

THE VIEWS OF SCIENCE AND TECHNOLOGY TEACHERS OVER THE EFFECT OF CONSTRUCTIVIST EDUCATIONAL APPROACHES ON STUDENTS

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1. INTRODUCTION

There appeared some needs for updating science program in 2000s. In this sense, positive and negative sides of Science Teaching Program were investigated and it was found that the new program must be developed. It was decided that the new program to be prepared must be based on constructivist approach. In the year 2005, the concept of technology was added to the science teaching program and the name of the course was changed into science and technology and the teaching hours of the course increased as three hours a week. General objectives of the course were intensified mostly on training science literate individuals following science and technology, beneficial for the community. Different from the former programs, general objectives such as providing student with their formation of infrastructure to help them improve their knowledge, experience and interest in the occupations regarding science and technology, having such scientific values as being willing to know and understand, cherishing interrogating, logic and considering the results of activities, behaving suitable for these values in relation with community and environment, and understanding the nature of science and technology were added in the program. With the program of 2005, the concept of learning field was given place for the first time. The Teaching Program of Science and Technology (6th, 7th and 8th grades), which was decided in 2005 and put into practice in the educational year of 2006-2007, is an innovative program in many senses (Ministry of National Education [MoNE], 2005).

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