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Secondary Education Teachers' training needs towards web based collaborative learning in TRNC

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Abstract

The aim of this study is to investigate the teacher's education needs towards collaborative learning. The sample of the study consists of 200 teacher from Secondary and High Schools in North Cyprus. "Web based collaborative learning" questionnaire developed by Ozdamli & Bicen (2009) was used to collect data. The first phase of the questionnaire involves 9 demographic questions and second phase involves 20 likert type statements. The result of the study show that the high school teachers in TRNC need to be educated about creating videos, blogging pages, publishing their own studies, applying web based education applications, and using wikis in their courses. Ministry of Education should give in-service training to teachers considering these needs.

Keywords: Technology; collaborative learning; teachers; web based learning.

1. Introduction

In our country, secondary education is still predominantly teacher-centered. The teacher mostly speaks in the classroom and the method that the teacher follows, explaining the topics repeatedly depending on a course book. In this method, teachers have the knowledge and the person who transferred, and students who receiving the information is ineffective recipients. In many countries instead of this, containing a variety of methods ''student-centered education'' has been replaced. One of the most important characteristics of this method, students are in a position of encouraging class participation. Students attend class and learn by trying. Teachers, instead of being the only source of information, they are guider. (YÖK, World Bank, 1997).

In recent years, the world and in Turkey in the field of technology and educational developments occurring in every area of the Turkish education system was influenced.(Akkoyunlu, 1996). Parallel to these developments, in the educational system today in the primary and secondary school students' learning-teaching process which aims to ensure active participation is started to improve with new academic programs. Developed programs in schools with traditional teacher-centered education is eliminated in the understanding of the constructivist, multiple intelligence, problem solving, project based and student-centered, such as cooperative learning and science process skills based

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on the development of new theories and approaches. In parallel, the concept of teachers being the person who made the transfer of the information does not seen as a model anymore, in this sense, the teacher has become a model who applied teaching methods and techniques to the course, uses instructional technology which provide guidance to students, and be the person who has been open to change. (Yıldırım, Er-Nas& Ayas, 2007).

Learning-teaching process ensure active class participation, in the students' class methods and techniques that provide better and faster learning where students are given, by this way students remember, and enjoy what they have done. Cooperative learning is also one of the other techniques that allow students to active participation of the class. It is a product of theoretical and practical research, and can be shown as a result of a long scientific research which is occurred with social relationships, group dynamics, in the field of learning-teaching method. Cooperative learning and its features, contents of collective learning, topic and its harmony or feasibility to the student, these factors contain of the most important and productive part of the systematic researches in education (Oral, 2000).

According to Johnson & Johnson (1999) and Lin (2006), the principle aims of the cooperative learning are, improving the communication skills, raising the tolerance between students and increasing academic success. It is proved that cooperative learning has a great contribution on the learning result. (Güvenç & Açıkgöz, 2007).

Many reseach at the higher level of education substantiating that, by the cooperative learning students gained the correct ways of higher academic success, critical thinking, showing less disturbing behaviors, having less stress and low anxiety. These are the natural helpers to students' self-esteem and it is shown that they started to rectify their relationships with friends. During the learning process it is also comes out, students learn self-evaluation objectively, and how to generate positive manner of conduct to the events or topics. (Johnson & Johnson, & Smith, 1991: Johnson & Johnson, 2000: Quarstein & Peterson, 2001).

Quantity of knowledge and demanding to education have been gradually increase, one of the big and important cause of this formation is ,computer and the internet take place from day to day in education. Because of web based education, individuals can share the knowledge and their opinions, it provides structuralist learning surroundings, learning by self, and gives opportunity to cooperative learning even if they far away in terms of geopraphical. Individuals can communicate accurately in written, vocalic, and visual form by using the internet. (Janssen, Ekens, Jaspers & Broeken, 2005).

Technology supported cooperative learning gives opportunity to the students in order to produce projects by working with together in an environment which supported with the internet and mobile learning devices. Goodyear (2004) defines at that type of learning, networked learning, cooperative learning, knowledge and communication technologies are the ways of communicating with student-student, teacher- student, learning sources and between the learning institutions. Communication web and foundation of education have been proposing that, to providing human- human interaction with computers. Human-human interaction can be able to synchronic or not. According to many researcher, setting up communication between internet supported devices and the students can create an effective cooperative learning environment. (Çavuş, Uzunboylu & İbrahim, 2007; Soekartawi, 2006; Goodyear, Jones, Asensio, Hodgson & Steeples, 2004).

2. Related research

Attitudes of Teacher Candidates towards the Technology Supported Cooperative Learning. (Uzunboylu ,Özdamlı, 2008). By looking this research' test results, it can be obviously seen that students have positive opinions towards the technology and after using this technology, it shows that such opinions increased towards the technology.

Effect of Cooperative Learning Method to the Academic Success in the Field of Science and Technology. (Bozkurt, Orhan, Keskin, Mazi, 2008).

As a result; the group which was applied cooperative learning method gets impressive academic success than the control group which was given traditional science and technology lesson.

