The Constructivist Approach? I have Heard about it but I have never Seen it "An Example of Exploratory Sequential Mixed Design Study"

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Abstract

The present study was undertaken to investigate the quality of education based on the views of the students attending social studies education departments at the Faculties of Education and to determine the existing problems and present suggestions for their solutions. The study was conducted according to exploratory sequential mixed method. In line with this, first of all, qualitative data was collected and based on qualitative data, a quantitative data collection tool was developed. The qualitative study group was chosen via criterion sampling, and two-phase cluster sampling method was used to determine the quantitative study group. The qualitative study group is composed of 6 participants and the quantitative group is composed of 1670 students. In line with the responds the participants provided the content was structured and presented under 3 themes. These themes are: 1- Findings with regard to instructional activities of lecturers, 2- Behaviorism instead of constructivism. 3- Findings related to physical, social and cultural environment. It was concluded that quantitative data collected indicate that qualitative data can be generalized and that various factors are influential on education provided at the faculties.

Keywords: Quality of Education, Social studies, Teacher Education, Exploratory Sequential Mixed Design

1. Introduction

Today, one of the most important issues is education. Education is a life-long and continuously renewed process. Sönmez (2008) states that education is an open system which continuously renews itself and this system is composed of certain components and these components are in interaction with each other. Sönmez (2008), who regards teacher, student and curriculum as the most important and fundamental components, emphasized that these three components should be regarded as complementary. He also stated that teachers who guide teaching have a lot of responsibilities to fulfill.

Teaching profession can be defined as a field of professional engagement in education sector with social, cultural, economic, scientific and technological dimensions which requires academic study and professional formation grounded on expert information and skills (Hacıoğlu and Alkan, 1997; cited in Erden, 2004:26). Demirel (1999: 192) stated that teachers should have adequate knowledge and skills in three basic fields: world knowledge and overall abilities, professional knowledge and content knowledge. Gelen and Özer (2008: 43) underscored that a teacher who has adequate content knowledge should also have professional knowledge to transfer his knowledge to his/her students in the best way and any kind of world knowledge, which will help him/her to perform his/her profession better. In this context, provision of high quality education at faculties of education where teachers are trained is important.

When the relevant literature is examined, it is seen that professional-efficacy perceptions of prospective teachers was studied by Akpınar, Turan and Tekataş, (2004); Bhargava and Pathy, (2011); Büyükkaragöz and Sünbül, (1996); Çapri and Çelikkaleli, (2008); Karacaoğlu, (2008); Öksüzoğlu, (2009), self-efficacy values were studied by Akay and Boz, (2011); Akkuzu and Akçay, (2012); Yasa, (2012); Yenice, (2012), their content knowledge efficacies were studied by Kök, Çiftçi and Ayık, (2011); Küçükoğlu and Kaya, (2009) and their views with regard to general proficiencies were studied by Numanoğlu and Bayır, (2009). Besides, teacher's and prospective teachers' efficiency in terms of measurement and assessment was studied by Çakan, (2004); Gelbal and Kelecioğlu, (2007); Yeşilyurt, (2012), overall proficiencies in teaching profession was studied by Çubukçu, (2010); Gelen and Özer, (2008); Köksal, (2008) and Passos, (2009). In all these studies, the importance of teacher training process is emphasized.

Sezgin (2003) and Kavcar (2003) stated that quality is a problem in teacher education and pre-service education is

ultimately important as it shapes the behaviors of the teachers especially in the earlier periods of their service. Ennis (1994; cited in: Beydoğan, 2002) states that the prospective teachers are trained in higher education institutions and that it is essential to train teachers who know how-to teach and who are proficient. Gökçe (2003); Şişman and Acat (2003); Türnüklü and Yıldız (2002) and YÖK (1998) stated that in teacher training process, prospective teachers are to be provided theoretical and practical opportunities to acquire teaching competencies at adequate levels.

In the relevant literature, importance of teacher training and teacher competencies, theory and application are emphasized. Although a number of studies have been carried out on teachers' and prospective teachers' competencies, the quality of education faculties, instructors teaching at these faculties and teacher training process are not adequately examined. To the best of our knowledge, there is no study that examine the quality of education in education faculties in Turkey and the problems experienced using a mixed research method which includes both qualitative (in-depth) and quantitative (can be generalized) dimensions in line with students' views.

Following from the theoretical framework mentioned above, the aim of this study is to examine the quality of education provided in education faculties, to determine the problems and to propose solutions for these problems in line with the views of the students attending social studies education departments in Turkey.

Within the framework of this study, data obtained with regard to the quality of education activities in line with teachers is of great importance for decision-makers as they will help them to determine existing problems and find solutions. Besides, the study reflects the current situation of education faculties and faculty members teaching at these faculties.

2. Method

2.1 The Design of The Study and Process

This study was conducted according to exploratory sequential mixed method approaches. A quantitative measurement tool was designed based on qualitative data collected at the beginning of the study. Last stage quantitative data were collected. The stages followed troughout the study can be symbolized as follows QUAL →quan (Creswell, 2013, Creswell, & Pablo-Clark, 2014, Morse, 2012,)

