

EĞİTİMDE YENİLİKÇİ YAKLAŞIMLAR

Kuram, Uygulama ve Güncel
Paradigmalar – I

Editörler

Murat KURT
Amasya Üniversitesi

Gülsün KARSLI
Amasya Üniversitesi



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siparis@akademisyen.com

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Ahmet YURTÇU

YAZARLAR

**Dr. Öğr. Üyesi Ayşe Gül ÖZAŞKIN
ARSLAN**

*Afyon Kocatepe Üniversitesi, Eğitim
Fakültesi, Temel Eğitim Bölümü, Sınıf Eğitimi
AD*

Dr. Öğr. Üyesi Muhammed DAĞLI

*Amasya Üniversitesi, Eğitim Fakültesi,
Öğretim Teknolojileri AD*

Arş. Gör. İrem Selin DEMİRBAŞ

*Amasya Üniversitesi, Eğitim Fakültesi,
Matematik ve Fen Bilgisi Eğitimi Bölümü,
Fen Bilgisi Eğitimi AD*

Dr. Öğr. Üyesi Ali DURAN

*Amasya Üniversitesi, Eğitim Fakültesi, İngiliz
Dili Eğitimi AD*

Öğretmen Emre ERDEN

MEB

Dr. Aytekin KARBEYAZ

Sivas Eğitim ve Uygulama Merkezi

Dr. Öğr. Üyesi Gülsün KARSLI

*Amasya Üniversitesi, Eğitim Fakültesi, Sınıf
Eğitimi AD, Okul Öncesi Eğitimi AD*

Prof. Dr. Murat KURT

*Amasya Üniversitesi, Eğitim Fakültesi, Temel
Eğitim Bölümü, Sınıf Eğitimi AD*

Öğr. Gör. Taha ORUÇ

Amasya Üniversitesi

Doktora Öğrencisi Muhammet YILMAZ

Amasya Üniversitesi

Dr. Öğr. Üyesi Ahmet YURTÇU

Amasya Üniversitesi Merzifon MYO



BÖLÜM

1

GİRİŞ: EĞİTİMDE YENİLİKÇİLİK VE PARADİGMA DEĞİŞİMİ

Murat KURT¹

BÖLÜM KAZANIMLARI

- ◆ Geleneksel eğitim modellerinden 21. yüzyıl bilgi toplumuna geçişte yaşanan paradigma değişiminin temel gerekçesini açıklayabilme.
- ◆ Eğitimde inovasyon kavramının bütüncül ve pedagojik bir kültür değişimi olduğunu kavrayabilme.
- ◆ Kitapta yer alan yenilikçi yaklaşımların (öğrenme modelleri, dijitalleşme, kapasite öğretimi) genel çerçevesini ve eserin temel amacını ana hatlarıyla özetleyebilme.

GİRİŞ

Eğitim, doğası gereği durağan değil; sosyal, teknolojik ve epistemolojik değişimlere yön veren ve aynı zamanda onlardan beslenen dinamik bir süreçtir. Geleneksel sanayi toplumu modellerinden dijital bilgi toplumuna geçişle birlikte eğitim sistemlerinde yüzeysel güncellemelerin çok ötesinde köklü bir “paradigma değişimi” kaçınılmaz hale gelmiştir. 21. yüzyıl eğitim ortamları artık dijital okuryazarlığın, eleştirel düşünmenin ve karmaşık problem çözme becerilerinin eşzamanlı olarak inşa edildiği dinamik öğrenme ekosistemlerine dönüşmüştür. Bu dönüşüm, okuryazarlık kavramını bile yeniden tanımlamış, bilgiyle etkileşime girmeyi ve teknolojiyi etik, etkili kullanmayı temel bir beceri olarak konumlandırmıştır (Kivunja, 2014).

¹ Prof. Dr., Amasya Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, Sınıf Eğitimi AD, murat.kurt@amasya.edu.tr, ORCID iD: 0000-0003-1155-9339

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BÖLÜM

2

RADEC ÖĞRENME MODELİ: SÖZDİZİMİ, AMPİRİK KANITLAR VE TÜRKİYE BAĞLAM

Gülsün KARSLI¹

BÖLÜM KAZANIMLARI

- ◆ RADEC öğrenme modelinin teorik temellerini açıklar.
- ◆ RADEC modelinin sözdizimini oluşturan beş temel aşamayı listeler.
- ◆ RADEC modelinin 21. yüzyıl becerileri ve öğretmen yetkinlikleri üzerindeki etkilerini ampirik kanıtlara dayanarak analiz eder.
- ◆ Modelin sınıf içi uygulamalarında karşılaşılabilecek öğrenci, öğretmen ve yön-tem kaynaklı pedagojik sınırlılıkları değerlendirir.
- ◆ RADEC öğrenme modelini, 2024 Türkiye Yüzyılı Maarif Modelinin vizyonu ile ilişkilendirerek sentezler.

