

Pedagogical Formation Education via Distance Education

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The purpose of this research is to identify the perceptions of the efficacy of curriculum development on the part of pedagogical formation students, their views regarding their professional attitudes, and their attitudes towards the pedagogical formation education they receive via distance education. The study sample includes 438 Near East University students who received pedagogical formation education via distance education. The sample consisted of 235 pedagogical formation students to implement the efficacy scale, 290 to implement the attitude scale, and 73 who took part in semi-structured interviews. In the study, it was concluded the students generally perceive themselves as being sufficiently prepared in terms of curriculum development. There are no differences with regard to the overall professional attitude of the students. Students generally reported positive views regarding the education they receive.

Keywords: distance education, curriculum development, pedagogical formation, professional attitude

INTRODUCTION

Distance education is a powerful and growing force in education in a wide variety of subjects, including astronomy, at the university level. In developing countries, distance education enables a very small number of astronomers to reach the whole population, and can educate students at a lower per capita cost than done through conventional institutions. Many of the largest distance education institutions are in developing countries (Tucker, 2003). In distance education, the student located at a distance from the campus, and is educated through a mixture of media, specifically prepared printed text being central. Depending on resources, a wide variety of other media can be used, notably TV, video, and personal computers, all of which can be located at remote study centres and shared by a number of students. A surprising range of non-trivial observational and experimental work can be performed in astronomy without any special equipment (Shihl et al., 2003).

Furthermore, distance learning has provided an excellent platform allowing students to learn at their own convenience and at their own pace. In this rapidly changing learning approach, if you are working and need a good degree as well as specialized knowledge to enhance your career, then distance education can offer a good opportunity. Moreover, distance-based learning offers more flexibility to

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students in terms of how and when they take classes. Many distance-based courses allow students to use several different learning modes, such as online message boards, chat rooms, video conferences and recordings of lectures, making distance learning a highly customizable educational option (Baker, 2004). Students can choose when they do their work and, at some schools, may even be able to attend classes via videotaped lectures at various times, rather than following a set schedule. Similarly, some schools permit students to take courses without using a traditional semester or quarter-based schedule. At these schools, students can enroll at any time and can begin classes when it is convenient (Song, Singleton, Hill & Koh, 2004). Recently, many people in employment have started to obtain pedagogical formation education in order to become teachers, and they prefer to get this education through distance education. Thus they can continue their jobs while in receipt of teacher training education.

Teacher training is an important issue, so it has been on the agenda for a long time. Teacher efficacy and the quality of the education they receive should be the focus to make all learners in all development fields reach the desired level, become a beneficial individual for their countries and for themselves, grow by having independent thought. It is an accepted fact on the part of researchers that the relationship between teachers and teaching qualifications significantly affects society (Abazoglu, 2014).

Teaching is a profession that requires multi-faceted development. It is an important basis in terms of the information field for the teacher training curriculum (yok.gov.tr). Teachers must first have a solid knowledge of a particular field or discipline. However, 'it is not possible to emphasize the two items enough.' Because teachers, who should be equipped with pedagogical knowledge and teaching skills in order to achieve the desired changes in student behaviour, should be brought to the level at which they can teach principles, rules, theories, facts and concepts in their field effectively, and can move beyond being a domain expert. They should be a professional who is adopted and loved by their students, who can act as a guide when needed. There is no value from the educational point of view of having teachers who only explain the course. The teachers must have behaviours made up of attitudes, skills and knowledge which together can contribute positively to student success along with a course explanation in order to provide educational value (Cetin, 2006; Kartal, Ozturk & Ekici, 2012).

Successful teaching and learning are the concepts associated with the effectiveness of teachers and with their self-efficacy. But it is not accurate to say that successful teaching and teacher effectiveness have the same meaning as teacher self-efficacy (Goddard, Hoy & Woolfolk-Hoy, 2000).

