

Evaluation of Professional Teaching Knowledge Courses^{*}

Serap Nur Dumanⁱ

Kırıkkale University

Gürcü Koç Erdamarⁱⁱ

Gazi University

Abstract

With this research, it is aimed to evaluate professional teaching knowledge courses considering the opinions of the academic instructors and pre-service teachers. Phenomenology was used in the research designed in accordance with the descriptive research method. The study group of the research was determined by criterion sampling method. The main criteria were Nomenclature of Units for Territorial Statistics, the establishment dates of the universities and the availability of four common departments in the universities. Based on those criteria, 116 academic instructors and 328 pre-service teachers participated in the research. Semi-structured interview form was used. Content analysis was made for the data gathered. On the basis of findings obtained from the research, it was determined that the objectives of professional teaching knowledge courses were different and those courses attained the objectives at knowledge and comprehension level in general. Besides that, findings related to the content of professional teaching knowledge courses were emerged from the data, with titles such as the currency of content, new course subjects proposed to be added, and the relationship of the course to the PPSE (Public Personnel Selection Examination). It was determined that professional teaching knowledge courses were usually delivered by the presentation of courses for teaching-learning process through the method of teaching strategy and lecturing. Additionally, it was seen that the pre-service teachers gave a lecture in some courses. It was also realized that the process of measurement and evaluation of professional teaching knowledge courses were generally managed with the consideration of result-oriented measurement and through multiple-choice measurement instruments.

Keywords: Professional Teaching Knowledge, Teacher Training Programs

DOI: 10.29329/ijpe.2020.268.16

* This article is produced from "The Evaluation Of Teaching Profession Knowledge Courses Offered In Pre-Service Teacher Training" doctoral dissertation and was presented as a summary paper at the ICCI-EPOK Congress-2019.

ⁱ **Serap Nur Duman**, Research Assist Dr., Educational Sciences, Kırıkkale Üniversitesi, ORCID: 0000-0002-4535-2144

Correspondence: serapnurcanoglu@gmail.com

ⁱⁱ **Gürcü Koç-Erdamar**, Assoc. Prof. Dr., Educational Sciences, Gazi University, ORCID: 0000-0001-6753-0151

INTRODUCTION

The professional field knowledge for pre-service teacher training programs is prepared in accordance with the course contents covering professional knowledge and general knowledge categories (National Education Law, 1973). On account of the differences between the teacher training institutions regarding the distribution and organization of those content categories within the program, it was decided to organize the contents within the program on the basis of decisions taken at the 11th National Education Council. In the council, it was stated that teacher training programs should be structured with the approach of parallel arrangement and the weight of content categories within the program was concluded. The weight of the courses for professional knowledge within the four-year-teacher training programs was accepted as 25% and increasing the place and importance of those courses within the program from the first to the fourth year was taken into consideration (Ministry of National Education, 1982). That regulation made for the teacher training programs was maintained until 1997. In the academic year 1997-1998, with the implementation of 8-year-compulsory primary education, new arrangements were needed for teacher education and teacher training programs. In the framework of that new arrangement made by the Council of Higher Education (CoHE), the professional teaching knowledge courses were included in the programs consistent with the courses for professional field knowledge. Also, practice hours were added to the courses for professional knowledge and with that addition, it was aimed for pre-service teachers to be able to put their knowledge and skills into practice (CoHE, 1998). Within that period, it was targeted to ensure the pre-service teachers to gain their professional competence by balancing theory and practice in the teacher training programs. However, Turkey's involvement in the European Higher Education Area in 2003 and the changes that the Ministry of National Education made in the primary education programs required to reconsider the teacher training programs, as well. By the new regulations put into effect in the academic year 2006-2007, it was tried to bring teacher training programs into conformity with the programs included in the European Union countries. When the changes made to the courses for professional knowledge within the scope of that regulation are analyzed, it is seen that the practice hours of the courses for professional knowledge has already decreased. In addition to this, it is clearly understood that some changes in the terms and titles of the courses have been made (CoHE, 2007). The teacher training programs were last renewed and organized in accordance with the regulation made in 2018. In that regulation, it was observed that studies mostly for the content of professional teaching knowledge courses were carried out and the course hours were reduced in some of the courses for professional knowledge (CoHE, 2018). With this regulation, the application hours of the courses for professional knowledge are removed, apart from the Teaching Practice-I and Teaching Practice-II courses. The courses for professional knowledge as such; are continued as a two-hour theoretical course now. Among the regulations made in 1997, 2006 and 2018, it was determined that the programs with the least practical hours and the most theoretical course hours were made in 2018 (TEDMEM, 2019). The final version of the courses for professional knowledge is given in Table 1.

Table 1. The Courses for Professional Knowledge

The Courses	Theoretical Course Hours	Practice Course Hours
Educational Psychology	2	0
Instructional Principles and Methods	2	0
Measurement and Evaluation	2	0
Classroom Management	2	0
Teaching Practice-1	2	6
Teaching Practice-2	2	6

Considering the place of professional teaching knowledge courses within the scope of teacher training programs from 1982 to 2018, it was determined that the weight of the courses within the program had a quantitative increase. Nevertheless, the fact that a comprehensive study for the evaluation of the program regarding the courses for professional knowledge is not available and the existing researches are limited to the certain courses or programs and schools causes the professional courses within the scope of teacher training programs not to be evaluated accurately (Aslan, 2015;

Atik Kara, 2012; Aydin, 2011; Caner, 2018; Celen, 2016; Demir, 2012; Kahramanoğlu, 2010; Kocabatmaz, 1998; Kumru, 2010.; Kuzu, 2015; Şahin, 2003; Yıldırım, 2016).

In consequence, it has been determined that there is a need for a comprehensive evaluation of the courses for professional knowledge which are considered important in terms of enabling pre-service teachers to gain their basic professional competence. With this research, it is tried to contribute to the better evaluation of the arrangements made for professional teaching knowledge courses and to present scientific data to the CoHE and teacher training institutions regarding the development of teacher training programs. In this context, the main research problem is to evaluate the professional teaching knowledge courses in terms of their objective, content, learning-teaching process and evaluation methods. Based on this, the sub problems of the research are in the following.

1. Concerning the objectives of professional teaching knowledge courses taught at the faculty of education,
2. Concerning the content of professional teaching knowledge courses taught at the university,
3. Concerning the learning-teaching process of professional teaching knowledge courses taught at the university,
4. Concerning the measurement and evaluation process of professional teaching knowledge courses taught at the university,
 - a. What are the academic instructors' opinions?
 - b. What are the pre-service teachers' opinions?
 - c. Do the opinions differ according to the universities?

These three questions were asked for all sub-problems.

METHOD

In this part of the study, information about the research model, study group, data collection tools used in the research, the collection and analysis process of the data are given.

Research Model

Descriptive research design was used in the research. Descriptive research method aims to describe an existing situation or phenomenon as they are at present, without any intervention (Karasar, 2013, p. 77; Sönmez & Alacapınar, 2013, p. 48). With this aspect, in the research, the professional teaching knowledge courses (Educational Psychology, Instructional Principles and Methods, Measurement and Evaluation, Classroom Management, Teaching Practice) included in teacher training programs were evaluated as they were in the programs without making any intervention. Also, the research was designed in accordance with phenomenology which is one of the qualitative research methods. In accordance with the phenomenological design, the experiences of academic instructors and pre-service teachers participating in the research were directly included and the evaluations regarding professional teaching knowledge courses were obtained through their experiences (Patton, 2014, p. 107).

