

Examining the Impact of Interaction Project with Students with Special Needs on Development of Positive Attitude and Awareness of General Education Teachers towards Inclusion^{*}

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Abstract

The purpose of this study was to introduce a project developed to promote interaction of teacher candidates from different areas with individuals with special needs within the scope of a Special Education course and examine the impact of this project on developing positive attitude and awareness on teacher candidates. In this study, a mixed research design that combines qualitative and quantitative research designs was utilized. Content analysis was conducted to analyze qualitative data obtained from the reports of teacher candidates submitted at the end of the project. In addition, descriptive statistical analysis was utilized to analyze quantitative data derived from the answers of teacher candidates regarding Course and Instructor Evaluation Form. Content analysis results indicated that in the beginning of the project, teacher candidates possessed negative thoughts towards students with special needs such as the state of startling, undesirability and complex emotions. At the end of the project, teacher candidates expressed that their point of view towards students with special needs changed in positive way, this change positively reflected to their behaviors, and they realized the importance of special education. Furthermore, teacher candidates stated their satisfaction about the project with expressions such as enjoying a learning experience, realizing the difference between theory and practice, and enjoying with participating in the project. According to descriptive statistical analysis, the vast majority of teacher candidates stated that the information presented in Special Education course attracted their attention, they learned a lot of new information and were happy to participate in the project. In addition, they stated their satisfaction with teaching methods and techniques of the course instructor.

Key Words

Special Education, Student with Special Need, Inclusion, Attitude, Awareness, Special Education Course, Interaction Project.

Special education services provided to children with special needs are described as "education maintained in appropriate environments by specially trained staff with specially developed educational programs and methods to meet educational and social needs of individuals with special educa-

tion needs based on their characteristics in all developmental areas and competencies in academic discipline areas" in Special Education Services Regulation enacted in 2006 in Turkey (Milli Eğitim Bakanlığı [MEB], 2006). As in developed countries, the importance of special education services

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provided to individual with disabilities is widely accepted in Turkey, and it is aimed to provide these services in the least restrictive environments with their normally developing peers (Murawski & Swanson, 2001; Sucuoğlu & Kargin, 2010). Although increasing the prevalence of inclusion is an important educational policy in Turkey, there are still difficulties in improving expected quality of inclusive education (Melekoglu, Cakiroglu, & Malmgren, 2009; Sucuoğlu & Kargin).

Inclusion

When analyzed statistical data about special education for the last five years in Turkey, results show that inclusion has been steadily increasing. According to MEB statistics, there were 78.743 students with special needs in formal education in 2006-2007 school year and the number of students with special needs increased by 79.38% to 141.248 in 2010-2011 school year. In 2006-2007 school year, there were 45.154 students with special needs in inclusive classrooms in elementary level, 1562 students with special needs in inclusive classroom in secondary level, and total of 46.716 students with special needs in inclusive classrooms. Those numbers increased by 87.3% to 84.580 in elementary level, by 397.8% to 7775 in secondary level, and by 97.7% to 92.355 in total number of students in inclusive classrooms (MEB, 2007, 2011a, 2011b). The latest data related to special education indicate that the majority (65.38%) of students with special needs in formal education participates in inclusion.

Recent studies on inclusion showed that special education support services are not adequately provided in schools, efficacy about inclusion is low among general education teachers in inclusive environments, and success in inclusion is far below the expected level (Batu, 2000; Ciyer, 2010; Diken & Batu, 2010; Eripek, 2004; Güzel-Özmen, 2005; Kaya, 2008; Sazak-Pinar & Sucuoğlu, 2011; Sucuoğlu & Kargin, 2010). Additionally, studies manifested that one of the important reasons behind the failure in inclusion is negative attitudes of teachers working in inclusive environments towards students with special needs (Diken & Sucuoğlu, 1999; Kaner, 2010; Orel, Zerey, & Töret, 2004).

