

The Relation between the History Teacher Candidates' Learning Styles and Metacognitive Levels

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ABSTRACT In this study it is aimed to determine learning styles and the metacognitive levels of the History teacher candidates, and examine the relation between these two variations. The study was carried out with 163 pre-service teachers having education in History teaching at the faculty of Education at a state university in Turkey. Data were collected through using "Learning Style Scale" and "Metacognitive Activity Inventory". Correlation Analysis Technique was used for analyzing the data. In the study, it was found out that there was a positive relation between metacognitive levels of the teacher candidates and independent, collaborative, dependent and participant learning styles and a negative relation between avoidant learning styles.