

Full Length Research Paper

Problems encountered during the implementations of resource-based teaching in pre-service history teacher training

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This study aims to identify the problems encountered during the resource-based teaching implementations carried out with pre-service history teachers along with their reasons and suggest solutions. The study was a qualitative study using a case study design. The population of the study consisted of 5th grade pre-service history teachers continuing their studies in History Teaching Department of Kazim Karabekir Faculty of Education in Atatürk University during the fall term of 2013 to 2014 academic year. Open-ended questionnaire, unstructured observations, semi-structured interviews, and worksheets developed by the pre-service teachers were used as data collection tools in the research study. The research data were analysed with content analysis. Regarding the findings obtained, the pre-service teachers considered that primary sources would provide important benefits for secondary school history courses and students. It was determined in the study that pre-service teachers had some problems in the implementations based on resources. The most frequently encountered problems were that the questions in the worksheets were not designed well enough and there was failure in promoting class participation during the presentations. The other problems can be listed as follows: using materials which did not serve for resource analysis and examination, using superficial opinions in the worksheets and taking sides in presentations. The most important reason for these problems is that pre-service teachers did not have any experiences about using sources in their educational life both in the past and in the current situation at the university. The pre-service teachers offered some suggestions regarding teaching these subjects better. Firstly they stated that more teaching practices should be involved, they should take responsibility for their learning, examples of primary sources should be introduced, and primary source subjects should be emphasized more and in detail.

Key words: History education, pre-service history teacher, teacher training, material use, primary source.

INTRODUCTION

One of the developments that have been realized in the recent years in the field of history teaching is the

concerns related to the purpose of this instruction. In addition to students' acquiring knowledge, what has

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gained more acceptance is the requirements that students must develop a critical attitude towards historical phenomenon and findings, and they must learn and practise basic thinking processes for awareness and interpretation of history (Stradling, 2003, also see Cooper and Dilek, 2007). In this respect, *“today, understanding history teaching and practices are fundamentally about developing awareness about the methods of discipline of history and having working skills like a historian. This understanding particularly focuses on studying primary and secondary historical sources, and promoting historical thinking skills in this regard”* ((Cooper and Dilek, 2007, 689).

Academic studies on history teaching gained intensity at the beginning of 2000 in Turkey. In this process both the developments addressed and also "new history" understanding (see Keating and Sheldon, 2011; Phillips, 2002; Dinç, 2012) which has an important role in this process, began to be mentioned and recognized (Ata, 1999). In addition, criticism made towards history teaching designed according to the behavioural learning theory gained importance. Considering the effects of these developments, secondary school history curriculum went into a considerable change in 2007 and a constructivist approach was adopted at least theoretically in the curriculum in Turkey (Dinç, 2011). *“New history course curricula designed according to the principles of constructivist approach require students to learn the past and construct knowledge of history like a historian, but not to memorize subjects passively”* (Yılmaz and Koca, 2012, 856). Thus, determining one of the objectives of the new curriculum which is stated as; *“to enable students use methods, techniques, concepts and historian skills belonging to history correctly while doing research in the field of history”* (item no.10) and laying emphasis on historical thinking skills in the curriculum (MNE, 2007) were important steps. Undoubtedly, *“designing a curriculum which only involves the principles, statements, and concepts of constructivist theory is not adequate to put this approach into practice”* (Yılmaz and Koca, 2012, 874). Therefore, teachers and teacher education are important when implementing this approach. Before teachers begin their career, the training they are going to receive about the new implementations considering the disciplinary structure of history and fundamental concepts and priorities of this structure will affect their success in this field considerably (Kabapınar, 2008).

The author of this study, who is also the researcher in this study, teaches “special teaching methods” (STM) course. Pre-service teachers take this course in their 8th (spring) and 9th (fall) semesters of 5 year undergraduate studies. The course which lasts for two terms is both theoretical and practical.

In the spring semester, the theoretical side of this course covers the disciplinary structure of history and its reflections on education, the purposes of history education, the skills which students will gain, and the

methods and techniques which can be used during the lessons such as lecturing, question and answer, discussion, debate, brainstorming, drama, six thinking hats, and generating and developing ideas and the fall semester involves subjects such as using written and visual sources, films and documentaries, historical empathy, oral history, local history and museum trips. These subjects are mainly discussed considering the methodological structure of history. Regarding the practical sides of the course, students are asked to choose a topic from the secondary school curriculum and give a presentation like a teacher regarding the methods taught in both semesters. In the fall term, the course particularly emphasises the importance of different perspectives for history lessons and pre-service teachers are asked to use and question sources which introduce different perspectives and contradictory opinions (including other methods and techniques) in their implementations.

While selecting a research topic, understanding resource-based instruction process carried out with the pre-service teachers in the fall term more elaborately and a desire to make this process more productive became effective because the researcher who instructed this course witnessed that the subjects of the course during the spring term were fun and fruitful whereas the importance of subjects in the fall term sometimes were not understood adequately and added that even if they were understood, students sometimes lacked interest and the practices had some weaknesses. The researcher wanted to find out the reasons for this negative condition which resulted from both himself, and also from the influence of other factors. Moreover, it is considered that the results which would be determined will have a positive effect on the implementation processes which the researcher will carry out with the pre-service teachers later. Therefore, the research study was carried out to determine the problems encountered during the implementations of resource-based instruction with pre-service teachers and their reasons and offer suggestions for solutions.

