What are the Affectionate Reactions of Students to Activities by Faculty Members During Courses?

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Abstract

Problem Statement: Faculty members working in the education faculties of universities are expected to show teacher behaviors. In articles on this subject, some research on teacher behavior can be found. Some articles on this subject exist in the literature in foreign countries. These studies show that faculty members teaching in universities do not effectively use the teaching-learning method and techniques in the classroom. This research is necessary to resolve this issue and create solutions.

Purpose of the Study: The present study seeks answers to the questions "According to university students, how frequently do faculty members display the behavior envisaged in the course plan?" and "What are the opinions and values of students in this regard?"

Method: This study used the questionnaire technique of quantitative research and the technique of soliciting written opinion of qualitative research. Descriptive data analysis was conducted on qualitative data. Scores were determined by three experts.

Finding and Results: Students stated that a large majority of faculty members attending courses in education do not give effect to activities envisaged in the course plan in class environments. They stress that this state of affairs makes them lose interest and fosters a negative attitude about such courses and faculty members. Students reported that they have positive feelings for other faculty members who are engaged in activities specified in the course plan and so will take them as their models.

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Conclusion and Recommendations: A significant majority of students want faculty members to display affection in education environments. A faculty member is expected, in this context, not to despise, degrade, and insult students; not to take sides, to behave fairly, and act in a disciplined and serious manner; to give feedback, reinforcement, and hints; and to engage in efforts in class environments to actively involve students. Meanwhile, many studies have shown that feedback, correction, reinforcement, and student participation enhances student performance and achievement. It can also be said that stimulants of this kind influence the affective domain of students, subsequently leading students to develop positive and desired feelings. However, students stressed that they cannot see many of these characteristics in faculty members attending other education courses and they develop negative attitude to these courses and their teachers.

Key words: Education, values, student, process.

Introduction

Faculty members working in education faculties of universities are expected to show teacher behaviors. Some research on teacher behavior can be found in articles about this field. Some articles on this subject exist in the literature in foreign countries. These studies show that faculty members teaching in universities do not effectively use the teaching-learning method and techniques in the classroom. This research is necessary to resolve this issue and to create solutions.

Teachers and faculty members may exhibit many types of behavior in education environments and these can affect students. Many activities in education environments can facilitate learning. Teachers and faculty members must engage in these activities in class environments so that desired behaviors can be passed to others.

A course plan generally consists of a formal dimension, an introduction, an elaboration, a conclusion, and an evaluation (Sonmez, 2011). The formal dimension includes materials and tools; content; main and supporting points; and achievements. Achievements should at least reach the level of practices since education is considered to have materialized when it advances the person concerned to the level of practicing.

The stages of the introduction include drawing attention, motivation, review, and transition to the course (Gagne & Briggs, 1979, p. 108). In the first stage, the teacher may ask an open ended question related to achievements. The teacher may have a short play, film, puppet show, and present cases or tell stories and jokes. Each of these should not exceed five minutes. No response given by students should be labelled as “right” or “wrong”. The expression to be stressed is “Don’t forget this question and your answers; at the end of the course you’ll find the answer together” (Sonmez, 1987).

In the motivation stage, students must be informed about the real life applications they will learn in the course. The review should express the highest level of attainment that the course may provide. In transition to the course, an activity should be organized in the light of attainment taking place in the lowest step (Oliver, 1965, p. 357; Fidan, 1982).

The elaboration stage should ensure feedback, correction, hints, reinforcement, and students' active participation (Bloom, 1976). Also, learning strategies; methods; techniques and tactics that are promising in terms of student performance; and achievement should be phased in when needed and timely (Sonmez, 2011). Different and relevant learning-teaching methods and techniques should be used in education environments when their time has come (discussion, guided discussion, case study, station technique, decision making, demonstration, brainstorming, project development, etc.) (Bloom, 1976). Studies show that there is a meaningful relationship between these and student achievement (Yildiran, 1985; Author, 2012).

The conclusion part may include the final summary, re-motivation, and closing. In the final summary, the main point or the highest-level achievement may be identified. The re-motivation element may just repeat the motivation at the introduction stage. In the closing, the question used earlier to focus attention may be posed again. In cases where 70% of the class can respond to the question, it can be said that the course plan was effective, operable, and valid. Any rate lower than 70% indicates the necessity to revise the plan (Sonmez, 2011).

