

Social Studies Student Teachers' Views on "School Experience Course"

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ABSTRACT

This study sought to determine the opinions of prospective teachers studying in the last year of the social studies undergraduate program about the school experience. More specifically, it was aimed to determine the views of social studies preservice teachers concerning the necessity of the school experience course, the contribution of the course to them, their experiences in the process of the course, and their views towards the stakeholders of the practice. For this purpose, a total of 56 student teachers, 19 females and 37 males in their 4th year of social studies education, who attended the education faculty of a public university in the 2019-2020 academic year participated in the research. The data were collected through interviews which were analyzed following a basic qualitative analysis method, using content analysis while evaluating its questions. In general, it has been observed that social studies student teachers have expectations regarding the following subjects. The study found out that the student and student teachers' experiences regarding themselves were among the positive attributes of the internship. The positive/negative reflections of the student teachers regarding the duties and responsibilities of the stakeholders have also been mentioned in the study. Based on the acquired data, this study recommends that the student teachers of social studies receive the attention they deserve during their internships; the Ministry of Education must inform and regularly inspect training schools and also use internship guides prepared specifically for social studies teaching to improve the efficacy of the internship.

Key words: School Experience, Social Studies, Internship, Guide, Stakeholders

INTRODUCTION

One of the most important experiences of student teachers in their final year of their studies is to undertake internships and interact with students (Aslan & Sağlam, 2018; Demir, Şahin, & Arcagök, 2015). In their final year, student teachers are expected to resolve any pre-service problems regarding information they have obtained in their undergraduate studies, conveying their knowledge to the age groups they will be teaching, building good rapport with students and classroom management (Demir et al., 2015; Alakuş, 2005). Therefore, in the first part of their internship, student teachers are expected only through observation to get to know the environment and experiences they will have while working. While living this experience, it is important to be able to evaluate the school experience process through their eyes in order to be able to manage the process correctly (Demir et al., 2015; Şaşmaz Ören, Sevinç, & Erdoğan, 2009). This research aims to reveal the opinions of senior preservice teachers on the process of school experience practices.

Experience signifies the totality of knowledge and skills an individual acquires regarding a subject, either during a certain period or throughout their lives. Albert Einstein argued that "The only source of knowledge is the experience" and

underlines that knowledge comes from experiences (Sarı, 2016, p. 17). The act of knowing is undoubtedly realized through education. One of the most important experiences in the field of education is the school experience course. School experience course provides student teachers with the opportunity to objectively observe what they have learned throughout their undergraduate studies put it into practice in a classroom setting (Clive & Bernice, 2007; Giebelhaus & Bowman, 2002; Ngwaru, 2013; Şaşmaz Ören et al., 2009). Furthermore, the course provides student teachers with the necessary teaching skills and experience and improves their teaching qualifications. In addition, this course will contribute to creating awareness among student teachers about what qualifications a teacher should have. Thus, it will make them notice the literacies that are important in enhancing professional competencies of teaching profession, and will help them gain the knowledge of which literacy will directly contribute to their field. As a result, they will have the opportunity to discover and train themselves in accordance with the literacy knowledge and skills to be needed in the field (Aygün 2019; Bolat, 2017; Kiggundu & Nayimuli, 2009; Oğuz, 2004).

Looking at examples of school experience courses around the world -although not using the exact same name- we

see examples of “internship experience, field experience, school-based teaching experience” regarding teacher internships (Ballantyne & Mylonas, 2001; Briar Cliff University, 2017-2018; University of Alberta, 2020). School-based teaching experience in teacher education, also known as the mentor education programme, is seen as a vital component of teacher education as it creates a “real world” environment in terms of professionally developing teaching skills and reflective practice. It improves one’s ability to cooperate with teachers by providing school-based experience both in rural and city centres, and helps to acquire professional knowledge and skills by providing field experience in real environments. By promoting learning, it also aims to establish individuals as global citizens, making them ready to participate in society (Ballantyne & Mylonas, 2001; Carpenter & Balance, 2007; Nonis & Jernice, 2011). The mentoring and student teachers’ orientation can be conducted face-to-face, as well as through providing online support for professional development (Bittman, Russel, Kenna, Beckles, & Zandt, 2017). On the other hand, teachers are provided with support on how to become mentors by preparing students for the internship (Clarke, Triggs, & Nielsen, 2014). Thanks to these supports, mentors and academicians, and especially student teachers, are provided with clear information about what is expected of them in the internship programme (Allen Wright, 2014; Carpenter & Balance, 2007; Nonis & Jernice, 2011).