GİRİŞ

Bilgiye erişimin tarihte hiç olmadığı kadar kolaylaştığı bir çağda yaşıyoruz; bu olgu, okula ve öğretmene yüklenen anlamı da köklü biçimde dönüştürmektedir. Yirmi birinci yüzyıl, yalnızca bilgiyi aktaran değil, bilginin niteliğini sorgulayan, onu yeni bağlamlara taşıyan ve özgün ürünlere dönüştüren bireyleri arzu etmektedir. Trilling ve Fadel (2009) söz konusu yetkinlikleri “21. yüzyıl becerileri” çatısı altında sistematikleştirmiş; eleştirel düşünme, yaratıcılık, iletişim ve iş birliği (4C) bu çatının en sık atıf alan dört direği olarak öne çıkmıştır. Anggraeni vd. (2024) bahsi geçen çatıyı karakter (*character*) ve vatandaşlık (*citizenship*) ile ge-

¹ Dr. Öğr. Üyesi, Amasya Üniversitesi, Eğitim Fakültesi, Sınıf Eğitimi AD, Okul Öncesi Eğitimi AD, gulsun.karsli@amasya.edu.tr, ORCID iD: 0000-0003-4534-2664

lerinin lisans programlarına ve hizmet-içi eğitim sistemine sözdizim tanıtımının ötesinde uygulamalı atölyeler, mentörlük süreçleri ve dönüt-temelli geliştirme faaliyetlerinin entegre edilmesi gerekmektedir. Dördüncüsü, ders kitabı tasarımcıları ve öğretim materyali geliştiricileri, RADEC'in ön-öğrenme materyallerine özellikle Bloom taksonomisinin geniş yelpazesini kapsayan ön-öğrenme soruları-na alan bırakacak biçimde tasarımlar üretmelidir.

Sonuç olarak, RADEC modeli Türkiye eğitim camiasının yenilikçi öğretim arayışında ciddiyetle değerlendirmesi gereken bir alternatif niteliğindedir. Endonezya'daki iki on yıllık geliştirme ve uygulama deneyimi, modelin Türkiye'deki sınıflara taşınması için önemli bir bilgi havuzu sunmaktadır; bununla birlikte modelin kendi kültürel-pedagojik bağlamımıza özenli bir uyarlama sürecinden geçirilmesi vazgeçilmezdir. Bu kitap bölümünün hem akademik araştırmacılar hem de eğitim fakültelerindeki öğretim elemanları ve sahadaki uygulayıcı öğretmenler için bu uyarlama sürecine yol gösteren bir başlangıç noktası oluşturmaları umulmaktadır.

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BÖLÜM

3

ULUSAL EĞİTİM POLİTİKALARINDA YENİLİKÇİ YAKLAŞIMLAR: TÜRKİYE YÜZYILI MAARİF MODELİ BAĞLAM

Aytekin KARBAYAZ¹

BÖLÜM KAZANIMLARI

- ◆ Eğitim politikalarında yenilik kavramının kuramsal temellerini ve çağdaş eğitim paradigmalarıyla ilişkisini açıklar.
- ◆ Küresel eğitim politikalarını Finlandiya, Singapur, Japonya ve Estonya örnekleri üzerinden karşılaştırmalı olarak analiz eder.
- ◆ Türkiye’de eğitim politikalarının tarihsel dönüşüm sürecini modernleşme, dijitalleşme ve beceri temelli eğitim bağlamında değerlendirir.
- ◆ Türkiye Yüzyılı Maarif Modeli’nin felsefi, epistemolojik ve pedagojik temellerini açıklar.
- ◆ Türkiye Yüzyılı Maarif Modeli’nin bütüncül ve beceri temelli yaklaşımını çağdaş eğitim anlayışları çerçevesinde yorumlar.
- ◆ Eğitim reformlarının uygulanmasında öğretmen yeterlilikleri, ölçme-değerlendirme sistemleri ve kurumsal kapasitenin önemini eleştirel bakış açısıyla değerlendirir.

