

Professional Problems of Visual Arts Teachers Experienced During Classroom Management and Learning – Teaching Process in Special Education Institutions *

Dr. Seil Kartopu^{1, a}, Prof. Hlyya İz Blkoęlu^{2, b}

¹ Kurtuluş İlkokulu (Kurtuluş Primary School) , Ankara 06700 Turkey

² Department of Visual Communication Design, TOBB University of Economics & Technology, Ankara 06560 Turkey

^a secilkartopu@hotmail.com, ^b hibolukoglu@etu.edu.tr

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Abstract: The aim of hereby study is to determine the problems that visual arts teachers encounter during class management and learning – teaching processes in special education institutions. In this respect, 18 visual arts teachers employed in Special Education Institutions (Schools for Visually and Orthopedically Handicapped, Hearing Impaired, Autistic, Trainable and Educable Mentally Retarded persons) in Ankara and central districts were interviewed during 2010 – 2011 Academic Year.

A phenomenology design was used in this research in which qualitative research method was used. Data of this research were collected with semi-structured interview technique chosen from data collection methods, and were also supported by techniques of observation and document analysis from other data collection techniques.

A semi-structured interview form developed by the researcher and the specialist was used to interview with the visual arts teachers involved in the research. NVivo 8 qualitative data analysis program was used in analysis of the data obtained from this research.

As a result of the research, the professional problems experienced by visual arts teacher during classroom management and learning-teaching process were divided in two themes: findings of the research demonstrate that visual arts teachers encounter various problems in subjects of (a) classroom management, (b) learning and teaching process. Suggestions towards the solution of these problems are developed.

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