

# BÖLÜM 6

## SOSYOBİLİMSEL KONULARIN ÖĞRETİMİNDE ÜÇLÜ ÖĞRETİM YAKLAŞIMININ ÖĞRETMEN ADAYLARININ FEN OKURYAZARLIĞINA ETKİSİ

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### Giriş

Çağımızda yenilenen ve geliştirilen öğretmen yetiştirme programlarında öğrencinin aktif olarak sürece dahil oldukları, teknolojiyi etkin bir biçimde kullanarak araştırma, sorgulama becerilerinin gelişimini destekleyen teknikler önem kazanmaktadır. 21 yüzyılda gelişen teknoloji her alanda olduğu gibi eğitim sürecinde de oldukça önemli bir yer almıştır. Ülkemizde ve dünyada revize edilen fen bilimleri müfredatlarında fen eğitimi sürecinde eğitim teknolojilerinin etkili bir şekilde kullanımını amaçlamakta ve yeni öğretim yaklaşımlarının (performans değerlendirme, proje, poster, otantik öğrenme, bilgisayar destekli öğrenme vb.) fen sınıflarında kullanımının önemini vurgulamaktadır. (Dunstan ve Bassinger, 1997; Hubenthal, O'Brien ve Taber, 2011; Kaya, Yager ve Doğan, 2009; Riffell & Sibley, 2005). Ayrıca, dijital çağı olarak adlandırılan 21.yy'da, 'teknolojik pedagojik alan bilgisi (TPAB) kavramı fen eğitimi literatüründe önemli bir yere sahip olmuştur. Eğitim ortamlarında, teknoloji destekli gerçekleştirilecek etkili bir sürecin en önemli ögesi olan teknolojik pedagojik alan bilgisi, konulu araştırmalar da (Angeli ve Valanides, 2005; Bilici, 2012; Canbazoğlu Bilici, Guzey ve Yamak, 2016; Cox ve Graham, 2009; Flick & Bell, 2000; Graham ve diğ., 2009; Hsu, 2016;

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öğretim yaklaşımı fizik, kimya, biyoloji, sosyal bilimler ve matematik gibi farklı disiplin, konu ve kazanımlara uyarlanabilir.

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