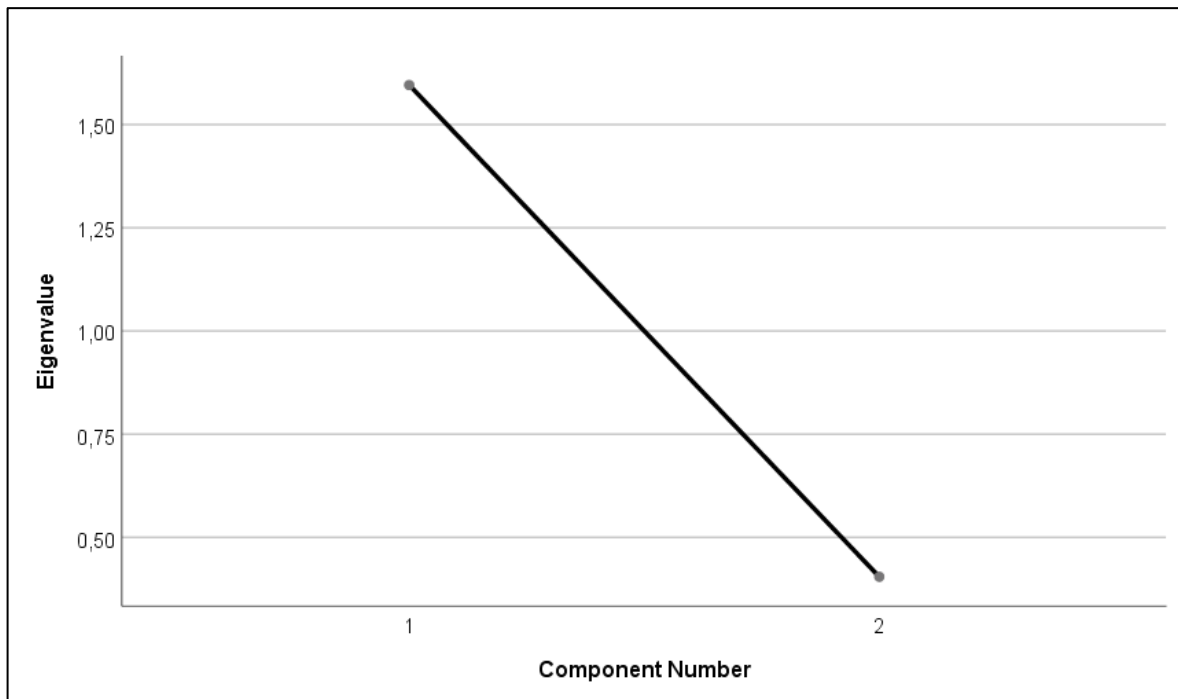


Figure 5. Factor analysis line graph of the items created for the students belonging to the expectation scale. The line graph shows the factor loads of 2 items about students in the Expectation Scale.

Factor analysis about the practicum school items. The expectation scale had six items covering the expectations of teacher candidates from the practicum school. This factor is mainly about the physical properties and facilities of the school because this is a non-living item. In the scope of content validity, although it seems as if the items are average for measuring the role of the school itself, it is a fact that having expectations from a component is not logical. Since the researcher had administered a pilot study before this scale and witnessed that the participants had barely no expectations in relation to a physical thing, the researcher found six items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, six items for measuring this factor is enough. Only statement S75 is eliminated in this subdivision. The items are about physical and technical infrastructure mainly.

Practicum School should

- 69. be a suitable place to meet with my mentor teacher
- 70. have high number of teachers
- 71. have both young and senior teachers
- 72. not have crowded classes
- 73. have sufficient physical infrastructure
- 74. have sufficient technological infrastructure (projection, interactive white board, pc, etc.)
- 75. have high number of branches of class

Table 9

Expectation Scale Factor Analysis Results about the Practicum School Items

	Factor	
	1	2
S73	0,895	
S74	0,807	
S72	0,782	
S69	0,579	
S75	0,528	0,470

S70		0,901
S71		0,704
Eigenvalues	3,385	1,056
VAO	40,005	23,440

KMO-MSA=0,804, Barlett Chi-Square=710,063 $p<0,001$

In the factor analysis made with a total of 7 items, the expectation scale has a sufficiently effective scale structure for measuring the expectations of the participants in relation to practicum school (KMO-MSA = 0.804). This value reflects a very good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 2 factors with an eigenvalue greater than 1 were obtained. When the factor loads of the items are examined, this item may represent both factors since there is a change of less than 0.10 between the loads of S75 in factor 1 and factor 2. For this reason, S75 must be removed from the scale.

Table 10

Expectation Scale Factor Analysis Results about the Practicum School Items after S75 Elimination

	Rotated Factors	
	1	2
S73	0,908	
S74	0,819	
S72	0,807	
S69	0,557	
S70		0,907
S71		0,718
Eigenvalues	2,991	1,058
VAO	43,404	24,076
KVAO	43,404	67,480

KMO-MSA=0,759, Barlett Chi-Square=604,139, $p<0,001$

In the factor analysis made by removing the S75 item, the expectation scale has a sufficiently effective scale structure to measure the expectations of the participants in relation to the practicum school (KMO-MSA = 0.759). This value reflects a good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 2 factors with an eigenvalue greater than 1 were obtained. Factor 1 explains 43.404% of total variance and factor 2 explains 24.076%, while these two factors together explain 67.480% of total variance. There are 4 items under factor 1 and 2 items under factor 2. F1 factor consists of S73, S74, S72 and S69 items, respectively, according to factor loads. The F2 factor consists of S70 and S71 items, respectively, according to factor loads.

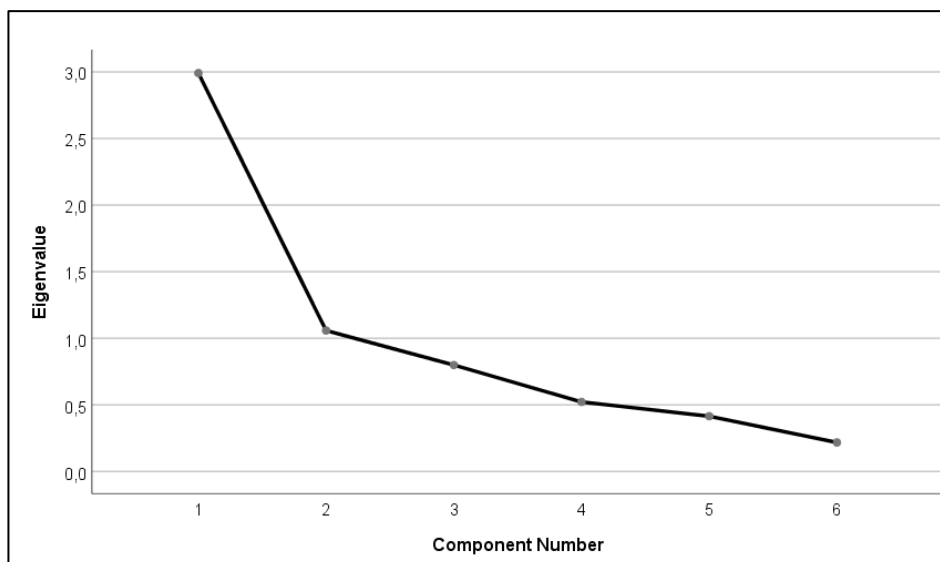


Figure 6. Factor analysis line graph of the items created for the practicum school belonging to the expectation scale

The line graph shows the factor loads of 6 items about practicum school in the Expectation Scale.

