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A Metaphor Analysis of Elementary Student Teachers' Conceptions of Teachers in Student- and Teacher-Centered Contexts

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Abstract

Problem Statement: Student teachers' beliefs and conceptions affect not only what and how they learn in teacher education programs, but also their future professional development in their teaching careers. Examining and understanding student teachers' beliefs and conceptions is therefore crucial to improving their professional preparation and development, as well as the effectiveness of teacher education.

Purpose of the study: The purpose of this study was to explore elementary student teachers' beliefs and conceptions about teaching in the contexts of student- and teacher-centered educational perspectives.

Method: This study employed qualitative research methodologies by asking 267 prospective teachers to provide a metaphor characterizing teachers. Both quantitative and qualitative data analyses were used for the study.

Findings and results: The results of analysis represented 113 metaphors made by student teachers about teachers—for example, they are gardeners. Results of descriptive analysis show that of the 267 student teachers, 227 (85.7%) had teacher-centered beliefs, 11 (4.1%) had student-centered beliefs, and 29 (10.1%) had mixed beliefs. The student teachers had no misconceptions about teacher-centeredness, meaning that all misconceptions and poorly structured beliefs were related to student-centeredness.

Conclusions and recommendations: The study showed that the teacher-centered approach is quite common among student teachers in Turkey. As a result, teacher educators should provide various opportunities for and

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model student-centered approaches so that student teachers can critically examine their beliefs and realize other educational possibilities. Furthermore, most participants lacked a consistent cognitive structure about teaching, largely due to misconceptions related to guidance and active learning, which require more in-depth research. Student teachers also described teachers' and students' roles with stereotypical metaphors, including teachers as knowledge givers who know everything and teachers as social controllers who disseminate dominant cultural values. Acknowledging these misconceptions can allow teacher educators to better design courses, classroom discussions, and assignments to help student teachers develop new pedagogical knowledge and beliefs.

Keywords: Teacher education, student teachers' beliefs, teaching metaphors, educational approach

Introduction

In the development of cognitive psychology and interpretations of different educational philosophies such as progressivism and constructivism, the topic of teachers' beliefs, conceptions, and personal knowledge has gained broad interest among researchers. These studies have primarily focused on preservice teachers' beliefs about teaching and learning (Britzman, 1986; Chan, 1999; Duru, 2006; Green & Zimmerman, 2000; Löfsröm & Poom–Valickis, 2013; Minor, Onwuegbuzie, Witcher, & James, 2002; Pajares, 1992; Richardson, 1996; Schepens, Aelterman, & Vlerick, 2009) and generally confirmed that preservice teachers' beliefs affect not only how and what they learn in teacher education programs, but also their future professional development as in-service teachers. At the same time, other research has shown the effectiveness of student-centered education on students' learning and upon student teachers' educational beliefs and professional development, all given the needs of today's societies (Fasko & Grubb, 1997; Green & Zimmerman, 2000; Hein, 2002). Teacher education programs should therefore strive to help student teachers to develop their professional knowledge, skills, and consciousness while adopting student-centered approaches. In fact, some studies have additionally demonstrated that teachers who implement traditional, teacher-centered approaches behave, act, and conceive things differently from those who apply student-centered approaches (Fang, 1996; Richardson, 1996).

Since student teachers' beliefs are stubbornly resistant to change (Pajares, 1992), investigating and understanding teacher candidates' beliefs and conceptions is vital to support their professional preparation, development, and future classroom practices (Pajares, 1992). As Eisenhart, Shrum, Harding, and Cuthbert (1988) have pointed out, "If teachers' [student teachers'] persistent beliefs are not taken into account when designing reforms or constructing research, then we are not optimistic that good faith efforts to improve education will work" (p. 67). Especially in Turkey, researchers have not yet fully investigated pre-service teachers' beliefs specifically related to teaching; however, such knowledge from research is pivotal for the

evaluation, improvement, and redesign of teacher educational programs. An examination of pre-service teachers' beliefs in Turkey thus promises to provide information not only concerning how teacher education programs in the country currently prepare student teachers for their future occupations, but also concerning changes that are necessary in new teacher educational programs. In response, the purpose of this study was to investigate elementary student teachers' beliefs about the roles of teachers, as well as of students, and to investigate their poorly structured beliefs and misconceptions in student- and teacher-centered contexts.

Teacher-Centered versus Learner-Centered Beliefs

In the light of educational research, scholars interested in teachers' beliefs, ways of thinking, and philosophies have constructed what some consider to be a dichotomy between teacher-centered and student-centered approaches that can facilitate discussions about student teachers' educational beliefs. Teacher-centeredness generally represents the continuing effects of positivist, objectivist, connectionist, essentialist, and behaviorist perspectives in schools, society, and education faculties (Noble & Smith, 1994). By contrast, student-centeredness represents progressivism, humanism, and constructivism.

From the teacher-centered perspective, "Being a teacher . . . means identifying knowledge that is certain, breaking it into manageable bits, and transmitting it to students in an efficient fashion" (Zeichner & Tabachnick, 1981, p. 9). From this perspective, the teacher as an expert selects, determines, and evaluates the educational process on the behalf of students, who lack the capacity to know what they need to learn. Accordingly, the chief roles of the students are to accept, receive, memorize, and repeat what their teachers teach. According to teacher-centered pedagogy, learning results in behavioral changes created by a system of behavioral responses to stimuli (Brooks & Brooks, 1999; Driscoll, 2000; Fosnot & Perry, 2005). To bring about behavioral change in students, teachers should set specific objectives for each lesson to reach certain outcomes so that students' related skills can be improved along with their mental functioning (Fosnot & Perry, 2005). In teacher-centered classrooms, teachers believe that whole class instruction involving great reliance on textbooks and standardized testing to measure learning outcomes is the best way for students to learn (Brooks & Brooks, 1999).

