Investıgation Of Affective Characteristics Of Computer And Instructional Technologies Students For Mathematics

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ÖZ

Computer and instructional technology education students need to have certain level of mathematical knowledge. The fact that the students in this department have certain level of mathematics knowledge requires that both their mathematical infrastructures and their mood-oriented affective characteristics are strong. The affective characteristics express the emotional characteristics of the students towards mathematics. In this respect, in the study it was aimed to investigate the affective characteristics of computer and instructional technology education students for mathematics depending on various variables. In the research, it was utilized singular and relational survey methods known as general survey models. The sample of the research is composed of a total of 200 students who are studying in 1, 2, 3 and 4th grades of the Department of Computer Education and Instructional Technology of an education faculty of a state university in Istanbul. The data of the study were collected by using the "Mathematics Anxiety Scale" developed by Biber (2012), "Scale of Learned Helplessness in Mathematics" developed by Biber (2012), the "Mathematical Attitude Scale" developed by Duatepe and Çilesiz (1999) and the "Personal Information Form" developed by the researchers. As a result of the research, it was seen that the students who were educated in computer and instructional technology education generally had negative attitudes toward mathematics, high levels of anxiety, and a significant part of students who had high anxiety towards mathematics reached the helplessness level. The results show that it is necessary to make studies to love mathematics to students who are studied in this department.

Anahtar Kelimeler: Computer And Instructional Technology Education, Mathematics, Affective Characteristics