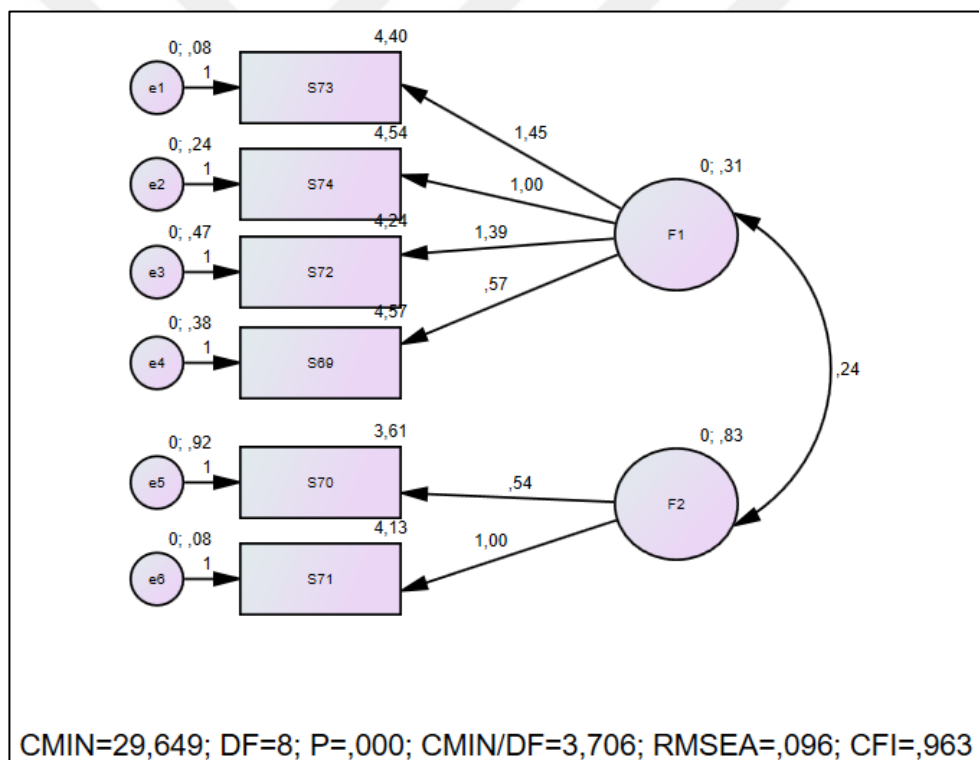


Figure 6.1. Confirmatory factor analysis non-standard path coefficients

The path coefficients of 6 items are shown in the figure.

Table 10.1

Confirmatory factor analysis results

			B1	B2	SH	Test Statistics	p
S73	<---	F1	4,400	1,451	0,100	14,477	<0,001
S74	<---	F1	4,535	1,000			<0,001
S72	<---	F1	4,237	1,391	0,109	12,732	<0,001
S69	<---	F1	4,573	0,568	0,075	7,524	<0,001
S70	<---	F2	3,612	0,540	0,137	3,952	<0,001
S71	<---	F2	4,132	1,000			

B1: Standard coefficient, B2: non-standard coefficient

Path coefficients of all variables under the model were found to be significant.

Factor analysis about the teaching practicum items. The expectation scale had seven items covering the expectations of teacher candidates from the teaching practicum itself. This factor is mainly about the procedural issues about the program. In the scope of content validity, seven items are enough for measuring the role of the program itself. Since the researcher had administered a pilot study before this scale and witnessed that the participants had barely no expectations in relation to a physical thing, the researcher found seven items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, seven items for measuring this factor is enough. S77 and S78 are eliminated in this subdivision. The items are about social, economic, cultural traits, equality and meetings. The participants have no expectation regarding the item that states maximum student number should be four in groups because they have no idea about the process because they are thinking about the fun at the moment. The researcher thinks that they would want the group number to be lower when they see the timing and equality issues after they have practiced it in reality.

In the teaching practicum

76. The school that I practice teaching at the 1st term should be the same at the 2nd term
77. The pre-service teachers should have the chance to practice at schools with various economic, cultural and social etc. traits
78. Groups should consist of maximum 4 teacher candidates per each mentor teacher
79. Care must be taken in the random attribution of practice teachers to their schools
80. Practice at different grade levels for teacher candidates should be maintained
81. Pre-service teachers should be permitted participation in the branch meetings of English teachers
82. Pre-service teachers should be permitted participation in the parental meetings
83. Being on duty should be permitted for teacher candidates

Table 11

Expectation Scale Factor Analysis about the Teaching Practicum Items

	Rotated factors	
	1	2
S82	0,808	
S81	0,803	
S83	0,716	
S80	0,636	
S79	0,558	
S78	0,371	0,305
S76		0,860
S77		0,571
Eigenvalues	3,313	1,025

VAO	35,794	18,425
KVAO	35,794	54,218

KMO-MSA=0,836, Barlett Chi-Square=547,289, $p < 0,001$

In the factor analysis made with a total of 8 items, the expectation scale has a sufficiently effective scale structure to measure the expectations of the participants in relation to teaching practicum (KMO-MSA = 0.836). This value reflects a very good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 2 factors with an eigenvalue greater than 1 were obtained. When the factor loads of the items are examined, this item may represent both factors since there is a change of less than 0.10 between the loads of S78 item in factor 1 and factor 2. For this, S78 item should be removed from the scale.

Table 12

Expectation Scale Factor Analysis Results about the Teaching Practicum Items after S78 Elimination

	Rotated factors	
	1	2
S81	0,808	
S82	0,808	
S83	0,725	
S80	0,654	
S79	0,576	0,416
S76		0,891
S77	0,464	0,538
Eigenvalues	3,150	1,023
VAO	40,095	19,510
KVAO	40,095	59,605

KMO-MSA=0,826, Barlett Chi-Square=506,394, $p < 0,001$

In the factor analysis made by removing the S78 item, the expectation scale has a sufficiently effective scale structure to measure the expectations of the participants in relation to the teaching practicum (KMO-MSA = 0.826). This value reflects a very good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 2 factors with an eigenvalue greater than 1 were obtained. When the factor loads of the items are examined, this item may represent both factors since there is a change of less than 0.10 between the loads of S77 item in factor 1 and factor 2. For this, S77 must be removed from the scale.

Table 13

Expectation Scale Factor Analysis Results about the Teaching Practicum Items after S77 Elimination

	Factor
	1
S81	0,791
S82	0,776
S83	0,727
S80	0,704
S79	0,699
S76	0,295
Eigenvalues	2,830
VAO	47,161
KVAO	47,161

KMO-MSA=0,809, Barlett Chi-Square=411,889, $p < 0,001$

In the factor analysis made by removing S77 item, the expectation scale has a sufficiently effective scale structure to measure the expectations of the participants in relation to the teaching practicum ($KMO\text{-}MSA = 0.809$). This value reflects a very good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 47.161% of the total variance. Factor 1 consists of six items: S81, S82, S83, S80, S79 and S76.

