

Examining of Pre-service History Teachers' Views on Pedagogical Formation Training Program

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SUMMARY

This study aims to reveal the opinions of pre-service teachers who study in history department of Uşak University Faculty of Science and Letters about pedagogical formation education. In the research, the design of the phenomenological research was used in the design of the qualitative research method. In the analysis of the data, descriptive analysis method, which is one of the qualitative data analyzes, was used. While selecting the sample of the study, one of the purposeful sampling methods was used. Within the scope of the research, semi-structured interview forms were applied to 20 preservice teachers. The answers of the teacher candidates to the questions were transferred to Word file on computer. The views were read several times and the data processed. In the analysis of the data, the answers were first collected in 41 codes, and then these codes were associated with each other and this number was reduced to 17. Some of these codes are: Being a teacher, self-development, family pressure, gaining knowledge and experience, effective communication, attitudes of faculty members, shortage of time, content of courses, and lack of materials. Related codes and themes have been created. Direct quotations were made for thematic views. Interrelated codes and themes were created. Direct quotations were made for opinions on the theme. Pre-service teachers' opinions about the reasons for applying to pedagogical formation education are focused on being a teacher and developing oneself. At the end of the research, the preservice teachers stated that pedagogical formation education is useful and should be continued.

Keywords: Pedagogical formation, pre-service teachers, department of history.

INTRODUCTION

The word pedagogy originates from the Greek word "Paidagogeo". "Paid" child; "ago" means managing. The Greek equivalent of pedagogy is to manage children. In ancient Greece, pedagogues were slaves interested in the education of their sons. They were interested in the education of boys because girls were not allowed to receive education. Latin word pedagogy can be translated into Turkish as child education. The interest of pedagogy is the education of people between infants and adults. Pedagogy is all the activities related to organizing, conducting and managing education. In short, it is called the science of child education. At first, it was only concerned with the knowledge and methods of education, and later it became a science of education by combining with the application part of the education (Kart, 2016).

Pedagogical formation is a certificate that teacher trainees must have in order to provide education and training. For this reason, pedagogical formation is an education and necessary for becoming a teacher (Yılmaz, 2015).

Pedagogical formation; is the integrity of the qualifications to be given in order to provide education and training. To have desired shaping and formation. Pedagogical Formation Training is an essential training to be a teacher. The teaching methods of any course can be defined as properly application knowledge (Koca, 2018). Pedagogical formation education is compulsory education for students who have completed or are completing their undergraduate education in faculties other than faculty of education and aiming to do teaching profession (Kaptanbaş Gürbüz, 2017).

Various studies have been carried out in terms of teacher training and employment from past to present. When the process of Turkish Education System is examined, it is seen that there is no stable policy regarding teacher training. The applications implemented in Turkey since the Tanzimat Period, editing and improvement could not be achieved with complete success. In the process of teacher training, teacher employment and needs are prioritized rather than the quality of the teacher (Yılmaz, 2015). The quality, knowledge, experience, and sensitivity of education are equally important. The pedagogical

formation taken to gain the competence of the teaching profession includes all of the knowledge and skills that distinguish the teacher from the non-teacher (Yiğit, 2018).

In 1848, the first teacher school was opened in order to train teachers for high schools under the name Darülmuaallimin-i Rüşdi. In 1940, the Village Institutes were established and in 1954 the first teacher schools were merged and closed. In 1974, instead of the first teacher schools, two-year associate degree educational institutes were opened. Faculties of education have been reorganized from 1997-1998 academic year. In the 2006-2007 academic year, an update was made in teacher training programs and a new restructuring was implemented in the non-thesis master's program. In 2010, the Council of Higher Education abolished the non-thesis master's program that students other than faculties of education received after graduation to become teachers. Pedagogical Formation Training Certificate Program was replaced by this practice (Kurnazoğlu Atmaca, 2019).

At the meeting of the Executive Board of Higher Education on November 18, 2015, the Framework, Procedures and Principles Regarding the Pedagogical Formation Education Certificate Program were discussed and the related directive was published. The instruction of the pedagogical formation training certificate program, which is emphasized to be implemented by the universities authorized by the Council of Higher Education, has been prepared in six sections. Section titles and related principles are as follows:

Part One: Purpose, Scope, Basis and Definitions.

