

The Relationship between the Curriculum Design Orientations Preference and Curriculum Fidelity of Preservice Teachers

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Özet

The aim of this study is to examine the relationship between the curriculum design orientations preference and curriculum fidelity of preservice teachers. In this regard, in line with the aim of the study, correlational research model was used in this study, to examine the relationship between the curriculum design orientations preference and curriculum fidelity of the preservice teachers. The study group of the research consisted of 375 fourth year preservice teachers preservice teachers studying various majors in the spring semester of 2017-2018 academic year at Abant İzzet Baysal University Faculty of Education. In the research in order to collect the quantitative data two data collection tools, namely; "Curriculum Design Orientations Preference Scale" developed by Baş (2013) and "Curriculum Fidelity Scale" developed by Yaşaroğlu and Manav (2015) were used. For the analysis, of the data collected, frequency and percentage values and arithmetic mean and standard deviation scores of the scales were calculated, independent samples t test, One-Way Analysis of Variance (ANOVA), post-hoc multiple comparison and correlation analysis techniques were used. The findings of the indicated that the level of preservice teachers' perceptions according to the subscales of the curriculum design orientations preference scale is "very high" in student-centred (learner-centred) curriculum design orientations and problem-centred curriculum design orientation dimensions, it is at "moderate" level in the dimension of subject-centred curriculum design orientations and curriculum fidelity is at "high" level. There is a significant difference in the perceptions of the preservice teachers regarding the student-centred (learner-centred) curriculum design orientations, which is the sub dimension of curriculum design orientations preference, according to the gender variable. The Curriculum Fidelity perceptions of female and male preservice teachers show differences. There is a significant difference in the views of the preservice teachers regarding the subject-centred curriculum design orientations and student-centred (learner-centred) curriculum design orientations, which are the subdimension of curriculum design orientations preference and curriculum fidelity, according to the academic average variable. There is a positive and moderate level correlation between the preservice teachers' perceptions of curriculum design orientations preference and curriculum fidelity.

Anahtar Kelimeler

Curriculum Design Orientations Preference, Curriculum Fidelity, Correlation, Preservice Teachers

Abstract

The aim of this study is to examine the relationship between the curriculum design orientations preference and curriculum fidelity of preservice teachers. In this regard, in line with the aim of the study, correlational research model was used in this study, to examine the relationship between the curriculum design orientations preference and curriculum fidelity of the preservice teachers. The study group of the research consisted of 375 fourth year preservice teachers preservice teachers studying various majors in the spring semester of 2017-2018 academic year at Abant İzzet Baysal University Faculty of Education. In the research in order to collect the quantitative data two data collection tools,

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Keywords

Curriculum Design Orientations Preference, Curriculum F

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