TURKISH STUDENT TEACHERS' PERCEPTIONS OF A MODEL TEACHER

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ABSTRACT
This study intends to provide some insights regarding Turkish student teachers' perception of a "Model Teacher" in terms of teaching methods, teacher personality, and teacher-student interaction in the classroom. These students are 26 graduate students who are doing their master's degree in Teacher Education at Bilkent University in Turkey. These student teachers came to the United States with a Fulbright scholarship to do their internships at a high school for ten weeks. To find out their understanding of a "Model Teacher," a survey was given to them. Analysis of the data revealed that students are aware of the importance of collaborative learning. Further analysis of questions related to technology use showed that the students do not see technology as a tool that needs to be integrated into all content areas. Findings related to other questions revealed that there is a statistically significant gender difference on four questions. The researchers suggest that the survey be given a large sample of students, so factor analysis can be conducted to find out the factors constituting an ideal teacher.

According to Fraser (1994), teachers' and students' attitudes toward classroom environment differ, and students' perceptions usually are better in interpreting learning outcomes. As student teachers who will be teaching at schools in the near future, their understanding of a "model teacher" can have an important impact on other student teachers as well as on experienced teachers because they can see both sides of the coin. Understanding these student teachers' views on how a model teacher should function in a classroom environment helps us understand what they think a model educational setting should be like. This study intends to provide some insights regarding Turkish student teachers' perception of a "model teacher" in terms of teaching methods, teacher personality, and teacher-student classroom interactions.

METHODOLOGY

Subjects

The survey was given to 26 subjects, 23 of whom responded; 10 are males and 13 are females. These student teachers came to the United States to do their internships at a high school for ten weeks. The internship includes three types of activities: visits to outstanding schools in the region, seminars, and an internship in an area school. The activities provided students with a better understanding of American culture, an opportunity to learn teaching methods under the tutelage of a mentor teacher, and an opportunity to study teaching methods and educational technology uses in Iowa State University's Center for Technology in Learning and Teaching.

The internship in an area school is the core of this project. Two Bilkent students were paired with a mentor teacher who was selected for excellence as a teacher and the ability to work with and guide novice teachers. The mentor arranged activities for the students, including observation of classes (both the mentor's and other teachers' classes), introduced the students to the school community, and helped them begin teaching–first by observing the mentor, then by assisting the mentor, and finally by taking more and more responsibility for teaching until they are teaching independently with full responsibility for lesson planning as well as teaching the class.

Instrument

The survey instrument (see Appendix. A) was modified from Ardahan (2001)'s questionnaire. The survey focuses mainly on three aspects of a "model teacher." Items were composed to represent teaching methods, teacher personality, and teacher-student interaction in the classroom. The questions related to teaching methods cover teaching beliefs, use of technology, and classroom activities. In addition, the way a teacher dresses, talks, or behaves is part of the teacher personality. The main focus of the survey is on the relationship of teacher and student in the classroom setting and outside.

Analysis

The first part of this analysis presents descriptive statistics on some important questions. The second part examines gender differences between responses to Likert-type questions. The third part provides descriptive statistics about the questions regarding technology use, learning style, and administration of schools, and investigates gender differences on those matters. The final part examines differences across majors.

Results

Descriptive Statistics

Question 16 asks participants to indicate if an ideal teacher should encourage his/her students to work collaboratively. Analysis of this question reveals that 91% of the participants were in favor of the idea that collaborative working is necessary for students (see Table-1).

Table-1: This teacher encourages his/her students to work collaboratively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I strongly agree	11	47.8	47.8	47.8
	I agree	10	43.5	43.5	91.3
	I strongly disagree	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

In Question 35 students were asked to indicate their opinion on the idea of putting students in groups for different purposes. As Table-2 depicts, 74% of them affirmed that all types of students (from overachievers to very weak ones) can be in a single classroom:

Table 2: Students may be put into groups for different purposes and in various ways.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Different Classes	3	13.0	13.0	13.0
	Different Groups	3	13.0	13.0	26.1
	All types of students in a classroom	17	73.9	73.9	100.0
	Total	23	100.0	100.0	

In Question 36, the student teachers were asked to indicate their idea of how schools are administered most appropriately. An examination of Table 3 reveals that, while 26% of the participants stated that teachers and students should govern schools, almost 70% think that teachers should govern schools and listen to students.