In the evaluation, at least one question at each level should be asked regarding what the course intends to impart. These questions may be open-ended, multiple choice, or in such forms as true-false and fill-in-the-blanks. Further, it can be phased in as rubric, student file, student peer assessment, parent assessment, or student self-assessment (Kutlu, 2008; Kutlu et. al. 2008).

So far, studies have found no significant relationship between student achievement and characteristics of teachers including age, seniority in profession, education institution they finished, years in education, sex, remuneration, institution of present employment, and marital status (Bloom, 1976; Robinson et.al., 2008); still, some studies suggest that financial support and assistance to the school and teacher significantly improve student performance and achievement (Lavy, 2002). On the other hand, it has been found that there is significant relationship between student performance and achievement and teachers' practices in class environments including feedback, correction, reinforcement, student participation, affection, and appropriate teaching-learning methods, techniques, and tactics (Bloom, 1976; Yıldıran, 1985; Senemoglu, 1987; Sonmez, 1987). In this context, teachers may succeed if they properly mobilize these factors in education environments.

There is also a significant relationship between performance and student's affective entry characteristics (Bloom, 1976), which has been shown by many studies (Author, 2012; Sonmez, 2012; Author, 2011). If students like their teacher and the course, they may adopt the desired behaviors more easily. Children and young people may model their behaviors after others that they like. Adopting models is important in the teaching profession, as well. Students may want to behave like the teachers they appreciate and like. As a matter of fact, studies confirm that students like correct and ethical teacher behavior and have a dislike for unethical and inconsistent patterns of behavior (Sahin, &, Arslan, 2014). Teachers should practically do and demonstrate what they teach in class. In other words, what is said should coincide with what is done; then the teacher is found to be consistent enough to be liked and taken as a model by students. Students may have no respect for teachers or faculty members who fail to demonstrate and practice what they have been talking about. A respected and liked faculty member, on the other hand, may be effective in both imparting desired behavior and in being taken as a model. However, students may display some undesired behaviors in class environments and this may adversely affect education environments (Balay & Saglam, 2008). Teachers should be capable of using several strategies to keep such behavior under control and keep education environment operable when it becomes necessary. This can be considered a desired teacher behavior (Sarıtas, 2006; Girman et al., 2006).

Desired or undesired teacher behaviors may affect students' cognitive, affective, psychomotor, and intuitional behavior. Teaching-learning environments can be made more effective when the teacher behavior that affects achievement is identified. Acquiring positive and consistent affective characteristics may help students attain a healthy psychological state and adopt desired behaviors more easily by taking the faculty member as a model.

According to university students, is there any significant difference between the faculty member in education courses and those from other fields in terms of performing necessary activities while delivering the course? What are the opinions and values of students on this issue? Specifically, this study investigated the following questions:

1. According to university students, is there any significant difference between the faculty member in education courses and those from other fields in terms of performing activities under the introduction part of the course?

2. According to university students, is there any significant difference between the faculty member in education courses and those from other fields in terms of performing activities under the elaboration part of the course?

3. According to university students, is there any significant difference between the faculty member in education courses and those from other fields in terms of performing activities under the conclusion part of the course?

4. According to university students, is there any significant difference between the faculty member in education courses and those from other fields in terms of performing total activities specified in the course plan?

5. What are the opinions and values of students as to levels of performing necessary activities while proceeding in a course by a faculty member in education courses and the other coming from the field?

Method

Research Design

The survey used the descriptive method of quantitative survey and the technique of soliciting written opinions of qualitative surveys together. The extent to which faculty members actually perform what is stated in the course plan was solicited from students through a questionnaire with tested reliability. In the qualitative part of the survey, students were asked to anonymously specify their affective responses to faculty members.

Research Sample

There was no universe and sample determination in the survey. Instead, a relevant case-working group was selected. This group included students attending the departments of Psychological Counselling and Guidance (PDR), Turkish Language and Literature (TLL), Physics, Chemistry, and Mathematics of the Faculty of Education who take courses in education. A working group of this kind made it easier and quicker to reach relevant data. Responses given by students were recorded and transcribed. Bad grammar and incorrectly constructed sentences were corrected with the approval of students and included in the survey.