By contrast, from the student-centered perspective, the top role of teachers involves facilitating students' learning, creating a democratic learning environment, and helping students' total development, especially that of their habit of mind. The primary purpose of having teachers act as facilitators is to help students to become self-directed and self-empowered. In other words, a major responsibility of teachers is to investigate what is happening in the minds of students and how they learn (von Glasersfeld, 1998).

A student-centered teacher believes that learning is a meaning-making process of internalization and that knowledge is socially constructed by learners in a way that requires self-regulation and self-reflection (Driscoll, 2000; Fosnot & Perry, 2005; Richardson, 1996). In this model, learning and teaching processes are largely based

on existing experiences that provide us with empirical and reflective abstractions—concepts, theories, relations, and models—developed actively in the assimilation, accommodation, and equilibrium process (Brooks & Brooks, 1999; von Glasersfeld, 1998). Students' needs, prior knowledge, interests, and current understandings are paramount for student-centered teachers in facilitating student learning and guiding their students' development. Student-centered teachers view learning as a process in which they need to use different teaching strategies for students' different needs (Brooks & Brooks, 1999).

In another sense, teacher-centered teachers, as people who hold all of the power in the learning and teaching processes, expect the same skills-based learning outcomes from all students. On the contrary, teachers practicing student-centered beliefs consider social negotiation, the creation of a learning community, and self-directed learning opportunities involving a wide range of knowledge and skills to be the most important ways to address students' different learning needs and interests (Noble & Smith, 1994). Student-centered teachers pay special attention to what raises students' curiosity in order to motivate students to learn, even if it differs from what the curriculum intends to teach. By contrast, teacher-centered teachers try mostly to motivate students with positive and negative reinforcements (Driscoll, 2000).

Student Teachers' Beliefs

Although the complexity of belief systems makes defining *belief* difficult, the term has been described to constitute personal theories, opinions, judgments, conceptions, and perspectives (Chan, 1999). In the present study, *student teachers' beliefs* thus refers to student teachers' conceptions about and perspectives on teaching. Beliefs can be categorized as either primitive or derived beliefs (Rokeach, 1968); whereas derived beliefs that help a person to understand non-observable events are formed from both primitive beliefs and authoritative outside sources such as books and popular culture (Fishbein & Arjen, 1975; Green, 1971; Rokeach, 1968), primitive beliefs are more central to the belief systems, for they are formed by direct experiences with objects, agents, or events and may have strong connections with the self (Fishbein & Arjen, 1975; Green, 1971; Pajares, 1992; Rokeach, 1968). Contrary to many professionals, student teachers join school faculty with a great deal of real-life experiences and images of teaching (Britzman, 1986; Chan, 1999; Weber & Mitchell, 1995). Their observation of negative and positive aspects of teaching as students shapes their initial educational beliefs regarding who teachers are, how learning occurs, and what the roles of teachers and students are in learning environments. These earlier beliefs are highly resistant to change (Pajares, 1992). Indeed, research has shown that student teachers' initial educational beliefs filter all new information, meaning that student teachers cannot organize conceptions of teaching in a systematic way (Chan, 1999; Pajares, 1992; Richardson, 1996). Consequently, student teachers' initial beliefs affect what and how they learn in teacher education programs even if those programs focus on student-centered education.

Kile (1993) investigated pre-service teachers' beliefs and concluded that students with student-centered beliefs understand the complexities of teaching and learning

better than students with teacher-centered beliefs (cited in Richardson, 1996). Furthermore, student teachers who tend to uphold student-centered beliefs are more willing to accept and engage in constructivist pedagogies than student teachers exhibiting teacher-centered beliefs (Sinatra & Kardash, 2004). Investigating pre-service teachers' beliefs about teaching and learning, Britzman (1986) concluded that student teachers with early classroom experiences construct ideal beliefs based on cultural myths. In her study, three cultural myths consistent with teacher-centeredness emerged: that everything depends on the teacher; that teachers are experts who know everything, implying that knowledge is immutable; and that teachers are self-made. In other words, student teachers tend to believe that personality is the most important factor in determining who will become an effective teacher.

Similar to those of Britzman (1986), Joram and Gabrielle's (1997) results revealed that student teachers who believe that teachers are self-made also believe that they have nothing to learn about teaching from their teacher preparation courses. Other scholars have indicated that student teachers as students experience mostly traditional pre-K–12 education, in which they internalize dominant cultural beliefs about teaching and learning, including that knowledge is given by teachers, that learning to teach occurs with "what works," and that teachers should have control of the classroom in order to provide all learning opportunities to all students (Britzman, 1986).

Understanding Student Teachers' Beliefs about Teaching through Metaphoric Images

Despite the several theories of metaphor, metaphors are generally described as familiar concepts, events, or objects used for explaining other concepts, events, or objects that are more complicated and abstract (Thomas & Beauchamp, 2011). Since 1970, research on metaphors has accelerated, especially in psychology. These studies have provided broad information about the content, structures, and functions of metaphors (Draaisma, 2007) and shown that metaphors are not simple analogies between two things, but are connected directly to a person's cognitive structure. In this sense, people use the metaphors as important cognitive devices to explain mental images derived from their experiences (Draaisma, 2007).

In recent years, metaphors have been used in educational research as a research instrument, for they provide broad opportunities to explore and analyze participants' mental images that are not consciously recognized (Nikitina & Furuoka, 2008). Moreover, metaphors indirectly facilitate and simplify explanations of our experiences and personal conceptions (Draaisma, 2007). Given these characteristics, using metaphors as a research instrument will be highly effective to reveal student teachers' specific initial core educational beliefs—even implicit ones.