Table 3: What is the most appropriate way to administer schools?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teachers should govern schools.	1	4.3	4.3	4.3
	Teachers should govern schools and listen to students.	16	69.6	69.6	73.9
	Teachers and students should govern schools.	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

In Question 34, participants were asked to indicate their opinion on using modern teaching methods and technology in the classroom. Table-4 reveals that 74% of the participants agreed that modern teaching methods and technology should be used in teaching.

Table-4: This teacher employs modern teaching methods and technology in his/her teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I strongly agree	9	39.1	39.1	39.1
	I agree	8	34.8	34.8	73.9
	No comment	2	8.7	8.7	82.6
	I disagree	2	8.7	8.7	91.3
	I strongly disagree	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

In Question 39, the participants were asked to express their opinion on the attitude of an ideal teacher toward the use of technology in the classroom. Table-5 shows that 91% of the participants stated that a teacher should encourage the students to use technology individually or collaboratively on their projects.

Table-5: What do you think should be the attitude of an ideal teacher toward the use of technology in the classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	This teacher does not use technology in the classroom at all	1	4.3	4.3	4.3
	This teacher uses technology (not the students) in class	1	4.3	4.3	8.7
	encourages the students to use technology individually	10	43.5	43.5	52.2
	supports the students' use of technology as a group	11	47.8	47.8	100.0
	Total	23	100.0	100.0	

Gender Difference

This part of the analysis was intended to understand whether there is a significant gender difference on the 5 Likert questions. There is a significant gender difference on questions 10, 17, 18, and 20. Questions 10 and 17 were intended to measure the extent to which teachers should show tolerance toward students under some circumstances. An examination of Table 6 reveals that there is a significant gender difference in the flexibility and tolerance that teachers should have in the classroom ($p < 0.05$). Questions 18 and 20 were intended to measure to what extent an ideal teacher should care about his/her students and how much effort he/she should put into helping students with remedial work. The table indicates that significant gender differences existed for these questions ($p < 0.01$). Table 6 shows these questions with their R^2 and Prob. > F (p) values:

Table-6: Gender Difference on Selected Questions

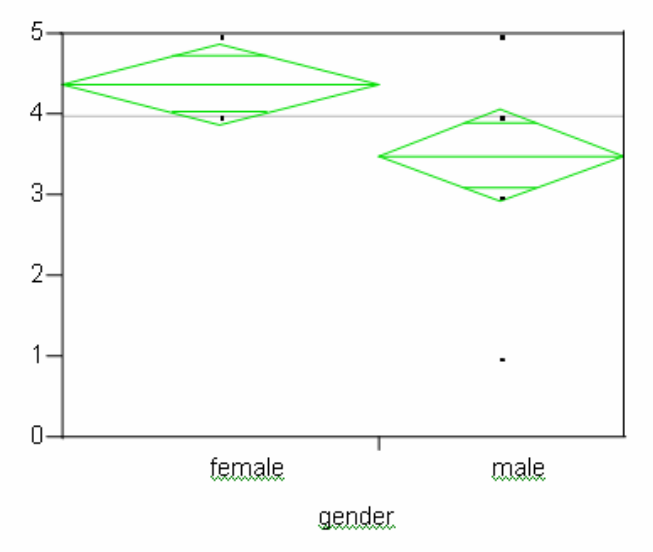
Questions	**R^2**	**Prob > F**
10. This teacher gives permission for classroom activities you have planned.	0.22	0.023*
17. This teacher is always tolerant and just to students when they make mistakes.	0.17	0.049*
18. This teacher makes every effort to help his/her weak students with remedial work.	0.43	0.0006***
20. This teacher cares about every activity that his/her students do.	0.36	0.002**

* $p < 0.05$
** $p < 0.01$
*** $p < 0.001$

Further analysis was carried out to clarify and visualize the degree of difference between male and female participants. An examination of Graph 1 reveals that female student teachers tend to give permission for classroom activities that students have planned more frequently than male student teachers do. This may imply that male teachers are in favor of more structured teaching and not as open to making changes in their lesson plans to meet students' emerging needs. Analyzing her data from interviews with 14 experienced teachers in Iceland, Johannesson (2003) found that male teachers are not as willing as female teachers to employ multiple teaching strategies. She goes on to interpret her data:

