



FARKLI AKADEMİK UNVANLARA SAHİP FEN ÖĞRETMENLERİNİN BRANŞLARA GÖRE MODEL VE MODELLEME HAKKINDAKİ GÖRÜŞLERİ

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Abstract

The objective of this study is to determine the role of model and modelling on learning and teaching, the content of modelling, classification of scientific models used in science education, opinions of science teachers with different academic titles who train at secondary science schools about model and modelling, according to their branches. In the study, descriptive-review method was used in determining whether there were differences between the opinions of science teachers about model and modelling, according to their branches (mathematics, physics, chemistry and biology) and academic titles (undergraduate and post graduate). The study involves science teachers in various science high schools. A survey with five point likert scale was used and performed on 96 science teachers in the study. As a result of the study, it was determined that science teachers frequently use the models in school books during their lessons, they do not have adequate information about the models and have not been taught on this subject before. It was also determined that teachers gave different answers to some of the survey items according to their branches. In the study, according to three items from the lower problem of the structural change of models, it was determined that there is a significant difference between the opinions of mathematics teachers and the opinions of physics and chemistry teachers. Analysing the answers given to the survey items by science teachers according to their academic status (undergraduate and post graduate), it was concluded that there is no difference between the opinions of undergraduate and post graduate teachers, regarding model and modelling.

Key Words: Models, Modelling, Using of The Models, Science Teachers, Science Teaching.