In Turkey, YÖK (Higher Education Council) World Bank Guide or MEB (Ministry of Education) directives are generally used in school experience courses (YÖK, 1998; MEB, 1998-2018). When the features of these guides are analysed, we observed that targets have been designated to ensure student teachers are provided with adequate training, and that they are better acquainted with and prepared for the profession (MEB, 1998-2018). In this context, the Instruction Regarding the Teacher Practice of Teacher Candidates in Educational Institutions Affiliated to the Ministry of National Education aims to provide in-class teaching skills through administrative and extra-curricular activities, and also ensure that the course is taught and discussed in a planned manner (MEB, 2018). The school experience course aims to provide student teachers the opportunity to observe the administrative and educational environments of schools; to familiarize themselves with daily life; to attend extra-curricular activities; to observe teachers; to conduct work with students both individually and as a group and to provide student teachers with teaching experience, ensuring that the profession is properly internalized (MEB, 1998). School experience courses consist of one hour of theoretical study and four hours of practice. During this period, student teachers are expected to conduct observation on (how the day of a teacher is, how the day of a student is, observing classes etc.) specified topics. At the end of term, these observations are documented and handed in to faculty members (Harmandar, Bayrakçeken, Kıncal, Büyükkasap, & Kızılkaya, 2000; Oğuz, 2014).

The school experience course is one of the most important components of the teacher training internship programme (Clarke et al., 2014; Giebelhaus & Bowman, 2002;

Kiggundu & Nayimuli, 2009; Ngwaru, 2013; Paker, 2008). Thanks to this course, student teachers take the first step towards gaining experience in the profession by spending a designated day in school (Kiggundu & Nayimuli, 2009). Student teachers are provided with the opportunity to meet students, and have the opportunity to study units and activities of school books. This also contributes to discovering different teaching methods (Oğuz, 2004). This course provides the opportunity to learn how theoretical knowledge is put into practice. Student teachers observe and evaluate how experienced teachers teach in a classroom setting, what activities they do, how they take on an active role in the classroom; thus, aiding student teachers to acquire the necessary teaching skills they require. Student teachers start gaining the necessary professional competency by acquainting themselves with the profession through the school experience course (Oğuz, 2004; Kasanda, 1995; Cohen et al., 2004; Jarvis, McKeon, Coates, & Vause, 2001). They have the opportunity to observe individual differences in practice and improve themselves by cooperating with teachers (Oğuz & Avcı, 2014). Student teachers also have the opportunity to gain knowledge about procedural topics such as school administration and the daily routines of schools. Another advantage the school experience course provides is that student teachers can improve their communication skills, the course also provides them with the necessary means to apply their own knowledge and skills (Oğuz, 2004; Saraç, 2004; Tok, 2010). In addition, the school experience course aims to resolve problems student teachers face by discussing what they have experienced during their time at these schools and during theoretical lectures; this enables to open up discussions about similarities and differences between the observations of student teachers and what they have learned in theoretical lectures. Information is also exchanged about the preparation process of the files of the designated activities (Clift & Warner, 1986; Ngidi & Sibaya, 2003; Riedler & Eryaman, 2016). The course provides student teachers with different role acquisitions through feedback, how to take on responsibility; and to improve their professional competency while socializing student teachers through cooperation with academicians and teachers (Assimonye, 2014; Giebelhaus & Bowman, 2002, Kiggundu & Nayimuli, 2009; Oğuz & Avcı, 2014; Riedler & Eryaman, 2016).

