

COMPARISON OF SCIENCE TEACHER CANDIDATES' METACOGNITIVE AND SCIENTIFIC STORY WRITING SKILLS

Res. Assist. Dr. Ayberk BOSTAN SARIOĞLAN
Balıkesir University, Necatibey Education Faculty
Elementary Science Education Department
Balıkesir- TURKEY

ABSTRACT

In this research, it is aimed to investigate the metacognitive skills and scientific story writing skills of science teacher candidates. For this reason, the research was conducted with 80 science teacher candidates studying their 3rd year in one of the governmental universities in Turkey. The participants were expected to display a number of metacognitive skills and to make an interesting introduction to the lesson to capture students' interest as a result of their science and technology laboratory applications. Hence, the participants were asked to write a scientific story concerning heat concept which can be used in the beginning of the lesson. In addition, their metacognitive skills were measured with a Likert type scale. In the analysis, a rubric will be used to evaluate individual scientific stories. Also, metacognitive skill scales will be analyzed via SPSS. The correlation between the scores of metacognitive scale and scientific stories will be determined and recommendations will be given upon the findings.

Key Words: Teacher candidates, scientific story, metacognitive skills.