

Objectives of the Course

The aim of this course is to enable prospective mathematics education teachers to gain experience by participating in educational activities in practice schools with the knowledge and skills they have gained about teaching, and to improve their teaching knowledge and skills.

Course Contents

Observing subject-specific teaching methods and techniques; conducting micro-teaching practices using subject-specific teaching methods and techniques; independently planning a lesson; developing activities and materials related to the lesson; preparing instructional environments; managing the classroom, assessing, evaluating, and reflecting on the teaching process.

Recommended or Required Reading

There is no mandatory textbook assigned for this course; however, various academic sources, articles, and guides related to teaching practices, classroom management, instructional methods, and assessment and evaluation will be used. Course materials include lecture notes and presentations on teaching processes, classroom management, and assessment methods, as well as observation forms for evaluations in practice schools, sample lesson plans, and effective teaching materials. The following sources are recommended for students to strengthen their theoretical knowledge in teaching practices: (1) Kiroğlu, M. K. (2018). Teaching as a profession. In introduction to education (pp. 357-386). Ankara: Pegem Academy Publishing. (2) Şahin, Ç., & Demir, M. K. (2022). A critical perspective on the teaching profession. Ankara: Nobel Publishing. (3) Akkuş, N. (2021). My name is teacher. Ankara: Adams Publishing. (4) Carter, F. (2025). The education of Little Tree (23rd edition). Ankara: Say Publishing. (5) Petrov, G. (2022). In the land of white lilies. Ankara: Alfa Publishing. (6) Glasser, W. (2016). The school without failure. Ankara: Beyaz Publishing. These resources aim to help students develop their knowledge and skills related to the teaching profession, apply effective teaching strategies, and successfully implement classroom management techniques. (7) Rose, T. (2019). The end of the average (T. Göbekçin, Trans.). Ankara: Paloma Publishing. (8) Khan, S. (2021). World school (C. Akas, Trans.). Ankara: Yapı Kredi Publications. (9) Aktepe, V., & Yalçınkaya, E. (Eds.) (2014). School experience and teaching practice: Theory and practice. Ankara: Pegem Academy Publishing.

Planned Learning Activities and Teaching Methods

This course consists of a total of 8 hours, including 2 hours of theoretical instruction and 6 hours of practical application (internship at a middle school affiliated with the Ministry of National Education). The course aims to enable teacher candidates to observe and analyze subject-specific teaching methods and techniques, implement micro-teaching applications using these methods, and independently plan lessons. In the theoretical sessions, students will learn about special teaching methods, classroom management, instructional material development, and assessment and evaluation techniques. During the internship, teacher candidates will conduct classroom observations in their assigned middle schools, analyze teaching processes, implement micro-teaching applications in specific lessons, and develop and execute lesson plans. Students will gain experience in designing effective learning environments by creating instructional activities and materials relevant to the course content. Additionally, they will engage in hands-on classroom management, student motivation, and assessment and evaluation practices in real classroom settings. Following their practical applications, students will be expected to provide reflective evaluations on their observations, teaching processes, and overall experiences. Throughout the course, problem-based learning, collaborative learning, and applied teaching methods will be employed to enhance teacher candidates' critical thinking, analysis, evaluation, and implementation skills. By the end of the course, teacher candidates are expected to effectively apply specialized teaching methods, independently plan lesson processes, and evaluate their practices based on scientific and pedagogical principles.

Recommended Optional Programme Components

Regular attendance in theoretical classes and active participation in the practical component of the course are essential. Observations, micro-teaching applications, and lesson planning processes carried out during the internship should be conducted with diligence to support the professional development of teacher candidates. Students are expected to observe classroom environments in their assigned middle schools, interact with teachers and students to analyze teaching processes, and prepare reports based on their observations. Additionally, they are encouraged to actively engage in teaching, experiment with classroom management strategies, and develop instructional materials. To effectively bridge theoretical knowledge with practical application, students should read relevant academic sources before lessons and conduct research on teaching methods and assessment techniques. Throughout the internship, systematic evaluation of collected data and reflective thinking skills should be fostered through regular documentation, including application reports, assessment forms, and reflective journals. Time management, collaboration, teamwork, and communication skills play a crucial role in ensuring the effectiveness of the course. To enhance their awareness of the teaching profession and develop pedagogical skills, students are encouraged to participate in conferences, seminars, and professional development workshops. Adherence to ethical guidelines, academic integrity, and pedagogically sound instructional practices is expected throughout the course.