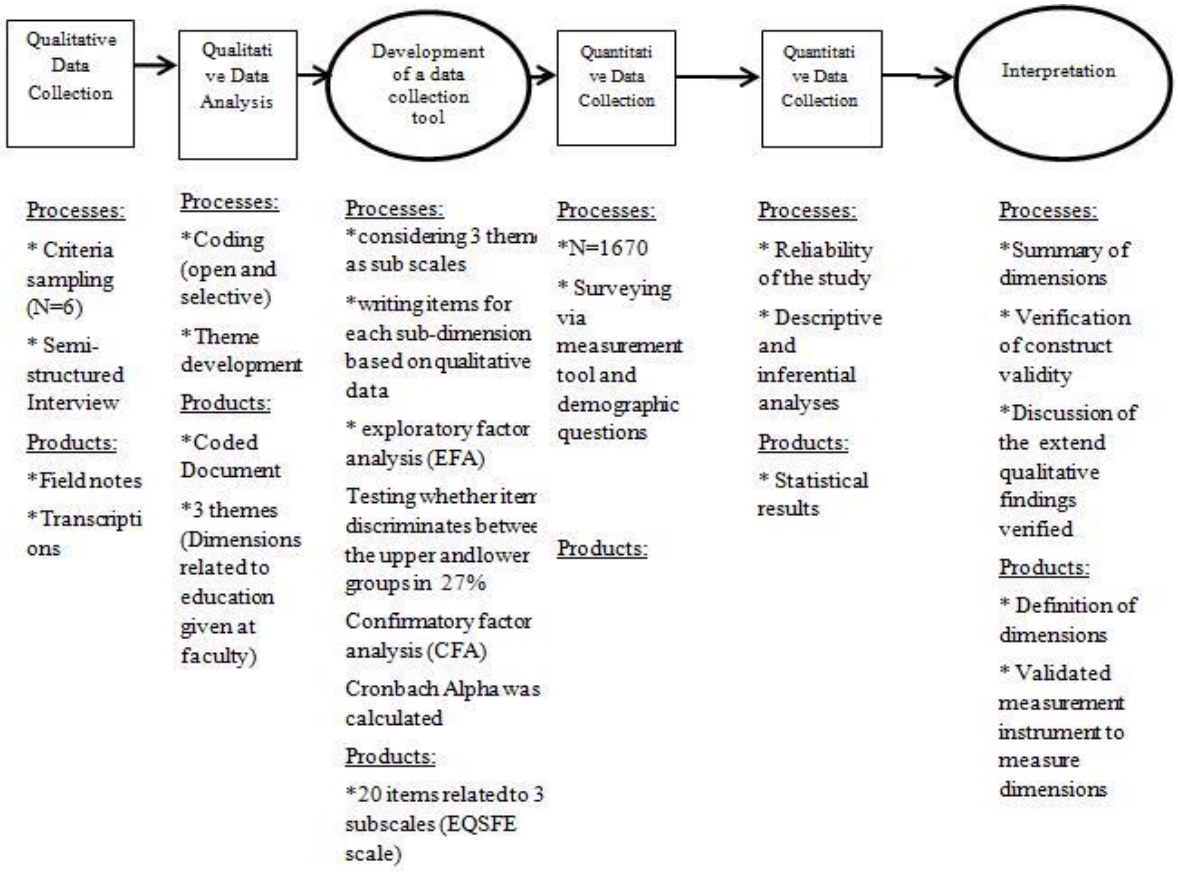

Figure 1. Exploratory sequential mixed design used in the study

2.2 Study Group

4th grade students attending Social Studies Education Department at Cumhuriyet University Faculty of Education in Sivas province took part in the qualitative stage of study. 6 prospective teachers (3 females and 3 males), who were the students at the faculty of education formed the study group. In the qualitative phase study, criteria sampling method was used. Considering the fact that education receieved should have been experienced before, 4th grade students were preferred. The prospective teachers were nick named from P1 to P6 and their names were kept confidential. Detailed information is presented in Table 1.

Table 1. Detailed information about the participants

Nickname	Gender	Branch	Department	Type of Education
P1	Male	Social Studies	Social Studies Education	Evening Education
P2	Female	Social Studies	Social Studies Education	Daytime Education
P3	Male	Social Studies	Social Studies Education	Daytime Education
P4	Female	Social Studies	Social Studies Education	Evening Education
P5	Female	Social Studies	Social Studies Education	Daytime
P6	Male	Social Studies	Social Studies Education	Evening Education

The quantitative stage of the study was carried out with 1670 students, 44,9% of students of whom were female and 55,1% were male, and who were attending Social Studies Education Department of Education Faculties at a state universities in Turkey. While 59.9% of the students were attending daytime education, 40.1% were attending evening education. The universities the students in the sample group were attending are presented in Table 2.

Table 2. Detailed Information about the study group

University	n	%	Total	Department
Marmara	84	5.1	84	Social Studies
Istanbul	82	4.9	82	Social Studies
Abant İzzet baysal	84	5.1	84	Social Studies
Cumhuriyet	83	5.0	83	Social Studies
Gazi	84	5.1	84	Social Studies
Necmettin Erbakan	84	5.1	84	Social Studies
KTÜ	82	4.9	82	Social Studies
Atatürk	84	5.1	84	Social Studies
Muş Alparslan	84	5.1	84	Social Studies
Fırat	84	5.1	84	Social Studies
İnönü	84	5.1	84	Social Studies
Dicle	82	4.9	82	Social Studies
Dokuz Eylül	84	5.1	84	Social Studies
Adnan menderes	83	5.0	83	Social Studies
Muğla Sıtkı Koçman	84	5.1	84	Social Studies
Uşak	82	4.9	82	Social Studies
Çukurova	84	5.1	84	Social Studies
Ondokuz Mayıs	82	4.0	82	Social Studies
Kastamonu	84	5.1	84	Social Studies
Amasya	83	5.0	83	Social Studies
Total	1670	100	1670	Social Studies

2.3 Data Collection Tools

In the qualitative stage of this study, "Semi-structured Interview Form" was used for Qualitative Data Collection. This form was developed based on literature (Akay and Boz, 2011; Akkuzu and Akçay, 2012; Akpınar, Turan and Tekataş, 2004; Bhargava and Pathy, 2011; Gelbal and Kelecioğlu, 2007; Kök, Çiftçi and Ayık, 2011; Küçükoğlu and Kaya, 2009; Öksüzoğlu, 2009; Passos, 2009; Yasa, 2012; Yenice, 2012). The studies in the literature were examined and the questions for draft interview form were prepared. Two 4th grade social studies prospective teachers took the drafted interview form as the pilot test. They were not included among the study group. To test the quality and adequacy of the questions in the interview form, interviews of a total of 193 min 9 second were made., Education Quality Scale for Faculties of Education (EQSFE), which developed by researchers, was used in the quantitative stage of this study

2.4 Analysis and Interpretation

All interviews made with the study group wererecorded via a voice recorder device in the qualitative stage of this study. First, the researchers read all the transcriptions line by line. Both open and selective coding techniques were used for the interpretation of interview data in the coding process. Besides, inductive descriptive analysis and content analysis were used for interpretation. The relation between themes and data obtained is given below. For credibility, relevant literature was used. Detailed descriptions are used in the reporting process so that readers can visualize the relation between the themes and findings obtained. The pattern and coding process are shown in **Figure 2**

