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İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜ ÖĞRENCİLERİNİN PERSPEKTİFİNDEN BİR DERS TABANLI BİLİMSEL TOPLANTI DENEYİMİ

Perihan KORKUT**

ÖZET
Günümüzde öğretmenlerin bilimsel araştırma yapmaları ve bilimsel toplantılara katılım sağlamaları yüreklendirilmektedir. Öğretmen eğitiminde bilimsel araştırma yapma deneyimi kazanabilecekleri yaşantılar sıklıkla sunulsa da bilimsel toplantılara katılma deneyimi sağlama açısından daha az örnek bulunmaktadır. Türkiye'deki nadir uygulamalardan biri olarak 2016-2017 bahar döneminde bir eğitim fakültesinin İngilizce öğretmenliği bölümü üçüncü sınıf öğrencileri düzenlenen bir ders tabanlı araştırma toplantısına katılmışlardır. Bu çalışmada öğrencilerin bu toplantıya ilişkin beklentileri, yaşantıları ve algıları araştırılmıştır. Öğrencilerin beklentilerini, yaşantılarını ve algılarını belirlemek amacıyla dönem başında ve toplantıdan sonra anket formları dağıtılmıştır. Ayrıca isteyen öğrenciler sürecin çeşitli basamaklarında yazdıkları günlüklerini teslim etmişlerdir. Elde edilen verilere göre öğrenciler bu çalışmayı alanlarında yapılmakta olan araştırmaları tanımak ve bilimsel süreçlere aşinalık kazanmak açısından faydalı olarak algılamıştır. En zor buldukları unsurlar ise araştırılacak konuyu seçmek ve yoğun toplantı programına etkili bir şekilde katılım sağlamak olmuştur. Öğrencilerin çoğunun ifadelerine göre bu toplantıya katılmak katılımcıları akademik çalışma yapma konusunda heveslendirmiştir.

Anahtar Kelimeler: Öğretmen eğitimi, lisans seviyesinde araştırma, ders tabanlı araştırma becerileri, bilimsel toplantılara katılım

UNDERGRADUATE ELT STUDENTS' PERSPECTIVE ON A COURSE-BASED SCIENTIFIC RESEARCH CONVENTION*

ABSTRACT
Although teacher education has a research methods component to prepare the teachers of the future to engage in research, it rarely provides teacher candidates with opportunities to participate in scientific meetings. One of the scarce attempts to do so was a course-based scientific research convention held in the English Language Teaching department of a university in Turkey. In this study, the students' expectations, experiences and perceptions pertaining to the course-based research convention were sought. Data were collected through open-ended questionnaires at the beginning of the term and after the convention. In addition, volunteering students kept reflection journals during the process. It was found that the students perceived the course-based research convention as useful in terms of learning scientific research procedures and the researched subject. The areas which were perceived as the most difficult were finding the right resources and following the program which they found too tight and tiring. According to the findings, participating in this event had a positive effect on their future orientations for most of the students.

Keywords: Teacher education, undergraduate research, course-based research experience, participation in scientific meetings

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1.INTRODUCTION

Undertaking research at the undergraduate level is considered beneficial. Students who undertake research during their undergraduate years not only learn how to carry out scientific research hands on (Behar-Horenstein, Roberts & Dix, 2010; Lopatto, 2004), but also enjoy many benefits such as learning to think independently (Kardash, 2000), developing a professional identity (Thiry, Laursen & Hunter, 2011), and greater learning compared to ordinary courses (Ward, Bennett & Bauer, 2002). These students tend to have stronger faculty relationships and greater motivation (Hartmann, Winder & Carrick, 2013). They gain experience that helps them clarify their future career plans and prepare better for post-graduate studies (Seymour, Hunter, Laursen & DeAntoni, 2004). It has been shown that engaging in research during the undergraduate years increases the likelihood of future engagement in post-graduate study and research (Adhikari & Nolan, 2002; Hathaway, Nagda & Gregerman, 2002; Russell, Hancock, McCullough, 2007; Seymour et.al., 2004).

Despite the abundance of studies proving the positive effects of undergraduate research on student development, most of these studies have primarily focused on natural sciences. "Very little work has been done on how early engagement in undergraduate research affects social science and humanities students" (Ishiyama, 2002, p.381). The few studies carried out in the education departments have shown successful implementation of research at the undergraduate level (Lassonde, 2008; Strand, 2006) and benefits at the personal, professional, and institutional levels (Kinkel & Henke, 2006; Myers, Sawyer, Dredger, Barnes & Wilson, 2018).

Research component is given the utmost importance in faculties of education. Hemsley-Brown and Sharp (2003) advise that researchers should contribute to education by follow up activities etc. and educators should engage in research. "When teachers, leaders, and schools become 'research engaged' in the sense of research into practice, they generate and mobilize professional knowledge, value both academic and tacit knowledge, and empower the professionalism of teachers and leaders" (Dimmock, 2014, p. 45). Thus, pre-service teachers need to be trained to understand research and its purposes better in order to be able to understand research and apply scientific findings into their teaching, and even participate in research themselves (Ross, 1987).

