Evaluation of Practice Schools and Teachers within the scope of Teaching Practice Lesson through Web Diaries by Pre-service Teachers

Emine Akkaş Baysal, Assist. Prof. Dr., Afyon Kocatepe University, Türkiye, akkasemine85@hotmail.com
iD 0000-0002-5711-0847

Gürbüz Ocak, Prof. Dr., Afyon Kocatepe University, Türkiye, gocak@aku.edu.tr
iD 0000-0001-8568-0364

Abstract

This study aimed to evaluate practice schools and teachers through web diaries and teaching practice scale by pre-service teachers who attended pre-service teacher training certificate program which was put into practice in 2021-2022. The research was carried out with the exploratory sequential design, one of the mixed research designs. The study's qualitative data were collected from 30 pre-service teachers through structured web diaries. The quantitative data were obtained from 200 pre-service teachers using the "Opinion Scale on School Experience and Teaching Practice Course". As a result of the research, the pre-service teachers welcome the weight of the new pre-service teacher training certificate program put into practice. The pre-service teachers stated that they could easily interact with their teachers in practice schools and the lecturers from whom they took theory courses, and they could benefit from their experiences. This gives an idea about the effectiveness and sustainability of the new pre-service teacher training certificate program.

To cite this article: Akkaş Baysal, E., & Ocak, G. (2023). Evaluation of practice schools and teachers within the scope of teaching practice lesson through web diaries by pre-service teachers. *Psycho-Educational Research Reviews, 12*(1), 1-21. doi: 10.52963/PERR_Biruni_V12.N1.01

INTRODUCTION

Since the Republic of Turkey was established, it has a rich history of teacher education in terms of the institutions that provide teacher training, the programs offered in these institutions, and the criteria used to select teacher candidates. Village Institutes, Teachers' Schools, Education Colleges, Education Institutes, Higher Teacher's Schools, and Education Faculties have played an important role in teacher training since the first years of the the Republic of Turkey (Bilir, 2011). Along with the teacher education programs implemented in universities in the 1980s and 1990s to meet the increasing demand for teachers, teaching certificate programs were also developed for students who studied subjects other than those included in these programs and wished to become teachers (Kavcar, 2002). Accordingly, the pre-service teacher training certificate program, approved by the Turkey Higher Education Council in 2009, is not a new practice in teacher education.

The pre-service teacher training program refers to a training program that offers a certificate on completion of vocational training within the faculties of education to students or graduates whose original academic degree was not in the field of education (YOK, 2017). As part of the Pre-Service Teacher Training Certificate Program in Turkey, students represent a demographic that did not initially choose the teaching profession but decided to become a teacher for various reasons. The term "pre-service teacher training knowledge," which gives the program its name, refers to the in-depth knowledge of learning and teaching methods and processes that a teacher possesses. By gaining this knowledge, a teacher can understand how students acquire and construct knowledge and how to develop positive attitudes toward the learning process (Koehler & Mishra, 2009). Therefore, a teacher in any teaching field must possess this pedagogical knowledge (Shulman, 2000). As a profession that has the potential to influence society in all fields, the teaching profession requires teachers to possess cognitive, affective, and psychomotor qualities. The level of these qualifications influences pre-service teachers' success in the profession. The importance of a positive attitude towards the profession cannot be overstated in teacher training.

Education faculty training activities are based on theoretical and practical foundations (Kavak, 2009). School Experience and Teaching Practice courses provide the application dimension of teacher training in faculties (MEB, 1998). According to the Ministry of National Education education and training institutions teaching practice directive, The School Experience course is defined as a course in which pre-service teachers can get to know the school, observe the education and training process, participate in extracurricular activities, observe experienced teachers on the job, and gain short-term teaching experience. On the other hand, a teaching practice course is defined as a course in which practice activities are discussed and evaluated, which prepares pre-service teachers to teach a specific lesson or lesson group in a planned manner and to gain teaching skills in the classroom at the level of instruction. Teachers teaching in the practice schools are responsible for the practical component of the teaching practice course, while instructors in the faculties are responsible for the theoretical component. In the theoretical courses carried out in the faculties, the practice instructor and the pre-service teacher review the developments related to the activities and practices carried out in the practice schools. During the practice hours, practice teachers provide the pre-service teachers with the opportunity to participate in the training and education process actively. This process enables pre-service teachers to acquire the skills necessary to prepare lesson plans, develop lesson content, apply special and general teaching methods, and develop basic educational technologies, which constitute the qualifications of a teacher (YOK, 2007). Within the scope of the teaching practice course, pre-service teachers gain the qualifications that will improve the qualifications of the teaching profession by enabling them to understand the curriculum in their field, evaluate the course content, and carry out assessment and evaluation activities (Azar, 2003; Wong & Tsui, 2007).

Pre-service teacher training education has been a topic of discussion in many respects, including the suitability and method of the program employed, as well as the professional competencies of

novice teachers and their attitudes toward the profession (Eraslan & Çakıcı, 2011). Some people think that granting the right to be a teacher to graduates from outside the Faculty of Education harms the social status of the teaching profession. However, maintaining the programs despite ongoing problems and limitations in teacher employment continues (Öztürk Akar, 2018). The Pre-service Teacher Training Certificate Program continues in the universities approved by the Council of Higher Education in Turkey. To gain teacher competencies, students in the Pre-service Teacher Training Certificate Program take courses parallel to those in the education faculty programs. These lessons are; 'Introduction to Education,' 'Developmental Psychology,' 'Program Development and Teaching,' 'Assessment and Evaluation,' 'Classroom Management,' 'Learning, Teaching Theories and Approaches,' 'Counselling,' 'Special Teaching Methods,' 'Instructional Technologies and Material Design' and 'Teaching Practice.'

In the research on pre-service teacher training certificate programs, which have been increasing since 2010, it is seen that the reasons for the intense interest in these programs are indirectly questioned. In these researches, primarily motivation related to the teaching profession (Altınkurt, Yılmaz & Erol, 2014; Nayır & Taneri, 2013); opinion (Aykaç, Bilgin & Toraman, 2015; Çiçek Sağlam, 2015), perception and attitude (Bal, 2017; Demirtaş & Aksoy, 2016), perceptions of self-efficacy (İpek & Demirel, 2016; Yazıcı & Kalkavan, 2016), learning styles (Güneş & Gökçek, 2012); and social competence levels (Türkçapar, 2016) were examined. These issues can be associated with courses other than pre-service teachers' practice. No studies evaluated the practice schools of pre-service teachers and the practice instructor in the practice school, in other words, the implementation process. In the academic year 2021-2022, the Education Cooperation Protocol was signed between the Ministry of National Education (MEB) and the Council of Higher Education (YOK). In this framework, the teaching practice to be carried out by the students who continue to the Pre-Service Teacher Training Certificate Program or the Teaching Profession Knowledge Master's Program without Thesis has been extended to two terms by adapting it to the current practice in education faculties. Pre-service teacher training students are required to participate in teaching practices to be carried out in schools, just as in education faculties, for a total of 144 lessons, 72 hours each semester. The old certificate program only required the practice students to attend this training for one semester, while the new directive also specifies how practical training will be conducted. Under the supervision and guidance of the practice instructor and teacher, students should perform the activities specified in the activity plan. In addition, they will prepare a working report for each activity and deliver it to the practice instructor.

