

Teaching Practice Course

The Teaching Practice course in our curriculum is a mandatory 5-credit course consisting of 6 hours of practical training and 2 hours of theoretical instruction. The practical part of the course is conducted in schools affiliated with the Ministry of National Education, while the 2-hour theoretical section is held at the faculty with the practice instructor. Within this course, the practice student is required to participate in educational activities alongside the practice teacher at the practice school for 6 lesson hours. The practice student should allocate 4 hours of the 6 hours at the school for in-class observations, 1 hour for out-of-class observations and activities (For example, the practice student can assist the teacher during exam preparation or grading), and the remaining 1 hour for teaching lessons. In programs such as Primary Education, Preschool, and Special Education, the in-class lesson hours for the student may differ from other departments. (During the pandemic period, as all practices will be conducted on online platforms, it is expected that practice students will spend the 4 hours of their 6 hours at school by observing lessons on platforms such as EBA, Zoom, etc., and report on them. The remaining 2 hours should be completed through discussions, sharing, and evaluations with the practice teachers. Practice students are expected to send weekly reports via email on the 4 lesson hours they observed and other experiences to both the practice teacher and the practice instructor.)

In the first week of the academic calendar, the practice instructor will meet with their assigned students at the practice school. In this meeting:

- The students will be introduced to the school administrators and the practice teacher.
- Stakeholders will be informed about the school rules and expectations.
- The importance of positive collaboration between stakeholders to maximize the professional development of the practice students will be emphasized.
- The practice program for the 6 lesson hours per week at school will be organized with the responsible administrator and practice teacher.

To make the Teaching Practice course more efficient, the following activities can be carried out during the "theoretical" lesson hours conducted at the faculty with the practice instructor:

- The practice instructor should allocate time in the lesson plan for the 2-hour theoretical portion and share this plan with the students. In this regard, the instructor should make an effort to meet with their assigned practice students every week and receive feedback from them.
- In the 3 weeks following the first introduction meeting at the school, the practice students will not teach any lessons. Instead, they will use this time to

observe the practice teacher's online lessons, get to know the school and students, and learn about the school's general routine for the day.

- During this period, the practice instructors can meet with students on online platforms to gather their general thoughts and feelings about the school's operations, the practice teachers, and the students.
- During theoretical lessons, the practice instructor will provide detailed information to students about pre-lesson preparation, lesson delivery, and general evaluations to be conducted with all stakeholders after the lesson. It will be emphasized that each student must teach at least 4 lessons during the semester. After each teaching session, the practice instructor will share with the students that their performance will be entered into the "Practice Student Evaluation Module" in MEBBIS by the practice teacher.

Once practice students start teaching, they may feel that they are lacking in certain areas during lesson preparation and delivery. For instance, they might need guidance and suggestions from the practice instructor regarding writing effective lesson plans, selecting activities, classroom management, formulating questions for students, choosing and applying teaching methods and techniques, and how to conduct evaluations at the end of the lesson. The theoretical lesson hours will be the most suitable time for the instructor to provide effective guidance and consultancy on these topics.

Theoretical lessons also provide a good opportunity for practice students to share any special moments they have experienced during their practice (For example, emotional moments that either made them happy or upset with students) and seek advice from the practice instructors on any issue they may have struggled with in the classroom.

Throughout the semester, the practice instructor will observe each student at least twice. If necessary, they may observe the student more frequently.

In this course, the practice instructor should inform the students that general evaluation meetings will be held during the weeks they are observed by the instructor, where feedback will be provided on the strengths and areas for development in their lessons. It should also be emphasized that in the final meetings, feedback will be provided by the practice teacher, the practice instructor, and the practice student in an objective and systematic manner, and that the practice student will be able to reflect on the lesson they taught during those meetings.

In weeks when the practice instructor will not be observing the student, the practice instructor should remind the students to obtain verbal and/or written feedback from the practice teacher on the lessons taught.

In this course, students will be informed about the documents they need to submit to the practice instructor at the end of the semester:

In this file, the following documents must be included:

- Weekly observation reports (At least 4 reports per week)
- Lesson plans (For the lessons they taught)
- Work and activity papers (For the lessons they taught)
- Evaluation materials used at the end of the lesson (For the lessons they taught)
- Peer evaluation forms (For lessons observed by the Practice Instructor)
- Self-assessment forms (For the lessons they taught)
- Written feedback from the practice teacher (on lesson plans, lesson delivery, etc.)
- General evaluation forms
- Weekly lesson schedule

It must be remembered that by regularly meeting with the practice instructor in addition to the school practice, the practice student will realize how important this course is for their professional development. They will feel the significance that the practice instructor and the practice teacher place on their own professional growth and will make every effort to benefit from the course to the fullest extent.