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INVESTIGATION OF ACTIVE LEARNING TENDENCIES OF FACULTY MEMBERS (NİĞDE ÖMER HALİSDEMİR UNİVERSİTY CASE)

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ABSTRACT

In this study, it was aimed to determine the tendencies of faculty members working in various units of Niğde Ömer Halisdemir University towards active learning. In the study, the general survey method, which is one of the research methods frequently used in large groups in line with the purpose of the study, was used to describe a situation to be examined at a good level. The study was conducted in the autumn term of the 2016-2017 academic year. The population of the study consisted of faculty members working at Niğde Ömer Halisdemir University and the sample consisted of 96 faculty members determined according to the purposeful sampling method, one of the sampling methods. In the purposive sampling method, it is important to select the sample from easily accessible and applicable units due to the limitations in terms of time, cash and labour force until the researcher reaches a sample group required by the researcher. The first data collection tool of the study is the active learning disposition scale for faculty members developed by the researchers. Reflection papers and unstructured interview forms are the other data collection tools developed and applied by the researchers. In the analysis of the data obtained in the research, descriptive analysis, content analysis and ANOVA t-Test analysis factor analysis techniques were used. As a result of the research, it was found that although the active learning tendencies of the faculty members were at a high level and they had knowledge of the concept of active learning, they did not use this method much in their lessons.

Keywords: Active learning, Learning disposition, Lecturer.

INTRODUCTION

In our age, keeping up with the changes and developments that occur in order for the individual to continue her life makes her versatile. The need for well-educated individuals who can solve problems in various fields and assimilate new changes increases the importance of educational institutions that train these individuals. Everyone is aware of the importance of education systems in this sense.

For this reason, the positive change in the qualifications of the individual and her preparation for life depend on the quality of the education process. The development of societies is ensured by educated individuals. With the development of knowledge-oriented activities and processes, investment in human beings has gained importance and the need for the individual to actively participate in educational processes at every moment of life has emerged. This can be realised by increasing the qualifications of educational institutions and educators and by the active participation of individuals in education (Gökçe, 2004).

It has been revealed through many studies that traditional teaching is deficient in changing students' scientific, critical and creative thinking skills in a positive way. In this sense, there is a need for modern teaching approaches that are compatible with the current time, lifelong learning oriented and active in this process. Many researchers have proved that teaching in which students are passive is not successful teaching.

In traditional classroom environments, even if the subject they listen to is interesting, students' attention is distracted and their minds get bored after a while (Silberman, 1996). In addition, students are responsible for three main subjects in educational institutions: reading, writing and arithmetic. Apart from these departments, students who are interested in art, have a talent for music lessons and can paint are labelled as lazy students. This perception is an indication that the learning of students whose perspective on life is different, whose approach to problem solving is different, in short, who do not think like everyone else, is also different. Instead of losing these students in the traditional education system, teaching activities should be updated in a way to include different learning individuals. The answers to the questions "what, how, why and if" should be provided to the individual in every subject in the lesson. The answer given to the question "What?" will enable to have an idea about the subject, the answer given to the question "How?" will enable to transform the information into experience, the answer given to the question "Why?" will enable to concentrate attention on the subject, and the answer given to the question "...if" will enable to transfer the newly learnt information to other fields (Güler & Sağlam, 2005).

When the research on education with students at the centre is examined, it is claimed that permanent learning takes place in this way. According to Michael (2006), while there are many studies that look favourably on the use of active learning by educators in lessons, there are almost no studies that do not use it. For this reason, teachers should make a correction to use approaches that encourage active learning in accordance with the individual's learning position, the needs of their students, the subject taught, their own methods and character. Anton (1999), in his study investigating the interaction of teacher and student-centred lessons in educational

institutions where French and Italian are taught, concluded that the interaction in classes where the student is at the centre is more beneficial and argued that success will be achieved more easily. In addition to the research on the usefulness of applying active learning in classrooms, many teachers in our age use traditional teaching techniques (Pundak, Herscovitz, & Shacham, 2010), no other method other than this teaching method is known, and students are under the impression that they learn in a system based on listening (Srinath, 2014).

The fact that individuals' learning methods are unique requires the application of various approaches in this process. In a class of approximately 20-25 students, teaching with methods that will appeal to each student requires individuals to actively participate in the lesson. This can only be achieved through active learning practices where students have the opportunity to express their opinions about their own learning. According to Beegle & Coffee (1991), the use of materials appropriate to the learning stage increases individuals' inclination towards the subject and increases their active participation in the lesson. For this reason, uncomplicated teaching techniques should be selected according to the course objectives, the situation of the class, and the abilities of the students (Cook & Hazelwood, 2002). When we look at the studies conducted in recent years, we see that traditional teaching, which is the approach that is realised by the teacher telling and the student listening, is applied at all levels of education. Therefore, it is important to know the nature of active learning.