The practice students in the Pre-Service Teacher Training Certificate Program are required to deliver lectures under the supervision of the practice teacher from the sixth week of the first semester onwards. Students whose lecture hours are between 1-2 hours on the weekly course schedule of the relevant course are expected to have at least ten lectures, and those with three or more lectures are expected to have at least 20 lectures. Evaluation of the initial effectiveness and sustainability of this program, which includes changes in the implementation process, is vital in terms of the program's quality. Furthermore, it is believed that this study, carried out immediately following the application that began that academic year, will provide valuable information for future research. In this respect, this study is original. In this study, it is aimed that the pre-service teachers who benefit from the Pre-Service Teacher Training Program, which was updated and put into practice in the 2021-2022 academic year, evaluate the practice process, practice schools and teachers through the web diaries prepared by the researchers and the measurement tool developed by Özçelik (2012) for the application courses. So, the main research question of the study is determined as "What are the opinions of pre-service teachers who receive pre-service teacher training program about practice schools and practice instructor?". The sub-questions sought to be answered within the framework of the purpose of the research are as follows:

QUALITATIVE RESEARCH QUESTIONS

1- What are the opinions of the pre-service teachers about the preparation process, lesson planning, time management, and the supply and use of tools and equipment?

2- What are the opinions of the pre-service teachers about the teaching process, classroom management, teaching methods and techniques, suitability for the level, time management, use of tools and materials, and student-teacher interaction in the lessons they practice?

3- What are the opinions of the pre-service teachers about the evaluation process in the lessons they practice, the summary of the lesson, the evaluation studies, and the assignment process?

4- What are the opinions of the pre-service teachers about the contribution of the theoretical knowledge they received in the pre-service teacher training program courses to the application process?

5- What are the difficulties pre-service teachers face in the theoretical and practical courses they take in pre-service teacher training program courses?

QUANTITATIVE RESEARCH QUESTIONS

6- What are the opinions of the pre-service teachers regarding the practice course they have participated in as part of the pre-service teacher training program?

7- Do pre-service teachers' experiences during the pre-service teacher training program differ significantly according to gender?

METHOD

RESEARCH DESIGN

The research was conducted using an exploratory sequential design, one of the mixed research designs. Since the mixed research method requires a researcher to have a good knowledge of quantitative and qualitative research methods, it can be considered a higher-level design than these two methods. In mixed research, the data collection process is intensive, data analysis is more complex, and sometimes the research may require teamwork (Creswell & Plano Clark, 2011). Data were collected during both autumn and spring education terms in which pre-service teacher training program was conducted. In the exploratory sequential design, the researcher first collects qualitative data and then obtains quantitative data. In this mixed method design, qualitative data is collected first to discover a phenomenon, then quantitative data is collected to explain relationships revealed by qualitative data.

SAMPLE

Research sample was selected using the purposeful sampling method, which is one of the non-random sampling methods. The study sample consists of 200 pre-service teachers enrolled in the Pre-Service Teacher Training Certificate Program at Afyonkarahisar Kocatepe University Faculty of Education in 2021-2022. The quantitative data of the study were obtained from these pre-service teachers. Pre-service teachers receive pre-service teacher training in various departments. During both semesters of the 2021-2022 academic year, they took theoretical courses at the faculty and had the opportunity to practice in practice schools. Pre-service teachers started to practice from the sixth week of the first semester in practice schools. The participants applied the knowledge they gained in theory in practice at the institutions they worked at. In order to reveal the experiences of the pre-service teachers in the teacher training process, web diaries were filled with 30 pre-service teachers among the participants. Within the scope of the teaching practice course, both the first and second semesters of qualitative data collection continued. While the participants had a longer observation period in the practice schools within the scope of Teaching Practice I course, they made more practices within the scope of Teaching Practice II course. Table 1 presents data on the 200 participants from whom

quantitative data were collected. Additionally, Table 2 presents other data on the 30 participants from whom qualitative data were collected:

Table 1. *Quantitative Data on Participants*

Variables		N	Percetage
Gender	Female	111	%55.5
	Male	89	%44.5
Practice School	Preschool	13	%6.5
	Primary school	22	%11
	Secondary school	87	%43.5
	High school	78	%39

Table 2. *Qualitative Data on Participants*

Participant	Participant Code	Gender	Major
Pre-service Teacher 1	PT1	Female	Biology
Pre-service Teacher 2	PT2	Female	Biology
Pre-service Teacher 3	PT3	Female	Biology
Pre-service Teacher 4	PT4	Female	Biology
Pre-service Teacher 5	PT5	Male	Biology
Pre-service Teacher 6	PT6	Male	Biology
Pre-service Teacher 7	PT7	Female	Philosophy
Pre-service Teacher 8	PT8	Female	Philosophy
Pre-service Teacher 9	PT9	Female	Philosophy
Pre-service Teacher 10	PT10	Female	Philosophy
Pre-service Teacher 11	PT11	Male	Philosophy
Pre-service Teacher 12	PT12	Male	Philosophy
Pre-service Teacher 13	PT13	Male	Philosophy
Pre-service Teacher 14	PT14	Male	Philosophy
Pre-service Teacher 15	PT15	Female	Sociology
Pre-service Teacher 16	PT16	Female	Sociology
Pre-service Teacher 17	PT17	Male	Sociology
Pre-service Teacher 18	PT18	Male	Sociology
Pre-service Teacher 19	PT19	Male	Sociology
Pre-service Teacher 20	PT20	Female	History
Pre-service Teacher 21	PT21	Female	History
Pre-service Teacher 22	PT22	Female	History
Pre-service Teacher 23	PT23	Male	History
Pre-service Teacher 24	PT24	Male	History
Pre-service Teacher 25	PT25	Male	History
Pre-service Teacher 26	PT26	Female	English
Pre-service Teacher 27	PT27	Female	English
Pre-service Teacher 28	PT28	Female	English
Pre-service Teacher 29	PT29	Female	English
Pre-service Teacher 30	PT30	Male	English

As seen in Table 1, 111 (%55.5) female and 89 (%44.5) pre-service teachers participated in the research for the quantitative data. Additionally, 13 (%6.5) pre-service teachers went to the preschools for practicing, 22 (%11) pre-service teachers went to the primary schools, 87 (%43.5) went to the secondary schools and 78 (%39) pre-service teachers went to the high schools for practicing. According to Table 2, the study's qualitative data were obtained from 17 female (57.9%) and 12 (42.1%) male pre-service teachers. All the pre-service teachers participating in the research attended the practical courses in public high schools in the city center.

DATA COLLECTION TOOLS

As this is a mixed-patterned study, the data collection process was conducted in two stages. During the first phase of data collection, qualitative data were collected employing structured web diaries developed by the researchers. The creation of structured diaries begins with the research of the subjects that will serve as the basis for the research, such as diaries, lesson plans, activity plans, implementation processes, the essential elements of curriculum and courses were examined, the concepts relevant to the research problem and the codes which will be used to include these concepts were identified. Afterward, categories were identified that would provide in-depth information regarding the relevant codes, and open-ended questions were developed regarding these categories. A Literature Teacher corrected the questions as necessary to ensure the construct validity of the questions and the suitability of the questions in terms of language expression. To ensure the content validity of the diaries, a field expert from Afyon Kocatepe University examined the relationship between the codes and categories in the diaries and the questions. After these examinations, it was thought that focusing on the introduction-development-result sections of a course flow would be more effective in practice rather than the objectives, content, learning experience, and evaluation processes, which are the basic elements of a curriculum. For this reason, categories were determined in line with the codes of "Introduction Section, Development Section, Conclusion Section, Conveniences, Difficulties." Following a preliminary application with six pre-service teachers from different branches, the diaries were finalized after necessary changes were made. A holistic approach was attempted by combining the questions in each category into a single question body. The codes, categories, and questions regarding the blogs are given in the table below (Table 3).