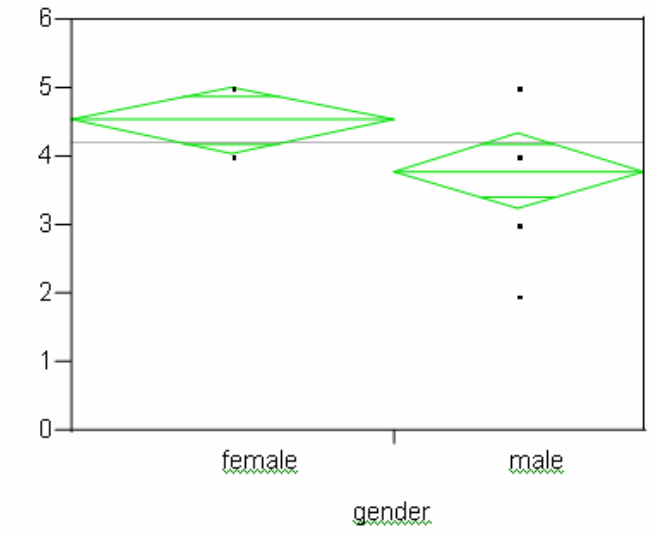
Especially, men teachers are believed to be uninterested in leaving the textbook behind and use, for instance, manipulatives in mathematics. Women teachers, on the other hand, are more pedantic than men teachers are; they tend to lose themselves in unbelievable small matters in the subject matter [and] students' performance. (p. 8)

Graph-1: Gender difference on Question 10: This teacher gives permission for classroom activities you have planned.



Graph-2 reveals that, compared to male student teachers, female student teachers are more in favor of the idea that the ideal teacher should be tolerant and just to students when they make mistakes. As Krieg noted, there is evidence to support the statement that male teachers tend to be more authoritative and take disciplinary approach in the classroom. On the other hand, female teachers are known to be more understanding, supportive, and open to communication (Meece, 1987, as cited in Krieg, n.d.).

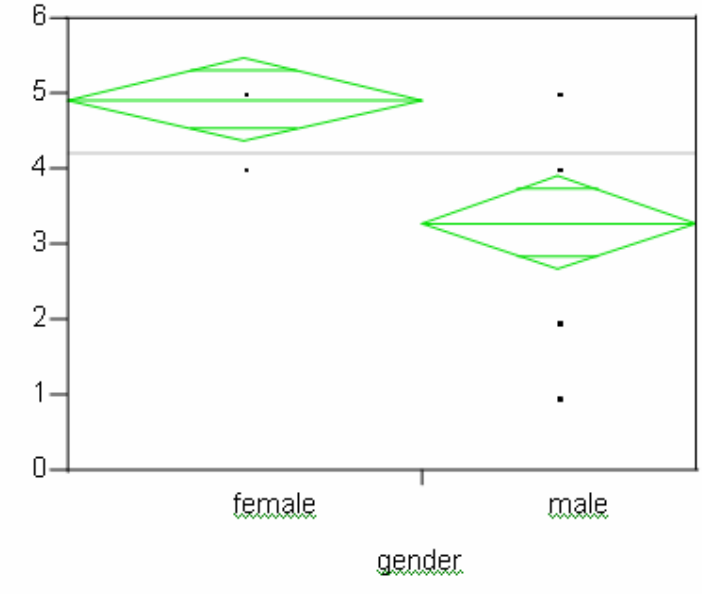
Graph-2: Gender difference on Question 17: This teacher is always tolerant and just to students when they make mistakes.