In this direction, the study sought answers to the following research questions:

1. What are the pre-service history teachers' views about using primary sources in secondary school history course and their reasons?
2. What are the pre-service history teachers' interests in subjects about using sources and their reasons?
3. What are the problems encountered with pre-service history teachers during the resource-based teaching implementations?
4. What are the pre-service history teachers' views about reasons of the problems encountered during the resource-based teaching implementations?
5. What are the pre-service history teachers' suggestions about making resource-based teaching implementations more efficient?

METHODOLOGY

The study was conducted according to the qualitative research method, and a case study design was used in the research. Case study *“is a qualitative approach in which the researcher investigates a real-life, contemporary bounded system or multiple bounded systems over time through detailed, in-depth data collection involving multiple sources of information which is either a case description or case themes. The unit of analysis in case study can be a single case or more than one case (Creswell, 2013, 97). In this research, the unit of analysis is a single case. “Case study aims at an in-depth understanding of a phenomenon within its context in its natural setting, and considering its complexity and context. Moreover, a case study has a holistic focus which aims at protecting and understanding the event’s integrity and unity” (Punch, 2011, 144).*

Research sampling

The population of the study consisted of the 5th grade pre-service history teachers continuing their studies in History Teaching Department of Kazım Karabekir Faculty Education in Atatürk University during the fall term of 2013 to 2014 academic year. 19 of these pre-service teachers are males and 14 of them are females. While the entire population of the class participated in open-ended questionnaire, one of the females did not join the implementation about using sources. The research interviewer consisted of 12 pre-service teachers, 6 females and 6 males.

Data collection tools

Open-ended questionnaire, unstructured observations, semi-structured interviews and worksheets developed by the pre-service teachers were used as data collection tools in the research. Using multiple sources of data increases the reliability and validity of case study (Patton, 1990 and Yin, 2003 cited in Güler et al., 2013). Data collection tools were prepared via reviewing relevant literature and taking the opinions of experts in the majors of history and social studies education. Instruction theoretically lasted 7 weeks, beginning from the course period and the implementations started on 28 November, 2013 and they lasted 7 weeks till 10 January, 2014. The pre-service teachers were informed about the aim of the research. In line with this purpose, the pre-service teachers voluntarily participated in this study. Open-ended questionnaire was administered before the implementations and during the implementations. Observations were carried out during the students’ practices. Interviews were performed when the pre-service teachers were about to finish their practices between 27 December, 2013 and 7 January, 2014. The observation and worksheets were used to get an answer for the 3rd question in the research and the open-ended questionnaire and interviews were used to receive general and in-depth answers for the other questions in the research.

Data analysis

The data of the research were analysed via content analysis. As it is known, “in content analysis, what is basically done is to gather similar data within the framework of specific concepts and themes, and organize and interpret them so that the reader can understand” (Yıldırım and Şimşek, 2013, 259). As identified by Merriam (2013), the researcher started to read the data obtained, gave the meaning to the data and took notes to facilitate the process of data collection when it began. After the process of data collection was completed, the researcher transferred his observation and interview notes on a

computer and then he read all the data obtained from the data collection tools including open-ended questions and worksheets. The researcher generated the codes within the framework of the research questions and the meaningful sections which he identified from the data-considering the notes which he took before- during this re-reading process. After that, the researcher collected and compared these codes, classified them regarding their common features and generated categories. The researcher reviewed and compared the data many times during this process and paid attention to the compatibility of the codes and categories and their effective reflections of the sections which they were related to. While generating the codes and categories, the opinions of two faculty members who were experts in qualitative research method and analysis and who taught master’s courses were taken. The data were organized, described and interpreted according to this system created (Yıldırım and Şimşek, 2013; Merriam, 2013). They were presented in tables with the frequencies and percentages. While data were presented, quotations from the participants’ views were cited. Numerical codes determined for the pre-service teachers were used during citation.

RESULTS

Pre-service history teachers’ views about using primary sources in secondary school history course and their reasons

All pre-service teachers stated that it was necessary to use primary sources in secondary school history courses. Pre-service teachers’ reasons on this subject were presented in Table 1. The pre-service history teachers agree that using primary sources will have important benefits for history courses. The pre-service teachers think that primary sources will make contributions to students regarding learning permanently and understanding topics better, concretizing the course, and making it interesting. For example, the pre-service teacher (PST) 5 stated, *“Because history course is intangible, a student cannot understand it easily. If history is visualized and concretized, it can draw an individual’s interest. In the simplest term while explaining a dress law, clothes belonging to Ottomans can be presented to the students using drama”*. PST 22 said, *“Primary sources can foster permanent learning. For example, if an edict written during the Ottoman period is presented in the lesson, students can visualize it in their mind and give meaning to it.”*

A considerable number of pre-service teachers remarked that thanks to these sources which are the raw materials of history, the topics will become convincing and real, in other words, we can prove it to the students that what was “told” was really experienced in the past”. The following statements by PST 6 and PST 9 can be given as example to this opinion. PST 6 stated, *“Because I believe that what is experienced in the past will enhance the effect of reality, primary sources must be used.”* and PST 9 said, *“ Because this will enable students to understand history topics better and also it will enable students not to think negatively about the reality of the relevant topics.”* Another important opinion stated by the

Table 1. Pre-service history teachers' views about using primary sources in secondary school history course.