Problems in inclusion indicate that teachers/teacher candidates who will be working in inclusive environments need to be equipped with adequate information and gain experience during teacher training in universities. In fact, it is extremely difficult to change attitudes and behaviors of teacher

candidates once they start their profession (Jordan, Schwartz, & McGhie-Richmond, 2009). The main problem experienced by teacher candidates educated in today's teacher training faculties is that they are not able to establish the link between theoretical knowledge acquired during the four-year training and application of that knowledge in real environments (Çakır, 2000). The most common reason for this problem is either not being able to transfer the application of the theoretical knowledge provided in many courses into practice or inadequacy of the application. One of those courses is special education. However, it is important to provide interaction opportunities with students with special needs during undergraduate education to increase positive attitude and behaviors of teacher candidates towards special education (Gürsel, 2006; Kayaoğlu, 1999, p. 31 as cited in Orel et al., 2004; Mayhew & Welch, 2001; Muwana & Gaffney, 2011; Santos, Ruppard, & Jeans, 2012; Shippen, Crites, Houchins, Ramsey, & Simon, 2005; Sucuoğlu, 2004; Sucuoğlu & Akalin, 2010). Service Learning (Santos et al.) and Project ACCEPT (Laarhoven et al., 2006) are among application projects that are utilized as good practices at higher education level to train competent teachers for inclusive classrooms in the United States of America (USA). Especially, Service Learning is an important pedagogic strategy widely used in teacher training programs in higher education.

Interaction with Students with Special Needs: Service Learning

Service Learning is an important application to develop positive attitudes of teacher candidates towards students with special needs in USA. This application consists of various projects that are carried out in coordination with agencies providing services to individuals with special needs and teacher candidates taking Special Education course. Teacher candidates successfully completed those projects experience the situations that they will encounter when performing their teaching profession. As a result of the Service Learning project, attitudes of teacher candidates change in positive way towards students with special needs (Burns, Storey, & Certo, 1999; Carrington & Sagger, 2008; Jenkins & Sheeney, 2009; Santos et al., 2012).

Special Education Course and Service Learning

Since effective projects such as Service Learning have positive impact especially on attitudes and awareness of teachers who will be working in inclusive class-

rooms, it is important to implement such projects in teacher training system in Turkey. However, due to difficulties in planning and implementation of such projects, they are usually not implemented in introduction courses of special education and inclusion for content area and primary teachers. Special Education course in teacher training system in Turkey is considered as professional knowledge course and takes place as a course of 2 or 3 credits in programs (Karaca, 2008). The Higher Education Council of Turkey (YÖK) describes the content of the course as following: "Definition of special education, basic principles of special education, reason of disability, importance of early diagnosis and treatment, historical approach to disability, characteristics and education of children with intellectual disabilities, hearing impairments, visual impairments, physical disabilities, language and communication disorders, chronic disease, specific learning disabilities, attention deficit and hyperactivity disorder, autism, and gifted children, education of children with different development through play, reactions observed in families of children with special educational needs, status of special education in Turkey, organizations and institutions established for this purpose" (Yükseköğretim Kurulu [YÖK], 2012).

In terms of development of positive attitude and awareness towards students with special needs and improving efficacy of teaching such students, taking Special Education course in current state is not considered sufficient. Therefore opportunities to be able to interact, recognize and understand students with special needs are needed for teacher candidates from different disciplines. To meet the needs, a good opportunity for teacher candidates is to carry out interaction projects with students with special needs within the scope of Special Education course (Mayhew & Welch, 2001; Muwana & Gaffney, 2011; Santos et al., 2012).

The main purpose of this study is (i) to introduce "Interaction Project with Students with Special Needs" that is not within the content of Special Education course, (ii) to evaluate the effectiveness of the project in accordance with the opinions of teacher candidates participating in the project, and (iii) to identify satisfaction levels of teacher candidates with the Special Education course and the instructor. First, details about Interaction with Students with Special Needs Project and its implementation are specified. Second, expressions of teacher candidates derived from project reports that are submitted at the end of the project were examined in terms of the impact of the project on participating teacher candidates. Lastly, answers of

teacher candidates to Course and Instructor Evaluation Form developed by the author are examined. In this context, it is aimed to answer the following research questions:

- i) What are the thoughts of teacher candidates towards students with special needs and the interaction project in the beginning of "Interaction with Students with Special Needs Project"?
- ii) What are the opinions of teacher candidates regarding how participation in "Interaction with Students with Special Needs Project" has changed their awareness towards students with special needs?
- iii) What are the opinions of teacher candidates regarding satisfaction with participation in "Interaction with Students with Special Needs Project"?
- iv) What are the thoughts of teacher candidates regarding 'Special Education' course?
- v) What are the opinions of teacher candidates regarding the instructor of 'Special Education' course?