Graph 3 clearly indicates that there is an apparent difference between male and female student teachers in how much effort an ideal teacher should make to help his/her weak students with remedial work. As indicated above, this difference is both statistically significant ($p < 0.0001$) has a high R^2 value (0.43). This leads to the

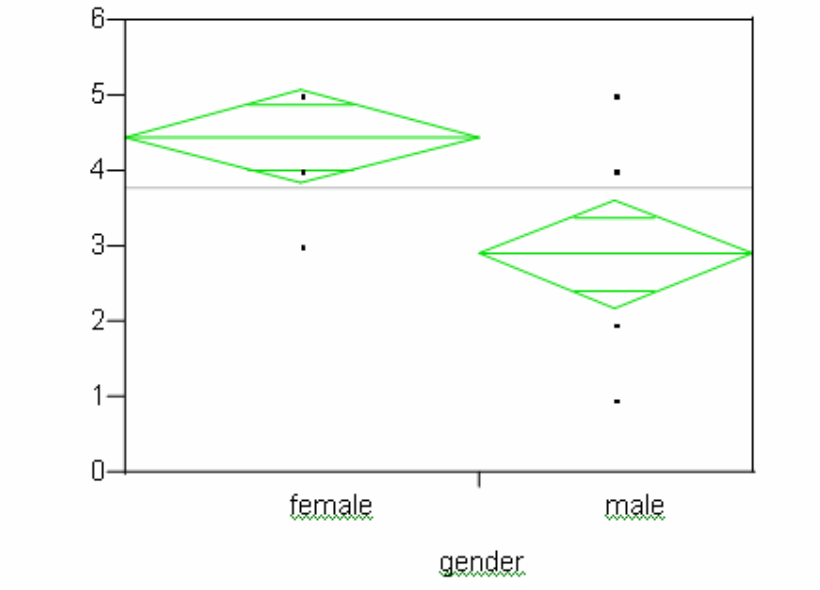
conclusion that gender difference account for 43% of variation in this question. This result is supported by the results of Varstala's dissertation, which showed that teachers' gender had a significant influence on their classroom practices: male teachers were more concerned than female students with keeping students on task, whereas female teachers were especially interested in helping students understand the subject matter better, thus giving more clarifying instructions and feedback than do male teachers.

Graph-3: Gender difference on Question 18. This teacher makes every effort to help his/her weak students with remedial work.



As shown in Graph 4, significant gender difference existed for this question ($p < 0.01$) with an R^2 value of 0.36. The above table indicates that female student teachers tend to care about their students' activities more than do male student teachers, which is quite parallel to what Johannesson (2003) found in her qualitative study. She reported: "Men teachers, according to the interviews, do not take as much care of students therefore they may not be as ready to teach in the lowest grades" (p. 7).

Graph-4: Gender difference on Question 20: This teacher cares about every activity that his/her students doing.



Analysis of Gender Difference for the Questions Regarding Learning Style, Administration of Schools, and Technology Use

This part of the paper is intended to give descriptive statistics related to responses to questions about learning style, administration of schools, and technology use, and to test if there is a significant difference in male and female student teachers' responses regarding the following questions:

Question 38: What is your preferred way of learning?
Question 36: What is the most appropriate way to administer schools?
Question 40: How does an ideal teacher see technology?
Question 38: People can learn in various ways, some of which are listed below. Please mark the one that best fits you.

a) Working in groups
b) By practice
c) Listening to the teacher
d) Studying from the book

The last question is intended to find what kind of learning styles student teachers favor. Overall, 8.5% of all the respondents indicated that their best way of learning among the given four learning styles is working in groups, 13% believe that they can learn better by listening to the teacher, and 13% were in favor of studying from the book, whereas most of the respondents (65.5%) think that they can learn better by practice.
Table 7 shows the distribution of male and female student teachers' learning styles:

Table 7: People can learn in various ways, some of which are listed below. Please mark the one that best fits you. * Gender Crosstabulation

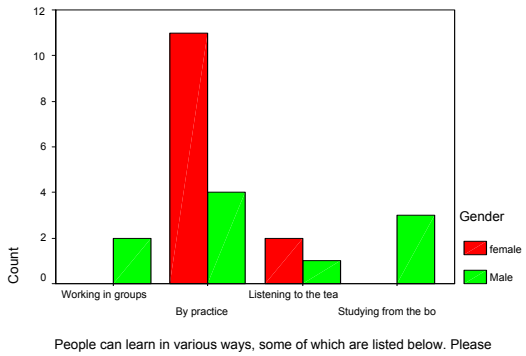
Count

		Gender		
		female	Male	Total
People can learn in various ways, some of which are listed below. Please mark the one that best fits you.	Working in groups		2	2
	By practice	11	4	15
	Listening to the teacher	2	1	3
	Studying from the book		3	3
Total		13	10	23

In terms of female versus male, the hypothesis that there is no significant difference between student teachers' learning styles is tested, using a chi-square statistic, to see if learning styles of male and female student teachers differ. Analysis of the hypothesis revealed that a significant difference exists between the learning styles of male and female student teachers ($p < 0.05$).