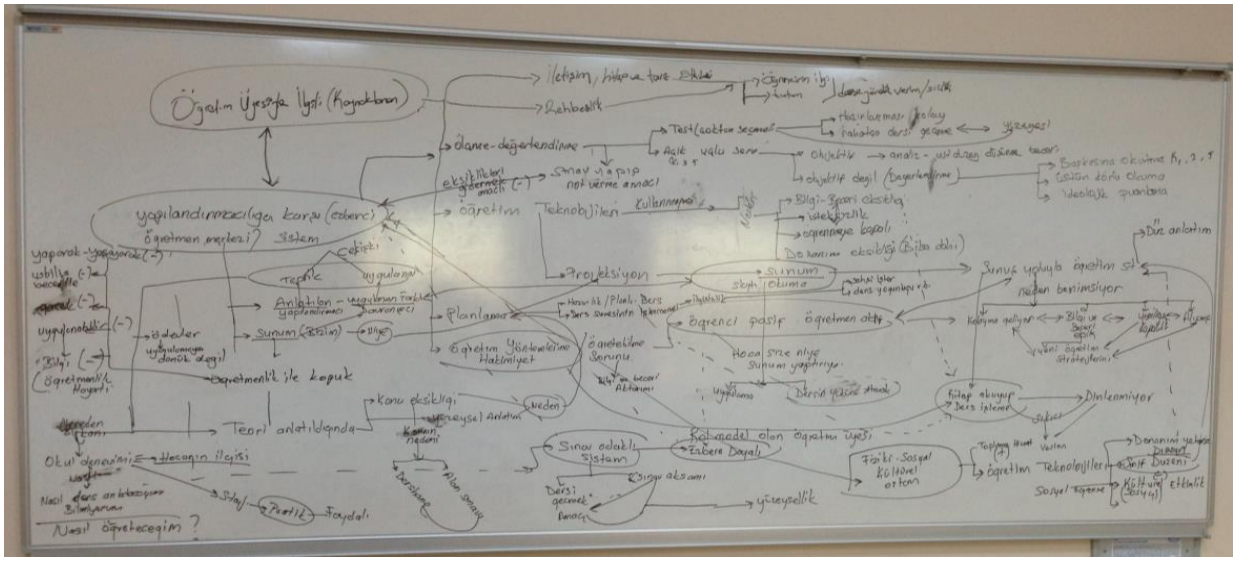

Figure 2. The Pattern and coding process

2.5 Development of Education Quality Scale for Faculties of Education (EQSFE)

For the development of EQSFE, which is to be used to determine the views of prospective teachers with regard to education provided at the faculties. Based on the findings obtained in the qualitative stage, the item pool was developed. Initially, an item pool of 39 items was developed. While 21 of these items were related with the first theme, 11 of them were related with the second theme and 7 items were related with third theme. An expert in linguistics examined all the items written one by one in terms of language, meaning and expression. After that, 1 item was removed from the pool because it was problematic in terms of language and expression. One item was was removed from the item pool as it did not have the quality to measure phenomenological cases. As a result, the trial item pool which included 39 items at the beginning had 35 items at the end as 4 items were removed. Pilot Application: The final pilot version based on the trial pool, which had randomly ordered 35 items was administrated to 272 3rd grade students attending Social Studies Education departments at Cumhuriyet University and Erciyes University (these students were not included in quantitative and qualitative study groups and it was considered that they had experienced the current educational methodology used at the faculty). These 272 students taking part in the pilot application were not included in the study group. After the pilot applicaiton, 2 more items were removed as these items were not answered at adequate levels. So, there were a total of 33 items in the scale.

2.5.1 Data with regard to Construct Validity

It was determined that KMO value is 0.63 as a result of analysis. Besides, when the results of Bartlett test were examined, it was found to be as follows ($X^2_{(528)}$=1957.005; p<.01). According to results, promax technique was used. The items with lower than 0.40 (item 13, 17, 19, 30 and 34) were removed. 2 items (item 8 and 29) loaded higher values on more than one factor and the differences between these factor load values were lower than 0.10. As a result, due to some logical reasons, the design and the procedures of the study, 6 items (item 11, 15, 21, 31, 35 and 36) were removed from the scale. Factor analysis was applied on the scale, which was reduced to 20 items after the items were removed. The factorial design obtained as a result of analysis and factor loads of the items and Item-Total Correlations are presented in Table 3 and Table 4

Table 3. Factorial structure of EQSFE according to EFA

Dimensions with Regard to Lecturer		Dimensions with Regard to Adoption of Behaviorism instead of constructivism		Dimension Related to Physical, Social and Cultural Environment	
Item No	Factor Load	Item No	Factor Load	Item No	Factor Load
2	0.69	38	0.78	33	0.62
10	0.64	25	0.67	37	0.61
16	0.60	26	0.63	32	0.58
5	0.54	14	0.63	18	0.41
1	0.55	28	0.63		
9	0.52	39	0.61		
12	0.52	27	0.58		
3	0.51				
6	,465				
19.311%		13.744 %		10.315 %	

Table 4. Item-test correlation values of EQSFE

Factors	**Items**																			
	2	10	16	5	1	9	12	3	6	38	25	26	14	28	39	27	33	37	32	18
Dimensions with Regard to Lecturer	,46	,69	,50	,41	,41	,67	,59	,69	,56											
Dimensions with Regard to adoption of Behaviorism instead of Constructivism										,75	,69	,65	,52	,43	,59	,64				
Dimension Related to Physical, Social and Cultural Environment																	,73	,53	,79	,65
Total	,38	,41	,55	,31	,29	,45	,37	,45	,40	,70	,64	,56	,33	,32	,53	,55	,29	,48	,69	,45

As a result of analysis, it was revealed that there was a moderate and significant correlation between the items on the scale. There is a high level of correlation between related dimensions and total scale. The Cronbach Alfa reliability coefficient for the whole scale was found to be as 0.737. The Cronbach Alfa reliability coefficient of the sub-dimension with regard to lecturers was found as 0.717, that of the dimension of adoption of behaviorism instead of constructivism was calculated as 0.620, and that of the dimension related to physical, social and cultural environment was calculated as 0.621.

2.5.2 Confirmatory Factor Analysis (CFA)

After the Explanatory Factor Analysis, Confirmatory Factor Analysis (CFA) analysis was carried out to evaluate three factorial structure of EQSFE. Findings obtained in the confirmatory factor analysis are presented in Table 5 and in Figure 3.

Table 5. CFA Results with Regard to EQSFE

Criteria of Fit	Values of the Scale
X^2	167
Sd	498.39 (P = 0.0)
X^2/sd	2,98
p- Value	0,001
NFI (Normed Fit Index)	0,79
RMSEA (Root Mean Square Error of Approximation)	0.095
NNFI (Non-Normed Fit Index)	0.74
GFI (Goodness of Fit Index)	0.88
AGFI (Adjusted Goodness of Fit Index)	0.82
CFI (Comparative Fit Index)	0.77
PNFI (Parsimony Normed Fit Index)	0.62

These values indicate the scale is compatible with real data. As all fit values are within acceptable limit, it was concluded that three factorial structure of EQSFE is a usable and valid model.

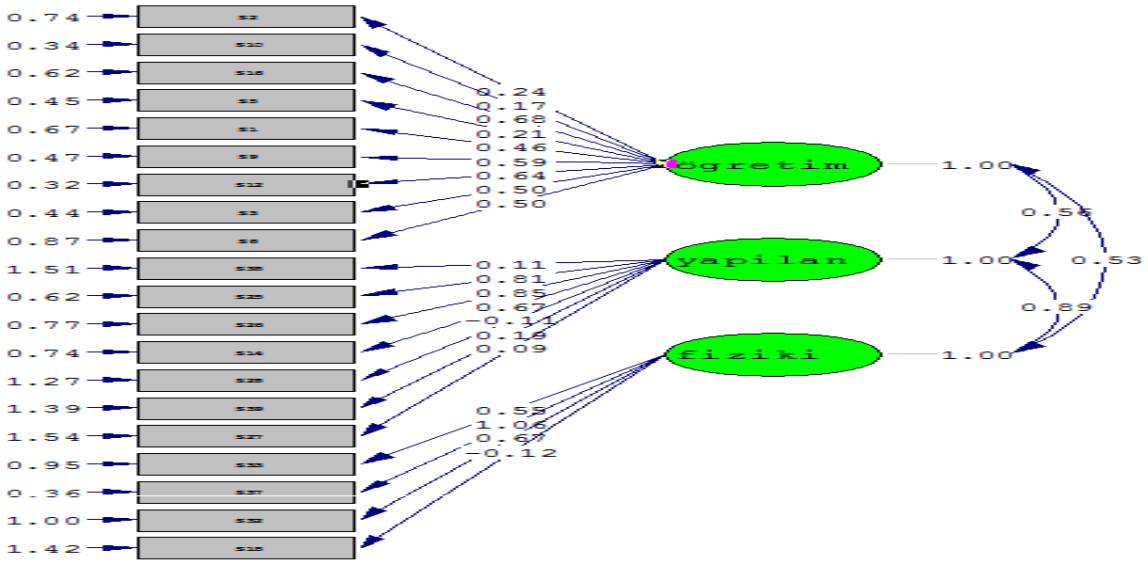

Figure 3. Confirmatory Factor Analysis of EQSFE (Path Diagram)

3. Findings

As a result of analysis of the interviews made in the study, there themes were found. It was determined that there was a direct relation between the first theme and the second theme and between the second theme and the third theme, and indirect relation between the first theme and the third theme was found. These themes are as follows:

1- Findings with regard to the role of lecturers in educational activities

2- Behaviorism instead of Constructivism

3- Findings related to Physical, Social and Cultural Environment

3.1 Findings with regard to the role of lecturers in Educational Activities

Participants determined categories such as the mastery of lecturer in teaching methods, lesson planning skills, competencies in using instructional technologies and in measurement and assessment activities, skill in communication and guidance as the factors playing role on the effectiveness of the education provided in education faculties.