Method

Research Design

In this study, a mixed research design that combines qualitative and quantitative research designs was used. Qualitative data of the study were analyzed by content analysis. Content analysis is defined as a systematic analysis of the documents that are prepared in written and/or verbal formats (Berg, 2001). The purpose of this analysis is to give meaning to the content by adhering a systematic method in the analysis of the information obtained from the material and as a result, categorizing expressions to specify frequency of their appearance (Berg; Demirci & Köseli, 2009). To find answers to the research problems, classification, summarization and categorization of both written and oral data are carried out by determining variable or concepts in the process of content analysis (Demir, 2009). Quantitative data were collected using the survey technique (Balnaves & Caputi, 2001). Survey technique consists of collecting information in accordance with the participants' answers to questions posed to them. Survey technique can be carried out in written (survey) or oral (interview) forms. Survey technique has been widely used in research because it allows systematic collection of data from a large group of participants (Sevinç, 2009). In this study, quantitative data were analyzed using descriptive statistical analysis.

Participants

Participants of this study consist of teacher candidates from Pre-School Teacher (Junior) and Music Teacher (Senior) departments of Education Faculty and Physical Education and Sports Teacher (Sophomore) department of School of Physical Education and Sports in Mugla University, Turkey. Those teacher candidates took the Special Education course in spring semester of 2010-2011 school year. The numbers of students enrolled in Special Education course were 49 in Pre-School Teacher program, 27 in Physical Education and Sports Teacher program, and 19 in Music Teacher program. A total of 95 teacher candidates enrolled in Special Education course in three separate groups. Nine of the enrolled teacher candidates did not submitted their reports while 86 of them submitted their report of interaction project. Among the submitted 86 reports, 30 of them did not provide any personal thoughts about the interaction project. As a result, personal thoughts are detected in 56 reports of teacher candidates and those 56 teacher candidates consist of participants of the study for content analysis. For the qualitative dimension of the study, 75 evaluation forms were collected from teacher candidates. Since personal information did not requested on the evaluation form, there are no demographic data regarding qualitative dimension of the study.

Table 1.
Participants for Content Analysis

Department	Gender of Teacher Candidates				Total Number of Teacher Candidates
	Female		Male		
	n	%	n	%	
Pre-School Teacher	24	82.8	5	17.2	29
Physical Education and Sports Teacher	9	50.0	9	50.0	18
Music Teacher	4	44.4	5	55.6	9
Total of All Departments	37	66.1	19	33.9	56

An interaction project with students with special needs that took two hours a week for five weeks was added to the scope of the course in order to combine theory and practice in Special Education course that the study participants enrolled. During the process of this project, teacher candidates are expected to make observations in educational environments of students with special needs, and interact with both those students and their teachers. At the end of the project, each teacher candidate prepared a report, and the analysis of those reports

reflected opinions of teacher candidates about the interaction project and the impact of the project on their attitude and awareness towards students with special needs. In addition, teacher candidates filled out the Course and Instructor Evaluation Form that consists of likert-type, yes/no and open-ended questions in the last week of the Special Education course. Overall opinions of teacher candidates about the course and instructor emerged from the analysis of their answers on the evaluation form.

Data Collection Tools

Report of Interaction Project with Special Needs:

Teacher candidates prepared a report to reflect their thoughts and experiences gained after completing the five-week interaction project. Additionally, teacher candidates had weekly date and hour record forms signed by the responsible teacher, and they handed in those signed forms with the project reports.

Course and Instructor Evaluation Form:

Teacher candidates were requested to evaluate the course and the instructor in the last week of the Special Education course in spring semester of 2010-2011 school year. For this purpose, an evaluation form was developed by the responsible instructor of the course and the form consists of 11 likert-type, two yes/no and three open-ended, total of 16 questions. Questions on the evaluation form are developed to evaluate the course related performance of the instructor and structure and content of the course.

Data Collection and Analysis

Project reports of teacher candidates prepared at the end of five-week period are used for the collection of data for the qualitative dimension of the study.

Interaction Project with Students with Special Needs

Through this interaction project, it is aimed to increase awareness and attitudes of teacher candidates towards children with special needs during their undergraduate education. In addition, as a result of the interaction project, teacher candidates have an opportunity to observe the theoretical information they learn in university and apply it in real life. Consequently, it is aimed to develop positive attitude and increase awareness towards students with special needs among teacher candidates. This method is not well known in higher education system, especially for special education and inclusion courses, and hence, not effectively benefited from the method.

