

## **Practice in Education: A Comparison Between the Faculty of Education and Faculty of Medicine**

Elif Afşar (elifafsar96@hotmail.com)

Özlem Doğan (ozlem\_dogn@hotmail.com)

**Abstract:** The study aims to investigate the importance of practical education. The results have revealed that only one year practice might not be enough for teacher trainees. A questionnaire was applied on 26 students in the faculty of education and 26 students in the faculty of medicine at Uludag University, in addition to an interview with an Associate Professor of English Language Teaching and a medical doctor in the Faculty of Medicine at Uludag University. This study attempted to collect both qualitative and quantitative data. The research has shown positive effects of practising besides the theoretical knowledge. This topic of research was chosen because it was realized that there is insufficient practice in the faculty of education. It was aimed to find out to whether the matter was serious in the faculty of education and to what degree by comparing the faculty of medicine where students claim to have more opportunities for practice.

**Key Words:** Practice, theory, experience, faculty of education, faculty of medicine.

### **Introduction**

Do you believe that theoretical education is sufficient without practical education or both of them are equally essential for teaching? Every learning should have both practical and theoretical aspect. However, practicing in education is thought to be more effective than theoretical education for learners. The continuation of information mostly depends on practicing regularly. We aim to emphasize the importance of practical education by comparing the faculty of education and faculty of medicine in Uludag University, Turkey. While learners in the faculty of education are given practical education for only one year, learners in the Faculty of Medicine are given this education when they start the university till the end of their school with dense program in the last year as internship. Notwithstanding differences, we

should be aware that both of these fields require experience before starting to perform the job. The information with no practice most probably will not be permanent and theoretical information won't be always kept in mind.

We think that the students in the faculty of medicine are more successful because they have more opportunities for practicing. In addition, it should be confessed that practical education without theoretical education would not be preferred either. To support trainees' development in becoming professional teachers, there is need to give them enough opportunity to become familiar with the tasks a teacher is responsible for, by allowing them to practice their communication and interaction skills in classrooms, and by applying theoretical studies in practice (Soininen, Merisuo-Storm, 2014). It is emphasized that theory and practice are inseparable. Nevertheless, there is need to realize the effect of mere practice in education. That is to say, the more a teacher knows about children and the psychology of youth in theory, the better s/he may serve them. Therefore, if teacher trainees don't gain necessary experience and don't have an opportunity to practice enough in the lessons beginning from 1<sup>st</sup> grade, they can't succeed sufficiently. Providing teacher trainees with a lot of knowledge but little experience wouldn't be adequate, and can't lead to the desired results. It is needed to show the students how to use the knowledge they have learned. Only when we can explain to the students why the knowledge is important and teach them how to use it, they will be successful. Without experiencing, learning theoretical knowledge will not be that useful.

Firstly, to compare the faculty of education and the faculty of medicine, we conducted a questionnaire with students in both of these faculties. Secondly, we corroborated our theory by looking at the results and interviewing some instructors. Finally, we revealed that practical education in the faculty of education is as important and vital as it is in the faculty of medicine; however lacking significantly according to the comparison.

## **Literature Review**

The theoretical and practical aspects of education are complementary to each other. Therefore, if practice is used with theory, people can become successful. Namely, in the faculty of medicine, practice takes an important place, which should be same in the faculty of education, but it does not seem to be so- at least in the faculties of education in Turkey. A theoretical framework for faculty development needs to consider the nature of the activity it purports to serve (D'eon, Overgaard, Harding, 2000). So, the practical education should be increased. The more theory is performed in practice, the more students will be successful. Without having practice and experience, pure theoretical knowledge is not useful (Şen, 2002). So, if we use the theory in our life, the theoretical knowledge becomes permanent. Moreover, when students are trained for some vocational jobs, less theoretical knowledge is used in practice, which implies the importance of practice over theory. The students who study in the faculties of education, specifically in Turkey, don't have any opportunities to apply most of the theoretical knowledge they have (Avcı, 2015).