Research Instrument and Procedure

The present survey used, in the context of a quantitative survey, a questionnaire consisting of 22 questions and, in the context of a qualitative survey, soliciting anonymous written opinions. Students enrolled in faculties of education were asked to complete a questionnaire consisting of 22 questions at the end of the term, following final exams but before their scores were announced. The questionnaire was designed to measure the extent to which a faculty member giving courses in "principles and methods of teaching and program development" used or performed behavior specified in the course plan at a reliability level of .76. The questionnaire asked students to assess the faculty member on a scale from 1 to 7. They were asked how frequently faculty members attending other courses in education displayed such behavior in education environments. They were further asked to anonymously give their opinions and values about faculty members displaying or not displaying such behavior. Opinions of three experts were solicited on the relevance of these questions and a correlation of .72 was found in these opinions, which was considered proof of the validity of the instrument. Students were then asked to anonymously write down the ways in which they are affected by which behaviors of faculty member(s) as well as their opinions and values about these faculty members. This data was examined through a "content analysis and data reduction" methodology. In this context, responses were gathered in categories in terms of nouns, adjectives, adverbs, and pronouns, and their internal consistency was checked.

Validity and Reliability

To determine the internal reliability and consistency of the study, the characteristics and relations of meaning between opinions and values and responses to questions were checked, and these were examined by three experts whose opinions are correlated by .80, which was taken as the reliability coefficient. As for external reliability, the gathered information was openly presented to the working group and maintained so as to make it available to researchers when asked.

Data Analysis

In analyzing the quantitative data, the averages, standard deviation, and t-test of averages were used to determine the extent to which students thought that faculty members exhibited the behavior specified in the course plan. Relevant data was obtained from a questionnaire consisting of 22 questions. In the analysis of qualitative data, on the other hand, frequencies and percentages were used to measure the affective reactions of students to the behavior of faculty members. This data was taken from the responses students gave on the relevant issue.

Results

Table 1 shows the distribution of students taking courses in teaching principles and methods and programme development and teaching in the departments of University X.

Table 1.

Distribution of Students by Department

Departments	No. of Students	%	sd	t value
Sciences (physics, chemistry, mathematics)	147	47	309	1.2
Social Sciences (Turkish Language and Literature, Painting, PDR)	164	53		
Total	311	1.00		

As shown in Table 1, 47% of the 311 students were from the Sciences and 53% were from Social Sciences. Since the calculated t value is smaller than the t value in the table, there is no significant difference between students' distribution between sciences and social sciences.

Table 2 shows data related to the university students' views of the performance in the introductory part of the course of faculty members in education courses and those from other fields.

Table 2.

The Levels of Activities Conducted by Faculty Members in Education Courses and Faculty Members from Other Fields During Course Introductions

	No. of Students	$\overline{X}$	Difference in averages	Standard deviation	sd	t
Faculty Member in Education Courses	311	5.11	2.22	0.11	309	20.18
Faculty Members from Other Fields	311	2.89				

Table 2 suggests that the faculty members in education courses attending courses in teaching principles and methods and program development score, on average, 5.11 points out of 7 in regard to the performance of four activities specified in the introductory part of the course, while the score of faculty members coming from other fields is 2.89. The t value was found to be 20.18. This calculated t value is greater than the value shown in Table 2, at .05 significance and 309 degrees of freedom.

Table 3 gives data related to the performance in activities related to the elaboration part of the course of faculty member in education courses and those from other fields, according to university students.

Table 3.

The Levels of Activities Conducted by Faculty Members in Education Courses and Faculty Members from Other Fields during the Elaboration Part of the Course

	No. of Students	$\overline{X}$	Difference in averages	Standard deviation	sd	t
Faculty Member in Education Courses	311	4.64	1.21	0.30	309	4.03
Faculty Members from Other Fields	311	3.43				

Table 3 suggests that faculty members in education courses attending courses in teaching principles and methods and program development score, on average, 4.64 points in regard to the performance of activities specified in the elaboration part of the course, while the score of faculty members coming from other fields is 3.43. The calculated t value is greater than the value shown in Table 3, at .05 significance and 309 degrees of freedom.