This project was planned to be completed in five weeks for two hours a week. Teacher candidates were expected to complete their projects in institutions where students with special needs were educated. Private rehabilitation centers or inclusive classrooms were possible environments to complete the project. Observations and interactions were reflected in written report at the end of the project and the reports are submitted to the instructor of the Special Education course. Among 95 enrolled teacher candidates to the Special Education course in 2010-2011 school year, 86 of them participated and successfully completed the Interaction Project with Students with Special Needs. In the project reports, 65.1% of teacher candidates reflected their personal opinions.

Data Analysis and Reliability

Content analysis technique is utilized to determine concepts and relationships in explaining data obtained from the project reports. Three main themes are identified: thoughts about students with special needs in the beginning of the project, opinions about change in awareness and satisfaction with the project. Afterwards, expressions of teacher candidates are classified in groups to identify sub-themes of the three main themes. In order to ensure the internal consistency, written information on all project reports are re-coded by a faculty member experienced in qualitative research. As a result of these two codings, agreement was determined as 86%. Since percentage of agreement is above 70%, required reliability of data analysis is secured (Miles & Huberman, 1994).

Descriptive statistical analysis is used to analyze quantitative data of the study. All quantitative data obtained from the evaluation form were entered in Statistical Package for the Social Sciences (SPSS) program. For each statement on the evaluation form, percent and frequency values were calculated through SPSS program.

Results

In the beginning, teacher candidates found the Interaction Project with Students with Special Needs strange, and their motivation was low to complete the project. However, oral feedback that teacher candidates shared during the semester with the instructor and project reports indicated that the project was very useful for participated teacher candidates. Following themes are identified in project reports of teacher candidates.

Thoughts of Teacher Candidates in the Beginning of the Interaction Project

Among teacher candidates, 30 of them provided thoughts about this theme in their reports. In this context, teacher candidates expressed that they experienced different feelings such as fear, timidity and confusion in the beginning of the Interaction Project with Students with Special Needs.

Table 2.

Investigation of Thoughts of Teacher Candidates towards Students with Special Needs in the Beginning of the Interaction Project

Main Theme	Sub-Themes	n	%
Thoughts before/ in the beginning of the project	Startled	17	56.67
	Undesirability	7	23.33
	Complex emotions	6	20.00
TOTAL		30	100

Opinions of Teacher Candidates about Awareness Change at the End of the Interaction Project

The second theme revealed from the content analysis is gains of teacher candidates after the Interaction Project with Special Needs and thus, change in awareness of teacher candidates towards individuals with special needs. Among teacher candidates, 38 of them provided opinions about this theme. They expressed opinions such as having useful gains at the end of the interaction project and increasing their awareness towards individuals with special needs.

Table 3.

Investigation of Gains and Changes in Awareness after Interaction Project with Students with Special Needs

Main Theme	Sub-Themes	n	%
Gains and changes in awareness towards individuals with special needs at the end of the project	Change in opinions	16	42.11
	Change in behavior and approach	9	23.68
	Realizing the importance of special education	7	18.42
	Increased sensitivity	6	15.79
TOTAL		38	100

Opinions of Teacher Candidates about Satisfaction with the Interaction Project

The last main theme content analysis yielded is satisfaction of teacher candidates with the Interaction Project with Special Needs. About this theme, 25 of the teacher candidates expressed opinions. They indicated that the interaction project was a useful experience for themselves and they were happy to participate in the project.

Table 4.
Investigation of Satisfaction with Interaction Project with Students with Special Needs

Main Theme	Sub-Themes	n	%
Satisfaction with the interaction project	Useful experience	17	68.00
	Observing theory-practice difference	4	16.00
	Enjoying with the project	4	16.00
TOTAL		25	100

When all statements of participants are evaluated, results show that attitude and awareness of participating teacher candidates developed in positive way and they were pleased with their participation in the Interaction Project with Students with Special Needs. In addition, teacher candidates shared their satisfaction with the Interaction Project in various environments. For example, a teacher candidate expressed positive comments regarding her experience during the project on an article titled "Child" that was published in an Internet newspaper (Işıktaş, 2012).

Course and Instructor Evaluation Results

Analysis of answers of teacher candidates to the evaluation form yielded that 98.6% indicated that the instructor was professionally equipped with the course materials, and 97.3% stated that the instructor was well prepared for the instruction. Additionally, 74.6% indicated that speech of the instructor was clear, understandable and audible during the instruction, and 93.4% stated that the instructor explained course materials very well. Besides, 92.0% indicated that the instructor attracted their attention during the instruction, and 96.0% stated that teaching method of the instructor helped them understand the course. In addition, 96.0% indicated

that the instruction started and ended on time, and 92.0% stated that the instructor was also available outside of the instruction.