On the other hand, undergraduate research opportunities are scarce in education faculties for various reasons. Manak and Young (2014) note the difficulties of making up space for undergraduate research in the faculty members' and students' schedules which are packed with hours of course work and practicum tasks. They advise that the students should be provided with a variety of opportunities to engage in research throughout the program to flexibly fit with their needs. For example, classroom observations and problem solving tasks can be researched under the supervision of the faculty member and presented to peers during practicum work under the supervision of a faculty member (Slobodzian & Pancsofar, 2014). But it has been shown that it is earlier the better to gain research experience in the undergraduate years (Ishiyama, 2002; Russell, Hancock & McCullough, 2007). Therefore, even before practicum which is placed late in the program, faculty members can propose course-based undergraduate research experiences (CUREs) to the students (Auchincloss et al., 2014) integrated in the introductory courses of the program. According to Laursen (2015) integrating

research in one of the courses in the program is the most cost-effective and less risky option provided that the outcomes are not pre-determined, scientific practices are used, students learn through trial and error, some collaboration takes place and a relevant topic is chosen. Following the ideas of Auchincloss et. al. (2014) and Laursen (2015), I planned and implemented a course-based research convention within the ELT Methodology II course, which is placed on the fifth semester of the eight-semester program.

In the Turkish teacher education system, students in the education faculty typically engage in research within the Scientific Research Methods course. The impact of the research methods course has been researched greatly in terms of students' views about the course (Eti & Gündoğdu, 2016; Küçükoğlu, Taşgın & Çelik, 2013), and their attitudes towards scientific research (Çakmak, Taşkıran & Bulut, 2015; Polat, 2014). The accounts of the aforementioned studies carried out in relation with research methods courses show that although students carry out research and submit their research as an assignment during these courses, they rarely find an opportunity for disseminating the results of their research. In some cases, students can join congress organizations beside the faculty members (see for example; Korkut & Şahin, 2016; Korkut, Postallı, Karayel & Ünlü, 2018) but such endeavors are feasible only for a few students. According to Mabrouk (2009), participating in professional meetings is a vital element of the undergraduate research experience and very important for the enculturation of student researchers into the greater research community. So, organizing a course-based scientific research convention in which all of the enrolled students can experience this vital element is a worthy undertaking.

This study reports students' perspectives on a course-based scientific research convention (explained in more detail in the following section). The aim of organizing the convention was to provide undergraduate students with a platform to share their research with their peers. Enrolment in the course and participating in the research convention was compulsory so the students who participated in the convention had different future orientations and different levels of motivation about engaging in research. It is known that undergraduate students who engage in research by their choice are already highly motivated and have a positive perspective on the overall process (Hartmann, Winder & Carrick, 2013). However, issues such as how participation in a research convention would be experienced from the perspective of other students remain under-researched. Therefore the following research questions were addressed in this study:

1- How did the students perceive the course-based research convention in terms of its purposes?
2- How did their expectations of benefits and difficulties structure their experiences?
3- How did their experiences alter their future orientations?

2. METHOD

This qualitative study was designed in the form of self-study which is strongly associated with teacher education (Hamilton, Loughran & Marcondes, 2009). Self-study is characterized by its focus on the teacher educator's own practices, using mainly qualitative methods carried out collaboratively, with its validation based on

trustworthiness (Vanassche & Kelchtermans, 2015). It is important to highlight here that the course-based research convention was not designed for research purposes. It was implemented as a part of the teacher education programme. Moreover, the results from this research were used to inform the future applications of the convention. Therefore, with its qualitative design and focus on developing the described educational application, this study can be classified as a self-study.

2.1.The research context: A course-based research convention

The course-based research convention was planned and organized by the ELT students enrolled in the ELT Methodology II course during the academic year 2016-2017, fall, as a requirement of the course. All of the enrolled students had to take part in the convention which comprised 30% of the overall evaluation of the course. The course content as announced by the Council of Higher Education (CoHE) is as follows:

> Classroom-based research, teacher directed research and action research, diagnosing learners' language related needs and remedial teaching activities; principles of learner monitoring and role of learner assessment in lesson planning; national and international professional organizations (e.g.: TESOL and INGED) and practical journals (e.g.: English Teaching Forum, ELTJ, TESLJ and TESL Reporter) (CoHE, 2007).

Thanks to the course-based research convention, the students not only learned about research and ways of disseminating research, they actually engaged in research and shared their results with students of the ELT department in a research convention.

It was an assignment that covered the whole term but the event itself lasted one school day and included opening and closing ceremonies, one panel, eight workshops (presented concurrently), poster presentations, and three concurrent sessions in which the students presented their research orally.

At the beginning of the term, the students were assigned to come up with a question to research. The question had to be about education and being a teacher. By the fourth week, all of the students had got their questions approved by the course instructor. Then, they began to develop a research strategy to answer their question, either based on literature, or interviews and observations, or both. They were allowed time until the eighth week to carry out their research. When the students reached their answers, they submitted them in the form of an essay to a committee selected from among the students by the instructor. The committee, consisting of 6 members, acted as a scientific board which reviewed the submissions and decided which ones would be presented in the form of a workshop, an oral presentation, or a poster. The committee worked in close collaboration with the instructor and also provided assistance to their classmates in terms of language, research issues, and the presentations. Two weeks before the course-based research convention, another team of students consisting 4 members (secretariat) joined the committee to help out in the planning of the research convention day. They decided which presentations would be assigned to the same session, how and when the posters would be hung, and the organization and maintenance of the opening and closing ceremonies as well as the panel where the faculty members were the panellists. The course based research convention was held on the 12th week of the term.