The goals of a practicum include sharing ideas, gaining additional ideas for how to handle situations, providing social support, and learning how to conceptualize their experiences (Grasha, 1996). Students in the faculty of education cannot find enough opportunities to experience these. It seems necessary that their job training should be longer, more diligent, and more detailed; learners should have more time for practice. Schon (1987) seeks to reveal the positive nature of reflective practicum by choosing examples where coaching and learning have been implemented as best practice. He coins the term 'reflective practicum' as the framework for students learning by performing with the assistance of professionals as coaches.

A teacher who can purposefully exhibit a wide range of teaching styles is potentially able to accomplish more than a teacher whose repertoire is relatively limited (Smith & Renzulli, 1984, p. 49). This quote emphasizes that if a teacher performs a variety of teaching styles, s/he can perform better because teaching something by doing is very effective. Certainly, education such as the described one must be common in the

faculties of education. Teacher trainees need to know the class's students very well and know which learning strategy they should use and in which situations (Dede, 2009). As they need to understand the psychology of the learners, they should put themselves in the place of the students in some occasions. Kaufman (2003) stated as follows:

How many times we as teachers have been confronted with situations in which we really were not sure what to do? We "flew by the seat of our pants," usually doing the things with our learners what had been done with us. It would be useful to be able to turn to a set of guiding principles based on evidence, or at least on long term successful experience.

Teacher trainees should feel more confident so what they need is more experience. In the faculty of medicine, learners have plenty of opportunities. They can cope with different occasions since they accumulate more experience, which is not the case in the faculties of education, unfortunately.

In the faculty of medicine people are taught that good teaching involves clearly defined skills such as creating and instructional set with objectives, providing learners with practice opportunities and feedback, increasing wait time after asking questions and using various techniques for enhancing enthusiasm and motivation (Wilkerson and Irby, 1998). So, it means that good teaching should consist of feedback, practice, tolerance for learners to understand and learn so their motivation can improve. Therefore, learners should have opportunities to practice, enough time to carry out the missions they have and they should be given output. If they can perform the theoretical knowledge that they have accumulated in both their lives and careers, they will be more likely to succeed. Since everything which learners reveal by endeavouring is very valuable for them, this knowledge which they have gained will not be temporary. If learners make an effort on the knowledge which they have learned and they succeed on their own, their knowledge will become more permanent. That is to say, no matter how much learners need to be given theoretical knowledge, practical education is always more effective and it must be more.

Holen (2000) reported that students begin the exercise equipped with certain study skills, which the students acquired through their individual characteristics and their previous learning experiences, at the start of their education. Students are able to acquire life-long learning, self-directed learning, and problem-solving skills, which are anticipated to be acquired by students apart from the study skills. When students become aware of their problem-solving skills, they can recognize their strengths and shortcomings during their educational process and become effective problem solvers, which will positively contribute to the school performance and their achievement in life (Yurdal and Gencel, 2016). This is why, students gain these features and become more experienced, thanks to the practical education that they are provided with. They can also see whether their knowledge is enough or not, and realize their mistakes and deficiencies.

#### *How medical doctors are educated*

Simulation is used extensively in medical education at all levels, ranging from basic practical skills tuition to scenario-based teaching in a high-fidelity simulator and from simple role play to complex communication skills teaching using simulated patients and actors. Sometimes highly sophisticated, all these teaching methods involve small-group discussion in feedback and to promote reflection. Tutors require high-level specific skills to manage these teaching methods, all of which are grounded in the basic principles required for collaborative and active learning (Wood, 2010). Now that the medical profession has a vital importance, they use simulation not to harm a person. That is to say, thanks to simulations, learners who study in the faculty of medicine can realize their flaw and mistakes easily; and they try not to repeat these faults while treating patients in real life. While the students in the faculty of medicine have opportunities such as simulations that increase their experience, the students in the faculty of education do not have such opportunities. So, the practice in faculty of education should be increased. Because, teacher trainees should know that their job is crucial, too; they don't only teach but also face different lives, parents, and students. The more they have opportunities for practicing in real classrooms, the easier it will be to overcome difficult situations.