Teacher training programs represent professional development (Clarke et al., 2014). These programs provide the first and most important experiences in terms of developing the preservice teacher’s professional identity (Izadinia, 2015). When evaluated from this point of view, prospective teachers may feel that they have a variety of expectations, anxiety and excitement when they start the school experience course (Rembe, Shumba, & Mavuso, 2016). The aim of this course is to determine the opinions of the senior preservice teachers who are studying in the social studies teaching department about the school experience course. For these general purposes, answers are sought to the following questions:

1. What are the opinions of the social studies preservice teachers about the necessity of the school experience practice?

2. What are the opinions of the social studies preservice teachers regarding the contribution of the school experience practice to their professional / personal / teaching desire expectations?
3. What are the opinions of the social studies preservice teachers regarding the positive and negative situations they have experienced in the school experience practices?
4. What are the opinions of the social studies preservice teachers towards the stakeholders in the school experience practice?

METHODOLOGY

This research aims to determine the opinions of senior year social studies teaching preservice teachers about school experience. In line with this purpose, the present study is a qualitative research designed in the descriptive model "which aims to describe the existing situation as it is" (Karasar, 2003) in order to determine the preservice teachers' opinions about the necessity of the school experience course, the contribution of the course to them, the positive-negative situations experienced by the students during the process they took the course and the stakeholders. In qualitative research, it is aimed to determine how people build their worlds, what meaning they assign to experiences, and how they interpret life (Merriam, 2018). The data of the research was collected through a questionnaire consisting of an open-ended question/open-ended questions prepared by the researchers, taking the opinions of the field experts. Standardized open-ended questions are prepared carefully beforehand, focusing on understanding the phenomenon. These open-ended questions are asked to each participant in a certain order (Patton, 2002). The preservice teachers were asked the following questions/following questions, which has/have sub-dimensions: "the necessity of the school experience course, its contribution to them, their positive and negative situations during the classes and their opinions about the stakeholders of the school experience".

Study Group

The study group of the research comprises of a total of 56 student teachers, 19 females and 37 males in their 4th year of social studies education, who attended the education faculty of a public university in the 2019-2020 academic year. The study group was determined in terms of convenience sampling while participation was based on a voluntary basis for student attendance and permission was acquired from related faculties.

Data Analysis

Data gathered from the study was subject to content analysis. The content analysis reveals that data obtained from categories aimed to increase their quality. Therefore "content analysis is more than a numbers game" (Downe-Wamboldt, 1992). In order to increase the reliability of the research, content analyses were carried out with two researchers who

are experts in their fields, apart from the researchers. To ensure the reliability of the research, Miles and Huberman's formula was employed: $R (\text{Reliability}) = \frac{Na (\text{Agreements})}{Na (\text{Agreements}) + Nd (\text{Disagreements})} \times 100$. According to calculations, reliability was determined to be 93% and the analysis of the research was accepted as reliable. In addition, findings were backed by citing from (PT1: 1. Student teacher, PT2: 2. Student teacher) student students' opinions.

FINDINGS

Social Studies Student Teachers' Assessment of the Necessity of School Experience Practice

When student teachers' assessment regarding the necessity of school experience practice is observed, we see a consensus of the course's necessity (Table 1).

When the answers of student teachers' opinions regarding the necessity of school experience course given in Table 1 are analysed, it would be therefore be safe to conclude that the application was deemed necessary by the participants in terms of gaining experience, applying theoretical knowledge and observing experienced teachers. When data of the research is evaluated in general terms, it can be said that school experience is necessary in terms of gaining experience. Responses of student teachers are as follows:

"I think school experience is necessary. It gives the opportunity to student teachers to observe how theoretical knowledge is applied in the field" (PT2)

"I think it is similar to the 'introduction to educational sciences course' because it could be considered an introduction to teaching" (PT42)

"This course is necessary in order to gain experience and to put theory into practice" (PT11)

"I certainly believe that it is important and necessary in terms of preparing for the profession. Student teachers start gaining experience during this period" (PT49)

"It is important for intern teachers to observe experienced teachers. That's why it is necessary. But the teacher being observed giving every class the same way causes the school experience course to not be very beneficial" (PT23)

Social Studies Student Teachers' Evaluation Regarding School Experience Course's Contribution to Expectations Regarding Professional/Personal/Eagerness to Teach

The results of contribution of school experience practice to student teachers' expectations regarding professional/personal/eagerness to teach are summarized in Table 2.