Reasons	f	%
Fostering permanent learning	11	13
Making topics more understandable	9	10
Making topics more convincing and real	9	10
Supporting history to be read objectively	9	10
Concretizing the course	8	9
Attracting student interest in the course	8	9
Promoting learning facts and certain results	6	7
Developing critical thinking skills	6	7
Developing research skills	5	6
Making students active	5	6
Reinforcing the lesson	4	5
Helping to understand the characters in the past	3	3
Comprehending seriousness of history	2	2
Enabling students to think and work like a historian	1	1
Total	86	100

pre-service teachers is that because sources are more reliable, students will be able to read history more objectively and much better. PST 8 considers the following: *“Because primary sources reflect the period, they are more objective and reliable. Citing an event at that time and place as it really happened in the past makes it more reliable. Moreover, it makes what is learnt more permanent.”*

Some pre-service teachers consider that due to these sources, students will learn historical truth, absolute and accurate results. For example, PST 17 statements are a typical example for this opinion: *“...When we consider primary sources as written forms, they are sources which witnessed a historical period and were created during that time period through seeing and experiencing. Therefore, as interpretation and exaggeration and such will not exist in primary sources, it is important to use these sources while teaching more natural and accurate sense of history. Among these sources, the documents that are kept by the statesmen present the most accurate knowledge. In teaching history, priority must be given to those sources”*. Some pre-service teachers who attribute reliability and accuracy to the sources believe that students' negative and wrong opinions and doubts will be eliminated. The pre-service teachers who think that historical truth can be taught and differences of opinions that exist between the students can be eliminated have unreliable and inaccurate attitudes towards primary sources. The following statements of PST 19 and 24 can be given as an example to this belief. PST 19 stated, *“Written sources give an opportunity to remove the doubts about that course and the relevant topic and allow the historical facts to be revealed. Because the documents are valid in history, a source a teacher has will probably remove differences of opinions.”* and PST

24 said, *“Primary sources always give more accurate and objective information than secondary sources. Accurate information can be reached about the topics studied and there will not be any contradictory situations via using primary sources”*. Some pre-service teachers do not seem to understand the value of difference of opinions and different interpretations.

The benefits of these sources like promoting students' critical thinking and research skills and making them active are the other opinions shared by the pre-service teachers. For example, PST 2 with her following opinions emphasised contributions to critical thinking skills: *“Therefore, because sources are written from the perspectives of the people who lived during that period, they can be one-sided. They could be particularly written to be in the sultan's graces. We must try hard to distinguish between good and bad. A student who discerns between the good and bad in that period can also apply it today. For example, when reading a newspaper, he can understand whether the article he reads is written to praise the government or to criticise the government. ...”*

When the table is generally examined, it will be seen that the pre-service teachers mentioned little about the contributions of primary sources regarding adequacies inherent in discipline of history. Very few pre-service teachers mentioned that students' critical thinking skills would develop, they would understand that history is a methodical and serious business and they would think and work like a historian. For instance, the opinion of PST 12 is one of these rare opinions on that issue: *“Using a primary source requires a student to think, work and examine the source like a historian. Thus, awareness of historiography develops within an individual. He learns how the works written with this awareness reached*

Table 2. Pre-service teachers' interests in using sources.

Interest	f	%
Yes	16	49
No	7	21
Changing according to the condition	7	21
Medium	2	6
Not stated	1	3
Total	33	100

Table 3. The reasons for pre-service history teachers' interest in using sources.

Reasons for their Interest	f	%
Believing that they will make contribution to their teaching career	11	39
Using sources makes STM course enjoyable	4	14
Learning about how to use such materials in their teaching career	3	11
Leading them to do research	3	11
Other(s)	7	25
Total	28	100

Table 4. Reasons for pre-service history teachers' lack of interest in using sources.

Reasons for lack of interest	f	%
Finding topics boring	6	27
Lessons overlap with each other	4	18
Detailed explanations of theoretical subjects	3	14
Subjects having academic quality	3	14
Considering implementations difficult	2	9
Subjects being too verbal	1	5
Other(s)	3	14
Total	22	100

today... One of the main ideas that will form in the mind of a student who uses primary sources is the thought that "this is a serious business".

Pre-service history teachers' interests in the issues of using sources

Pre-service teachers' interests in using sources were presented in Table 2. Nearly half of the pre-service teachers (49%) stated that they were interested in topics about using sources in Special Teaching Methods course; however, 21% of them were not interested in these topics, and 21% of them stated that their interest changed depending on the situation. On the other hand, 6% of the pre-service teachers remarked that their interests were at medium level. The pre-service teachers'

reasons for their interests were presented in Tables 3 and 4.