Table 4 presents data related to the performance in activities related to the conclusion part of the course of faculty members in education courses and those from other fields, according to university students.

Table 4.

The Levels of Activities Conducted by Faculty Members in Education Courses and Faculty Members from the Field during Conclusion Part of Courses

	No. of Students	$\bar{X}$	Difference in averages	Standard deviation	sd	t
Faculty Member in Education Courses	311	4.84	2.17	0.32	309	6.78
Faculty Members from Other Fields	311	2.67				

According to Table 4, the faculty member in education courses attending courses in teaching principles and methods and program development score, on average, 4.84 points in regard to the performance of activities specified in the conclusion part of the course, while the score of faculty member from other fields is 2.67. The calculated t value is greater than the value show in Table 4, at .05 significance and 309 degrees of freedom.

Table 5 gives data related to the performance in all activities under the course plan for faculty members in education courses and those from other fields, according to university students.

Table 5.

Data Related to Levels of Faculty Members in Education Courses and Faculty Members from the Field in Terms of All Activities Included in the Course Plan

	No. of Students	$\bar{X}$	Difference in averages	Standard deviation	sd	t
Faculty Member in Education Courses	311	4.86	1.87	0.24	309	7.79
Faculty Members from Other Fields	311	2.99				

According to Table 5, the faculty members in education courses attending courses in teaching principles and methods and program development score, on average, 4.86 points in regard to the performance of all activities specified in the course plan, while the score of the faculty members from other fields is 2.99. The calculated t value is greater than the value show in Table 5, at .05 significance and 309 degrees of freedom.

The opinions and values of students regarding faculty members performing or not performing activities specified in the course plan were derived from their written statements. This data was arranged and tabulated through the method of data reduction. While doing this, the behavior of the faculty members appraised by students was classified. In other words, adjectives, adverbs, and pronouns falling in the same category were grouped together. The opinions of students were taken as they were expressed with some slight corrections in grammar. The opinions of students were arranged into 20 categories as agreed by three experts (80%, on average). Tables 6 and 7 show the outcomes of this classification.

Table 6.

Appraised behavior by Faculty Members Coming from the Science of Education

Class behavior of faculty members from education appraised by students	Frequency	Percentage %
Approaches with affection	246	79
Attends and leaves the class on time	308	99
Does not get angry and scold	236	76
Sets the rules at the beginning and does not compromise; has authority and is serious	230	74
Demonstrates the principles and rules of teaching and ensures our participation	227	73
Teaches, tries to teach the logic of things	221	71
Repeats, gives new examples and explains	215	69
Shows us our exam papers and homework, listens to objections, lets us find and correct our mistakes	221	71
Behaves fairly, does not take sides	233	75
Employs various methods of learning-teaching (station, case study, discussion, etc.)	221	71
Allows us to speak up, involves us in courses, solicits our views and listens to us	165	53
Does not send us to sleep in classes, draws our interest and attention	165	53
Does not insult, despise, humiliate, or hold a grudge	215	69
Teaches as applied useful information and skills	227	73
Keeps his/her promises	215	69
Reinforces, encourages, and rewards	224	72
Sets examples and models	215	69
Practices and demonstrates what is said verbally	215	69
Lets us ask questions	215	69
Responds to our questions tirelessly	233	75

As shown in Table 6, 99% of students expressed the timely start and end of the class by faculty members as an appraised behavior. Other behaviors on the part of faculty members appraised by their students include affection (79%); refraining from getting mad or scolding (76%); fair conduct and responding to questions without any sign of exhaustion (75%); keeping promises, being serious and disciplined, stating the rules at the beginning, and avoiding any compromise (74%); giving useful and applicable information (73%); supplying reinforcement, feedback, and correction, while encouraging students' active participation to the course (72%); employing a variety of teaching methods, keeping students interested, listening to their objections, and demonstrating mistakes made in homework and exams (71%); and going deep into the logic of issues, repeating, and giving examples (71%). Other comments of appraisal by students include "lets us say our word", "includes us in the course, takes our opinions into account", "does not let us sleep in the class", and "keeps our attention fresh" (53%).

