



Teacher Candidates' Understandings and Progress of Constructivism in Science Teaching*

Fatma Baysen¹ and Engin Baysen²

*Near East University, Ataturk Faculty of Education, Department of Classroom Teaching,
Nicosia, Cyprus*

Telephone: +90 392 6802000 - 5379

E-mail: ¹<fatma.baysen@neu.edu.tr>, ²<engin.baysen@neu.edu.tr>

KEYWORDS Constructivist Progress. Phenomenography. Program. Teacher Training. Understanding

ABSTRACT Evaluations of any understandings, programs or tendencies in educational applications occasionally enable to check its improvement. Through a Science Teaching course included in a teacher training program, the authors utilized phenomenography to enlighten the teacher candidates' (TCs) understanding of constructivism in science teaching, which was captured in three categories: Non-constructivist, Semi-constructivist and, Constructivist. There is a hierarchical relationship between these categories. The aspects were grouped as general and science-specific. Additionally, it was investigated whether the Science Teaching course was aimed to make the teacher candidates understand constructivism and gain the skills in utilizing constructivist understandings in teaching science related subjects. A significant transformation from the non-constructivist to the constructivist approach and from the semi-constructivist to the constructivist approach was achieved. It is asserted that the model encapsulates a successful method of maintaining constructivist understanding.