EXTENDED SUMMARY

It is important to find the student needed materials in the educational process. These materials should be designed and developed by the teachers, if the possibilities are not appropriate. But, this may require a concentrated and a tiring study period of time by the teachers. “Instruction technologies and material design” course occupy an important place in teacher education. The course was first introduced to the teacher candidates during 1998-1999 educational year as a formation course. According to the Council of Higher Education’s definition, the aim of this course “… design, practice use and evaluate the educational materials in order to make more effective and fruitful of the teaching-learning process.” So the teacher candidates should be educated appropriate to this explanation.

At the literature research, it was seen that there is not a research about how the history teacher candidates do on this course and what their opinions are. So, this study seems to be helpful in order to present the perspectives, their applications and also their opinions. The result of the study is thought to be also helpful to teachers and researchers who are interested in “Instruction technologies and material design” course. The opinions are searched by the semi-structured questions in the supplementary section.

The research investigates two questions: 1. What are the teaching materials specifications that are designed by the history teacher candidates? 2. What are the history teacher candidates’ opinions about the materials they produced and to the course itself?

The study is a qualitative descriptive one. The study group consists of the history teacher candidates who are students in Ordu University, faculty of education, formation education program in 2014–2015 educational year. The data gathering tool was prepared according to the literature review and the problems of the research. The data gathering scale was applied to 41 history teacher candidates at the end of the educational term. Content analysis method was used to present teacher candidates’ opinions. In order to present valid and reliable analysis, the data was requested to examine by other field experts. The attendants’ personal information was kept in secrecy and nicknames and numbers were used such as (Ö…).

The findings and the results of the research are as following;

The history teacher candidates answered “What are your opinions about the objectives of “Instruction technologies and material design” course?” question as it develops thinking skills and creativity. Çetin et al. (2013) pointed that the importance of this course in the teacher education process.

The history teacher candidates answered “What do you think about the place and the necessity of this course?” question, as %35.58 of the attendants “exactly must be taught”. Kolburan (2010), Şahinkayası and Şahinkayası (2004) reached the similar findings in their researches.

The history teacher candidates answered “What are your expectations about the objectives of “Instruction technologies and material design” course?” question, as %28.57 of the attendants that their expectations are met. Yaman (2007) also reported that Turkish language teacher candidates have positive attitudes toward the same course.

The history teacher candidates answered “Do you this course changed your perspective to the educational environments?” question, %35.40 of the attendants replied positively.

The history teacher candidates answered “What was the easiest stage of the material design and development process?” question, %39.50 of the attendants replied as “creating the material”.

The history teacher candidates answered “What was the hardest stage of the material design and development process?” question, %41.46 of the attendants replied as “design and decide stage”