Research has shown that student teachers produce a variety of highly definitive metaphors about teaching (Akkuş, 2013; de Leon– Carillo, 2007; Löfström & Valickis, 2013; Nikitina & Furuoka, 2008; Saban, Koçbekir, & Saban, 2006; Seung, Park, & Narayan, 2011; Shaw & Mahlıos, 2008). Through these metaphors, some researchers have investigated student teachers' constructivist and behaviorist beliefs about

teaching as related to the effects of teacher education programs. Leavy, McSorley, and Bote (2007) compared US and Irish elementary student teachers' beliefs about teaching and investigated the effect of educational methodology courses on microteaching experiences. At the beginning of the course, 49% of participants' metaphors were consistent with behaviorist perspectives, while 24% represented constructivist perspectives. Other metaphors were categorized as situative and self-referential. At the end of the course, although Irish elementary student teachers were generally resistant to change, the proportion of metaphors reflecting constructivist views of teaching and learning increased considerably from 24% to 44%, largely as a result of the change in US preservice teachers' metaphors.

Seung et al. (2011) examined 103 elementary pre-service teachers' beliefs about science teaching and learning at the beginning and end of science courses. They similarly concluded that most participants (57%) come to these courses with traditional views. During the courses, though participants' traditional beliefs decreased and their constructivist beliefs increased, results showed that many participants tended to keep their traditional views even as they tried to accept constructivist ones.

In sum, previous studies have shown that using metaphors as a research instrument can serve to elucidate people's implicit beliefs, the structuring of belief systems, and the characteristics of how student teachers' beliefs change.

Method

Research Design

To seek to answer the research questions, this study employed qualitative research methods by asking prospective teachers to provide a metaphor characterizing teachers, explain teacher and student roles based on the metaphor, and clarified whether the metaphor represents a student- or teacher-centered perspective.

Research Sample

A total of 267 elementary student teachers (196 women and 71 men) within the Elementary Education Department at a university in mid-western Turkey participated in this study during the 2012–2013 academic year. The participants included 73 freshman (57 women and 16 men), 83 sophomore (56 women and 27 men), 53 junior (42 women and 11 men), and 58 senior (41 women and 17 men) student teachers in an elementary teacher education program. The ages of the participants ranged from 18 to 43 years with a mean of 20.61.

Research Instrument and Procedure

For this study, a survey was prepared, the first part of which asked questions related to participants' personal and educational backgrounds, including those addressing their age, gender, and year of study. The second part included four open-

ended questions designed to allow respondents to provide a metaphor characterizing a teacher, explain teacher and student roles based on the metaphor, and clarify whether the metaphor represents a student- or teacher-centered perspective.

Before distributing the survey, the researcher provided information about the study that stressed the participants' voluntary participation and the confidentiality of their information during the entire data collection period. In a 45-minute class session, participating student teachers were each asked to construct a metaphor of teachers with as much detail as possible.

Data Analysis

In this study, both quantitative and qualitative data analyses were used. The Statistical Package for the Social Sciences software package was used for descriptive statistical analysis to describe the basic features of the data. For qualitative analysis, all metaphors were labeled. The researcher combined identical metaphors and read all metaphors several times to gain an understanding of the context. With descriptive qualitative analysis, the researcher coded the data four times at different periods. Student teachers' responses were given to two instructors in the Guidance and Counseling Education Department who served as independent raters to code the metaphors separately as student-centered, teacher-centered, or both student- and teacher-centered (i.e., mixed) perspectives. Interrater reliability was 91% for one independent rater and 82% for the other. For differently rated metaphors, the researcher and both raters resolved discrepancies via discussion.

Coded metaphors and students' responses about whether their metaphors represented teacher-centered, student-centered, or mixed perspectives were compared to evaluate student teachers' poorly structured beliefs and misconceptions. To identify students' misconceptions and poorly structured beliefs, content analyses were performed based on the comparison and contrast of 185 student teachers' answers and the researcher's coding.

Results

Student Teachers' Metaphors

In this study, participating student teachers produced 113 metaphors for the concept of teacher. Some dominant metaphors were compass (19), sun (15), light (11), mother and father (10), sculptor (8), mother (8), tree (8), gardener (7), candle (7), guidance (7), farmer (6), soil (6), book (6), family (5), friend (5), computer (4), lighthouse (4), guide (4), technical director (4), painter (3), maestro (3), mirror (3), lantern (3), pathfinder (3), and navigational device (3). Of the 113 metaphors, 99 represented the teacher-centered perspective, whereas the student-centered perspective emerged in nine metaphors and the remaining 23 were labeled as a mixed (i.e., both a student- and teacher-centered) perspective. Table 1 shows the categories of the metaphors.

Table 1.

Classification of Student Teachers' Metaphors

Categories	Metaphors (*n*)
Teacher centered *n* = 227	Compass (19), sun (15), light (11), mother and father (10), sculptor (8), mother (8), tree (8), gardener (7), candle (7), guidance (7), farmer (6), soil (6), book (6), family (5), friend (5), computer (4), lighthouse (4), guide (4), technical director (4), painter (3), maestro (3), mirror (3), lantern (3) pathfinder (3), navigational device (3), everything (2), family member (2), brain (2), honey bee (2), bridge (2), locomotive (2), bus (2), comb (2), potter (2), sewing machine (2), the Internet (2), ocean (2), rain (2), flower (2), model (2), Mustafa Kemal (Founder of the Turkish Republic) (1), someone educated by society (1), a mirror of society (1), chief of a treatment plant (1), nature (1), architect (1), parents (1), father (1), sibling (1), caretaker (1), life coach (1), shepherd (1), chorister (1), life helper (1), seedling grower (1), coach (1), translator (1), captain (1), world (1), vitamin (1), window (1), vehicle (1), sponge (1), craftsman (1), ironsmith (1), cook (1), rasp (1), glue and cleaner (1), the four seasons (1), mill (1), sharpener (1), fractional distillation (1), filter (1), behavior engineer (1), self-renewer (1), doorkeeper (1), scriptwriter (1), writer (1), journalist (1), salesperson (1), breast (1), sea (1), library (1), data cube (1), pitcher full of water (1), treasure map (1), cloud (1), water (1), light source (1), idol (1), road map (1), traffic sign (1), traffic officer (1), team coach (1), leader (1)
Student centered *n* = 11	Guide (2), compass (2), world (1), lighthouse (1), organizer (1), streetlamp (1), key (1), rainbow (1), mayor (1)
Mixed *n* = 29	Compass (3), light (2), lighthouse (2), gardener (2), bus (2), family (1), parent (1), maestro (1), mirror (1), fractional distillation (1), friend (1), writer (1), farmer (1), tree (1), sun (1), guidance (1), technical director (1), glasses (1), ladder (1), key (1), life itself (1), bulb (1), cement (1)