Instructor's Assistants

There is no teaching assistant assigned for this course.

Presentation Of Course

This course consists of a total of 8 hours, including 2 hours of theoretical instruction and 6 hours of practical application (internship at a middle school affiliated with the Ministry of National Education). The theoretical sessions cover fundamental concepts related to the teaching profession, subject-specific teaching methods, classroom management, instructional material development, and assessment and evaluation. During the practical component, teacher candidates will conduct classroom observations in their assigned middle schools, analyze teaching processes, implement micro-teaching applications, and independently develop and execute lesson plans. To encourage active participation, various methods such as observation, micro-teaching, lesson delivery, material design, classroom management practices, and reflective evaluation will be employed. Throughout the course, problem-based learning, collaborative learning, and applied teaching methods will be utilized to enhance teacher candidates' critical thinking, evaluation, and practical application skills. Additionally, the academic advisor will visit the internship school to observe students, assess their teaching practices, and provide feedback on their performance.

Dersi Veren Öğretim Elemanları

Prof. Dr. Şenol Kartal Assoc. Prof. Dr. Derya Özlem Yazlık Dr. Öğr. Üyesi Solmaz Damla Gedik Altun Assoc. Prof. Dr. Deniz Kaya Res. Assist. Hasan Çokçalışkan

Program Outcomes

1. Students will be able to develop their professional competencies by teaching in different classes in the practice school.
2. Students will be able to understand the curriculum of their field, evaluate textbooks, and perform measurement and evaluation.
3. Students will be able to improve themselves in this direction by sharing the experiences they have gained during their teaching practice with their friends and the teaching staff.
4. Students will be able to develop their competencies in classroom management, planning and implementation of teaching.

Weekly Contents

Order	Preparation Info	Laboratory Teaching Methods	Theoretical	Practise
1	<p>The introduction of the course will cover the processes of teaching practice and school experience. School Experience and Teaching Practice book's Chapter 1: Fundamental Concepts, Legal Framework, and Responsibilities will be examined. The theoretical framework and legal basis of teaching practice will be discussed, focusing on the responsibilities of teacher candidates. Additionally, an academic discussion will be conducted on the relationship between Akkuş (2021) – My Name is Teacher and professional identity and ethics in teaching.</p>	<p>This week, the process of observing subjectspecific teaching methods and techniques will be discussed. The diversity of teaching methods and techniques will be revisited, and their application in different instructional settings will be observed. The lecture method will be used to review fundamental concepts, followed by the observation method to allow students to analyze various teaching techniques. Group discussions will be conducted to evaluate observations and draw conclusions on the effectiveness of different methods.</p>	Observing field-specific special teaching methods and techniques	
2	<p>This week, the focus will be on planning activities for teaching practice. School Experience and Teaching Practice book's Chapter 2: Planning Activities in School Experience and Teaching Practice Courses will be analyzed. Principles of effective planning and strategies for teacher candidates to manage the teaching process efficiently will be evaluated. Additionally, Glasser (2016) – Schools Without Failure will be discussed regarding organizing learning environments and enhancing student success.</p>	<p>This week, observations on subject-specific teaching methods and techniques will be deepened. The application of teaching methods will be revisited, and students will analyze these techniques in various classroom settings while evaluating their observations academically. The lecture method will be used to explain observation processes and data recording techniques, and hands-on observation activities will allow students to explore teaching techniques in greater detail.</p>	Observing field-specific special teaching methods and techniques	
3	<p>This week, the focus will be on observing a teacher's daily routine in school. School Experience and Teaching Practice book's Chapter 3: Observing a Teacher's Day at School will be reviewed. The daily routines, lesson delivery, and classroom management processes of a teacher will be analyzed. In this context, Petrov (2022) – The Land of White Lilies will be examined in terms of how the teacher model is shaped in education.</p>	<p>This week, micro-teaching applications using subject-specific teaching methods and techniques will be conducted. The implementation of previously learned teaching techniques will be reviewed. The lecture method will be used to revisit the micro-teaching process, followed by the hands-on application method to allow students to practice their teaching techniques. Peer evaluations and feedback from the instructor will help refine the teaching process.</p>	Implementing microteaching practices using fieldspecific special teaching methods and techniques	