Table 7 shows areas of disapproved behavior of faculty members coming not from education but from other fields.

Table 7.

Disapproved Behavior of Faculty Members not from the Branch of Education (Coming from other fields)

Behavior of faculty members not coming from education displayed in classes and disapproved by students	Frequency	Percentage %
They never demonstrate in classes what they say about education	306	98
What they lecture in classes is inconsistent with what they actually do	308	99
They don't attend classes on time	236	76
I fall asleep in many classes	292	94
They read out from slides on the screen and make us repeat it	227	73
They keep repeating the same content in many courses	221	71
I talk about these with my friends	215	69
Tests do not measure our knowledge and skills	221	71
I'll take the KPSS test and learn again by attending a private course	308	99
They reprimand and humiliate us	221	71
We cannot see our exam papers; they get angry when we raise objections and tell us to prepare an official petition	216	69
They have their favorites and adulators	165	53
Thy are conceited	215	69
They are after making money	227	73
They follow religious sects and political figures	215	69
Each academic can attend any course, related or not, when they want	224	72
They are far from science and research	215	69
They never demonstrate in classes what they say about education	306	98

According to Table 7, 94 to 99% of students hold such opinions as "*They never demonstrate in classes what they say about education*", "*I'll take the KPSS test and learn again by attending a private course*", and "*I fall asleep in many classes*." Of the students participating in this study, 53% think that faculty members have their favorites and adulators. Comments on 13 additional types of disapproved and undesired behavior of faculty members cover 69 to 76% of responding students.

Discussion and Conclusion

A significant majority of students want faculty members to display affection in education environments. In other words, faculty members should avoid any act or behavior despising, humiliating or insulting their students; instead they should display behavior fair to all students in classroom environments. In fact, 56 to 60% of students confirm that a faculty member attending two courses in education display this positive behavior in class environment. Remarks by students confirming this appraisal include "*you don't scold us, you are quite patient, you value us and you repeat and give examples without getting tired.*" Studies confirm that affection on the part of faculty members leads to the formation of positive cognitive and affective attributes in students (Sonmez, 1987; Yildiran, 1985; Senemoglu, 1987; Sonmez, 1987; Author, 2001; Author, 2006; Author, 2008; Cetin, 2013). The importance of affection is also supported by such remarks as "*I appreciate you much and take you as model for behaving this way to us. I want to be like you in future. So far, there was no other faculty member behaving as you do. Yet this is the way all faculty members should follow. I attend the class with full eagerness. It is your behavior that made me feel that I am in a university indeed. Why don't other faculty members behave as you do?*"

Many studies also show that feedback, reinforcement, correction, and student participation also improve student performance and achievement. (Bloom, 1976, Yildiran, 1985; Senemoglu, 1987; Author, 2001; Sonmez, 2012). It is also possible to say that inducements of this kind influence the affective domain of the student, as confirmed by statements such as the following: "*You give us feedback, reward and encourage us. You show us our mistakes in tests and ways of correcting them. You allow us to raise questions. You are engaged in positive behavioral interventions*" (Bradshaw et al., 2015). "*You give us opportunities to demonstrate and apply what we have learned. Whenever we make a mistake, you immediately correct and help us do the right thing. (The faculty member) teaches us in applied form information and skills that will be of use to us… Demonstrates the principles and rules of teaching and let us apply them.*" Positive interaction of this kind may serve to build motivation among students and make them feel much better (Petegem et. al., 2008). It may contribute to positive personality formation and development, which contributes to student performance (Van Den Broeck et al., 2005; Johnson et al., 2011). There are some studies suggesting that positive classroom environments and effective teaching-learning processes led by teachers are significantly and positively correlated with student performance and achievement (Opdenakker & Van Damme, 2000).