After content analyses, teacher-centered metaphors were found to represent five different meanings: teacher as cultural transmitter, teacher as social or behavioral engineer or controller, teacher as molder, teacher as knowledge giver, and teacher as pathfinder. Since most student teachers used several meanings of the teacher-centered perspective in single metaphors, teacher-centered metaphors were not categorized because the metaphors did not concentrate on a single meaning but several meanings combined. For example, one student teacher explained that

> A teacher is a sharpener, because teachers try to convert students into good citizens and self-aware individuals. They sculpt the material. The role of teachers is to educate and shape students, to construct students' knowledge, and to prepare students as good citizens for society. The role of students is to open themselves to obtaining knowledge and to ask questions.

The role of teachers in this kind of metaphor was conceived to involve giving knowledge to students, demonstrating worthy values and behaviors, educating students based on dominant cultural values, and preparing them for their futures. Perhaps unsurprisingly, teachers were the authority figures in the classroom in all teacher-centered metaphors. In some metaphors, student teachers expressed the importance of individual differences as a means of easy manipulation. Furthermore, student teachers thought that the roles of students were to listen to and respect teachers, to prepare for class, and to do their homework.

Student-centered metaphors emphasized teachers as learners and facilitators of student learning and development. In addition to their facilitatory role, teachers were also conceived to develop students' high-level skills, including creative, reflective, and critical thinking, as well as their total development. Individual and cultural differences were also underscored as a means of more effective communication, sharing and constructing new meaning, and exploring students' thinking. The character of students was considered to be curious, interrogative, and self-aware. One example from student teachers' responses reads:

> A teacher is a key, because teachers open every lock. Students are like closed boxes with jewels inside. Teachers help students to discover these jewels and use them to meet their needs.

In the mixed metaphors, student teachers suggested the belief that teachers are mainly knowledge givers, but that students' thinking, interests, and abilities were very important in designing different kinds of effective instruction.

> A teacher is a gardener. A gardener first throws seeds into the soil, and then he or she helps them blossom and sometimes prunes their unnecessary branches. The role of teacher is to know students' individual differences and use different instructional methods for these differences. Teachers need to ask questions to students so that students think about related ideas. Students should be able to attain knowledge by themselves and must fulfill their responsibilities in the classroom.

Perhaps the most interesting result of the study is that some of the same metaphors were used for different perspectives. For example, the metaphor of the lighthouse was used for teacher-centered, student-centered, and mixed perspectives, whereas that of the world was used for student- and teacher-centered perspectives. Some examples of mixed usage in the student teachers' responses are as follows:

> A teacher is a lighthouse, because like ships, students move with the help of the teacher.
>
> A teacher is a lighthouse, because in our age people construct their knowledge based on their abilities and experiences. As a result, teachers are guides to students. The main role of a teacher is to prepare a secure learning environment for students.
>
> A teacher is a lighthouse, because teachers are guides like lighthouses transporting students along the path of targeted goals. Society shows development as a result of teachers. The role of teachers is to discover students' potential. The role of students is to try to become aware of their potential.

Like that of the lighthouse, the metaphors of family, mother and father, gardener, maestro, world, mirror, friend, farmer, tree, sun, light, guidance, compass, technical director, and key all demonstrated different meanings for different student teachers.

Student Teachers' Beliefs

According to results of the study, 163 (61.0%) student teachers believed that their metaphors represented a student-centered perspective, 70 (26.2%) that theirs represented a teacher-centered perspective, and 34 (12.7%) that theirs represented a mixed perspective. Table 2 shows the student teachers' beliefs about their metaphors.

Table 2.

Student Teachers' Beliefs About Their Metaphors

		Educational Approaches					
Year of study	Gender	Teacher-centered		Student-centered		Mixed	
		n	%	*n*	%	*n*	%
Freshman	Women	18	32	25	44	14	25
	Men	2	13	9	56	5	31
Sophomore	Women	22	39	32	57	2	4
	Men	13	48	14	52	0	0
Junior	Women	3	7	34	81	5	12
	Men	2	18	7	63	2	18
Senior	Women	5	12	33	80	3	7
	Men	5	29	9	53	3	18
Total		70	26.2	163	61.0	34	12.7

By some contrast, the results of descriptive analysis revealed that of the 267 student teachers, 227 (85.7%) had teacher-centered beliefs, 11 (4.1%) had student-centered beliefs, and 29 (10.1%) had mixed beliefs. In terms of year of study, the freshmen student teachers had the most teacher-centered beliefs of all years of study. Table 3 presents the student teachers' beliefs.

Table 3.

Student Teachers' Beliefs About Teaching

		Educational Approaches					
Year of study	Gender	Teacher-centered		Student-centered		Mixed	
		n	%	*n*	%	*n*	%
Freshman	Women	55	96	0	0	2	4
	Men	16	100	0	0	0	0
Sophomore	Women	47	84	3	5	6	11
	Men	24	89	1	4	2	7
Junior	Women	34	81	2	5	6	14
	Men	8	73	1	9	2	18
Senior	Women	31	76	3	7	7	17
	Men	12	70	1	6	4	24
Total		227	85.0	11	4.1	29	10.9

Student Teachers' Poorly Structured Beliefs and Misconceptions about Student-Centeredness

The results of analysis illustrated that participating student teachers did not have any misconceptions about teacher-centeredness. Accordingly, all of their misconceptions and ill-structured beliefs related to student-centeredness. This result indicated that some student teachers had no clear conceptions about student- or teacher-centered perspectives and misconceptions related to active learning and guidance conception. At the same time, some students associated a few effective learning environment features with student-centeredness. Though multiple misconceptions emerged in the student teachers' responses, in analysis these responses were the chief focus for clarifying differences among student teachers in terms of year of study. Table 4 shows the student teachers' misconceptions and the approximate number of participants with those misconceptions.