Part Two: Application, Placement, Opening a Program, Lessons and Program Duration

Section Three: Units Responsible for Program Execution

Part Four: Attending lesson, Lesson Exemption, Graduation and Certificate

Part Five: Tuition fee and contribution margin distribution

Section Six: Non-Provisions States and Authorization

Depending on the institutional capacity of the universities, graduates of the relevant undergraduate programs or candidates who meet the requirements of the Senate may apply to the pedagogical formation training certificate program of the relevant universities where they are allowed to open the program. The training period of the pedagogical formation training program is at least two semesters. The lessons are designed to be conducted in at least two semesters and can be completed in one academic year.

Theoretical courses in pedagogical formation training certificate program; Introduction to educational science, teaching principles and methods, measurement and evaluation in education, educational psychology, classroom management, elective course I and elective course II.

Practical courses in pedagogical formation training certificate program; special teaching methods, instructional technologies and material design, teacher practices.

Elective Course I Group lessons in pedagogical formation training certificate program; Action Research in Education, Curriculum Development in Education, History of Education, Sociology of Education, Developmental Psychology, Teaching Professional Ethics, Lifelong Learning, Individualized Teaching.

Elective Course II Group lessons in pedagogical formation education certificate program; Guidance, Technology Use in Education, Educational Philosophy, Turkish Education History, Turkish Education System and School Management, Character and Values Education, Special Education, Computer Assisted Instruction.

Studies related to teaching practice lesson, instructional technology and material design course of preservice teachers who received pedagogical formation training (Biber & Tuna, 2015; Çelikkaya, 2017; Filiz & Durnali, 2019; Öztürk & Zayimoğlu Öztürk, 2015), Studies related to teaching qualifications and attitudes towards the profession (Altınkurt, Yılmaz & Erol, 2014, Bağçeci, Yıldırım, Kara & Keskinpala, 2015; Bal, 2017; Gül & Erkol, 2015; Nartgün & Gökçer, 2014; Özkan, 2012; Şengül Bircan, 2019; Yalçın İncik & Akay, 2015). Many studies including their views on the formation of pedagogical training education teachers training program was conducted in Turkey (Aykaç, Bilgin & Toraman, 2015; Çiçek Sağlam, 2015; Dalgıç, Doyran & Vatanartıran, 2012; Demirtaş and Kırbaç, 2016;

Kiraz & Dursun, 2015; Köse, 2017; Öztürk Akar, 2018; Taneri, 2016; Yıldırım & Vural, 2014; Yılmaz, 2015). When we take a look at the previous researches about our study, no study including the opinions of preservice history teachers about the pedagogical formation training program was found. Therefore, the need for research has emerged.

Purpose of the Research

The aim of this study is to examine the opinions of pre-service teachers who study in history department of science literature faculty about pedagogical formation education program.

Sub-problems

What are the reasons for the application of teacher candidates?

What are the effects of pedagogical formation training program?

What are the problems encountered in pedagogical formation education program?

What are the solutions to the problems encountered in pedagogical formation education program?

What are the opinions on abolishing pedagogical formation training program?

METHOD

Phenomenology (phenomenological research) design, which is one of the designs of qualitative research method, was used in the study. Phenomenology research seems to be appropriate for studies aiming to investigate concepts and phenomena that we are not completely alien to, but do not fully understand. Phenomenon is one's subjective experience. Cases, in our lives, events, experiences, perception, tendency, concepts and situations occur in different forms, such as (Yıldırım & Şimşek, 2005: 72). A phenomenological study reveals the meaning of the experiences of several individuals about a phenomenon (Creswell, 2007). Phenomenology was used because participants' subjective experiences and their views on formation education were examined.

Participants

In this study, which is convenience sampling method, one of the purposeful sampling methods, was chosen and the sample group which was easy was chosen to save effort, money and time (Baltacı, 2018). In addition, there is a wealth of information-rich situations in order to conduct in-depth research in this sampling method (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2008). The study group of the study consists of 20 preservice teachers (Male = 10, Female = 10) studying in the history department of Uşak University Faculty of Science and Letters and receiving pedagogical formation training. In this selection, accessibility of teachers and their answers to the interview questions were taken into consideration.

Data Collection and Analysis

In the first stage of the study, literature review was conducted by taking into consideration the previous studies on the subject and the subject was informed in more detail. In the next stage, the research question was determined and a semi-structured interview form consisting of 5 questions to be applied to the preservice teachers of history department receiving pedagogical formation training was formed with the approval of 3 academicians specialized in social studies. The answers of the pre-service teachers to the interview questions were transferred to Word file on computer. The answers of the pre-service teachers to the interview questions were correlated with each other and codings were formed.