The reasons for pre-service history teachers' interest in the using sources

The first reason the pre-service teachers who stated that they were interested in using sources in Special Teaching Methods course is that they believed that these topics would make contributions to their teaching profession from various aspects. For example PST 33 stated, "I'm really interested in the method because I believe that students will like history course and their interest will increase by this means. Moreover, I suppose that it will break the monotony of the course and will offer opportunities for students to become active. I find this

method reasonable regarding how to teach history and how to provide knowledge retention. I consider that it will be enjoyable for high school students. It is a method which I certainly think of implementing in my teaching". In connection with this, the reason for some of the pre-service teachers' interests was that they wanted to learn how to use such materials in their teaching profession in the future. The opinions of PST 7 can be given as an example to this view: "Because when I become a teacher, I want to use them. I must learn them right now. It is a different thing and I think that my future students will be very much interested in them. Thus, I will be able to teach more enthusiastically. Moreover, this is a requirement of teaching history today."

The pre-service teachers determined that these materials made Special Teaching Methods course more fun and they urged them to do research, and thus they drew their attention. For instance, While PST 22 said, "In Special Teaching Methods course, using primary sources increases my interest in the course more. Because the topics are memories, archives, travel books, the lesson becomes more enjoyable", PST 29 stated, "Using primary sources cause a person to become interested in that topic. In addition to this, an individual can think however true the new subject may be. Therefore, he may feel the need to do research and examine it. This arouses interest and curiosity within the individual."

The opinions listed under the other(s) category are mostly based on personal reasons. These reasons are considering sources beneficial in terms of personal development, personal interest from the past, desire to explore the emotion of the people in the past, sources arousing interest in history, and so on.

Reasons for pre-service history teachers' lack of interest in using sources

The first reason stated by the pre-service teachers who were not interested in using sources in Special Teaching Methods course is that they found the topics boring. For example, PST 31 stated, "It looks as if they added this course thinking how to bother university students. I have an interest but at a lower level. Special Teaching Methods I course was much better and more enjoyable... Sir, I have difficulty in maintaining attention and concentration during the lesson because the topics are so boring." Another important factor for teachers' lack of interest is that both Special Teaching Methods and Instructional Technology and Material Design courses overlapped with each other. PST 17 stated, "Similar courses following one after another make topics monotonous. That's why after some time losing interest in the lesson begins."

The other reasons stated by the pre-service teachers are that the subjects are academic, complex, and quite verbal, the subjects are told in detail, and it is thought that the practices based on the subjects are difficult. PST 11

emphasized the subject's academic quality and in-depth explanation with his following statement: "However, when a subject is explained in detail, unfortunately it causes me to get bored. I think that it would be enough to mention the main points only in the lesson. As academic studies bore every student, I am bored, too". In addition, PST 30 drew attention on the difficulty of practices: "The subject seems to be quite complex. First, I thought that I learned it. After studying it, I realized that I had some problems and I did not have a grasp of the subject... When compared to Special Teaching Methods I, Special Teaching Methods II is more difficult. This is a fact. In fact, I have such a problem due to the fear of implementation. In other words, what makes me a little scared is worry about sources, topics, and implementation process".

The other(s) category include the following opinions: not believing that these topics would be asked in KPSS¹, lack of interest in the department of history, and being familiar with these topics before although it is very little. As understood from some quotes given above, some pre-service teachers found the first term subjects (drama, debate, six thinking hats technique and so on) of the course which they compared more enjoyable and more applicable. However, the pre-service teachers did not express any negative opinions about the value of primary sources.

Problems encountered during the implementations of resource-based teaching

After the implementations started, the problems identified by the researcher were presented in Table 5. The most common problems encountered during the presentations of pre-service teachers are not being able to design questions well in worksheets and not being able to have the whole class participate in the lesson during the presentations. The problems related to designing questions are that the questions did not match with the opinions in the worksheets, they were wrong regarding grammar and meaning, they were asked in a directive way, and there were similar questions. Although it was not discussed as a categorized problem in the research, an observed case was that the pre-service teachers included questions with the characteristics of historical sympathy (identification) more than historical empathy (see Yilmaz and Koca, 2012). Such questions like "Could you sign that text if you were the sultan of the period?" can be given as an example. In addition to this, these questions which lack the characteristics of historical empathy became one of the most important question types which drew the attention of the pre-service teachers and enabled them to participate in the lesson. It was generally observed in the implementations that the students

¹ KPSS: A Public Personnel Selection Examination in Turkey which teacher candidates take to be appointed as a teacher

Table 5. Problems encountered during the implementations of resource-based teaching.

Problems encountered	f	%
Not being able to design questions well in worksheets	11	22
Failure in class participation in the lesson	11	22
Using materials which are not suitable for source analysis and inquiry	5	10
Opinions being superficial in worksheets	4	8
Loss of class interest	4	8
Lack of preparation for the subject	4	8
Showing bias during the presentation	4	8
Including similar opinions	3	6
Conveying different opinions using only one source which takes sides	2	4
Technical mistakes while reflecting opinions	2	4
Using opinions which are unrelated with each other	1	2
Total	51	100

answered these questions considering the conditions in that period.