Table 4.

Student Teachers' Misconceptions

Misconceptions	*Freshman*	*Sophomore*	*Junior*	*Senior*	*Total*
	n ≈	*n* ≈	*n* ≈	*n* ≈	*n* ≈
No conception	27	5	7	9	48
Guidance	14	34	25	25	98
Active learning	10	5	8	8	31
Development of students			1	1	2
Fun activities	1				1
Safe place			1		1
Process				1	1
Communication			1		1
Students' interests and needs				1	1
Students' differences			1		1
Total	52	44	44	45	185

In all, 48 student teachers, many of them freshman students, did not have any clear conception about any educational perspectives. These students thought that their metaphors represented student-centered or mixed perspectives, and they explained that "everything is for the children": "Without children, teachers are nothing, and without teachers, children are nothing," and "These are the students who are to be formed and educated for society." Some examples from the student teachers follow:

> A teacher is a sun, because teachers reveal unknown aspects of students. Teachers liberate students from darkness to light. The role of teachers is to train students to behave in desirable ways, to transfer information, and to educate students to be good people. The role of students is to receive the transferred knowledge and apply it and to discover themselves. My metaphor is student centered, because teachers act in terms of students' shortcomings and because students can express themselves easily.
>
> A teacher is a mother and father, because teachers care for children. They prepare them for life and society. The role of teachers is to know about students, give instruction considering their developmental stages, give them confidence, and prepare them for life. The role of students is to fulfill the

responsibilities and duties assigned to them. This metaphor represents a student-centered perspective, because it is the students who have to learn and prepare for life.

It was additionally observed that the most popular misconception related to guidance (n = 98) and was the most common misconception among sophomore student teachers. Student teachers embodied the concept of guidance in metaphors of teachers as pathfinders, directors, and models, who guide students toward the discovery of true knowledge, appropriate behavior, and the right paths in life, not in metaphors of teachers as facilitators of students' development and learning. Similarly, active learning (n = 31) as described by student teachers formed another misconception. Student teachers expressed that if students actively engaged in classroom activities in any way involving a transmitter–receiver relationship, then they construct their own knowledge. For example:

> A teacher is a navigational device because he or she is a guide and pathfinder. For example, teachers show by doing addition in math, and then it is up to students to do the rest. Navigational devices show the road to take, but to take that road is up to the students. The role of teacher is to guide them.

> A teacher is soil, because he or she provides nutrients that students need. With their wise knowledge, teachers prepare students for life. The teacher's role is to provide guidance to students. The student's role is to receive this information and apply it in his or her life.

> A teacher is a light because he or she illuminates the environment. The selfless teacher who is dedicated to teaching sees teaching as guidance, and being beneficial to his or her environment is his or her mission. A student is a receiver. The more the student can benefit from the teacher, the more knowledgeable the student will be. This metaphor is student centered because learning is subjective. If a student cannot filter the knowledge shaped by the teacher, then the information shared is dry and raw. Real learning occurs when students filter knowledge with the guidance of teachers.

Some student teachers also associated focuses of effective learning environments with student-centered approaches, including support of students' development, students' interests and needs, students' individual differences, effective communication in the classroom, safe classroom environments, and enjoyable teaching and learning activities. Although these features reflect a student-centered approach, the student teachers' responses indicated that these features were the necessary tools for the effective transmission of knowledge and for facilitating the shaping of students, instead of creating an effective learning environment in which students can construct their knowledge and meaning and that promotes their total development. Some examples follow:

A teacher is a guide, because teachers prepare students by educating them for society. The role of the teacher is to provide an active learning environment and encourage students to express their thoughts freely. The role of students is to take advantages of educational opportunities, to be people that help society, and to participate actively in classroom activities. If students express their thoughts freely, then they become individuals who are more helpful to society.

A teacher is a compass. It is the teacher who shows right and wrong to students who have just begun to recognize life. It is the teacher who gives direction to students' lives. A teacher is like a big book in a big library; whenever students need it, they can use it. This metaphor is student centered because education must respond to the needs of each student individually. Students must take different things from teachers. A teacher's task is to give students love and compassion when he or she is directing them.

Discussion and Conclusion

The results of this study showed that metaphor can be a meaningful tool for expressing and understanding student teachers' beliefs and conceptions. The student teachers in this study produced and explained a range of metaphors that offered highly valuable information about their cognitive structure in terms of teaching. Although teacher education and elementary education programs in Turkey have since 1996 been restructured based on student-centered approaches, the study showed that most elementary student teachers produced teacher-centered ideas in their metaphors. It can be thus said that the teacher-centered approach is quite common among student teachers in Turkey. Other research has also reported similar findings (Leavy et al., 2007; Seung et al., 2011) and supported that student teachers' beliefs and conceptions affect not only what they learn in education faculties, but also their behavior, decision making, and interpretation as they begin teaching (Richardson, 1996; Minor et al., 2002; Pajares, 1992; Weber & Mitchell, 1995). In this sense, there may not be optimism about the future implementation of student-centered education in elementary schools in Turkey, though such is an important part of education for elementary students' academic and individual development. As a result, teacher educators should provide various opportunities involving different materials, teaching methods, and assignments in teacher education programs and model the student-centered approach so that student teachers can critically examine their beliefs and discover alternative educational possibilities.