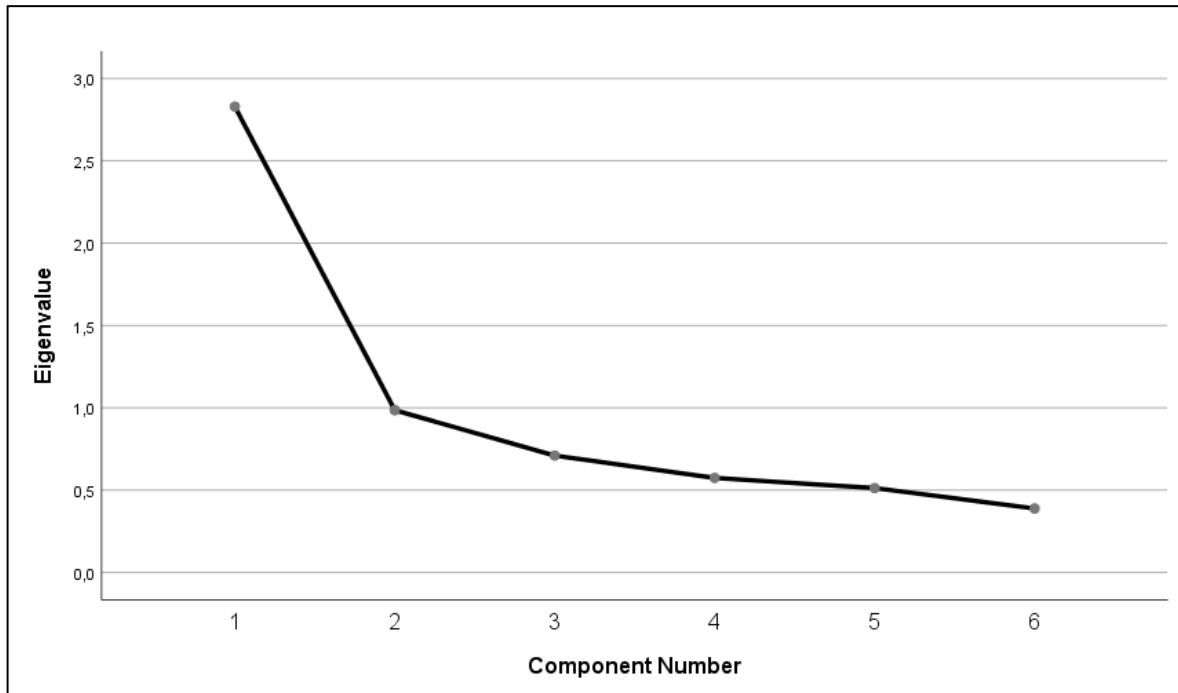


Figure 7. Factor analysis line graph of the items created for the teaching practicum belonging to the expectation scale

The line graph shows the factor loads of 6 items about teaching practicum in the Expectation Scale.

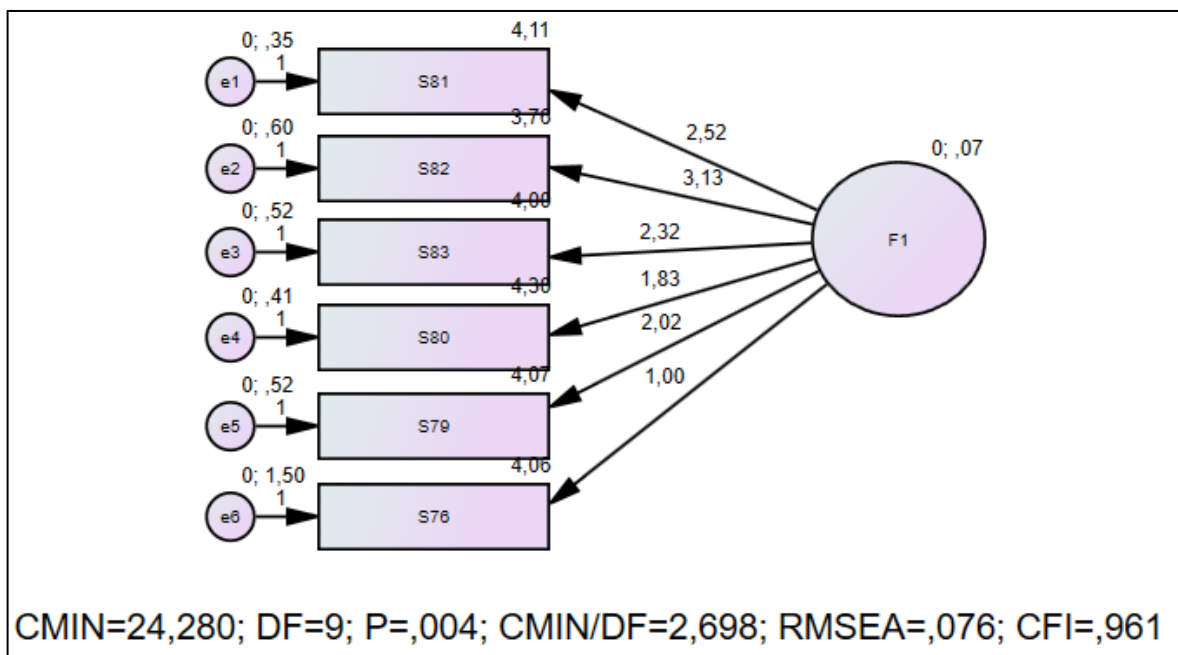


Figure 7.1. Confirmatory factor analysis non-standard path coefficients

The path coefficients of 6 items are shown in the figure.

Table 13.1

Confirmatory Factor Analysis Results

			B1	B2	SH	Test Statistics	p
S81	<---	F1	4,105	2,519	0,802	3,141	0,002
S82	<---	F1	3,762	3,133	0,999	3,136	0,002
S83	<---	F1	4,003	2,321	0,748	3,103	0,002
S80	<---	F1	4,304	1,828	0,594	3,079	0,002
S79	<---	F1	4,075	2,024	0,658	3,076	0,002
S76	<---	F1	4,055	1			

B1: Standard coefficient, B2: Non-standard coefficient

Factor analysis about the other stakeholders items. The expectation scale had only two items covering the expectations of teacher candidates from the other stakeholders. In the scope of content validity, although it seems as if the items are scarce for measuring the role of other stakeholders, it is a fact that these items are mainly about the interaction among the factors mentioned in the scale before. Thereby, two items for measuring this interaction is enough. There aren't any items eliminated in this subdivision.

Stakeholders should

84. The university supervisor, mentor teacher and school administrators should be in contact
85. Meetings for teacher candidates with the administrators and mentor teachers should be carried out at the beginning of each practice period

Table 14

Expectation Scale Factor Analysis Results about the other stakeholders Items

	Factor
	1
S85	0,849
S84	0,849
Eigenvalue	1,441
VAO	72,070
KVAO	72,070

KMO-MSA=0,500, Barlett Chi-Square=61,868, $p < 0,001$

In the factor analysis made with a total of 2 items, the expectation scale has a sufficiently effective scale structure for measuring the expectations of the participants in relation to other stakeholders (KMO-MSA = 0.500). This value reflects a weak scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 72.070% of the total variance. Factor 1 consists of S85 and S84 items.