It has been ascertained that in cases when lecturers giving the courses generally prefer the expository teaching strategy and narration method, students have a passive role and lecturers have an active role. This hinders long lasting and meaningful learning, and lecturers have difficulties in transferring their knowledge and skills even if they have adequate knowledge.

When it has been examined why lecturers prefer expository teaching strategy, it was seen that the opinions of the participants focused on four main codes: *" pedagogical skill and knowledge deficiency of lecturers", " they find this technique easier", "they are used to expository teaching strategy",* and *"lecturers not keep themselves up to date with regard to new instruction strategies"*.

Especially during the interviews, the claim that "*some lecturers only read the book line by line"* is frequently expressed, which can depict the existing condition. To summarize this situation, Participant-5 claimed that a lecturer asked them to "*Open the book and read it*" and based on this the participants thought *"if I read the book, why should I come to school, I can read it at home"* and to depict the situation the Participant 6 stated that s/he felt uneasy when the book was read and it did not contribute to their adequacy. Participants-2 adds "*It is already written in the book, I do not listen to the lecturer as it is already written in the book*", which makes the situation more clear.

The participants established a direct relation between the expository teaching strategy and instruction technologies stated that teachers generally made presentations using slide projectors and reading PowerPoint slides. However, this was not regarded as computer assisted instruction by the participants. According to the participants, the use of slide projectors did not mean a shift from expository teaching but made it even more suitable to behaviorism. As this claim has been repeated frequently, the participants were asked further probe questions such as "Doesn't using slide projector increase the pace of the course and make it more vivid? Doesn't it address to multiple intelligences?" The participant-1 responded as follows "Since when is reading slide projector regarded as a constructivism (technique)?", Participant-3 "(the lecturer) reads but not teach" Participant-6 " For the sake of appearances, it is so-called as computer assisted … The computer helps the lecturer to read from the slide and to cheat…"

Upon the above mentioned interactions, the participants were also asked "Do lecturers make use of instructional technologies and instructional technology materials like smart board, tablets etc. besides slide projector?" All of the participants stated that no instructional technology or material other than slide projector and power point slides were used.

The participants stated that the reasons why lecturers do not use modern instructional technologies are "the lack of knowledge or skills", "unwillingness", "being resistant to learning new technology or innovations" and "physical conditions", that is the lack of hardware and equipments. It was also found that participants 2, 3 and 5 are of the opinion that lecturers' lack of knowledge and skills with regard to using instructional technology lead them to read from the book in the lesson or teach according to the expository teaching strategy. While the participant 3 stated that "the number of lecturers who know how to use slide projector is limited, and if those who know read the power point slides….." , the Participant-2 tried to summarize the situations by depicting "*a lecturer using notes written on yellow papers twenty years ago"*.

In the study, it was found out that planning skills of lecturers is another factor influencing the quality of education given at education faculties. The participants stated that some lecturers did not plan lessons before hand and come to the course without preparation and it was understood that they linked the main reasons for this to the "*lack of lecturers' interest"*. When the participants were asked an additional question about the basis of this lack of interest, it

was seen that they linked it to 3 main factors: "personal works, intensity of course program and factors related to individual".

All of the participants attending the evening education stated that lessons did not last as long as hours allocated for the lesson and that they hold the lecturers primarily responsible for this. Participant-2 summarized an incident in the class as follows "*yesterday one of our teachers had finished the topics of the course, and said that it was very early and that we could not leave so early, let us sit some more I would let you leave after some time passes"*. Participant-3 expressed lecturers' lack of interest as follows "*as lecturers mostly work to get promoted to deanship, professoriate, they ignore students".*

Courses taught without plans cause lecturers to teach the topic superficially, which in turn lead to deficiencies in students' knowledge about topics. They also stated that they have deficiencies in knowledge and they noticed this when they took content knowledge exams or went to private courses or when preparing to KPSS (Public Personnel Selection Examination). To emphasize the deficiency of knowledge, Participant-2 marked that "*let me put it in this way, the education given at university is more superficial… details are not given, or visas or exam intrudes and we cannot finish the course completely and some points are missing, we skip them*", Participant-2 expressed his/her idea that "*the topics told in courses are the same in the university...the topics in KPSS educational sciences and content knowledge exam. However, when we went to a private course, we realized that courses/ topics are taught superficially or not taught at all at the faculty"*.

With regard to leaving the classes earlier than allocated time, Participant-5 stated that "we have teachers who leave us after one hour, I think they leave us early by saying "do not be late for home; do not get bored☺☺" as we attend evening classes. Participant 3 stated the following to explain the problem with regard to the existing situation with an example: "*we have a course of four hours, we finish the class after we study for one hour*".

When depicting deficiencies in topics caused by courses not being taught as much time as allocated in the program, and the points of views of lecturers with regard to educational activities, Participant 3 reported the deviancies in the situation and system as follows: "*There are not many topics taught, lecturer comes to class and teaches for one hour instead of 4 hours and assures the class by saying, 'I do not teach a lot, I will not push you in the exam' and then goes away*", at the early years of the faculty "willing buyer willing seller" but when we come to the final year, we realized the situation when we study for KPSS.

Another factor that negatively affects the productivity at faculties is the competencies of lectures in terms of measurement and assessment. It was found that the participants had different perceptions with regard to the competencies of lecturers in measurement and assessment, and divided their assessments as objective and non objective assessment. When the participants were asked a probe question: "Why do teachers make non-objective assessment?", the participants defined assessments as non-objective because of such reasons as "making others read exam papers, reading exams slapdash and ideological scoring".

The participants marked that non objective scoring problems especially stem from open-ended questions, and clearly stated that assessment and measurement competencies of the lecturers are to be questioned just as their other competencies.

The participants stated that measurement assessment activities at the faculty are not done to remove the deficiencies of students, but to make exams and score students and that measurement and assessment activities were closely related to the Adoption of Behaviorism instead of Constructivism stated in the second theme. To indicate problems in measurement and assessment activities, participant 5 stated that *"In courses I have taken so far I have had teachers who try to be objective in their courses, I also had teachers who have not been objective, and who do not read papers and make students in one class read the papers of other class. I have had teachers who said I do not give marks higher than 70, and teachers who said I will not give 100 over a hundred it is not meant for me"*.

Quantitative findings with regard to lecturer-related aspects of educational activities are given in Table 6.