In this research, descriptive analysis method was used. Descriptive analysis is an analysis that includes interpretation of the data obtained with various data collection techniques according to predetermined themes (Yıldırım & Şimşek, 2005). In the analysis of the data, the answers given by the pre-service teachers to the questions in the interview form were collected in 41 codes in the first place and these codes were related to each other and this number was reduced to 17. Some of these codes are: Being a teacher, self-development, family pressure, gaining knowledge and experience, effective communication, attitudes of faculty members, shortage of time, content of courses, and lack of materials.

For ethical reasons, the identity of the preservice teachers was kept confidential. The views of the participants were coded as K. Each teacher trainee was assigned a number from 1 to 20 regardless of gender and is shown as K1, K2, K3,..., K20.

FINDINGS

In this section, the opinions of pre-service teachers who study in history department of Uşak University Faculty of Science and Letters about pedagogical formation education program are given. Table 1 shows the coding of the answers of the preservice teachers who participated in the research to the interview questions.

Table 1. Distributions of teachers' views on pedagogical formation training program

Themes	Codings	Participants																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Theme	Becoming a teacher and self-improvement		X			X	X	X	X								X	X		X	X
	Becoming a teacher									X	X	X	X	X	X					X	
	Self-improvement	X		X												X					
	Family pressure				X																
2. Theme	Gaining knowledge and experience			X		X	X		X	X		X	X	X			X				X
	Effective communication and gaining knowledge and experience	X	X		X			X								X	X				
	Effective communication										X				X				X	X	
3. Theme	Time shortage	X						X		X	X		X	X	X	X			X		
	Attitudes of faculty members		X	X								X						X			X
	Processing of courses				X				X								X				
	No problem						X														
	Shortage of materials																				X
	Lesson content and material shortage					X															
4. Theme	Spread over time	X					X	X		X	X		X	X					X		
	Tolerance of the attitude of the faculty members		X	X								X			X	X					X
	Arrangement in the processing of courses				X				X								X	X			X
	Course contents and material editing					X															
5. Theme	Should not be removed	X	X		X	X	X	X	X	X	X		X			X	X	X	X	X	X
	Should be removed			X									X		X	X					

Findings Regarding the Reasons of the Application of the Prospective Teachers

Nine of the 20 teacher candidates who participated in the study stated that they could both become teachers and develop themselves as a reason for applying to the pedagogical formation training program.

K.2 *"I took it both to become a teacher and to learn teaching skills. Because pedagogical formation education is important for being a teacher."*

K.8 *"I want to specialize academically. I applied to pedagogical formation training in order to increase my communication skills and class control. In other words, I think it is not only the reason why I started this program, but it was a step for my academic career in the future."*

K.16 *"I applied for a certificate required to become a teacher and to learn how to do better."*

Seven out of 20 preservice teachers who participated in the study said that they could be appointed as teachers as the reason for applying to the pedagogical formation training program.

K.9 *"In order to become a history teacher, I need pedagogical formation training. So I could join the formation training and pass the classes and get this certificate."*

K.13 *"Because a certificate is needed to become a teacher."*

K.14 *"I applied for formation training to become a teacher."*

Three of the 20 pre-service teachers stated that the reason for applying to the pedagogical formation training program was only self-improvement.

K.3 *"Since I was a department student, I applied only because I would like to improve in the academic field and be useful in my teaching life."*

K.15 *"When I become a teacher or academician in the future, I get a pedagogical formation to better demonstrate the attitude towards the students."*

One of the 20 teacher candidates who participated in the study answered that family pressure was the reason for applying to the pedagogical formation training program.

K.4 *"Actually, I don't want to be a teacher. However, I applied with the pressure of parents in case I change my profession in the future."*

Findings on the Effects of Pedagogical Formation Education Program

All teacher trainees emphasized that pedagogical formation education is beneficial. Ten out of 20 preservice teachers stated that pedagogical formation education provided them with knowledge and experience.

K.6 *"I believe that I have gained a lot of new knowledge in teaching. I have gained many different perspectives on the lecture. My attitude towards students has changed. I understood better how to prepare a lecture."*

K.9 *"The methods that we apply in formation education and what we learn in lessons will be useful when we become teachers."*

K.12 *"We learn about how we should be teachers. We learn how to achieve class dominance."*

K.20 *"When I taught, I learned how to behave and what methods to use."*

Four out of 20 preservice teachers who participated in the study emphasized that pedagogical formation education gave them the ability to communicate effectively.

K.10 *"It was totally effective. On the positive side, it gave me a lot. For example, I learned what to pay attention to when I talk in public, how to communicate with students."*

K.14 *"I think it's useful. It helped me communicate effectively."*

Six out of 20 preservice teachers who participated in the study stated that pedagogical formation education gave them both knowledge and experience and effective communication skills.