Order	Preparation Info	Laboratory Teaching Methods	Theoretical	Practise
4	<p>This week, the observation process of a student's day at school will be discussed. School Experience and Teaching Practice book's Chapter 4: Observing a Student's Day at School will be analyzed. The student's learning process, interaction with the teacher, and social dynamics in the classroom will be evaluated. Based on Rose (2019) – The End of Average, an academic discussion will be held on individual learning differences and the need for differentiated instruction.</p>	<p>This week, micro-teaching applications will continue. Students will refine their teaching techniques based on previous feedback. The lecture method will be used to revisit strategies for improving the teaching process, while the hands-on application method will allow students to gain experience in both individual and group lesson presentations.</p>		
5	<p>This week, the process of preparing instructional environments will be examined. School Experience and Teaching Practice book's Chapter 5: Preparing Instructional Environments will be reviewed. Effective classroom management and strategies for organizing physical and digital learning environments will be discussed. Khan (2021) – The World School will be analyzed in relation to modern educational environments and the transformation of instructional settings.</p>	<p>This week, the process of preparing instructional environments will be discussed. Students will revisit the components of instructional settings. The lecture method will explain the design process of instructional environments, while the hands-on activity method will allow students to design an instructional environment for a specific lesson.</p>	Preparing teaching environments	
6	<p>This week, the effective organization of instructional environments will be examined. School Experience and Teaching Practice book's Chapter 6: Effective Use of Instructional Environments will be analyzed. The impact of instructional settings on student achievement and strategies for optimizing these environments will be evaluated. Glasser (2016) – Schools Without Failure will be discussed in terms of how learning environments influence student engagement and success.</p>	<p>This week, applications on how to effectively organize instructional settings will be conducted. Students will use previously learned strategies to arrange instructional environments. The lecture method will be used to revisit effective classroom arrangement strategies, while the hands-on activity method will allow students to design instructional environments with physical and digital components.</p>	Preparing teaching environments	
7	<p>This week, independent lesson planning skills will be developed. School Experience and Teaching Practice book's Chapter 7: Independent Lesson Planning will be examined. The fundamental components that teacher candidates should consider while designing lesson plans will be discussed. Khan (2021) – The World School will be explored in relation to integrating innovative teaching approaches into lesson planning.</p>	<p>This week, students will develop their ability to plan lessons independently. The fundamental principles of lesson planning will be revisited, and practical exercises will be conducted. The lecture method will explain the components of lesson planning, while the hands-on activity method will enable students to create their lesson content.</p>	Ability to plan a lesson independently; develop lesson-related activities and materials	
8	Midterm exam week	Midterm exam week	Midterm exam week	
9	<p>This week, independent lesson planning activities will continue. School Experience and Teaching Practice book's Chapter 9: Implementing and Evaluating Lesson Plans will be examined. The implementation and evaluation of lesson plans prepared by teacher candidates will be analyzed. Petrov (2022) – The Land of White Lilies will be discussed in terms of the role of an effective teacher in education. This week, independent lesson planning applications will continue. Teacher candidates will be encouraged to revise their lesson plans and identify potential challenges during lesson execution. Carter (2025) – The Education of Little Tree will be discussed in terms of its student-centered teaching approach.</p>	<p>This week, independent lesson planning activities will continue. Students will use previously learned planning principles to develop lesson activities and materials. The lecture method will be used to revisit the components of an effective lesson plan, while the hands-on activity method will allow students to create their lesson content. The discussion method will be used to evaluate and refine the lesson plans.</p>	Ability to plan a lesson independently; develop lesson-related activities and materials	

