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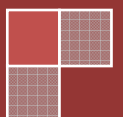
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December 2017*

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Message from the Editor-in-Chief

Dear Colleagues,

We are very pleased to publish Special Issue for INTE-2017, ITICAM 2017 & IDEC 2017 conferences. This issue covers the papers presented at International Conference on New Horizons in Education, International Trends and Issues in Communication & Media Conference and International Distance Education Conference which were held in Freie Universität Berlin, Germany. These papers are about different research scopes and approaches of new developments and innovation in education, communication, media and technology.

Call for Papers

TOJET invites you article contributions. Submitted articles should be about all aspects of educational technology. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJET. Manuscripts must be submitted in English. TOJET is guided by its editors, guest editors and advisory boards. If you are interested in contributing to TOJET as an author, guest editor or reviewer, please send your CV to tojet.editor@gmail.com.

December, 2017

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The Effect of Education Thematic Films on Classroom Teacher Candidates' Motivation to Teach and Attitudes Towards Teaching Profession

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ABSTRACT

It is thought that the use of education thematic films in teacher education and the teacher-student relations in films will be an example for teacher candidates, therefore it can affect the attitudes towards the profession and the motivation of teaching. In this context; the aim of the research is to examine the effect of education thematic films on classroom teacher candidates' motivation to teach and attitudes towards teaching profession. An explanatory design model has been used in the research that one of the mixed method designs. Explanatory design; requires qualitative data for the purpose of supporting, explaining and interpreting quantitative data (Patton, 2002). Research was conducted with 3rd year students; In the spring semester of the 2016-2017 academic year, Mersin University Faculty of Education Classroom Teacher Education Department. The "Motivation to Teach Scale" developed by Kauffman, Yilmaz-Soylu and Duke (2011) and adapted to Turkish by Ayık, Ataş Akdemir, Seçer (2015) and "Attitude Scale for Teaching Profession" developed by Üstüner (2006) were used for data collection tools in this research. As a result of the analysis, it is possible to say that the films watched during the implementation process have positive effects on teacher motivation and attitudes towards the teaching profession. In order to develop the teachers' motivation to teach and their attitudes towards the teaching profession, it is possible to make all students in the faculty watch the education thematic films on certain days and establish a qualified film archive within the faculty for reaching more teacher candidates.

Key words: Classroom teacher candidate, education thematic film, attitude, motivation.

INTRODUCTION

In today's world of rapidly improving knowledge and technology, information-generating societies are one step ahead of societies in the world that consume knowledge in order to create both economic development, wealth and prosperity. Therefore, the education of the individuals who will shape the future and produce information and technology gains more importance every day (Yavuz and Coşgun, 2008). Teachers are the first factor in ensuring that individuals get a good education. The fact that the teachers are qualified also ensures the qualified education of the individuals they train. In this respect, our primary goal should be to train qualified teachers. Teachers with such power to influence on the people are expected to have good motivations and attitudes towards this profession as well as cognitive field competences such as knowledge and skills. Because it is very important to make this profession fondly and willingly in order to be successful in the teaching profession, which requires patience, dedication and continuous work (Akşar and Erden, 1987).

Motivation is a concept that applies to all individuals and concerns the goals that enable individuals to act (Ayık, Ataş Akdemir, Seçer, 2015). It is about how the individuals are treated and what they feel about the work they do "(Keenan, 1996: 5). People need to be motivated to work towards the goals of society, groups or institutions. Because the motivated individual does his job with pleasure, which in turn affects the productivity of both himself and the institution positively. To explain the importance of motivation in education, Former American Education Secretary Terrell Bell said that "There are three basic dimensions in education. The first is motivation. The second is motivation. Third is also motivation "(Dede and Yaman, 2008). Teacher candidates' perspectives on the teaching profession in particular are very important to their motivation for teaching. If a contribution to the learning of