Table 3. *Creating Questions in Web Diaries*

Theme	Category	Interview Questions
Introduction Section	Lesson Preparation Lesson Planning Time Management Supply of Tools	Observation Process: Evaluate the practice teacher's preparation process, lesson planning, time management, and equipment supply during the 1-5 weeks you are at the practice school. If you were the practice teacher, what would you do? Please explain in line with the gains you have obtained during the formation process. ………………………………………………………… Practice Process: How did you prepare for the lesson and the lesson planning during the 6-10 weeks you were in the practice school? How would you rate your time management? How did you obtain the course equipment? Did you have a preparation process? Explain in light of your observations in the previous weeks and the gains you have made during the formation process.
Development Section	Teaching Process Classroom Management Teaching Methods and Techniques Level Eligibility Time Management Use of Tools	Observation Process: Evaluate the lessons you observed in the 1-5 weeks regarding the teaching process, classroom management, teaching methods and techniques, suitability for student level, time management, use of tools and materials, and student-teacher interaction. How would you carry out the teaching process? …………………………………………………… Practice Process: How did you plan the teaching process in the practice course you held in the 6-10 weeks of the practice? What methods and techniques did you use? What did you experience in classroom management? Evaluate your practice lesson in terms of student-teacher interaction. Please explain in line with your observations in the previous weeks and the achievements you have obtained during the formation process.
Conclusion Section	Evaluation Process Time Management Summarizing Evaluation Studies	Observation Process: Evaluate the evaluation process, time management, lesson summarizing, evaluation studies, and assignment process in the lessons you observed. How would you carry out the evaluation process?

	Assignment Process	……………………………………………………………
		Practice Process: In the lesson, you practice and evaluate the assessment process, time management, lesson summarization, evaluation studies, and homework process. Explain in light of your observations in the previous weeks and the gains you have made during the formation process.
Conveniences	Theory+Practice Opportunities	Observation and Practice Process: What achievements have you made this week at practice school and during practice lessons? What achievements during the formation process made the process easier for you? Please explain.
Difficulties	Theory+Practice Challenges	Observation and Practice Process: What challenges did you face in practice school and practice class this week? How can these difficulties be overcome? Please explain.

In the second stage of data collection, the "Opinion Scale on School Experience and Teaching Practice Course" developed by Özçelik (2012) was used. Pre-service teachers completed the scale after completing their practices in practice schools. The scale was prepared to reveal the opinions of pre-service teachers studying at Gazi University, Faculty of Education, Department of Foreign Languages Education, English, French, German, and Arabic Teaching Programs regarding School Experience and Teaching Practice Courses. The scale consists of a single factor. The explained variance rate of the scale is 36%. It consists of 29 items, with a Cronbach Alpha of 0.93, a KMO coefficient of .87, and a Barlett test value of 2839.

DATA COLLECTION AND ANALYSIS

Participants in the study were selected before the data collection process began. Participation in the study was entirely voluntary. In the evening of the day, before the participants went to the practice school, web diaries containing the questions listed in Table 3 were sent to the participants from whom qualitative data were collected. As a result, pre-service teachers could preview the questions that would be used to fill out their diaries in advance. Pre-service teachers also developed an understanding of what they should pay attention to in the practice school activities that will take place the following day. In the evening of the day they participated in the practice school; pre-service teachers filled out their diaries. Thus, possible data loss has been prevented. Researchers checked whether the pre-service teachers' web diaries were completed at the scheduled time. By contacting the pre-service teachers who did not submit their web diaries on time, the web diaries were ensured to be submitted on time. The content analysis method was used in the analysis of qualitative data.

The data were analyzed in line with the themes and categories determined before the research. Direct quotations from the views of the participants supported the results obtained. Since the data were collected through qualitative data collection tools, descriptive analysis, one of the qualitative data analysis methods, was used in accordance with the data collection tool. Since the purpose of descriptive analysis is to summarize the event as it is, quotations are also included (Yıldırım & Şimşek, 2013). Generally speaking, it is crucial to provide information on who stated what on what theme in the interview transcripts without commenting with direct quotations, and at the same time, it is necessary to analyze the participants' views regarding the relevant theme with the direct quotations related to that theme in order to increase the internal validity of the research by relating these to the collected documents (George, 1959). The "Opinion Scale on School Experience and Teaching Practice Course," which contributed to the collection of quantitative data for the research, was completed via

Google Forms by 200 participants who participated in the Pre-service Teacher Training Certificate Program. A suitable statistical program analyzed the obtained data.

VALIDITY AND RELIABILITY

Guba (1981) proposes the reliability criterion in qualitative research against the reliability criterion of positivism. The reliability criterion means that the findings and interpretations of the research are the product of a consistent process. The process by which the findings are obtained should be as clear and reproducible as possible. This issue is closely related to the flexibility of qualitative research designs. Due to this reason, in the present study, it was attempted to ensure that the data collection process was clearly explained by providing detailed information about the development of the data collection tool, providing direct quotations from the views of the participants, and referring to the opinions of students, teachers, and data regarding the same subject. According to Merriam and Tisdell (2015), credibility is the equivalent of internal validity in the positivist paradigm of qualitative research. Internal validity refers to the consistency of the findings with reality. Credibility is defined by Shenton (2004) as long-term contact in the research environment. This research provided credibility through in-depth examinations of the study group and pre-service teacher training certificate program, the collection of in-depth data with web diaries, and frequent communication. The Cronbach Alpha coefficient was used for the reliability of the quantitative data.

FINDINGS

The findings obtained from qualitative and quantitative data will be presented concerning the research questions in this section. In the study, the first sub-problem was described as follows: "What are the opinions of the pre-service teachers about the preparation process, lesson planning, time management, and the supply and use of tools and equipment?". Findings related to this sub-problem are given in the table below (Table 4).

Table 4. *Findings Regarding the Introduction of the Course*

Theme	Category	Code	Frequency
Introduction Section	Lesson Preparation	Meeting and greeting students	28
		Taking attendance	29
		Short review of the previous lesson	17
		Attracting attention and motivation	11
		Preparing the materials to be used	10
		Giving information about the new topic	9
		Determining the introductory-development-concluding parts of the lesson	7
		Additional readings and identification of additional resources by the Teacher	6
		Checking the classroom, course equipment, and materials before the lesson	3
	Lesson Planning	Adherence to annual and daily plans	17
		Informing the class about the process at the beginning of the lesson	16
		Continuing the course without sticking to the annual plan	13
		Preparing a game activity before the lesson	10
	Time management	Using lesson time effectively	21
		When the lesson is over, the subject is delayed to the next week	9
		When the bell rings, the subject prolongs to the second lesson (in 2-hour lessons)	9
		Assigning students to different activities during homework control	18
		Delayed start to the lesson by waiting for students who came to class late	6
		Skipping the "assessment" part of the lesson in order to use time effectively	5
		Loss of time due to not checking course materials before starting the course	5

Supply of tools and equipment	Smartboard and interactive board	28
	Coursebooks	28
	Supplementary books and sample books	20
	Internet and digital content	20
	Maps	7
	Whiteboard and board markers	15
	Pictures and photos	11
	Reproducible activity sheets	10
	PC, tablet, graphic tablet, laser pointer, USB	17
	EBA	8
	Digital applications	9

Table 4 summarizes the emerging themes in the introduction section of the course. Sample expressions from the opinions of the participants regarding the nine codes that emerged in the "Lesson Preparation" category are given below:

"This week, our practice teacher came to the lesson prepared and planned and showed me where and what to say with certain lines. In a nutshell, she repeated the topics she discussed in the previous weeks. Using his time efficiently, she completed the lesson on time. Before moving on to the new topic, she reviewed the topics she had discussed and made connections with the new topic….." (PT3)

"The Teacher came to the lesson prepared. Initially, she summarized the topics covered previously and discussed the topics that will be covered in subsequent sections. She taught her lesson in the form of a lecture method. Using a board and constant notes, she maintained discipline in her classroom. She continued the lesson in a planned manner….." (PT7)