Teaching in medical schools is a moral practice. Teachers have a role in developing the moral character of medical students consistent with professional ethical standards. Teachers are charged with the responsibility of both students and society for the training of the students, and they have considerable authority in their roles. Teachers, in all faculties but especially in the medical faculties, influence the moral development of medical students. Their personal behaviour, their treatment of students and colleagues, and the way they relate to and speak about patients, the types of examples they use in illustrations, and in other ways present models of morality and professional ethics from which students learn. Teachers play a significant role in developing their students' moral character (Fullan, 1995).

It is possible to comment that because doctors accumulate more experience in university years than teachers, they can develop higher quality empathy towards their patients since they can face various situations when they are studying. Similarly, they can easily cope with challenging situations they face. However, teachers do not have substantial practical training when studying at the university. As a result, they have difficulty in coping with obstacles they face so they might not be able to solve their students' problems and teachers might have difficulty in developing empathy towards their students. As a result they might not be able to perform as a good model for their students.

D'eon, Overgaard, and Harding (2000) noted that teaching as a practice is a complex, intellectually demanding activity. To properly understand the nature of teaching practice we must consider five essential features as follows:

One, the practice of teaching is purposive; in fact, the purposes of teaching largely define the practice. Two, any of a large number of behaviours and activities may qualify as teaching. Three, teaching is a rational enterprise and this is, in part, tied to its purposive nature. Four, teaching is a communal, as opposed to an individual enterprise. Five, the practice of teaching has a strong moral dimension. Namely, teaching is a challenging

process which educators can face some problems while they try to teach effectively.

The aim of the present study was to compare the educational procedures in the faculty of education and faculty of medicine. Furthermore, it was aimed to reveal whether in the faculty of medicine, the students have more opportunities to practice their knowledge than the students in the faculty of education. The main purpose of the study was to answer the following questions:

1. Do the students in the faculty of medicine have more opportunity for practice compared to the students in the faculty of education?
2. Is only one-year experience enough for the students in the faculty of education?

### **Methodology**

Both quantitative and qualitative research techniques were used in the data collection procedures of the present study. The quantitative data were collected by the help of a questionnaire consisting of seventeen 5-point Likert scale statements and three open-ended questions that were applied to college students in the faculty of medicine and faculty of education at Uludag University. In addition, an interview was conducted with an associate professor at the foreign language department of the faculty of education and a medical doctor in the faculty of medicine.

### **Participants**

The participants were 26 Turkish university students who have been studying in the faculty of medicine and 26 students who have been studying at the foreign language teaching department of the faculty of education in Uludag University, Bursa, Turkey. The learners ranged in age from 18 to 24 years. The participants were randomly selected from among the volunteers. The participants in both faculties have been attending various grades. In order to support the qualitative part of the study, the researchers had interviews with a medical doctor who worked at the faculty of medicine and a professor who worked at the faculty of education in Uludag

University. It was presupposed that the students in the faculty of education underwent more theoretical education than practical education, and the learners in the faculty of medicine underwent more practical education besides the theoretical education.

### ***Materials***

A questionnaire which contained 17 multiple-choice items, and 3 open-ended questions (see Appendices) were administered to 52 participants. Each item provided an option for *strongly agree, agree, no opinion, disagree*, and plus a comment section. Participants were asked to choose the most relevant option according to their opinion and to provide comments if they needed.

In addition, an interview was conducted with a medical doctor and a professor. The interview included 5 open-ended questions which were related to compare the education between the two faculties. They answered these questions in accordance to their observation and experience.

### ***Procedure***

Prior to the implementation of the procedures, it had been determined which participants would be included. The study was conducted by using L1 in the faculty of medicine and L2 in the faculty of education.