GİRİŞ

21. yüzyılda eğitim sistemleri, bilgi temelli ekonomilerin ve hızla değişen toplumsal yapıların etkisiyle köklü bir dönüşüm sürecine girmiştir. Bu dönüşüm, yalnızca müfredat güncellemeleriyle sınırlı kalmayıp, öğrenmenin doğasına, öğretmen rollerine ve eğitim politikalarının tasarımına ilişkin paradigmatik değişimleri de

¹ Dr., Sivas Eğitim ve Uygulama Merkezi, aytekinarbeyaz@gmail.com,
ORCID iD: 0000-0002-1483-5581

sahada daha etkili uygulanmasına katkı sağlayabilir. Katılımcı yönetim anlayışının güçlendirilmesi; öğretmenlerin, okul yöneticilerinin ve diğer paydaşların politika geliştirme süreçlerine daha aktif katılımını mümkün kılabilir (Hargreaves & Fullan, 2012).

TYMM'nin başarısı açısından ölçme-değerlendirme sistemlerinin dönüşümü de kritik bir konudur. Beceri temelli eğitim yaklaşımının etkili olabilmesi için merkezi sınav sistemlerinin yalnızca bilgi düzeyini ölçen yapısından uzaklaşarak problem çözme, eleştirel düşünme, yaratıcılık ve süreç odaklı öğrenmeyi değerlendiren bir yapıya dönüşmesi gerekmektedir. Aksi durumda öğretim programlarında hedeflenen beceri temelli yaklaşım ile uygulamadaki sınav odaklı yapı arasında çelişki oluşması kaçınılmaz olacaktır. Ayrıca eğitimde fırsat eşitliği konusu da reform sürecinin temel belirleyicilerinden biridir. Bölgesel farklılıklar, sosyoekonomik eşitsizlikler ve dijital erişim sorunları giderilmeden eğitim reformlarının tüm öğrenciler üzerinde eşit etki oluşturmaları güç görünmektedir. Bu nedenle dezavantajlı bölgelerde okul altyapısının güçlendirilmesi, öğretmen dağılımının dengelenmesi ve dijital eğitim olanaklarının yaygınlaştırılması önem taşımaktadır.

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BÖLÜM

4

OYUN VE DRAMA YOLUYLA ÖĞRENME

Muhammet YILMAZ¹
Murat KURT²

BÖLÜM KAZANIMLARI

- ◆ Oyun ve yaratıcı dramanın kavramsal çerçevesini, gelişimsel işlevlerini ve tarihsel süreçteki kuramsal temellerini açıklar.
- ◆ Eğitsel oyun ile yaratıcı drama arasındaki benzerlikleri ve temel farklılıkları ayırt eder.
- ◆ Yaratıcı drama sürecinin temel bileşenlerini tanımlar ve süreç aşamalarının pedagojik işlevlerini kavrar.
- ◆ Oyun ve dramanın öğrencilere sağladığı çok boyutlu katkıları analiz eder.
- ◆ Oyun ve drama öğretim süreçlerinde öğretmenin rolünü, sınıf yönetimi ilkele-
rini ve doğru değerlendirme stratejilerini uygular.
- ◆ Dijital oyun tabanlı öğrenme ve güncel teknolojik yaklaşımların eğitimdeki
oyun ve drama süreçlerine nasıl entegre edildiğini değerlendirir.

GİRİŞ

Eğitim süreci, zamana, ihtiyaçlara ve insan özelliklerine göre değişime uğramaktadır. Bu bağlamda eğitim kurumları geçmişte bilginin aktarıldığı ve öğrencinin pasif durumda kaldığı yapılar iken günümüzde öğrencinin aktif olduğu dinamik bir yapıya dönüşmektedir. Çağdaş eğitim yaklaşımları, öğrenmenin merkezine bi-

¹ Doktora öğrencisi, Amasya Üniversitesi, muhammetinpostasi@gmail.com, ORCID iD: 0000-0002-7285-7121

² Prof. Dr., Amasya Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, Sınıf Eğitimi AD, murat.kurt@amasya.edu.tr, ORCID iD: 0000-0003-1155-9339

(Martínez vd., 2022). Eğer eğitsel denge kurulamadıysa, oyunun eğlence unsurunun öğrenme kazanımlarının önüne geçmesi riski olarak ortaya çıkmaktadır (Martínez vd., 2022; Savvani ve Liapis, 2019).