The crux of active learning is that the student has a say in her own learning and bears responsibility for this process. In the teaching phase, a series of decisions are taken such as how and how much the individual will learn, how to focus on the lesson, who and when to ask for help, learning objectives. While the teacher decides most of these in the traditional approach, in active learning the individual is responsible for her learning and makes her own decisions. Thus, the individual learns according to her own directives instead of obeying the decisions of others such as parents and teachers (Açıkgöz, 2003).

Today, technology is changing and developing rapidly. This situation has necessitated a change in the learning activities of individuals in order to be an active user of modern technology. The education system, which aims to raise individuals who are lifelong learners, has to prepare the individual for the age he is in.

In order for the courses taught in our schools to fulfil their educational objectives, it is necessary for the student profile to receive the necessary information from the complex information community and to find solutions to the problems by using this information. Thus, the individual follows a path in which he/she actively discovers information instead of memorising it. Education in which active learning is used is important for the individual in terms of taking responsibility for her own learning. According to Silberman (1996), in order to ensure permanent learning, it is necessary to ask questions, listen and analyse the subject to be learnt. In other words, the learning-teaching process is based on active learning.

In environments where active learning is provided, the fact that individuals are independent and take responsibility for their own learning will change the teacher's role from transferring knowledge to encouraging and leading students' learning (Phillips, 2005; Kimonen & Nevalainen, 2005).

When we look at the educational institutions in primary education, especially the students in these institutions are programmed to move continuously due to their developmental characteristics. On the other hand, teaching in classrooms is in a structure that does not even see it appropriate for students to get up from their desks (Cratty, 1971). According to Gökçe (2004), individuals tend to be mobile and participate in classroom activities depending on their developmental periods. This situation shows that students are eager to realise learning by doing and experiencing. For this reason, the use of active learning activities in lessons helps students to realise a better learning according to their own understanding of learning.

The impact of active learning in secondary and higher education is considerable. Individuals who have passed through the education system in which information is presented like a ready meal during their school years and everything is given by the teacher return to the fish out of water after they finish their schooling. Because what they are taught in this process is that the information is given ready-made. However, knowledge is rapidly changing, increasing and affecting life. For this reason, an individual who takes responsibility for her own learning through active learning activities rather than listening to the teacher at school is also an individual who has learnt to fish. These individuals will continue to learn and research on their own after their school life ends (Doğanay, 2002).

When active learning practices are at the forefront in educational units, a number of learning styles will emerge depending on the various learning styles of individuals (Phillips, 2005). According to the choice of teaching method and technique, in active learning, the student will organise what he/she learns with the method appropriate to her learning style (Dodge, 1996).

Active learning, which emerged with this endeavour, has recently become one of the most interested modern teaching approaches. In many countries, especially in developed countries, there are various researches on the use of active learning in education, the number of these researches is increasing day by day, there are strict activities in which trainers are given the competence to use active learning methods and new active learning techniques are developed.

Tendency means orientation towards something, liking it, wanting to do it (Akılın, 2009). In their research on critical thinking, it has been clarified that even if individuals have critical thinking skills, they cannot think critically if they do not have tendencies in this direction (Tishman, Jay & Perkins 1992).

The common point of the new perspectives and tendencies on active learning mentioned above constituted the starting point of this study. More than 20 years of education at Niğde Ömer Halisdemir University (NÖHU), which has been providing education for more than 20 years, the general purpose of this study was to investigate the implementation status of active learning according to whether the faculty members working in Niğde Ömer Halisdemir University (NÖHU) have knowledge about active learning or not.

In this study, it is aimed to determine the active learning tendencies of NÖHU faculty members, in this direction, answers to the following sub-objectives will be sought.

1. How do the active learning dispositions of NÖHU faculty members change according to units?
2. How are the active learning dispositions of NÖHU faculty members in terms of gender, academic title, age, administrative position and length of service?
3. How is the active learning perception of NÖHU faculty members?
4. Which active learning methods and techniques do NÖHU faculty members use?

METHOD

Research methodology

In this study, the general survey method (Borg & Gall, 1989; Van Peer, Hakemulder & Zyngier, 2012), which is one of the research methods mostly used in large groups in line with the purpose of the study, was used to describe a situation to be examined at a good level. The study was conducted in the autumn term of the 2016-2017 academic year.

Universe and sampling

The population of the study consisted of faculty members working at NÖHU. According to the information obtained from the NÖHU Personnel Department, 392 faculty members worked in the 2016-2017 academic year. Therefore, the population of this study consists of 392 faculty members working in various units of NÖHU.