Furthermore, 96.0% mentioned that content of the special education course was interesting for them, and 73.4% expressed that special education course was not more difficult than other courses. Additionally, 96.0% indicated that they learned new information in the special education course, and 98.7% stated that they would recommend the instructor to other students.

Discussion and Conclusion

Special education course is an important course for content area as well as primary teacher candidates because rapid spread of inclusion ensures confrontation with students with special needs almost for all teachers in their classrooms (Diken & Batu, 2010; Sucuoğlu & Kargın, 2010). Although the number of students in inclusive classroom is steadily increasing, expected success in inclusion is still not established in Turkey (Batu, 2000; Ciyer, 2010; Diken & Batu; Eripek, 2004; Güzel-Özmen, 2005; Kaya, 2008; Sazak-Pınar & Sucuoğlu, 2011; Sucuoğlu & Kargın). Negative attitudes and behaviors of teachers towards students with special needs are considered to be one of the important reasons for this failure in inclusion (Diken & Sucuoğlu, 1999; Kaner, 2010; Orel et al., 2004). In fact, studies aimed at changing attitudes and behaviors of general education teachers towards students with special needs are carried out in Turkey (Gözün & Yıkılmış, 2004; Orel et al.; Yıkılmış, Şahbaz, & Peker 1998). Participation in interaction projects with students with special needs during teacher training process can

Table 5.
Results of Evaluation Form for Special Education Course and Instructor

Statement	Agree/ Completely Agree		Undecided		Completely Disagree/ Disagree	
	n	%	n	%	n	%
Instructor was professionally equipped with course materials.	74	98.6	1	1.3	0	0.0
Instructor was well prepared for instruction.	73	97.3	0	0.0	2	2.7
Speech of instructor was clear, understandable and audible.	56	74.6	7	9.3	11	14.7
Instructor explained course materials very well.	70	93.4	4	5.3	0	0.00
Instructor attracted our attention during the instruction.	69	92.0	3	4.0	5	6.7
Teaching method of the instructor help me to understand the instruction.	72	96.0	0	0.0	2	2.7
Instruction started and ended on time.	72	96.0	1	1.3	1	1.3
I could reach the instructor outside of the instruction.	69	92.0	2	2.7	1	1.3
Content of the course was interesting in general.	72	96.0	1	1.3	1	1.3
This course was more difficult than others.	8	10.6	11	14.7	55	73.4
I learned lots of new information in this course.	72	96.0	0	0.0	1	1.3

be helpful to change negative attitudes and behaviors and increase awareness towards students with special needs (Gürsel, 2006; Kayaoğlu, 1999, p. 31 as cited in Orel et al.; Mayhew & Welch, 2001; Muzana & Gaffney, 2011; Santos et al., 2012; Shippen et al., 2005; Sucuoğlu, 2004; Sucuoğlu & Akalın, 2010). Special Education course is the most appropriate course to have an experience about special education and students with special needs during their undergraduate education. For this purpose, Interaction Project with Students with Special Needs is integrated in the scope of the Special Education course in Mugla University in spring semester of 2010-2011 school year. Teacher candidates participated in this project for two hours a week over a five-week period. At the end of the project, participating teacher candidates indicated their satisfaction with the project in their reports as well as verbal statements during individual conversations. As a result, teacher candidates had a chance to observe and experience the information they learned during the instruction, and their attitudes and awareness towards students with special needs are increased over the period of the project.

Teacher candidates who completed the Interaction Project with Students with Special Needs indicated that their prejudice towards individuals with special needs has significantly changed, and they realized that individuals with special needs have similar needs and characteristics as other individuals in the society. Additionally, teacher candidates expressed that they gained a pre-experience regarding education of students with special needs. Teacher candidates also mentioned that they learned how to approach individuals with special needs, what to consider for their education, and were pleased with participating in the project. Furthermore, teacher candidates indicated that the project was the most meaningful activity for getting ready to the teaching profession.