Order	Preparation	Info	Laboratory	Teaching	Methods	Theoretical	Practise
10	This week, classroom management processes will be examined. School Experience and Teaching Practice book's Chapter 11: Classroom Management and Teacher Leadership will be reviewed. Classroom discipline strategies and management techniques used by teachers will be evaluated. Glasser (2016) – Schools Without Failure will be analyzed in terms of strategies to enhance student success through effective classroom management.	This week, independent lesson planning practices will continue. Students will review their prepared lesson plans and make necessary revisions. The lecture method will be used to highlight key considerations in lesson implementation, while the hands-on activity method will allow students to test their plans. Group discussions will be conducted to assess the strengths and weaknesses of the lesson plans.	Ability to plan a lesson independently; develop lesson-related activities and materials				
11	This week, classroom management processes will be examined. School Experience and Teaching Practice book's Chapter 11: Classroom Management and Teacher Leadership will be reviewed. Classroom discipline strategies and management techniques used by teachers will be evaluated. Glasser (2016) – Schools Without Failure will be analyzed in terms of strategies to enhance student success through effective classroom management.	This week, classroom management will be covered. Previously learned classroom management strategies will be revisited, and hands-on activities will be conducted. The lecture method will introduce topics such as maintaining classroom order, enhancing student motivation, and teacher leadership. The hands-on activity method will allow students to develop classroom management scenarios based on specific situations.	Managing the classroom				
12	This week, classroom management skills will be discussed. Various approaches to managing student behavior in the classroom will be explored. Akkuş (2021) – My Name is Teacher will be analyzed in terms of teacher-student relationships and their impact on classroom dynamics.	This week, classroom management practices will continue. Students will develop management strategies appropriate for specific classroom scenarios. The lecture method will be used to revisit discipline and communication strategies within the classroom, while the hands-on activity method will enable students to create solutions for classroom management challenges.	Managing the classroom				
13	This week, the teaching processes of teacher candidates will be evaluated. School Experience and Teaching Practice book's Chapter 13: Evaluating Teaching Practices will be analyzed. Teacher candidates will be expected to reflect academically on their teaching experiences.	This week, classroom management will be reviewed and assessed. Students will reflect on their applied classroom management techniques and develop improvement suggestions. The lecture method will be used to revisit common challenges and solutions in classroom management, while the discussion method will allow students to share their experiences.	Managing the classroom				
14	This week, assessment and evaluation processes will be examined. Methods for tracking and evaluating student achievements will be discussed. Rose (2019) – The End of Average will be analyzed in terms of individualized learning assessment approaches.	This week, assessment, evaluation, and reflection processes will be examined. Students will revisit assessment and evaluation methods and focus on how to integrate them into the instructional process. The lecture method will be used to explain assessment and evaluation techniques, while the hands-on activity method will allow students to develop assessment tools for a specific topic.	Measuring, evaluating and reflecting.				

Order Preparation Info**Laboratory Teaching Methods****Theoretical Practise**

15 This week, teacher candidates will report on their experiences during their teaching practice. They will present the challenges encountered and the solutions they developed. Khan (2021) – The World School will be discussed in terms of flexibility and individualization in education.

This week, assessment, evaluation, and reflection activities will be conducted. Students will evaluate their previously prepared lesson plans and provide improvement suggestions. The lecture method will be used to revisit feedback and reflection techniques, while the hands-on application method will allow students to assess their teaching processes.

Measuring, evaluating and reflecting.

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Uygulama / Pratik	14	6,00
Ders Öncesi Bireysel Çalışma	14	3,00
Uygulama / Pratik Sonrası Bireysel Çalışma	14	3,00
Küçük Grup Çalışması	14	3,00
Rapor	14	2,00
Proje	1	2,00
Araştırma Sunumu	14	3,00
Alan Çalışması	14	2,00
Tartışmalı Ders	14	3,00

Assesments

Activities	Weight (%)
Final	100,00

P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	P.O.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
L.O.	4																						4
1																							
L.O.	4																						4
2																							
L.O.	4																						4
3																							
L.O.	4																						4
4																							

Table :

P.O. 1 : Alanı ile ilgili öğretim programları, öğretim strateji, yöntem ve teknikleri ile ölçme ve değerlendirme bilgisine sahiptir.

P.O. 2 : Bilginin doğası kaynağı, sınırları, doğruluğu, güvenirliliği ve geçerliliğinin değerlendirilmesi konusunda bilgi sahibidir.