2.2.Participants

The participants were 83 students from the ELT department, 24 male and 59 female, enrolled in the ELT Methodology II course which is on the fifth semester of the program. There were 98 students enrolled in the course and about 90 students who actually participated in the course based research convention but the data from only the 83 of the students who responded both pre- and post- questionnaires were used for this study. All 83 students had got some academic writing and research skills experience from the Scientific Research Methods course in the previous semester. They were aware of the parts of a typical research article and citation and referencing according to APA style. None of the students had previous experience of participating in a research convention except a few students who had been in a congress as audience.

2.3.Data Collection

The data came from mainly three sources; a pre-questionnaire just after the course based research convention was explained and the assignment was set in the classroom; reflective journals kept by volunteer students at certain levels of the project; and a post-questionnaire which was conducted the day after the convention. The questions for the pre-and post-questionnaires are given in Appendix A.

Right after the assignment was given, the students were delivered the pre-questionnaire and were informed that they could write a reflection whenever they feel like giving feedback about the procedure. 8 reflection journal entries by 7 different students were submitted at various points of the procedure. The post-questionnaire was delivered to the students on the following day of the convention.

2.4.Data Analysis

The entries in the questionnaires and the reflective journal entries were analyzed according to content-analysis procedures (Strauss & Corbin, 1998). The researcher read through the entries and took notes as the general themes began to emerge. Then, a second reading was done whereby the students' comments are organized further into more detailed topics. In understanding the complexities of students' perceptions, the expectations before the course based research convention and the evaluations of these expectations after the convention that turned into experience are found in what the students actually chose to write, in other words, in their articulations (Barkhuizen & Feryok, 2006). Therefore, although they are few in number and short in length, the extracts from volunteer students' journal entries were used to exemplify the results where relevant.

2.5.Limitations and Trustworthiness

As in most self-study research, the main limitation of this research is that the participants of the study were at the same time students of the researcher who would formally grade their efforts for the course-based convention. Although the researcher had established a relationship with the students based on trust, other measures to overcome this limitation were taken. Both during the pre-questionnaire and the post-questionnaire, students were assured that their answers were not to be read until the grades are given. It was explicitly communicated to the students that they were given

the opportunity to have a personal communication with the instructor to explain how their work was graded. In addition, students were provided with a detailed rubric which explained how their efforts would be graded early in the procedure.

Trustworthiness is defined as "the degree to which other practitioners or researchers turn to, or rely on, and use the concepts, methods, and inferences of a practice as the basis of their own theorizing, research, or practice" (Mishler, 1990, p. 419). In other words, the researcher should describe the procedures of the research and practice in enough detail so that the reader can decide whether this would work in their own context. For trustworthiness in self- study, the teacher educator/researcher offers the professional community an exemplar or model of how a practice works, with the invitation to 'try out' these understandings (i.e. to confront and compare with personal experiences, to further refine, verify or reject as incorrect or obsolete) (Vanassche & Kelchtermans, 2015, p. 518).

In order to provide the trustworthiness of this research, the research context and the data collection/analysis procedures were described in detail within the relevant sections.

3.RESULTS

In this section, the results of the data analysis are presented in line with the research questions. The first research question was about how the students perceived the course-based research convention's aims. In the post-questionnaire, the students were asked the question "According to you, what was the purpose of this assignment?" Figure 1 below shows the answers to this question in-vivo (with the words as expressed by the students). The thickness of the connection lines represents the frequency of the codes in the data. As shown in Figure 1 below, the students perceived the purposes of the assignment mostly as engaging in scientific research and learning the researched topics to use in future teaching. They focused more on the concrete outcomes rather than the gains from the procedure itself.

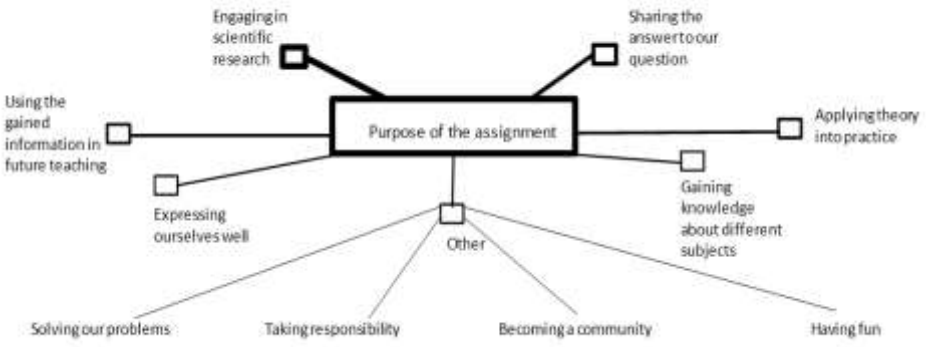

Figure 1 According to you what was the purpose of this assignment? (Post-questionnaire question)

Although students could identify the aims of the assignment as "engaging in scientific research" and "disseminating scientific works" in the questionnaire, this does not

necessarily mean that they found these aims relevant for their present needs. The two journal entries related to this aspect were both submitted in the early stages of the assignment (Extract 1). Both students wrote negatively about the assignment. Student 1 complains about lack of time due to his responsibilities from other lessons. This attitude clearly shows that the aims of the assignment are not relevant for his learning aims. He attributes less importance to the aims of this assignment. Student 2 clearly focuses on the product rather than the process. She expects to make an interesting, worthy presentation. It seems that she is not interested in what she will gain from the process of doing the presentation.