Study Group

In order to determine the study group of the research, criterion sampling which is one of the purposeful sampling methods was used. Based on the criteria determined by criterion sampling, it is aimed to collect data from the study group that fits the purpose of the research (Yıldırım & Şimşek, 2013, p. 140). For this reason, the main criteria used to determine the study group are Nomenclature of Units for Territorial Statistics (NUTS), the establishment dates of the universities and the availability of four common departments in the universities. Regarding the first of these criteria, Turkey is divided into twelve regions by the Statistical Office of the European Union (Eurostat). These regions are specified as Istanbul, West Marmara, Aegean, East Marmara, West Anatolia, Mediterranean, Central Anatolia, West Black Sea, East Black Sea, Northeast Anatolia, Central East Anatolia and Southeast Anatolia (Eurostat, 2019). The regions mentioned above were arranged as to be eight regions by taking the establishment dates of the universities into consideration. Moreover, it was considered that the academic programs for Science Teaching, Elementary Mathematics Teaching, Turkish Language Teaching and Classroom Education were present at the universities determined. With the universities determined according to the given criteria, it was aimed to make both inter-program and inter-faculty comparisons in the evaluation of professional teaching knowledge courses. The information relevant to these universities is given in Table 2.

Table 2. Determination of the universities in the Study Group of the Research

NUTS-1	Universities	Establishment
TR1. İstanbul	TR11.Yıldız Teknik	2003
TR2. East Marmara	TR21.Sakarya	1997
TR3. West Marmara	TR41.Uşak	2006
TR4. Aegean	TR51.Gazi	1982
TR5. West Anatolia	TR71.Mersin	1999
TR6. Middle Anatolia	TR91. Tokat Gaziosmanpaşa	1999
TR7. Mediterranean		
TR8. East Blacksea		
TR9. West Blacksea		
TRA. Northeast Anatolia	TRB1. Van Yüzüncü Yıl	1993
TRB. Middle East Anatolia		
TRC. Southeast Anatolia	TRC1. Ziya Gökalp	1982

Following the determination of the universities included in the research, the academic instructors and pre-service teachers were identified. Within that period, five of the professional teaching knowledge courses were specified and the academic instructors and pre-service teachers who had experience with the specified courses were included in the research. Two criteria were observed while determining those courses. The first criterion was that the courses were for the divisions under the Department of Educational Sciences. Accordingly, Instructional Principles and Methods course from the Education Programs and Teaching Department, Measurement and Evaluation course from the Department of Measurement and Evaluation in Education, Classroom Management course from the Department of Educational Administration and Educational Psychology from the Department of Psychological Counseling and Guidance were selected. In addition to those courses, Teaching Practice, which is the common course of the Department of Educational Sciences, was also determined as the fifth course for professional knowledge. This course is phased with Teaching Practice-1 and Teaching Practice-2 now. Also, the course of Teaching Practice was particularly included in the research since it was the only course within the scope of which the practice hours were more weighted in comparison to the other professional knowledge courses. The second criterion in the determination of the courses was to include at least one course for professional knowledge from each grade level. Concerning that criterion, Educational Psychology among the courses at the first-grade, Instructional Principles and Methods among the courses at the second-grade, Measurement and Evaluation and Classroom Management among the courses at the third-grade and Teaching Practice among the courses at the fourth-grade were determined. The academic instructors having experience for the specified courses and pre-service teachers as the final year undergraduate students constituted

the study group of the research. Detailed information about the academic instructors in the study group is given in Table 3.

Table 3. Academic Instructors in the Study Group

University / Faculty	PTK Course	Number of Academic Instructors Interviewed
Gazi / Gazi Education	Educational Psychology	3
	Instructional Principles and Methods	3
	Measurement and Evaluation	3
	Classroom Management	3
	Teaching Practice	4
Dicle / Ziya Gökalp Education	Educational Psychology	1
	Instructional Principles and Methods	3
	Measurement and Evaluation	3
	Classroom Management	3
	Teaching Practice	4
Mersin / Education	Educational Psychology	3
	Instructional Principles and Methods	3
	Measurement and Evaluation	3
	Classroom Management	3
	Teaching Practice	4
Van Yüzüncü Yıl / Education	Educational Psychology	3
	Instructional Principles and Methods	3
	Measurement and Evaluation	1
	Classroom Management	2
	Teaching Practice	4
Sakarya / Education	Educational Psychology	3
	Instructional Principles and Methods	3
	Measurement and Evaluation	2
	Classroom Management	3
	Teaching Practice	4
Yıldız Technical / Education	Educational Psychology	3
	Instructional Principles and Methods	3
	Measurement and Evaluation	1
	Classroom Management	3
	Teaching Practice	4
Uşak / Education	Educational Psychology	3
	Instructional Principles and Methods	3
	Measurement and Evaluation	1
	Classroom Management	3
	Teaching Practice	4
Tokat Gaziosmanpaşa / Education	Educational Psychology	3
	Instructional Principles and Methods	2
	Measurement and Evaluation	2
	Classroom Management	3
	Teaching Practice	4
Total		116

The academic instructors participating in the research are 116 academicians working actively in four departments at eight universities. Detailed information about the pre-service teachers participating in the research is also given in Table 4.

Table 4. Pre-Service Teachers in the Study Group

University / Faculty	Academic Program	Number of Pre-Service Teachers Interviewed
Gazi / Gazi Education	Science Teaching	9
	Mathematics Teaching	10
	Turkish Language Teaching	10
	Classroom Education	11
Dicle / Ziya Gökalp Education	Science Teaching	10
	Mathematics Teaching	12
	Turkish Language Teaching	11
	Classroom Education	12
Mersin / Education	Science Teaching	10
	Mathematics Teaching	9
	Turkish Language Teaching	11
	Classroom Education	11
Van Yüzüncü Yıl / Education	Science Teaching	10
	Mathematics Teaching	11
	Turkish Language Teaching	11
	Classroom Education	10
Sakarya / Education	Science Teaching	10
	Mathematics Teaching	9
	Turkish Language Teaching	12
	Classroom Education	9
Yıldız Technical / Education	Science Teaching	10
	Mathematics Teaching	10
	Turkish Language Teaching	11
	Classroom Education	11
Uşak / Education	Science Teaching	9
	Mathematics Teaching	10
	Turkish Language Teaching	9
	Classroom Education	11
Tokat Gaziosmanpaşa /Education	Science Teaching	10
	Mathematics Teaching	10
	Turkish Language Teaching	10
	Classroom Education	9
Total		328

The final year students included in the research receive education in four departments at eight universities. With the participation of 9 to 12 pre-service teachers from each department, 328 pre-service teachers in total were included in the research.

Data Collection Tools

Regarding the sub problems of the research, interviews were applied as the most appropriate data collection tool. Interviews are used to understand feelings and thoughts and to reveal the meanings that people attribute to their experiences. Especially in phenomenological researches, the purpose of using interviews is to recognize the individual perspective towards the phenomenon or situation being researched and to make sense of them (Patton, 2014, p. 341). Therefore, interview forms were used in order to find out about the direct experiences of the academic instructors and pre-service teachers related to the courses for professional knowledge and to reveal their opinions and suggestions on the courses. While preparing the interview forms, the approach of semi-structured interview was taken. In the interview form prepared by this approach, the researcher prepares open-ended questions previously, and then, interviews with the participant by directing these questions during the research. The order of the questions in the interview form can change according to the answers given by the participant or the interview can be enriched with new questions. Thus, it is aimed for the researcher to make the most effective interview that serves the purpose of the research

with the participant. Also, it is often preferred within the scope of qualitative researches since it is suitable for both individual and focus group discussions (Patton, 2014, pp. 342-344). For this reason, the semi-structured interview forms preferred in the research were prepared by the researcher as two parallel forms appropriate to the academic instructors and pre-service teachers. The interview forms consist of two parts, as the 1st part in which the professional / educational knowledge of the participant is to be presented and the 2nd part in which interview questions are included. In the first part of the interview form prepared for the pre-service teachers, information about the faculty they study at and the academic program they receive education for were included. In the second part of the interview forms, questions about the objective, content, learning-teaching process and measurement and evaluation process of the courses were addressed.

In the process of preparing the interview forms, making a literature review, setting up the question pool, determining the interview questions, asking expert opinion, arranging the interview forms, piloting for the interviews, making arrangements in the interview forms, conducting a second pilot interview and making the final arrangements in the interview forms were carried out, respectively.

