The Analyze of prospective science teachers' logical thinking ability according to their learning styles

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Keywords

Abstract

Essential element for the effectiveness of this training are the teacher, student and curriculum. Among these factors, most important factor affecting system is the teacher. Because curriculum, methods and techniques can be applied effectively with the teacher's knowledge and skills. The student also is influenced by teachers' affective characteristics about courses and branched. So, teachers should have affective characteristics such as logical thinking ability for an effective education. Teachers gain the necessary knowledge and skills during their pre-service training in the education faculty. It is very important for the effectiveness of the education that should be determined the knowledge and skills teachers should have. Also, pre-service training should be structured according to their knowledge and skills. In this context, the purpose of this study is to determine the logical thinking ability of prospective science teachers. Also the interchangeability of learning styles in their level of logical thinking ability are also studied. The study was done through survey method. The research was held in 2014-2015 fall semester Faculty of Education Science Teaching Program 1st, 2nd, 3rd, 4th grade students -120 students in total. As a data collection tools, logical thinking ability test developed by Tobin and Capie (1981) and Kolb Learning Style Inventory developed by Kolb (1976) were used in this study.   In the analyses of the datum, it will be used to descriptive statistics, independent t test, one-way ANOVA. The research datum were collected. Now, the research is in the process of data analysis.