Extract 1

"I can't say I want to do this assignment. We have a lot of practical lessons this term and I don't think I will be able to find enough time to accomplish this." (Student 1)

"I can't think of any subject for my assignment right now. I feel frustrated. Whatever topic comes to my mind, I think it is not interesting or worth knowing. I can't motivate myself for this assignment. Alas, I have to do it." (Student 2)

Other reflection entries during the later phases of the assignment, however, prove that the procedure itself can alter the perceptions of the students (Extract 2):

Extract 2

"My motivation was really low until I found my question. But the question I found motivates me very much. I am looking forward to finding the answer. I don't plan a career at the university but is it not possible to do research when you are a teacher?" (Student 3)

"I saw a lot of resources, articles, and books while I was looking for my question. I realized many questions that I had not known about in my field. Apparently, it was not as difficult to find a question as I'd expected but still it was so difficult to pick one." (Student 4)

The students were asked about the expected benefits and difficulties of the assignment in the pre-questionnaire, which was administered right after the assignment was announced, and about the actual benefits and difficulties in the post-questionnaire. By comparing the expected/gained benefits and difficulties, answering the second research question, how their expectations structured their experiences became evident.

The gain expectations of the students before and after doing the assignment overlapped greatly (Figure 2). There were also unexpected gains which had not been stated in the pre-questionnaire but found in the post-questionnaire.

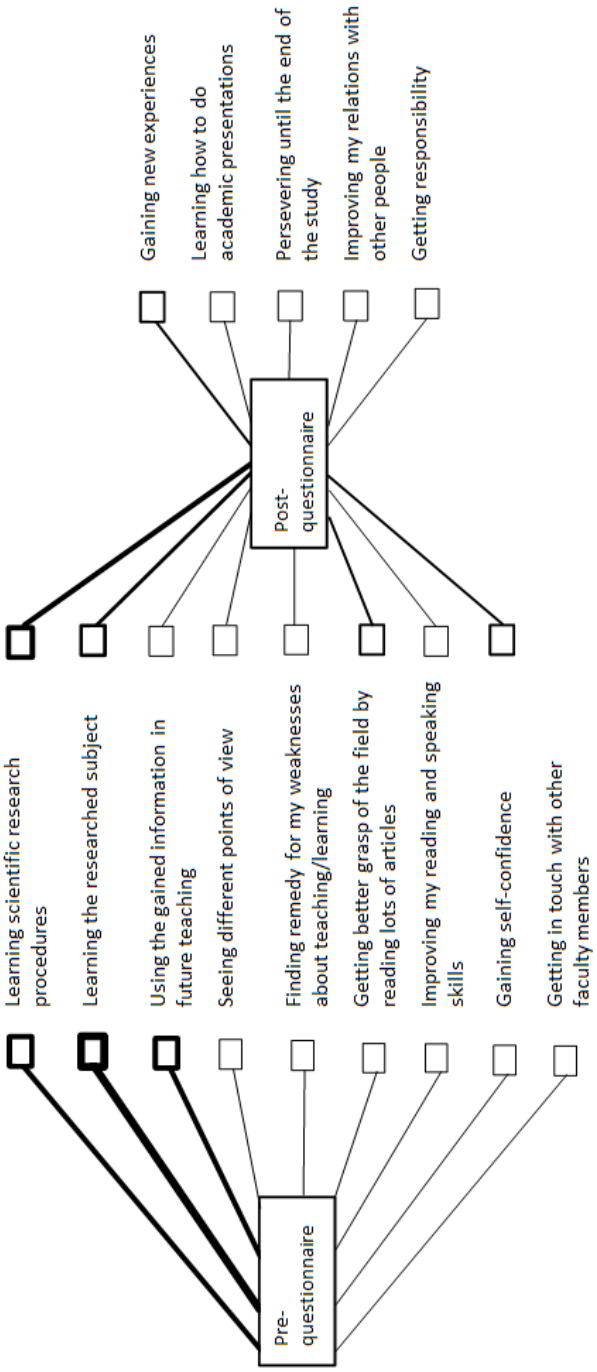

Figure 2 What benefits do you (expect to get)/ (have you got) from this assignment? (Pre- and post-questionnaire questions)

Interesting findings are reached when we compare the themes in the pre- and post-questionnaire. Contrary to the expectations, the number of students who perceived the assignment benefit as "learning scientific research procedures" did not increase in the post-questionnaire. Before actually doing the assignment, the students were thinking that learning the researched subject would be the major benefit of the assignment. This was the most frequently mentioned one. After participating in the course based research convention, however, the number of students who mentioned this benefit dropped to 15. A more dramatic drop can be observed in the third theme in this category. The number of students who expected this assignment to be useful for their future teaching was 19 whereas only 2 people mentioned this benefit in the post-questionnaire.

There were 5 themes that did not exist in the pre-questionnaire but mentioned in the post questionnaire (See Figure 2). For example, 9 students mentioned that they improved their relations with other people thanks to the assignment in their post-questionnaire answers.

Students were asked what aspects of the assignment they expected to be particularly difficult for them in the pre-questionnaire, and what they actually found difficult in the post-questionnaire (See Figure 3).