Table 1. Student teachers' assessment of the necessity of school experience practice

Opinions	f
In terms of gaining experience	31
In terms of applying theoretical knowledge	11
In terms of observing experienced teachers	3

Table 2. School experience practice's contribution to student teachers' expectations regarding professional/personal/eagerness to teach

Theme	Categories	f	
Professional	Provided me with experience	33	
	Provided the opportunity to practice for the profession	13	
	Taught me how to interact with students	5	
	It made me better in my field	4	
	I was able to better understand my professional shortcomings and mistakes	4	
	Provided me with the ability to use time sufficiently & effectively	3	
	Provided me with a feeling for teaching	3	
	Provided me with sufficient ability to lecture	2	
	Personal	Increased my confidence	13
		Increased my communication skills	10
I have learned how to communicate with children		7	
My communication with students reinforced my communication with people		5	
Provided me with a sense of maturity		4	
I developed in terms of love and respect		3	
It allowed me to reflect in terms of how well i suit the profession		3	
I learned about what it means to be a leader		3	
I learned to be patient		3	
I learned to be understanding		3	
Eagerness to Teach	It increased my belief in the profession	16	
	It increased my sense of being a teacher	14	
	It increased my eagerness to teach	9	
	It provided me with professional skills	6	
	It increased my belief in actively teaching when i become a teacher	4	
	Seeing a school environment increased my motivation	3	
	It increased my self confidence	2	
	I was able to reflect on my personal shortcomings	2	
	It increased my personal motivation regarding exams	2	
	It made me appreciate the profession	1	

In light of data portrayed in Table 2, it is safe to say that when social studies student teachers were asked about how the school experience practice contributes to their expectations regarding professional/personal/eagerness to teach, they said that it provided them with the opportunity to practice for

the profession and acquire experience; in terms of personal development the practice improved their self-confidence and communication skills; in terms of eagerness to teach, the practice increased student teachers' belief in the profession and contributed to their sense of being a teacher. When answers of the study group are assessed in general terms, it is concluded that the school experience practice contributes to their professional and personal development, and their eagerness to teach. Responses of student teachers are as follows:

"I gained experience. My belief in being able to do the job properly has increased. I learned how to properly and effectively make use of my time, and found new ways to communicate with students" (PT11)

"It was beneficial to observe an experienced teacher on how they lecture and how they control a classroom" (PT29)

"It increased my self-confidence" (PT22)

"It helped me express myself, how to be self-confident and how to look at things from different perspectives" (PT41)

"Frankly, I had not been very favourable about the teaching profession before. The teaching experience course made me believe I could really do this job, and like it too" (PT49)

"I now believe I could do this job with peace of mind" (PT32)

Negative Experiences of Social Studies Student Teachers in School Experience Practices

The negative experiences of social studies student teachers in school experience practices are summarized in Table 3.a.

In light of data portrayed in Table 3, when social studies student teachers' answers regarding negative experiences during the school experience course are analysed, student teachers stated that they did not receive adequate respect from teachers and school administration due to their status; that they had negative experiences due to not having sufficient experience in classroom management; that they could not form proper connections with students and had to witness a student losing his life. When student teachers' setbacks during the school experience course were analysed, we see that student teachers were unable to use time effectively and failed to control the classroom; setbacks were experienced due to the internship school's distance to the university; student teachers were not appreciated by students and the school administration due to their status, and the guidebook containing theoretical information about the application of the school experience practice was insufficient. In addition to the aforementioned setbacks, the great difference between theoretical education and the experience in application, many intern teachers being closed to innovation, and the prejudice of intern teachers have had a negative impact on the effect school experience practice has on the belief in the profession of teaching and eagerness to teach regarding of student teachers. Responses of student teachers are as follows:

"I could not use the smartboard in my first class" (PT3)

"During break time, a student fell in the toilets and hurt his head. That was a negative experience for me. But

Table 3a. Negative experiences of social studies student teachers in school experience practices