For the academic instructors; face to face interviews were held with three lecturers from Curriculum and Instruction, Classroom Education and Education Management. These interviews were completed within two weeks. The interviews were recorded by voice recording and then transmitted by the researcher. Eleven pages of interviews were obtained during these interviews. For preservice teachers; face to face interviews were held with two teacher candidates from the branch of Classroom Education and two teacher candidates from Science Teaching. The interviews, which were completed in about a week, were recorded by voice recording. In these interviews, fourteen page interviews were obtained. Within that period, relevant notes for the realization of the interview, directing the interview questions and participant responses were taken by the researcher (Creswell, 2017, pp. 291-293). Apart from the researcher, eight specialists were asked their opinion in the preparation of interview forms. Those specialists were of the academic instructors working actively in the Education Programs and Teaching Department and maintaining their researches in the fields of teacher training and program evaluation.

Data Collection

In the process of collecting the data, following the preparation of the interview forms, the required permission process was initiated. At first, approval to conduct the research was obtained from the ethics committee, and then, permissions from the universities and universities through which the research data would be collected were requested to conduct the research. In the process of getting permission and approval, the schedule for data collection was planned in consideration of the academic calendars of the universities and programs, their curriculum and course schedule, examination plans and numbers of academic instructors.

Individual interviews were made with the academic instructors. It was deemed suitable to perform the interviews individually as their experiences with the courses included subjectivity based on different department and universities and reflections of their professional and academic background to their lectures would be different. Although individual interviews are found disadvantageous in terms of time and cost, it seems ideal so that the participant can share his ideas openly and express himself easily (Creswell, 2014, p. 240). For the interviews made with the pre-service teachers, focus group interview was preferred. It was aimed through focus group interviews to reveal different opinions that the pre-service teachers had about the courses and to gather their common experiences. Thus, it was tried to obtain similar and different evaluations related to the courses by enhancing the interaction and cooperation among the pre-service teachers (Creswell, 2017, p. 282). While performing both individual and focus group interviews, it was paid attention to follow the principles of interviewing. Prior to the interviews, the approval form was presented to the concern of participants and the interview consent forms indicating that they would participate voluntarily in

the interviews to be made were gathered. Interviews with the academic instructors were performed in their own offices and the ones with the pre-service teachers were conducted in the classrooms or seminar halls. The interviews were overall recorded by a tape recorder, but some of them were realized in written. The number of the interviews made in written was seventeen for the academic instructors and five for the pre-service teachers. One hundred and sixteen individual interviews with the academic instructors and thirty-two focus group interviews with the pre-service teachers were performed. In the process of data collection completed in about four months, interviews with the academic instructors lasted for forty minutes on average and interviews with the pre-service teachers were completed in fifty minutes.

Detailed information about data collection is given in Table 5.

Table 5. Conducting Interviews in the Data Collection Process

Universities Interviewed	Interview Dates	Number of Academic Instructors Interviewed	Number of Pre-Service Teachers Interviewed
Gazi / Gazi Education	2-9 January 2018	16	-
Mersin / Education	28-31 January 2018	16	-
Tokat Gaziosmanpaşa /Education	6-8 February 2018	15	-
Uşak / Education	20-22 February 2018	14	-
Yıldız Teknik / Education	11-15 March 2018	16	42
Van Yüzüncü Yıl / Education	19-23 March 2018	13	42
Dicle / Ziya Gökalp Education	24-18 March 2018	14	45
Sakarya / Education	17-22 April 2018	15	40
Mersin / Education	23-24 April 2018	-	41
Tokat Gaziosmanpaşa /Education	25-26 April 2018	-	39
Gazi / Gazi Education	2-4 May 2018	-	40
Uşak / Education	7-8 May 2018	-	39

Data Analysis

In the analysis of data, content analysis was used. Content analysis is preferred especially for the meaningful presentation of the extensive data obtained through interview (Patton, 2014, p. 453). For this reason, it was decided to use content analysis in order to organize, sort and gather the qualitative data obtained from the academic instructors and pre-service teachers. While conducting the content analysis, first of all, data were organized. Based on the data obtained from the academic instructors and pre-service teachers, the records of the interviews were classified according to the universities and programs. Then, the interviews were sub-classified for each course. In that way, the opinions expressed by the academic instructors and the pre-service teachers were gathered regarding to each course. After the interview records were organized, they were deciphered. QSR NVIVO 10 was used to decipher the interview records from voice to text. Following the completion of deciphering, the consistency of voice recordings and texts were checked and data were made prepared to be analyzed (Creswell, 2017 pp. 308-311).

In the content analysis process, data encoding was carried out at first. While encoding, it is required to read the entire text of the data from beginning to end, divide the whole text into the parts of information, assign codes to these parts of information, exclude the conflicting and redundant codes and restrict the codes to themes (Creswell, 2017, p. 315). In accordance with those coding processes, qualitative data of the research were completely read a few times by the researcher and in each reading data were divided into some parts. Proper codes were also assigned to those parts and all codes were checked and rearranged. The generated codes were gathered under the themes representing them and reorganized. While the content analysis was being carried out within that period, coding was done on the basis of data. Accordingly, the codes and themes determined were directly obtained from the research data (Yıldırım & Şimşek, 2013, p. 264, as cited from Strauss & Corbin, 1990).

In the analysis of data, the abbreviations such as “ÖE” for the academic instructors and “ÖA” for the pre-service teachers were used. Also, the academic instructors and pre-service teachers included in the research were randomly numbered. Additionally, the universities involved in the research were indicated by the codes “F₁, F₂, F₃, F₄, F₅, F₆, F₇, F₈” and the programs were expressed by the codes “P₁, P₂, P₃, P₄”.

Validity and Reliability

The measures applied for ensuring the validity of research were realized as internal and external validity. The validity measures applied in the research were used to confirm the accuracy and soundness of the findings obtained (Christensen, Burke Johnson & Turner, 2015, p. 403). In the research, to ensure the internal validity, diversity in data source was first provided. In the study group of the research, opinions of academic instructors and pre-service teachers from different universities and programs were included. In the process of content analysis for the data obtained through the research, apart from the researcher, the two specialists in the field of education programs were asked their opinions. During the content analysis, in coding and determining themes, the evaluations made by the specialists were placed emphasis on. The measures taken to ensure the external validity of the research are considered important in terms of the generalizability of research. However, in qualitative researches, the generalizability of the findings obtained can be ensured by experiences and sample population (Yıldırım & Şimşek, 2013, p. 292). Therefore, in order to ensure the external validity of the research, the research process was reported in a comprehensive way. The aim of the research, study group and findings obtained were all explained in a detailed way to the reader by the researcher. That reporting also contributed to the external reliability of the research. One of the measures taken to ensure the external reliability was also the detailed description of the participants included in the study group (Yıldırım & Şimşek, 2013, p. 295). The distribution of the participants according to the faculty and programs was described in the research. With the aim of ensuring the internal reliability of the research, it was paid attention to the intercoder consistency in data analysis. Data obtained from the research were independently coded by the researcher and a specialist out of the research. The consistency among the established codes was calculated by the formula (Reliability = Agreement / (Agreement + Disagreement) (Miles & Huberman, 1994, p. 64). Percent agreement between coders was found 88% for the academic instructors and 85% for the pre-service teachers.

FINDINGS

Findings obtained in the research were presented on the basis of sub problems of the research. In the common Table below, findings for the sub problems that were obtained from the academic instructors and pre-service teachers are given.

Findings for the Objective of Professional Teaching Knowledge Courses

Based on the first sub problem of the research, the opinions expressed by the academic instructors and pre-service teachers on the objective of professional teaching knowledge courses taught in the faculty of education and whether those opinions differed according to the universities, or not, were determined. In the presentation of findings, Table 6 was prepared regarding the opinions emphasized more and considered important by the academic instructors and pre-service teachers.