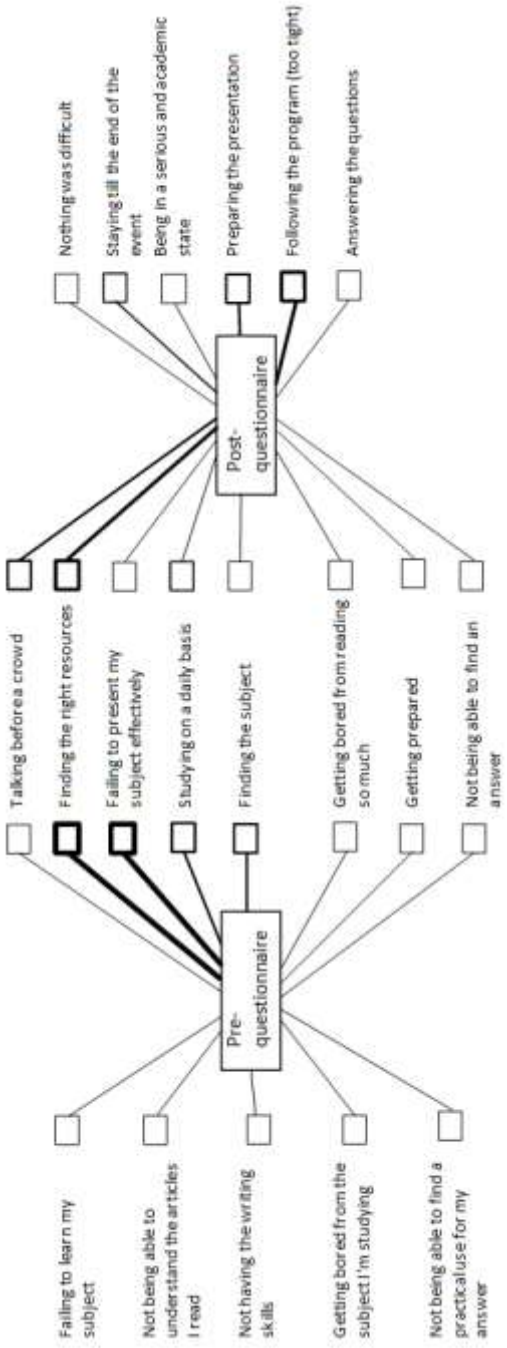

Figure 3 What difficulties (do you expect to have)/ (have you had) while doing this assignment? (Pre- and post-questionnaire questions)

It was seen that most of the expectations about the difficulties of the assignment did not really cause a difficulty. For example, 23 students had stated in the pre-questionnaire that they were afraid of failing to present their subject effectively. This problem was reported to have occurred by only 5 students in the post-questionnaire. Talking before a crowd was expected to pose a difficulty for 6 students in the pre-questionnaire results. There were more students who reported actually having difficulty in talking before a crowd in the post-test. Apparently, 9 of these students had not thought that this would be a problem before having to do it. Similarly, there were some more themes which had not been expected (See Figure 3). For example, 18 students responded that the program was too tight so they found it difficult to navigate between the parallel sessions.

The only journal entry related to difficulty expectation was as follows (Extract 3). Student 5 draws on her previous experience with research:

Extract 3

"Last year, I took the research methods course where we had to write a research proposal. I could not find anything related to my subject. I searched from the library's online researchers but I could not identify the relevant ones. It was a nightmare! I must select my topic very carefully this time." (Student 5)

In another journal entry at the later stages of the assignment, Student 2 writes again this time on which type of presentation she would like to get (Extract 4). She seems to have contradicting feelings about the assignment by this stage. She seems to have got involved in her topic and wants to present it with a workshop but at the same time she feels anxious about not being able to answer the questions properly.

Extract 4

"I really want to work as workshop. I think workshop is more suitable for my burning question. I will have the chance to try the techniques that the other teachers use to teach gerund or infinitive. No matter how much I search the ways to teach, I cannot internalize them without practicing them in a real class. Just presenting orally or as poster will not provide me an opportunity to use and reflect what I gained from this work. The topic I choose is clarified in a big umbrella which is 'mother tongue interference'. It is a depth topic so I need to create links between it and my topic. The biggest fear for me is someone who asks me about the big umbrella. I hope I can explain the links I am a bit excited in fact; may be a bit nervous. I know that I can do it. However I do not feel totally motivated" (Student 2)

The third research question was about how the students' future aspirations about engaging in research would be altered after participating in the convention. There were questions asking if the students intend to engage in research when they become a teacher both in the pre- and the post-questionnaire. The students' future aspirations about engaging in academic research increased greatly due to the assignment (See Figure 4).

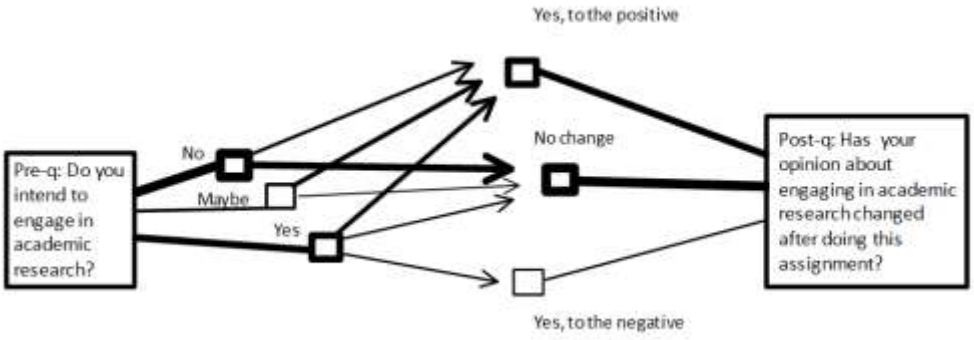

Figure 4 Academic research intentions in the pre-questionnaire and the change in the post-questionnaire results

Before the assignment, 46 students had stated that they did not have an intention of engaging in research. 8 of the students changed their minds and stated that their opinion changed for the positive. The greatest effect was on the students who said maybe; in the pre-questionnaire, there had been 9 students who said they would maybe engage in research and 6 of them reported that doing this assignment changed their opinions for the positive. 17 of the students who already thought of engaging in academic research said their opinions were influenced positively from the assignment whereas there were 6 students who said their opinions were affected negatively.