Although there are a lot of studies on content and assessment, there is an on-going debate about the definition and dimension of the concept of teacher self-

State of the literature

- Distance learning is becoming an alternative to traditional classrooms that provide a path to higher education and pedagogic formation education.
- The purpose of pedagogical training curriculum is to benefit from the graduates of primarily science and literature faculties and other faculties and high schools, together with graduates from education faculties along with university graduates, in order to meet the increasing need for teachers.
- The "Curriculum Development and Teaching" course aims to allow prospective teachers to gain the necessary skills and to develop a positive attitude related to the teaching process and to develop the education curriculum.

Contribution of this paper to the literature

- The main contribution of this paper to the literature is identifying the effects of pedagogic formation education as a result of distance education.
- Pedagogic formation education obtained through distance education increases the teacher candidates' perceptions of the efficacy of curriculum development and increases their professional attitudes.
- This paper provides a significant contribution to the literature on the basis of being the first research study about pedagogic formation resulting from education obtained through distance education.

efficacy (Ashton, Buhr & Crocker, 1984; Ashton, Webb & Doda, 1983; Dembo & Gibson, 1985; 1984; Guskey, 1988; Tschannen - Moran, Woolfolk, Hoy & Hoyer, 1998).

In particular, the concept of self-efficacy in processes related to education is used to explain individual differences in teachers' activities in the educational dimension, to deal with the problems encountered by students and teachers, and to predict teacher's teaching duties and responsibilities and their related attitudes (Yilmaz et al., 2004). The beliefs of other subject teachers' self-efficacy during in-service or pre-service training is an important area which is focused upon and discussed in the education sciences (Hamurcu, 2006; Ozcelik & Kurt, 2007; Cakir, Kan & Sunbul, 2006; Vardarli, 2005; Morgil, Secken & Yucel, 2004; Kucukyilmaz & Duban, 2006; Bıkmaz, 2004).

The responsibility for training the qualified teachers needed by the Ministry of Education in Turkey has been carried out using the related curriculums of education faculties since 1982. However, a lot of these pedagogical curriculums aimed at trainee teachers vary in content. They were basically introduced to meet the need for qualified teachers in line with the demand for teachers at different times in Turkey until the turn of the century. Even undergraduates who had completed any undergraduate degree programme were appointed, regardless of the need for pedagogical training for teaching in the academic year 1995-1996 (Bilir, 2011). The Council of Higher Education (HEC) implemented a non-thesis post-graduate programme planned to serve a similar purpose in place of the pedagogical formation curriculum by removing it following a decision made on the restructuring of teacher training in 1997. Adjustments to these post graduate non-thesis programmes were made in 2006, with the decision made in 2009, "Pedagogical formation courses were accepted to take the place of non-thesis post-graduate programmes, for the students who wanted a 4-year degree programme in some universities" (Sen & Gogus, 2011). The HEC implemented the "Pedagogical Formation Certificate Curriculum" (PFCC) instead of a "non-thesis master's degree" programme by removing the latter based on a decision taken on 28.01.2010. All students who meet the necessary requirements, regardless of what faculty or department they are graduating from, can study a pedagogical formation education from the 2010-2011 academic year as a result of this new implementation (yok.gov.t).

The curriculum has four elements, and the relationships in terms of the objectives, content, teaching-learning process and evaluation elements of the curriculum development education programmes are a whole within themselves. (Demirel, 2013). Attitudes are formed by the experiences gained, and these influence the individual's behaviour. Teachers' attitudes towards the candidates' curriculum development and training courses related to this course can lead their behaviour. It plays an important role for the teacher candidates in terms of developing a positive attitude towards this course, while improving their learning level as well as carrying out tasks and successfully performing their responsibilities in terms of the curriculum development process during the teaching profession (Oguz, 2010). The solution to the problems that occurs in any education system depends on the educational policy underpinning the system, in other words, on the curriculum development which is the issue that impacts on the student's behaviour in school.