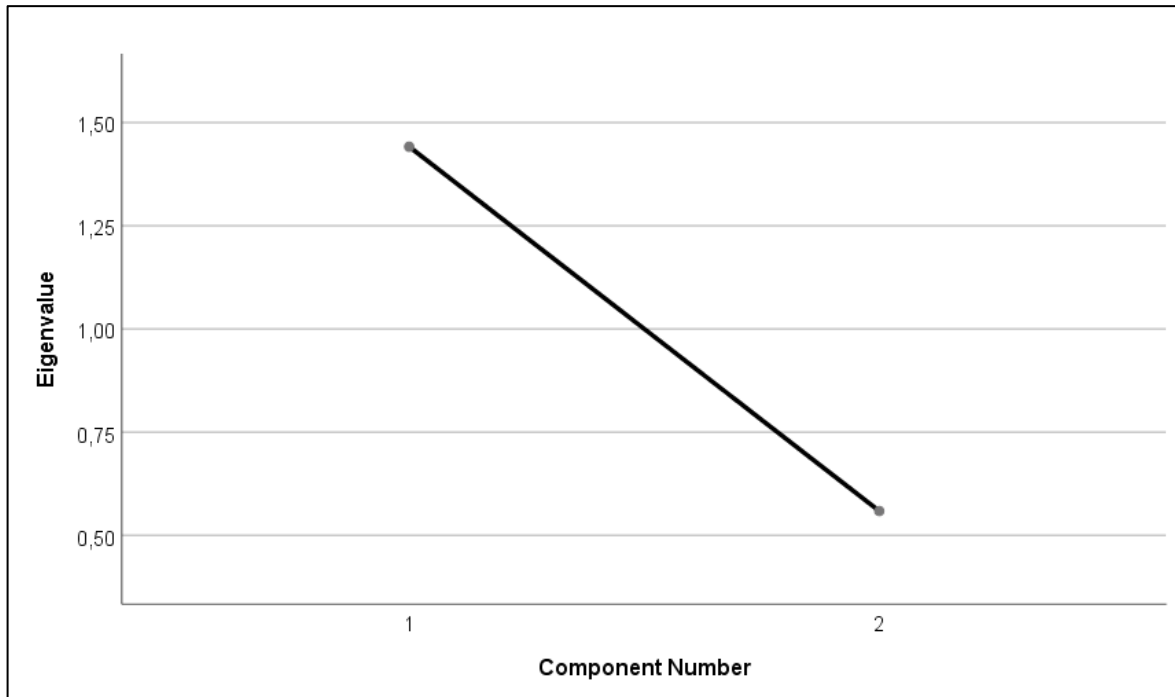


Figure 8. Factor analysis line graph of the items created for the other stakeholders belonging to the expectation scale

The line graph shows the factor loads of 2 items about stakeholders in the Expectation Scale.

Reaction Scale

Reaction scale factor analysis. The reaction scale consisted of 44 items in Likert type. All the items were composed by the researcher covering the item pooling, piloting and expert opinion stages. Item pooling was made based on Kirkpatrick Training Evaluation. Piloting was made with Trabzon University senior ELT students in the 2018-2019 academic year. It was implemented to 32 students. After piloting and item writing by the researcher expert opinion was received from three expert academicians from Çukurova University, Bilkent University and 19 Mayıs University respectively. The scale had 3 sub-branches;

- a) attitudes at the end of the practicum training as a teacher candidate
- b) attitudes in relation to the teaching practicum
- c) pre-service teachers reactions about teaching practicum

The scale was administered to 294 participants from all around Turkey; Erzurum province Atatürk University, İstanbul province Yıldız Technical University, Gaziantep province Gaziantep University, Çanakkale province 18 March University, Denizli province Pamukkale University, Ankara province Gazi University in order to see the regional tendencies as well. In order not to disrupt the power relationship the researcher didn't administer the scale in her own affiliation. Exploratory and Confirmatory factor analysis was made for the reliability and validity of the expectation scale. It was supported with AMOS graphic program. Exploratory and Confirmatory factor analysis was made within each sub-division itself. It included 44 items at the beginning. After the analysis 5 items were eliminated from the scale and the scale was developed as a result. The final version of the scale was administered to the experiment group senior level ELT students at Hacettepe University and Ted University at the 2020-2021 spring term.

Factor analysis about the attitudes at the end of the practicum training. The reaction scale had 5 items covering the attitudes of participants at the end of practicum training. The items were mainly about rating the content of the program, the properties of mentor teacher, facilities and scheduling of the program.

At the end of practicum training, as a teacher candidate

1. I rate the content of the teaching practicum (interest, benefit, etc.)
2. I rate the mentor teacher (knowledge of subject matter, preparation, communication, etc.)
3. I rate the facilities of the teaching practicum (comfort, convenience, etc.)
4. I rate the scheduling of the teaching practicum
5. I rate the program as an educational experience to help me do my job better

As a result of the exploratory factor analysis no items had to be eliminated from the scale.

Table 15

Reaction Scale Factor Analysis Results about the attitudes at the end of teaching Practicum

	Factor
	1
A3	0,836
A1	0,805
A4	0,805
A2	0,766
A5	0,758
Eigenvalue	3,156
VAO	63,124
KVAO	63,124

KMO-MSA=0,851, Barlett Chi-Square=570,244, $p < 0,001$

In the factor analysis made with a total of 5 items, the reaction scale has a sufficiently effective scale structure to measure the attitudes of the participants as a teacher candidate at the end of the practicum (KMO-MSA = 0.500). This value reflects a weak scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale has two sub-dimensions. Only one factor with eigenvalue greater than 1 was obtained under factor analysis. Factor 1 can explain 73,124% of the total variance. Factor 1 consists of items A3, A1, A4, A2 and A5.

