

BÖLÜM 1

ÖĞRETİM İLKE VE YÖNTEMLERİNE GİRİŞ

DOI: 10.37609/akya.3797.c465

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Sabah telaşla metrodan çıkan Ahmet, karşıya geçmek için ışığın yeşile dönmesini beklemedi. “Zaten araba yok” diye düşünerek kırmızı ışıkta yolun ortasına adım attı. Onun peşinden birkaç genç de aynı şeyi yaptı. O sırada hızla gelen bir araç ani fren yapmak zorunda kaldı. Sürücü öfkeyle kornaya bastı, çevredekilerse durumu olağan bir görüntüyümüş gibi izledi.

Biraz ileride arkadaşı Salih ile buluşan Ahmet birlikte kahve içtiler. Kahvesini bitiren Salih, çöp kutusu sadece birkaç metre ötede olmasına rağmen bardağını yere bıraktı. Rüzgâr boş bardağı sürükleyip yoldaki

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9. Çoklu temsil kullanın: Deneyler (eylemsel), görseller (imgesel), semboller (soyut) arasında denge kurun.
10. İlişkileri güçlendirin: Öğrenciler öğretmene güvendiğinde öğrenmeye daha açık hale gelir.
11. Empati kurun: Öğrencilerin ilgi ve ihtiyaçlarını gözlemleyin; ders tasarımına buradan başlayın.
12. Düşünmeyi görünür kılın: Öğrencilerin zihinsel süreçlerini açığa çıkaran basit rutinler kullanın.
13. Geriden tasarlayın: Önce hedeflenen “kalıcı anlayış”ı belirleyin, sonra ders planınızı ona göre şekillendirin.
14. Deneyimsel öğrenmeye alan açın: Fikirlerin küçük ölçekli prototiplerle test edilmesini sağlayın.
15. Çapraz metaforlar kullanın: Öğrencilere dersi “inşa etme, haritalama, aynalama” gibi metaforlarla anlatın; soyut kavramları somutlaştırın.

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