The pre-service teachers' failures in having their peers participate in the lesson during their presentations result from their excitement while presenting a subject and a lack of experience. The pre-service teachers' efforts about that matter stood at the medium level. One of the important problems experienced during the implementations is using materials which did not include any different opinions and which were generally in a course book or in a slide format. In such implementations, the materials were used only for giving information about the subject, but not for documentary analysis or inquiry. The opinions being superficial in the worksheets, loss of class interest, lack of preparation for the subject, and showing bias during the presentations are problems which are encountered at the same rate. Short opinions, giving interpreted opinions and unrelated opinions from the context are related to the problem of superficial opinions in the worksheets.

Loss of class interest mostly occurred when the pre-service teachers used lecturing method during the presentation, but the level of interest in the lesson increased when worksheets were used. In addition to this, the levels in which different opinions were examined and analysed drew more attention than the levels in which information was given about the topic even during the conditions under which the interest level was generally good. It was observed during the implementations that some pre-service teachers were not well-prepared for the topic. The pre-service teachers sometimes forgot the sections which they were going to tell, they paused, and they had to take a look at their notes. The most important reason for this is that the pre-service teachers did not get prepared well for their subjects and also the difficulty of the topics chosen and excitement reinforced this situation.

One of the important problems which emerged during the implementations- whether done consciously or not-

was bias phenomenon and it occurred sometimes with the opinions of the person who did the presentation or sometimes with the content of the chosen material. Problems based on materials particularly resulted from the media broadcasting such as documentary and news programs chosen apart from the worksheets. Presentation style performed about the sensitive topics during the presentations and the materials used are typical examples of this. So, regardless of the balanced construction of worksheets the presentations turned into a method that supported pre-service teacher's own opinions. However, some pre-service teachers drew attention to these problems when the class evaluations carried out at the end of the presentations and this was a positive thing. In general, it can be said that an ultimate attention was paid to achieve a balance between the opinions in the worksheets.

One of the problems about the opinions in the implementation is that in addition to different views in the worksheets prepared by the pre-service teachers, there were similar opinions with the same message. An important situation which strengthens the errors in the worksheets is the question that asks which opinion is consistent among these opinions in place of which opinions. Another important problem which occurs rarely is to cite different opinions from the only one source that favours the topic. This condition which two pre-service teachers experienced is to present different arguments which were obtained from the sources that support one of these arguments, in other words, which favour this argument. Undoubtedly, this condition will affect the reliability of the opposing views that are presented in the source.

Still another problem in the implementation is the technical mistakes made when reflecting the views. These mistakes are not citing sources where ideas are taken and including the interpretations of someone else's in parentheses among the ideas. A problem which was observed with only one pre-service teacher is using

Table 6. The pre-service history teachers' views about reasons for the problems encountered during the resource-based teaching implementations.

Reasons for the problems encountered during the implementations	f	%
The effect of past educational experiences	8	24
Not knowing what to do	6	18
Finding topic boring	5	15
Students' avoiding responsibility	5	15
KPSS exam anxiety	4	12
Other(s)	5	15
Total	33	100

opinions which are not related to each other in the worksheets.

The pre-service history teachers' views about reasons for the problems encountered during the resource-based teaching implementations

After the problems were identified, the reasons for these problems were determined during the interviews carried out with the pre-service teachers and they were presented in Table 6. Most of the pre-service teachers have been trained with traditional education system and they stated that they never had such an experience before and this lack of experience decreased the efficiency during the implementations. Thus, PST 31 stated, *"We did not learn anything about these topics during our secondary school, high school and undergraduate education. Because we were trained with traditional system, we did not have any examples or experiences from the past"* and this pre-service teacher expressed the common opinions shared by the other pre-service teachers. Regarding their experiences in their undergraduate studies, the pre-service teachers reported that the books which mentioned different ideas were introduced systematically in only one course and added that apart from that, different opinions were sometimes voiced in the other courses and different sources were compared orally. It was understood from these attempts that a considerable amount of them intended to complete and support the topic but they did not gain prevalence and continuity. It can be stated that the mentioned attempts were rather inadequate. The following statement of PST 15 seems to support this view: *"I don't suppose that my teachers were sincere with me within this context. I just experienced it in the exams. I got low grades when I wrote from different sources."*

The second reason mentioned by the pre-service teachers is the problem of "not knowing what to do". Undoubtedly, this problem is closely related to the pre-service teachers' past educational experiences. PST 27 stated, *"I was constantly going up to you. I did not know what we were going to do because we did not receive such training. We were taught with traditional education*

approach. Considering our understanding of education, the teacher comes, lectures, and s/he does not discuss with students in the lesson (does not use discussion method). No matter how open we are to new ideas, the impacts of this education still exist". Due to this reason, none of the pre-service teachers wanted to do the first presentation themselves. They wanted to watch the presentation of their peers. The statement of PST 9 can be given as an example to this problem: *"Everyone thought that if another person gave a presentation, they would take him/her as an example. We all had that idea. We understood the theoretical topics in the class. The problem was that nobody wanted to be the first and they wanted to see examples."*