The questionnaire was applied when the students were free from their academic responsibilities. It was applied usually before and after the lessons. The survey took less than ten minutes in total for each person. The data collection procedure was completed in two days. The researchers didn't (mis)lead and affect the volunteer participants at all. The participants were just informed that the investigation was a part of a research. Additionally, they were informed that all private information would be protected to make them feel relaxed. So, the volunteer participants had true opportunity to express their real opinion on the questions. Before the questionnaire, participants were informed about what they would do in that

study. Furthermore, the researchers conducted the interviews in the same day with the data collection time in each faculty.

### *Analyses*

The researchers preferred to use a questionnaire as a data collection tool since they foresaw that the learners could answer these questions better and more logically. Consequently, the researchers could interpret the most common shared thoughts. Additionally, the data collected through the interview sessions were subjected to content analyses. In the quantitative section, the researchers concentrated on two main issues to determine: 1. The opinions about the importance of practical education according to the students in the faculty of education (Table 1); 2. The opinions about the importance of practical education according to the students in the faculty of medicine (Table 2).

In the qualitative section, the researchers forwarded the three open-ended questions that were in parallel with the quantitative focus. Another qualitative section was the interviews with the professionals in the two faculties. The interview data provided parallel results with the questionnaire findings.

### **Results and Discussion**

The qualitative and quantitative analyses and findings are provided in the following.

**Table 1.** The responses of the students at the faculty of education.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Practical education is necessary.	19	7	-	-	-	26
Practical education is useful for you.	21	5	-	-	-	26
Only theoretical education can contribute to your job.	-	-	6	11	9	26
Both theoretical and practical education should be carried out at the same time.	21	5	-	-	-	26

Having only one year practical education is enough to gain experience.	–	4	3	14	5	26
Doctors are more experienced than teachers.	8	8	7	2	1	26
You will feel more self-confident if you have enough theoretical education instead of enough practical education.	3	–	3	12	8	26
You are more successful in theoretical lessons.	–	9	8	9	–	26
You are more successful in practical lessons.	7	7	6	6	–	26
Knowledge you learn in theory is more permanent.	1	3	4	17	1	26
Knowledge you learn in practice is more permanent.	17	6	2	1	–	26
There shouldn't be any theoretical education for learners of the faculty of education and medicine.	1	–	5	11	9	26
Learners who are more experienced have more opportunity to find a job in private institutions.	12	6	7	1	–	26
When you are entering the Faculty of Education, It is nice that your branch is clear.	12	7	6	1	–	26
When you are entering the Faculty of Medicine, It is nice that your branch isn't clear.	3	3	12	3	5	26
Focusing on the certain branch provides a lot of opportunities for your job experience.	10	8	5	3	–	26
Focusing on all subjects in a job provides a lot of opportunities for your job experience.	7	10	6	3	–	26

**Table 2.** The responses of the students at the faculty of medicine.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Practical education is necessary.	19	7	–	–	–	26
Practical education is useful for you	18	7	1	–	–	26
Only theoretical education can contribute to your job.	–	3	1	12	10	26
Both theoretical and practical education should be carried out at the same time.	21	5	–	–	–	26
Having only one year practical education is enough to gain experience.	1	1	4	19	1	26
Doctors are more experienced than teachers.	12	8	4	2	–	26
You will feel more self-confident if you have enough theoretical education instead of enough practical education.	4	1	6	13	2	26
You are more successful in theoretical lessons.	4	5	3	12	2	26
You are more successful in practical lessons.	9	9	5	3	–	26
Knowledge you learn in theory is more permanent.	–	–	6	16	4	26
Knowledge you learn in practice is more permanent.	18	7	1	–	–	26
There shouldn't be any theoretical education for learners of the faculty of education and medicine.	–	–	–	5	21	26
Learners who are more experienced have more opportunity to find a job in private institutions.	9	12	5	–	–	26
When you are entering the Faculty of Education, It is nice that your branch is clear.	8	10	8	–	–	26
When you are entering the Faculty of Medicine, It is nice that your branch isn't clear.	6	9	7	1	3	26
Focusing on the certain branch provides a lot of opportunities for your job experience.	8	5	6	–	1	26