After determining the population of the research, sample determination studies were carried out. As stated in the project proposal, purposive sampling was used as the method of determining the sample. In purposive sampling method, it is important to select the sample from easily accessible and applicable units due to the limitations in terms of time, cash and labour force until the researcher reaches a sample group (Özen & Gül, 2007). The scale development study was carried out with 126 volunteer faculty members who were determined according to the purposive sampling method, in which the number of people in the 5% confidence interval for each unit in NÖHU was determined. According to Seçer (2015), in scale development studies, the total number of people to whom the draft items of the scale should be applied should be 2-3 times more than the draft items of the scale. The sample number of 126 people also meets the sample number adequacy stated by Seçer (2015) (There are 26 draft items in the developed scale).

The reflection paper and semi-structured interview forms of the research were applied to at least 20% of the faculty members working in each unit as stated in the project proposal. The number of faculty members working in each unit and the number of individuals to whom the reflection paper and interview form were applied are given below.

Table 1. Number Values of the Research Group Sample

Units	Minimum number of people to be recruited from each unit	Number of people included in the survey
Faculty of Education	13	20
Faculty of Science and Letters	25	14
Faculty of Economics and Administrative Sciences	12	14
Faculty of Engineering	16	16
Faculty of Architecture	1	2
Faculty of Agricultural Sciences and Technology	5	5
Faculty of Islamic Sciences	1	2
Turkish Music State Conservatory	1	2
High School of Physical Education and Sport	2	2
Zübeyde Hanım High School of Health	1	5
Zübeyde Hanım Vocational High School of Health Services	1	2
Vocational High School of Social Sciences	1	2
Vocational High School of Technical Sciences	1	2
Bor Vocational High School	3	4
Ulukışla Vocational High School	1	2
Faculty of Communication	1	2
Total	86	96

The characteristics of the sample group of 96 people stated in Table 1 are as follows;

Of the faculty members participating in the study, 34 were female and 59 were male. 64 of the participants do not have administrative duties. 29 of them have administrative duties. Of the faculty members participating in the study, 19 were professors, 34 were associate professors and 40 were assistant professors. There are 20 people from the Faculty of Education, 14 people from the Faculty of Science and Literature, 14 people from the Faculty of Economics and Administrative Sciences, 2 people from the Turkish Music State Conservatory, 16 people from the Faculty of Engineering, 2 people from the Faculty of Architecture, 5 people from the Faculty of Agricultural Sciences, 2 people from the Vocational School of Technical Sciences, 2 people from the Ulukışla Vocational School, 5 people from the Zübeyde Hanım Vocational School of Health, 2 people from the Physical Education Vocational School of Health, 2 people from the Faculty of Communication, 2 people from the Faculty of Islamic Sciences, 2 people from the Zübeyde H. S. H. Vocational School, 4 people from Bor Vocational School, 2 people from Vocational School of Social Sciences. Among the faculty members participating in the study, 39 of them have 1-5 years of service, 31 of them have 6-11 years of service, 13 of them have 12-17 years of service, 8 of them have 18-23 years of service and 2 of them have 24 or more years of service. 3 people did not fill in the personal information form and only answered the interview questions. For this reason, only information about the faculties of these people was presented. (The reason for the participation of less than 20% of the faculty of science and literature in the study was that the faculty members working in this faculty did not want to fill in the voluntary scale and interview forms).

Data collection tool

In this study, the Active Learning Tendency Scale for Faculty Members (ALTSFM) developed by the researchers was used to determine the active learning tendencies of faculty members. ALTSFM used in the study consists of

18 scale items and one factor. These factors are: interest, anxiety, study and necessity. The items of the utilised scale are in the form of 5-point Likert type and are "Strongly Agree", "Agree", "Neutral", "Disagree" and "Strongly Disagree". The internal consistency coefficient (Cronbach's alpha coefficient) for the entire scale was found to be .91. It is a single factor scale. This factor is "Eigenvalue" (Aydede Yalçın & Aydın, 2017).

Another data collection tool is reflection papers. The reflection sheets include the most well-known definition of active learning and some active learning methods and techniques (Aydede Yalçın & Aydın, 2017). According to the information in the reflection sheet, the participant lecturers indicated the teaching methods and techniques they used, the reasons for using these techniques, the difficulties they experienced and the positive aspects. This form was developed by the researchers at the time of the research. This data collection tool will be applied to at least 20% of the faculty members working in each unit.

The last data collection tool is the active learning perception form (Aydede Yalçın & Aydın, 2017). This form was applied as an unstructured interview technique. While developing the form, domestic and foreign literature was reviewed and expert opinion was consulted.

Analysing the data

Lawshe technique, factor analysis, frequency analysis, ANOVA, t-Test and content analysis methods were used to analyse the data. Lawshe technique analysis method based on expert opinion was used to ensure the content validity of the active learning disposition scale of the faculty members. Factor analysis technique was used to ensure the construct validity of the active learning disposition scale of faculty members. The t-Test analysis technique was used to examine the gender and administrative duties of the faculty members in terms of their active learning dispositions. MANOVA analysis technique was used to examine the active learning dispositions of faculty members according to the units they work in. ANOVA analysis technique was used to examine the variables of faculty members' length of service and title in terms of active learning dispositions. Content analysis method was used to analyse the interview form and reflection papers. SPSS statistical software was used in the analysis of quantitative data and significance level was taken as.05.