In addition to these, appraised and approved behavior of faculty members also includes the following: "*Starting and leaving the class on time… Keeps his/her promises… Does not insult, despise, or humiliate, and avoids growing hatred… Doesn't let students fall at sleep in the class… Employs diverse methods of teaching-learning (i.e. station method, case study, discussion, etc.)… Teaches the essence and logic of things; sets the rules at the beginning and doesn't compromise…Serious and disciplined…*" (Muijs & Reynolds, 2005; Day et al., 2005). Students stressed that they do not observe many of these positive patterns of behavior in other faculty members. Negative attributions include: "*They never demonstrate in classes what they say… They say they know what the theory is and leave practice to students and teachers… They don't attend their classes on time… I keep looking at my watch in class and they finish it earlier anyway… I fall asleep in many classes… First they read out from projection and then tell us to read it over… Nobody actually listens… They have the routine of plain lecturing and want us to learn by rote… They say the same thing over and over again, I get bored and start chatting with my* *classmates… Tests do not measure our knowledge and skills, they are multiple-choice and we just guess… You may fail after studying so hard while others may pass just for being among favorites of the teacher… I'll take the KPSS test and learn again by attending a private course… We have no chance to see exam papers we delivered, when we raise objection they get mad and tell us to file a petition for it… They are conceited; they have their favorites and adulators… They are greedy to get more money after religious sects and local political figures… Any teacher may attend any class at random; they are far from science and research, and I don't have respect to them."* Such statements may explain why students are not much interested in education courses and their teaching staff (Sonmez, 1987; Author**,** 1994, Author**,** 2011). Some studies show that undesired behavior in class environments on the part of both teachers and students has a negative effect on these environments (Balay & Saglam, 2008).

This kind of study may be repeated with other faculty members attending different courses. Faculty members should be given applied training in how to behave with students. While teaching in their field, faculty members should be able to use a variety of relevant teaching-learning methods and techniques in class. A study may be conducted at each school, class, and course level on what students like and dislike about the behavior of their teachers. The programs of courses in education faculties on the profession of teaching may be reconsidered on the basis of information obtained. Faculty members should not attend all courses; each faculty member should attend courses in which they have had their postgraduate degrees. A regulation should be prepared to ensure this.

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Öğretim Üyelerinin Derste Sergiledikleri Etkinlikler Konusunda Öğrencilerin Duyuşsal Tepkileri Nelerdir?

Atıf:

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Özet

Problem Durumu: Eğitim fakültelerinde görev yapan üniversite öğretim üyelerinin öğretmenlik davranışlarını göstermesi beklenmektedir. Alan yazında öğretmenlik davranışlarına ilişkin olarak bazı araştırmalara rastlanılmaktadır. Yurtdışı alan yazın incelendiğinde de bu alanda yapılmış çalışmalar vardır. Yapılan araştırmalarda üniversitelerde ders veren öğretim üyelerinin öğrenme-öğretme yöntem ve tekniklerini sınıf ortamında etkili bir şekilde kullanmadıkları görülmektedir.

Bu etkinlikler, öğretmen ve öğretim üyesince sınıf ortamında sergilenmelidir. Bir ders planı genellikle biçimsel boyut, giriş, geliştirme, sonuç ve değerlendirme bölümlerinden oluşabilir. Biçimsel Boyutta araç-gereçler, içerik, ana ve yardımcı noktalar, kazanımlar yer alır.

Giriş bölümünde dikkati çekme, güdüleme, gözden geçirme ve derse geçiş basamakları aşamalı olarak sıralanır. Dikkati çekme basamağında öğretmen kazanımlarla ilgili açık uçlu bir soru sorabilir. Kısa bir drama, film, kukla, örnek olay sunulabilir. Güdüleme basamağında derste öğreneceklerinin yaşamda ne işe yarayacağı belirtilmelidir. Gözden geçirmede ise o derste kazandırılacak en üst

düzeydeki kazanım söylenmelidir. Derse geçişte en alt basamaktaki kazanıma göre bir etkinlik düzenlenmelidir.

Geliştirme bölümünde dönüt, düzeltme, ipucu, pekiştireç ve öğrencinin etkin katılımı sağlanmalıdır. Ayrıca kazanımlara ve öğrenciye uygun öğrenme strateji, yöntem, teknik ve taktikleri yeri ve zamanı gelince işe koşulmalıdır. Eğitim ortamında değişik ve uygun öğrenme-öğretme yöntem ve teknikleri yeri ve zamanı gelince kullanılmalıdır. Bunlarla öğrenci erişisi arasında anlamlı ilişki olduğu yapılan araştırmalarla gösterilmiştir.