Table 6. Quantitative findings with regard to lecturer-related aspects of educational activities

Quantitative findings with regard to lecturer-related aspects of educational activities				Totally Agree		Agree		Partially Agree/ Disagree		Disagree		Totally Disagree	
	n	$\bar{X}$	ss	n	%	n	%	n	%	n	%	n	%
2- Lesson planning skills of lecturers affects the effectiveness of the course.	1670	4,44	,60	830	49,7	760	45,5	70	4,2	0	0	10	,6
10-Some lecturers only use the expository teaching strategy	1670	4,25	,85	730	43,7	120	44,3	120	7,2	50	3,0	30	1,8
16- One of the reasons why lecturers do not use modern instructional technologies is their unwillingness.	1670	3,83	1,05	490	29,3	680	40,7	280	16,8	50	3,0	50	3,0
5-Lecturers using effective communication skills positively affects interest in and attitude towards the course.	1670	4,54	,70	1050	62,9	530	31,7	50	3,0	30	1,8	10	,6
1- Lecturers mastery of teaching methods is directly influential on the education provided.	1670	4,23	,89	740	44,3	720	43,1	90	5,4	100	6,0	20	1,2
9- Lecturers adopt the expository teaching strategy as they find it easier.	1670	4,13	,90	700	41,9	590	35,3	280	16,8	0	0	100	6,0
12- Some lecturers teach by reading the book line by line.	1670	4,51	,82	1120	67,1	380	22,8	90	5,4	70	4,2	10	,6
3- Some lecturers do not have competence to use instructional technologies.	1670	3,98	1,04	600	35,9	690	41,3	170	10,2	170	10,2	40	2,4
6- Lecturers generally use the expository teaching strategies in their courses.	1670	4,07	,93	610	36,5	740	44,3	190	11,4	100	6,0	30	1,8

49,7% of the participants in the study group totally agree that "Lecturers' lesson planning skills affect the effectiveness of the course", 45,5% of them agreed with this statement. The rate of those who agree partially is %4,2. 95.2% of the participants agreed with this question based on qualitative findings, 0.6% stated opposing view. It was concluded that the qualitative finding that lesson planning skills are influential on the effectiveness of the course is highly ($\bar{x}$ =4.44) supported by the participants quantitatively.

In the study group, % 36,5 of the participants totally agreed with statement that "lecturers generally use the expository teaching strategy", %44,3 agreed with this statement. The rate of those who partially agree is %11,4. 7.8% stated opposing view. It was concluded that the qualitative finding that lecturers generally used the expository teaching strategy was highly ($\bar{x}$ =4.07) supported by the participants quantitatively.

In our study, while the rate of the participants who totally agreed that **"some lecturers teach using only expository teaching strategy" is %43,7, and the rate of those who agreed and partially agreed is %51,5. In this context, 95,2 % of the participants stated that lecturers teach using expository** teaching method. While **%41,9 of the participants totally agreed that "lecturers adopt the expository teaching strategy as they find it easier**", 35,3% agreed with this statement. The rate of those who totally agree is 16,8%. The participants gave highly positive responds, which caused us to conclude that lecturers regarded the expository teaching strategy easy to apply. 6,0% stated an opposing view. It was revealed that the qualitative finding that lecturers adopted the expository teaching strategy as they found it easy was highly ($\bar{x}$ =4,13) supported by the participants quantitatively.

90% totally agreed and agreed with the statement that "some lecturers teach by reading the book line by line". The rate of those who do not agree with this view is 4,8%. When we have a look at the high rate of agreement, it was concluded that the participants are mostly of the opinion that lecturers teach by reading books line by line. It is seen that this statement based on qualitative findings is also highly supported by quantitative findings ($\bar{x}$ *=4,51)*.

87,4% of the participants totally agree or agree that **"** Lecturers mastery of teaching methods is directly influential on the education provided". The rate of those who partially agree is 5,4%. 87,4% of the participants agreed with this item developed based on qualitative findings. The rate of those who stated opposing view is 7,2%. Based on this, it

was concluded that lecturers' mastery of teaching methods and techniques affect education positively. It was found that quantitative finding supported qualitative findings.

35,9% of the participants in the study group stated that they totally agree with the statement "Some lecturers do not have competence to use instructional technologies"**,** 41,3% stated that they agreed. The rate of those who partially agree is 10,2%. 77, 2 % of the participants agreed with this item developed based on qualitative findings. The rate of those who do not agree with this view is 12,6%. Most of the participants stated that lecturers were not competent enough to use instructional technologies. It was concluded that this qualitative finding was also quantitatively supported by the participants at a high level ($\bar{x}$ =3,98).

It was concluded that all quantitative questions prepared based on qualitative findings were accepted by most of the prospective teachers in the sample (over 75% for each question*). This finding indicates that qualitative data related to the first theme can be generalized.*

No significant difference was found between the participants ages and the dimension related to lecturers (F=747, *p* =.692 < 0.05). There is not a significant diversification in the related dimension in terms of the time of the day participants receive education (Day time Education and Evening Education) (t_{51}=-1.61, *p*=.775> .05). The mean scores of the students who attend daytime education was calculated as $\bar{x}$ = 4.13, the mean scores of the students in evening education was calculated as $\bar{x}$ = 4.26. There is not a significant change in this dimension in terms of gender (t_{51}=-1.45, *p*=.227> .05).

3.2 Adoption of Behaviorism instead of constructivism

Although in 2005 all elementary and secondary education programs in Turkey were designed according to the constructivism, at the faculty the constructivist approach is taught theoretically; the topics like the principles of the constructivist, the class atmospheres in constructivism, teacher roles and measurement and assessment were not taught practically but theoretically, and lecturers teaching the constructivist approach use behaviorism, which leads to conflicts between theory and application. Participant 5, *"I do not know what constructivism is in theory. Therefore, I can say that our teachers do not teach according to the constructivism. Even those who say that constructivism is important teach using behaviorism. "Do what hodja tells; do not do what hodja does".* Participant 1 stated the gap between theory and application by saying *"Constructivism? I heard about constructivism but I have never seen it"*.

The participants stated that the education given at the faculty was theoretical and information given was not applied in teaching and they were not given opportunities to learn by doing; therefore, an approach disconnected with real life and teaching. When revealing this situation, participant 3 expressed the following: "*teaching profession is not only transferring knowledge theoretically to prospective teachers. That is, students must be practically shown how to transform their theoretical knowledge into practice in school life. However, when nothing is done in practice, theory does not make sense"*.

The participants stated that they were taught how to be a good teacher in theory but did not have adequate opportunity to put them into practice, the education given is generally knowledge-based and theoretical and far from providing opportunities to acquire high order cognitive skills; therefore, they felt inadequate in practice, which they express by saying "*I do not know how to teach courses, I do not know how to teach*". They clearly stated that the lack of practical training in education given at the faculty caused them to feel themselves inadequate and felt it when they went to schools for practicum as a part of school experience and teaching practice course. In this context, Participant 2 pointed out the existing problem: "*Our neighbor downstairs has a daughter who attends elementary 7th grade, sometimes comes to me and ask me to teach her social studies? I teach her, but I cannot teach adequately but in fact I do not know how to teach*".

The participants established a relation between the first theme and the second theme and expressed clearly that lecturers who do not have mastery of communication, guidance, measurement and assessment, instructional technologies, planning, teaching methods etc. caused behaviorist approach to be adopted at universities rather than being a role model for pre-service teachers and that this caused conflicts between what is said and applied. For example, participant-6 summarized the situation as follows: "*the lecturer tells us that you should do this like this but they do not do it so, they come, read and go, and say us that you should teach this topic in this way, I took pains with you I want to see you do the same"*

Lecturers made students make presentations in class to give them practice, and the participants regarded these presentations in two ways. In the first evaluation, the participants stated that lecturers who do not have adequate knowledge or skills with regard to the course distributed the topics among students and students read the slides from slide projectors using the expository teaching strategy. They stated that no matter how constructivist such an

application might be seen, in fact it is perceived as an application which the lecturers follow to get their load off. They argued that students reading slides from the slide projector is not related to constructivism or learning by doing.