7.2. Eğitimde Oyun ve Drama Uygulamalarında Karşılaşılan Temel Zorluklara Yönelik Çözüm Önerileri

Sürekli Mesleki Gelişim: Kapsamlı hizmet içi eğitim programları uygulanarak öğretmenlerin drama ve oyun pedagojisi konusundaki becerilerini artırılabilir (Bakkaloğlu ve Şimşek, 2021). Bu yöntemlerin kullanımına dair nitelikli eğitim alan öğretmenlerin tutum ve öz-yeterliklerinin anlamlı düzeyde arttığı ortaya konmuştur (Bakkaloğlu ve Şimşek, 2021; Kayıran, 2018).

Yeniden Tasarım ve Yapılandırma: Eğitimciler ve öğrenciler tarafından eğitsel kazanımlara göre mevcut oyunlar tekrar tasarlanabilir (Savvani ve Liapis, 2019). Bu sayede oyun mekanikleri müfredat kazanımlarıyla daha uyumlu hale getirilebilir (Kalmpourtzis ve Roméro, 2020; Martínez vd., 2022).

Sınıf Yönetiminde Esneklik: Öğretmenler, otoriter rolden sıyrılarak kolaylaştırıcı ve rehber konumunu benimsediklerinde sınıf yönetimi kaygıları aşılabılır (Kangas vd., 2017). “mış gibi” yapmanın özgürce deneyimlendiği ve hataların hemen düzeltilmediği güvenli bir sınıf atmosferinin oluşturulması, öğretmenin de öğrencinin de sürece katılımını kolaylaştırır (Adıgüzel, 2016).

Biçimlendirici Değerlendirme: Oyun ve drama uygulamalarındaki başarıyı ölçmek için odaklı öz değerlendirme teknikleri kullanılmalıdır (Adıgüzel, 2016). Bu sayede öğrencilerin sosyal problem çözme ve bilişsel gelişim süreçleri objektif ve-rilerle takip edilebilir ve sadece sonuç değerlendirmesi yapılmamış olur (Akalin ve Boz, 2024; Martínez vd., 2022).

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BÖLÜM

5

EĞİTİMDE DİJİTALLEŞME VE YAPAY ZEKÂ

Taha ORUÇ¹

BÖLÜM KAZANIMLARI

- ◆ Eğitimdeki dijital dönüşüm sürecini teknolojik altyapı, pedagojik tasarım ve veri temelli yönetim boyutlarıyla bütüncül bir yaklaşımla kavrar.
- ◆ Yapay zekânın eğitim ekosistemindeki kavramsal çerçevesini anlayarak öğrenci, öğretmen, idare ve akademik üretim süreçlerindeki somut uygulama senaryolarını açıklar.
- ◆ Eğitim ekosisteminde “yapay zekâ okuryazarlığı” kavramının önemini tanımlar ve öğretmenlerin sınıf içi süreçleri yönetebilmesi için gereken temel istem (prompt) stratejilerini uygular.
- ◆ Yapay zekâ entegrasyonunun beraberinde getirdiği veri mahremiyeti, algoritmik önyargı ve intihal risklerini eleştirel bir gözle değerlendirir.
- ◆ Sınıflardaki teknolojik devrimin geleceğine dair kişiselleştirilmiş öğrenme fırsatları ile bilişsel ve sosyal izolasyon gibi potansiyel riskleri stratejik bir bakış açısıyla analiz eder.

GİRİŞ

21. yüzyıl bilginin üretilme, işlenme ve toplumsal dolaşıma girme hızının tarihte eşi benzeri görülmemiş bir ivme kazandığı bir dönemi temsil etmektedir. İçinde bulunduğumuz bu çağ, tüm toplumsal kurumlarda olduğu gibi eğitim sistemlerinde de köklü bir adaptasyon sürecini zorunlu kılmıştır. Sanayi devriminin standartlaştırılmış, kitle eğitimi mantığına göre şekillenen geleneksel modeller; gü-

¹ Öğr. Gör., Amasya Üniversitesi, taha.oruc@amasya.edu.tr, ORCID iD: 0000-0001-9503-3240

verilerek dengeli bir entegrasyon modeli takip edilmelidir. Tüm bu adımlar hayata geçirildiğinde yapay zekâ eğitim sistemleri için kontrol edilemez bir tehdit olmaktan çıkıp insan aklını merkeze alan ve fırsat eşitliğini destekleyen güçlü bir bilişsel ortağa dönüşecektir.