people is desired, one should be aware of what might be the motivating elements in this matter. The reactions that an individual develops against internal needs are called intrinsic motivation. The source of intrinsic motivation can be a sense of curiosity, interest, knowledge, understanding, sufficiency and development that spontaneous for the individual. Extrinsic motivation involves external influences. Extrinsic motivation is based on punishment and reward, contrary to intrinsic motivation. The individual acts with the aim of winning a good position or promotion based on a liaison, promotion. Motivation theories are examined in two parts: need-content theories and process theories. Need-content theories generally include Maslow's Hierarchy of Needs, Alderfer's VIG theory, Herzbergs' Two Factor Theory, and McClelland's need for achievement theory. Process theories are; Equality theory, expectation theories, reinforcement theory and purpose theory (Akbaba, 2006). According to the need - content theories, motivation is considered in terms of the internal needs of the individuals, and according to the process theories, it is considered that many external factors are effective on motivation (Süral-Özer, P. and Topaloğlu, 2012).

Another important determinant of an individual's success in a job is the attitude of the individual towards that occupation (Çakır, 2005). As in all professions, attitudes towards the profession in teaching also affect the efficiency of the teaching action significantly (Üstüner, 2006). The attitudes of teachers who constitute the most important stance of the education system that directly determines the future of a society are important factors affecting the quality of the education process (Nakip, 2015). One of the characteristics of attitudes is that every attitude has one direction. The individual has a positive or negative tendency towards any topic. If attitude is positive, positive feelings, evaluations and tendencies; If the attitude is negative, negative feelings, evaluations and tendencies are in question towards object, event or person. When the direction of the attitude is positive, individual gradually approaches the subject of the attitude, and when it is negative, they move away from the subject of attitude (İnceoğlu, 2004: 48). The education supplied to the teacher candidates should also provide positive attitudes towards their profession (Senemoğlu and Özçelik, 1989, Johnson and Howell, 2005).

When literature is examined, it has been found studies such as aiming to change teachers' attitudes towards teaching profession in a positive way, but education thematic films have not been used before (Erden, 1994, Zembat and Bilgin, 1996, Tanrıoğlu 1997, Argun and İkiz, 2003, Çeliköz and Çetin, 2004, Erkan and Akman, 2004, Üstün, 2005, Nakip, 2015). It has not been found studies which aims to increase teachers' motivation for teaching. In this sense, it is thought that the use of education thematic films in teacher education and the teacher-student relations in films will be an example for teacher candidates, therefore it can affect the attitudes towards the profession and the motivation of teaching. In this context; the aim of the research is to examine the effect of education thematic films on classroom teacher candidates' motivation to teach and attitudes towards teaching profession.

THE STUDY

Pretest-posttest semi-experimental design without control group was used in the research. An explanatory design model has been used in the research that one of the mixed method designs. Explanatory design; requires qualitative data for the purpose of supporting, explaining and interpreting quantitative data (Patton, 2002).

Research was conducted with 3rd year students; In the spring semester of the 2016-2017 academic year, Mersin University Faculty of Education Classroom Teacher Education Department. The "Motivation to Teach Scale" developed by Kauffman, Yilmaz-Soylu and Duke (2011) and adapted to Turkish by Ayık, Ataş Akdemir, Seçer (2015) and "Attitude Scale for Teaching Profession" developed by Üstüner (2006) were used for data collection tools in this research. The "Motivation to Teach Scale " is a measurement tool composed of 12 items and two sub-scales developed to measure the intrinsic and extrinsic motivation of teacher candidates. The reliability of the intrinsic motivation sub-scale is determined .86 and the reliability of the extrinsic motivation sub-scale is determined .76. "Attitude Scale Towards Teaching Profession" is a five-point Likert-type scale consisting of 34 items. The internal consistency coefficient of the scale (Cronbach Alpha) is .93.

Three different films were shown during the three weeks of the study. The films shown within the scope of the research were Dead Poets Society; Choir; Taare Zameen Par (Stars in the ground). After each film, teacher candidates were offered the opportunity to discuss the film and teaching profession. Every week after the film, the

teacher candidates were asked to write their journals about their thoughts and views both on the film and teaching profession. Written journals of students who participated in the research were used as a qualitative data collection tool. In the research, the statements contained in the journals of the teacher candidates were directly shared in the relevant places.

