ANALYZING OFFICIAL AND OPERATIONAL CURRICULUM OF SOCIAL STUDIES TEACHER EDUCATION

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Abstract
The aim of this research is to analyze the Social Studies Teacher Education Program (SSTEP) and determine the problems encountered in practice according to the views of teacher educators and prospective teachers at Ankara University, Faculty of Educational Sciences. Two study groups of participants were included in this study. Ten prospective social studies teachers in their last year of matriculation constituted the first study group. The second group consisted of teacher educators lecturing in SSTEP. All participants voluntarily expressed their views on the official and operational curriculum. A focus group interview with prospective teachers and semi-structured interviews with teacher educators provided the data. Data collected from both study groups were analyzed using descriptive analysis technique. Results showed that some changes were necessary concerning the sequence of some courses per semester and the theory-practice balance of the courses in the program. Furthermore, some courses should be removed from the program and some new courses should be added. As for teacher educators’ and prospective teachers’ views on operational curriculum, it is emphasized that there are some problems related with physical conditions, teacher educators, learning-teaching processes, evaluation of teacher educators, student profiles, teaching practices, and a lack of some units. Results are thought to be significant in terms of contributing to the development of teacher education programs.

KEYWORDS: social studies teaching, teacher education program, and prospective teacher.