FINDINGS

Findings related to the first sub-problem of the research

The first sub-problem of the study is "How are the active learning dispositions of the faculty members in NÖHU according to their units?". Regarding this sub-problem, the mean scores of active learning disposition of the faculty members in each unit and the teaching methods and techniques used in the relevant unit and the frequency values of these methods and techniques are presented.

Tablo 2. Mean Scores of Active Learning Disposition Scale and Most Frequently Used Teaching Methods and Techniques of Faculty Members Working in NÖHU Faculties and Colleges

Units	\bar{X}	Methods and Techniques Used	f
Faculty of Education	82,85	Straight narration	12
		Question and answer	11
		Discussion	9
		Brainstorming	8
		Collaborative learning	7
		Project work	4
		Problem based learning	3
		Problem solving	3
		Laboratory activities	3
		Educational games	2
		Learning through research	2
		Active learning	2
		Drama	2
		Station	2
		Travel observation	1
		Concept map	1
		Show and don't tell	1
		Modelling	1
Workshops	1		
Micro teaching	1		
Technology supported learning	1		
Faculty of Science and Letters	82,85	Brainstorming	6
		Straight narration	6
		Question and answer	5
		Collaborative learning	3
		Discussion	3
		Learning through research	3
		Problem based learning	2
		Active learning	2
		Laboratory activities	2
		Show and don't tell	1
Teaching with visuals	1		
Faculty of Economics and Administrative Sciences	73,64	Question and answer	8
		Straight narration	6
		Discussion	6
		Technology supported learning	5
		Homework	4
		Concept teaching	3
		Case study	2
		Active learning	2
		Project	1
		Group Work	1
		Brainstorming	1
		Educational games	1
Observation	1		
Learning through research	1		
Faculty of Agricultural Sciences and Technologies	76	Laboratory activities	4
		Problem solving	4
		Question and answer	3
		Learning through research	3
		Prose Expression	2
		Homework	1
		Problem based learning	1
		Educational games	1
Brainstorming	1		

High School of Physical Education and Sport	62,5	Discussion	2
		Prose Expression	1
		Technology supported learning	1
Turkish Music State Conservatory	70,5	Prose Expression	2
		Collaborative learning	1
		Question and answer	1
		Group work	1
Faculty of Engineering	79,75	Discussion	6
		Question and answer	5
		Laboratory activities	4
		Problem Solving	3
		Brainstorming	3
		Technical Trip	3
		Learning through research	3
		Collaborative Learning	2
		Technology supported learning	2
		Homework	2
		Educational games	2
		Problem Based Learning	2
		Straight narration	1
Concept teaching	1		
Faculty of Architecture	72	Straight narration	1
		Demonstration Technique	1
		Technology supported learning	1
		Learning through research	1
Vocational High School of Technical Sciences	75	Question and answer	2
		Prose Expression	1
Ulukışla Vocational High School	78,5	Prose Expression	3
		Question and answer	2
		Problem solving	2
		Laboratory activities	2
		Learning through research	1
		Collaborative learning	1
		Discussion	1
Show and don't tell	1		
Zübeyde Hanım School of Health	81,6	Prose Expression	6
		Question and answer	3
		Brainstorming	3
		Demonstration	3
		Role-playing	3
		Technology supported learning	2
		Discussion	2
Case study	2		
Vocational School of Social Sciences	68,0	Question and answer	1
		Prose Expression	1
		Visual materials	1
		Laboratory	1
		Narration	1
		Problem Solving	1
Faculty of Islamic Sciences	77,5	Technology supported learning	3
		Learning through research	1
		Visual materials	1
Faculty of Communication	81,0	Discussion	2
		Straight narration	1
		Technology supported learning	1
		Case study	1
Bor Vocational High School	71,0	Group work	1
		Technology supported learning	3

Laboratory technology	2
Straight narration	1
Problem Solving	1

When Table 2 is analysed, it is seen that the number of teaching methods and techniques used in the faculty of education is higher than in other faculties. It is also seen that the lecture technique is the method used in all faculties and colleges. When the most frequently used teaching methods and techniques according to faculties and colleges are analysed, it is seen that discussion and question and answer in the faculty of education, brainstorming in the faculty of science and literature, discussion and question and answer in the faculty of economics and administrative sciences, laboratory activities and problem solving in the faculty of agricultural sciences, lecture in the department of Turkish Music State Conservatory, Discussion in the Faculty of Engineering, question and answer in the Vocational School of Technical Sciences, lecture in the Vocational School of Ulukışla, demonstration in the Zübeyde Hanım Vocational School of Health, technology assisted learning in the Faculty of Islamic Sciences, discussion in the Faculty of Communication and technology assisted learning in the Bor Vocational School are the most frequently used teaching methods and techniques. In addition, when the arithmetic mean values of the active learning tendency scale of the faculty members working in faculties and colleges were examined, it was concluded that the faculty members of the Faculty of Education and the Faculty of Science and Literature had the highest value. Information on the reasons for the selection of these methods and techniques used by the faculty members is presented in Table 3.