Focusing on all subjects in a job provides a lot of opportunities for your job experience.	7	6	8	5	-	26
--	---	---	---	---	---	----

**Quantitative Results (Questionnaire Data)**

In Table 1, the researchers revealed that the students in the faculty of education think that they need more practical education. It should be noted that the word ‘practice’ implies real school experience. All of the 26 students agree that practical education is necessary and vital. No one stated that the practical education is unnecessary. Internships or practical experience in classroom is very important for the students in the faculty of education. The presentations that are used very frequently in the department don’t give enough experience for their professional life because the knowledge which they learn through practice is more effective for them.

20 in 26 students in the faculty of education said that having only one year practical education is not enough to gain experience. The students do not perform in the class continuously when they are at teaching practice sessions. As these sessions are performed in only one year, every student does not have equal opportunities for experience. Since there are more teacher trainees than the ones in the classroom, they can't teach effectively and observe the children and other teachers adequately. They have to teach with other students in the department. Therefore, only one year may not be enough.

18 in 26 students said that they are more successful in practical education, while 3 in 26 students said that they are not more successful, and 5 in 26 students said that they do not have any idea. 18 in 26 students said that knowledge they learn in theory is not more permanent, while 4 in 26 students said that knowledge they learn in theory is more permanent. Moreover, 23 in 26 students said that knowledge they learn in practice is more permanent, while only 1 student thought the opposite. According to these results, although there are some differences in learning, nearly all students support that the knowledge they learn by practicing is more permanent and they are

more successful in practical lessons than theoretical lessons. The more opportunities they have for experience when studying at the university the more successful they may be in their career.

In Table 2, all of 26 students in the faculty of medicine thought that the practical education is necessary and important for them just as the students in the faculty of education indicated. Nevertheless, the students in the faculty of medicine have some opportunities such as simulation centre, operating on cadaver beginning from the 1<sup>st</sup> grade, which help them in improving their skills and feel more self-confident from the beginning of their education. All students thought that both theoretical and practical education should be carried out at the same time. 20 in 26 students don't agree knowledge they learn in theory is more permanent. Correspondingly, 25 in 26 students said that knowledge they learn in practice is more permanent. Likewise, nearly all of the students thought that they need practical education. It was indicated that practical education enables the theoretical knowledge. Since the theoretical knowledge is easy to forget and temporary, there is certain need to use the theoretical education in practice.

### *Qualitative Results (Interview Data and open-ended questions)*

After the implementation of the questionnaire, the researchers also asked the following 3 open-ended questions to the volunteer participants:

- 1) If you were in charge of the educational system, what would you change? Why?
- 2) What should be done to train the qualified teachers and doctors? Why do you think so?
- 3) Is the experience you have in school enough for you?

According to the students, in both faculties, the practice should be increased because they thought that thanks to the practice, the learners can learn everything sufficiently. Moreover, they thought they learned more efficiently when they practiced what they have learned theoretically from the books. However, the

students have to study for the exams, and because of the exams they are expected to memorize everything they have learned. This way of the learning is not useful for the learners. So, the current system of education seems to be heavily exams-focused. If they can practice the knowledge they have learned, permanence is inevitable. Furthermore, the college students in both faculties stated that because the school is an important step for the real life, and they will face a lot of challenges, they need more practice in both faculties. Additionally, because of the deficiencies in the education system, all of them want to change the system somehow.

The interview questions that were forwarded to the medical doctor and the professor in the faculties were as follows:

- 1) What is the importance of practice to educate a teacher/doctor?
- 2) Do you think only last year is enough for practice?
- 3) Should the practical education be increased?
- 4) If practical education was never performed, would this way of education be useful for learners?

