



IMPACT OF COLLABORATIVE LEARNING METHOD ON TEACHING PLAN PREPARATION OF PRE-SERVICE MATHEMATICS TEACHER

Assoc. Prof. Ali Bozkurt
Gaziantep University
TURKEY
alibozkurt@gantep.edu.tr

Dr. Murat Akkus
Adnan Menderes University
TURKEY
makkus@adu.edu.tr

Abstract

This study examines the impact of a collaborative learning method on teaching plan preparation for pre-service mathematics teachers. The study was involved 138 pre-service mathematics teachers of a state University Education Department of Primary Mathematics Education in South of Turkey. The impact of the collaborative learning method on pre-service teachers was examined using the items in the measurement form. It was seen that collaborative learning generally has a positive impact on pre-service teachers. It was realized that this method creates an original product; cooperation by group members, which helps them perform a given task, what is demanded is perceived more easily, and the group can attain the desired academic level reached individually more rapidly. In addition, pre-service teachers emphasized that this method will develop their social skills and the reliability of the knowledge will be understood more quickly.

Keywords: Collaborative learning method, Plan preparation, Mathematics education, Affective Impacts, Behavioral Impacts, Cognitive Impacts.