Table 6 Opinions of Participants on the Objective of Professional Teaching Knowledge Courses

PTK Course	Study Group	Codes	Universities (f)								f _t
			F ₁	F ₂	F ₃	F ₄	F ₅	F ₆	F ₇	F ₈	
Educational Psychology	Academic Instructor	Recognizing and understanding students according to their development	1	1	2	1	1	-	1	-	7
		Recognizing and understanding students according to their learning characteristics	1	1	1	-	1	-	1	1	6

		Pre-service Teacher	Recognizing and understanding students according to their development	3	5	4	4	6	5	4	3	34
			Recognizing and understanding students according to their learning characteristics	4	2	4	3	4	2	4	3	26
Instructional Principles and Methods	Academic Instructor	Preparing teaching plan	2	1	0	0	1	2	2	1	9	
		Knowing instructional principles	1	1	2	1	2	1	1	0	9	
Measurement and Evaluation	Pre-service Teacher	Preparing teaching plan	3	3	2	-	4	2	3	2	19	
		Adopting a Student-centered Approach	3	2	3	2	2	1	2	1	16	
Classroom Management	Academic Instructor	Understanding the necessity of measurement and evaluation	1	2	-	1	2	-	1	1	8	
		Not using the measurement instrument as a disciplinary tool	1	1	-	1	-	-	1	-	4	
	Pre-service Teacher	Understanding the necessity of measurement and evaluation	4	4	2	3	4	2	4	3	26	
		Not using the measurement instrument as a way of revenge	2	3	2	4	2	2	2	3	20	
Teaching Practice	Academic Instructor	Creating a classroom climate suitable for learning	-	-	2	1	2	1	1	-	7	
		Establishing good communication with students	1	1	1	1	-	1	-	1	6	
	Pre-service Teacher	Producing effective solutions to class problems	4	3	3	2	5	5	3	3	28	
		Establishing good communication with students	2	4	4	4	3	3	2	2	24	
Teaching Practice	Academic Instructor	Gaining experience for theoretical knowledge	1	1	1	2	1	1	1	1	9	
		Meeting the real classroom environment	1	1	-	1	2	2	1	1	9	
	Pre-service Teacher	Gaining experience for theoretical knowledge	5	5	4	5	5	5	4	5	38	
		Meeting the real classroom environment	3	2	4	4	3	2	4	3	25	

When the findings for the objective of professional teaching knowledge courses were evaluated, it was determined that the courses had different objectives. In addition, the opinions stated by the academic instructors and pre-service teachers on the objectives of the courses were seen to be mostly consistent with each other.

Based on the particularly emphasized opinions about the objectives of educational psychology, the main objectives of the course were to recognize and understand students according to their development and learning characteristics. With the course of Educational Psychology, it is aimed to train prospective teachers who are able to recognize their students with the characteristics of their cognitive, affective and psychomotor development. Also, it is tried to train teachers who know their students well, understand them and can address their learning needs. On the other hand, considering the opinions on the level of attaining course objectives, it is stated by both the academic instructors and pre-service teachers that the course of Educational Psychology realizes at knowledge and comprehension level.

Regarding the findings for the objectives of the course of Instructional Principles and Methods, it was found that the academic instructors and pre-service teachers had similar opinions. The academic instructors and pre-service teachers consider the primary objective of the course as being able to prepare teaching plan. It is aimed to train teachers who know how to design and/or prepare a teaching plan and to apply it with their professional competence. Moreover, the academic instructors aim to enable pre-service teachers to gain the instructional principles with this course. The pre-service teachers, on the other hand, consider adopting a student-centered learning approach as one of the course objectives. However, it was emphasized by both the academic instructors and pre-service teachers that the course objectives at comprehension level could be reached, as it was seen from the evaluations made for their opinions on the level of attaining the course objectives.

When the findings for the course objectives of Measurement and Evaluation are considered, the main objective of the course is to recognize the reason why measurement and evaluation are required for. According to the academic instructors, this course is quite important in order to detect the existing situation in the most correct way as it is at present, produce correct solutions to educational problems and improve the quality of education. According to the academic instructors and pre-service teachers, one of the course objectives is also to perform measurement and evaluation process properly. In the process of measurement and evaluation, it is important not to make the learning environment negative and not to make use of it to punish or discipline students. Considering the findings for the level of attaining the course objectives, it was seen that the course objectives at knowledge and comprehension level could be attained.

Based on the findings obtained from the academic instructors and pre-service teachers regarding the course objectives of Classroom Management, the main objective of the course is to enable the establishment of good communication in the classroom. In a classroom as learning environment, student to student communication and student-teacher communication directly have an effect on the classroom climate. With this course, it is aimed to create a positive learning environment in the classroom and to enable maintaining effective communication in order to support learning. In addition to this, to know about how to act against the problems experienced in the classroom and what sort of solutions to be produced is considered one of the other course objectives. However, it was determined that the course objectives realized at knowledge and comprehension level when the findings for attaining the course objectives were evaluated.

When the findings for the course objectives of Teaching Practice were evaluated, it was understood that the academic instructors and pre-service teachers had a common perspective. With the course of Teaching Practice, it is aimed for pre-service teachers to put their theoretical knowledge into practice. It is also aimed with this course to enable pre-service teachers who can integrate their professional knowledge, field knowledge and background for general knowledge into the real classroom environment to gain experience. According to the findings obtained for the level of attaining course objectives, it was seen that Teaching Practice was the only course to accomplish the level of practicing among the courses for professional knowledge.

It was concluded that the course objectives did not differ according to the universities, based on the findings obtained through the opinions of the academic instructors and pre-service teachers on the objectives of professional teaching knowledge courses. The obtained findings were generally based on the common views of the academic instructors and pre-service teachers in different universities.

Findings for the Content of Professional Teaching Knowledge Courses

Based on the second sub problem of the research, what the opinions of the academic instructors and pre-service teachers on the content of professional teaching knowledge courses taught in the faculty of education were and whether those opinions differed according to the universities, or not, were determined. In the presentation of the findings, the opinions mostly emphasized and considered important by the academic instructors and pre-service teachers were included and Table 7 was prepared accordingly.

Table 7. Opinions of Participants on the Content of Professional Teaching Knowledge Courses

PTK Course	Study Group	Codes	Universities (f)								f_t
			F ₁	F ₂	F ₃	F ₄	F ₅	F ₆	F ₇	F ₈	
Educational Psychology	Academic Instructor	Course content is not current	1	1	1	-	1	1	-	1	6
		Current topics proposed to be added	1	-	1	-	1	1	1	1	5
	Pre-Service Teacher	Dividing the course content into two parts	2	2	3	2	3	2	2	2	18
		Term of the course	2	-	3	3	2	2	2	-	14
Instructional Principles and Methods	Academic Instructor	Need for prerequisite	2	1	3	2	2	1	2	2	15
		Quality of the books	1	-	1	1	1	1	1	1	7
	Pre-Service Teacher	Relationship of the course with PPSE	-	3	2	1	2	2	-	-	10
		Intensive course content	1	1	1	1	2	1	2	1	10
Measurement and Evaluation	Academic Instructor	Quality of the books	1	1	-	2	2	-	1	-	7
		PPSE	1	-	1	-	-	1	1	1	5
	Pre-Service Teacher	Nonpurposive content for PPSE	2	1	1	2	-	2	-	1	9
		Benefiting from academic books	2	-	2	1	2	-	1	-	8
Classroom Management	Academic Instructor	Benefiting from books	2	1	1	1	1	1	1	1	9
		Topics proposed to be added	-	2	1	-	1	1	2	-	7
	Pre-Service Teacher	Benefiting from books	-	1	1	1	1	1	1	1	10
		Topics proposed to be added	-	1	2	1	1	-	1	1	7
Teaching Practice	Academic Instructor	Number of term of the course	1	2	2	1	2	2	1	2	13
		Communication by phone	1	1	1	1	1	1	1	1	8
	Pre-Service Teacher	Number of term of the class	4	5	5	6	6	5	5	4	40
		Communication by phone	2	4	3	3	3	4	3	4	26

*PPSE: Public Personnel Selection Examination

When the findings related to the content of professional teaching knowledge courses were considered together, it was seen that the academic instructors and pre-service teachers held similar and different opinions on the content of the courses. In addition, it was found that PPSE (Public Personnel Selection Examination) was mostly effective in the content of professional teaching knowledge courses.