FINDINGS

As a result of the statistical analysis, the effects of education thematic films on teaching motivation and attitudes towards teaching profession were examined. Kolmogorov-Smirnov test was conducted to decide whether to use parametric or non-parametric tests in the analysis of the data obtained from the scales and it was seen that the scores of both scales were not distributed normally. For this reason, the Wilcoxon Signed Ranks Test was used for non-parametric tests to answer research questions.

Findings obtained from the Motivation to Teach Scale

Findings obtained from the Motivation to Teach Scale, Kolmogorov-Smirnov test was conducted to decide whether to use parametric or non-parametric tests in the analysis of the data obtained from the scales and it was seen that the scores of both scales were not distributed normally. For this reason, the Wilcoxon Signed Ranks Test was used for non-parametric tests to answer research questions.

Table1. Wilcoxon Signed Rank Test Results of Motivation to Teach Scale Pre-and Post-Implementation Scores

	pre-test/post-test	n	mean of rank	sum of ranks	z	p
Motivation to Teach	Negative rank	15	16,53	248,00	5,01*	,00
	Positive rank	46	35,72	1643,00		
	Ties	3				
1. sub-scale extrinsic motivation	Negative rank	26	31,90	829,50	0,63*	,53
	Positive rank	34	29,43	1000,50		
	Ties	4				
2. sub-scale intrinsic motivation	Negative rank	5	7,40	37,00	6,53*	,00
	Positive rank	56	33,11	1854,00		
	Ties	3				

* based on negative ranks

Wilcoxon Signed Rank Test Results of Motivation to Teach Scale showing whether the Pre-and Post-Implementation scores of the 64 teacher candidates who took part in the implementation differed significantly are given in table 1. The results of the analysis show that there is a statistically significant difference between the pre- and post- implementation scores of the teacher candidates participating in the implementation ($z = 5,01$, $p < ,05$). When the mean and sum of ranks of the difference scores are taken into account, it is seen that the difference is in favor of positive rankings, that is, the post-test scores. According to these results, it can be said that the films watched during the implementation process have a significant effect on teaching motivation of the teacher candidates.

When we look at the sub-scales of the scale, it is seen that there is no statistically significant difference in the extrinsic motivation scores ($z = 0,63$, $p > ,05$), which is the first sub-scale, and a significant difference in intrinsic motivation scores ($z = 6,53$, $p < ,05$), which is the second sub-scale, in favor of the post-test scores. These results can also be expressed as the fact that the films watched may have significant effect to the intrinsic motivations of the teacher candidates. Moreover, it can be said that the reason why the teaching motivation scores differ significantly in favor of the post-test is the change in the intrinsic motivation scores.

Teacher candidates were interviewed and opinions about their motivation for teaching were taken both after each film and in the journals, they wrote. It seems that they focus on the importance of intrinsic motivation rather than external motivation in fulfilling their profession properly. It can also be explained by the fact that there is no significant difference in the extrinsic motivation scores and the significant difference in the intrinsic motivation scores.

“There is no need to pecuniary resource for being teacher. Even resource is supportive something can be taught without it. Teacher can design materials with the bag of tricks and draw attention of the students to the lesson and make the students forget about financial or environmental deficiencies. ”

" Although financial or environmental conditions support education, it does work, but these conditions for education can not be preliminary."

" Financial or environmental conditions are important. But I think that the teacher can close this gap by improving himself. The important thing is to improve ourselves on behalf of education and training”.