Another important finding of this study was that the majority of participants did not have any consistent cognitive structure about teaching. This inconsistency emerged from misconceptions related mostly to guidance and active learning, a topic that requires more in-depth research, as well as to learning theories. In elementary teacher education programs in Turkey, student teachers take Educational Psychology (3 credits) that addresses human development and learning

theories. However, the context of the course may be too broad and elaborate for student teachers to understand in order to closely examine developmental and learning theories.

Participating student teachers also expressed the roles of teachers and students in their responses with stereotypical futures, including teachers as knowledge givers who know everything, students' need to respect teachers, and teachers as social controllers who disseminate dominant cultural values. In the words of Britzman (1986), these stereotypical characteristics can be seen to embody cultural myths, and recognizing these misconceptions can help teacher educators to design courses, classroom discussions, and assignments that aid student teachers in developing new pedagogical knowledge and beliefs. In this sense, student teachers need to negotiate psychological, sociological, historical, and philosophical perspectives of education as a whole.

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İlkokul Öğretmen Adaylarının Öğretmen Kavramına Yönelik Öğrenci Merkezli Ve Öğretmen Merkezli Eğitim Anlayışına Göre (Yanlış) Kavramsallaştırmaları

Atıf:
Duru, S. (2015). A metaphor analysis of elementary student teachers' conceptions of teachers in student- and teacher-centered contexts**,** *Eurasian Journal of Educational Research,* 60, 281-300
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Özet

Problem Durumu: Öğretmen adaylarının genel anlamda eğitim, özel anlamda öğrenme-öğretme süreciyle ilgili inançları ve inanç olarak kabul edilen kavramlaştırmaları, onların sadece öğretmen eğitim programlarında neyi, nasıl öğreneceklerini etkilemekle kalmaz, aynı zamanda profesyonel gelişimlerini de etkiler (Britzman, 1986; Calderhead & Robson, 1991; Duru, 2006; Greene & Zimmerman, 2000; Lortie, 1975; Minor, Onwuegbuzei, Witcher, & James, 2002; Pajares, 1992; Richardson, 1996). Eisenhart, Shrum, Harding, and Cuthbert (1988)' in de belirttiği gibi "Öğretmenlerin (öğretmen adaylarının) eğitimle ilgili inançları, eğitim reformları tasarlanırken ya da eğitim araştırmaları yapılırken dikkate alınmazsa, eğitimi geliştirmek için verilen iyi niyetli çabaların işe yarayacağı konusunda iyimser olamayız" (p. 67). Bundan dolayı öğretmen eğitim programlarında yeni bakış açıları geliştirmek ve öğretmen eğitim programlarının etkililiğini ortaya çıkarmak için, kimi araştırmacılar, öğretmen adaylarının eğitimle ilgili farklı inançları yanında, onların daha çok öğretmen kimliğini yansıtan "Öğretmen kimdir?" sorusuyla ilgili kavramlaştırmaları üzerine araştırmalarını yoğunlaştırmışlardır (Akkus, 2013; Löfström & Valickis, 2013; Schepens, Aelterman, & Vlerick, 2009). Bununla beraber, Türkiye'de hem öğretmen adaylarının eğitimle ilgili inançları, hem de onların öğrenme-öğretme süreciyle ilgili yanlış kavramlaştırmaları konusunda yeterli çalışmanın olmadığı görülmektedir. Bu çalışmayla alan yazınındaki bu boşluğun doldurulması amaçlanmıştır.

Araştırmanın Amacı: Bu araştırmanın amacı, Sınıf Öğretmenliği Anabilim dalında okuyan öğretmen adaylarının "öğretmen" kavramıyla ilgili inanç ve kavramlaştırmalarını, "öğretmen ve öğrenci merkezli" eğitim anlayışları çerçevesinde anlamaya çalışmaktır.

Araştırmanın Yöntemi: Araştırma 2012–2013 akademik yılında Pamukkale Üniversitesi, Eğitim Fakültesinde yapılmıştır. Araştırmaya Sınıf Öğretmenliği Anabilim dalında öğrenimine devam eden 196 kız, 71 erkek olmak üzere toplam 267 öğretmen adayı gönüllü olarak katılmıştır.

Çalışmanın temel amacının bütüncül bir yaklaşımla aydınlatılabilmesi için, nitel araştırma yöntemi kullanılmış, Öğretmen adaylarının öğretmen ve öğrencilerin rollerine ilişkin inançlarını açığa çıkarmada, adayların bu rollere ilişkin kullandıkları "metaforlar" dan yararlanılmıştır.

Yaş ve cinsiyet gibi demografik değişkenleri de içeren bilgi formu, 45 dakikalık ders saatinde, dersin sorumlu öğretim elemanından izin alınarak öğretmen adaylarına uygulanmıştır. Öğrencilere bilgi formu yanında, açık uçlu dört soru sorulmuştur. Öğrencilerden, öğretmeni tanımlayacak bir metafor üretmeleri, bu metafora dayalı olarak öğretmen ve öğrenci rollerini açıklamaları ve ürettikleri metaforun öğretmen yada öğrenci merkezli eğitim perspektifinden hangisini daha çok temsil ettiğini gerekçeleriyle birlikte açıklamaları istenmiştir

Verilerin çözümlenmesinde, tümevarımcı analiz yöntemine bağlı olarak kodlamaya dayalı *içerik analizi* kullanılmıştır. Daha sonra öğretmen ve öğrenci merkezli eğitim anlayışı kuramsal temel alınarak, metaforlar araştırmacı tarafından farklı zamanlarda dört kez kodlanmış, ayrıca Rehberlik Psikolojik Danışmanlık Anabilim dalında görevli 2 öğretim üyesine ayrı ayrı kodlama yaptırılmıştır. Araştırmacının kodlamalarıyla bir öğretim üyesi arasında % 91, diğeriyle % 82 oranında hem fikir olunduğu gözlenmiştir. Kodlamalarda üzerinde fikir birliği sağlanamayan metaforlar bir araya gelinerek tartışılmış ve kodlamalara son şekli verilmiştir.