Table 3. Reasons and Frequency Values of Faculty Members for Choosing the Above Methods and Techniques

Causes	f
To ensure the permanence of what is learnt	15
To make the student active in the lesson	14
To facilitate student learning	9
Increasing student participation	6
To provide learning by doing and experiencing (by making applications)	6
To increase student and faculty interaction	6
To increase the student's interest in the lesson	5
To enable students to use the concepts learnt in their future professions	4
Ensuring that the lesson is fun	4
Concretise abstract concepts	3
Accelerate student learning	3
To enable students to develop skills for the concepts they have learnt	2
To ensure student-faculty communication	2
To enable students to develop high-level thinking skills	2
Increasing curiosity towards the lesson	1
To develop students' creative thinking skills	1

When the reasons for choosing the teaching methods and techniques used by the faculty members participating in the research are analysed, it is seen that the categories with the highest frequency are "making the student active in the lesson" and "increasing the retention of what is learned" methods and techniques.

In the study, the conformity of active learning to the teaching understanding of the lecturers according to the most general definition of active learning stated by Bonwell and Eison (1991) was also investigated. The results of the analyses are presented in Table 4.

Table 4. Appropriateness of Active Learning to the Teaching Approach of Faculty Members

Categories	f
The stated definition of active learning is suitable for my understanding of teaching.	62
Active learning can only be used in practical courses.	2
Although the definition of active learning is suitable for my understanding of teaching, classroom environments are not sufficient for this.	3
Although the definition of active learning is suitable for my teaching approach, I cannot use it due to the intensity of the curriculum and the number of students.	4
Although the definition of active learning is suitable for my teaching approach, the inadequacy of students' research skills prevents me from using this method fully.	1
I cannot fully implement it due to students' lack of interest.	1
The fact that students are accustomed to lecturing with lectures before university makes it difficult to use active learning in university courses.	1
The students could not offer an opinion on this issue.	11

As a result of the analyses, the majority of the lecturers stated that the definition of active learning is suitable for their own teaching approach.

Findings related to the second sub-problem of the research

The second sub-problem of the study is "How are the active learning dispositions of the faculty members in NÖHU in terms of gender, academic title, age, administrative position, and length of service?". For the analysis of this sub-problem, t-Test and ANOVA analysis techniques were used and the results are presented in the table below.

Table 5. Variation of Active Learning Disposition Scores of NÖHU Faculty Members According to Gender t-Test Result

Variables	N	\bar{X}	ss	f	p
Gender					
Women	34	79.20	7.49	.005	.53
Male	59	78.16	7.96		
Whether/not to have administrative duties					
He has administrative duties	29	78.65	6.6	6.2	.92
No administrative duties	64	78.5	8.2		

The mean scores of the faculty members participating in the study from the active learning disposition scale do not show a significant difference in terms of their gender and whether they are in administrative positions or not.

Table 6. Descriptive Values Obtained from Active Learning Disposition Scale Regarding Faculties, Service Periods and Academic Titles of Faculty Members

Variables	N	\bar{X}	Sd
Faculty variable			
Faculty of Education	20	82,8500	6,50728
Faculty of Economics and Administrative Sciences	14	73,6429	7,63199
Faculty of Agricultural Sciences and Technologies	5	76,0000	7,21110
High School of Physical Education and Sport	2	62,5000	12,02082
Zübeyde Hanım School of Health	5	81,6000	4,92950
Vocational School of Technical Sciences	2	75,0000	,00000
Faculty of Architecture	2	72,0000	,00000
Turkish Music State Conservatory	2	70,5000	,70711
Faculty of Engineering	16	79,7500	7,54100

Faculty of Science and Letters	14	82,8571	7,61433
Ulukisla Vocational High School	2	78,5000	9,19239
Vocational School of Social Sciences	2	68,0000	,00000
Zübeyde Hanım School of Health Services	2	69,0000	,00000
Faculty of Islamic Sciences	2	77,5000	3,53553
Bor Vocational High School	4	71,0000	4,08248
Faculty of Communication	2	81,0000	4,24264
Length of service			
1-5 year	39	77,6667	8,18964
6-11 year	33	79,4194	7,41518
12-17 year	14	82,7692	5,79013
18-23 year	8	74,6250	7,70783
24 yıl ve üstü	2	70,5000	,70711
Academic title			
Assistant Professor	41	77,4750	8,17434
Associate Professor	36	79,5000	7,41109
Professor	19	79,1053	7,65140

