

Investigation of factors affecting critical thinking skills

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Abstract

One of the most important factors for achieving the expected objectives in science education is teachers. In this regard, teachers must have certain skills in order to achieve the targeted acquisitions in 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 critical thinking skills of prospective science and classroom teachers. Also the interchangeability of gender, grade level and graduated school in their level of critical thinking skills 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 and Primary School Teaching Program 1st, 2nd, 3rd and 4th grade students-250 students in total. As a data collection tools, California critical thinking skills scale was 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.

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