Araştırmanın Bulguları: Bu araştırmada Sınıf Öğretmenliği öğretmen adaylarının "öğretmen"e ilişkin oldukça farklı metaforlar ürettikleri gözlemlenmiştir. Üretilen 113 metafor içinde en sık kullanılanları; *pusula* (19), *güneş* (15), *ışık* (11), *anne ve baba* (10) ve *heykeltıraş* (8) metaforlarıdır. İçerik analizi sonuçları, öğretmen adaylarının "öğretmen"e ilişkin ürettikleri metaforlardan 99'unun öğretmen merkezli, 9'unun öğrenci merkezli, 23'ünün ise hem öğretmen hem de öğrenci merkezli perspektifleri yansıttığını göstermektedir. Ayrıca "pusula", "deniz feneri" gibi bazı metaforlar öğretmen adayları tarafından; hem öğretmen merkezli, hem öğrenci merkezli, hem de karma perspektifi yansıtacak şekilde kullanılmıştır.

Analiz sonuçlarına göre, Sınıf Öğretmenliği öğretmen adaylarının 227'si (% 85.7) öğretmen merkezli, 11'i (% 4.1) öğrenci merkezli ve 29'u (%10.1) hem öğretmen hem öğrenci merkezli inançlara sahiptirler. Cinsiyet değişkeni ile inançlar arasında önemli bir farklılaşma görülmemesine rağmen, birinci sınıf öğrencilerinin diğer sınıf öğrencilerine göre daha öğretmen merkezli inançlara sahip oldukları gözlenmiştir. Ayrıca analizler, öğretmen adaylarının % 26.2'sinin (n = 70) ürettikleri metaforların öğretmen merkezli perspektifi yansıttığını, % 61.0'inin (n = 163) metaforlarının öğrenci merkezli anlayışı yansıttığını ve % 12.7'sinin (n = 34) metaforlarının hem öğretmen hem de öğrenci merkezli anlayışı yansıttığını düşündüklerini göstermektedir.

Çelişkili 185 cevaptan yola çıkılarak yapılan detaylı analizler, öğretmen adaylarının öğretmen merkezli anlayışla ilgili yanlış kavramlaştırmalarının olmadığını, ancak öğrenci merkezli anlayışla ilgili bazı yanlış kavramlaştırmalara sahip olduklarını göstermiştir. Analiz sonuçlarına göre, birinci sınıf öğrencilerinin bir bölümünün (n = 48) öğretmen ya da öğrenci merkezli eğitim anlayışıyla ilgili tutarlı bir kavramsal çerçeveye sahip olmadıkları görülmüştür. Bunun yanında en çok yanlış kavramlaştırmanın (n = 98) "Rehber" kavramı ile ilgili olduğu gözlenmiştir. "Rehber" kavramı öğretmen adayları tarafından, öğrenmeye ve öğrenci gelişimine yardımcıdan ziyade; yol gösteren, yön veren anlamında kavramlaştırılmıştır. Benzer

şekilde "aktif öğrenme" ile ilgili de yanlış kavramlaştırmalar (*n* = 31) gözlenmiştir. Öğretmen adayları, sınıf içerisinde verme-alma ilişkisinde, öğretmenin öğrencilere sorumluluklar vererek aktifleştirdiğini ve böylece öğrencilerin bilgiyi aktif bir şekilde yapılandırdıklarını düşünmektedirler.

Ayrıca, etkili öğrenme çevresi oluşturmayla ilgili bazı temel uygulamalar öğretmen adayları tarafından öğrenci merkezli anlayışla ilişkilendirmiştir. Örneğin, eğlenceli ders işleme, öğrencilerin gelişimini destekleme, öğrencilerin ilgi ve ihtiyaçlarına odaklanma, bireysel farklılıklar, iletişim kurma ve güvenli öğrenme ortamı oluşturma gibi. Bu özellikler kuramsal olarak öğrenci merkezli anlayışı yansıtmasına rağmen, öğretmen adaylarının bu noktalara vurgu yapmalarında; öğrencilerin anlamı zihinlerinde yapılandırmalarında öğretmenin uygun öğrenme çevresi oluşturmasından ziyade; öğrenciye bilgiyi daha etkili verme, öğrenciyi daha rahat şekillendirmede öğrenme çevresini araç olarak kullanılmasının gerektiği düşüncesi yattığı gözlenmiştir.

Araştırmanın Sonuçları ve Öneriler: Araştırma sonuçları göstermiştir ki, öğretmen adaylarının oldukça önemli bir kısmı öğretmen merkezli inançlara sahip olmalarına rağmen, kendilerini öğrenci merkezli olarak algılama eğilimindedirler.

Öğrencilerin yanlış kavramsallaştırmalarına bakıldığında temel yanlışın, "öğrenme " kavramıyla ilgili olduğu söylenebilir. Öğretmen adayları, öğretmen bir "rehber" olarak yol gösterirse, öğrencilerin aktif olacağını, dolayısıyla bilgiyi yapılandıracaklarını düşünmektedirler. Bu konuda sınıf öğretmenliği programında yer alan "Eğitim Psikolojisi" dersi "Gelişim" ve "Öğrenme ve Öğretme Kuramları" dersleri şeklinde ayrılabilir. Öğrencilerin yanlış kavramsallaştırmalarını fark edecekleri ortamlar yaratılabilir.

Ayrıca özellikle birinci sınıf öğretmen adaylarının öğrenci ve öğretmen merkezli eğitim anlayışlarına dair net bir anlayışı sahip olmadıkları görülmektedir. Bu yüzden birinci sınıfta öğretmen adaylarının eğitimle ilgili felsefi alt yapı oluşturabilmeleri için, öğretmen eğitimi programları yeniden gözden geçirilip gerekli düzenlemeler yapılabilir.