As computer technology is used everywhere, computer programming courses have become popular. Today, too many distance education programmes that include computer programming-based courses, exist all over the world (Ozel & Kaya, 2012; Akdemir, Bicer & Parmaksız, 2015). Recently, technology has been designed to be used for educational purposes to give academic degrees to those people who desire to study (Mariana, Viorel, Adrian & Irina, 2013; Mingaleva, Stegnyiy & Chernovalova,

2013). Nowadays, pedagogical formation education is also provided via distance education for those people who have graduated from science and literature departments, or for those people who desire to be a professional teacher. At this point, it is important to determine the perceptions of efficacy and the student teachers' attitudes towards the teaching profession since they will serve as a teacher after they complete the pedagogical formation programme. The overall objective of the study is to identify pedagogical formation students' perceptions of efficacy in terms of the curriculum development education, their attitudes towards the teaching profession, and their views on the training they receive via distance education. The sub-objectives aimed at achieving this overall objective are as follows:

Sub-objectives

1. What are the perceptions of efficacy of the students who receive pedagogical formation education via distance education towards curriculum development?
2. Are there any significant differences with regard to the perceptions of efficacy on the part of the pedagogical formation education students with regard to curriculum development according to;
 - a. Gender
 - b. Age
 - c. Whether having taught previously at any institution or not
 - d. Whether having previously received in-service training for curriculum development or not
3. What are the general attitudes of students in terms of pedagogical formation via distance education towards the teaching profession?
4. What are the views students in terms of the pedagogical formation education via distance education?

METHOD

Participants

The study group involved in the research consists of 438 students who receive pedagogical formation education via distance education at the Near East University in Northern Cyprus.

The study sample consists of 235 pedagogical formation students in order to implement the efficacy scale, 290 in order to implement the attitude scale and 73 for semi-structured interviews.

Research methods

Descriptive statistics with a combination of quantitative and qualitative methods were used in this study. Descriptive statistics are defined as pattern organization being applied to a sample group or to the whole population in order to reach an overall judgment about the total population when this population involves a lot of subjects (Karatas, 2005).

Data collection: Tools and implementation

In this study, Personal Information Forms, Curriculum Development Efficacy Scales, Attitudes Regarding the Teaching Profession and interview forms regarding pedagogical formation were used as data collection tools. The Curriculum Development Efficacy Scale (CDES) which was designed by Ozcan in 2014 in order to identify the self-efficacy perceptions of pedagogical formation education students regarding curriculum development, was used. The survey consists of two parts. The

first part is the personal information form used to identify students' gender, age, situation of having served as a teacher or not, and the situation of receiving in-service training regarding curriculum development or not. The second part is a 5 Likert Scale in the form of "no", "low", "medium", "many" and "full", inclusive. It includes 37 items and 4 dimensions. The first of the sub-dimensions "goals and behaviours" consists of 5 items, the second dimension "content" 5 items, the third dimension "learning and teaching situations" 22 items, the fourth dimension "assessment" 5 items. The internal consistency coefficient (Cronbach Alpha) is .94.

Again, the "attitude scale for the teaching profession" developed by Ustuner in 2006, was used. The scale consists of 34 questions. The Likert-type scale is one-dimensional attitude scale. The internal consistency coefficient (Cronbach Alpha) is .93.

In addition, an interview form regarding pedagogical formation received via distance education was designed by the researcher and consisted of 3 questions. This was used as a data collection tool.

The scales and the interview form was prepared on Google Drive and uploaded to the system via the Internet by using the Distance Education Centre in the Near East University (DEC) to implement the data collection tools used in the study.

While uploading the scales prepared on the DEC system, information on the data collection tool was given, and the importance of replying to the questions sincerely was emphasized. Answers came as an Excel file to a separate Gmail account which was opened for each scale.

Data analysis and comments

The data obtained from this study were analyzed using appropriate statistical techniques in accordance with the opinions of statistical experts. The analyzed data was explained and interpreted by creating charts. In the study, the data obtained from the Professional Attitude Scale and Curriculum Development Efficacy Scale were analyzed using the SPSS software program.

Content analysis was made for the data obtained from the interviews regarding the pedagogical education received by students via distance education. The data was described using frequency values in tables.

FINDINGS

General perceptions of efficacy regarding the curriculum development course

In Table 1 the self-efficacy perceptions of the pedagogical formation curriculum development students who replied to the data collection tool were sufficiently within the limits of "a lot" ($\bar{X}=3.82$, $S=.758$). These findings can be interpreted as believing that the self-efficacy perceptions of the pedagogical formation curriculum development students are at a high level.