According to the professor in the English Language Teaching Department, if the students don't gain the theoretical knowledge sufficiently, they cannot practice this knowledge. Therefore, before the practical education, the theoretical knowledge must be reinforced. The more practice is performed the more useful for learners the experience can be. The professor proposed as in the following:

*If the current education system wouldn't be changed, in the last year of the education only teaching practice must be carried out. The theoretical knowledge can be taught in 3 years. The students can practice by observing a teacher in their 3<sup>rd</sup> grade but they can't practice in 1<sup>st</sup> and 2<sup>nd</sup> grades because of insufficient theoretical knowledge. They must be taught the theoretical knowledge adequately.*

According to the medical doctor, the practice goes on like craftsman and apprentice relationship. Starting from freshman year the students in the faculty of medicine

practice by using cadavers and they have laboratories for practice. There are some imperfections in both school of medicine and school of education, and thus, these must be developed and practice applications must be increased. He emphasized the importance of the practice, and underlined that practical education is sufficiently available to the students in the faculty of medicine.

### **Conclusion**

In conclusion, the students in the faculty of education need to have more practice to be qualified teachers beginning from the 1<sup>st</sup> year in the faculty just like their counterparts in the faculty of medicine. Certainly, students must be given the theoretical knowledge, but at same time, by practising, they must gain permanent knowledge. The researchers advocate that the students in the faculty of education must practice by teaching real students in real classrooms. Teacher candidates will deal with students and have to face a lot of challenges in their professional lives. Assume that you teach the subject of family to students and ask every student about their mother while one of them doesn't have a mother and when you ask this question to him/her, he/she feels sad. Do you think you can face such a problem in theoretical lessons? These kinds of things can be learnt only through real-life experience. Doctor candidates start the practising besides the theoretical knowledge at the very beginning of the university education. That is why, it wouldn't be naïve to postulate that their special skills to cope with situations such as the one explained are much developed. The following quotes should be emphasised with regard to the heart of the present study:

*"The great of education is not knowledge, but action."*

Herbert Spencer

*"Without knowledge, action is useless and knowledge without action is futile."*

Abu Bakr

### **Limitations and Suggestions for Further Research**

The present research was done within limited time and conditions. Therefore, it was implemented to students in only Uludag University. Moreover, the researchers had

interviews with only one academician in each faculty. It would be much fruitful if the research was conducted with a higher number of both students and teachers from a variety of universities and faculties with a construct of a longitudinal study.

## **References**

- Butler, K. A. (1987). *Learning and teaching style: In theory and practice*. Columbia, CT: Learner's Dimension.
- Dede, S. (2011). The teacher's educational leadership roles according to Kolb's theory of learning. *American-Eurasian Journal of Scientific Research*, 6(1), 19-27.
- Fullan, M. (1995). The limits and the potential of professional development. *Professional development in education: New paradigms and practices*, 253-267.
- Grasha, A. F., & Yangarber-Hicks, N. (2000). Integrating teaching styles and learning styles with instructional technology. *College Teaching*, 48(1), 2-10.
- Kaufman, D. M. (2003). *ABC of learning and teaching in medicine: Applying educational theory in practice*. *Bmj*, 326(7382), 213.
- Merisuo-Strom, T., & Soininen, M. Guided Observations: Helping First-Year Student Teachers to Link Theory to Practice.
- Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco.
- Smith, L. H., & Renzulli, J. S. (1984). Learning style preferences: A practical approach for classroom teachers. *Theory into Practice*, 23(1), 44-50.
- Yurdal, M. O., & Gencil, İ. E. (2016). The Relationship Between The Attitudes of Medical School Students Towards Problem-Based Learning and Their Self-Directed Learning Readiness. *Eğitimde Kuram ve Uygulama*, 12(3), 695-706.
- Wilkerson, L., & Irby, D. M. (1998). Strategies for improving teaching practices: a comprehensive approach to faculty development. *Academic Medicine*, 73(4), 387-96.
- Wood, D. (2010). Collaborative Learning. *Learning and Teaching in Medicine*, 10.  
<http://www.medyapusula.com/kose-yazisi/152/egitimde-teori-mi-pratik-mi.html>  
<http://kesfetkendini.com/News/kisiselgelisim/egitimogrenmeegitimdebilgiveuygulamaninonemi-10748/>