In Table 4, four codes are identified as belonging to the "Lesson Planning" theme. Sample expressions from the participants' views on these themes are given below:

"The practice teacher prepared the lesson plan after the activity on a topic in the classroom as requested in the united annual plan. As part of this activity, crossword puzzles will be used to answer questions regarding the subject. The practice teacher brought the puzzle activity sheets ready to be performed in the classroom during the preparation process for the lesson….." (PT8)

"My practice teacher has completed the course preparation process. Based on the lesson planning, he followed the lesson. Despite differences between classes, classroom management was effective. In the educational process, older, medium, and younger classes had different interests, knowledge, abilities, and preparations….." (PT9)

According to Table 4, seven codes related to the "time management" category emerged. Sample expressions from the participants' views on this theme are given below:

"…The lesson is finished at the lesson time that is supposed to end according to the plan. Topics that should be covered do not extend to the next week's lesson …" (PT3)

"…The practice teacher used slides again this week as he did last week. Time management was very good and efficient….." (PT12)

The last category determined for this sub-problem is the supply of equipment. It is noteworthy that eleven codes emerged in this category. Sample expressions taken from the opinions of the participants are given below:

"……..The practice teacher had already come to the lesson with slides and other materials as tools before the lesson..." (PT18)

"….He used a smart board textbook as a tool. In the first lesson, he lectures, and in the second lesson, he does various activities. In order to reinforce the subject matter, he provides students with the opportunity to solve tests. …. (PT14)

The second sub-problem of the research is expressed as "What are the opinions of the pre-service teachers about the teaching process, classroom management, teaching methods and techniques, suitability for the level, time management, use of tools and materials, and student-teacher interaction in the lessons they practice?". Findings related to this sub-problem are presented in the table (Table 5).

Table 5. *Findings Regarding the Development Part of the Course*

Theme	Category	Code	Frequency
Development Part	Teaching Process	An attempt to establish a teacher-student relationship	20
		A student-centered learning environment	8
		A teacher-centered learning environment	16
		Making the lesson interesting	14
		Using a reinforcer	13
		Achieving active participation	12
		Gathering students' attention at regular intervals	12
		A repeat of the previous subject	14
		Intermittent repetitions during the lesson	9
		End of lesson summary	10
	Classroom Management	Respect for the Teacher	11
		Not collecting phones	25
		Controlling students in the classroom by asking them to take notes	18
		Making eye contact with students	14
		Addressing students by their names	15
		Teacher's walking between the desks	11
	Teaching Methods and Techniques	Lecture method	26
		Question answer method	18
		Discussion	9
		Sampling	20
		Inquiry-based learning	9
		Note-taking	19
		Brainstorming	4
		Station technique	2
		Jigsaw puzzle technique	1
	Level Eligibility	Teaching suitable for grade level	27
		Teaching that is not appropriate for the grade level	3
		Teaching related to achievements	18
	Time management	Allocating sufficient time to the development part of the lesson	26
		Allocating sufficient time for student participation	5
	Use of tools	Effective use of smart board	24
		Effective use of the whiteboard	15
		Limited material use	7
		Use of tools and equipment related to the subject	5

The development part of the course was divided into six categories before collecting research data. Table 5 presents the codes obtained for these categories. In this title, "teaching process" is considered the second sub-problem of the study. Ten codes emerged in this category. The participants

evaluated different scenarios related to the teaching process they learned in the theoretical trainings within the program's scope for the pedagogical formation and encountered in the practice schools from various perspectives. Sample expressions from the participants' views on this theme are given below:

"…..He had prepared a slide to attract the students' attention following the subject. He introduced himself to the students before starting his lesson. He explained how the subjects were important in the exam and encouraged students to pay attention to them. He asked questions to reveal his prior knowledge. Then, at the end of the lesson, he explained what subjects the students would learn and informed the students about the target. He made coding on his slide to draw the students' attention to the subject. In this way, he prevented the subject from being boring and made it more appealing to them. This coding made the subjects more memorable for the students. He also wrote on the board to highlight the critical points and asked the students to write the notes in their notebooks. In this way, he also prevented students from diverting their attention to other things. ….."(PT25)

"…The mentor teacher, who pays attention to the students' readiness during the lesson, briefly repeats the previous subject matter, moves on to the new subject matter, and then takes the lecture notes. Using the Ministry of Education's student/teacher system, he demonstrated the cartesian philosophy and reinforced the subject with narration from that system. …."(S17)

The second category in Table 5 is about "classroom management." Six codes were identified in this category. Sample expressions from the participants' views on these codes are given below: *"…In terms of the student teacher, our teacher interacts with the students very well, addresses the students by their names, which increases the motivation of the student. …." (PT8)*

"…The Teacher wanders around the classroom and provides icebreaker exercises for distracted students. He asks them questions to engage them in the lesson and makes them read. Thus he creates an interactive environment….." (PT29)

"…While teaching the subject, he made eye contact with the students. The only negative aspect I observed was that he did not move around in the classroom. Apart from that, he came to the lesson well-planned and well-executed. The subject was taught in a timely manner, and at the end of the lesson, he asked the students questions to reinforce the subject….." (PT30)

The third category in Table 5 is "Teaching Methods and Techniques." Nine codes emerged in this category. Participants evaluated some learning strategies as a method or technique in this topic. Due to its relevance to the functioning of the course, it is discussed in this title. Below are some examples of opinions expressed by participants:

"First, he gave information about the subject he was going to talk about. In order to determine whether the student remembered the previous lesson, he asked questions regarding it. He also prevented the students from becoming distracted by asking questions during the lesson. He used the presentation method. For the student to achieve permanent learning, he made him take notes." (PT4)

"…In terms of teaching techniques, my trainee teachers used expository teaching methods. They used question-and-answer and discussion methods primarily in this technique. Question-answer is a method that corresponds to Bloom's second level, comprehension. Students' explanations of the questions asked revealed their level of understanding. The discussion method improved the students' critical thinking skills and taught them to respect different viewpoints. Therefore, there has been intense verbal communication between the student and the Teacher in expository teaching…."(PT16)

Another category in Table 5 is "level eligibility." Three codes emerged in this category. Sample expressions from the participants' views on the codes are given below:

"…I think the courses are very suitable for the level of the student. In order to make the lesson more concrete, we give plenty of examples from daily life. We make it easier for students to associate with themes." (PT27)

"…In the lesson, our Teacher explained the subject quickly so that it was over immediately. He did not involve the students in the subject and could not use the time efficiently. There was little interaction between him and the students.….." (PT15)

The fifth category in Table 5 is "time management." Sample expressions from the participants' views on the emerging codes are given below.

"…In terms of time management, we can process and finish the lesson on time. …" (PT6)

"…Time management was good and sufficient. Based on the student's level of understanding, he taught the subjects in a manner that was understandable to them.…" (PT8)

The last category of the development section is the use of tools and equipment. Sample expressions from the participants' views on the codes emerging in this category are given below.

"….Throughout the lesson, he used a variety of tools, such as a board and a textbook, and he taught the subject matter in a way that is far from monotonous by establishing a conversational atmosphere.….." (PT22)

"…He used an interactive board and MEB textbook as tools. Additionally, he used a source he said was his own. I observed that this resource could also be useful for students. By asking questions about the subject, he provided students with the opportunity to repeat it. …."(PT17)

According to the research, the third sub-problem relates to the conclusions of the course and is titled "What are the opinions of the pre-service teachers about the evaluation process in the lessons they practice, the summary of the lesson, the evaluation studies, and the assignment process?".

Table 6 presents the findings related to this sub-problem.

