



The Effect of Blended Learning Method on Preservice Elementary Science Teachers' Attitudes Toward Technology, Self-Regulation And Science Process Skills

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Received: 27.05.2014

Accepted: 29.12.2014

Abstract –The purpose of this study was to investigate the effects of blended learning method on pre-service science and technology teachers' attitudes towards technology, self-regulation and science process skills. The study was conducted with 61 pre-service teachers at Dokuz Eylül University Science Education Department in the academic year 2012-2013. The applications were conducted within the scope of a science method course. The experimental group (n=30) was taught with blended learning method while the control group was taught with face to face method. In the study, "Scale for Attitudes Towards Technology", "Self-Regulation Skills Scale" and "Science Process Skills Test" were used as data collection tools. The scales were applied as pre and post-test to pre-service teachers at the beginning and end of the semester. According to findings of the study, no difference was found between the experimental and control group preservice teachers' attitudes towards technology.. There was no difference between experimental group students' pre-post scores in self-regulation skills. However, , control group's self-regulation skills score decreased from pre to post application. Similarly, while control group's science process skills pre-test scores were significantly higher than that of experimental group, no difference was seen between post-test scores of the groups. Suggestions are provided in the light of the results.

Key words: Blended Learning, Attitudes Toward Technology, Self-Regulation Skills, Science Process Skills.

DOI No: 10.17522/nefefmed.17511

Summary

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Note: This study is a part of first author's Master thesis