Concerning the findings related to the content of Educational Psychology course, the academic instructors are of the opinion that the course content should be made current. According to the academic instructors the content of Educational Psychology course is not revised to be current enough for today's learning environments and the course contents usually remain unchanged during teacher training, the main problem is that the scope of the course is not evaluated in terms of its conformity with recent conditions. According to the academic instructors, it is required that the results of several qualified studies conducted at the national and international levels in the field of psychology and learning should be reflected to the course and a new perspective should be introduced to the development and learning concepts within the scope of the course. Also, the pre-service teachers state that the content of Educational Psychology course should be divided into two parts. They explain that they take Educational Psychology course in the first semester, it will be more useful to divide the course content into two as Development and Learning or Educational Psychology-I and Educational Psychology-II so that the course can be included in the following terms.

Findings obtained through the opinions expressed by the academic instructors about the content of Instructional Principles and Methods course revealed in relation to that it is a prerequisite

course. According to the academic instructors, the Program Development course must be included in the curriculum prior to the Instructional Principles and Methods course. Moreover, the quality of the books that are effective in terms of the course content is considered quite important. According to the academic instructors, there are some problems related to the books, such as weakness in visual quality, having similar content and being not applicable. For this reason, it is stated that particular attention should be paid in the choice of book and the books written by the specialists in the field should be used. Considering the opinions of the pre-service teachers on the course content, it is emphasized that the course has a content intensity compatible with the PPSE.

Based on the findings for the content of Measurement and Evaluation course, it was found that the academic instructors and pre-service teachers had different opinions. According to the academic instructors, choosing the correct books in the course has an effect on the content. For this reason, it should be considered that the books are rich in visual quality, include analytical examples and should be written in academic and terminological language. Additionally, it is seen that PPSE is effective in the course content. There are some pre-service teachers demanding that the course subjects and question types directed in the exam are included in the course content and also expecting that problem solution is dealt within the course hours. Although the academic instructors think that the point mentioned has a negative effect on the course content, it is still an arrangement required for the content of the course according to the pre-service teachers. The pre-service teachers states that Measurement and Evaluation course is important for the PPSE expect that the question types for PPSE are included and PPSE question solutions are made in this course.

Based on the findings for the content of Classroom Management course, it was found that the academic instructors and pre-service teachers had common views. It was seen that books were generally used in the content of Classroom Management course. Besides, it was stated that arrangements should be made for the subjects included in the course content and new topics should be added to the content. According to the findings, the new course subjects and/or topics to be included in the content of Classroom Management course were listed as digital class environments, creating comfortable and free learning environments, digital defeatism, peer bullying, reflection of immigration case to the class, social media and internet-oriented classroom management.

Findings for the content of Teaching Practice course show that the academic instructors and pre-service teachers have similar opinions. According to them, the most important point in the content of Teaching Practice course is the low number of terms in which the course is taken. It is stated that the Teaching Practice course should be more involved in the programs since it is the only practice-based professional knowledge course. Another significant finding obtained for the content of Teaching Practice course is to communicate by phone during the course period. It was determined that the advisors could not frequently come together with the pre-service teachers during Teaching Practice and they could maintain the instruction generally through phone talks.

When the findings for the content of professional teaching knowledge courses were evaluated, it was determined that the opinions on the content of the courses did not differ according to the universities.

Findings for the Learning-Teaching Process of Professional Teaching Knowledge

Courses

Based on the third sub problem of the research, what the opinions of the academic instructors and pre-service teachers on the learning-teaching process of professional teaching knowledge courses taught in the faculty of education were and whether those opinions differed according to the universities, or not, were determined. In the presentation of the findings, the opinions mostly

emphasized and considered important by the academic instructors and pre-service teachers were included and Table 8 was prepared accordingly.

Table 8. Opinions of Participants on the Learning-Teaching Process of Professional Teaching Knowledge Courses

PTK Course	Study Group	Codes	Universities (f)								f _t
			F ₁	F ₂	F ₃	F ₄	F ₅	F ₆	F ₇	F ₈	
Educational Psychology	Academic Instructor	Lecturing by pre-service teachers	-	1	1	1	1	2	1	2	9
		Teaching through presentation	1	1	1	1	1	1	1	1	8
	Pre-Service Teacher	Lecturing	2	3	3	2	3	2	2	3	20
		Intensive course content	3	2	2	3	2	3	2	3	20
Instructional Principles and Methods	Academic Instructor	Teaching through presentation	1	2	1	1	1	1	1	1	9
		Lecturing	1	-	1	1	1	1	1	1	7
	Pre-Service Teacher	Teaching through presentation	2	4	3	4	4	3	4	4	28
		Lecturing	3	4	4	3	4	3	3	4	28
Measurement and Evaluation	Academic Instructor	Lecturing	1	1	1	1	2	1	1	1	9
		The number of courses assigned to the academic instructor	2	1	1	1	1	1	-	1	8
	Pre-Service Teacher	Lecturing	4	5	4	4	5	5	4	4	35
		Crowded classrooms	2	4	3	5	3	3	4	4	28
Classroom Management	Academic Instructor	Lecturing	1	1	1	1	1	1	1	1	8
		Lecturing by pre-service teachers	-	1	1	1	1	1	1	1	7
	Pre-Service Teacher	Lecturing	3	3	3	4	3	4	3	4	27
		Lecturing by pre-service teachers	-	3	2	3	2	3	1	3	17
Teaching Practice	Academic Instructor	Not to observe the pre-service teachers enough	2	2	2	2	3	3	2	2	18
		Disagree about choosing the method	1	1	2	1	2	1	1	-	9
	Pre-Service Teacher	Not to observe the pre-service teachers enough	3	4	5	3	5	5	3	4	32
		Not to regard the pre-service teacher as the instructor	2	4	3	4	3	4	3	4	27

When the findings for the learning-teaching process of the professional teaching knowledge courses are considered as a whole, it is understood that teaching through presentation and lecturing on the topic are generally preferred in the courses. Besides this, the codes becoming prominent in the learning-teaching process differ according to the courses.

Based on the findings related to the learning-teaching process of the Educational Psychology course, it was determined that teaching through presentation and lecturing method were mostly preferred in the courses. According to the opinions stated by the academic instructors, the reason why the method of teaching through presentation comes to the forefront in the courses is that the content of the course is intensive and comprehensive. Opinions that the content of Educational Psychology course is intensive and comprehensive are also emphasized by the pre-service teachers. Additionally, the view mostly stated for the Educational Psychology course is about lecturing by the pre-service teachers. This situation is considered negatively by the academic instructors and pre-service teachers.

When the findings for the learning-teaching process of Instructional Principles and Methods course are evaluated, it is understood that the academic instructors and pre-service teachers have similar opinions. It was seen that teaching through presentation and lecturing method were generally preferred in the Instructional Principles and Methods course. The academic instructors stated that they usually prepared presentations while teaching through presentations and shared those presentations with the pre-service teachers in some cases, as well. However, according to the pre-service teachers, they could not benefit from that case in which courses were carried out by the academic instructors through presentations or lecturing on the subject.

The opinions expressed by the academic instructors and pre-service teachers on the learning-teaching process of the Measurement and Evaluation course are consistent. According to the academic instructors stating that Measurement and Evaluation is a field about which the pre-service teachers do not have enough knowledge, it is more appropriate to continue to carry out the courses through lecturing method. However, the pre-service teachers do not think that the method of lecturing on the course subject which is often applied during the course is useful enough for themselves. Accordingly, the opinions of the pre-service teachers who emphasized the need for using the methods focusing on practice together with the lecturing on the course were reached. Moreover, the insufficient number of academic instructors who are also specialists in the field of Measurement and Evaluation leads to the excessive course hours assigned to the academic instructors. Also, the crowded classes affect negatively the learning-teaching process of the this course.