As for the second evaluation with regard to in class presentations, it is determined that even if not in a real learning environment, they regard teaching the topics they will teach when they become teachers to their friends using different instructional technologies and such activities, as practical and meaningful.

When assessing measurement and assessment activities, the participants stated that their theoretical knowledge, in other words knowledge based on memorization was assessed, they were not assessed in terms of meta-cognitive and teaching skills. They further state they go over theoretical knowledge and memorize them and study the night before the exam to pass the course, in short at the faculty measurement and assessment activities are *"exam based and aimed to pass the course"* and in line with the principles of the behaviorist approach.

The participants told that they were taught how to do measurement and assessment activities according to the constructivist approach; however, lecturers adopted measurement and assessment activities according to the behaviorist approach, in this case a new contradiction emerges. To explain the issue, participant 2 said "*You go to course and the lecturers teaches only verbally, you do not repeat it when you go home, you only study the night before the exams, there is not any meaningful learning, it is a kind of rote learning, which does not lead to any gain*".

With these statements, the participants emphasize that behaviorist measurement and assessment system is used at the faculty, the product and process are not assessed in combination and that measurement and assessment activities are not carried out according to the constructivist approach. Participant 3 stated that "*we have lecturers who mention process assessment and alternative measurement and assessment means, and who attempt to assess a whole term by asking open-ended questions".* Participant 4 expressed similar views with Participant 3 by saying do what hodja tells but do not do what he does. Participant 2 depicted the gap between theory and application by saying *"What they teach is measurement and assessment in the constructivist approach … But I still have the questions of what it is and how it is done in my mind?"*

Qualitative Findings with Regard to the Adoption of Behaviorism instead of constructivism are given in Table 7.

Table 7. Qualitative findings with regard to the adoption of behaviorism instead of constructivism

Qualitative findings with regard to the adoption of Behaviorism instead of constructivism				Totally Agree		Agree		Partially Agree/ Disagree		Disagree		Totally Disagree	
	n	$\bar{X}$	ss	n	%	n	%	n	%	n	%	n	%
38-The education given at the faculty is theoretical not oriented towards practice.	1670	3,57	1,21	440	26,3	570	34,1	270	16,2	290	17,4	100	6
25- Theoretical focus in education given at faculty will cause problems in the transfer of knowledge to teaching life.	1670	3,98	1,12	700	41,9	520	31,1	230	13,8	160	9,6	60	3,6
26- Practical education, which involves learning by doing, is not given at the faculty.	1670	3,64	1,21	550	32,9	390	23,4	380	22,8	280	16,8	70	4,2
14- Lecturers having us make presentations in class positively affects our professional knowledge and skills in teaching.	1670	3,84	1,19	600	35,9	560	33,5	290	17,4	90	5,4	130	7,8
28-Some lecturers were not assessed in terms of meta-cognitive and teaching skills	1670	3,80	1,13	490	29,3	700	41,9	240	14,4	140	8,4	100	6
39-I think education given at the faculty is inadequate.	1670	3,83	1,20	630	37,7	500	29,9	250	15,0	210	12,6	80	4,8
27-I realize that education given at the faculty is inadequate during school experience and practical teaching course.	1670	3,68	1,08	420	25,1	630	37,7	340	20,4	230	13,8	50	3,0

While 26,3% of the participants in the study group totally agree that "education given at the faculty is theoretical not oriented towards practice" , 34,1 % of them agree with this statement.

Almost 60,4% of the participants stated that education is theory-focused. The rate of those who partially agree is 16,2%. 60,4% of the participants agreed with this question developed based on qualitative findings, the rate of

those who do not agree with the statement that education is theory oriented and not practical is 23,4%. It was concluded that the qualitative finding that education given at the faculty is theory oriented not oriented towards practice is quantitatively supported by participants at moderate level ($\bar{x}$ =3,57).

Following from this, 60% of the participants stated that the courses remained at theoretical level; however, the most permanent learning in education is learning by doing. Students' participation in the courses and realization of meaningful learning depends more on practice rather than theory·

While 41,9% of the participants totally agree that "Theoretical focus in education given at faculty will cause problems in the transfer of knowledge to teaching life, 31,1% stated that they agreed with it. Almost 73% of the participants agree that theoretical knowledge given in teacher training can cause problems in the first years of their teaching lives as this kind of education does not create learning environment in which students learn by doing.

The rate of those who partially agree is 13,8%. 73% of the participants agreed with this item developed based on qualitative findings. The rate of those who stated that they do not agree is only 13,2%. It was concluded that the qualitative finding that theoretical focus in education given at faculty will cause problems in the transfer of knowledge to teaching life is supported quantitatively by the participants ($\bar{x}$ *=3,98)* at a high level.

32,9 % of the participants in the study group totally agree that "Practical education, which involves learning by doing is not given at the faculty", 23,4% stated that they agreed. Almost 56,7% of the participants argued that an education understanding in which students are actively involved is not developed at faculties.

The rate of those who say that they agree partially is 22,8%. 56,7% of the participants agreed with this item created based on qualitative data. The rate of those who stated that they do not agree with this item is 21%. It was concluded that qualitative finding that practical education which involves learning by doing is not given at the faculty is quantitatively supported by the participants at a moderate level ($\bar{x}$ *=3,64).*

35,9% of the participants in the study group totally agree with the item that "Lecturers having us make presentations in class positively affects our professional knowledge and skills in teaching and 33,5 % stated that they agreed with the item. The rate of participants who have positive opinions with regard to the practice of making students teach in class is 69,4%. It contributes to students' improvement in language use, classroom management, using gestures and mimics and mastery of topics.

The rate of those who agree partially is 17,4%. 71,4% of the participants agreed with this item based on qualitative findings. The rate of those who stated opposing view is 13,2%. It was concluded that qualitative finding that lecturers having us make presentations in class positively affects our professional knowledge and skills in teaching is quantitatively supported by the participants at a high level ($\bar{x}$ *=3,84).*

These findings indicate that students' active involvement in every field of education will both help prospective teachers to develop positive attitudes and to get rid of the anxiety in the early years of their professional lives.

62,8% of the participants stated that they realized that education understanding at faculty is inadequate in school experience course. The rate of those who agree partially is 20,4%. 62,8% of the participants agreed with this item which was developed based on qualitative findings. The rate of those who disagree with this item is 16,8%. It was concluded that qualitative finding that I realize education given at the faculty is inadequate during school experience and practical teaching courses is quantitatively supported by the participants at a moderate level ($\bar{x}$ *=3,68).*

As a result of variance analysis conducted to reveal whether there is a relation between adoption of behaviorism instead of constructivism and the relevant dimensions in terms of age, no significant difference was found (F=1.035, p =.311 < 0.05). There is not a significant variance in the relevant dimension in terms of the time (daytime and evening education) of education (t_{51}=-1.61, p=.775> .05). Besides, there is not a significant variance in this dimension in terms of students' gender (t_{51}=-1.96, p=.163> .05).

3.3 Findings with regard to physical, social and cultural environment

As mentioned in the second theme, the participants stated that behaviorist approach has been adopted at faculties. It was found that the third theme is as much influential on the adoption of this approach as the first theme and these three themes are interactively affect each other.

The participants stated that physical environment in the faculty is not designed according to the constructivist approach; the classes are still traditionally designed. This hinders lecturers and students to use different methods and techniques and the faculty lacks constructivist classroom designs. To explain the case Participant-6 marked that "*we still sit on fixed desks placed in a row, it is not possible to use different techniques and methods in these classrooms"*.