K.2 “...Because, according to the students' cognitive affective question, it is very useful to give lesson education. Because when I went to the internship, I realized that there was a lot of useful information for me. I think it is also useful for communicating with students.”

K.7 “I realized the importance of being a good role model teacher. He contributed to effective communication and speaking skills. I understood the importance of observation, auditory and vision-based education rather than rote learning. My self-confidence has increased. I learned the ethics of teaching and the rules of profession. During my internship, I had the opportunity to observe teacher-student relations.”

K.16 “I learned the methods and techniques. My communication with people has increased.”

Findings Related to Problems Encountered in Pedagogical Formation Education Program

Nine of the 20 teacher candidates who participated in the study stated that they had time problems as a problem in pedagogical formation education.

K.1 “These courses could be more productive by dividing into periods for 4 years. Because both our weekend losses exhaust us and prevent us from concentrating on other lessons.”

K.12 “We cannot prepare for the KPSS exam due to the fact that it is given in the last year and the courses are intensive. Because our weekend is full.”

K.13 “Tired to have lessons from morning to night.”

Five of the 20 teacher candidates who participated in the study stated the problems in the attitudes of the faculty members as the problems they encountered in pedagogical formation education.

K.2 “Sometimes the teachers seem strange to us. They should be more careful to respect the students' thoughts.”

K.3 “Since we are department students, they approach us with prejudice. Although there is a shortage of assignment, it is not pleasant for the teacher to say disparaging remarks against the student.”

K11 “Since we are a student of the Faculty of Arts and Sciences, I think that we are not requested by some teachers in the faculty of education. Some of our teachers say that we will not find a job is disturbing our morale.”

K.20 “Some of the teachers have a very unconcerned attitude towards their students. They don't like formation students.”

Three of the 20 teacher candidates who participated in the study stated that the problems they face in pedagogical formation education are the functioning of the lessons.

K.8 “I do not approve of the teachers only giving slides in some classes.”

One of the 20 teacher candidates who participated in the study answered that the problem they encountered in pedagogical formation education was material shortage.

K.19 “I had a problem with the material. The material I did so hard did not affect the class.”

One of the 20 preservice teachers who participated in the study stated that the problem they faced in pedagogical formation education was both the content of the courses and the shortage of materials.

K.5 “Lack of material in the lessons. The problem is that the courses are very diverse and complex.”

One of the 20 pre-service teachers stated that they had no problems in pedagogical formation education.

K.6 “I didn't encounter any problems in the formation education.”

Findings Related to Solutions to Problems Encountered in Pedagogical Formation Education Program

Seven of the 20 teacher candidates who participated in the research said that their courses should be extended over time as a solution to the problem they face in pedagogical formation education.

K.13 *“Formation lessons can be given as 2 hours after 17:00 on a weekday evening. One day at the weekend can be completed without remaining lessons.”*

K.1 *“The most important solution of the problems we face should be divided into periods in order for the formation education to be smooth, detailed and useful.”*

K.6 *“It could only be given in a wider time frame.”*

K.12 *“Spreading these courses to 4 years as in the fields of education and teaching more efficient courses.”*

Seven of the 20 teacher candidates who participated in the study answered that faculty members should be more tolerant as a solution to the problem they face in pedagogical formation education.

K.2 *“For example, teachers may be more tolerant.”*

K.3 *“Since we are a departmental student, a solution can be provided by interacting with the student by not separating the student.”*

Five of the 20 teacher candidates who participated in the research expressed the proposal to regulate the content of the courses as a solution to the problem they encountered in pedagogical formation education.

K.4 *“Teachers should be more encouraging and active according to this understanding. In addition, education is a separate faculty of science and literature. The lecturers speak as if we were a faculty of education. The content of the courses should be explained to us as students of the Faculty of Arts and Sciences.”*

K.8 *“Solutions related to the methods of the lessons can be produced. If the lessons are taught in alternative ways rather than in plain narrative, we would be more skilled in both learning and teaching in the future.”*

K.17 *“More applications can be made. Thus, we can grasp the teaching profession thoroughly.”*

One of the 20 preservice teachers who participated in the research stated that both the arrangement of the contents of the courses and the elimination of the material deficiencies were suggested as a solution to the problem they encountered in pedagogical formation education.

K.5 *“Topics should be reduced and given more simply. It is useful to make classes material sufficient.”*

Findings Regarding Abolition of Pedagogical Formation Education Program

16 out of 20 preservice teachers who participated in the study expressed their opinion that pedagogical formation education should be continued and not removed.