Table 6. Findings Regarding the Conclusion Part of the Course

Theme	Category	Code	Frequency
Conclusion Part	Evaluation process	Allocate one part of the lesson to the assessment	17
		Not including the assessment section in the course	13
		Inability to make effective assessments due to the students dropping out of the lesson at the end of the lesson.	25
		The Teacher's awareness of the importance of the evaluation step	6
	Time management	Allocate sufficient time for the assessment-evaluation of the course	13
		Allocate little time for assessment-evaluation of the course	17
		Allocate time for summarizing and assignment	14
	Summarizing	Make a brief summary of the lesson	15
		Have students summarize the lesson	8
		Not including the summary section in the lesson	15
	Evaluation Studies	Evaluating the lesson through the question-answer method	18
		End-of-topic evaluation questions	11
		Evaluation through play	8
		Evaluation through competition	7

	Assignments related to the topic covered	15
	Homework on the topic of the next lesson	3
	Making inappropriate assignments (which can be completed in a short time, far from the achievements, unrelated to the content, etc.)	12
	Assignment from the textbook	15
	Research homework	3
	Written assignment	8
	Assigning reading homework	6

(Leftmost column vertical label: "Assignment Process")

Table 6 presents the codes associated with the categories related to the conclusion of the course. There are five categories under this heading. The first of these is the "evaluation process" category. Four codes emerged in this category. Sample expressions from the opinions of the participants are given below.

"….There was little assessment at the end of the course. Time management could have been more planned. There was no homework assigned by the teacher.…" (PT10)

"…The lecture period and time management of the course were divided into three stages. These are the Introduction, the development, and the result…. The topic covered in the course is briefly summarized at the end. At this point, the students were again asked questions, and it was stated, "If you have any questions, please ask." Therefore, the question marks in the students' minds were attempted to be removed. It is recommended that students review the end of the unit in the course book concerning homework at the end of the course….." (PT17)

The second category under the Conclusion Section is "time management." Three codes emerged under this category. Sample expressions from participant opinions are given below:

"…Since group work was done in the classroom, there were deficiencies in terms of time management. It is possible to observe how this affects the evaluation process and the reflections that result from it. Due to a lack of time, the Teacher could not review the lesson again and briefly summarize it at the end of the lesson. The students took part in the discussion since the discussion method was used. Even though it was an effective lesson, I still think that the Teacher should have summarized the subject as a whole….." (PT25)

"…The lecture lasted for 30 minutes. The evaluation process included a discussion of where the problem of the covered subject originated by reconciling it with other narratives. The remaining time was spent by the students discussing how their exams had gone and the exam questions since they had just completed the exam. Then the bell rang….." (PT28)

"…Since a considerable amount of time was spent on the Introduction, there was not enough time to summarize and evaluate the course. I think the Introduction should have been shorter, and the evaluation time should have been longer. There should have been an opportunity to ask questions to the students and get their opinions on the subject. …"(PT30)

The third category in Table 6 is "summarizing." There are three codes in this category. Sample expressions from participant opinions are given below.

"…The method of question and answer used by the Teacher in the lesson increased the students' focus on the lesson and allowed the Teacher to determine whether the students understood the subject. Since the Teacher had difficulties planning the lesson, she could not provide a complete summary. Summing up and reviewing was too short. I would plan the lesson better myself and do the summary assessment correctly….." (PT2)

"…My practice teacher completed the lesson by making general comments on the short summaries at the beginning. At the end of the unit, students were asked a series of questions as an

evaluation. This provided a means of assessing whether the students understood the subject. Those who made mistakes were given low marks. Moreover, at the end of the lesson, the students were assigned to work on the new unit....." (PT5)

The other category in Table 6 is "evaluation studies." Four codes emerged under this category. Sample expressions from participant opinions are given below.

"..In the evaluation part, questions about the lesson were asked, and I observed that some students did not listen to the lesson carefully and did not understand the subject, but some of them listened carefully and answered the questions....." (PT6)

"..I had the students complete the concept map, which I had prepared at the end of the slide, in the form of a competition. Seeing the subject I explained as a whole, made it easier for them to learn. Using the time correctly, I finished the class before the bell and made a general round-up. By directing the tests I had prepared about the subject to the students, I saw how much learning took place. …"(PT11)

The last category under this heading is "assignment process." There are seven codes in total here. Sample expressions from the opinions of the participants are given below.

"…Instead, some things that were said from time to time were repeated or asked the students. No assignments have been made …" (PT5)

"…The homework is given on time and is checked on time. Some places are requested to be written and come to their homework so that they can pre-study next week's topic" (PT12)

"…As part of the homework process, Hüseyin Teacher reminded the students that they were responsible for reading the book and bringing the summary that was provided to them at the beginning of the semester. Specifically, he reminded the students that they must present any tests and test solutions given to their teachers....." (PT15)

"..In the assignment process, the teacher assigned points based on what the students wrote in their notebooks. Participation in the lesson was very important.…" (PT17)

The fourth sub-problem of this study is formulated as "What are the opinions of the pre-service teachers about the contribution of the theoretical knowledge they received in the pre-service teacher training program courses to the application process?". The themes, categories, and codes related to this sub-problem are given in Table 7.

Table 7. *Conveniences Encountered in Theory and Practice Courses*

Theme	Category	Code	Frequency
Conveniences	Theory+Practice Opportunities	Having information about written exams applied in schools	25
		Learning to use course materials	26
		Establishing an effective student-teacher relationship	22
		Ensuring classroom discipline	25
		Coming to class with preparation	19
		The Teacher's role as a guide in the classroom	17
		Adjusting the tone during the lesson	18
		Gaining practice on pre-repeat, mid-repeat, and end-of-course summary	17
		Using the right amount of reinforcement at the right time	16
		Applying the methods and techniques learned in theory	21
		Establishing a value system between students and Teachers	18
		Identifying students' needs and wishes	20
		Evaluating exam papers - Preparing answer keys	27
		Learning the intricacies of preparing course material, especially slides	24
		Gaining practice in the step of drawing attention at the entrance to the lesson	14
		Controlling excitement and anxiety during the class	28

Table 7 gives an overview of the theoretical lessons that the participants took within the framework of the pre-service teachers training program and the advantages they gained from their practical lessons. Sample expressions from the participants' views on these codes are given below:

"….This week, we went to school to help our practice teacher with the exam. It was new to me that exams were conducted this way, but I learned it, organized the files, and organized the class question papers. It was explained to me by the practice teacher.….." (PT2)

"….first of all, I made a gain in how I should adjust my tone and how my pronunciation should be. At the same time, I learned about topics such as addressing the class and providing self-control.…..." (PT7)

"….During the formation process, the special teaching techniques course and the guidance of the practice teacher made this process easier for me. …." (PT11)

"…Our practicing teacher integrates the theoretical knowledge with his own experience very effectively. Observing our teacher, I believe that we will have the necessary equipment in this regard. …." (PT17)

"…In addition to overcoming my excitement, I am getting used to the teaching profession. Although the contribution of the teachers in the formation lessons and practice is undeniable, I can say that seeing the changes in the school environment and students motivates me more.…." (PT21)

Table 8 summarizes the disadvantages of the theoretical courses participants took within the framework of the pre-service teachers training certificate program and the practical courses in which they applied them. The following table contains the research findings related to the fifth sub-problem.