The other reasons which were listed relatively at the top and medium levels are finding topics boring, students' avoiding responsibility, and KPSS exam anxiety. Regarding these categories, PST 20 stated, *"The first term was more enjoyable. There were techniques like six thinking hats and drama. The topics of this term did not attract very much attention. They were a bit boring."* PST 27 said, *"We did not take it seriously at the beginning and of course it affected us... For some friends, the reason why the lesson could not meet its goals results from their indifference. They considered this course as a means of getting grades."* PST 28 remarked, *"Now this course is taught in the 5th grade and my friends are only thinking of KPSS. They just regard these lessons as let's do it and finish. Therefore, a student does not want to improve himself..."*

The following opinions which were stated only once are included in the other(s) category: not being able to understand Ottoman Turkish (Ottoman Turkish alphabet) in full, lack of reading books, lack of research experience, not being able to understand the difference between the primary sources and secondary sources, and overlapping courses.

Considering the responses given to the interviews and open-ended questions, ten pre-service teachers determined that right after the implementations began, the goals of the course began to be understood with the examples and feedback given and the course started to attract more attention. For example, PST 16 stated, *"At the beginning, we could not comprehend the topic. What*

Table 7. The pre-service history teachers' suggestions about making resource-based teaching implementations more efficient.

Suggestions	f	%
Including sample implementations	22	28
Pre-service teachers' taking responsibility	8	10
Introducing primary source examples	6	8
Sparing more time on primary source topic and teaching it in detail.	6	8
Teaching these topics in the first years of the undergraduate studies	5	6
Having pre-service teachers become familiar with such implementations during their undergraduate studies	5	6
Helping pre-service teachers during the selection of topics	5	6
Focusing more attention on pre-service teachers' presentations	3	4
Giving feedback to make presentations much better	3	4
Benefiting from audiovisual aids during the presentations	3	4
Challenging evaluation system	3	4
Making pre-service teachers comprehend the importance of the topic	2	3
Taking into consideration pre-service teachers' prior knowledge	2	3
Keeping pre-service teachers more active in theoretical section	2	3
Including activities that pre-service teachers can participate in during the presentations	2	3
Other(s)	2	3
Total	79	100

our peers did set plenty of good examples for us. They gave ideas to us. The goals of the course matched the implementations. Your explanations and evaluations in this direction were beneficial." PST 31 said, "In my opinion, we were all bored at the beginning. We did not know how to do it... But later it got much better. Now, I really wonder about the presentations. I really want to go to the lesson. The presentations started to get better and enjoyable later. After seeing the examples, we continuously gained experience to do much better ones..." In fact, it was viewed that the presentations became more efficient during the observation process and as implementations progressed.

The pre-service history teachers' suggestions about making resource-based teaching implementations more efficient

The pre-service history teachers' suggestions about making resource-based teaching implementations more efficient were demonstrated in Table 7. When the pre-service teachers' suggestions about teaching these topics much better and making implementations more efficient are examined, what draws attention predominantly is their desire for more sample implementations. The pre-service teachers requested that particularly implementations should be recorded and students should watch these good samples in the following years or good and bad implementations should be compared. For example, PST 4 stated, "Videos of sample implementations from the previous years should be watched for this course implementation. I mentioned it before. In

the previous years, if I don't remember wrongly, the students uploaded their presentations about Abdülaziz's suicide on Facebook. You can videotape some of our presentations and you can share their weaknesses and strengths with explanations with the others. Moreover, these presentations can be videotaped. Then, they can be uploaded on the Internet, a link can be given and students can watch these presentations".

One of the examples that pre-service teachers wanted is that primary sources should be introduced and used when explaining a theoretical topic. The statements of PST 5 can be given as an example for this: "Sir, I think that you really explained very well. But, I want primary sources to be shown in the classroom. A coin, a book, or a decree could be shown. For example, some sources which will evoke primary sources in students' minds can be used when talking about primary sources". This condition is really upsetting for pre-service history teachers. Thus, the statements of PST 10, one of the pre-service teachers who were most interested in this topic and PST 28 indicate the pre-service teachers' inadequacies about primary sources and their characteristics. PST 10 said, "As a matter of fact our peers do not completely understand the differences between primary sources and secondary sources" or PST 28 stated, "first of all we must make students understand that sources are not objective... Because our peers insistently think that sources are objective".

The pre-service teachers' suggestions like focusing more on detailed theoretical explanations of these topics, being familiar to such implementations at the beginning of their undergraduate studies and throughout their studies,

