

A Comparative Study About Teaching Pedagogical Courses - A Sample of England, USA and Turkey

Duygu İLERİTÜRK¹

Nalan ÖZBEY²

Adnan KÜÇÜKOĞLU³

Abstract

Pedagogic courses of teaching in USA, England and Turkey was aimed to analyze comparatively in the study. So, the pedagogic courses of the universities presenting each one of the countries which are selected according to the university success rankings were analyzed. The study is a comparative education research which is one of the types of qualitative research. Document analysis were used in the study as data collection and analysis method. The reports and written documents about the courses and the contexts of them were used as data collection instrument in document analysis. The compared countries were analyzed in terms of educational aims, the contexts of the courses, their practice forms and credits in the study. According to the results of the study, while turkey have some similarities with USA in terms of the contexts of the courses, it is seen to be parallel with England in terms of educational aims. Another result shows that the compulsory and selective courses in three countries have differentiated in terms of their practice forms besides their similarities.

Keywords: Comparative education, pedagogical courses, teacher education

Introduction

Higher education systems have been affected with the countries' historical, national and current global trends. In this manner, not only there have been so many differences among countries, but the countries have also been affected with the century's features, changes and trends. According to the global perspective, the universities serve these goals below (Lee & Healy, 2006):

- Researching for producing knowledge,
- Doing educational activities for transferring the knowledge to the next generations and,
- Serving according to the expectations of the society.

Higher education institutitons differ from each other in terms of their systems and structures according to these aims. In other words, although there is a higher education system built on common foundations, these systems can differ in line with the cultural structures of the countries and their expectations from higher education activities (Altbach, 1999).

¹ Res. Assist. Dr., Atatürk University, The Department Of Curriculum & Instruction, Turkey, duygu.birbiri@atauni.edu.tr

² PHD student, Atatürk University, The Department Of Curriculum & Instruction, Turkey, nalanerdogan@hotmail.com

³ Prof. Dr., Atatürk University, The Department Of Curriculum & Instruction, Turkey, adnank@atauni.edu.tr

Today, higher education institutions emphasize some basic elements such as being creative, innovative and entrepreneurial. Turkey's aims of higher education are to raise the manpower needed by the society in line with the knowledge and skills of the students, raise individuals who respond to the development and needs of the students in the country and also have free and scientific thinking and respect for human rights, conduct scientific education at various levels, to be able to deepen scientific studies and conduct research in order to produce solutions to scientific, technical and cultural problems. At this point, the aims of higher education are to carry out scientific studies and research at the highest level of countries, to produce information and technology, to disseminate scientific data, to support national development and development, to become a distinguished member of the scientific world by cooperating with domestic and foreign institutions, to become a universal and contemporary can be considered as contributing to the development (Eurydice, 2011). It could be said that higher education systems reflect the countries' national and international values.

There are so many different teaching types taking place in the countries in USA or Europe. According to Vithanapathirana's study (2021) teacher educator and teacher trainees has been seen to work mutually in the teaching-learning process. Vithanapathirana state that various models in teacher education have been used for pedagogy education especially including in the courses based on practice. Moreover, global changes in teacher education could make the changes about the knowledge and practice of courses. The research including experimental and mixed methods shows that there is crucial gap for the courses not focusing on assessment (Evans *et. al*, 2020). Therefore, pedagogy education would be updated according to the changes and innovations. In parallel with this, it is seen that various arrangements have been made in the education programs by keeping up with the global restructuring process in higher education programs in Turkey. In parallel with the changes in the world, a higher education program approach that can meet the expectations of individuals, societies and markets comes to the fore in Turkey. In this sense, revisions are made in many faculties, especially in Education Faculties, in Turkey (Erdem, 2012). Turkey was included in the Bologna Process in 2001 during the restructuring process in higher education. The goals set by the Bologna Process offer very important opportunities for Turkey and other countries in terms of bringing higher education studies to a global dimension. This process, which aims at competition, communication and comparison between member countries, is a dynamic and constantly evolving process (YÖK, 2010). The Bologna Process, which aims to establish the European Higher Education Area, plans to bring Europe into a stronger competitive position against the American and Asian countries with the knowledge and skills acquired in higher education (Visakorpi, Stan-kovic, Pedrosa, & Rozsnyai, 2007).