Theme	Categories	f	
Negative experiences	I was not respect by students due to my status	3	
	Trouble in classroom management	3	
	My student lost their life from a heart attack before the exam	2	
	Students crying because i did not allow them to speak in class	2	
	Raising my voice at students due to classroom noise	2	
	Impatience of students to go on break	1	
	Exclusion of students belonging to different ethnic groups	1	
	Not being able to use the smartboard in the first lesson	1	
	Being mocked for physical characteristics	1	
	Students arguing with the teacher	1	
	Not being able to identify the inclusive student	1	
	Not being able to effectively use classroom time	1	
	A parent insulting the teacher	1	
	Loss of confidence due to bad treatment by intern teacher	1	
Setbacks	Inability to set lesson duration	7	
	Being late for class	6	
	Not being taken seriously by the principal and other teachers	5	
	Not being able to control the classroom	4	
	Loss of voice due to overcrowded classrooms	3	
	Failure to follow the guidelines contained in the manual	3	
	Disobedient students not taking the intern teacher seriously	3	
	Traditional sitting order makes listening difficult	3	
	Failure to effectively engage students	3	
	Communication problems between internship school and the university	2	
	Remaining passive in class	1	
	Break time being too short	1	
	Intern teacher becoming bored due to having to sit in back of the classroom	1	
	Teachers and students not being able to exchange ideas	1	
	Failure to apply activities	1	
	Intern teachers being disengaged towards activities	1	
	Negative impacts on belief in the profession & eagerness to teach	Failure to establish classroom control	3
		Students disrespecting intern teachers	3
Students being inattentive of intern teachers		1	
Internship school being difficult to access in terms of transportation		1	
Realizing the difficulty of being and idealist teacher		1	
Intern teachers not being open to innovations		1	
Prejudice towards taking responsibility		1	
Excessive classroom population		1	
Failure to use different methods and techniques	1		

thanks to the professional skills of the school permanent teacher., ” (PT46)

“I think the technical facilities of the school are good but due to traditional sitting orders students sitting in the back have trouble following the class, and students who do not want to listen take advantage of this by sitting in the back. I think this is a setback” (PT2)

“Generally speaking, it was difficult to exactly follow the instructions in the manual” (PT24)

“It was difficult to establish control in disengaged classroom” (PT29)

“The negative behaviour of the intern teacher damaged my belief in the profession” (PT39)

In Table 3.b it is seen that social studies student teachers mention their experiences in the school experience practice regarding themselves, the students and about the class. In light of the data, it can be concluded that student teachers' most recurrent comment about themselves was “feeling

Table 3b. Positive experiences of social studies student teachers in school experience practice

Theme	Categories	f
About the student	Student wanting to see me again in the new term	4
	Student referring to me as “teacher”	4
	Chatting with students in class	3
	Student wanting to find the owner of money found somewhere	2
	Helping the inclusive student with writing	1
	Inclusive student telling the teacher they love them	1
	Students hugging me	1
	Students expressing their love to me	1
	Students drawing a picture of me	1
	Student teachers about themselves	Feeling valued in the classroom
Having an active role in the classroom	First lesson teaching	1
	Doing a fun activity in class	5
About the class	Having a good lesson	2
	Teaching a topic using drama	1
	A student answering a question that was asked	1
	Having an outdoor trip with students	1
	Teaching about the life of mustafa kemal atatürk	1

valued in the classroom”; about the students was “students wanting to see me again in the new term”; about the class was “doing a fun activity in class”. Based on the answers given by the student teachers, positive experiences that have affected them the most are student related events. Responses of student teachers are as follows:

“When it was time to say goodbye to the internship schools my students said ‘teacher, please come again’” (PT21)

“I hear nice things from almost all my students. One of the classes I was teaching in last year but was not teaching this year approached me and said ‘I wish you taught us, nobody is as sincere as you’ which made me feel very good. Just teaching itself is wonderful” (PT25)

“A student drew a picture of me. I was very happy” (PT16)

“The students respecting me and calling me ‘teacher’ were among the best things that happened” (PT41)

Opinions of Social Studies Student Teachers on Stakeholders in the School Experience Practice

The findings related to the opinions of Social Studies student teachers on stakeholders in the school experience practice are presented in Table 4a.