Sonuç bölümü ise son özet, tekrar güdüleme ve kapanıştan oluşabilir. Son özette ana nokta, ya da en üst düzeydeki kazanım söylenebilir. Tekrar güdülemede girişteki güdülemenin aynısı yapılabilir. Kapanış ta ise, dikkati çekmedeki soru yeniden sorulabilir. Sınıfın en az %70'i sorunun yanıtını verebiliyorsa, ders planının etkili, kullanışlı ve geçerli olduğu söylenebilir.

Değerlendirme bölümünde o derste kazandırılacaklarla ilgili her düzeyde en az bir soru sorulmalıdır. Bu sorular açık uçlu, yazılı, çoktan seçmeli, doğru yanlış, doldurmalı olabilir. Ayrıca rubrik, öğrenci dosyası, öğrenci akran değerlendirmesi, veli değerlendirmesi, öğrencinin kendini değerlendirmesi şeklinde işe koşulabilir.

Araştırmanın Amacı: Bu araştırmada, öğretim üyesinin ders planında saptanan temel etkinliklerden hangilerini sergilediğini ve bu konudaki öğrenci görüşlerini saptamak ve çözüm bulmak amaçlanmıştır. Üniversite öğrencilerine göre eğitim dersleri öğretim üyesi ile alandan gelen öğretim üyesinin bir dersi işlerken gereken etkinlikleri yapma düzeyleri arasında anlamlı bir fark var mıdır? Üniversite öğrencilerine göre eğitim dersleri öğretim üyesi ile alandan gelen öğretim üyesinin dersin giriş, geliştirme, sonuç, ders planındaki toplam etkinlikleri yapma düzeyleri arasında anlamlı bir fark var mıdır? Öğrencilerin bu konudaki görüşleri ve değerleri nedir?

Araştırmanın Yöntemi: Araştırmada, nicel araştırmanın anket tekniği ile nitel araştırmanın yazılı görüş alma tekniği kullanıldı. Nitel veriler üzerinde betimsel veri analizi yapıldı. Puanları üç uzmanca belirlendi. Bu araştırmada, nicel araştırmanın yirmi iki sorudan oluşan anket formu ve nitel araştırma yönteminin ad belirtmeden yazılı görüş alma tekniği kullanılmıştır. Araştırmada eğitim fakülteleri öğrencilerine dönem sonunda, bitirme sınavlarından sonra, notlar açıklanmadan " **öğretim ilke ve yöntemleri ile program geliştirme derslerine bir öğretim üyesinin** ders planındaki hangi davranışları sınıf ortamında kullandığını ölçen" güvenirliği.76 bulunan 22 sorudan oluşan bir anketi yanıtlamaları istendi. Araştırmanın iç güvenirliği ve tutarlılığını saptamak için de sorulara verilen yanıtlarla, **görüş ve değerler** arasındaki anlam ilişkilerine, özeliklerine bakıldı. Bu üç uzmanın görüşleri arasında **.80'lik bir ilişki bulundu**. Bu ilişki **güvenirlik katsayısı** olarak kabul edildi. Araştırmada **evren ve örneklem tayinine gidilmedi**. Bunun yerine **uygun durum çalışma grubu** seçildi.

Araştırmanın Bulguları: Öğrenciler eğitim derslerine giren öğretim üyelerinin büyük bir çoğunluğunun ders planındaki etkinlikleri sınıf ortamında yerine getirmediklerini belirtmişlerdir. Bu durumun bu tür eğitim derslerine ve öğretim üyelerine karşı onlarda olumsuz ilgi ve tutumlarının oluşmasına neden olduğunu vurgulamışlardır. Ders planındaki etkinlikleri yerine getiren öğretim üyesine karşı ise, olumlu duygular oluşturmuşlar ve onu örnek alacaklarını söylemişlerdir.

Öğrenci yüzdeleri arasında anlamlı bir fakın olup olmadığı yüzdeler arası farkın test edilmesinde kullanılan t testiyle yoklanmıştır. Hesaplanan t değeri, tablodan okunan t değerinden küçük olduğundan öğrencilerin fen ve sosyal bilimlere dağılımları arasında anlamlı bir fark yoktur. Çalışma grubunda bulunan öğrenciler sosyal ve fen bilimlerine aynı yüzde ile dağıldıkları söylenebilir.