Graph 5 helps clarify and visualize this difference. An examination of it reveals that none of the female student teachers is in favor of studying from the book or working in groups. A majority of them think that they learn better by practice. This graph also indicates that the male student teachers' learning styles vary.

Graph 5: clustered bar chart of male and female student teachers' responses on learning styles



Question 36, shown below, is intended to understand who should assume the main responsibility of administering schools to figure out student teachers' view on this matter.

Question 36: What is the most appropriate way to administer schools?
a) Teachers should govern schools.
b) Teachers should govern schools, but they also should listen to what the students have to say.
c) Teachers and students should govern schools together.
d) Students should have more responsibility than teachers do in school.

Analysis of this question reveals that none of the student teachers thinks that students should have more responsibility than teachers do in school, and only 4% of all respondents support the idea that only teachers should govern schools. In contrast, 26% believe that teachers and students should govern schools together, while most respondents, 70%, favor the idea that teachers should govern schools, but they also should listen to what the students have to say. (Please refer to the Table 3 to see how male and female student teachers' responses are distributed.)

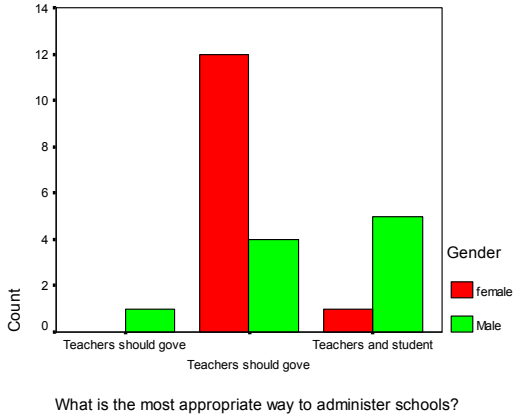
Table 8: What is the most appropriate way to administer schools? * Gender Crosstabulation

Count

		Gender		
		female	Male	Total
What is the most appropriate way to administer schools?	Teachers should govern schools.		1	1
	Teachers should govern schools and listen to students.	12	4	16
	Teachers and students should govern schools.	1	5	6
Total		13	10	23

The Pearson chi-square test is used to see if there is a significant difference between male and female student teachers' views on who should assume the main responsibility of administering schools. It is concluded that student teachers' responses are not distributed similarly across gender. In other words, the views of male and female student teachers regarding who should assume the main responsibility of administering schools are not homogeneous ($p < 0.05$).
Graph 6 (clustered bar chart) helps visualize this difference in the male and female student teachers' responses. The graph shows that none of the student teachers (neither male nor female) thinks that students should have more responsibility than teachers do in school; 92% of all female respondents feel that teachers should govern schools, but they also should listen to what the students have to say, and 90% of male student teachers are in favor of the idea either that teachers and students should govern schools together or that students should have more responsibility than teachers do in school.

Graph 6: clustered bar chart of male and female student teachers' responses regarding Question 36



Question 40 shown below is intended to understand how student teachers think an ideal teacher should see technology as it relates to education.

Question 40: An ideal teacher sees technology as:
a) A main goal to teach students about.
b) An instrument to access information.
c) A medium to transmit knowledge and to communicate and present information.
d) A tool to be integrated into all content areas.

In general, most of the student teachers, 65%, think that an ideal teacher should see technology as a medium to transmit knowledge and to communicate and present information, and none thinks that an ideal teacher should see technology as a main goal to teach students. Table-9 shows the distribution of all student teachers' responses to this question. To test whether there is any difference in male and female student teachers' view on this question (how an ideal teacher should see technology), Pearson chi-square was used. Previous research has showed that there is a significant gender difference in attitudes toward technology. As Williams (1993) et al. noted : "Research data repeatedly indicate that males show more favorable attitudes toward computers, perceive that computers will be a career asset, and demonstrate greater interest, participation and competence in computing tasks than females" (p. 515).