Concerning the findings for the learning-teaching process of the Classroom Management course, it was concluded that the opinions of the academic instructors and pre-service teachers were generally common and consistent with each other. The academic instructors and pre-service teachers who stated that the method of lecturing was usually preferred in the Classroom Management course underlined that the pre-service teachers also lectured on a course subject. The pre-service teachers expressed negative opinions about the presentation of course subjects or lecturing on a topic by the pre-service teachers during the courses.

One of the striking findings related to the Teaching Practice course which follows a practice-based learning-teaching process among the professional teaching knowledge courses is that the pre-service teachers are not observed enough by the academic instructors. That the academic instructors cannot visit practice schools frequently and cannot observe the pre-service teachers enough while they are lecturing is one of the opinions stated in terms of the learning-teaching process. In addition to this, problems may arise when the methods chosen by the pre-service teachers to prepare a teaching or course plan and to lecture on a course subject are not compatible with the teaching methods and approaches of the practice teachers. While the pre-service teachers prepare more innovative and different plans, the practice teachers follow a more traditional and usual course process. So, this can cause problems. Moreover, the pre-service teachers indicate that they are not adopted as teachers during the learning-teaching process in the practice schools and called brother / sister by the students.

Based on the findings obtained for the learning-teaching processes of the professional teaching knowledge courses, it was observed that the opinions of the academic instructors and pre-service teachers revealed in similar distributions at the universities. Therefore, it was agreed that the learning-teaching processes of the courses did not differ according to the universities.

Findings for the Measurement and Evaluation Process of Professional Teaching Knowledge Courses

Based on the fourth sub problem of the research, what the opinions of the academic instructors and pre-service teachers on the measurement and evaluation process of professional teaching knowledge courses taught in the faculty of education were and whether those opinions differed according to the universities, or not, were determined. In the presentation of the findings, the opinions mostly emphasized and considered important by the academic instructors and pre-service teachers were included and Table 9 was prepared accordingly.

Table 9. Opinions of Participants on the Measurement and Evaluation Process of Professional Teaching Knowledge Courses

PTK Course	Study Group	Codes	Universities (f)								f_t
			F ₁	F ₂	F ₃	F ₄	F ₅	F ₆	F ₇	F ₈	
Educational Psychology	Academic Instructor	Using multiple-choice questions	2	1	2	1	2	1	1	2	12
		Using the PPSE questions	-	1	1	1	1	2	2	1	9
	Pre-Service Teacher	Using multiple-choice questions	3	4	3	2	4	3	3	3	25
		Using the PPSE questions	-	-	2	-	2	2	1	-	7
Instructional Principles and Methods	Academic Instructor	Using multiple-choice questions	1	2	3	2	2	2	2	2	16
		Assessing the exam grades in combination with individual and group performance studies	1	1	1	-	1	1	1	-	6
	Pre-Service Teacher	Using multiple-choice questions	3	4	3	4	3	3	3	4	27
		Assessing the exam grades in combination with individual and group performance studies	2	1	1	-	1	1	1	-	6
Measurement and Evaluation	Academic Instructor	Using multiple-choice questions	1	2	1	1	2	1	2	1	11
		Using the PPSE questions	-	1	1	1	1	-	1	2	7
	Pre-Service Teacher	Using multiple-choice questions	3	4	3	2	2	3	2	3	22
		Using the PPSE questions	2	3	3	2	2	1	2	3	18
Classroom Management	Academic Instructor	Using multiple-choice questions	1	2	1	1	2	2	1	2	12
		Using open ended questions	1	1	1	1	1	1	1	-	7
	Pre-Service Teacher	Using multiple-choice questions	1	2	1	1	2	2	1	2	12
		Using open ended questions	1	1	1	1	1	1	1	-	7
Teaching Practice	Academic Instructor	Evaluation through MEBBIS	2	2	3	3	2	3	3	2	20
		Making a collective evaluation	2	1	3	1	3	1	3	2	16
	Pre-Service Teacher	Evaluation through Teaching Practice Portfolio	3	6	5	6	5	5	4	5	39
		Evaluation through MEBBIS	4	5	5	4	5	4	3	3	33

Based on the findings for the measurement and evaluation process of the professional teaching knowledge courses, it was found that similar processes of measurement and evaluation were followed in the courses. In addition, it was determined that the measurement and evaluation in the courses were generally performed by using multiple-choice questions.

The opinions stated by the academic instructors and pre-service teachers about the measurement and evaluation process of the Educational Psychology course are common. The academic instructors stating that they generally make product-oriented measurement in the Educational Psychology course often benefit from the multiple-choice questions and PPSE questions. The opinions of the pre-service teachers are also consistent with the relevant opinions of the academic instructors.

Findings related to the measurement and evaluation process of the Instructional Principles and Methods course show that the academic instructors and pre-service teachers share the same opinion. While some of the academic instructors follow an measurement process with the product-oriented measurement approach by benefitting from the multiple-choice questions, some others prefer the process and product-oriented evaluation method. The opinions of the pre-service teachers stating that the process oriented evaluations were made through some certain practices such as individual performance studies, assignments, group studies, out-of-class activities or practices, survey reports, and so on, were found consistent with the relevant opinions expressed by the academic instructors.

When the findings for the measurement and evaluation process of the Measurement and Evaluation course were considered, it was seen that the academic instructors and pre-service teachers agreed. As it is in the Educational Psychology course, it is seen that the product-oriented evaluations are generally made in the Measurement and Evaluation course, mostly by making use of multiple-choice questions and PPSE questions. Also, the pre-service teachers consider the evaluations over the exam questions previously asked in the Measurement and Evaluation course positively.

In the measurement and evaluation process of the Classroom Management course, it was found that the evaluation based on multiple-choice questions was preferred more, as in other professional knowledge courses. Also, the opinions of the academic instructors who hold the approach of product oriented measurements by making use of open ended questions in this course are remarkable. Supporting views were also obtained from the pre-service teachers. The pre-service teachers expressing that the measurement and evaluation process in the Classroom Management course was mainly based on open ended questions find it more appropriate to evaluate with the questions that they can question, comment and think on.

The measurement and evaluation process of the Teaching Practice course takes place in a different way from the other professional teaching knowledge courses. In this course given in the practice schools, the academic instructors make the evaluations by means of MEBBIS, the data processing system established by the Ministry of National Education, together with the practice teachers. Additionally, the instructor in charge of teaching practice and the practice teacher follow a joint evaluation process. With the portfolios that the pre-service teachers prepared for the measurement and evaluation process of the Teaching Practice course, the review indicating their opinions about the evaluation made was presented. The pre-service teachers, who submit all documents related to the studies they have performed and the teaching plan for the course they have lectured on during the term to the instructor in charge of teaching practice with the Teaching Practice portfolios, regard these dossiers effective in the evaluation process.

When the findings related to the measurement and evaluation process of the professional teaching knowledge courses are considered as a whole, it is understood that the measurement and evaluation processes of the courses have several features in common and take place with the approach of product-oriented measurement. Findings obtained for the measurement and evaluation processes of the courses range from one faculty of education to the other similarly. This shows that no difference is seen in the measurement and evaluation processes of the courses based on the universities.