4.DISCUSSION and CONCLUSION

This study outlined how a course-based undergraduate research convention was experienced from the perspective of undergraduate ELT students. The value of engaging in research activities during the undergraduate years is well-established. This study showed that this value is acknowledged from the students' perspective as well. The expected benefits of the assignment reflected learning-benefits (Ward, Bennet & Bauer, 2002) such as learning the scientific procedures and learning the researched subject. After the course based research convention, the expected benefits were reached and there were some additional themes that emerged only after participating in the convention. These included social- and personal-benefits such as interacting with other students, learning how to prepare presentations for research, and gaining self-confidence. These findings confirm the findings of previous studies that undergraduate research results in increased motivation, communication, and academic skills (Eti & Gündoğdu, 2016; Hartman, Winder & Carrick, 2013; Hunter, Laursen & Seymour, 2006; Lopatto, 2004; Ward, Bennett & Bauer, 2002).

On the other hand, most of the expected difficulties mentioned by the students in the pre-questionnaire were absent from the post-questionnaire answers. The students had thought that they would fail in achieving the learning objectives, not being able to carry out the assignment, and getting bored from reading and writing so much. It can be said that these proved to be unnecessary fears. The actual experience of engaging in research often helps people see it in a clearer light. For example, in a study by Wang and Zhang (2014), teachers engaged in action research. In Wang and Zhang's (2014) study, the experience affected the teachers positively. Actually, they went through three stages: initially, they were full of enthusiasm, then they had hard times as they faced the difficulties of the task, and finally

they gained confidence when they saw that they were able to overcome the difficulties. Similarly in this study, the course-based research convention demystified the process for the undergraduate students. Some of the students who had been full of enthusiasm at the beginning stated that their opinions about engaging in academic work changed after the assignment. There were some other students, on the other hand, who were able to come to the gaining confidence stage and stated that their opinions changed positively.

This research confirmed Thiry, Laursen and Hunter's (2011) conclusion in their research that "participation in an authentic, meaningful, out-of-class experience was critical in helping students to determine whether their future plans were a good fit for their personality and interests" (p. 379). In this study, most of the students stated that their future orientations changed positively upon doing the research assignment. The biggest positive change was seen in the ones who had already stated their interests in academic research. This finding highlights the importance of first hand experiences in motivation (Hartman, Winder & Carrick, 2013). It is critical that students find opportunities to gain first hand experiences during their teacher education if we want them to become research-engaged teachers.

There is considerable research evidence that undergraduate research affects career paths (Adhikari & Nolan, 2002; Hathaway, Nagda & Gregerman, 2002; Kinkel & Henke, 2006; Russell, Hancock, McCullough, 2007; Seymour, et al., 2004). As for teaching career paths in Turkey, the role of the teacher has been changing as the theories of learning change. The teacher is not seen as a mere transmitter of knowledge who acts according to imposed theories any more. Rather, new roles such as facilitating the construction of knowledge, making autonomous decisions, and creating his/her own professional knowledge through teacher research are being attributed to the teacher (MEB, 2017). Especially, the teachers are encouraged to practice action research. In order to prepare the ELT students for these future roles, they were provided an experience in which they can practice the aforementioned new roles.

This study is one of the few efforts to integrate undergraduate research in the education faculties. As Manak and Young (2014) point out, this is not an easy task considering the busy schedules of the teachers and the students. Like in other studies (Myers et al., 2018; Wang & Zhang, 2014), the difficulty in fitting in this tight program was one of the difficulties experienced by the students in this study. However, the benefits of the process far outweigh the difficulties. Students of the education faculties complain from not finding enough opportunities to engage in research (Küçükoğlu, Taşgın & Çelik, 2013). "It is clear that students who do not find enough opportunities to do research will not have enough skills and efficiency in carrying out research" (Küçükoğlu, Taşgın & Çelik, 2013, p.21). It is advised that students are provided with such opportunities as it improves the students' satisfaction with the program and success rates as well as better departmental culture is fostered if the institution makes concrete measures (Wayment & Dickson, 2008).

In conclusion, this study revealed how the students perceived the course-based research convention in terms of its aims, benefits, and difficulties. Participating in the convention was reported to have a positive effect on their future orientations about engaging in research by most of the students. The results of the self-study echoed the results of previous research done in various research designs. These results encourage introducing constructivist, hands-on, research-based activities more often to the English language teacher education curriculum.

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Appendix A. Questionnaire questions

Pre-questionnaire questions:

Do you plan to engage in research after graduating from university?

What benefits do you expect from this assignment?

What difficulties do you expect to face while doing this assignment?

Post-questionnaire questions:

Has this assignment altered your plans about engaging in research after graduating from university in any way (positively or negatively)?

What was the purpose of this assignment according to you?

What benefits have you got from having done this assignment?

What aspects of the assignment, if any, were particularly difficult for you?