Table 1. The overall efficacy perceptions of the pedagogical formation curriculum development students

	N	Mean	S
Objectives	235	3.98	.690
Content	235	4.10	.680
Teaching Learning Situation	235	4.18	.664
Evaluation	235	3.98	.785
General Total	235	3.82	.758

Curriculum development efficacy scale of the pedagogical formation students

The comparison of students' gender in the efficacy perceptions regarding curriculum development

Independent t-test analysis was used to determine whether or not there is a significant difference between the curriculum development efficacy perceptions according to the students' gender. The results of the comparison of students' gender in terms of efficacy perceptions regarding curriculum development were presented in Table 2.

As can be seen in Table 2, the perceptions of the efficacy of the target behaviour of the female students as measured by mean and standard deviation scores are (M=.4,15, S=.616) while male students' target behaviour efficacy scores are (M=.4,04, S=.585). These findings show that there is not a significant difference among the mean scores of the target behavior in terms of efficacy ($t=1.377$, $P>0.05$).

Again the content efficacy perceptions of the female students' in terms of mean and standard deviation scores are (M=.4, S=.590) and male students' contents efficacy scores are (M=.4, 11, S=.615). These findings show that there is no significant difference among the mean scores in terms of content efficacy ($t=.917$, $P>0.05$).

Female students' perceptions of learning and teaching efficacy in terms of the arithmetic mean and standard deviation scores are (M=.3.96, S=.615) and the learning-teaching efficacy scores of male students are (M=.3.78, S=.606). These findings show that there is no significant difference between the mean scores in terms of learning and teaching efficacy.

Female students' evaluation of their perceptions of efficacy in terms of arithmetic mean and standard deviation scores are (M=.4.08, S=.708), and the evaluation efficacy scores of male students are (M=.3.87, S=.688). These findings show that there is no significant difference between the mean scores in terms of evaluation efficacy ($t=.2.243$, $P>0.05$).

However, when students' overall efficacy of perceptions in terms of curriculum development is examined, it can be seen that there is no significant difference between female students (M=.4.03, S=.576) and male students (M=.3.87, S=.546) in terms of efficacy perceptions. ($t=.2.122$, $P>0.05$). These findings can be interpreted as students' gender does not affect the perceptions of the efficacy of curriculum development a great deal.

Table 2. Results of the comparison of students' gender on efficacy perceptions regarding curriculum development

	Gender	N	M	S	df	T	P	Explanation
Target behaviour	Female	125	4.15	.616	233	1.377	.292	P>0.05 Insignificant difference
	Male	110	4.04	.585				
Content	Female	125	4.19	.590	233	.917	.509	P>0.05 Insignificant difference
	Male	110	4.11	.615				
Teaching/learning situations	Female	125	3.96	.615	233	2.189	.752	P>0.05 Insignificant difference
	Male	110	3.78	.606				
Evaluation	Female	125	4.08	.708	233	2.243	.816	P>0.05 Insignificant difference
	Male	110	3.87	.688				
General	Female	125	4.03	.576	233	2.122	.659	P>0.05 Insignificant difference
	Male	110	3.87	.546				

The comparison of the students' age in terms of efficacy perceptions regarding curriculum development

The Kruskal-Wallis analysis was used to determine whether or not there is a significant difference between the perceptions of efficacy in terms of curriculum development according to the students' age. The results of the comparison of students' age in the efficacy perceptions regarding curriculum development are presented in Table 3.

As can be seen in Table 3, the efficacy perceptions in the target behaviour dimension of the students according to their ages are ($\chi^2(2) = .589$; $P = .745$; $P > 0.05$), their perceptions in the content dimension ($\chi^2(2) = 1.921$; $P = .383$; $P > 0.05$), their perceptions in the teaching-learning situations dimension ($\chi^2(2) = 3.564$; $P = .168$; $P > 0.05$), their perceptions in the evaluation dimension ($\chi^2(2) = 2.182$; $P = .336$; $P > 0.05$) and in general it shows that there is not a significant difference ($\chi^2(2) = 2.537$; $P = .281$; $P > 0.05$) according to their age.