Based on the findings in the first theme, the participants marked that besides lecturers' inadequacy of knowledge and skills in terms of instructional technologies, the faculty lacks instructional hardware and software. They linked this lack of hardware with lecturers' not using instructional technologies and they also pointed out that these deficiencies in instructional technology deprived them of the opportunities to do practice with such technological materials. At the same time, they regarded this deficiency as another reason for the adoption of the behaviorist approach, which is also mentioned under the second theme.

The participants stated that socio-constructivism is adopted in Turkey and socio-constructivism involves acquisition of new knowledge in social environments, gaining experience in social, cultural and sportive activities and internalization of such knowledge and experiences. However, they stated that except for community service course, the educational programs are not designed to provide them with opportunities to take part in social and cultural activities and gain experience by this means. Besides, they further stated that the educational program is not designed to help them to put the knowledge they learn into practice in daily life, besides, there is not a systematic and programmed structure in the faculty to deal with this deficiency. Especially, they pointed out that socio-cultural environment is vital to create a more qualified learning environment.

Findings with regard to physical, social and cultural environment in the faculty are presented in Table 8.

Table 8. Quantitative findings with regard to physical, social and cultural environment in the faculty

Quantitative findings with regard to physical, social and cultural environment in the faculty				Totally Agree		Agree		Partially Agree/ Disagree		Disagree		Totally Disagree	
	n	$\bar{X}$	ss	N	%	n	%	n	%	n	%	n	%
33. Deficiencies in the physical environment cause lecturers to use the expository teaching strategy.	1670	3,17	1,24	220	13,2	590	35,3	340	20,4	310	18,6	210	12,6
37. There is not a systematic structure in the faculty to deal with deficiencies in social-cultural area.	1670	3,76	1,11	490	29,3	620	37,1	320	19,2	160	9,6	80	4,8
32. The physical environment is not designed according to the constructivist approach.	1670	3,64	1,21	550	32,9	390	23,4	380	22,8	280	16,8	70	4,2
18. Deficiency of instructional technologies in the faculty is one of the reasons why lecturers do not use modern teaching technologies	1670	2,89	1,23	140	8,4	500	29,9	330	19,8	440	26,3	260	15,6

While 13,2 % of the participants in the study group totally agree with the statement that "deficiencies in the physical environment cause lecturers to use the expository teaching strategy" , 35,3% agreed with this statement. 48,5% of the participants argued that the expository teaching is preferred because physical environment is not adequate. The rate of those who do not agree with this argument is 31,2%. It is concluded that the qualitative finding that inadequacy of physical environment causes lecturers to apply the expository teaching strategy is quantitatively supported by the participants at a low level ($\bar{x}$ =3,17).

29,3% of the participants in the study group totally agree that "there is not a systematic structure in the faculty to deal with deficiencies in social-cultural area", 37,1% agreed with this statement. The rate of those who partially agree is 19,2%. 66,4% of the participants state that they think there is not a planning that will meet socio-cultural needs. 66,4% of the participants agree with this item which has been developed based on qualitative findings. The rate of those who state that socio-cultural needs of the participants are meet in a planned way is 14,4%. It is concluded that the qualitative finding that there is not a systematic structure that will make up the deficiency in socio-cultural area is quantitatively supported by the participants at moderate level ($\bar{x}$ =3,76).

66,4% of the participants think that physical environment of the faculty has been designed according to the constructivist approach. The rate of those who partially agreed is 16,8%. 66,4% of the participants agreed with this item developed based on qualitative findings. The rate of those who stated that physical environment is not suitable for the constructivist is 17,4%. It is concluded that the qualitative finding that the physical environment in the faculty is not designed according to the constructivist approach is quantitatively supported by the participants at moderate level ($\bar{x}$ =3,74).

8,4% of the participants in the study group totally agree that "deficiency of instructional technologies in the faculty is one of the reasons why lecturers do not use modern teaching technologies", 29,9% agreed with this statement. The rate of those who partially agree is 19,8%. 49,7% of the participants attributed lecturers not using modern education technologies to the deficiency of instructional technologies at the faculty. 41,9% of the participants argued that lecturers do not use modern technologies because of the lack of technological devices at the faculty. It is concluded that the qualitative finding that deficiency of instructional technologies in the faculty is one of the reasons why lecturers do not use modern teaching technologies is quantitatively supported by the participants at a low level($\overline{x}$ =2,89).

4. Discussion and Conclusion

In Turkey as of 2005, curriculums of all elementary and secondary educational institutions were designed according to the constructivist approach by the Ministry of National Education, the official body responsible for the coordination of elementary and secondary educational institutions. Together with this fundamental reform, behaviorism is abandoned, a student-centered, activity based understanding, which balances knowledge and skills, has been adopted. In this context, it is obvious that the most important appliers of new programs are teachers. However, under the light of the findings of the study, it is concluded that prospective teachers who are to use the constructivist approach are trained with traditional, memorization and exam-based methods which are far from the constructivist approach. Prospective teachers who are expected to teach according to the constructivist approach only have theoretical knowledge about constructivism; in this context the faculties are far from fulfilling their missions. It was concluded that while the basic reasons why faculties cannot fulfill this mission stem from lecturers themselves, some stem from physical, social and cultural reasons, all of which can be generalized to the universe.

It was concluded that the three themes revealed in the qualitative stage of the study, namely; 1- Problems with regard to educational activities stemming from lecturers 2- Adoption of behaviorism instead of constructivism (student-centered approach) 3- Problems related to physical, social and cultural environment can be generalized and are among the basic problems of social studies teacher training in Turkey.

Lesson planning skills of lecturers affect the effectiveness of course and all of the participants taking part in qualitative and quantitative stage of study expressed common views. Demirel (1999) pointed out the importance of planning skill by stating that the most important element of qualified and successful teaching is preparing plans rigorously. Some research findings with regard to planning education reveal that teachers experienced problems in planning and implementing educational activities (Gökalp, 2004; Kılıç, Nalçacı and Ercoşkun, 2004; Taşdemir, 2006; Yıldırım, 2003).

It was concluded that some lecturers taught using only the expository teaching strategy and some lecturers do not use different methods and techniques. It was determined that the expository strategy is adopted as lecturers find it easy, which as the participant commonly agree negatively affects active participation and meaningful learning. Constructivists who are against teacher-centered education and learners' playing passive roles generally state that individuals should produce information or explore it again. According to the constructivists, teachers should guide students in exploring scientific theories and historical events again (Cooper & Dilek, 2007; Gagnon & Collay, 2005, Maxim, 2013 Parker, 2012; Perkins, 1999; Yeager & Foster, 2001). In their study, Aksu et al., (2008) concluded that lecturers do not give place to interesting activities in their classes, lecturers asked students to take notes during lessons, used a monotonous tone of voice and students are passive. This result is in parallel with the results this study. In another study by Murat et al., (2006) it was concluded that students the least agreed with the statement that "lecturers involve all students in the lesson". Using student-centered and modern methods and techniques (the constructivist approach, problem based learning etc.) increases permanency of learning and academic success, improves relation between students and teachers and provides a self-assessment opportunity (Akengin and Kayalı, 2003; Bednarz, 2002; Cohen et al., 2004; Doğanay, 2002; Healey, 2003; Karasu and Ünlü, 2005; Kirchberg, 2000:11; Smith, 2005).