Table 8. *Difficulties Encountered in Theory and Practice Courses*

Theme	Category	Code	Frequency
Difficulties	Theory+Practice Challenges	The situation in what is learned in theory does not affect the emotional state in practice (excitement, anxiety, etc.)	15
		Difficulties in classroom management	11
		Difficulties in teacher-student communication	9

Based on the results of the theory courses as well as the practice courses, Table 8 shows the codes associated with the difficulties encountered by the participants. Although the participants took courses on solving these problems in theory courses, they faced these problems in practice. Below are some examples of opinions expressed by participants:

"…We had difficulties in classroom management …"(PT9)

"…Among the challenges I faced, this week was when a student interrupted the lesson by over-talking, continuing to do so even though I told her to be quiet and not interrupt the lesson. Behaving this way negatively affected the class, causing other people to be distracted, and I had difficulty maintaining self-control. Gains about how I should approach such students without offending them, how I should treat them, and how I can manage the process in such events can be included.…." (PT15)

"…I see that I have deficiencies in practice courses such as Theory and Practice. I expected that they would show us the practice part more actively during the formation process.…" (PT17)

"…I think the time in practice schools should be shorter. During the pandemic process, the conditions become even more difficult when formation students are in classes with many students. The application course can be divided into half theoretical and half practice hours. Animated lessons can be taught to high school students, and topics such as behavior, speech, gestures, and facial expressions can be explained theoretically. Although we learn these skills from our practice teacher through observations, I believe they should be emphasized much more actively and practically.…." (PT27)

The sixth sub-problem of the research has been determined as "What are the opinions of the pre-service teachers about the practice course they have participated in as part of the pre-service teacher training program?". In this sub-problem, the quantitative data of the research were collected.

Table 9. *Descriptive Statistics of Preservice Teachers' Opinions on the Practice Course*

Scale	Sub-Dimensions	N	Number of Items	X	SS	X/MS
Opinion Scale on School Experience and Teaching Practice Course	1. Practice Process	200	10	40,91	4,39	4,09
	2. Practice Academician	200	6	25,41	4,28	4,23
	3. Practice Teacher	200	8	34,67	4,47	4,33
	4. Practice Class/School	200	5	19,91	3,47	3,98

There are descriptive statistics in Table 9 concerning pre-service teachers' views regarding the process, instructor, practice teacher, and practice class/school. According to the results, the mean of the dimension, which includes items covering the opinions of preservice teachers regarding the "implementation process," is (X=40.91), with opinions ranging between 4.09 and "I agree." Among preservice teachers, the mean of their opinion in the dimension of "practice academician" (X=25.41) ranged from 4.23 to "Totally Agree." While the average is (X=34.67) in the third subdimension, "Practice Teacher," it is evident that the opinions of teachers remain in the "Totally Agree" range." "Practice Class/School" is the last sub-dimension of the scale. Among the preservice teachers, the average is (X=19.91), with a range of opinions between 3.98 and "I agree."

In Table 10, the findings related to the last sub-problem are presented.

Table 10. *T-test Results of Preservice Teachers' Practice Lesson*

Scale	Sub-Dimensions	Gender	N	X	SS	t	p
Opinion Scale on School Experience and Teaching Practice Course	1. Practice Process	Female	109	40,3945	4,32268	-1,843	,067
		Male	91	41,5385	4,32268		
	2. Practice Academician	Female	109	25,5046	4,06344	,341	,733
		Male	91	25,2967	4,55459		
	3. Practice Teacher	Female	109	34,9174	4,35492	,838	,403
		Male	91	34,3846	4,62065		
	4. Practice Class/School	Female	109	20,0367	3,29682	,540	,593
		Male	91	19,7692	3,70008		

Based on Table 10, the first dimension of the scale, "in the process of practice," was found to be (t=-1.843; p>.05). The opinions of participants regarding the practice process do not differ significantly by gender in this dimension. It is seen that it is in the second sub-dimension of the scale (t=.341; p>.05). In terms of gender, there is no difference in the views of participants in the sub-dimension "Practice Academician." The third sub-dimension of the scale includes items related to "Practice Teacher." This sub-dimension appeared as (t=.838; p>.05), and there is no difference in this dimension regarding the gender variable. The last sub-dimension is about "Practice Class/School." In this sub-dimension, the t-value (t=.540) and the p-value (p=.593) were calculated as p>.05. This sub-dimension does not differ according to gender.

DISCUSSION, CONCLUSION AND IMPLICATIONS

After being removed from practice at various intervals in recent years, put back into practice again, and causing controversy from time to time, the pre-service teacher training certificate program has been reinstated by changing its content in the 2021-2022 academic year in Turkey. One of the most

significant changes is the requirement that the program is completed within two semesters. In addition, it is another significant change that pre-service teachers put into practice after the first six-week observation period. Pre-service teachers are able to practice more in practice schools as a result of these changes. Through web diaries and application evaluation scales, this study aims to reveal the opinions of pre-service teachers about the pre-service teacher training program, which was implemented in the 2021-2022 academic year with some innovations.

Thus, the first research question pertains to the introduction part of the course, which includes the preparation process for the course, planning of the course, time management, and the use of equipment. This sub-problem revealed nine codes in the category of "course preparation." In practice teaching, most pre-service teachers stated that they learned how to make the first entrance to a lesson and how to greet students. In theoretical lessons, classroom management and lesson planning are explained in the introductory part of the lesson; however, in practice, issues such as signing the course schedule and taking attendance become more understandable. In this sub-problem, "lesson planning" was identified as the second category. Four codes emerged in this category. Pre-service teachers reported following annual plans and lesson plans both in their observations and in their teaching. However, some of the pre-service teachers noted that the annual plan and lesson plan were not followed exactly. This situation shows that pre-service teachers know about planning and can see to what extent practice teachers follow the plans. The third category is "time management." Seven codes emerged in this category. In their observations and practices, the majority of pre-service teachers found that the lesson time could be used more effectively. In fact, this is closely related to planning. It is evident that there is no problem with time management when the annual and lesson plans are adhered to. The last category of this sub-problem is "tools and equipment." As part of the course equipment, pre-service teachers mentioned a variety of tools. During the theory courses, the students learned the types of tools and materials that can be used in learning environments, and in the practice lessons, they learned how and when to use these tools. So, it can be said that pre-service teachers are positive in terms of school practice. Additionally, they find the theoretical and practical parts of school practice consistent. Because they didn' have the chance to practice more before. They generally observed the courses taught by practice teacher.

The second sub-problem of the research focused on the development part of the course. Under this title, the first category was "teaching process." Ten codes emerged under this category. This situation indicates that pre-service teachers understand the details of the course's development component. The second category is "classroom management." Six codes emerged under the category. The participants are found to have a good understanding of classroom management, to be able to provide solutions to problems that may arise and to be able to identify issues that may pose problems in the classroom. The third category is "teaching methods and techniques," and nine codes emerged. As can be seen from the results, participants were capable of identifying the teaching methods and techniques used most often in practice classes, and they were able to suggest alternative approaches. Although pre-service teachers learn teaching methods and techniques that can bring the student to the center in theoretical lessons, it is seen that a very limited number of methods and techniques are mentioned in practice classes. This may be due to the fact that the practice teachers did not use too much student-centered techniques in the process of observing. The other category is "level eligibility." Three codes emerged in this category. The pre-service teachers stated that while some of the lessons taught in the practice classes were appropriate for the students' level and that the lessons were handled in accordance with their achievements, some of them stated that they preferred teaching that was not appropriate for the class. Other categories within the development section include "time management" and "tool use." A total of six codes emerged in these categories. A number of pre-service teachers indicated that they learned how to use time effectively in the main part of the lesson and how to use the lesson tools and equipment by relating them to the lesson, especially in practice classes. Yalçın and Akay (2015), in their study on pre-service teachers, determined that they considered

themselves competent in the areas of "teaching and learning process" and "monitoring and evaluating learning and development." In the study conducted by Akyıldız (2017), it was concluded that the teaching practices carried out in schools contributed to the pre-service teachers' self-efficacy in the dimensions of planning, implementation, and evaluation of the teaching process. It is clear from this example that both previous pre-service teacher training programs and new one contribute to the gains that pre-service teachers need to be successful during the practice phase.