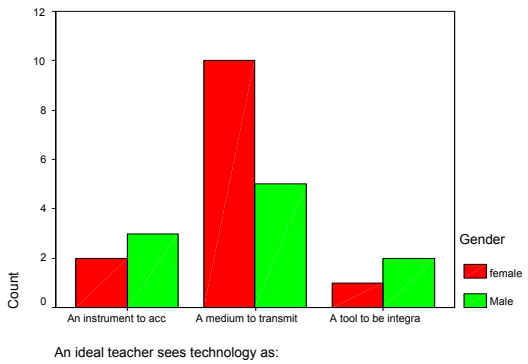
However, analysis of the data suggested that student teachers' responses are distributed similarly across gender. In other words, there is no significant difference in the views of male and female student teachers regarding how an ideal teacher should see technology. Graph 7 also shows how student teachers' responses are similarly distributed across gender. This result is supported by the study conducted in University of South Florida. Based on survey responses by about 730 teachers in Pinellas County Schools, Hogarty and Kromrey reported that there was no statistically significant gender difference in the integration of computers in the classroom.

Table 9: An ideal teacher sees technology as: * Gender Crosstabulation

Count

		Gender		
		female	Male	Total
An ideal teacher sees technology as:	An instrument to access information.	2	3	5
	A medium to transmit knowledge and to comm. and present info	10	5	15
	A tool to be integrated into all content areas.	1	2	3
Total		13	10	23

Graph 7: clustered bar chart of male and female student teachers' responses regarding Question 40



Differences among Majors
Responses of the students in different majors were examined using one-way ANOVA. The analysis of all questions revealed that only in Question 37 was a significant difference found among the students in different majors. Before analyzing this question, overall responses of participants to this question were explored.

Question 37: What is the most appropriate size of a student group for an in-class activity? The possible answers are as follows: a) 2, b) 3, c) 4, and d) 5 or more.

Table 10 reveals that 60.9% of all participants think the appropriate group size is 4, while 26.1% and 13.0% of them believe it was 3 and 2, respectively.

Table 10: Responses to Question 37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.0	13.0	13.0
	3	6	26.1	26.1	39.1
	4	14	60.9	60.9	100.0
	Total	23	100.0	100.0	

Table 11 shows the responses of males and females to this question. Although all male student teachers believe that the most appropriate size of a student group for an in-class activity should be 3 or 4, 23.1% of female student teachers think that it should be 2.

Table 11: Male-Female Responses to Question 37

		What is the most appropriate size of a student group for an in-class activity?			Total
		2	3	4	
Gender	female	3	2	8	13
	Male	0	4	6	10
Total		3	6	14	23

One-way ANOVA Test for the Difference between Majors
For the "model teacher" data, we considered the question 37 as the dependent variable ("What is the most appropriate size of a student group for an in-class activity?") and the major classification as the independent variable. The student teachers were classified by the four levels of major. 1 = Biology, 2 = English, 3 = History, and 4 = Turkish.

The null hypothesis is that there is no difference in the scores of the question 37 (QUEST37) between the student teachers classified by the four levels of major (MAJOR). Also, the null hypothesis for testing the assumption of homogeneity of variance is that there is no difference in the variances of QUEST37 scores for those participants in the four levels of MAJOR. The level of significance for testing both hypotheses is $\alpha = .05$.

Table 12: One-way ANOVA Output
Descriptives
What is the most appropriate size of a student group for an in-class activity?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Biology	6	1.50	.548	.224	.93	2.07	1	2
English	7	2.86	.378	.143	2.51	3.21	2	3
History	6	2.83	.408	.167	2.40	3.26	2	3
Turkish	4	2.75	.500	.250	1.95	3.55	2	3
Total	23	2.48	.730	.152	2.16	2.79	1	3

Test of Homogeneity of Variances
What is the most appropriate size of a student group for an in-class activity?