**Appendices**

**Appendix 1**

**Questionnaire**

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Practical education is necessary.					
Practical education is useful for you					
Only theoretical education can contribute to your job.					
Both theoretical and practical education should be carried out at the same time.					
Having only one year practical education is enough to gain experience.					
Doctors are more experienced than teachers.					
You will feel more self-confident if you have enough theoretical education instead of enough practical education.					
You are more successful in theoretical lessons.					
You are more successful in practical lessons.					
Knowledge you learn in theory is more permanent.					
Knowledge you learn in practice is more permanent.					
There shouldn't be any theoretical education for learners of the faculty of education and medicine.					
Learners who are more experienced have more opportunity to find a job in private institutions.					
When you are entering the Faculty of Education, It is nice that your branch is clear.					
When you are entering the Faculty of Medicine, It is nice that your branch isn't clear.					
Focusing on the certain branch provides a lot of opportunities for your job experience.					
Focusing on all subjects in a job provides a lot of opportunities for your job experience.					

1. If you were in charge of the educational system, what would you change?  
Why?
2. What should be done to train the qualified teachers and doctors? Why do you think so?
3. Is the experience you have in school enough for you?

Anket

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
Uygulamalı eğitim gereklidir.					
Uygulamalı eğitim sizin için yararlıdır.					
Sadece teorik eğitim mesleğimize katkıda bulunabilir.					
Hem teorik hem de uygulamalı eğitim aynı anda yürütülmeli.					
Sadece bir yıllık uygulamalı eğitim görmek deneyim kazanmak için yeterlidir.					
Doktorlar öğretmenlerden daha deneyimlidirler.					
Yeteri kadar uygulamalı eğitim yerine yeterince teorik eğitim görürsen daha öz güvenli olursun.					
Teorik derslerde daha başarılısın.					
Uygulamalı derslerde daha başarılısın.					
Teorik olarak öğrendiğin bilgi daha kalıcıdır.					
Uygulama olarak öğrendiğin bilgi daha kalıcıdır.					
Eğitim fakültesi ve Tıp Fakültesi öğrencileri için hiç teorik eğitim olmamalı.					
Daha deneyimli öğrencilerin özel kurumlarda iş bulmaları için daha fazla şansları vardır.					
Eğitim Fakültesine girerken branşının belli olması önemlidir.					
Tıp Fakültesine girerken belli bir branşın olmaması iyidir.					
Belli bir branşa odaklanma kişi hayatında birçok fırsat sağlar.					
Bir meslekteki tüm bölümlere yoğunlaşmak meslek hayatında birçok olanak sağlar.					

1. Eğer eğitim sistemimizin başında olsaydın, neyi değiştirirdin? Neden?
2. Nitelikli öğretmen ve doktor yetiştirmek için ne yapılmalı? Neden böyle düşünüyorsunuz?
3. Okulda edindiğiniz deneyim sizin için yeterli mi? Neden?

## **Appendix 2**

### **Interview Questions**

(For Teachers)

1. What is the importance of practice to educate a teacher?
2. Do you think only last year is enough for practice?
3. Should the practical education be increased?
4. If practical education was never performed, would this way of education be useful for learners?

(For Doctors)

1. Uygulamalı eğitimin doktor yetiştirmedeki önemi nedir?
2. Sadece son yılın uygulama için yeterli olacağını düşünüyor musunuz?
3. Uygulamalı eğitim arttırılmalı mı?
4. Uygulamalı eğitim olmasaydı, bu eğitim öğrenciler için yararlı olur muydu?