GENİŞ ÖZET

1. Giriş

Lisans düzeyindeyken bilimsel araştırma yapmanın olumlu etkileri geniş olarak araştırılmıştır. Lisans öğrencilerinin bilimsel araştırma ve etkinliklere katılması onlara uygulamalı olarak araştırma yapmayı öğrenmek (Behar-Horenstein, Roberts ve Dix, 2010); bağımsız ve eleştirel düşünebilmek (Kardash, 2000); mesleki kimlik gelişimi (Thiry, Laursen ve Hunter, 2011) ve sıradan derslere nazaran daha iyi öğrenme fırsatları (Ward, Bennett ve Bauer, 2002) gibi birçok yararlar sunar. Ancak özellikle eğitim fakülteleri için bilimsel araştırma olanağı sunmak, hem fakülte dersleri, hem öğretmenlik uygulaması ve staj gibi etkinlikler ile sıkışık bir programı olduğundan çok kolay olmamaktadır. Manak ve Young (2014) bu probleme çözüm olarak yapılacak araştırma uygulamalarının ayrı bir ders olarak değil de var olan farklı dersler içerisinde öğrencilere sağlanabileceğini önermiştir. Bu şekilde yapılan ders-tabanlı araştırma deneyimi (Auchincloss vd., 2014) sayesinde öğrenciler programın farklı noktalarında bilimsel araştırma olanakları ile karşılaşarak deneyim sahibi olabilirler. Ancak Türkiye'de ders-tabanlı araştırma olanaklarına nadiren rastlanmaktadır.

Türkiye'de araştırma becerileri dersi kapsamında öğrencilerin kazandığı araştırma deneyimlerinin etkisine ilişkin pek çok çalışma bulunmaktadır (örn. Çakmak, Taşkıran ve Bulut, 2015 ; Eti ve Gündoğdu, 2016;; Küçükoğlu Taşgın ve Çelik, 2013; Polat, 2014). Ancak bunun gibi çalışmalarda anlatılan uygulamalara bakıldığında öğrencilerin yaptıkları araştırmaların sonuçlarını bilimsel toplantılarda paylaşma olanağını bulamadıkları gözlemlenmiştir. Mabrouk (2009) öğrenci-araştırmacıların bilim toplumunun kültürünü kazanmasında profesyonel toplantılara katılımın öneminin altını çizmiştir. Bu noktadan hareketle 2016-2017 bahar döneminde bir eğitim fakültesinin İngilizce Öğretmenliği bölümü üçüncü sınıf öğrencileri ile Özel Öğretim Yöntemleri 2 dersi kapsamında bir ders-tabanlı bilimsel toplantı gerçekleştirilmiştir. Bu çalışmanın amacı, dersi alan ve ders-tabanlı bilimsel toplantıya katılan öğrencilerin perspektifinden bu deneyimin nasıl algılandığını ortaya koymaktır.

2. Yöntem

Ders tabanlı bilimsel toplantı için ilk haftadan itibaren öğrenciler araştırma sorularını belirleyip çalışmalarını bütün döneme yayılan bir program içinde yürütmüşlerdir. Ders tabanlı bilimsel toplantının kendisi dönemin 12. Haftasında bir gün sürecek şekilde gerçekleştirilmiştir. Ders tabanlı bilimsel toplantı, araştırmacının verdiği, içerik açısından uygun olan Özel öğretim yöntemleri 2 dersi kapsamında gerçekleştirilmiştir. Ancak bu çalışma eğitim amacıyla yapılmış olup araştırma yapmak için tasarlanmamıştır. Araştırmacı, bu uygulamayı öğrencilerin perspektifinden anlamak ve gelecek uygulamalara şekil vermek üzere bir nitel araştırma türü olan öz-çalışma (Self-study) yürütmüştür. Öz-çalışma türü, eğitim ve eğitimcilerin eğitiminde öne çıkan bir çalışma türü olarak sayılmaktadır (Hamilton, Loughran ve Marcondes, 2009). Öz-çalışmanın karakteristik özellikleri eğitimcinin kendi uygulamalarına yoğunlaşması, nitel veri toplama ve analiz yöntemlerinin ağırlıkla kullanılması, güvenirliğinin de nitel güvenirlik ölçütlerine (trustworthiness) göre değerlendirilmesidir (Vanassche ve Kelchtermans, 2015). Amacı ve özellikleri açısından bu çalışma öz-çalışma olarak sınıflandırılabilir. Verilerin toplanması için ders-tabanlı bilimsel araştırmayı öğrencilere

duyurduğu ilk gün ve toplantı yapıldıktan sonraki gün açık uçlu sorulardan oluşan birer anket kullanılmıştır. Dersi 90'dan fazla öğrenci aldığı halde hem ön anket hem de son anket kaydı bulunan 83 öğrencinin cevapları araştırmada kullanılmıştır. Katılımcı sayısının çok olması sebebiyle sorular sözlü olarak değil, yazılı olarak istenmiştir. Sorulan sorular Ekler bölümünde yer almaktadır. Ayrıca öğrencilere gerekli görürlerse süreç içinde de geribildirim verme olanağı tanınmıştır. Sürecin farklı aşamalarında 7 öğrenci geribildirim vermiştir. Ön ve son anketler ve bu geribildirimler içerik analizi (Strauss ve Corbin, 1998) ile analiz edilerek öğrencilerin beklentileri, ders-tabanlı bilimsel toplantıyı nasıl deneyimledikleri ve bu beklenti ve deneyimlerin algılarını nasıl etkilediği bulunmuştur.