With regard to measurement and assessment activities at universities, the participants stated that theoretical knowledge, in other words memorization-based knowledge, was assessed, and that they were not assessed in terms of meta-cognitive and teaching skills. Besides, participants stated that some lecturers taught how measurement and assessment should be made in the constructivist approach at theoretical level; however, they used measurement and assessment activities according to behaviorism. The participants also stated that some lecturers did not make objective assessment. The participants clearly stated that lecturers' competencies in measurement and assessment are to be questioned just as their other competencies.

In a study by Şen and Erişen (2002), it was revealed that when the behaviors of effective teachers in "measurement

and assessment" dimension in terms of the views of prospective teachers were examined, it was understood that these behaviors were shown by "some" or "very few" lectures. In a study by Köseoğlu (1994), it was found that the mean score students gave to assess lecturers' measurement and assessment competencies was 2.21. Based on the results of this study, it can be argued that students regard lecturers inadequate in terms of measurement and assessment. In a study by Aksu, Çivitçi and Duy (2008), 20.3% of the students stated that lecturers did not make "objective assessment".

It was determined that another factor that influences the effectiveness of teacher training was the use of modern teaching technologies. The participants determined that some lecturers did not use modern instructional technologies as they were reluctant, some lecturers did not use instructional technologies as they were not competent to use modern instructional technologies.

In some studies supporting the results of the study the following expressions were used: Many lecturers stated that multimedia tools were very expensive, took time and was not worth the effort shown (Perry and Perry, 1998: 375). An important reason behind this negative judgment was that lecturers were inadequate in using technology or did not know how to make technology useful. (Beets and Lobıngıer, 2001: 231-232).

Teachers' use of communication skills effectively affected interest and attitude towards the course positively. 94,6 % of the participants in the qualitative study gave positive answer. The participants in the qualitative phase of the study marked that in the courses of the lecturers with whom the students had difficulties in communicating, they abstained from asking questions and preferred to stay passive. In the teaching process, in the face of justifiable requests of students, teachers are to be warm, sincere (Chang, 2003), affectionate, sensitive and supportive (Evertson & Weinstein, 2006). Such an approach increases learning to a great extend (Piwowar, Thiel&Ophardt, 2013) and increases students' motivations and readiness (Nie&Lau, 2009). In a study by Köseoğlu (1994), university students found lecturers "very little" adequate in terms of relations in school. In studies by Taş (2009), Şen and Erişen (2002), university students find lecturers "very little" adequate in "communication". The results of studies mentioned above are similar to the results of our study.

According to the results of the study by Ergün, Duman, Kıncal and Arıbaş (1999) entitled as "Characteristics of an Ideal Lecturer", students want a lecturer "who does not behave politically and does not make such discriminations between students, and do not reflect it in their behaviors towards students or marking behaviors, who values students, listens to them, behaves them kindly and sincerely, who do not behave arrogantly, who is approachable and can be asked questions, kind but firm". In the study mentioned, it is understood that students attach importance to communication characteristic.

In the studies conducted in higher education, it was determined that students avoided coming across teachers and showed non-verbal passive resistance behaviors (Burroughs et al., 1989; Kearney, et al., 1991; Kearney, Plax, Smith & Sorensen, 1988; Plax, Kearney, Downs & Stewart, 1986; Plax, Kearney, Mc Croskey & Richmond, 1986).

In studies by Duman and Koç, (2004), Erdem and Sarıtas (2006), Murat, Arslantaş and Özgan (2006), Taş (2009), it was revealed that university teachers found lecturers inadequate in terms of "communication". In a study by Stanton (1985), it was stated that "an effective teacher" should be open to his/her students, affectionate, understanding and get on well with students. The finding that lecturers mastery of teaching methods is directly influential on the quality of education provided is highly supported. There is a strong relation between teacher competencies and student success (Aaronson et al., 2007; Croninger et al., 2007; Ferguson, 1991; Harris&Sass, 2011; Haycock, 1998; Kaplan&Owings, 2001).

In another study, Arslantaş (2011) shed light on the issue from a different perspective. The research findings indicated that more than half lecturers were not adequate in "teaching strategy-method and techniques", in "communication" and in "measurement and assessment" skills. Köseoğlu (1994) stated that students found lecturers "very little" adequate in terms of "managing education process" . In another study, Şen and Erişen (2002:99-116) reported that according to students' views most lecturers know "the basic concepts and principles in the field of the study". In a PhD dissertation by Beyhan (1994) on a similar topic, students found lecturers "very little adequate" in terms of qualities lecturers should have.

In the study, the participants pointed out that the education given at the faculty was theoretical and not practical. Besides, the participants think that theory focused education might cause them to have problems in their education life. Besides, the participants are of the opinion that there is a difference between what lecturers teach as theory and their practices, which they regard as inconsistency.

In studies on lecturers who work in teacher education departments, it has been revealed that lecturers do not show the

ideal teacher behaviors in teaching profession courses and that there is inconsistency between what lecturers tell in their courses and their behaviors (Bayram, 1992; Bolat, 1990; Deryakulu, 1992; Erdoğan, 1990; Erginer, 1997; Gömleksiz, 1988; Gözütok, 1988; Küçükahmet, 1976; Türkoğlu, 1993).

In an action research study by Walser (2009) in which self-assessment is used as an instruction strategy in higher education, it was determined that although the view that self-assessment activities provide students with opportunities to follow their own learning, motivation and feedback to lecturers is dominant, these activities are not given adequate place in education. In a study by Rieg and Wilson (2009), it was stated that lecturers did not use the strategies they found effective.

The participants stated that the education given was inadequate and they expressed that they felt this deficiency in school experience and teaching practice courses. As a matter of fact, in these studies, it was found that professional teaching knowledge of prospective teachers was weak (Özdilek Kılıç, 1997) and their attitudes towards teaching profession was inadequate (Can, 1987; 1989; Kılıç, 1997; Sözer, 1992). In studies on students at faculties of education, it was revealed that students' teaching knowledge and skills were not adequate (Sözer, 1989).

In the study, the participants stated that there were deficiencies in socio-cultural area and physical environments at the faculty and that there was not a systematic structure that would deal with these deficiencies. Besides, the participants were of the opinion that physical environment's not being arranged according to constructivism was an important cause for their deficiencies in practice. The participants also stated that all the classrooms in their departments were arranged according to traditional or expository teaching strategy in the behaviorist approach, that is, the desk were arranged in a row making students face only one direction, the teacher. The participants stated that such a classroom arrangement hindered the application of student-centered constructivist teaching methods like group work and discussion which require students to be active and in interaction with the each other and the lecturer of the course. With regard to physical facilities, the participants stated that instructional materials and technologies available at the faculty were not adequate to meet the requirements of constructivism. The participants also stated that socio-cultural opportunities were missing and they further indicated that socio-cultural environment was of vital importance to create a more qualified learning environment. In this context, in line with the points made in several studies (Brooks & Brooks,1993; Eggen & Kauchak, 1997; Ernest, 1995; Fox, 2001; Gabler, & Schroeder, 2003; Gagnon & Collay, 2005; Gagnon & Colloy,2011;VJonasen, 1991; Kim, Fisher, & Fraser, 1999; Marlowe & Page, 2005; Mercer,1995; Naylor, 1999; Richardson, 1997; Tobias, & Duffy, 2009; Tsai, 2000; Tynjala, 1998; Willis, 2009), it can be argued that arrangement of constructivist classrooms to deal with deficiencies caused by physical conditions and environment is essential.

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