The third sub-problem of the research aims to reveal opinions about the conclusion part of the courses. A total of five categories and twenty-one codes emerged under this title. The majority of pre-service teachers reported that they did not see in practice the measurement-evaluation activities that they learned in theory. This is because teachers in practice schools do not give much space to the evaluation step. Practice teachers may skip this step with the concern of covering all the subjects in the curriculum. This indicates the presence of another problem. The study by Erdoğdu and Kurt (2012) found that teachers' perceptions of assessment and evaluation efficacy are generally at a moderate level.

In the fourth and fifth sub-problems of the study, the pre-service teachers were asked about the convenience and difficulty of the subjects they saw in theory within the context of pedagogical formation lessons in practice schools. Even though most pre-service teachers attended lessons on test development techniques in theory, they stated that they saw detailed information about preparing written tests in practice schools. In addition, pre-service teachers stated that they learned many subjects, such as learning the effective use of course materials, establishing an effective student-teacher relationship, ensuring classroom discipline, using reinforcement, and time management during practice. In light of this situation, it can be seen that pre-service teachers possess some scientific knowledge in theory courses but have acquired many new skills and qualifications during practice. Many of the pre-service teachers stated that the courses they took, in theory, were not sufficient to prepare them for the anxiety and excitement they experienced during classroom practice. This may be because pre-service teachers do not speak much in theory lessons, lack active participation and theoretical practices, and have inadequate demo presentations. In the study conducted by Öztürk Akar (2018), which is related to the previous pre-service teacher training program, it is seen that some participants stated that the pre-service teacher training program was long, and some participants stated that it was short. Apparently, due to the intense execution of the program in a relatively short period, all the necessary applications could not be completed by the participants.

Along with the time limitations, the participants' responses indicate that the instructors' attitudes and approaches contributed to the inability to submit applications. This situation is likely related to the research context as well as to the individual preferences of the instructors. However, the pre-service teachers in this study did not report any difficulties regarding practice times following the change of the preparation program. This situation indicates the adequacy of the theoretical and practice periods of the program, which have been extended to two terms.

This study's sixth and seventh sub-problems pertain to the questions that were asked to collect quantitative data. Upon review of the theoretical courses they have taken within the context of the pre-service teacher training program and the practices they have carried out in the practice schools, it can be seen that pre-service teachers have acquired gains in several sub-dimensions. In particular, pre-service teachers achieved success regarding the implementation process through their activities in practice schools. Again, the statements of the pre-service teachers show that the practice instructor and the practice teacher contribute to the pre-service teachers in obtaining the fundamental values of the teaching profession. Within the scope of the pre-service teacher training program, there is no significant difference based on gender in the theoretical and practical training received by pre-service teachers. In other words, female and male pre-service teachers benefited similarly from the pre-service teacher training program. In the study conducted by İlğan, Sevinç, and Arı (2013), it was concluded that there was no difference in the attitudes of pre-service teachers towards the teaching

profession in terms of gender variable. Many studies reach similar conclusions on this subject. The study by Öztürk Akar (2018) also found another complaint about the instructors regarding the teaching practice course. Some participants reported that the instructors did not provide adequate guidance during the internship. Considering the number of students attending the program, it is not surprising that instructors cannot physically follow the teaching practice experience of these students. This situation points out the necessity of reducing the program quotas and downsizing the groups, which the participants emphasized regarding the improvement of the pedagogical formation certificate program applications. In this way, negative experiences encountered in the interaction between the student and the instructor can be avoided. Similarly, Aslan and Sağlam (2018) stated that pre-service teachers have some expectations from the instructor, including following the process and providing feedback, accompanying them to school at the beginning of the application process, and maintaining positive relations with the school administration; however, these expectations were not met. The renewed program appears to have partially eliminated these negative aspects. The practice instructor is responsible for observing each student at least twice a semester. Since the practices began in the sixth week and continued throughout both terms, the pre-service teachers will likely be able to benefit from the instructor's experience. The results of these studies indicate that students' attitudes toward teaching were largely positive, and there was no significant difference based on gender, age, education type, marital status, or employment status. Only the fields in which the students graduated or are enrolled made a difference in attitudes toward the teaching profession. Many studies have revealed that the gender factor alone is not influential on the attitude towards the teaching profession (Erden, 1995; Gürbüz & Kışoğlu, 2007; Sayın, 2005; Şimşek, 2005; Tanel, Kaya & Tanel, 2007; Yüksel, 2004). However, there are studies showing that there is a difference (Erdem, Gezer & Çokadar, 2005). This may be due to the field differences in the pedagogical formation programs of preservice teachers.

As a result, pre-service teacher training programs should be taken very seriously in terms of both theory and practice courses. As part of this study, the contributions and shortcomings of the pre-service teacher training program, which was implemented in 2021-2022, were analyzed in various dimensions through web diaries and measurement tools. It is apparent that pre-service teachers benefit from the various titles of the renewed teacher education program. It is evident that they view this as an opportunity, especially since the theoretical knowledge they have acquired can be put into practice in a short period of time, such as six weeks while continuing to take theoretical courses on the one hand and practicing on the other. This is a long-term study conducted by collecting weekly data from preservice teachers during the fall and spring semesters of pre-service teacher training program. The measurement tool used in the program evaluations is considered important in the context of preservice teachers' weekly practice experiences. Detailed information is provided regarding the operation and continuity of the renewed program. In addition, the study was limited to pre-service teachers who participated in pre-service teacher training programs and participated voluntarily. In future studies, the views of each branch can be evaluated separately, and the program's functioning in various parts can be evaluated.

AUTHOR CONTRIBUTION

- First author made substantial contributions to introduction part, conception and design, acquisition of data, analysis and interpretation of data.

-The second author made substantial contributions to data analysis, findings, discussion and conclusion.

REFERENCES

Akyıldız, S. (2017). Pedagojik formasyon öğretmen adaylarının öğretim sürecinin düzenlenmesine yönelik öz-yeterlik inançlarının incelenmesi. *Amasya Üniversitesi Eğitim Fakültesi Dergisi, 6*(2), 566-598.

Altınkurt, Y., Yılmaz, K., & Erol, E. (2014). Pedagojik formasyon programı öğrencilerinin öğretmenlik mesleğine yönelik motivasyonları. *Trakya Üniversitesi Eğitim Fakültesi Dergisi, 4*(1), 48-62.

Aslan, M., & Sağlam, M. (2018). Öğretmenlik uygulaması dersinin öğretmen adaylarının görüşlerine göre değerlendirilmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 33*(1), 144-162. https://doi.org/10.30964/auebfd.539374

Aykaç, N., Bilgin, H., & Toraman, Ç. (2015). Pedagojik formasyon programının öğretmen adaylarının görüşlerine göre değerlendirilmesi (Muğla Sıtkı Koçman Üniversitesi Örneği). *Eğitim Bilimleri Araştırmaları Dergisi, 5*(1), 127-148.

Azar, A. (2003). Öğretmenlik uygulaması ve öğretmenlik uygulaması derslerine ilişkin görüşlerinin yansımaları. *Milli Eğitim Dergisi, 159*, 1-20.

Bal, A. P. (2017). The effect of pedagogic formation training on vocational attitudes of mathematics teacher candidates. *International Journal of Social Sciences and Education Research, 3*(1), 58-69. https://doi.org/10.24289/ijsser.283587

Bilir, A. (2011). Türkiyede öğretmen yetiştirmenin tarihsel evrimi ve istihdam politikaları. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 44*(2), 223-246. https://doi.org/10.1501/Egifak_0000001231

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. (2nd Edition). Sage Publications, Los Angeles.