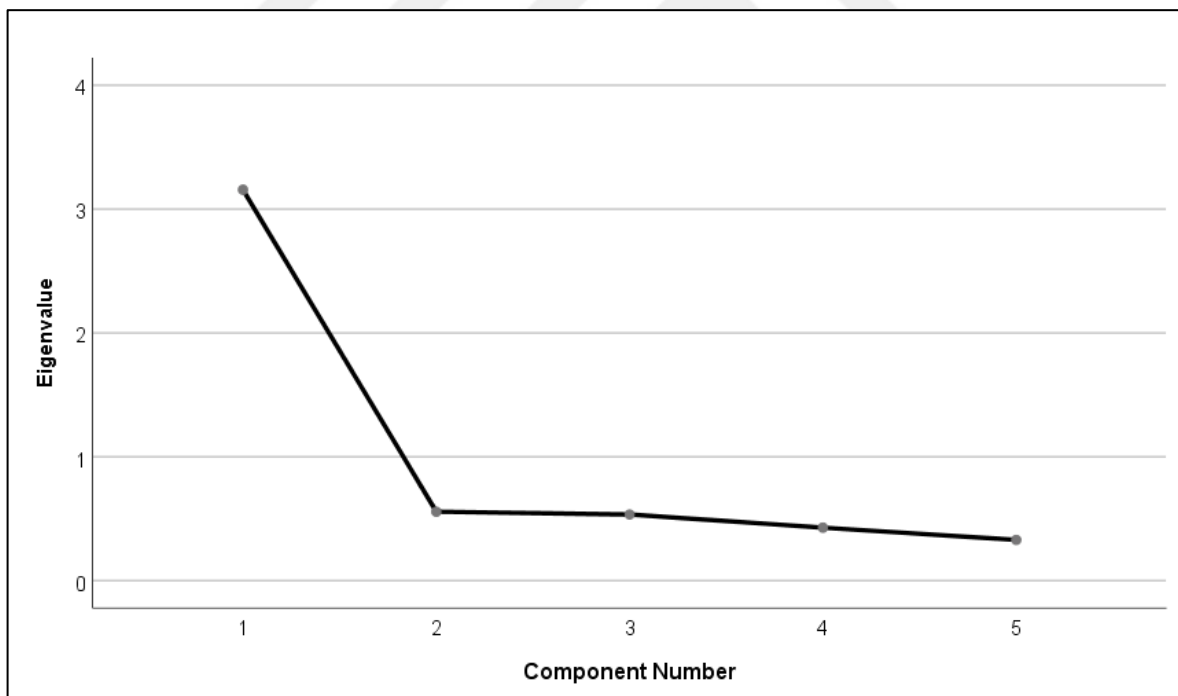


Figure 9. Factor analysis line graph of the items created for the attitudes at the end the teaching practicum as teacher candidate belonging to the reaction scale

The line graph shows the factor loads of 5 items about attitudes at the end of the practicum in the Reaction Scale.

Table 15.1

Confirmatory factor analysis results

			B1	B2	SH	Test Statistics	p
A3	<---	F1	3,650	1,107	0,097	11,415	<0,001
A1	<---	F1	3,601	0,975	0,091	10,668	<0,001
A4	<---	F1	3,644	1,054	0,097	10,908	<0,001
A2	<---	F1	3,794	1,024	0,102	10,061	<0,001
A5	<---	F1	3,944	1,000			<0,001

B1: Standard coefficient, B2: Non-standard coefficient

The path coefficients of 5 items are shown in the figure.

Reaction scale factor analysis about the attitudes in relation to teaching practicum. The reaction scale had 12 items covering the attitudes of participants in relation to the teaching practicum. The items were mainly about the content of the program, the quality of the mentor teacher and how it could have been better by improving some facilities.

In relation to the Teaching Practicum

6. The content covered in the program was relevant to my profession
7. The content covered in the program was interesting
8. The mentor teacher was an effective communicator
9. The mentor teacher was well prepared
10. It would be helpful if manuals about the practicum were available
11. It would be helpful if handouts about the practicum were available
12. It would be helpful if audiovisual materials were available
13. I will be able to apply much of the content and skills I learned here to my job
14. The facilities of the practicum were suitable
15. The schedule of the practicum was well-organized
16. There was a good relationship between mentor teacher and teacher candidates
17. I feel that practicum taught me do my job better

As a result of the exploratory factor analysis attitude item A16 was eliminated from the scale only. This items asked the participants about the relationship between themselves and the mentor teacher. Since this item included some emotional issues and is difficult to assess, it is evident that the replies given to this item made it to be eliminated. The participants do not believe that they have a good relationship with the mentor teacher.

Table 16

Reaction Scale Factor Analysis Results about the attitudes in relation to teaching Practicum

	Rotated Factors		
	1	2	3
A13	0,755		
A17	0,738		
A14	0,697		
A6	0,68		
A7	0,673		
A9		0,856	
A8		0,855	
A15		0,695	
A16	0,455	0,485	
A11			0,892

A10			0,825
A12			0,723
Eigenvalues	4,978	1,667	1,107
VAO	24,488	21,724	18,391
KVAO	24,488	46,212	64,603

KMO-MSA=0,823, Barlett Chi-Square=1472,887, $p < 0,001$

In factor analysis with a total of 12 items, the attitude scale has a sufficiently effective scale structure to measure the attitudes of the participants regarding the practicum program (KMO-MSA = 0.823). This value reflects a very good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 3 factors with eigenvalues greater than 1 were obtained. When the factor loads of the items are analyzed, this item may represent both factors, since there is a change of less than 0.10 between the loads of item A16 in factor 1 and factor 2. For this, item A16 must be removed from the scale.

Table 17

Reaction Scale Factor Analysis Results about the attitudes in relation to teaching practicum after A16 Elimination

	Rotated Factors		
	1	2	3
A13	0,752		
A17	0,738		
A14	0,712		
A7	0,692		
A6	0,682		
A9		0,866	
A8		0,843	
A15		0,708	
A11			0,896
A10			0,823
A12			0,721
Eigenvalues	4,656	1,620	1,105
VAO	25,406	21,857	19,834
KVAO	25,406	47,263	67,098

KMO-MSA=0,818, Barlett Chi-Square=1340,573, $p < 0,001$

In factor analysis made by subtracting the A16 item, the reaction scale has a sufficiently effective scale structure to measure the attitudes of the participants regarding the teaching practicum program (KMO-MSA = 0.818). This value reflects a very good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 3 factors with eigenvalues greater than 1 were obtained. Factor 1 explains 25,406% of total variance, factor 2 explains 21,857% of total variance and factor 3 explains 19,834%, while these three factors together explain 67,098% of total variance. There are 5 items under factor 1, 3 items under factor 2 and 3 items under factor 3. F1 factor consists of A3, A17, A14, A7 and A6 items according to factor loads, respectively. The F2 factor consists of items A9, A8 and A15, respectively, according to factor loads. Factor 3 consists of items A10, A11 and A12.

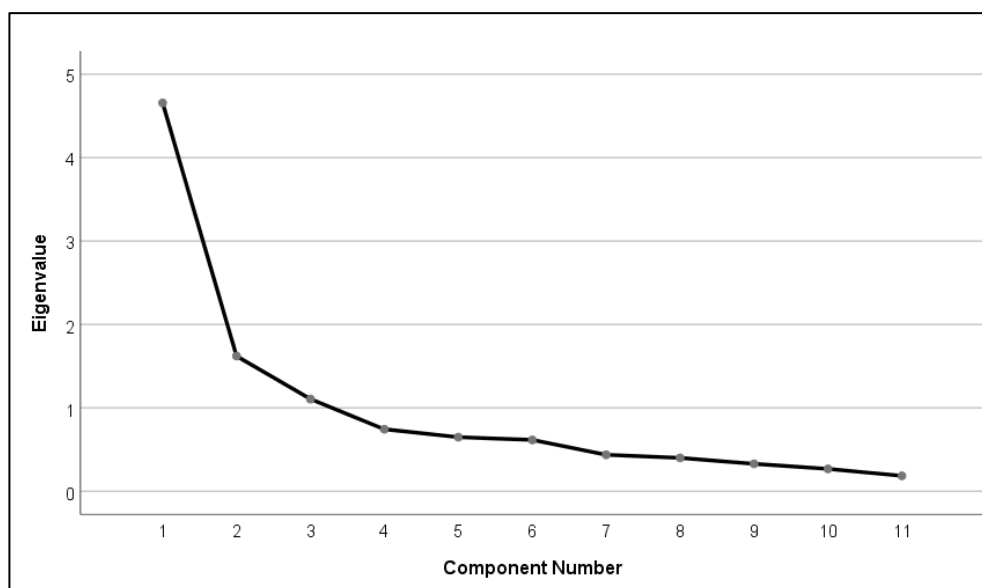


Figure 10. Factor analysis line graph of the items created for the attitudes in relation the teaching practicum belonging to the reaction scale

The line graph shows the factor loads of 11 items about attitudes in relation to the practicum in the Reaction Scale.