receiving support during the selection of topics for their presentations, having pre-service teachers comprehend the importance of the subject, evaluating students' prior knowledge at the beginning of the process and giving training based on it indicate that the pre-service teachers do not have a good grasp of these subjects. Considering this point, the statements of PST 27 reveal that Special Teaching Methods course is not enough for pre-service teachers' training on these topics. PST 27 stated, *"Regarding source inquiry, the priority is given to the in-field teachers. Students are ignorant about different sources. For example, a student selects killing a brother. He reads a book. But, he does not know about other sources. He can ask a favour from his in-field teachers. The in-field teachers can introduce different sources while teaching and give some information about what these sources contain"*. However, one of the points which draw attention is that pre-service teachers have difficulty in finding topics in the discipline of history which naturally contains many controversial topics and different ideas. For example, the statement of PST 1 supports this view: *"Students must be exposed to issues which are controversial and can be interpreted differently by different people"* and PST 23 stated, *"In my opinion, the topics must be identified together by the teacher and the student in advance because students have difficulty in finding suitable topics for Special Teaching Methods course"*. However, the pre-service teachers criticised themselves and determined that they were required to take their responsibilities seriously and to do good research. The opinions of PST 32 can be given as an example regarding suggestions for the pre-service teachers. PST 32 states, *"If we act seriously and pay attention in order to give good presentations, much better results can be obtained."* Although few in number, some pre-service teachers mentioned that the evaluation system must be a bit more challenging and thus, students would take their responsibilities more seriously.

Some pre-service teachers' suggestion include the following: The pre-service teachers must be made active in theoretical part so that they can understand the subject better, they must do more presentations in the implementation stage, and the activities which require student participation must be included in the presentations. Another interesting point concerning the suggestions of pre-service teachers is that although it is continuously done after each presentation, feedback must be given after the presentations. The other(s) category include the opinions such as starting teaching the topic earlier like beginning in the first term, and sparing more time for the students to get prepared and students' being objective about the topics they present.

RESULTS AND DISCUSSION

It was revealed in the study which was carried out with

the pre-service teachers that they believed in the educational value of the primary sources, and thought that these sources would have important benefits for secondary school history courses and students. In a study conducted by McCormick (2004), a similar finding revealed that pre-service teachers were willing to use primary sources in their professional life. The pre-service teachers believe that these sources will develop empathy and also motivate students to engage in historical research.

Clabough (2012), conducted a study which aimed at exploring what conceptions educators have about using primary sources in Social Studies course and it was found in this study that the participants thought that using primary sources developed educators' educational practices and they made the content more suitable, more meaningful, and more interesting for students. Moreover, the participants determined that students would become a sort of young historians by analysing primary sources and composing historical arguments. In our research, the pre-service teachers' views were similar to the views of the 12th grade high school students which they determined in a study conducted for a conference (Kabapınar, 2013). In this research study (Kabapınar, 2013), the 12th grade high school students determined that evidence-based practices facilitated learning, provided retention, developed interpretation, provided opportunities to view the cause and effect relations between the events, promoted thinking skills, caused to learn history more objectively, more accurately, and more plausibly, to admire history lesson, and developed inquiry ability.

Dönmez and Altıkulaç (2014), conducted a study which aimed at determining pre-service teachers' views about using historical sources in Turkish Republic Revolution History and Kemalism course and similar results were obtained from the study. It was found in the study that the participants' reasons for preferring to use primary sources mostly were categorized under the codes of *"more effective, concrete and permanent learning occurs"*, *"because it is objective, reliable, factual, and concrete"*, and *"first-hand accounts, gives factual and direct information"*. In addition to this, the following are the other opinions determined about the primary sources : keeping students attention and perception alive, drawing their attention, being suitable in terms of visuals, remembered easily, giving information, generating more positive opinions, promoting historical empathy, facilitating research, and gaining the ability to interpret. It was revealed in the study that the participants emphasized the objectivity of the sources and they thought that primary sources reflected reality (Dönmez and Altıkulaç, 2014, 935-936).

It was found in this study that the pre-service teachers rarely mentioned the contributions made by these sources regarding the adequacies inherent in the discipline of history. Moreover, some pre-service teachers

had wrong and poor attitudes towards primary sources like they could teach historical certainty with these sources and they could eliminate the existing differences of opinions among the students (see Barton, 2009). It cannot be stated that primary sources *“will be more reliable than the evaluations conducted at a later time by a historian who has an opportunity to compare different sources and consult them when required”* (Stradling, 2003b, 17). In a study conducted by Dönmez and Altıkulaç (2014,) the pre-service social studies teachers thought that the sources which they would use in their lessons must have such characteristics as being objective and factual, and including accurate information but referring to Collingwood (1991), it was interpreted by the authors of the paper that the participants fell into a false sense of certainty.

Waring and Torrez (2010), conducted a study with pre-service teachers, and it was revealed that while the participants considered using primary sources beneficial, some of them had the opinion that absolute reality existed and the sources are unbiased. Moreover, it was elicited in the current study that the pre-service teachers could not understand the value of different opinions in history. In a study conducted by McCormick (2004), pre-service teachers' interpretations which reflected their lack of interest in the variety of history presentations drew attention of the author (McCormick, 2004).

Nearly half of the pre-service history teachers stated that they were interested in Special Teaching Methods course but 21% of them were not interested, and 21% of them reported that their interests changed depending on the situation. The most important reason for pre-service teachers' interest is that they believe that these topics will make contributions to their professional life from various perspectives. The reasons stated by the pre-service teachers for their lack of interest are boring, detailed, academic, and challenging topics and overlapping courses.