"Financial and environmental reasons increase or decrease the efficiency of education. But what matters first is the will of the human being. "

Findings obtained from the Attitude Scale for Teaching Profession

Table 2. Wilcoxon Signed Rank Test Results of Attitude Scale for Teaching Profession Pre-and Post-Implementation Scores

pre-test/post-test	n	mean of rank	sum of ranks	z	p
Negative rank	21	23,45	492,50	3,53*	,00
Positive rank	42	36,27	1523,50		
Ties	1				

* based on negative ranks

Wilcoxon signed rank test results showing whether the attitudes of teacher candidates towards the teaching profession before and after the practice differed significantly are given in Table 2. According to the results of the analysis there is a statistically significant difference between the pre- and post- implementation attitude scores of the teacher candidates participating in the implementation ($z = 3.53$, $p < .00$). It is seen that the difference is in favor of positive rankings, that is, the post-test scores. According to these results, it can be said that the films watched during the implementation process have a significant effect on attitudes of the teacher candidates.

Attempts are made to ensure that the information, emotions and skills that will be provided to the students in the teacher training programs are more effective in their professional life. One of the conditions for the individuals who will practice the teaching profession to fulfill the requirements of this profession more effectively is the positive attitude towards the profession. The determination of the attitudes of the students who are studying in the teaching programs will inform them about what kind of attitudes should be given during the training process (Üstüner, 2006). In this sense, during the undergraduate education process, attitudes and perspectives of teacher candidates can be improved positively thanks to the films about the possible situations that they will come across when they start their profession. In this study, teacher candidates shared their views about each of the leading teachers and their approaches to teaching profession in the film as follows;

"If I were the teacher in the film, I would try to make the child realize her dream by encouraging. In the same way, her parents could not enjoy it, but I would try to change it. I would try to show that each person's talents and demands are different. "

"As a result of the film I watched, I understood better the characteristics that must be found in a teacher. I understand the importance of tolerance and patience. "

"I do not know if I could be a teacher who appeals so much students, but I will definitely want to be one of them. I cannot find much to tell if I will be different in my teaching profession. At the end of film, despite all the pressure of the students' yelling on the tables "captain, my captain" was a proof that the teacher can appeal to them.

"After the film I watched, I would try to do my best to meet both the social and psychological needs of the students. Treat with love and make them adopt me. Once I became acquainted with my students, I would teach them the appropriate level. "

"Differences. I think you have to try different ways to be a more creative teacher besides your uniformity. In this film, I was very impressed by the approach of our teacher to students with different perspectives."

"I had an idea about how I should become in terms of attitude and behavior towards the students in my professional teaching life. I learned that the difficulties of ensuring authority in the classroom environment as well as its conveniences are greatly influenced by our student approach. "

"I think that an approach that should be consider as an example is a teacher I would like to start in the future, and I have an approach that I would like to practice very much. The students are taught in a positive way to help them to be better individuals by telling their mistake or telling why their mistakes are wrong. ",

CONCLUSIONS

Teacher candidates' views on the teaching profession are very important in terms of attracting attention to the values that the candidates attach to teaching on the one hand and affecting their success in teaching (Gürses et al., 2005). In this study examine it was tried to investigate the effect of education thematic films especially on the attitudes of classroom teacher candidates towards teaching motivation and teaching profession. The result show that the films influenced teacher candidates' attitudes towards the teaching profession and their motivation to teach positively.

Kaşkaya, Ünlü, Akar and Sağrılı (2011) investigated the effects of school and teacher thematic films on professional attitudes and self-efficacy perceptions of teacher candidates. Similar results were obtained as a result of this research. As a result of this study using different film options, different attitudes towards teaching profession scale and self-efficacy scale, it is seen that education thematic films form a significant difference in teacher candidates' professional attitudes and self-efficacy perceptions.

In order to develop the teachers' motivation to teach and their attitudes towards the teaching profession, it is possible to make all students in the faculty watch the education thematic films on certain days and establish a qualified film archive within the faculty for reaching more teacher cadidates. Also collaborating with other academicians about the selection of qualified and appropriate films will be convenient. Similar studies can be conducted with prospective teachers in different branches of the main science. Similar studies can be conducted with other teacher candidates in different branches of the same department. Being informed about the professional attitudes of teacher candidates who will work in educational organizations in the future may lead to know what kind of education should be given in pre-service training. Research on larger groups in all teaching areas can be undertaken in order to determine the attitudes of teacher candidates towards motivation to teach and teaching profession and to take remedial measures in this regard.

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