At the Web Supported Asynchronous Learning Environment, Effects of Individual Cooperative Learning and Problem Based Learning to the Critical Thinking Skills. (Özdemir, Yalın, 2007).

According to diagnosis that issued with analyzing unilateral factor variance for unrelated illustrates which is directly related with problem based cooperative learning, it shows that, the group which was given cooperative learning method has a meaningful difference between the checking in terms of critical thinking skills of the students.

Effect of Using Cooperative Learning to Chemistry Teacher Candidates' Education Technologies Usage. (Yıldırm, Ernas, Ayas 2007) examples of this study are formed by 39 teacher candidates who are study at KTÜ Fatih Education Faculty Department of Chemistry Teacher in 2006-2007 spring term. The study contains fourteen weeks time period. At the end of this, it is designated, that is highly effective for students in terms of being aware of their inadequate parts in education technologies and develop themselves.

3. Aim of the research

Aim of this research is determining what needs to web based cooperative learning applications.

4. Method

This research is a descriptive study.

4.1. Evaluation Material

The questionnaire which is developed and carried out by Özdamlı & Bicen (2009) aim to putting out what teachers need to improve web based cooperative applications as a material of gathering data. It has two parts, the first part is issued to getting information about teachers' demographic features, second phase of first part involves 20 questions in order to classifying what web based cooperative learning needs. Second part is formed which refers1 point to certainly disagree, 5 point to certainly agree. This evaluation material which is, designated as Cronbanch's alpha (0.90).

4.2. Participants

Among the study groups are; TRNC Lekoşa High School, Bülent Ecevit Anatolian High School, Şht.H.Ruso Secondary School, Atleks Şanverler Secondary School, and Şht. Turgut Secondary School, participants are chosen among these schools, and 100 teachers from high school education ,100 teachers from secondary school education, totally 200 teachers consist of this study group. These participants are specially chosen if they are volunteer, here, the aim is getting valid results from the participants. 64.5 % of teachers candidates who attend this study are female and 35.5 % of them are male.

4.3. Appilication

After taking necessary permissions from related Minister, gathering data material applied to the teachers. Before that, essential explanations are given to teachers about this material. In order to feel relax teachers have alternative to fill up the questionnaire at their home or school and data gathered by this way, so the teachers reflected their opinions without any anxiety.

4.4. Analyzing The Data

All the data collected with this research are analyzed by using SPSS 16 packet program and, Mean, Standart Deviation, One Way Anova, LSD tests are applied. The results interpreted value of 0,05 meaningfulness.

5. Results

After questionnaires applied to teachers, rate of the ideas explicitly came out, how they agree with the ideas for instance; sharing lesson notes at the web environment (X=3.51, SD= 1,19), sharing lesson notes in different formations (X=3.43, SD=1,17), using lesson notes at the social web sites (X=3.81, SD=1,09), using instant message software (X=3.85, SD=1,15), using social web sites for cooperative learning (X=3.14 , SD=1,82).

On the other hand, creating videos related with topics (X=3.34, SD=1.17), publishing their own videos at the social web sites (X=3.10, SD=1.17), creating individual blog pages (X=3.02, SD=1.15) make synchronic

communications (X=3.02, SD=1.15), transferring presentations to video formation (X=3.29 SD=1.13), considering the teachers and the students can be able to make communicate visually from the internet (X=3.05, SD=1.24), making groups for cooperative learning (X=3.08, SD=1.27), considering online calendar for cooperative learning at their blog sites (X=2.92, SD=1.27), creating some blog pages in order to provide opportunities to cooperative studies (X=2.85, SD=1.16), bringing out some evaluation about cooperative studies from the internet (X=2.85, SD=1.15), make studies for cooperative learning using by online items (X= 3.06, SD=1.28), using wikis at studies of cooperative learning (X=2.84, SD=1.10) were among the ideas that the teachers are not sure.

This study helped to examine prevalence of cooperative learning and its quality of usage. Collected results are mentioned below;

6. Conclusion and Future Studies

At the studies of web based cooperative learning, teachers exposed that they can share their lesson notes from the internet, can use social web sites and instant message software at their education system positively.

By looking other consequence, it is observed that the teachers need to be educated about creating videos, creating blog pages, have students make web based cooperative learning from the internet, be able to use wikis at their cooperative studies. In this point they are also hesitant. The results showed, the teachers in TRNC are not sufficiently qualified to do web based cooperative activities. This result of the research supports the consequences of some other research which is investigating web based cooperative learning. For example, in TRNC the studies of Bicen & Uzunboylu, (2009), in other countries, Vermans, Cesareni, Kollias, Mamalous (2003), Koussi, Lakkala, Vosniadou (2005), they have common opinions at their research about the teachers that they have to be educated, and collect information about web based cooperative learning.

According to the results of this research, some important suggestions can be clarified to the secondary education teachers in TRNC. teachers need to be supported the idea that they are insufficient and need to be take course about in these fields like Teachers' video sharing, blogging, synchoronic study on the internet, online studies, using social cites and wikis, as well as the most delicate part of web based cooperative learning is, its necessity and importance. It should be clarified to the teachers and the effects of web based cooperative learning on learning should be searched.

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