When we observe the data in Table 4a in relation to social studies student teachers’ opinions regarding the guidebook

Table 4a. Social studies student teachers’ opinions regarding the guidebook and internship school in the school experience practice

Theme	Categories	f	
Guidebook	Good and useful	9	
	Guiding	9	
	Useless	5	
	Never used it	3	
	As it should be	3	
	Don’t know	3	
	Informative	3	
	Useful for some activities, should be removed, helped with reporting, unnecessary, limits the teacher, a safe haven for teachers, needs to be updated, sufficient	1	
	Internship school	Good	13
		Fine	7
Crowded		5	
Teacher and student quality is high		4	
Disciplined		3	
A place i like		2	
High socio-economic diversity		2	
Low level of discipline, torture, middle tier, low in terms of success, a successful school, necessary, first step of the profession, good opportunities for students, i didn’t like it, limited opportunities, insufficient in technical terms, it has a cosy and sincere atmosphere, good for acquiring experience		1	

and internship school in the school experience practice, we see that student teachers have given positive feedback about the guidebook. Yet, some student teachers remarked that the guidebook is insufficient and was not used. As for the internship school, we see comments such as “fine, crowded, disciplined, a place that is liked”. In light of this, we can conclude that there are both positive and negative opinions regarding the guidebook and the internship school. Responses of student teachers are as follows:

“I do not believe that guidebook has any kind of function” (PT31)

“I find the opportunities the internship school provides to students to be good” (PT2)

When we observe the data in Table 4b about social studies student teachers’ opinions regarding internship teachers and internship students in the school experience practice, we see that student teachers remarked that internship teachers were good, demonstrative and knowledgeable; while internship students were hardworking and good. In light of student teachers’ statements, we see that internship students have been described as naughty, reluctant and being too talkative. It can be concluded that student teachers have made positive remarks about internship teachers and internship students. Responses of student teachers are as follows:

“The internship teacher was very capable but I felt that their idealism had been worn down” (PT24)

Table 4b. Social studies student teachers' opinions regarding internship teachers and internship students

Theme	Categories	f
Internship teacher	Good	21
	Demonstrative	7
	Knowledgeable	6
	Guiding	3
	A role model	3
	Experienced	2
	Encouraging, gives lessons regularly, the most important factor, someone who cares, someone with good practices, high communication skills, pushes too hard, cannot focus on the lesson, a good orator, loyal to their profession, understanding and sincere, work loader	1
Internship students	Hardworking	13
	Good	10
	Naughty	9
	Important for experience	2
	Adorable	2
	Responsible	2
	Successful	2
	Aware, outgoing children, the reason why i like my job, sharing, people who will be successful in the future, diamonds waiting to be polished, reluctant, too talkative, do not participate in lessons	1

"The internship students were smart and responsible" (PT50)

When we observe the data in Table 4c about social studies student teachers' opinions regarding the school administration, practice friends and practice academicians in the school experience practice we see that while some student teachers remarked they had no communication with the school administration, other said the administration was disciplined, good and understanding. In terms of their practice friends, student teachers remarked they were good, important for exchanging information and supportive, while practice academicians were considered to be good, demonstrative/guiding and knowledgeable. It can be said that student teachers made positive evaluations about the internship school management, practice friends and application academician stakeholders in the school experience practice. Responses of student teachers are as follows:

"The internship school administration was distant and good" (PT26)

"My practice friends and I prepare very well together. We exchange ideas before and after lessons" (PT45)

"I believe that evaluating practice academicians in terms of guidance and sharing their experience to be very effective" (PT 40)

DISCUSSION

When findings of the research were analysed, we first discovered that social studies student teachers were asked about

Table 4c. Social studies student teachers' opinions regarding administration of the internship school, practice friends and practice academicians in the school experience practice