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BÖLÜM

6

UZAKTAN EĞİTİM MODELLERİ VE ÖĞRETİM TASARIMI

Muhammed DAĞLI¹

BÖLÜM KAZANIMLARI

- ◆ Uzaktan eğitimin kavramsal temellerini ve tarihsel gelişimini açıklayabilir. Geleneksel sınıf-temelli öğretimden çevrimiçi öğrenmeye dönüşüm sürecinin pedagojik, teknolojik ve kurumsal boyutlarını tanımlayabilir.
- ◆ Çağdaş uzaktan eğitim modellerini (Topluluk Sorgulama Modeli – CoI, karma/hibrit öğrenme, ters yüz sınıf, postdijital yaklaşım) karşılaştırabilir. Her modelin kuramsal temellerini, pedagojik vurgularını, güçlü yönlerini ve sınırlılıklarını sistematik biçimde değerlendirebilir.
- ◆ Temel öğretim tasarımı modellerini (ADDIE, 4C/ID, Backward Design) ayırt edebilir. Her modelin tasarım yönelimini, aşama yapısını, felsefi temelini ve uygun uygulama bağlamlarını bütünlleştirici bir bakışla yorumlayabilir.
- ◆ Çevrimiçi öğretim tasarımı sürecini sistematik biçimde uygulayabilir. Analiz, tasarım, geliştirme, uygulama ve değerlendirme aşamalarını çoklu kuramsal çerçeveler (TPACK, Yeni Kirkpatrick Modeli, etkileşim türleri, bilişsel yük yönetimi) temelinde yapılandırabilir.
- ◆ Çağdaş teknoloji entegrasyonu çerçevelerini (TPACK, ISTE-SE) somut tasarım kararlarına dönüştürebilir. Öğretmenlerin ve öğretim tasarımcılarının çoklu yetkinlik boyutlarını, öğrenme deneyimlerinin tasarımına entegre edebilir.
- ◆ Yapay zekâ (YZ) destekli uzaktan eğitimin işlevlerini, paradigmalarını ve etik boyutlarını eleştirel biçimde değerlendirebilir. YZ'nin beş temel pedagojik işlevini, üç paradigmasını ve üretken yapay zekânın (ÜYZ) eğitsel yapılarını analiz ederek sorumlu kullanım stratejileri geliştirebilir.

¹ Dr. Öğr. Üyesi, Amasya Üniversitesi Eğitim Fakültesi, Öğretim Teknolojileri AD, muhammed.dagli@amasya.edu.tr, ORCID iD: 0000-0002-6395-2792

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BÖLÜM

7

WEB TABANLI ÖĞRENME ARAÇLARI, DİJİTAL BECERİ GELİŞİMİ VE YENİLİKÇİ ÖLÇME - DEĞERLENDİRME YAKLAŞIMLARI

Emre ERDEN¹
Murat KURT²

BÖLÜM KAZANIMLARI

- ♦ Web tabanlı öğrenme araçlarının pedagojik temellerini ve öğrenme süreçlerine etkilerini güncel alanyazın ışığında açıklar.
- ♦ Web tabanlı öğrenme araçlarını pedagojik işlevlerine göre sınıflandırır ve öğrenme hedefleriyle ilişkilendirir.
- ♦ Web tabanlı öğrenme araçlarının üst düzey düşünme, öz düzenleme, iş birliği ve dijital üretkenlik gibi 21. yüzyıl becerilerini destekleme potansiyelini değerlendirir.
- ♦ Geleneksel sonuç odaklı testlerin sınırlılıklarını dikkate alarak anlık ölçme araçları, e-portfolyolar ve dijital rubriklerle desteklenen biçimlendirici değerlendirme stratejileri tasarlar.
- ♦ Türkiye Yüzyılı Maarif Modeli'nin beceri örgüsüne uygun olarak, belirli bir alan kazanımını web tabanlı öğrenme araçları ve yenilikçi ölçme-değerlendirme yöntemleriyle bütünleştiren uçtan uca bir ders senaryosu oluşturur.