P.O. 3 : Öğrencilerin ihtiyaçlarını karşılayabilecek düzeyde alanı ile ilgili kavramları ve kavramlar arası ilişkileri açıklar.

P.O. 4 : Türk eğitim sistemi'nin amaç, ilke, vizyon, misyon, yapı ve işleyişini, sınıf yönetimi yaklaşımlarını ve eğitim ile ilgili kavramları konusunda bilgi sahibidir.

P.O. 5 : Öğrencilerin gelişim, öğrenme özellikleri ve güçlükleri ile ilgili bilgi sahibidir.

P.O. 6 : Matematik öğretim programıyla ilgili gelişme ve yenilikleri takip edip öğretme etkinliklerine uyarlar.

P.O. 7 : Matematiksel dili alan derslerinde ve matematik öğrenme ve öğretme sürecini planlarken doğru ve etkili şekilde kullanır.

P.O. 8 : Öğrencilerin gelişim özelliklerini, bireysel farklılıklarını, konu alanının özelliklerini ve kazanımlarını dikkate alarak en uygun öğretim strateji, yöntem ve tekniklerini uygular.

P.O. 9 : Öğrencilerin kazanımlarını farklı yöntemler kullanarak çok yönlü değerlendirir.

P.O. 10 : Matematiğin doğası ve tarihsel gelişimi hakkında bilgi sahibidir.

P.O. 11 : Türkçeyi kurallarına uygun düzgün ve etkili kullanabilme ve öğrencilerle sağlıklı iletişim kurabilme becerisine sahiptir.

P.O. 12 : Matematik ve diğer disiplinlerdeki problemlerle ilgili modellemeler ve çözümler üretir.

P.O. 13 : Farklı ölçme ve değerlendirme yöntem ve tekniklerini kullanır.

P.O. 14 : Bireysel ve grup çalışmalarında sorumluluk alır ve alınan görevi etkin bir şekilde yerine getirir.

P.O. 15 : Kendini bir birey olarak tanır; yaratıcı ve güçlü yönlerini kullanır ve zayıf yönlerini geliştirir.

P.O. 16 : Edindiği bilgi ve becerileri eleştirel bir yaklaşımla değerlendirir.

P.O. 17 : Yaşam boyu öğrenmeye ilişkin olumlu bir tutum geliştirir.

P.O. 18 : Bilgiye ulaşma yollarını etkin bir şekilde kullanır.

P.O. 19 : Toplumsal sorumluluk bilinciyle yaşadığı sosyal çevre için mesleki proje ve etkinlikler planlar ve uygular

P.O. 20 : Bir yabancı dili en az Avrupa Dil portföyü B1 düzeyinde kullanarak alanındaki bilgileri izler ve meslektaşları ile iletişim kurar.

P.O. 21 : Bilgi ve iletişim teknolojilerini etkin bir şekilde kullanır.

P.O. 22 : Demokrasiye, insan haklarına, toplumsal, bilimsel ve mesleki etik değerlere uygun davranışır.

P.O. 23 : Milli Eğitim Temel Kanunu'nda ifade edilen ulusal ve evrensel duyarlıkların bilincindedir.

P.O. 24 : Alanı ile ilgili öğretim programları, öğretim strateji, yöntem ve teknikleri ile ölçme ve değerlendirme bilgisine sahiptir.

L.O. 1 : Öğrenciler, uygulama okulunda değişik sınıflarda öğretmenlik yaparak mesleğinin yeterliklerini geliştirebileceklerdir

L.O. 2 : Öğrenciler, kendi alanının ders programını anlayabilme, ders kitaplarını değerlendirebilme, ölçme ve değerlendirme yapabileceklerdir

L.O. 3 : Öğrenciler, öğretmenlik uygulaması sırasında kazanmış olduğu deneyimleri arkadaşları ve uygulama öğretim elemanı ile paylaşarak kendisini bu yönde geliştirebileceklerdir

L.O. 4 : Öğrenciler, sınıf içinde sınıf yönetimi, öğretimin planlanması ve uygulanması konusunda yeterliklerini geliştirebileceklerdir