The comparison of students' efficacy perceptions regarding curriculum development according to their teaching situation

The Mann-Whitney Test analysis was used to determine whether or not there is a significant difference between the curriculum development efficacy perceptions according to the students' situation in terms of whether or not they had taught at any institution previously. The results of the comparison of students' situation in terms of efficacy perceptions regarding curriculum development are presented in Table 4.

As can be seen in Table 4, no significant difference was found in terms of the efficacy perceptions in the target-behaviour dimension of the students according to their situation, as to whether or not they had previous teaching experience at any institution ($U = 6161.000$, $P > 0.05$), in content dimension ($U = 6108.000$, $P > 0.05$), in teaching-learning dimension ($U = 6340.500$, $P > 0.05$), in evaluation dimension ($U = 6398.000$, $P > 0.05$). Again there is not a significant difference according to the students' situation as to whether or not they had taught at any institution previously ($U = 6363.000$, $P > 0.05$).

Table 3. The Results of the comparison of students' age in terms of efficacy perception regarding curriculum development

Dimension	Age	N	Median	df	X ²	P
Target behaviour	22-27 Age	93	113.61	2	.589	.745
	28-33 Age	104	120.99			
	34-39 Age	37	117.47			
	total	234				
Content	22-27 Age	93	114.62	2	1.921	.383
	28-33 Age	104	115.08			
	34-39 Age	37	131.53			
	total	234				
Teaching learning situations	22-27 Age	93	116.12	2	3.564	.168
	28-33 Age	104	112.05			
	34-39 Age	37	136.28			
	total	234				
Evaluation	22-27 Age	93	120.92	2	2.182	.336
	28-33 Age	104	110.72			
	34-39 Age	37	127.95			
	total	234				
General Total	22-27 Age	93	116.80	2	2.537	.281
	28-33 Age	104	112.57			
	34-39 Age	37	133.14			
	total	234				

Table 4. The results of the comparison of students' efficacy perceptions regarding curriculum development according to their teaching situation

Dimension	Previous teaching experience	N	Median	Total	U	P
Target behavior	Yes	149	119.65	17828.00	6161.000	.622
	No	86	115.14	9902.00		
	Total	235				
Content	Yes	149	120.01	17881.00	6108.000	.548
	No	86	114.52	9849.00		
	Total	235				
Teaching and learning situations	Yes	149	117.55	17515.50	6340.500	.895
	No	86	118.77	10214.50		
	Total	235				
Evaluation	Yes	149	118.06	17591.00	6398.000	.986
	No	86	117.90	10139.00		
	Total	235				
Mean	Yes	149	118.50	17656.00	6363.000	.883
	No	86	117.14	10074.00		
	Total	235				

Table 5. The results of the comparison of students' efficacy perceptions regarding curriculum development according to receiving in-service training or not

	In Service Training	N	Median	Total	U	P
Target behavior	Yes	38	144.24	5481.00	2746.00	0,09
	No	197	112.94	22249.00		
	Total	235				
Content	Yes	38	135.95	5166.00	3061.000	0,73
	No	197	114.54	22564.00		
	Total	235				
Teaching-learning situations	Yes	38	133.96	5090.50	3136.500	.114
	No	197	114.92	22639.50		
	Total	235				
Evaluation	Yes	38	134.54	5112.50	3114.500	.100
	No	197	114.81	22617.50		
	Total	235				
Mean	Yes	38	137.24	5215.00	3012.000	.057
	No	197	114.29	22515.00		
	Total	235				

The comparison of students' efficacy perceptions regarding curriculum development according to receiving in-service training or not

The Mann-Whitney Test analysis was used to determine whether or not there is a significant difference between the curriculum development efficacy perceptions according to the students' situation as to whether or not they have received previous in-service training. The results of the comparison of the students' situation in terms of efficacy perceptions regarding curriculum development, are presented in Table 5.