Öğretim ilke ve yöntemleri ile program geliştirme ve öğretim derslerine giren **eğitim dersleri öğretim üyesinin** giriş bölümündeki toplam dört etkinliği toplam yedi üzerinden ortalama 5.11; **alandan gelen öğretim üyelerinin** giriş bölümündeki toplam dört etkinliği, yedi üzerinden ortalama 2.89 düzeyinde sergiledikleri söylenebilir. Bu verilere dayanarak, öğretim ilke ve yöntemleri ile program geliştirme ve öğretim dersine giren **eğitim dersleri öğretim üyesinin**, alandan gelen öğretim üyelerine göre dersin **giriş bölümündeki** etkinlikleri daha üst düzeyde yerine getirdiği söylenebilir.

Öğretim ilke ve yöntemleri ile program geliştirme ve öğretim derslerine giren eğitim dersleri öğretim üyesinin **geliştirme bölümündeki** etkinlikleri yapma ortalaması 4.64; alandan gelen öğretim üyelerinin geliştirme bölümündeki etkinlikleri yapma ortalaması ise 3.43'tür. Bu verilere dayanarak, öğretim ilke ve yöntemleri ile program geliştirme ve öğretim dersine giren **eğitim dersleri öğretim üyesinin**, alandan gelen öğretim üyelerine göre **dersin geliştirme** bölümündeki etkinlikleri daha üst düzeyde yerine getirdiği söylenebilir.

Öğretim ilke ve yöntemleri ile program geliştirme ve öğretim derslerine giren eğitim dersleri öğretim üyesinin **dersin sonuç bölümündeki** etkinlikleri yapma ortalaması 4.84; alandan gelen öğretim üyelerinin sonuç bölümündeki etkinlikleri yapma ortalaması ise 2.67'dir. Bu verilere dayanarak, öğretim ilke ve yöntemleri ile program geliştirme ve öğretim dersine giren **eğitim dersleri öğretim üyesinin**, alandan gelen öğretim üyelerine göre **dersin sonuç bölümündeki** etkinlikleri daha üst düzeyde yerine getirdiği söylenebilir.

Öğretim ilke ve yöntemleri ile program geliştirme ve öğretim derslerine giren eğitim dersleri öğretim üyesinin ders planındaki **tüm etkinlikleri yapma** ortalaması 4.86; alandan gelen öğretim üyelerinin ise 2.99'dur. Bu verilere dayanarak, öğretim ilke ve yöntemleri ile program geliştirme ve öğretim dersine giren **eğitim dersleri öğretim üyesinin**, alandan gelen öğretim üyelerine göre ders planındaki **tüm etkinlikleri** daha üst düzeyde yerine getirdiği söylenebilir.

Araştırmanın Sonuçları ve Önerileri: Öğrencilerin anlamlı bir çoğunluğu, öğretim üyesinin eğitim ortamında sevgi göstermesini istemişlerdir. Böyle bir öğretmenin öğrencileri küçük görmeme, aşağılamama, hakaret etmeme, taraf tutmama, adil davranma, otoriter ve ciddi olma, dönüt, düzeltme, pekiştireç, ipucu verme, öğrenciyi derse etkin katma etkinliklerini sınıf ortamında sergilemesi gerekir. Buna karşın öğrenciler diğer eğitim derslerine giren öğretim üyelerinde bu tür davranışların çoğunu görmediklerini, derslere ve o öğretim üyelerine karşı olumsuz duygular oluşturduklarını vurgulamışlardır. Öğretim üyesi alanını öğretirken çeşitli ve değişik uygun öğrenme-öğretme yöntem ve tekniklerini sınıf ortamında kullanabilmelidir. Bunu için uygulamalı bir eğitimden geçmelidir. Her okul, sınıf ve ders düzeyinde öğrencilerden öğretmenlerinin hangi davranışlarını beğenip beğenmedikleri nedenleriyle araştırılabilir. Bu verilerden sonra eğitim fakültelerinde öğretmenlik mesleğine ilişkin derslerin programları yeniden düzenlenebilir.

Anahtar Sözcükler: Eğitim, değer, öğrenci, süreç.