The diversity among higher education institutions brings with it many differences. Moreover, the indicators of the main system of action and performance, which emerged because of the researches made by UNESCO and OECD, were created in order to determine a general understanding. In particular, students applying to teacher training programs and the education they receive in the process are evaluated in terms of the practical functionality of theoretical knowledge (Darling-Hammond, 2006). Although the teaching profession courses in teacher training programs show parallelism between countries in terms of theory, it can be said that they differ in practices or sub-dimensions. Therefore, it is important to consider the teacher training programs implemented in different countries in terms of seeing the functionality of the reform and restructuring movements that are dominant all over the world. So, comparative studies between countries increase the importance of such studies due to the reforms and some changes

taking place in the education systems all over the world. In this manner, examining teacher-training programs in higher education systems of different countries will contribute to the development of different perspectives. Therefore the study has been compared the teaching profession courses in the teacher training programs of Turkey, England and the USA. Since the UK and USA education faculties are at the top of the international rankings, it is thought that comparing them with Turkey will contribute to reveal the similarities and differences with the education faculties in Turkey. It is seen that many universities in the USA and England are in the top ranks in the university success rankings. Therefore, it is aimed to examine the pedagogical courses in the teacher training programs of Turkey, the USA and the England. In line with the aims of the research, the following research questions have sought for answers.

- Which pedagogical courses are there in teachers training programmes of USA, England and Turkey?
- What are the differences and similarities among the pedagogical courses in teachers training courses of USA, England and Turkey in terms of content and practice?

Method

Research Model

This study is a comparative education study. Comparative education is to help identify the similarities and differences of two or more education systems in different countries (Türkoğlu, 1998).

This research was carried out within the framework of the basic elements listed below. During the research process, the following procedures were carried out respectively:

- 1- England, Turkey and USA were selected to compare.
- 2- Pedagogical courses of USA, England and Turkey's teachers training programmes were analyzed to compare.
- 3- The data were compared according to the aims and research problems.

In this study, the horizontal approach was used for analyzing the teaching profession courses in the teaching programs in England and the USA and to compare these courses with the pedagogical courses in the teaching programs in Turkey. In this study, all the variables were brought side by side within the framework of the research questions in the teacher training programs examined using the horizontal approach, and the similarities and differences between them were tried to be determined. In the study, teacher-training programs in the USA, England and Turkey were limited to teaching profession courses (pedagogical courses). In this context, the universities, which are at the top of the teacher training system, were selected to represent each country, and the data about the courses applied in all three countries was obtained. The research was limited to the University of Michigan (USA), Cambridge University (England) and Atatürk University (Turkey).

Data Collection Tools and Analysis

The data, which were obtained with document analysis, were compared to use with the descriptive analysis method. Two experts from the relevant field were consulted for the validity and reliability of

the data used in the document review. The selection, similarities and differences of the data were brought together in the framework created within the scope of the research questions. During the research process, the reports and written texts related to the course contents on the websites of the universities were used as documents. In this manner, the similarities and differences between the teaching profession courses in the teacher training programs of Turkey, England and the USA were tabulated and interpreted.

Findings

In this study, the contents and practices of teacher training programs in the USA, England and Turkey were examined, and the findings are given below. It is seen that there are similarities and differences in the teaching profession courses of the countries. It is seen that the "philosophy of education, educational psychology and teaching methods and educational administration" courses are similar in these countries, but they have differed in elective courses. It is seen that England and the USA consider pedagogical courses as a separate field of study. In this regard, students must have at least two years of field education at the undergraduate level in order to receive teacher education at universities in the UK and the USA.

Table 1

A comparison of the aims of teachers training programs of England, USA and Turkey

Aims	Countries		
	England	USA	Turkey
Intellectual knowledge			
Development of the understanding of education politics, process and practice skills			
Having the values and aims about the society			
Having a global perspective			
Researching skills			
Using the effective teaching methods			
Having Professional skills			

When the teacher training aims of England, the USA and Turkey were examined, it is seen that all three countries had similar characteristics, while it is seen that especially Turkey and England have developed common goals with the Bologna process aiming to establish a European Higher Education Area. Therefore, it can be said that teacher training programs have been organized in line with common goals in order to develop a competitive position among the member states of the European Union.

The comparison of pedagogical courses of England, USA and Turkey

According to Table 2, pedagogical courses of universities in Turkey, England and the USA have been classified according to sub-categories as basic disciplines of education, measurement and evaluation,

technology and material design, application and management skills. While the credits for the courses in Table 2 indicate the weekly course hours for Turkey, the credits for the pedagogical courses in the USA are determined differently. We could not find any data on the credits of the compulsory pedagogical courses at Cambridge University, England.