Theme	Categories	f	
Administration of internship school	Had no communication with the administration	8	
	Good	6	
	They care about the school	3	
	Disciplined	3	
	Understanding	3	
	There were no problems	2	
	Accomplished	2	
	Supportive	2	
	Showed interest	2	
	Dismissive	2	
	No discipline, only saw them once	1	
	Practice friends	Good	19
		Important for exchanging information	5
Supportive		5	
We acted together		3	
Suitable for team work		2	
Practice academician	Compatible	2	
	Strong communication skills, responsible, has a sense of duty, successful, participatory, cannot get along, don't know them, bad	1	
	Good	17	
	Demonstrative/guiding	11	
	Knowledgeable	7	
	Helpful	2	
	Problem solving	2	
Dismissive	2		
Perfect, the most important component, valuable, amazing, successful, understanding, gets paid for doing nothing, does not like me	1		

the necessity of the school experience course; the majority of student teachers responded that the school experience course was necessary. Remarking on the necessity of the course, student teachers mostly stated that it helped them gain experience. In addition, another advantage of the course was that it provided student teachers with the opportunity to put into practice their theoretical knowledge. Similar to this study, other studies of Kudu, Özbek, & Bindak (2006), Şaşmaz Ören et al. (2009), Oğuz (2004), Oğuz and Avcı (2014) found that student teachers had a positive outlook on the school experience course, considered it necessary and that it provided them with experience. Contrary to the findings of this study, Yapıcı and Yapıcı (2004), Şaşmaz Ören et al. (2009) found that the course did not provide the opportunity to put theoretical knowledge into practice.

When evaluated in terms of social studies student teachers' expectations in terms of professional, personal and

eagerness to teach, most stated that the course contributed to their professional development. In terms of professional development, the study has determined that the course provided the student teachers with the opportunity to practice and gain experience; in terms of personal development, the course improved the self-confidence and communication skills of the student teachers. When evaluated in terms of eagerness to teach, the course increased their belief in the profession, provided them with a sense of belonging and increased their feeling for teaching. Parallel to the finds of this research, Yılmaz and Kab (2013), Çiçek and İnce (2005), Ayvaci, Özbek, and Bülbül (2019), Ngwaru (2013) found that the teaching practice supported professional development, established a sense of belonging to the profession and provided feedback by exposing the strengths and weaknesses of student teachers. Zachary (2002) found that teacher practice also supported personal development.

When negative experiences of social studies student teachers are observed the study found they were mainly connected with setbacks that negatively reflected on the eagerness/belief to teach. In addition, other noteworthy problems were student teachers not being respected by internship students due to their status, and problems in classroom management. When problems due to various setbacks are observed, the main issues were the duration of classes not being enough, problems regarding the application of theoretical knowledge in lessons, the internship being far away and overcrowded, not being taken seriously by school administration and teachers, and not being able to establish control in the classroom. Parallel to the findings of this study, Şimşek (2013), Şaşmaz Ören et al. (2009) also found that among the negative experiences of student teachers regarding school experience practices were problems related to school administrations. Different from the findings of this study, Oğuz and Avcı (2014) found that student teachers did not have any problems with schools or school administrations. Akkoç (2003), Şaşmaz Ören et al. (2009), Yıldız (2006) in their studies found that student teachers had problems with practice teachers that they were not treated as colleagues and were generally dissatisfied by the practice teachers. In Şimşek's study (2013) it was found that internship schools were generally over crowded. Hergüner, Arslan, & Dündar (2002), Harmandar et al. (2000), Azar (2003), Oğuz (2004), Şaşmaz Ören et al.(2009), Kudu et al. (2006), Tok (2009), and Kasanda (1995) in their studies found that lesson durations were not enough, and that the school experience courses should have longer hours. Different from the findings of this study, Oğuz and Avcı (2014) found that the time allocated to the school experience course was considered sufficient by student teachers. Eraslan (2009) found that student teachers had difficulty in establishing a relationship between the knowledge they learned in theory and what they experienced in practice. When assessed in terms of the negative impact on belief in the profession and eagerness to teach, main issues were found to be internship students not respecting the teacher, student teachers not being able to establish control in the classroom and classrooms being overcrowded. Parallel to the findings of this study, Şimşek (2013), Şaşmaz

Ören et al. (2009), Tok (2009) and Kasanda CD (1995) in their studies, found that internship students did not regard student teachers as actual teachers and did not respect them.

