

ANALYSIS OF EXAM QUESTIONS PREPARED BY TURKISH TEACHER CANDIDATES ACCORDING TO THE REVISED BLOOM TAXONOMY

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The purpose of this research is to examine exam questions prepared by Turkish teacher candidates according to Bloom Taxonomy. The research was conducted through qualitative research method using document review method. In the working group, there are 36 teacher candidates studying in the Department of Turkish Education at Bartın University Education Faculty. The research data were collected in the spring semester of the 2016-2017 academic year. Teacher candidates were asked to prepare questions at any grade level that would include achievements for the first semester's first writing. 16 of the exam papers are for the 5th grade, 10 for the 6th grade, 7 for the 7th grade and 3 for the 8th grade. There are 359 questions in the prepared exam papers. These questions were examined by descriptive analysis method. In the analysis, the questions were described according to the themes of remembering, understanding, applying, analysing, evaluating, and creating based on the cognitive domain steps of the renewed Bloom taxonomy. As a result of the analyzes, it was seen that 30,8% of 359 questions asked by the prospective teachers were remembering, 23,95% were in understanding, 8,7% were in applying, 25,57% were in analyzing, 3,34% were in evaluating and 6,96% were in creating levels. These results show that teacher candidates are inadequate in preparing questions to improve students' high-level thinking skills.

Keywords: Turkish teacher candidates, exam questions, renewed bloom taxonomy



INTERNATIONAL CONFERENCE ON RESEARCH IN EDUCATION & SCIENCE

 **ICRES2018**

April 28 - May 1, 2018

Marmaris/TURKEY

ABSTRACT BOOK

 **ISRES**
Publishing

ISBN: 978-605-67951-5-2

<http://www.icres.net>

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