Table 2

The comparison of pedagogical courses of England, USA and Turkey in terms of Credits, ECTS and Hours

	USA		TURKEY		ENGLAND
	The basics of Education	1 credit	Introduction to the education	3 credits	Introduction to the educational disciplines
					Educational psychology
The courses and credits for basic education disciplines	Educational psychology	2 credits	Educational psychology	3 credits	Educational philosophy History of education Educational sociology The advanced disciplines in education
The courses and credits for evaluation and assessment	Evaluation and assessment	12 credits	Evaluation and assessment in education	3 credits	-
The courses and credits for technology and teaching material	Teaching technology	1 credit	Teaching technology	3 credits	-
The courses and credits for teaching practice	School experience and seminar	1 credit	Teaching practice 1 + 2	5 credits	-
The courses and credits for scientific research	-		-		Research and investigation in education
The courses and credits for managing skills	Teaching management	1 credits	Classroom management	2 credits	-

When the compulsory courses in all three countries regarding the basic discipline of education have been examined, there is a general similarity in terms of content between the 'Introduction to the Education' course in Turkey, the 'Introduction to Educational Disciplines' in England and the 'the Basics of Education' courses in the USA. While "Introduction to Education" course in Turkey focuses some information about the basic concepts of education, the relations of education with other sciences, the past-future of educational science and the teaching profession, the basic disciplines of education are emphasized within the scope of the "Introduction to Educational Disciplines" course In the UK. Moreover, 'Fundamentals of Education' course focuses on American philosophy of education, history and sociology based on contemporary approaches in the USA. When they have been compared in terms of course content, it can be said that the course content in Turkey is more comprehensive than the course content in England and USA. The course content in the United States differs from the course content in Turkey and England in terms of its purposes such as providing an opportunity to discuss the role and impact of technology in society and school, and concentrating on the multicultural thoughts and experiences that make up American culture.

It is seen that the pedagogical knowledge course named 'Educational Psychology' is called as the same name in all three countries. In Turkey, within the scope of this course, subjects such as the relationship between education and psychology, the definition and functions of educational psychology, and learning and development are covered in a detail way. While learning styles, motivation, development, both instructional and psychological assessment theories and individual differences bring out within the scope of the course in America, a comprehensive 'Educational Psychology' course is given in both the second and third years of undergraduate education in England. While cognitive development (infancy and childhood, memory, reasoning) and social development (self-concept and gender identity) are discussed in a detail way within the scope of this course in the education in the second year, junior year's courses cover topics such as neuroscience, cognitive development and learning, teacher stress, ways of coping with problematic students in the classroom, gender differences and interpersonal relationships. However, it can be said that the contents in the USA and England are created in line with more social and individual expectations although the course names are the same. It is understood that the course content in Turkey is created with more information that is general and the expectations of the society or individuals are not taken into consideration. Philosophy of education, history of education and sociology of education courses, which are in the category of courses for the basic disciplines of education in England, were removed from the scope of compulsory courses with the regulation of the faculty of education in 1996 in Turkey and added as elective courses to some departments with the 2006 regulation (YÖK, 2007). Nevertheless, according to the recent regulation of teacher training programs, these courses have been added again in all teacher-training programs. Moreover, it can be said that the philosophy of education, history of education and sociology of education courses have been included within the scope of compulsory pedagogical courses in the official program in Turkey.

When the courses on assessment and evaluation in Turkey, England and the USA are examined, it is seen that the pedagogical course, which is named as 'Assessment and Evaluation in Education' in Turkey and the USA, takes place as the 'Research and Analysis in Education' course in the UK. According to these pedagogical courses, it is understood that the courses in Turkey and America overlap more in terms of content while the pedagogical course in England differs in some subjects in terms of the course contents from the two countries. "Assessment and Evaluation in education" course includes in the sub-

jects such as the place of measurement and evaluation in education, the basic concepts of measurement and evaluation, measurement tools, measurement results and evaluation in Turkey. 'Assessment and Evaluation' in the USA comprises of subjects such as preparing teaching examples related to the field, lesson planning, evaluating student work, observation and reflection are applied in the real classroom environment while the scope of the 'Research and Analysis in Education' course in England comprise of subjects such as research methods in social sciences and students' individual research-oriented studies. While it is seen that general assessment and evaluation subjects are included in the course in Turkey, it is seen that the content of the course in the USA is more focused on the field of teaching and practice-oriented course content. The course contents in England make the opportunity for the students to research and study individually. When it is taken into consideration all these data, it is seen that a teaching process that continues theoretically in Turkey is carried out with an understanding that includes individual practices and allows for the research of social problems in England while in the USA it appears as a course content that allows practice in real classroom environments. While Turkey and USA have parallelism with each other in many aspects within the scope of the measurement and evaluation course, it is seen that the measurement and evaluation in the USA differ in terms of its practice in the real classroom environment and supported by mentor teachers. Therefore, it can be said that pre-service teachers in the United States receive practical training in the pedagogical courses.