Sonuç olarak, öğretmen adaylarının çoğunluğunun öğretmen merkezli anlayışa sahip olmaları eğitim politikalarımızı tekrar gözden geçirmemiz gerektiğini düşündürmektedir. Ayrıca öğretmen adaylarının üst düzey bilişsel gelişimlerini destekleyecek, farkındalıklarını artıracak ortamlar yaratmanın önemli olduğu söylenebilir.

Anahtar Sözcükler: Öğretmen eğitimi, öğretmen adaylarının inançları, öğretim metaforları, eğitim yaklaşımı

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20	☒	Citations in the text of the document include the author's surname, the year of publication, and, when there is a specific quote from a source used, a page number where the quote is located in the text. Example: Nothing seemed so certain as the results of the early studies (Tatt, 2001, p. 445). It was precisely this level of apparent certainty, however, which led to a number of subsequent challenges to the techniques used to process the data (Jones & Wayne, 2002, p. 879). There were a number of fairly obvious flaws in the data: consistencies and regularities that seemed most irregular, upon close scrutiny (Aarns, 2003; West, 2003, p. 457). With studies by two authors, always include both author names: (Anderson & Bjorn, 2003) As Anderson and Bjorn (2003) illustrated in their recent study As recently as 2003, a prominent study (Anderson & Bjorn) illustrated When a study has 3, 4, or 5 authors, include the names of all the authors the first time the work is cited: (Anderson, Myers, Wilkes, & Matthews, 2003) For all subsequent citations of this work, use "et al.": (Anderson et al., 2003) When a work has 6 or more authors, use et al.: (Bell et al., 2003) For unsigned works, include the title, enclosed in parentheses. Put quotation marks for short work titles, and italicize the titles of re-

		ports, books, and other significant works: ("Recent Developments," 2004) (Dictionary of Tetrathalocigistic Diseases, 2004) Metin içindeki atıfları üstte verilen örneklere uygundur.
21	☒	Three levels of headings are used: Level 1, Level 3 and Level 4. The headings are formatted as follows: Centered Uppercase and Lowercase Heading (Level 1) *Flush Left, Italicized, Uppercase and Lowercase Side Heading* (Level 3) *Indented, italicized, lowercase paragraph heading ending with a period.* Start writing after the period (Level 4). Aday makale içerisinde üç farklı düzey başlık kullanılmıştır. Düzey 1, Düzey 2, Düzey 3. Başlıklar bu düzeylere uygun olarak aşağıdaki şekilde biçimlendirilmiştir: Ortalı ve Her Sözcüğün İlk Harfi Büyük Yazılmış Başlık (Düzey 1) *Tam Sola Dayalı, İtalik ve Her Sözcüğün İlk Harfi Büyük Yazılmış Başlık* (Düzey 3) *İçeriden, itatik, tamamı küçük harflerle yazılmış ve nokta ile bitten başlık.* Noktadan sonra normal metin yazımına devam edilmeli (Düzey 4).
22	☒	References are listed in alphabetical order. Each listed reference is cited in text, and each text citation is listed in the References. Basic formats are as follows: Haag, L., & Stern, E. (2003). In search of the benefits of learning Latin. *Journal of Educational Psychology, 95*, 174–178. Bollen, K. A. (1989). *Structural equations with latent variables*. New York: Wiley.

		Johnson, D. W., & Johnson, R. T. (1990). Cooperative learning and achievement. In S. Sharan (Ed.), *Cooperative learning: Theory and research* (pp. 173–202). New York: Praeger. **Turkish References Only:** Çınkır, Ş., & Çetin, S. K. (2010). Öğretmenlerin okullarda mesleki çalışma ilişkileri hakkındaki görüşleri [Teachers' opinions about the professional working relationships in schools]. *Kuram ve Uygulamada Eğitim Yönetimi, 1 6*(3), 353-371. **Article in an Internet-only journal/Periodical, database** Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well being. *Prevention & Treatment, 3,* Article 0001a. Retrieved November 20, 2000, from http://journals.apa.org/prevention/volume3/pre0030001a.html More information is available from: http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm#references Kaynakçanın yazımı üstte verilen örneklere uygundur.
23	☒	*Order of the main parts in the manuscript is as follows:* *Main title in English (max. 12 words)* *Structured abstract (min. 300- max.400 words length)* *Keywords (in English, min. four-max. six)* *Main text* *References* *Main Title in Turkish (max. 12 words* *Extended structured abstract (min.750-max.1000 words length in Turkish)* *Keywords (in Turkish, min. four-max. six)*

		Aday makaleyi oluşturan ana öğeler aşağıdaki düzendedir: İngilizce Ana Başlık (En fazla 12 sözcük) Yapılandırılmış İngilizce Abstract (En az 300, en fazla 400 sözcük) Anahtar Sözcükler (İngilizce, en az dört, en fazla altı) Ana Metin Kaynakça Türkçe Ana Başlık (En fazla 12 sözcük) Yapılandırılmış Türkçe Öz (En az 750, en fazla 1000 sözcük) Anahtar Sözcükler (Türkçe, en az dört, en fazla altı)
24	☒	**Structure of the Manuscript should be as follows:** Manuscript Title **English Abstract** (350-400 words) Sub-headings: *Problem statement:…* *Purpose of Study:…* *Method:….* *Findings and Results:….* *Conclusions and Recommendations:…* *Keywords:..* **Introduction Method** (sub-headings): *Research Design* *Research Sample* ♦*Research Instrument and Procedure* *Data Analysis*

♦ Reliability and the validity of the research instrument used or adapted in the work must be provided, and explained in detail.

		Results, Discussion and Conclusion, References **Extended Turkish Abstract (750-1000 words) Sub-headings:** *Problem Durumu:….* *Araştırmanın Amacı:….* *Araştırmanın Yöntemi:…* *Araştırmanın Bulguları:…* *Araştırmanın Sonuçları ve Önerileri:…..*
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