As can be seen in Table 5, no significant difference was found in terms of the efficacy perceptions of the students in the target-behaviour dimension ($U=2746.00$, $P>0.05$), according to their situations in terms of whether or not they received previous in-service training, in content dimension ($U=3061.000$, $P>0.05$), in teaching-learning dimension ($U=3136.500$, $P>0.05$), in evaluation dimension ($U=3114.500$, $P>0.05$), Again, in general, there is not a significant difference according to the students' situations as to whether or not they received previous in-service training ($U=3012.000$, $P>0.05$).

Pedagogical formation students' general attitudes regarding their professional attitudes

As can be seen in Table 6, the mean score of the pedagogical formation of students' attitudes regarding their professional attitudes indicates a 'neutral' situation ($M=2.38$, $S=.259$). According to these findings, it can be seen that the pedagogical formation of students' attitudes towards the teaching profession are neutral.

The qualification of the pedagogical formation education received via distance education and the results concerning their views regarding the curriculum development course

The first question which was developed to meet the objectives of the study is "What are your views on the pedagogical formation education you received via distance education? The answers to this question are given in Table 7.

As was demonstrated in Table 7, it can be seen that this type of education is highly beneficial for married and working people, based mostly on the views of the students regarding the pedagogical formation education they received via distance education. It was identified from the least expressed views that the positive aspects of this type of education are the benefits in terms of time and finance, and the fact that there is no compulsory attendance. In addition to these views, when it comes to negative views, the students stated that the course teachers should not read from their notes when videoing their lecture and the subjects are not supported with examples ($n = 8$).

Some of the statements regarding these views are as follows:

I have never studied via the distance education model before. However, I think this type of education is very beneficial for teachers and students. First of all, I think the information you need can be accessed comfortably in the home environment, and the system makes a major contribution to education in terms of both time and material. (S.V.1)

Distance education is very helpful, especially for working people and for us who have small children. I think since attendance is not compulsory, it is a saving in terms of both time saving and it make economic sense. In addition, it is a great advantage to have a chance to re-listen to the subjects as a result of uploading lessons on the site ... (S.V.2)

... When we consider, in general, the status of graduates (self-employed, married, family -dependent), the Distance Education model is extremely useful. It is beneficial for me too, since I am an individual who is married with a child. Formal education is almost impossible for me, so I had a chance to become a teacher via distance education.... (S.V.3)

Table 6. Pedagogical formation students' general attitudes regarding their professional attitudes

	N	M	S
General Total	290	2.38	.259

Table 7. The positive views of the students regarding pedagogical formation education

Views	N
Very beneficial for working and married people	20
Beneficial enough for formal education	18
Enough but could be better	11
The opportunity to study wherever you want	6
The opportunity to re-listen to the lesson and to review	4
Economic and time saving	3
No compulsory attendance	3

With regard to the pedagogical formation education we received via distance education, I don't think there is any difference from the education received in the form of formal education. This is related to the willingness of an individual to learn. Even if it is formal education; in other words, even if we receive face-to-face education, if we do not want to, we cannot learn. Moreover, there is no chance to listen again and again during the face-to-face education, but we can listen to or watch a lecture again and again whenever we want from the system.... (S.V.4)

The second question which was developed to achieve the objectives of the study is "What kind of changes happened regarding your views and attitudes towards the teaching profession before and after this form of education? The answers to this question are given in Table 8.

As can be seen from Table 8, the greatest changes in terms of the students' views were with regard to remedying their weaknesses. However, it was found out that for a minority of the students (n= 4) there was no change in their views and attitudes towards the teaching profession before and after this type of education.