When the courses on technology and material design in England, Turkey and the USA are examined, it is seen that the digital technology teaching in the USA and the instructional technologies and material design in Turkey show similar characteristics with each other in terms of content. The course contents for both countries consist of the instructional use of new technological tools and the introduction of different educational software. In terms of teaching practice, when the courses in England, the USA and Turkey are examined, there are two different courses in Turkey, both school experience and teaching practice, while there is only one course in the United States, school experience.

When the category of courses for the development of management skills is examined, it is seen that the teaching management courses in the USA and the classroom management courses in Turkey are parallel to each other in terms of content. Although it is not within the scope of compulsory pedagogical courses in Turkey, special education courses are included as an elective course for some departments, while it is a compulsory course for the students who need special education program in the USA and England.

While similar courses are observed in terms of teaching profession courses in England, USA and Turkey, language, communication and literacy, modern drama and theater and creativity and thinking in England. On the other hand, literacy and curriculum teaching differ in their courses in the USA. It is seen that the course named 'Educational Curriculum Teaching', which is included in the pedagogical courses in the USA, is not included in the courses in the England, and it is included in the scope of pedagogical courses in some teaching fields in Turkey with the name of 'Program Development' as an elective. It is seen that there are subjects such as including the situations that should be included in the program according to the needs of the students, evaluating the weak and strong aspects of the program, and how the program should be used in order to support the learning of the students in USA. This can be explained by the fact that this course is included in the vocational knowledge courses in the USA, the local program development studies are at the forefront, and the teachers are directly involved in this process. The fact that this course is not included in Turkey or that it is partly optional in some universities can be explained by a centralized program development approach. In addition to the centralized approach in

our curriculum development approach, it seems more possible to include the 'Program Development' pedagogical course as a compulsory course in teacher education, with the stronger contribution of schools and teachers to the process. Our schools and teachers in the field of practice would be able to maintain a more qualified educational activity so that the 'Program Development' course, which will be made compulsory.

While the teaching principles and methods course, which includes the basic concepts of teaching and methods and techniques related to teaching, is among the teaching practice courses in Turkey, It is included in the teaching practice and educational psychology courses in the USA. Moreover, it is seen that it is included in the sub-disciplines in the "Advanced disciplines in education" course in the England. However, it can be said that there are similarities in terms of pedagogical courses in all three countries, but there are some differences in terms of practices of the course contents.

Discussion

It is very important for the quality of education faculties in Turkey to examine the professional teacher training policies and curricula of the education faculties of the University of Michigan (USA) and Cambridge University (England) in a detailed way when we analyze the achievements of education faculties. In this study, a comparison was made among Michigan in the USA, Cambridge in England and Atatürk University Education Faculty in Turkey within the scope of pedagogical courses. The pedagogical courses in the curriculum of the education faculties of three universities were examined in a detail way in terms of their objectives, credits and content. According to the findings about the teacher training programs' goals of Turkey, USA and England, are examined comparatively in line with the findings obtained in the research, intellectual accumulation, educational policies, the development of the perception of process and practice skills, gaining a global perspective, the use of effective teaching methods and gaining professional skills are similar. This conclusion has verified that the goals is reached.

Another important result is that the development of social values and research skills is among the aims of teacher training systems in England and Turkey. In recent years, teacher education has become a profession that meets moral and technical expectations. In this manner, teachers are expected to share information with their students, to support their sustainable development and the democratic understanding that exists in societies (Darling-Hammond, 2006). Therefore, it can be said that the fact that pre-service teachers receive education that will support them to live in harmony with the society and social values in which they live, together with their professional skills, is effective in terms of their global development. Nevertheless, one of the most important dilemmas of teacher education for many countries is how to integrate theoretical knowledge with experiential knowledge (Seferoğlu, 2004; Darling-Hammond, 2006). Moreover, in accordance with the related researches, it is seen that the relationship between the quality of the teaching offered to the teacher candidates and the quality of the teachers has a significant social impact (Abazaoglu, 2014).