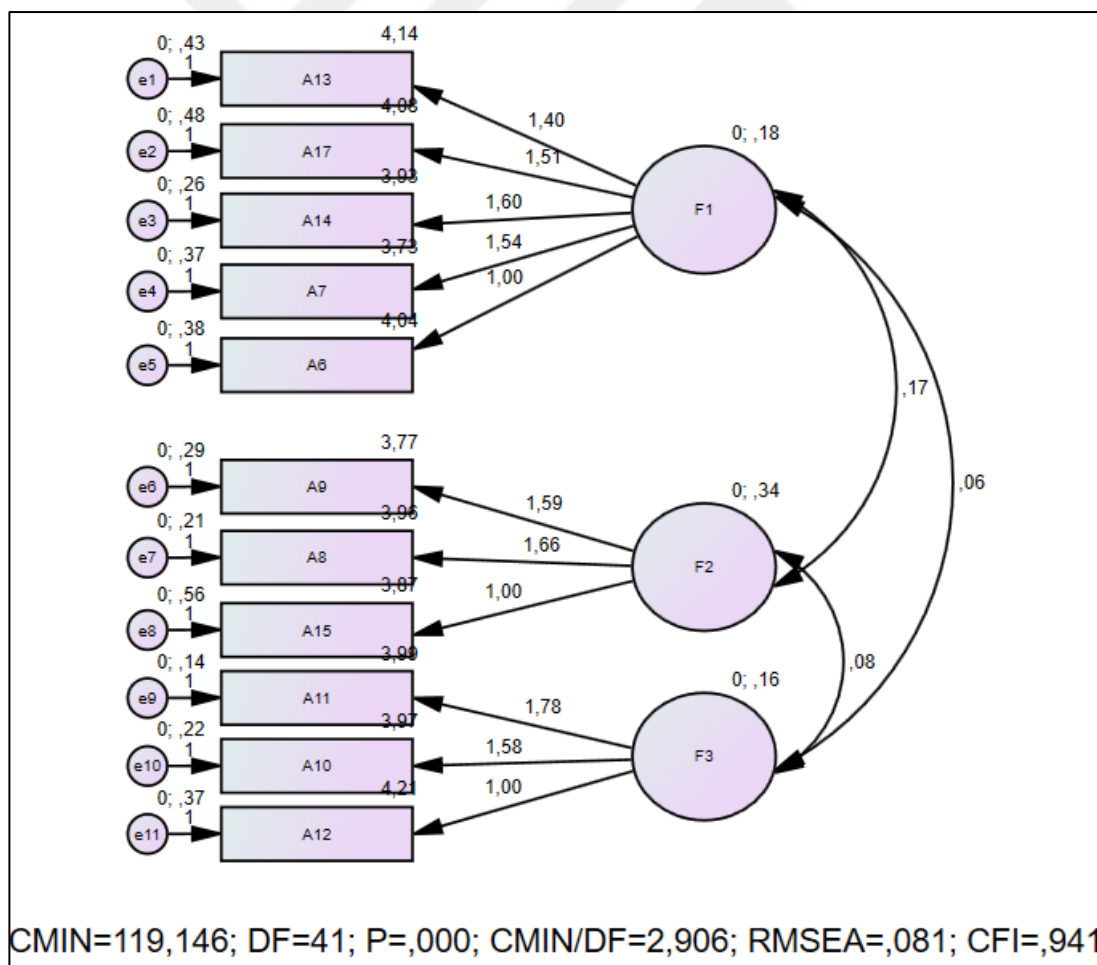


Figure 10.1. Confirmatory factor analysis non-standard path coefficients
The path coefficients of 5 items are shown in the figure.

Table 17.1

Confirmatory factor analysis results

			B1	B2	SH	Test Statistics	p
A13	<---	F1	4,142	1,399	0,167	8,387	<0,001
A17	<---	F1	4,082	1,509	0,179	8,419	<0,001
A14	<---	F1	3,934	1,601	0,173	9,244	<0,001
A7	<---	F1	3,73	1,543	0,175	8,793	<0,001
A6	<---	F1	4,043	1			
A9	<---	F2	3,769	1,59	0,144	11,009	<0,001
A8	<---	F2	3,958	1,665	0,15	11,106	<0,001
A15	<---	F2	3,871	1			
A11	<---	F3	3,987	1,776	0,2	8,893	<0,001
A10	<---	F3	3,972	1,577	0,174	9,086	<0,001
A12	<---	F3	4,208	1			

B1: Standard coefficient, B2: Non-standard coefficient

Reaction scale factor analysis about the pre-service teachers' reactions about teaching practicum. The reaction scale had 27 items covering the reactions of pre-service teachers in relation to the teaching practicum. The items were mainly positive items about the progress made by the teacher candidates and it what areas they improved their way of teaching such as improving self-confidence, learning how to grade students, establishing a good relationship etc.

Pre-service teachers' reactions about teaching practicum

18. Teaching Practicum helped me deepen my knowledge about teaching profession
19. I believe Teaching Practicum is useful
20. Teaching Practicum provided me with the opportunity to observe at different class levels
21. Teaching Practicum provided me with the opportunity to practice at different class levels
22. Thanks to the Teaching Practicum I started to see myself as a teacher
23. Teaching Practicum increased my self-confidence
24. Teaching Practicum helped me learn the duties of school staff (School Principal, Vice Principal, Retainer, etc.)
25. Teaching Practicum helped me gain the necessary knowledge and skills for teaching
26. I believe that the time allocated for Teaching Practicum courses in ELT departments is insufficient
27. Via Teaching Practicum I liked teaching English more
28. In Teaching Practicum I learned how to establish a good communication in teacher-student relationship
29. In Teaching Practicum I learned how to grade students
30. Teaching Practicum made me realize whether teaching profession was suitable for me
31. In Teaching Practicum I learned how to utilize from many sources
32. In Teaching Practicum my mentor teacher helped me in all my problems about the lessons
33. In Teaching Practicum my university supervisor helped me in all my problems about the lessons
34. I believe the reflective portfolio reports are assessed by the university supervisor objectively
35. I believe there is healthy communication between the Faculty and Practice School
36. Teaching Practicum gave me the opportunity to compare the characteristics of a good teacher with my own traits
37. In Teaching Practicum I learned how a teacher can manage the classroom
38. In Teaching Practicum I learned how to prepare yearly, unit and daily plan
39. In Teaching Practicum I learned how to prepare exams
40. In Teaching Practicum I learned how to prepare course materials
41. In Teaching Practicum I learned how the National Education System operated

42. In Teaching Practicum I learned to teach according to the proficiency levels of students
 43. In Teaching Practicum I learned how to use effective rhetoric (convincing students, making explanation, etc.)
 44. In Teaching Practicum I learned how to use my voice effectively when I teach something

As a result of the factor analysis attitudes A31, A32, A42 and A44 were eliminated from the scale. These items were mainly really self-confident statements about the teacher candidates in which they stated they learned to utilize many sources, solved all their problems, learned to teach according to all the proficiency levels and learned to use their voicing effectively. It is a fact that the candidates know that learning to be an effective teacher needs times and this can't be handled with a few-months lasting practice. So they refrain from stating big sentences.