DISCUSSION, CONCLUSION AND SUGGESTIONS

In this study which aims to evaluate the professional teaching knowledge courses in teacher training programs, findings related to the objective, content, learning-teaching process and measurement and evaluation process of the Educational Psychology, Instructional Principles and Methods, Measurement and Evaluation, Classroom Management and Teaching Practice courses are included. Based on the findings for the objective of the professional teaching knowledge courses, it was found that the courses had specific objectives. In the Educational Psychology course, it was realized that recognizing and understanding students based on their development was an important objective of the course. Educational Psychology course is an important professional knowledge course in order that pre-service teachers can distinguish the cognitive, affective, and psychomotor characteristics of their students. Similarly, in the research carried out by Camadan, Kahveci and Olgun Kılıç (2018), teachers were asked for opinions about their expectations related to the Educational Psychology course and it was found that they mostly emphasized the statement of "knowing the student well". Considerable findings for the objectives of the Instructional Principles and Methods course show that the main objective of the course is to prepare an effective teaching plan. This result is also similar with the findings revealed in the study by Kablak (2012). It is thought for the pre-service teachers to gain knowledge and skills required to prepare a lesson plan with the Instructional Principles and Methods course. The primary objective of the Measurement and Evaluation course is to realize the necessity of measurement and evaluation. It was considered important to ensure the pre-service teachers to realize the role and importance of the measurement and evaluation in education. Regarding the findings for the objectives of the Classroom Management course, it was determined that maintaining good communication with students was commonly stated by the academic instructors and pre-service teachers. With the Classroom Management course, it is aimed to establish an effective teacher-student communication. Also, Hoşgörür (2014) underlined the positive effect of the communication in the class on learning environment. It was found that the academic instructors and pre-service teachers aimed to gain experience of theoretical knowledge with

the Teaching Practice course. In the research done by Aslan and Sağlam (2018) for Teaching Practice course, it was mentioned about the functions of the course to apply theoretical knowledge and to prepare for the profession. Considering the objectives of the professional teaching knowledge courses, it was seen that the course objectives mostly at knowledge and conceptual level were attained.

That was found to be related to the intensive content of the courses and the absence of practice hours for the courses. On the other hand, the Teaching Practice was the only professional knowledge course which achieved its objectives at the practice level. In the study carried out by Kahramanoğlu (2010), it was also pointed out that professional teaching knowledge courses were mostly provided theoretically. It is important for the professional knowledge courses to be instructed at a balanced theory and practice level so that the pre-service teachers can gain skill and competence for practice. In addition, in order to encourage greater continuity between theory and practice, joint studies should be organized in which education faculties will cooperate with schools in the same region, where prospective teachers will gain practical experience (Darling Hammond & Cobb, 1996, p. 37).

Based on the findings related to the content of the professional teaching knowledge courses, it was understood that the content of the Educational Psychology course was not current enough and the course content was quite comprehensive. Therefore, opinions expressed by the pre-service teachers about the reorganization of Educational Psychology course content with the addition of new subjects were reached. Regarding the content of the Instructional Principles and Methods course, it was found remarkable that it was a prerequisite course. The necessity for the Program Development course to be given coverage in the curriculum prior to the Instructional Principles and Methods course was also emphasized. Considering the findings for the content of the Measurement and Evaluation course, it was seen that the role of the PPSE was important in the course content. Whereas the pre-service teachers expected a wide coverage to be given to the PPSE in the content of the course, the academic instructors regarded that case negative. When the findings for the content of the Classroom Management course were evaluated, it was understood that new course subjects were needed in the content, as it is in the case of Educational Psychology. In terms of the content of the Teaching Practice course, it was found that the course hour for theoretical aspect was not applied in general. Moreover, findings related to increasing the number of terms for the course were obtained.

When the findings related to the learning-teaching process of the professional teaching knowledge courses were considered, it was determined that the courses were mostly instructed through presentation and teaching strategy and lecturing method were used in the courses. In addition, it was found that the pre-service teachers also lectured on course subjects in the Educational Psychology and Classroom Management courses. These findings are also promoted by similar studies. In the study carried out by Açı̄ar (2015), it was stated that the pre-service teachers shared the course subjects and lectured on them in the classes. Also, Eret Orhan (2017) criticized that the academic instructors usually made presentations in their classes and made the pre-service teachers lecture on the topics.

In order to ensure that professional teaching knowledge courses can achieve their objectives and professional qualifications can be gained to the pre-service teachers, it is considered important for them to prefer active teaching methods putting the pre-service teachers at the centre (Eryaman, 2007). In addition, according to the results obtained in the study by Wall (2016), preservice teachers stated that they believed that teaching does not ensure learning. In the process of teacher training, pre-service teachers need to apply their theoretical knowledge in order to learn. For this reason, Teaching Practice course is very important because it is practical. With this lesson, it was determined that pre-service teachers were exposed to the real context of the school, they interacted with other teachers and students at the school, and learned the culture of the school (Prabjandee, 2020).

Based on the findings related to the measurement and evaluation process of the professional teaching knowledge courses, it was seen that product-oriented measurement approach was mostly adopted and measurement instruments prepared so as to include multiple-choice questions were

usually applied. However, since performance-based assessments not only teach knowledge, but also provide the application of this information in practice, more emphasis should be placed on process-oriented assessment in the teacher training process (Chung Wei & Pecheone, 2010, s. 69). Moreover, unlike the other courses, the use of the PPSE questions asked previously in the measurement process in the Measurement and Evaluation course is a striking point. The findings from the study by Özkan and Pektaş (2011) are similar. In their study, Özkan and Pektaş (2011) emphasized that preparation for the exam came to the forefront in the courses within the scope of PPSE. In a similar way, in the study carried out by Eroğlu (2012), it was seen that the pre-service teachers thought that the evaluation of professional teaching knowledge courses should be for the PPSE.

Considering the findings related to the professional teaching knowledge courses prepared with the aim of enabling pre-service teachers to gain professional competency in the process of teacher training, it is proposed to reorganize the courses by adding practice hours. In addition, it is clearly understood that the course contents need to be renewed based on the opinions expressed by the academic instructors and pre-service teachers and also by being promoted by teacher opinions. Regarding the learning-teaching process of the professional teaching knowledge courses, it can be said that the academic instructors should include active teaching methods for the course and course subject more in their lectures. Findings related to the measurement-evaluation process of the professional teaching knowledge courses show that evaluations in teacher training programs are generally made based on the exams. In order to assess the knowledge, skills and qualifications that the pre-service teachers have already gained through the courses accurately, it is suggested that process-oriented measurement approach should be covered more in the courses.

In this research, the professional teaching knowledge courses in teacher training programs which were carried out before the regulation implemented by CoHE in 2018 have been evaluated. Therefore, it is important to compare the findings obtained from this research with the professional teaching knowledge courses in teacher training programs that are currently applied. With the arrangements made in teacher training programs in 2018, the weight of the professional knowledge courses within the program was determined by 28 to 35% (CoHE, 2018). Compared to the regulation carried out in 2006, it is seen that the weight of professional teaching knowledge courses within the program has decreased from 30% to 28% in some teacher training programs (CoHE, 2007a). It is understood that professional knowledge courses are included in teacher training programs in line with the professional field training and general knowledge courses. When the arrangements made for the professional teaching knowledge courses in the programs are evaluated, it is conspicuous that there is no practice hour for the professional knowledge courses except for Teaching Practice-I and Teaching Practice-II. In this study, it was determined that professional knowledge courses except Teaching Practice mostly could not achieve the objectives at practice level. From these findings, it is realized that professional knowledge courses have generally been reduced to two hours in the programs implemented since 2018 while they include three theoretical course hours. It is thought that professional teaching knowledge courses will be negatively affected by the last arrangement made in 2018 because of both the lack of practice hours and the reduction of available course hours. Also, it was put forth that the programs in which professional knowledge courses have the least practical and the most theoretical course hours within the scope of the arrangements made in 1997, 2006 and 2018 were implemented in 2018 (TEDMEM, 2019).

It is significant to conduct professional teaching knowledge courses based on both theory and practice in order to enable pre-service teachers to gain professional knowledge, skills and qualifications. It is suggested to investigate the arrangements made in teacher training programs and professional teaching knowledge courses in 2018 with recent studies to be made. Also, it may be recommended to compare the programs in 2006 and in 2018 in order to make a contribution to the improvement of professional knowledge courses within teacher training programs.