3. Bulgular, Tartışma ve Sonuç

Elde edilen verilere göre öğrenciler ders tabanlı bilimsel toplantı deneyimini alanlarında yapılmakta olan araştırmaları tanımak ve bilimsel süreçlere aşinalık kazanmak açısından faydalı olarak algılamıştır. Ayrıca öğrenciler, araştırdıkları soruların cevaplarını paylaşarak gelecekteki öğretmenlik hayatlarına hazırlandıklarını belirtmişlerdir. Bu ders-tabanlı bilimsel toplantıya katılmak suretiyle farklı konularda bilgi sahibi oldukları gibi kendilerini iyi ifade edebilmek, sorumluluk almak, kendini bilimsel topluluğun bir parçası gibi hissetmek gibi faydalar kazandıklarından bahsetmişlerdir. Öğrencilerin en zor bulduğu unsurlar ise araştıracak konuyu seçmek ve bir güne sıkıştırılan yoğun toplantı programına etkin katılım sağlamak olarak belirtilmiştir. Öğrencilerin çoğunun ifadelerine göre bu deneyimi yaşamak onları akademik çalışma yapma konusunda heveslendirmiştir. Böylece alanyazında lisans öğrencilerinin araştırma deneyimine katılmasının akademik beceri, iletişim becerileri ve motivasyon açısından faydalı olduğu öğrenci perspektifinden de doğrulanmış olmuştur (Eti ve Gündoğdu, 2016; Hartman, Winder ve Carrick, 2013; Hunter, Laursen ve Seymour, 2006; Lopatto, 2004; Ward, Bennett ve Bauer, 2002).

Ayrıca öğrencilerin ön anketteki beklentileri incelendiğinde olumsuz olan ifadelerin çoğu son ankette görülmemiştir. Örneğin, öğrencilerin çoğu ön ankette araştıracakları konuyu etkili bir şekilde sunmanın zor olacağını ve konuları hakkında okuyup yazmaktan bıkacaklarını ifade ettiği halde son ankette gerçekte yaşadıkları zorluklardan bahsederken bu konular son sıralara düşmüştür. Yine ön ankette araştırdıkları soruyu cevaplamak zorluklar arasında bahsediliyorken son ankette hiçbir öğrenci sorusunu cevaplayamadığından bahsetmemiştir. Ön ankette öngörülmeyen bir zorluk olarak ise bir güne sıkıştırılan program içinde istedikleri bütün sunumları izlemekte zorlanmaları örnek verilebilir.

Ders tabanlı bilimsel toplantıya katılmadan önce ve katıldıktan sonraki algıların farklılaşmış olması, öğrencilerin yaşayarak ve yaparak öğrenmelerinde deneyimin önemini göstermiştir. Öğrenciler, ders tabanlı bilimsel toplantıya katıldıklarında bilimsel araştırma yapma ve sunma süreçlerini daha iyi bir ışıkta görme olanağını bulmuşlardır. Örneğin, başta bilimsel araştırma yapmaya karşı hevesli olduğunu söyleyen öğrencilerden bazıları gerçekten bunu deneyince bu işin kendilerine göre olmadığına karar vermişlerdir. Öte yandan, başta bilimsel araştırma yapma ve toplantılara katılma noktasında hiçbir niyeti olmadığını ifade eden öğrenciler, bu ders-tabanlı bilimsel toplantı uygulaması sayesinde artık daha hevesli hale gelmişlerdir. Bu öğrenciler eğer dersin bir gerekliliği olmasaydı belki de hiçbir zaman bilimsel

toplantılara ilgi göstermeyecek, öğretmenlik hayatlarında da bilimsel araştırma yapma, bilimsel toplantılara katılma gibi faaliyetlere mesafeli duracaklardı. Bu bulgular, Hartman, Winder ve Carrick'in (2013) de altını çizdiği gibi, motivasyon için ilk elden deneyimlerin ne kadar önemli olduğunu bir kez daha göstermiştir.

Bu çalışmada söz konusu edilen ders-tabanlı bilimsel toplantı deneyimi, eğitim fakültelerinde nadir görülen bir uygulamadır. Manak ve Young (2014) öğretim üyelerinin ve öğretmenlerin sıkışık programları içerisinde araştırma yapmaya yer açmanın zor olduğunu ifade etmektedir. Başka çalışmalarda da bu zorluktan bahsedilmektedir (Örn. Myers vd., 2008; Wang ve Zhang, 2014). Fakat bu çalışmanın sonuçlarında görüldüğü üzere sonuçta öğrenciler açısından elde edilen yararlar, zorluklara değecek düzeydedir. Üstelik Türkiye'deki eğitim fakültesi öğrencileri araştırma yapma olanaklarının sınırlı olmasından şikâyet etmektedir (Küçükoğlu, Taşgın ve Çelik, 2013). Öğrencilere bu tür olanakların sağlanması hem öğrencinin tatminini arttıracak, hem de bölüm kültürünü pekiştirecektir (Wayment ve Dickson, 2008).

Ders tabanlı bilimsel toplantı, bu araştırmanın yapıldığı bağlamda öğrencilerin perspektifinden olumlu sonuçlar doğurmuş, faydalı bir yaşantı olmuştur. Daha fazla öğrencinin bu tür olanaklara kavuşması açısından ders-tabanlı araştırma/toplantı uygulamaları fakültedeki diğer derslere de yaygınlaştırılabilir. Başka bağlamlarda yapılacak uygulamalarda öğrencilerin beklenti, deneyim ve algıları daha derinlemesine araştırılabilir. Bu tür deneyimlerin öğrencilerin başarıları ve araştırma becerileri üzerindeki etkilerinin araştırıldığı çalışmalar yapılmalıdır.