Levene Statistic	df1	df2	Sig.
1.558	3	19	.232

ANOVA
What is the most appropriate size of a student group for an in-class activity?

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.799	3	2.600	12.534	.000
Within Groups	3.940	19	.207		
Total	11.739	22			

The analysis of the data leads us to fail to reject the null hypothesis that there is no difference in the variances of QUEST37 scores for those participants in the four levels of MAJOR ($p > .05$). The assumption of homogeneity of variance is met. Also, we reject the null hypothesis that there is a difference in the scores of the question 37 (QUEST37) between the student teachers classified by the four levels of major ($p < .001$). In other words, not all the population means are equal. Moreover, the ω^2 measure of the strength of the association between the independent and dependent variables is 0.704. We can interpret this result as a strong association between QUEST37 (the most appropriate size of a student group for an in-class activity) and MAJOR.

To find out this difference, we can look at the frequencies of each level of major responded to the question:

Table.13: Frequencies

		What is the most appropriate size of a student group for an in-class activity?			Total
		2	3	4	
Major	Biology	3	3	0	6
	English	0	1	6	7
	History	0	1	5	6
	Turkish	0	1	3	4
Total		3	6	14	23

While the student teachers studying biology think the appropriate group size as 2 or 3, most of the student teachers studying other majors believe that the appropriate size of a student group for an in-class activity should be 4. While science majors have more experimental studies, social sciences have more dialogical contents. In a science project, the researchers organized students into groups of three (Howe & Tolmie, 2003). It is obvious that the size of groups needs to be appropriate to the aim of group-work and the task (Blatchford, Kutnick, Baines, & Galton, 2003). From this point of view, the student teachers studying biology (science) may consider that working in pairs or three is more useful although other student teachers studying social sciences believe that the ideal study group should have 4 students.

CONCLUSION
We believe that this survey yield important results because of these student teachers' background. First of all, these student teachers are master's students in Teacher Education. Also, they know Turkish educational settings very well are getting familiar with American educational settings since they are on an internship program in the USA. As Willis (2002) indicated:

The basic goals of the experience were to expose the Turkish teacher education students to American schools, where leadership methods are more democratic, introduce them to classes where innovative, especially "constructivist" methods were being used, and place students in schools where technology was used to support learning.

With the effect of their involvement in such an internship program and their educational background, we believe these students provided us with an enhanced understanding of a "model teacher." The findings of this study

have important implications to teacher education programs. Future studies can be conducted to learn how being exposed to a different education in a different country may influence students' perception of an ideal teacher. Also, the survey should be given a large sample of students so that factor analysis can be conducted to find out which factors constitute an ideal teacher.

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APPENDIX.A - Model Teacher Survey

Demographics: Please provide the requested information below.

Grade Level:	*Sex:*	*Major:*
□ Freshman	□ Female	_____
□ Sophomore	□ Male	
□ Junior		
□ Senior		
□ Graduate		

Please answer the questions below by thinking of what you believe would be the traits of an ideal teacher.

1. How do you expect this teacher to introduce himself/herself in the very first lesson?
a) By saying his/her name.
b) By saying his/her name and talking about his/her teaching experience.
c) By saying his/her name and talking about his/her interests and hobbies.
d) By saying his/her name and mentioning his/her worldview.
2. How would you like him/her to dress?
a) Very elegant and delicate.
b) Elegant.
c) Normal/casual.
d) It does not matter.
3. How would you expect him/her to interact with the class in the first lesson?
a) In the manner of being an expert on teaching and loving his/her job.
b) Friendly, understanding, and likable.
c) Being strict about his/her principles.
d) Friendly and understanding, but serious.