The majority of the teacher candidates indicated that they were satisfied with the instructor, and the content of the course was interesting for them. Project reports and evaluation results showed that the Interaction Project with Students with Special Needs reached its goal by increasing positive attitudes and awareness of teacher candidates towards students with special needs. It is expected to continue the impact of the interaction project on teacher candidates during their entire teaching career. Thus, it is thought that teachers will take a more active role in inclusive education services provided for inclusion students, and the quality of inclusion will improve.

Implementation of this type of projects under the Special Education course in other education faculties may help content area and primary school teacher candidates get more competently and powerfully trained. Additionally, similar projects may increase knowledge, experience and awareness of teacher candidates who will be working in inclusive classrooms, and thus, the quality of inclusion may improve in Turkey.

One of the most important limitations of this study is no comments of some participants on specific themes in their reports. It is believed that this limitation can be overcome by providing more specific instructions for the preparation of the report and identifying expected issues to be discussed. Another limitation of this study is environments where the projects were completed by participating teacher candidates. There were only two different options for carrying out the project; private rehabilitation centers and inclusive classrooms. Especially to change attitude and awareness of teacher candidates, other types of environments where individuals with special needs are educated or participate in social and vocational activities can be included in the project environments. The other limitation of the study is obtaining the data only on the basis of the reports. Focus group interviews and observation of participants in their project environments can be added to studies conducted in the future to enhance data collection methods and the diversity of data. In the future research, studies should include as many teacher training programs as possible to secure validity and generalizability of the results. In addition, investigation of the effectiveness of various adaptations such as length and content of the interaction project can lead to create the ideal interaction project to prepare teacher candidates for inclusive classrooms.

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EK 1.

ÖZEL GEREKSİNİMLİ ÖĞRENCİ GÖZLEM PROJESİ HAFTALIK TARİH VE SAAT KAYDI



Muğla Üniversitesi Eğitim Fakültesi
Özel Eğitim Dersi
İlkbahar 2011

Gözlem Yapan Öğrencinin Adı Soyadı:

Gözlem Yapan Öğrencinin Bölümü:

Gözlemin Yapıldığı Tarih	Gözlemin Yapıldığı Saat Aralığı	Gözlem Yapılan Sınıfın Öğretmenin Adı Soyadı ve İmzası

Not: Gözlem toplamda en az 5 hafta ve her hafta en az 2 saat sürecektir.

EK 2.



DERS VE ÖĞRETİM ELEMANI DEĞERLENDİRME FORMU

Bu formdaki bilgiler öğretim elemanı tarafından geçme notları sisteme onayladıktan sonra okunacaktır. Değerlendirmenizi objektif olarak yapınız. Burada belirteceğiniz hiç bir şey notlarınıza etki etmeyecektir. Lütfen kendinizi tanıtıcı herhangi bir bilgi yazmayınız.



DERS: ÖZEL EĞİTİM

ÖĞRETİM ELEMANI: Macid A. MELEKOĞLU

DÖNEM/YIL: İLKBAHAR/2011

Kaçınıcı sınıfta okumaktasın? 1 2 3 4 4+

Bu dersten ortalama olarak kaç bekliyorsun? AA BA BB CB CC DC DD FD

	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katlıyorum	Tamamen katlıyorum	Cevap yok
Öğretim elemanı ders materyallerine profesyonel şekilde hakimdi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Öğretim elemanı derslere iyi hazırlanmıştı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Öğretim elemanın konuşması açık/ anlaşılabilir ve duyulabilir seviyedeydi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Öğretim elemanı ders materyallerini çok iyi şekilde açıkladı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Öğretim elemanı derse dikkatimizi vermemizi sağladı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Öğretim elemanın ders işleme yöntemi dersi anlamamı kolaylaştırdı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Öğretim elemanı derse zamanında başladı ve dersi zamanında bitirdi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Öğretim elemanına ders dışında da ulaşabildim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dersin içeriğindeki bilgiler genel olarak ilgimi çekti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bu ders diğer derslere göre daha zordu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bu derste birçok yeni bilgi öğrendim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DERS VE ÖĞRETİM ELEMANI DEĞERLENDİRME FORMU

- Bu dersi başka öğrencilere tavsiye eder misiniz? Evet Hayır
- Bu öğretim elemanını başka öğrencilere tavsiye eder misiniz? Evet Hayır
- Öğretim elemanı hakkında genel yorumlarınızı yazınız.

- Ders hakkında genel yorumlarınızı yazınız

- İstedığınız konuda eklemek istediğiniz her hangi bir yorum vb. var ise lütfen paylaşınız.

TEŞEKKÜRLER