As a result of the analyses, when the active learning disposition mean scores of the faculty members working in different units are examined, it is seen that the highest value is the academicians working in the faculty of science and literature and the faculty of education. When the active learning disposition scores were analysed in terms of teaching service periods, it was found that the highest average was found to be the faculty members with 12-17 years of service period. When the active learning disposition mean scores of the faculty members according to their academic titles are analysed, it is seen that the mean scores of those with the titles of assistant professor, associate professor and professor are very close to each other, but the mean scores of those with the title of associate professor are higher with a very small difference. MANOVA analysis was applied to determine whether there was a significant difference between the mean scores of active learning disposition according to the unit where the faculty members were located, and the results are presented in Table 7.

Table 7. MANOVA analysis results of active learning mean scores of faculty members according to the units they work in

	Mean squares	df	F	p	
Tendency	Intercept	267157.72	1	5648.63	.000
	Faculties	2457.65	15	3.46	.000

As a result of the Tukey test, a significant difference was found between the faculty of education and the school of physical education and sports and the faculty of economics and administrative sciences in favour of the faculty of education, and between the faculty of science and literature and the faculty of economics and administrative sciences and the school of physical education and sports in favour of the faculty of science and literature. ANOVA analysis was carried out to examine the active learning tendencies of faculty members regarding the variables of length of service and academic title and the results are presented in Table 8.

Table 8. ANOVA Analysis Results of Faculty Members' Disposition Towards Active Learning Scores According to Faculty Service Period and Academic Title Variables

Source of Variance	Sum of Squares	Sd	Mean Squares	F	p	Meaningful
Length of service variable						
Between groups	27.85	24	1.16	1.06	.403	-
Within groups	73.97	68	1.08			
Total	101.82	92				

Academic title variable						
Between groups	17.08	24	.71			
Within groups	37.16	68	.54	1.30	.197	-
Total	54.258	92				

As can be seen in Table 8, as a result of the ANOVA analysis, there is no significant difference between the mean scores of faculty members' disposition towards active learning in terms of faculty variable ($F = 1.43, p > 0.05$), length of service variable ($F = 1.06, p > 0.05$), academic title ($F = 01.30, p > 0.05$). In other words, there is no significant difference between the faculty members in terms of their length of service in their faculties and colleges and their academic titles.

Findings related to the third sub-problem of the research

The third sub-problem of the study was "How is the perception of active learning of NÖHU faculty members?". This sub-problem was evaluated both qualitatively and quantitatively. During the quantitative evaluation, the scale of active learning tendencies of faculty members was used. During the qualitative evaluation, the data obtained from the interview form were evaluated by content analysis method.

The lowest score obtained from the developed active learning disposition scale was 18 and the highest score was 90. Thus, the scores of the participants were categorised and those with scores between 18-41 were classified as candidates with low awareness level, those with scores between 42-66 were classified as candidates with medium awareness level and those with scores between 67-90 were classified as candidates with high awareness level and the findings are presented in Table 9.

Table 9. Frequency Values Related to Active Learning Dispositions Scores of Faculty Members

Level	Frequency
Low	-
Centre	3
High	93

Table 9. shows that the majority of NÖHU faculty members have a high level of active learning disposition.

When the views of the faculty members participating in the research on their own unique definition of active learning were analysed, it was found that 9 faculty members did not have an opinion and 87 of them expressed an opinion. Among the lecturers who expressed an opinion, there was no wrong statement about active learning. This situation indicates that the faculty members have knowledge about active learning.

Table 10. Faculty Members' Views on the Concept of Active Learning

Category	f	Codes	f
Faculty members who do not apply active learning in their courses	10	<i>Reasons for not applying active learning</i>	
		Willingness to apply the traditional method	1
		Due to the low level of students	2
		Students prefer laziness to not working	1
		I do not think that it provides effective learning	1

	No reason	2
	Lack of suitable physical conditions	2
	Not enough time	1
	<i>Reasons for applying active learning</i>	
	Passing the course live	7
	Because the lesson was fun	6
	Permanent learning is realised	18
	Active participation of teacher and student in the lesson	1
	Because it provides learning by doing and experiencing	15
	Increasing the efficiency of the course	3
	Being student-centred	2
	Attracting student interest	9
Derslerinde aktif öğrenmeyi uygulayan öğretim üyesi	To enable them to use concepts and applications in their daily lives	1
86	Revealing the creative side of the student	2
	Accelerating learning	1
	To be able to observe whether the student has learnt the subject or not	1
	To move away from the rote memorisation system	1
	Developing students' analysing skills	1
	Being suitable for the content of the course	
	Embodying knowledge	1
	Making applications	1
	Increasing student self-confidence	1

In the research, it was also asked whether there were any teaching methods that they wanted to apply but could not apply, and the reasons for not applying teaching methods and techniques that they wanted to apply but could not apply were investigated. The data obtained are presented in Table 11.