The data of the study were analyzed according to the basic disciplines of education, measurement and evaluation, technology and material design, application, scientific research and management sub-categories. However, it has been concluded that the courses in the category of basic disciplines of education in the countries examined are an introduction to educational psychology and educational sciences. In England, unlike the USA and Turkey, it is seen that philosophy of education, sociology of education

and history of education courses are also compulsory under the basic disciplines of education. Education philosophy and education history courses are included in the programs as elective courses for some teaching field programs after the 2007 education faculties were reorganized in Turkey (YÖK, 2007). Philosophy has always been thought of as an intellectual activity and has been considered an important necessity in revealing complex cognitive skills. Philosophy is an ancient act and contributes to the development of individuals' thinking skills (Daniel & Auriac, 2009; Mulnix, 2012). However, it can be said that the inclusion of the philosophy of education course in teacher training programs could contribute to the use of different thinking methods by pre-service teachers and improve their cognitive skills. Therefore, it can be said that including philosophy of education courses as compulsory courses for all teacher training programs, as it was before the 1997 reform, has contributed significantly to the intellectual development of teacher candidates.

According to the findings of the study, it has been concluded that there are no courses for measurement and evaluation, technology and material use, practice and management in teacher training programs in England. In this respect, it can be said that teacher-training courses in Turkey and the USA are parallel to each other. It can be said that the measurement and evaluation course in the USA differs from the measurement and evaluation courses in Turkey in terms of practice, as it is carried out with the support of mentor teachers both in the classroom and in practice schools. It has been concluded that teaching principle methods and guidance courses are included in the compulsory course in teacher training programs in Turkey. There are no courses on teaching methods in the USA and England, but when the course contents are examined, it can be said that teaching methods are integrated into these courses. According to the findings, it has been concluded that the English language, communication and literacy course differs from the courses in the teacher training programs in Turkey in the context of the literacy and education curriculum of the USA. Another important result is that there are courses for students who need special education within the scope of compulsory courses in teacher training programs in England and the USA. Moreover, it is seen that there is a special education course as an elective course in Turkey, although it is not a compulsory course in the program (YÖK, 2007).

According to the results of the research, it is thought that England, the USA and Turkey show similarities in terms of the courses and course contents. It can be said that some of the courses, such as assessment and evaluation and teaching practice, differ with each other in the way they are applied.

According to the results of the relevant research in the literature (Delibaş & Babadoğan, 2009; Knight *et al.*, 2013), it can be said that increasing the cooperation between teacher training institutions and schools with practice areas will contribute significantly to the transformation of theoretical knowledge into practice.

While it is seen that the aims of teacher training programs in Turkey and England are similar to each other, it is seen that the courses and course contents differ from each other in the context of compulsory pedagogical courses. Especially after the Bologna process, it can be said that Turkey has similarities with the England in terms of purposes, which is a member of the European Union, since it also entered the European Higher Education Area. According to the compulsory courses and course contents, it has been revealed that Turkey and the USA show more parallelism with each other.

When we analyze the pedagogical courses in Turkey, England and the USA, it is seen that there is a course called Curriculum and Instruction in the USA. The fact that the education program affects educa-

tors, students and other individuals in the society is undeniable. While applying the program, the professional knowledge courses taken in the faculties about the education programs and teaching before starting the profession will have a great role in the decisions that have great importance in education. In addition, the teachers who are the implementers of the program with the training they receive about this course will also contribute to the program development process. Accordingly, it can be suggested that the Curriculum Development course, which is an elective course only in the Department of Primary Education and Social Studies Teaching in Turkey, should be included among the compulsory courses in all departments.

Language, Communication and Literacy course in the UK is not included in the Literacy course in the USA in the vocational knowledge courses in Turkey. By ensuring that this course is among the pedagogical courses in Turkey, the cultural formations, language acquisition, communication and reading habits in the developing regions of the world can be examined within the scope of the course, and the materials and methods used for teaching literacy skills can be developed. So, it could contribute to the teacher-training program's perspective. Educational psychology, educational sociology, educational philosophy and educational history courses are offered in the England in the first and second years. It can be said that the courses in the first and second years were created with the idea of the spiral program and depending on the vertical program design. In other words, the name of the course is the same, but the content is arranged in a different way every year, so that the previous learnings are the basis of the next learning, and it is aimed to teach different subjects. So, it is thought to contribute to the teacher-training program in Turkey that the contents of these courses in Turkey should be arranged with the spiral curriculum approach and given more comprehensively every year. It is seen that the education of students in need of special education is among the compulsory courses in the USA. The educational needs of students in need of special education, like other students with normal development, should be met in the best way possible. It can be said that teachers play a key role in gaining these needs through education.

According to the results of the study, it can be suggested that pedagogical courses be added to the programs that will provide cultural and global knowledge in Turkey like the England and the USA. Moreover, it can be suggested that teacher candidates have more opportunity to practice by increasing the cooperation of teacher training institutions with schools in Turkey.

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