Table 18

Reaction Scale Factor Analysis Results about pre-service teachers reactions in relation to teaching practicum

	Rotated Factors					
	1	2	3	4	5	6
A19	0,771					
A22	0,767					
A18	0,732					
A23	0,695					
A37	0,672					
A28	0,671					
A27	0,661					
A25	0,636					
A36	0,621					
A30	0,554					
A32	0,518		0,455			
A39		0,815				
A38		0,782				
A40		0,708				
A41		0,622				
A29		0,582				
A24		0,575				
A31	0,503	0,531				
A33			0,816			
A34			0,802			
A35			0,737			
A44				0,722		
A43				0,644		
A42				0,548		
A20					0,9	
A21					0,862	
A26						0,852
Özdeğerler	11,099	2,109	1,556	1,472	1,092	1,022
VAO	23,238	15,571	9,416	8,009	7,498	4,231
KVAO	23,238	38,809	48,225	56,233	63,731	67,963

KMO-MSA=0,918, Barlett Chi-Square=3232,067, $p<0,001$

In the factor analysis made with a total of 27 items, the attitude scale has a sufficiently effective scale structure to measure the attitudes of the participants regarding teacher internship attitudes (KMO-MSA = 0.918). This

value reflects an excellent scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of factor analysis, a total of 6 factors with eigenvalues greater than 1 were obtained. When the factor loads of the items are examined, these items may represent both factors since there is a change of less than 0.10 between factor 1 and factor 3 in factor A, item A31 in factor 1 and factor 2. For this, items A31 and A32 must be removed from the scale.

Table 19

Reaction Scale Factor Analysis Results about pre-service teachers reactions in relation to teaching practicum after A31 and A32 Elimination

	Rotated Factors				
	1	2	3	4	5
A19	0,785				
A22	0,754				
A18	0,747				
A37	0,718				
A27	0,679				
A28	0,674				
A23	0,674				
A25	0,669				
A36	0,652				
A43	0,617				
A30	0,601				
A44	0,516				0,417
A42	0,457	0,398			
A39		0,832			
A38		0,79			
A40		0,73			
A41		0,646			
A24		0,599			
A29		0,591			
A34			0,843		
A33			0,805		
A35			0,682		
A20				0,912	
A21				0,872	
A26					0,658
Özdeğerler	10,193	2,095	1,512	1,411	1,068
VAO	25,716	16,523	9,75	8,129	4,998
KVAO	25,716	42,239	51,989	60,118	65,116

KMO-MSA=0,913, Barlett Chi-Square=2926,508, $p < 0,001$

In factor analysis performed by removing items A31 and A32, the attitude scale has a sufficiently effective scale structure to measure the attitudes of the participants regarding pre-service teachers reaction to teaching practicum (KMO-MSA = 0.913). This value reflects an excellent scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 5 factors with eigenvalues greater than 1 were obtained. When the factor loads of the items are analyzed, these items may represent both factors since there is a change of less than 0.10 between factor 1 and factor 5 in factor A44 and factor 1 and factor 2 of A42. For this, items A44 and A42 must be removed from the scale.

Table 20

Reaction Scale Factor Analysis Results about pre-service teachers reactions in relation to teaching practicum after A42 and A44 Elimination

	Rotated Factors			
	1	2	3	4
A19	0,792			
A18	0,757			
A22	0,739			
A37	0,719			
A27	0,694			
A28	0,691			
A25	0,669			
A23	0,667			
A36	0,659			
A30	0,614			
A43	0,600			
A39		0,824		
A38		0,786		
A40		0,770		
A41		0,689		
A24		0,574		
A29		0,561		
A34			0,852	
A33			0,807	
A35			0,696	
A20				0,911
A21				0,872
A26				0,856
Özdeğerler	9,322	2,083	1,512	1,408
VAO	26,252	17,112	9,992	8,595
KVAO	26,252	43,363	53,356	61,951

KMO-MSA=0,908, Barlett Chi-Square=2625,257, $p<0,001$

In factor analysis made by removing A42 and A44 items, the attitude scale has a sufficiently effective scale structure to measure the pre-service teachers reactions about the teaching practicum (KMO-MSA = 0.908). This value reflects an excellent scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions ($p < 0.001$). As a result of the factor analysis process, a total of 5 factors with eigenvalues greater than 1 were obtained. Since there will be no single substance under the 5th factor, treatment was performed on 4 factors. Factor 1 explains 26,252% of total variance, factor 2 explains 17,112% of total variance, factor 3 explains 9,992% of total variance, factor 4 explains 8,595% of total variance, while these four factors together explain 61,951% of total variance. There are 11 items under factor 1, 6 items under factor 2, 3 items under factor 3 and 3 items under factor 4. F1 factor consists of items A19, A18, A22, A37, A27, A28, A25, A23, A36, A30 and A43, respectively, according to factor loads. F2 factor consists of items A39, A38, A40, A41, A24 and A29, respectively, according to factor loads. Factor 3 consists of items A34, A33 and A35. Factor 4 consists of items A20, A21 and A26.

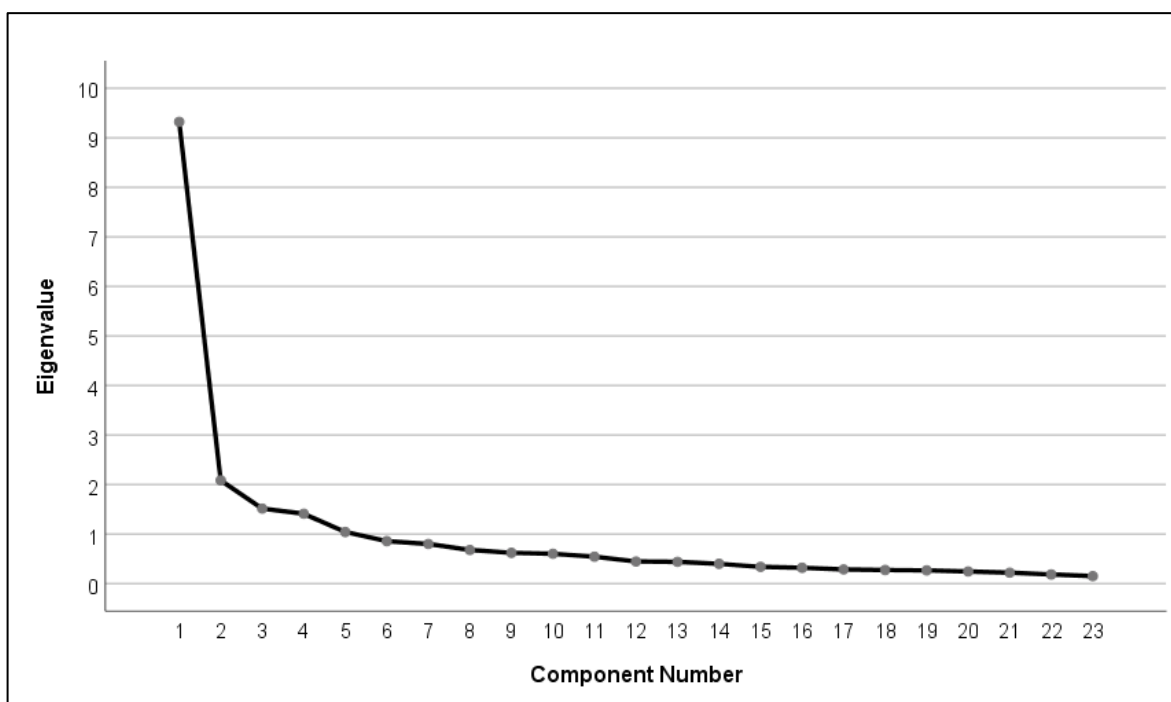


Figure 11. Factor analysis line graph of the items created for pre-service teachers' reactions about teaching practicum belonging to the reaction scale
The line graph shows the factor loads of 23 items about reactions in the Reaction Scale.