When we look at the positive and good events that social studies student teacher candidates experienced in their school experience practices, it has been determined these views focused on themselves, the students and the course. Regarding themselves, student teachers expressed feeling valued in the classroom and having played an active role. Regarding the students, student teachers expressed being referred to as "teacher" and students wanting to see them again next term. Regarding the course, student teachers expressed having conducted fun activities in class, and having had a good lesson. When we examined comments of social studies student teachers regarding stakeholders in the school experience practice, the stakeholder that received the most comments was the guidebook. This was followed by the internship school and internship teachers. When we assessed comments made by the student teachers regarding the guidebook, we see that the guidebook was considered to be insufficient and lacking in content. Internship schools on the other hand were regarded as overcrowded, lacking necessary facilities and were located far away; internship teachers on the other hand were described as good, guiding and knowledgeable. Student teachers expressed that internship students were hardworking, good and naughty; and while not much contact had been had with the school administration it was considered disciplined. Statements reading practice friends were positive and were considered to be important in terms of exchanging information, while practice academicians were described as guiding and knowledgeable. Parallel to findings regarding guidebooks, Tok (2009) and Ayvaci et al. (2019), Yılmaz (2006) in their studies found that guidebooks were viewed as insufficient, and rather than using a single guidebook each department should have one specific to themselves. Regarding internship schools, Tok (2009) and Seçer et al., (2010) studies found that facilities/materials were insufficient, and schools were overcrowded and located far away. Regarding practice teachers and academicians, Özkılıç et al. (2008) found they were guiding, or in other words were regarded as sufficient. Contrary to the findings of this study, Aytaçlı (2012), Seçer et al. (2010), Aytaçlı (2012) in their studies found that practice teachers did not monitor or supervise the school experience process and were indifferent towards student teachers. Regarding school administrations, Yılmaz and Kab (2013) in their study found there were issues stemming from school administrators and they showed indifference towards student teachers. Tok (2009) and Kasanda (1995) found that school students were viewed negatively.

CONCLUSION

In the light of the results obtained in the research, it is necessary to give necessary information to the school management and mentor teachers so that the internship students can receive the appropriate treatment they deserve in schools, and that they are considered important by the school management and mentor teachers. In the studies of Sarıtaş (2007), Göktaş

and Şad (2014) and Baştürk (2009), it is stated that necessary information should be provided to the school management and practice teachers regularly. There should be subject to regular inspections by authorities assigned by the Ministry of National Education. In a study by Yılmaz and Koç (2020), it was suggested that the practice teacher, too, should be inspected from time to time. In order to establish an equilibrium between theory and practice, school experience courses are suggested to be implemented regularly starting earlier in the education life of students (e.g., first year undergraduate) and be distributed to academic years accordingly. For example, it is seen that school experience classes are offered in earlier grades in Botswana and Zimbabwe in south Africa, (such as the second and third grades) (Rembe et al., 2016). In the Philippines, on the other hand, school experience (field experience) courses are given from the second year onwards in social studies undergraduate education (University of Santo Tomas, 2020). In the study of Yılmaz and Koç (2020), it was suggested that the school experience course should start in lower grades. In addition, to solve problems regarding internship guidebooks and to increase the efficacy of the school experience course. the study suggests that guides should be prepared specifically for each field, and should be prepared in a clear and understandable way to guide all stakeholders, especially student teachers, academicians and mentors. In the studies of Aycacı et al. (2019), Tok (2009) and Yılmaz (2006), too, similar conclusions were drawn and it was stated that guidebooks that are prepared specific to the field should be used in the internship practice. In addition, student teachers are encouraged to plan lessons and prepare activities about different literacies in their theoretical lessons in school experience in order to improve themselves and have literacies (such as media literacy, financial literacy, digital literacy, environmental literacy) that will contribute to the field of social studies, in meeting the 21st century teacher expectations. In fact, it is seen that there is a three-credit course in the social studies education program in the USA called "integrating social studies and literacy" (Warner School of Education University of Rochester, 2020). In the Philippines, the teacher education program is tried to be supported by offering a three-credit course in the social studies education undergraduate program titled "creating and developing new literacy in the curriculum" (University of Santo Tomas, 2020).

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