Çiçek Sağlam, A. (2015). Pedagojik sertifika programının etkililiğinin öğrenci görüşlerine göre değerlendirilmesi. *Kırıkkale Üniversitesi Sosyal Bilimler Dergisi, 5(*2), 63-73.

Demirtaş, Z., & Aksoy, G. P. (2016). Investigation of pedagogial formation certification program students' attitudes towards teaching profession in terms of some variables. *The International Journal of Educational Research Review, 1*(1), 14-21. https://doi.org/10.24331/ijere.309958

Eraslan, L., & Çakıcı, D. (2011). Pedagojik formasyon programı öğrencilerinin öğretmenlik mesleğine yönelik tutumları. *Kastamonu Eğitim Dergisi, 19*(2) , 427-438.

Erdem, R. A., Gezer, K., & Çokadar, H. (2005, Eylul 28-39). *Ortaöğretim fen-matematik ve sosyal alanlar öğretmenliği tezsiz yüksek lisans öğrencilerinin öğretmenlik mesleğine ilişkin tutumları.* XIV. Ulusal Eğitim Bilimleri Kongresi. Kongre Kitabı I. Cilt, 471-477, Denizli.

Erden, M. (1995). Öğretmen adaylarının öğretmenlik sertifikası derslerine yönelik tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 11*, 99-104.

Erdoğdu, M. Y., & Kurt, F. (2012). Öğretmenlerin ölçme ve değerlendirme yeterlik algılarının bazı değişkenler açısından incelenmesi. *Elektronik Dergisi, 1*(2), 23-36.

George, A. (1959). Quantitative and qualitative approaches to content analysis. In *Sociological Methodology*, edited by A. Raftery. Oxford: Basil Blackwell, pp. 135-44.

Guba, E. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Technology Research and Development, 29*(2), 75-91.

Güneş, G., & Gökçek, T. (2012). Pedagojik formasyon öğrencilerinin öğrenme stilleri. *Eğitim ve Öğretim Araştırmaları Dergisi, 1*(4), 28-41.

Gürbüz, H., & Kışoğlu, M. (2007). Tezsiz yüksek lisans programına devam eden fen-edebiyat ve eğitim fakültesi öğrencilerinin öğretmenlik mesleğine yönelik tutumları (Atatürk Üniversitesi Örneği). *Erzincan Eğitim Fakültesi Dergisi, 9*(2), 71-83.

İlğan, A., Sevinç, O. S., & Arı, E. (2013). Pedagojik formasyon programı öğretmen adaylarının mesleki tutum ve çağdaş öğretmen algıları. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 32*(2) 175 -195.

İpek, C., & Demirel, İ. N. (2016). Sınıf Öğretmenliği ve pedagojik formasyon programı öğretmen adaylarının öğretmenlik öz-yeterlik inançları. *Bayburt Üniversitesi Eğitim Fakültesi Dergisi*, 7(1), 54-68.

Kavak, M. T. (2009). *Dicle üniversitesi uzaktan eğitim uygulamalarında eğitim yönetim sistemi (Moodle) kullanımı.* Akademik Bilişim'09 - XI. Akademik Bilişim Konferansı Bildirileri, (s. 364). Şanlıurfa.

Kavcar, C. (2002). Cumhuriyet döneminde dal öğretmeni yetiştirme. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 35*(1-2), 1-14. https://doi.org/10.1501/Egifak_0000000058

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9,* 60-70. https://doi.org/10.1177/0022057413193003

MEB. (1998). Pedagojik formasyon eğitimi sertifika programına ilişkin usul ve esaslar http://dokuman.osym.gov.tr/pdfdokuman/2014/YPedagoji/YoKUSULveESASLAR28052014.pdf

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: a guide to design and implementation (4th edition).* San Fransisco, CA: Jossey Bass.

Nayır, K. F., & Taneri, P. O. (2013). Karatekin üniversitesi pedagojik formasyon öğrencilerinin öğretmenlik mesleğini seçme nedenlerine ilişkin görüşlerinin cinsiyet değişkenine göre incelenmesi. *Karatekin Edebiyat Fakültesi Dergisi (KAREFAD), 2*(1), 1-12.

Özçelik, N. (2012). Yabancı dil öğretmen adaylarının okul deneyimi ve öğretmenlik uygulaması dersine ilişkin görüşleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 32(*2), 515-536.

Öztürk Akar, E. (2018). Pedagojik formasyon eğitimi sertifika programı ile ilgili öğrenci görüş ve beklentileri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 18*(3), 1660-1677. https://doi.org/10.17240/aibuefd.2018.18.39790-471176

Sayın, S. (2005). Öğretmen adaylarının öğretmenlik mesleğine karşı tutumları ve mesleki benlik saygılarının incelenmesi. *Eğitim Araştırmaları, 19,* 272-281.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information, 22*(2), 63-75.

Shulman, L. (2000). *From Minsk to Pinsk: Why a scholarship of teaching and learning?* Paper presented at the annual meeting of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), Anaheim.

Şimşek, H. (2005). Ortaöğretim alan öğretmenliği tezsiz yüksek lisans programına devam eden öğrencilerin öğretmenlik mesleğine yönelik tutumları. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 2*(1), 1-17.

Tanel, R., Şengören, K. S. & Tanel, Z. (2007). Fizik öğretmen adaylarının öğretmenlik mesleğine ilişkin tutumlarının farklı değişkenler açısından incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 2*(22), 22-36.

Tuncer, M., & Berkant, H. G. (2018). Öğretmen yetiştirme programlarının özellikleri, Öğretmen Yetiştirme Sistemimiz. (ed. Mustafa Ergün vd.). 93-127 Pegem Akademi.

Türkçapar, Ü. (2016). Pedagojik formasyon eğitimi alan bireylerin algılanan sosyal yetkinlik düzeylerinin farklı değişkenlere göre incelenmesi. *Kastamonu Eğitim Dergisi, 24*(1), 453-462.

Wong J. L. N., & Tsui A. B. M. (2007). How do teachers view the effects of school-based in-service learning activities? A case study in China. *Journal of Education for Teaching, 33* (4), 457-470.

Yalçın, İ. E., & Akay, C. (2015). Eğitim fakültesi ve pedagojik formasyon sertifika programlarında öğrenim gören öğretmen adaylarının öğretmenlik mesleği yeterliklerine yönelik görüşleri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 16*(2), 179-197.

Yazıcı, N. A., & Kalkavan, A. (2016). Pedagojik formasyon eğitimi gören beden eğitimi ve spor yüksekokulu mezunlarının ve diğer alan mezunlarının özyeterlik inançlarının karşılaştırılması. *International Journal of Science Culture and Sport, 4*(2), 412-430.

Yüksel, S. (2004). Tezsiz yüksek lisans programının öğrencilerin öğretmenlik mesleğine ilişkin tutumlarına etkisi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 17*(2), 355–379.

YOK. (2007). Öğretmen yetiştirme ve eğitim fakülteleri(1982-2007).(Öğretmenin üniversitede yetiştirilmesinin değerlendirilmesi). Yükseköğretim Kurulu.

YOK. (2017). Pedagojik formasyon eğitimi hakkında duyuru. http://yok.gov.tr/web/ogrenci/anasayfa//asset_publisher/9rtE4unZPx3q/content/pedagojik-formasyon-egitimi hakk%C4%B1ndaduyuru;jsessionid=BDA88DB67DD0FB3792462200797C3817?redirect=http%3A%2F%2Fyok.gov.tr% 2Fweb%2Fogrenci%2Fanasayfa%3Bjsessionid%3DBDA88DB67DD0FB3792462200797C3817%3Fp_ p_id%3D101_INSTANCE_9rtE4unZPx3q%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_ mode%3Dview%26p_p_col_id%3Dcolumn-2%26p_p_col_count%3D3