Extended Summary

Purpose

The purpose of this study is to investigate whether the technique of academic controversy about the concept of Turkish teachers candidates training on education learning achievement is effective not. For this purpose, the questions that needs to be answered are:

- Is there a significant difference between Academic contradictions technical concept of the Turkish teachers’ learning achievement pretest scores of the experimental and control groups?
- Is there a significant difference between Academic contradictions technical concept of the Turkish teachers’ learning achievement of the control group pre-test and post-test results?
- Is there a significant difference between Academic contradictions technical concept of the Turkish teachers’ learning achievement of the experimental group in the pre-test and post-test results there is a significant difference between the scores?
- Is there a significant difference between Academic contradictions technical concept of the Turkish teachers' learning achievement test at the end of the control and experimental groups?

Method

In the study quasi-experimental design with control group is used, which is widely used in quantitative studies. The participants are 98 second year students taking “Teaching Principles and Methods” course (2011-2012 Academic Year) are studying at Atatürk University Kâzım Karabekir Faculty of Education, Department of Turkish Education. The data is gathered using Concept Learning Success Test consisting of 30 multiple choice questions. In the analysis of the pre-test and post-test data, t-test for independent-sample and dependent-sample is applied.

Results

Results of the study are as follows the concept of academic controversy technical education compared and matched with each other in order to examine the effects between the two groups prior to the implementation process concepts can not found a significant difference between the levels of learning achievement.

It has been identified that Turkish teacher candidates in the control group before and after the application of the concept of average learning achievement points in favor of a significant difference between the pre-test that have been identified.

Turkish teacher candidates in the experimental group before and after the application of the concept has proved that of average final test of learning achievement points has a significant difference in favor.
Applications belonging to experimental and control groups after the end of the test mean achievement scores of the experimental group has a significant difference in favor.

Discussion

Obtained from the research results are generally evaluated cooperative learning methods of the gains that effective communication, self-worth seeing and respect to others of skills such as academic controversy technique employed through condition by students contradiction their concepts of success in learning in which they are understood. Contradictory concepts to be clarified and teachers the concept of learning used to provide academic controversy technique of cooperative learning process of each individual's contribution caring and students in the learning process in an active way to participate in a tolerant environment each other's ideas criticized ensure their traceability to use effectively this research enable to get positive results.

Conclusion

According to the results of this study, the researchers conducted similar studies for which will be put forward recommendations are: Teaching concepts related to different areas that will be utilized in studies of the status of the contradictions of the concept of academic controversy applicability of the technique in samples can be tested at different levels.

For keeping lesson alive and to make students more active in class which are the result of Teacher-centered instruction, academic controversy technique can be used.

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