Table 11. Analysing the opinions of the faculty members about the teaching methods and techniques that they want to apply but do not apply

Reasons for implementation	f
I can implement all the activities I want in my class	36
There are methods and techniques that I want to apply in my class but I do not apply for some reasons	49
Reasons for non-implementation	
Crowded class	14
Inadequate physical conditions of the classroom	9
Not authorised by the Rectorate	1
Lack of technological tools	9
No internet reception	1
Intensive course content	1
Insufficient class time	4
Student apathy	1
Wanted to be taken to the enterprises but permission problem	1
Fewer hours of practical courses	1
Technical problems when you want to use Powerpoint	1
Lack of laboratory understanding	2
Not being able to make land applications	1
Low student readiness	1
I have no idea about that.	10

Findings related to the fourth sub-problem of the research

The last sub-problem of the research is "Which active learning methods and techniques do NÖHU faculty members use?". Here, the most frequently used teaching methods and techniques in the literature were presented to the faculty members and they were asked to determine the most frequently used ones. The results obtained by frequency analysis on the values obtained are presented in Table 12.

Table 12. Teaching Methods and Techniques Most Frequently Used by Faculty Members

Method/technique	f
Collaborative learning	36
Problem based learning	34
Problem solving	48
Educational games	17
Straight narration	50
Discussion	52
Research-based learning	51
Concept maps	14
Question and answer	63
Brainstorming	44
Laboratory activities	34
Technology supported learning	1
Field studies	1
Station	1
Horse hat	1
Show and don't tell	1
Project	1

The views of the lecturers participating in the research on how they learnt to apply the teaching methods and techniques mentioned above were analysed by frequency analysis method and the results are presented in Table 13.

Table 13. Learning the Ways of Using Teaching Methods and Techniques Used by Lecturers

The way of learning the teaching method	f
Via the Internet	23
From Books	33
From Education CDs	3
Scientific congresses	26
In-service trainings	13
I learnt from my graduate thesis supervisor	33
I have an instinctive instinct, based on my experience.	38
From other colleagues	16
Scientific articles	7

In the study, the participants were also asked whether they would like to receive a training on active learning and if so, in which way they would like to receive this training. As a result of the analysis, 81 faculty members stated that they would like to receive a training on active learning. The data on the ways in which these faculty members would like to receive training on active learning are presented in Table 14.

Table 14. Analysing the Opinions of Faculty Members on the Ways of Receiving a Training on Active Learning

Variables	f
One-to-one training	7
Through in-service training	7
Via conference	24

I'll look it up on the internet myself	4
Through distance education	9
It can be by any method	30

Finally, the participants were asked whether they had a supporter for the methods and techniques they used in their units to be oriented towards active learning and the results are given in Table 15.

Table 15. Situations Supporting or Preventing Active Learning Activities of Faculty Members

Supporters	f	Barriers	f
My unit management always supports me	3	Lack of time	5
The student is willing and active	5	Inadequacy of the classroom environment	7
		Exchange of materials between teachers	1
		Students do not want to apply this method	1
		High number of students	12
		Lack of practice environment for each course	2
		Prejudices about active learning being difficult to implement	1
		Difficulties in obtaining permission for the activity	1
		Failure to provide information about active learning in the form of seminars etc.	2
		Not being able to use the computers in the unit	2
		Lack of awareness of the importance of active learning in the unit	1
		Lack of sufficient teaching materials in the unit	4
		Low motivation of students towards the course	4
There is no support for active learning in my unit			19

CONCLUSION and DISCUSSION

In the research, it is seen that the number of methods and techniques used by the faculty members in the Faculty of Education is more than the other faculties. In addition, it was seen that "straight lecture" technique was the method used in all faculties and colleges. Demirel & Ün (1987) stated that the majority of the lecturers working at the university used the lecture method, Gömleksiz (1993) stated that the lecturers at the universities generally used the lecture method in a number of studies, which also supports the results of the study.