It was determined in the study as a result of observations and analysis of worksheets that pre-service teachers experienced various problems regarding resource-based implementations. The most common problem is lack of well-designed questions in the worksheets and failure in promoting class participation during the presentations. The percentages of the other problems are rather low. These problems are using materials which are not intended for source analysis and inquiry, using texts that are sometimes superficial or including similar ideas, lack of class interest, lack of preparation for a presentation, showing bias in the presentations, citing different ideas from an only one source that supports that topic, and using unrelated ideas with each other.

Dilek and Yapıcı (2008), conducted a study aimed at determining pre-service history teachers' skills of historical understanding and interpretation through exams prepared on resource-based learning, and the findings of the study revealed that although the participants took

history methods course, an intensive study of historical topics, they might experienced some problems when using both historical knowledge and historical sources. Moreover, in a study conducted by Dönmez and Altıkulaç (2014), it was found that pre-service social studies teachers had positive opinions about using primary sources in Turkish Republic Revolution History and Kemalism course; however, they encountered problems about using them, and they thought that they did not receive adequate training on the topic (Dönmez ve Altıkulaç, 2014). Arseven et al., (2015), conducted a study which aimed at determining the relationships between inquiry skills and critical thinking tendencies of pre-service history teachers, and the research study revealed that the participants' inquiry skills and critical thinking tendencies did not adequately develop.

The most important reason for the problems encountered in this research is that the pre-service teachers did not have any experiences about using sources in their educational life in the past, and they still have not experienced them yet during their current practices at university. In a study conducted by McCormick (2004) to reveal pre-service primary school teachers' state of reading, choosing and using primary sources, it was found that the participants did not receive any guided instruction or received a little about how to read primary sources critically in the past. As indicated by Zeichner and Tabachnick (1981 as cited in McCormick, 2004), pre-service teachers' past educational experiences affect their beliefs and tendencies about such implementations of education. Here, warnings given by Stradling (2003, 179) about inquiry –based learning with sources must be mentioned: *“Students who have been trained with more traditional and student-centred pedagogical model need an adaptation period. They need time and a regular learning process which will enable them to gain the skills, attitudes, and expectations inherent in the alternative model. Because the other lessons are still taught according to the traditional model, this determination is particularly valid in conditions in which there are very few opportunities to reinforce learning”*. Not knowing what to do, finding topics boring, students' avoiding responsibility, and KPSS exam anxiety are the other opinions expressed by the pre-service teachers.

When pre-service teachers' suggestions about teaching these topics much better are examined, what draws attention predominantly is their request for sample implementations. One of the suggestions which pre-service teachers gave voice to is the introduction and presentation of primary sources. In addition to this, the pre-service teachers' suggestions like spending more time on much detailed theoretical explanations of topics, being familiar with these implementations at the beginning and throughout their undergraduate studies, getting support when choosing topic for their presentations, having pre-service teachers understand the importance of subject, checking students' prior knowledge at the

beginning of the process and provide training based on it indicate that they know nothing about these sources and their use in instruction. However, the pre-service teachers made recommendations about themselves and they mentioned that they must take their responsibilities seriously and do good research.

CONCLUSION

It was observed in the research that the pre-service teachers have some conflicting views. These conflicting views indicate that the pre-service teacher's motivation towards the course and the topic was low. One of the reasons given by some pre-service teachers about showing a lack of interest in primary sources topic is that the subject matters have not been explained in-depth; however, they required that the explanations about the topics should be more detailed for better implementations. Moreover, the researcher continuously gave feedback during the implementation process and while some pre-service teachers determined that providing feedback was an important factor to improve the implementation process, some pre-service teachers gave suggestions to improve the implementations and they stated that they wanted to receive "feedback and instructions" for themselves.

Although the researcher showed samples before the implementations and made explanations during the process, they proved inadequate. In fact, pre-service history teachers who are about to graduate want examples of primary sources which indicate that their content knowledge about this topic is not very good. Here, an important factor is to maintain a balance between the implementation and theory. The attempts intended for providing student readiness and making the basic philosophy of resource-based implementations more clear by the researcher caused the topic to become more detailed in the eyes of the pre-service teachers. It does not seem to be easy to obtain efficiency at a desired level with the pre-service teachers who are about to graduate and give priority to KPSS exam about the subjects which they have never had any experiences with only Special Teaching Methods course.

However, both the researcher's and the pre-service teachers' observations revealed that as the implementations progressed, they understood the goals, and believed in the value of the method. Undoubtedly, as stated by the pre-service teachers, extending the preparation process, observing different examples and gaining experience, and finally explanations and feedback given by the researcher were effective.

RECOMMENDATION

Considering the context of the research and the educational experiences of the population of the

research, the following recommendation can be made:

1. Students' prior knowledge about the subject must be determined in resource-based learning implementations.
2. Students must definitely comprehend the importance of the subject in resource-based learning implementations.
3. Different kinds of sources with their characteristics must be introduced to the students in resource-based learning implementations.
4. Example presentations on different topics must be shared with students for resource-based learning implementations and they must be evaluated with students.
5. Other undergraduate courses must be designed with regard to this approach for successful implementations of resource-based learning (Kabapınar, 2008). This arrangement will also prevent these implementations to be considered contradictory and unfamiliar in student perception.

Conflicts of interest

The author has none to declare.

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