For each of the questions below, please mark your preferred answer using these five choices:

1 = "I strongly agree"
2 = "I agree"
3 = "No comment"
4 = "I disagree"
5 = "I strongly disagree"

4. This teacher praises you if you do a good job.
(1) (2) (3) (4) (5)
5. This teacher punishes you when you do not study.
(1) (2) (3) (4) (5)
6. This teacher helps you learn as many things as possible in every lesson.
(1) (2) (3) (4) (5)
7. This teacher has a good sense of humor and uses it when appropriate.
(1) (2) (3) (4) (5)
8. This teacher guides you according to your interests and capabilities.
(1) (2) (3) (4) (5)
9. This teacher is always friendly to you.
(1) (2) (3) (4) (5)

10. This teacher gives permission for classroom activities you have planned.
(1) (2) (3) (4) (5)
11. This teacher lets you finish all the activities at the end of the lesson.
(1) (2) (3) (4) (5)
12. This teacher can reprimand you in front of the whole class.
(1) (2) (3) (4) (5)
13. This teacher can punish the whole class if he/she thinks it is necessary.
(1) (2) (3) (4) (5)
14. This teacher always laughs when you make a nice joke in the class.
(1) (2) (3) (4) (5)
15. This teacher enables you to learn all the topics that will be in the exam.

(1) (2) (3) (4) (5)

16. This teacher encourages his/her students to work collaboratively.
(1) (2) (3) (4) (5)

17. This teacher is always tolerant and just to students when they make mistakes.
(1) (2) (3) (4) (5)

18. This teacher makes every effort to help his/her weak students with remedial work.
(1) (2) (3) (4) (5)

19. This teacher allows his/her students to grade their own papers.
(1) (2) (3) (4) (5)

20. This teacher cares about every activity that his/her students are doing.
(1) (2) (3) (4) (5)

21. This teacher gets his/her students' opinions about the activity that they are going to engage in.
(1) (2) (3) (4) (5)

22. This teacher meets his/her students' needs even if he/she has to do something that is not in the plan.
(1) (2) (3) (4) (5)

23. This teacher lets you read a book if there is free time during the lesson.
(1) (2) (3) (4) (5)

24. This teacher has high expectations from his/her students.
(1) (2) (3) (4) (5)

25. This teacher gives you extra time to complete your activities when necessary.
(1) (2) (3) (4) (5)

26. This teacher can be very busy and may fail to allocate enough time for his/her students.
(1) (2) (3) (4) (5)

27. This teacher knows all his/her students' names and calls them by their names.
(1) (2) (3) (4) (5)

28. This teacher is very enthusiastic and excited about teaching.
(1) (2) (3) (4) (5)

29. This teacher pays attention to what his/her students are doing outside the school as well as at school.
(1) (2) (3) (4) (5)

30. This teacher listens to what his/her students have to say with patience, he/she is a good listener.
(1) (2) (3) (4) (5)

31. This teacher is punctual in informing his/her students regarding their grades.
(1) (2) (3) (4) (5)

32. This teacher leads his/her life according to his/her students' expectations.
(1) (2) (3) (4) (5)

33. This teacher explains everything clearly and precisely.
(1) (2) (3) (4) (5)

34. This teacher employs modern teaching methods and technology in his/her teaching.
(1) (2) (3) (4) (5)

The questions below are related to students' school lives. Please mark the statement that is most appropriate, according to your philosophy.

35. Students may be put into groups for different purposes and in various ways.
a) Students who are good at all subjects can be put in Class A and those who are weak in Class B.
b) Students who are good at a subject can be put in a higher group and those who are weak in a lower group.
c) There can be all types of students (from overachievers to very weak ones) in a classroom.
d) Diligent students should be seated in front rows.

36. What is the most appropriate way to administer schools?
a) Teachers should govern schools.
b) Teachers should govern schools, but they also should listen to what the students have to say.
c) Teachers and students should govern schools together.
d) Students should have more responsibility than teachers do in school administration.

37. What is the most appropriate size of a student group for an in-class activity?
a) 2 b) 3 c) 4 d) 5 or more

38. People can learn in various ways, some of which are listed below. Please mark the one that best fits you.

a) Working in groups
b) By practice
c) Listening to the teacher
d) Studying from the book

39. What do you think should be the attitude of an ideal teacher toward the use of technology in the classroom?
a) This teacher does not use technology in the classroom at all.
b) This teacher uses technology on his/her own but does not prefer the students to use it in the classroom.
c) This teacher encourages the students to use technology individually on their projects.
d) This teacher supports the students' use of technology as a group for the class activities.

40. An ideal teacher sees technology as:
a) A main goal to teach students about.
b) An instrument to access information.
c) A medium to transmit knowledge and to communicate and present information.
d) A tool to be integrated into all content areas.