GİRİŞ

Yirmi birinci yüzyılda dijital teknolojiler, sınıfları bilgi aktarımının gerçekleştiği geleneksel mekânlar olmaktan çıkararak öğrencilerin bilgiye eriştiği, bilgiyi dönüştürdüğü, paylaştığı ve yeniden ürettiği etkileşimli öğrenme ağlarına dönüş-

¹ Öğretmen, MEB, emre_erden@outlook.com, ORCID iD: 0000-0001-6811-4969

² Prof. Dr., Amasya Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, Sınıf Eğitimi AD, murat.kurt@ amasya.edu.tr, ORCID iD: 0000-0003-1155-9339

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BÖLÜM

8

BİLİMSEL BİLGİNİN ÜRETİMİNDEN SINIF İÇİ İNŞASINA: FEN EĞİTİMİNDE EPİSTEMOLOJİK BİR KÖPRÜ OLARAK MODELLEME

İrem Selin DEMİRBAŞ¹
Ayşe Gül ÖZAKŞIN ARSLAN²

BÖLÜM KAZANIMLARI

- ◆ Modellerin gerçekliğin birebir kopyası değil, birer temsil olduğunu kavrar.
- ◆ Atom modelleri üzerinden gözlem ile çıkarım arasındaki farkı analiz eder.
- ◆ Bilimsel bilginin yeni kanıtlarla nasıl değişip geliştiğini tarihsel süreçte fark eder.
- ◆ Bireysel fikirlerin bilimsel toplulukta nasıl ortak bir uzlaşıya dönüştüğünü açıklar.
- ◆ Atomun tarihsel gelişimini bilimsel bilginin epistemolojik inşa süreci olarak değerlendirir.
- ◆ Modelleme yöntemini bilimin doğasını öğretmek için stratejik bir araç olarak kullanır.

GİRİŞ

Bir fen bilgisi ders kitabını rastgele sayfasından açtığınızı hayal edin. Karşınıza muhtemelen kalın ve büyük harflerle yazılmış tanımlar, renkli şemalar ve “doğruluğu tartışmaya bile açık olmayan” – en azından öğrenci tarafından öyle düşünülen – ifadeler çıkacaktır. Peki, bu kitaplarda görülen bilim “bitmiş bir ürün” müdür, yoksa hala devam eden bir “süreç” mi? Bu soru, fen eğitimcileri ve bilim

¹ Arş.Gör., Amasya Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bilgisi Eğitimi Bölümü, Fen Bilgisi Eğitimi AD, irem.demirbas@amasya.edu.tr, ORCID iD: 0009-0008-4726-7868

² Dr. Öğr. Üyesi, Afyon Kocatepe Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, Sınıf Eğitimi AD, aozaskin@aku.edu.tr, ORCID iD: 0000-0002-9018-5525

ne, bilimsel bilginin hangi krizler ve anomaliler sonucunda evrildiği, modellerin neden ve nasıl değiştiği sınıf ortamına taşınmalıdır. Öğretmenler, atom modellerini sadece kronolojik bir isim listesi olarak değil, her birinin kendi dönemindeki veriyi açıklama kapasitesini ve sınırlılıklarını tartışarak sunmalıdır. Bu bağlamda, öğrencilerin modelleri gerçekliği birebir kopyası olarak görme eğilimi olan naif gerçekçilik algısını kırmak için, Platon'un mağara alegorisi gibi felsefi metaforlar kullanılarak gözlem ile çıkarım arasındaki boşluk vurgulanmalıdır.

Son olarak ders kitapları ve müfredat içerikleri modelleri bilimsel ilerlemenin dinamik araçları olarak konumlandırmalıdır. Rutherford'un dolaylı gözlem metodu gibi tarihsel dönüm noktaları, öğrencilere veriden nasıl anlam üretileceğini öğreten birer epistemolojik köprü olarak kurgulanmalıdır. Öğretmen eğitimlerinde ise modelleme sadece görsel bir materyal tasarlama süreci olarak değil, bilimin doğasını öğretmeye yönelik pedagojik bir strateji olarak ele alınmalıdır. Bu yaklaşım öğrencilerin bilimi sadece ezberlenecek bilgiler bütünü olarak değil, sürekli gelişen bir anlama ve temsil etme çabası olarak görmelerini sağlayacaktır.

