

PRESERVICE SCIENCE TEACHERS' ORIENTATIONS TOWARDS TEACHING SCIENCE TO MIDDLE SCHOOLERS

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ABSTRACT

The purpose of this study was to explore the orientations preservice science teachers (PST) hold in preparing to teach science to middle schoolers and how their beliefs were reflected in their CoRes. As the framework to evaluate PSTs' orientations, Magnusson, Krajcik, and Borko's (1999) nine orientations were utilized. Eleven senior preservice science teachers (PST) were selected to participate in the study using a convenience sampling method. Each preservice science teachers prepared six CoRes on different science topics. The result indicated that most of the CoRes were designed around didactic-based orientation and any of PSTs prepared the CoRes based on conceptual change and activity-driven instructional approaches. Moreover, the study provide evidence that PSTs hold multiple orientations. Results from this study suggest that, among other factors presented in the literature such as early experience, PSTs orientation may be affected by the objectives in the curriculum as well.

Keywords: Science teaching orientation, pedagogical content knowledge, content representations, instructional approaches.