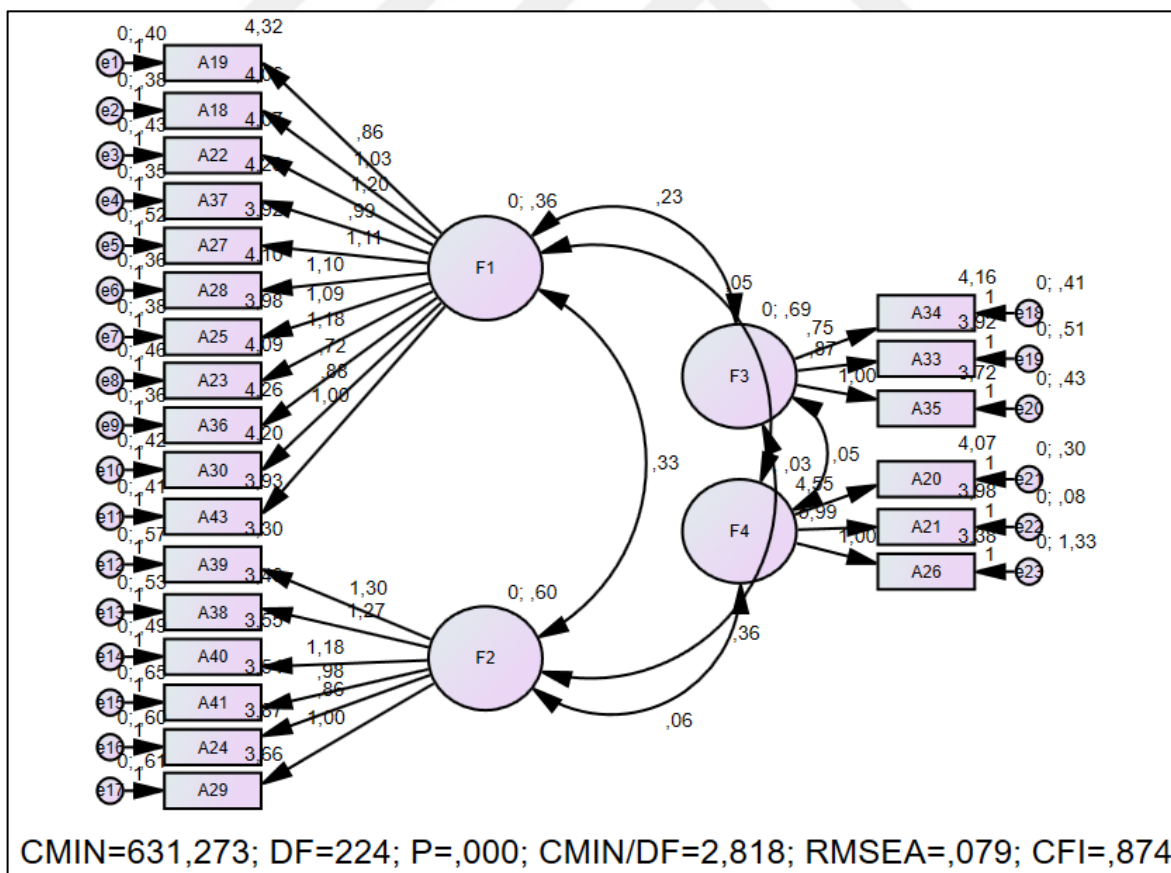


Figure 11.1. Confirmatory factor analysis non-standard path coefficients

The path coefficients of 23 items are shown in the figure.

Table 20.1

Confirmatory Factor Analysis Results

			B1	B2	SH	Test statistics	p
A19	<---	F1	4,323	0,863	0,087	9,871	<0,001
A18	<---	F1	4,06	1,033	0,094	10,947	<0,001
A22	<---	F1	4,067	1,203	0,105	11,414	<0,001
A37	<---	F1	4,229	0,993	0,091	10,918	<0,001
A27	<---	F1	3,919	1,113	0,106	10,532	<0,001
A28	<---	F1	4,101	1,098	0,096	11,383	<0,001
A25	<---	F1	3,979	1,089	0,097	11,214	<0,001
A23	<---	F1	4,092	1,183	0,106	11,148	<0,001
A36	<---	F1	4,259	0,723	0,079	9,165	<0,001
A30	<---	F1	4,197	0,879	0,09	9,792	<0,001
A43	<---	F1	3,931	1			
A39	<---	F2	3,299	1,301	0,105	12,379	<0,001
A38	<---	F2	3,402	1,267	0,102	12,437	<0,001
A40	<---	F2	3,551	1,185	0,103	11,527	<0,001
A41	<---	F2	3,54	0,978	0,091	10,689	<0,001
A24	<---	F2	3,868	0,859	0,084	10,222	<0,001
A29	<---	F2	3,658	1			
A34	<---	F3	4,159	0,747	0,075	9,978	<0,001
A33	<---	F3	3,922	0,868	0,086	10,144	<0,001
A35	<---	F3	3,72	1			
A20	<---	F4	4,074	4,551	1,856	2,452	0,014
A21	<---	F4	3,98	5,989	2,461	2,433	0,015
A26	<---	F4	3,383	1			

B1: Standard coefficient, B2: Non-standard coefficient

All path coefficients of the model were found statistically significant. Analysis results and compliance values were obtained within the desired limits.

APPENDIX-W: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 08/10/2019
Sayı: 35853172-101.02.02-
E.00000802128



Sayı : 35853172-101.02.02
Konu : İlknur KAZAZ (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 23.09.2019 tarihli ve 51944218-101.02.02/00000778920 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora öğrencilerinden **İlknur KAZAZ**'ın **Prof. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**Hizmet Öncesi İngilizce Öğretmenlerinin Öğretmenlik Uygulaması Derslerinin Değerlendirilmesi: Tutumlar, Beklentiler ve Kazanımlar**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **01 Ekim 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden c5c8dab9-4121-4b37-9d36-31472c1934cf kodu ile erişebilirsiniz. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

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Sevda TOPA



APPENDIX-X: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
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- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

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(Signature)

İlknur Kazaz

APPENDIX-Y: Thesis/Dissertation Originality Report

...../...../.....

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Languages

Thesis Title: An Evaluation of Online Practicum courses for Pre-Service English Language Teachers:
Attitudes, Expectations and Learning

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Name Lastname: İlknur KAZAZ

Student No.: N15249303

Department: Department of Foreign Languages

Program: English Language Teaching Program

Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Prof. Dr., Nuray Alagözlü, Signature)

APPENDIX-Z Yayınlanma ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... / /

(imza)

İlknur KAZAZ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü

- (1) veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