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BÖLÜM

9

YAPAY ZEKÂ ÇAĞINDA ÖĞRETİM LİDERLİĞİ: POLİTİKA BELGELERİ IŞIĞINDA OKUL MÜDÜRLERİNİN YENİDEN TANIMLANAN ROLLERİ

Ali DURAN¹

BÖLÜM KAZANIMLARI

- ◆ Klasik öğretim liderliği kuramları ile yapay zekâ çağında ortaya çıkan öğretim liderliği yapısı arasındaki farklılıkları açıklayabilir.
- ◆ Ulusal ve uluslararası politika belgelerinin okul müdürlerine attığı yeni rolleri ve sorumlulukları sınıflandırabilir.
- ◆ Ulusal ve uluslararası politika belgelerinin okul müdürlerine yüklediği hukuki ve etik yükümlülükleri karşılaştırabilir.
- ◆ Yapay zekâ çağı öğretim liderliği kavramı çerçevesinde okul müdürünün pedagojik-etik-teknolojik hibrit lider rolünü tartışabilir.
- ◆ Politika belgelerinin normatif beklentileri ile okul düzeyindeki gerçek uygulamalar arasındaki uyumsuzlukları eleştirel biçimde analiz edebilir ve buna yönelik kuramsal, politik ve uygulamaya dönük önerileri değerlendirebilir.

GİRİŞ

ChatGPT'nin Kasım 2022'de kamuya açılması, eğitimde yapay zekâ kullanımının başlangıcı olarak değerlendirilmemelidir. Bununla birlikte bu gelişme, akıllı öğretici sistemler, öğrenme analitiği ve uyarlanabilir test uygulamaları gibi uzun yıllardır görece sınırlı bir çerçevede ele alınan yapay zekâ temelli teknolojilere; yazabilen, özetleyebilen, kod üretebilen, öğretim süreçlerini destekleyebilen ve değerlendirme yapabilen üretken yapay zekâ araçlarının yaygın erişilebilirliği

¹ Dr. Öğr. Üyesi, Amasya Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi AD,
aliduran@amasya.edu.tr, ORCID iD: 0000-0001-6132-4066

nında her okulda yapay zekâ kullanımını izleyen, insan gözetimini esas alan, etik ve hukuki riskleri değerlendiren ve başvuru süreçlerini tanımlayan bir yönetim yapısı kurulmalıdır.

Okul düzeyinde yapay zekâ entegrasyonu, yalnızca okul müdürünün bireysel çabasıyla sürdürülebilecek bir süreç değildir. Bu nedenle okul müdürleri, örgütsel ihtiyaç analizi temelinde sürekli mesleki gelişim programları oluşturmali; öğretmenlerin, destek personelinin ve orta düzey liderlerin yapay zekâ okuryazarlığını geliştirmelidir. İlçe, bölge, vakıf ve diğer ara kademe yöneticiler ise okullar arasında akran öğrenme ağları kurmalı, ortak rehberler geliştirmeli ve yapay zekâ araçlarının pedagojik, etik ve teknik açıdan değerlendirilmesine destek sağlamalıdır. Son olarak araştırmacılar, bu bölümde kavramsallaştırılan *yapay zekâ çağında okul liderliği* anlayışını farklı eğitim sistemlerinde, okul türlerinde ve sosyoekonomik bağlamlarda görgül olarak incelemelidir. Özellikle boylamsal, etnografik ve karşılaştırmalı araştırmalar yoluyla okul müdürlerinin yapay zekâ entegrasyonunu nasıl yönettikleri, hangi güçlüklerle karşılaştıkları ve hangi liderlik pratiklerinin etkili sonuçlar ürettiği ortaya konulmalıdır. Bu öneriler birlikte değerlendirildiğinde, yapay zekâ çağında okul müdürünün pedagojik, etik ve teknolojik lider olarak desteklenmesi için kurumsal, mesleki ve bilimsel altyapının eş zamanlı olarak güçlendirilmesi gerektiği söylenebilir.

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BÖLÜM 10

YABANCI DİL ÖĞRETİMİNDE PROJE TABANLI ÖĞRENME: KURAM, UYGULAMA VE ARAŞTIRMA

Ali DURAN¹

BÖLÜM KAZANIMLARI

- ◆ Proje tabanlı öğrenmenin kuramsal temellerini açıklayabilir.
- ◆ Proje tabanlı öğrenmeyi benzer yaklaşımlardan ayırt edebilir.
- ◆ Temel proje tabanlı öğrenme modellerini karşılaştırabilir.
- ◆ Proje tabanlı öğrenmenin dil becerileri üzerindeki etkilerini değerlendirebilir.
- ◆ Teknoloji ve yapay zekâ araçlarını proje süreçlerine bütünleştirebilir.
- ◆ Öğretmen rolü ve değerlendirme süreçlerini eleştirel biçimde tartışabilir.

