



THE CRITERIA THAT TEACHER CANDIDATES SUGGEST IN EVALUATION OF TEACHING PRACTICES OF LIFE SCIENCE/SOCIAL STUDIES

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Abstract

It has been analyzed in this study the criteria that classroom teacher candidates suggest for the evaluation of teaching practices in Life Science and Social Studies classes. The research has been in the scanning model and the study group consists of 180 3rd grade teacher candidates studying at Education Faculty, Rize University. In order for the data collection, the classroom teacher candidates have been asked according to what criteria they would like to evaluate the teaching practices of Life Science and Social Studies. The evaluation form has been used to evaluate sample teaching practices of teacher candidates in Life Science and Social Studies classes since the 2007-2008 academic year so its validity has been tested. Each academic year, the form has been re-examined and evaluated with new teacher candidates. In this way, the teacher candidates have been provided to evaluate themselves with their own criteria. In the evaluation form, there are 34 items. As a result of the research, it has been found out that the teacher candidates get prepared for the classes considering material usage, teaching approaches/methods and techniques, personal characteristics, overall planning, classroom management...etc and they expect to be evaluated with the criteria belonging these titles. Suggestions have been made in line with the findings of the study.

Key Words: Teaching Life Science, Teaching Social Studies, Teacher Candidate.