

## **An Examination of the Elementary School Teachers Preferred Teaching Methods and Instructional Technologies in Terms of Various Variables in Life Study Lesson**

*An Examination of the Elementary School Teachers Preferred Teaching Methods and Instructional Technologies in Terms of Various Variables in Life Study Lesson*

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### **Özet**

The purpose of the research is to examine the preferred teaching methods and instructional technologies of the elementary school teachers in the life study lesson in terms of various variables. The cross sectional survey method which is one of the survey methods has been used in the research. During the first term of the academic year 2012-2013, 176 elementary school teachers, teaching in the elementary schools in the city centre of Sakarya have been included in the research. The results of the research indicated that a great majority of the life study lessons elementary school teachers did not receive sufficient in-service training for instructional technologies; a considerable majority of them used teacher-centered methods; they did not use the instructional technologies frequently when they preferred the methods of discussion, field trip and observation, role playing, drama, case study, problem-based learning, project-based learning and cooperative learning; more senior elementary school teachers used the smart board less and teacher-centered teaching methods more.

### **Anahtar Kelimeler**

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### **Abstract**

The purpose of the research is to examine the preferred teaching methods and instructional technologies of the elementary school teachers in the life study lesson in terms of various variables. The cross sectional survey method which is one of the survey methods has been used in the research. During the first term of the academic year 2012-2013, 176 elementary school teachers, teaching in the elementary schools in the city centre of Sakarya have been included in the research. The results of the research indicated that a great majority of the life study lessons elementary school teachers did not receive sufficient in-service training for instructional technologies; a considerable majority of them used teacher-centered methods; they did not use the instructional technologies frequently when they preferred the methods of discussion, field trip and observation, role playing, drama, case study, problem-based learning, project-based learning and cooperative learning; more senior elementary school teachers used the smart board less and teacher-centered teaching methods more.

### **Keywords**

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### **References**

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