

**NAME:** Orhan KUMRAL

**FACULTY OF EDUCATION ELEMENTARY SCHOOL TEACHER'S  
PROGRAMME EVALUATION WITH EDUCATIONAL CRITICISM:**

**A Case Study**

**ABSTRACT**

It is highly critical for the future of the society to train contemporary and promising primary school teachers who are regarded as a model with their mentalities, treatments and words and who appreciate actual developments in education to apply in the classroom in the form of knowledge and practical methods. The duty of training such broad-minded primary school teachers is primarily supposed to be realised by institutions that deal with the matter, as well as by their programmes and teaching staff. In that way, the aim of this doctoral dissertation is to clarify, on the basis of vocational courses, how much primary school teaching program serves this aim by taking the experience of students, teaching staff and the researcher into consideration in a compatible way with the "Education Criticism Model".

This is a qualitative study patterned with the "case study" in which the "one case pattern" is utilised including "embedded-multiple units of analysis". In evaluation of the program considering the data obtained by the study, Eisner's "Educational Criticism Model" was taken into account and the findings are presented on the basis of "Description", "Interpretation", "Evaluation" and "Thematics".

The population of the study was comprised of prospective elementary (1-5) school teachers, the students, and the instructors at the primary school teaching department of the education faculty of a university located in Western Anatolia, Turkey. In the study, among "Intentional Sampling Methods", the "Typical Sampling Method" was used. The data were gathered through group interviews as well as individual negotiations with the teaching staff and vocational experience of the researcher himself. Then, the data were exposed to "descriptive" and "content analysis" techniques for analysis.

To establish the validity of the study, the approaches known as "Modus Operandi", "The Search For Evidence and Undesired Cases", along with "Member

Checks” were activated. As for the enhancement of the validity in the study, the methods and steps used were defined in a detailed way. Meanwhile, all the participants were voluntarily included the study notably in the moments and places they feel comfortable. Moreover, the study were also equipped with another respected credibility reference labelled as “ Reference Proficiency” by Eisner.

The themes appearing as the result of the data obtained from the primary school teaching department included the study: The program (curricula) of pedagogical domain courses contain structural problems while there is considerable reluctance of the students and the teaching staff.

### **KEYWORDS**

Primary School Teacher, Education Program, Program Evaluation, Educational Criticism Model, Case Study.