REFERENCES

- Açar, A. (2015). *Öğretmenlerin öğretmenlik meslek bilgisi derslerinden yararlanma düzeylerine ilişkin algıları*. Yüksek Lisans Tezi, Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü, Bursa.
- Aslan, M. (2015). *Eğitim fakültelerindeki öğretmenlik uygulaması dersinin değerlendirilmesi ve öğretim programının hazırlanması*. Doktora Tezi, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskisehir.
- Aslan, M. & Sağlam, M. (2018). Öğretmenlik uygulaması dersinin öğretmen adaylarının görüşlerine göre değerlendirilmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33(1), 144-162.
- Atik Kara, D. (2012). *Öğretmenlik meslek bilgisi derslerinin öğretmen adaylarına öğrenme ve öğretme sürecine ilişkin yeterlikleri kazandırması yönünden değerlendirilmesi*. Doktora Tezi, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskisehir.
- Aydın, K. (2011). *Eğitim fakültelerinde okutulan öğretmenlik meslek bilgisi ders içeriklerinin öğretmen, öğretim elemanı ve öğrenci görüşlerine göre değerlendirilmesi*. Doktora Tezi, Fırat Üniversitesi Eğitim Bilimleri Enstitüsü, Elazığ.
- Camadan, F., Kahveci, G. & Olgun Kılıç, Z. (2018). Öğretmenlerin eğitim psikolojisi dersi ile ilgili görüşleri ve önerileri: nitel bir çalışma. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (46), 95-120.
- Caner, H. N. (2018). *Öğretmenlik uygulaması dersinin bağlam, girdi, süreç, ürün modeline göre değerlendirilmesi: İngilizce öğretmenliği lisans programı örneği*. Yüksek Lisans Tezi, Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü, Antalya.
- Celen, K. M. (2016). *İngilizce öğretmeni eğitimi öğretmenlik uygulaması programı değerlendirmesi: uygulamadan sorumlu öğretim elemanları, İngilizce öğretmeni adayları ve mezunlardan görüşler*. Yüksek Lisans Tezi, Boğaziçi Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Christensen, L. B., Burke Johnson, R. & Turner, L. A. (2015). *Araştırma yöntemleri desen ve analiz*. (A. Aypay, Çev. Ed.). Ankara: Anı.
- Chung Wei, R. & Pecheone, R. L. (2010). Assessment for learning in preservice teacher education. In M. Kennedy (Ed.), *Teacher assessment and the quest for teacher quality a handbook* (pp. 69-132). San Francisco: Jossey-Bass.
- CoHE (1998). *Eğitim fakültesi öğretmen yetiştirmeye lisans programları*. Retrieved from <https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/egitim-fakultesi-ogretmen-yetistirme-lisans-programlari-mart-1998.pdf>
- CoHE (2007). *Eğitim fakültesi öğretmen yetiştirmeye lisans programları*. Retrieved from <https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/egitim-fakultesi-ogretmen-yetistirme-lisans-programlari.pdf>
- CoHE (2018). *Öğretmen yetiştirmeye lisans programları*. Retrieved from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/AA_Sunus_%20Onsoz_Uygulama_Yonergesi.pdf
- Creswell, J. W. (2014). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (4th Edition). United Kingdom: Pearson Education.

- Creswell, J. W. (2017). *Eğitim araştırmaları nicel ve nitel araştırma planlanması, yürütülmesi ve değerlendirilmesi* (H. Ekşi, Çev. Ed.). İstanbul: EDAM.
- Darling-Hammond, L. & Cobb, V. L. (1996). The changing context of teacher education. In F. B. Murray (Ed.), *The teacher educator's handbook building a knowledge base for the preparation of teachers* (pp. 14-62). San Francisco: Jossey-Bass.
- Demir, S. (2012). *Eğitim fakülteleri programı kapsamında yer alan öğretmenlik meslek bilgisi derslerinden ‘öğretim ilke ve yöntemleri’ dersinin değerlendirilmesi*. Yüksek Lisans Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Eret Orhan, E. (2017). Türkiye'de öğretmen adayları aldıkları öğretmen eğitimi hakkında ne düşünüyor? nitel bir araştırma. *Eğitim ve Bilim*, 42(189), 197-216.
- Eroğlu, M. (2012). *Öğretmen adaylarının öğretmenlik meslek bilgisi derslerine yönelik direnç davranışları*. Yüksek Lisans Tezi, Fırat Üniversitesi Eğitim Bilimleri Enstitüsü, Elazığ.
- Eryaman, M. Y. (2007). From reflective practice to practical wisdom: Toward a post-foundational teacher education. *International Journal of Progressive Education*, 3(1), 87-107.
- Eurostat (2019, Şubat 1). Retrieved from <https://ec.europa.eu/eurostat/web/nuts/correspondence-tables/national-structures-non-eu>
- Hoşgörür, V. (2014). İletişim. Z. Kaya (Ed.), *Sınıf yönetimi* (15. Baskı) içinde (s. 149-179). Ankara: Pegem.
- Kablan, Z. (2012). Öğretmen adaylarının ders planı hazırlama ve uygulama becerilerine bilişsel öğrenme ve somut yaşıntı düzeylerinin etkisi. *Eğitim ve Bilim*, 37(163), 239-253.
- Kahramanoğlu, R. (2010). *Eğitim fakültelerinde okutulmakta olan öğretmenlik meslek bilgisi derslerinin öğretmen görüşlerine göre değerlendirilmesi*. Yüksek Lisans Tezi, Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü, Hatay.
- Karasar, N. (2013). *Bilimsel araştırma yöntemi* (25. Basım). Ankara: Nobel.
- Kocabatmaz, H. (1998). *Öğretmenlik meslek bilgisi sertifika programlarının değerlendirilmesi*. Yüksek Lisans Tezi, Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Kumru, M. (2010). *Anadolu öğretmen liselerinde okutulan öğretmenlik meslek bilgisi derslerinin, öğrencileri öğretmenlik mesleğine yönelik medeki etkisinin değerlendirilmesi*. Yüksek Lisans Tezi, Zonguldak Karaelmas Üniversitesi Sosyal Bilimler Enstitüsü, Zonguldak.
- Kuzu, S. (2015). *Öğretim ilke ve yöntemleri ders programının değerlendirilmesi*. Doktora Tezi, Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Gaziantep.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook* (2nd Edition). Thousand Oaks, CA: Sage.
- MoNE (1982). XI. National Education Council. Retrieved from https://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_09/29165200_11_sura.pdf
- National Educational Basic Law (1973). Retrieved from <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf>

- Özkan, R. & Pektaş, S. (2011). Eğitim fakültesi son sınıf öğrencilerinin mezuniyet başarı notları ile KPSS puanları arasındaki ilişki üzerine bir araştırma (eğitim fakültesi örneği). *Türklik Bilimi Araştırmaları*, (30), 269-281.
- Patton, M. Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri*. (M. Bütün & S. Beşir Demir, Çev. Ed.). Ankara: Pegem.
- Prabjandee, D. (2020) Narratives of learning to become English teachers in Thailand: developing identity through a teacher education program. *Teacher Development*, 24(1), 71-87.
- Sönmez, V. & Alacapınar, F. G. (2013). *Örneklendirilmiş bilimsel araştırma yöntemleri* (2.Baskı). Ankara: Anı.
- Şahin, Ç. (2003). *Eğitim fakültelerindeki öğretmenlik uygulaması dersinin öğrenme-öğretim süreci açısından değerlendirilmesi*. Doktora Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum.
- TEDMEM (2019). *2018 Eğitim değerlendirme raporu*. Retrieved from <https://tedmem.org/download/2018-egitim-değerlendirme-raporu?wpdmdl=2933&refresh=5cdcc8fdbe2d31557973245>
- Wall, C. R. G. (2016) From student to teacher: changes in preservice teacher educational beliefs throughout the learning-to-teach journey. *Teacher Development*, 20(3), 364-379.
- Yıldırım, A. & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri* (9.Baskı). Ankara: Seçkin.
- Yıldırım, İ. (2016). *Oyunlaştırma temelli ‘öğretim ilke ve yöntemleri’ dersi öğretim programının geliştirilmesi, uygulanması ve değerlendirilmesi*. Doktora Tezi, Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Gaziantep.