Some of the statements regarding these views are as follows:

Of course as I review the subjects, watch the videos, I started to think about the profession more positively. I learned that I have weaknesses and I remedied them. I started to act more professionally in my career. There are also positive developments in terms of communication with my students. (S.V.1)

Yes, I learned different perspectives with regard to the teaching profession. In particular I started to adopt student-centred thinking more while staying away from a teacher-centred educational approach. I moved away from straight narrative. I learned different methods and techniques. In addition, my awareness regarding individual differences, the realization that each student has different abilities and need support in this regard, increased. (S.V.2)

A more professional approach to the teaching profession has evolved in a positive way. It was very useful. I think I can be a better qualified teacher to my students. I can make my students learn the subjects exactly with the information I learned via this education. (S.V.3)

The third question, which was developed to achieve the objectives of the study is "What are the views of the students regarding the contributions of the curriculum development course to the profession?". The answers to this question were given below:

The view of the students, which was expressed in terms of the main contributions of the curriculum development course are: curriculum development ability (n = 23), qualified teacher status (n = 20), the importance of the education and teaching curriculum (n = 12), identifying objectives and content (n = 7), providing the correct transform for students (n = 6).

Some of the statements regarding these views are as follows:

I think it allows me to be an efficient qualified teacher. This is because the correct objectives, the correct methods, the correct applications and the correct evaluation process are needed to be able to be a qualified

Table 8. The students' views and attitudes towards the teaching profession before and after distance education

Views	N
Remedied my weaknesses	21
I learned different perspectives	20
I started to love teaching more	16
I understood the responsibilities of a teacher	12
No change	4

teacher. I think I will provide the best learning with the information I learned on this course. (S.V.1)

.....The things which were taught us were like reviews of the other lessons. We learned how to select objectives, the proper content for the objectives, and the proper implementation and evaluation of the content. We learned how to prepare a plan, develop a curriculum. (S.V.2)
I can tell the responsibilities of a teacher, and I implemented technical education that determines the scope and functioning of the course with constantly rising graphic. (S.V.3)

RESULTS AND DISCUSSION

Students generally perceive themselves to be efficacious in terms of curriculum development. It was found out that the efficacy perceptions of the pedagogical formation students, who replied to the data collection tool, are at a very satisfactory level.

It was concluded from the literature review (Yesilyurt, 2013) that a curriculum development course increases the cognitive awareness of prospective teachers after undertaking this course.

It was found out that there is no significant difference with regard to "target-behaviour", "content", "teaching-learning situations" and "assessment" according to students' gender, age, whether or not they received in-service education regarding curriculum development, and whether or not they had previously taught at any institution.

It was concluded that the attitudes of the pedagogical formation students are indecisive towards the teaching profession.

The students who participated in the study stated that they found the pedagogical formation education via distance education that they received had been very useful. The students found that this form of education was very useful in terms of time and finance. In terms of employment and marital status they could continue their lives and have opportunities to study at the same time. Generally, they expressed that there had been positive changes in their views and attitudes regarding the teaching profession after receiving this education. In addition, the students expressed the view that the main contribution of the curriculum development course to the teaching profession was teaching them to prepare curriculum material.

When the literature review is examined, loads of studies have examined post-graduate students' attitudes regarding the teaching profession (Can, 2010) in terms of aspects such as the assessment of the prospective teacher's views regarding the teaching profession (Ozbek, Kahyaoglu & Ozgen, 2007; Ceylan & Turhan, 2010), the reasons for prospective teachers preferring the teaching profession (Ozbek, 2007; Cermik, Dogan & Sahin, 2010), assessment of prospective teachers' attitudes regarding the teaching profession (Aslan & Koksali Akyol, 2006; Capri & Celikkaleli, 2008; Erdamar, Koc & Demircioglu, 2009; Guneyli & Aslan, 2009; Bulut, 2009; Cetinkaya, 2009; Aksoy, 2010; Camadan & Duysak, 2010), and the identification of the relationship between the prospective teachers' communication skills and their attitudes regarding the teaching profession (Yesil, 2010). When the international literature is reviewed, attitude studies with respect to perceptions with regard to the teaching profession (Thuranira, 2010) and the choice of teaching profession (Rots, Aelterman, Devos & Vlerick, 2010), were found. In these studies, it was concluded from the attitudes of the prospective students that they love this profession and they are interested in this profession.

RECOMMENDATIONS

- This kind of study should be undertaken for other courses.
- In service training programmes should be developed to improve the attitudes of trainee teachers.
- Different academic teaching programmes should be provided via distance education.
- Distance education should be used for Master and Doctorate programmes.

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