The most frequently used teaching methods and techniques according to faculties and high schools are "discussion and question and answer" in the Faculty of Education, "brainstorming" in the Faculty of Arts and Sciences, "discussion and question and answer" in the Faculty of Economics and Administrative Sciences, "laboratory activities and problem solving" in the Faculty of Agricultural Sciences and Technologies, "lecture" in the Turkish Music State Conservatory, The most frequently used teaching methods and techniques are "discussion" in Faculty of Engineering, "question and answer" in Vocational High School of Technical Sciences, "lecture" in Ulukışla Vocational High School, "demonstration" in Zübeyde Hanım Vocational High School of Health, "technology supported learning" in Faculty of Islamic Sciences, "discussion" in Faculty of Communication and "technology supported learning" in Bor Vocational High School. According to Bonwell and Sutherland (1996), it is important for college teachers to find and apply approaches that are appropriate to their own learning styles and meet their educational goals, as well as attracting the attention of students in the college classroom. This is in parallel with our study. In addition, the arithmetic mean of the active learning disposition scale of the faculty

members working in faculties and colleges was found to have the highest value in the Faculty of Education and Faculty of Arts and Sciences. When the reasons for the selection of these methods and techniques used by the faculty members were analysed, it was found that the faculty members who participated in the study preferred the methods and techniques that "make the student active in the lesson" and "increase the permanence of what is learnt". Gözütok (1988) stated that the attitudes of pre-service teachers are significantly influenced by the attitudes of the members who have completed their development, so that the lecturer, who has the task of changing the attitudes of pre-service teachers, benefits from the content and techniques related to the behaviours to be performed by the lecturer while performing his duty, and that the activity will win when the timings used by the lecturer while advancing the programme are presented to the pre-service teacher as integrated with the behaviours of the individual. These results suggest that pre-service teachers transfer their university education to their professional life. It is clear that the activities that Gagne, Briggs & Wager (1992) also emphasised on, such as attracting interest, motivating, informing and examining the target, which are used to make individuals ready for learning, are used in the course in a general sense.

In the study, when the suitability of active learning to the teaching understanding of the faculty members according to the most general definition of active learning stated by Bonwell & Eison (1991) was also examined, the majority of the faculty members stated that the definition of active learning was suitable for their teaching understanding.

The mean scores of the faculty members participating in the research from the active learning disposition scale do not show a significant difference in terms of their gender and whether they are in administrative duty or not. It was concluded that the highest mean scores of active learning disposition of the faculty members working in various units were found to be the academicians working in the Faculty of Science and Literature and the Faculty of Education. In terms of teaching service periods, the highest mean active learning disposition scores were found to be the faculty members with 12-17 years of service period. According to the academic titles of the faculty members, the mean scores of the active learning disposition scores of those with the titles of assistant professor, associate professor and professor were very close to each other, but the mean scores of those with the title of associate professor were slightly higher. According to the results, there is a significant difference between the Faculty of Education and the School of Physical Education and Sports and the Faculty of Economics and Administrative Sciences in favour of the faculty members of the Faculty of Education, and between the Faculty of Arts and Sciences and the Faculty of Economics and Administrative Sciences and the School of Physical Education and Sports in favour of the Faculty of Arts and Sciences. No significant difference was found between the mean scores of faculty members' disposition towards active learning. In other words, there is no significant difference between the faculty members in terms of their length of service in their faculties and colleges and their titles. Elyıldırım (2008) found that there was a statistically significant difference between the mean scores of teachers' capacity to apply teaching techniques according to their professional degrees. Aküzüm (2006) concluded in his study that there was a significant difference in the opinions of seniority on the ideality of teacher

training programmes in terms of target and scope. Bozkurt (2012) also found that teachers' experiences differed significantly according to their perceptions of competence. Düzkaaya Küçük (2008), Polat (2008), Demiralp (2010), Üstün (2011), Eskici (2013), Karaoğlu (2013) found that teachers' professional degrees differed significantly according to the content researched in their studies.

It is obvious that the majority of the participant faculty members have a high level of active learning tendencies. The majority of the faculty members participating in the study expressed an opinion on the definition of active learning. This situation showed that the faculty members had knowledge about active learning. In addition, the majority of the faculty members who participated in the study wanted to apply but could not apply all the activities in the classroom, methods and techniques for some reasons. The majority of the ones they wanted to apply but could not apply were the physical condition of the classrooms and some of them had no idea.

When we look at how the faculty members learnt the teaching methods and techniques they stated in the research, they generally stated that they learnt from the internet, books, videos, scientific activities, in-service training, postgraduate theses, experience in the education process, colleagues and scientific articles. When we look at the results of the faculty members who participated in this study about receiving or not receiving a training on active learning, the majority of them stated that they wanted to receive a training on active learning. In addition, they stated that they do not have a supporter about the support for active learning and the obstacles are the high number of students.

SUGGESTIONS

In order for the faculty members to acquire the necessary competences in the application of active learning methods and techniques, it is recommended that the students be guided in in-service training practices in the courses in the faculties, to be able to perform effective management in the classroom and to acquire appropriate field knowledge.

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ETHICAL TEXT

In this article, journal writing rules, publication principles, research and publication ethics rules, journal ethics rules have been followed. The responsibility for any violations that may arise regarding the article belongs to the author. The data of this study were obtained from faculty members working at Niğde Ömer Halisdemir University in 2016. Therefore, no ethics committee report was requested. The necessary permission was obtained from the institution where the data were collected.

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