GİRİŞ

Yirmi birinci yüzyılın ilk çeyreğinde yabancı dil öğretimi, yalnızca dilsel yeterliklerin geliştirilmesini hedefleyen sınırlı bir öğretim alanı olmaktan çıkarak bilimsel, kültürlerarası, toplumsal ve dijital boyutları olan çok katmanlı bir öğrenme sürecine dönüşmüştür (Cong-Lem, 2025). Günümüzde yabancı dil öğrenen bireylerden yalnızca dil bilgisi kurallarını doğru biçimde kullanmaları ya da sözcük dağarcıklarını geliştirmeleri beklenmemektedir (Qadri vd., 2025). Bunun yanı sıra, farklı kültürel bağlamlarda uygun ve etkili iletişim kurmaları (Fathi vd., 2025), yazılı ve sözlü metinleri eleştirel bir bakış açısıyla değerlendirmeleri (Darvin, 2025), dijital ve aracılı ortamlarda iş birliğine dayalı üretimler gerçekleştirmeleri (Al-Jarf, 2026) ve dili yalnızca bir iletişim aracı olarak değil, aynı

¹ Dr. Öğr. Üyesi, Amasya Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi AD, aliduran@amasya.edu.tr, ORCID iD: 0000-0001-6132-4066

gerilimler, proje tabanlı öğrenmenin her koşulda aynı sonuçları üreten genel geçer bir çözüm olmadığını; etkililiği büyük ölçüde uygulandığı bağlama, öğretim tasarımına ve kurumsal koşullara bağlı olan karmaşık bir pedagojik yaklaşım olduğunu ortaya koymaktadır. Gelecek yıllarda üretken yapay zekânın öğretim süreçlerine dâhil edilmesi, çok dillilik yönelimi, sürdürülebilirlik odaklı eğitim, eşitlik tabanlı öğretim tasarımı, yöntemsel niteliğin artırılması ve nitelikli öğretmen eğitimi, yabancı dil öğretiminde proje tabanlı öğrenmeye ilişkin araştırma ve uygulamaları belirleyen başlıca gündemler arasında yer alacaktır. Bu gelişmelerin etkili biçimde değerlendirilebilmesi, kuramsal duyarlılığın ve uygulama bilgisinin yanı sıra pedagojik yeniliği sınırlandıran yapısal ve ideolojik koşullarla yüzleşmeyi de gerekli kılmaktadır. Sonuç olarak proje tabanlı öğrenme, yabancı dil sınıfının sorgulamaya, iş birliğine ve anlamlı eyleme dayalı bir öğrenme ortamı olarak yeniden düşünülmesini sağlamaktadır. Bu anlayışta öğrenenler yalnızca dilsel biçimleri edinmekle kalmamakta; aynı zamanda uygulama topluluklarına katılmakta, kendi seslerini geliştirmekte ve dünyayla eleştirel bir ilişki kurmaktadır. Bu bakış açısının hayata geçirilebilmesi, alana yönelik akademik ilginin sürdürülmesini, ilkeli bir pedagojik tasarım anlayışını ve proje tabanlı öğrenmenin ortaya çıkışından bu yana temelinde yer alan eğitsel ve insani amaçlara bağlılığı gerektirmektedir.

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BÖLÜM

11

EĞİTİM ORTAMLARINDA İŞ SAĞLIĞI VE GÜVENLİĞİ: RİSKLER, YÖNETİM ÇERÇEVELERİ VE SÜRDÜRÜLEBİLİR EĞİTİMCİ İYİ OLUŞU

Ahmet YURTÇU¹

BÖLÜM KAZANIMLARI

- ◆ Eğitim ortamlarında iş sağlığı ve güvenliğinin önemi açıklanabilir.
- ◆ Eğitimcilerin karşılaştığı fiziksel, ergonomik, biyolojik ve psikososyal riskler tanımlanabilir.
- ◆ ISO 45001 ve ISO 45003 standartlarının eğitim kurumları açısından işlevi değerlendirilebilir.
- ◆ Öğretmen stresi, tükenmişlik ve iş yeri şiddetinin mesleki iyi oluş üzerindeki etkileri tartışılabilir.
- ◆ Eğitim kurumlarında risk değerlendirmesi ve güvenlik kültürünün temel unsurları açıklanabilir.
- ◆ Sürdürülebilir eğitim için eğitimci sağlığı ve güvenliğinin önemi ilişkilendirilebilir.

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¹ Dr. Öğr. Üyesi, Amasya Üniversitesi Merzifon MYO, ahmet.yurtcu@amasya.edu.tr, ORCID iD: <https://orcid.org/0000-0002-2234-1928>

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