K.4 *“I think the pedagogical formation should not be removed. So people need to learn about this life, not as a teacher. It would be wrong to just look at it as a teacher. Let people see that it's not just memorizing everything and writing it down. I think it should definitely not be removed.”*

K.7 *“I don't think it should be removed. Because after my formation education, my thoughts and ideas changed. An original, good role model is essential for teaching.”*

K.10 *“I do not find it right for a teacher to participate in the course without knowing the teaching stage and behavior. So I say that pedagogical formation lessons should not be removed.”*

K.16 *“I don't think it should be removed. Because it is important to make the application lessons more active and positive results in life. So it is not suitable to be removed.”*

K.17 *“I do not think removed is positive. I want everyone to take this training. It should not be removed both for the self-improvement and for teaching in the private sector even if not appointed.”*

Of the 20 pre-service teachers who participated in the study, 4 suggested the abolition of pedagogical formation training.

K.13 *“I want it removed. However, if the university gives a formation when the university is registered, it should be determined that those who enroll in the year of the university are the last group to be enrolled.”*

K.14 “*If alternative solutions are found for our friends, who are studying at the Faculty of Science and Literature, can be removed.*”

DISCUSSION, CONCLUSION AND SUGGESTIONS

Prospective Teachers studying in Usak University Faculty of Science and Literature Department of History, the reasons for applying to pedagogical formation, the benefits of this education, the problems they faced during the education and the solution proposals for these problems were examined. In general, the opinions of preservice teachers about pedagogical formation education were revealed.

Pre-service teachers' opinions about the reasons for applying to pedagogical formation education are focused on being a teacher and developing oneself. All trainees stated that the pedagogical formation training program was beneficial. It was emphasized that the ability to communicate effectively was effective in gaining knowledge and experience. Trainee teachers suggested that some of the faculty members' attitudes, time constraints, content of the courses, processing and material problems were experienced as problems during the pedagogical formation training program process. Prospective teachers listed some solutions to the problems they experienced. These include: a more tolerant attitude of faculty members, a wider time span of pedagogical formation training, the elimination of material shortages, and the organization and content of the courses. In addition, most of the pre-service teachers want to continue the pedagogical formation training program.

Pre-service teachers wanted to receive formation training in order to be a good teacher and develop themselves. There are similar studies in the literature (Kiraz & Dursun, 2015; Öztürk Akar, 2018). Academicians involved in pedagogical formation training have presented similar views in parallel with our research results (Köse, 2017). In our study, all pre-service teachers found the pedagogical formation training program useful. However, Taneri (2016) stated that nearly half of the pre-service teachers found the lessons interesting and useful. In their study, Kiraz and Dursun (2015) stated that some of the pre-service teachers found that the education given was sufficient and that they improved themselves, while others stated that the given program was insufficient and unnecessary.

Prospective teachers criticized the attitudes of some faculty members during the pedagogical formation training program. Since they are department students, they think that they are approached with prejudice. In the study of Çiçek Sağlam (2015), almost half of the participants in the formation training mentioned the problem about the faculty members. In his study, Köse (2017), the academicians who work in the faculty of education and provide pedagogical formation training do not favor formation training positively. They stated that it is wrong practice for university graduates who are not graduates of education faculty to teach. In the study of Kiraz & Dursun (2015), preservice teachers stated that some academicians who did not have enough skills in adult education, that the teaching practice courses were not at the desired level, and that universities had problems such as buildings and equipment. As a solution, pre-service teachers want to organize their course times and contents. In parallel with our research results, it is possible to see similar results in some studies in the literature (Aykaç, Bilgin & Toraman, 2015; Köse, 2017; Öztürk Akar, 2018). In parallel with our research results, it is possible to see similar results in some studies in the literature (Aykaç, Bilgin & Toraman, 2015; Köse, 2017; Öztürk Akar, 2018). In parallel with our research results, it is possible to see similar results in some studies in the literature (Aykaç, Bilgin & Toraman, 2015; Köse, 2017; Öztürk Akar, 2018).

Considering the findings, we can make that's recommendations:

Pedagogical formation training can be continued but time adjustments, necessary arrangements and improvements can be made. Pedagogical formation training can be extended over a long period in order to provide healthier and more productive education. The faculty members who provide pedagogical formation training are expected to refrain from expressions that are detrimental to the preservice teachers' or self-esteem. By eliminating the deficiencies of classrooms in related universities, it is possible to try to improve the quality of materials and equipment. The content and the operation of the courses given within the scope of pedagogical formation education can be reviewed and necessary arrangements can be made.

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