



The effect of educational movies on pedagogical beliefs of pre-service teachers

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Abstract

The aim of this study is to examine the effect of educational movies on the pedagogical beliefs of pre-service teachers. The study was conducted using phenomenology design, one of the qualitative research designs. In the study, 12 educational movies were used. Criterion sampling, one of the purposeful sampling methods, was used in the study. 25 first-year pre-service teachers were included in the study. Each week a movie was watched and pedagogically and critically oriented discussions were held about the movie. Weekly evaluations were obtained through pre-service teachers' written reports. A semi-structured interview form and movie evaluation reports filled out by pre-service teachers were used as data collection tools. The data obtained from the interviews and movie evaluation reports before and after the implementation were analyzed comparatively and transformed into findings. When the findings were analyzed, it was concluded that there were changes in pre-service teachers' knowledge, skills, attitudes and awareness levels towards the teaching profession. In general, it is thought that educational movies may have an effect on pre-service teachers' pedagogical beliefs.

Keywords: Pre-service teacher, pedagogy, belief, educational movies.

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1. Introduction

Teacher education encompasses the processes of providing prospective teachers with professional knowledge, skills and content knowledge competence. One of the elements that make this process meaningful and complete is the concept of pedagogical competence. The concept of pedagogy, which defines the principles of the teaching profession, is in a strong relationship with the concept of belief. Beliefs are individual representations defined as a person's confidence or distrust in the truth or falsity of any action, occurrence, behavior or idea (Brown & Cooney, 1982; Sigel, 1985; Harvey, 1986). Pedagogical beliefs are beliefs about confidence to influence students' performance,

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perspective on knowledge, reasons for teachers' or students' performance, personal perception, personal value, confidence to perform certain tasks (Garrett, 2005). In this context, the concept of pedagogical beliefs refers to beliefs about the learner, the teacher, learning to teach, the subject area, the teaching role and personal characteristics (Calderhead, 1996). In other words, it can be defined as the relationship between teachers' beliefs about learning and teaching processes and their own teaching skills.

It is stated that pre-service teachers basically acquire their teaching beliefs from two sources. The first one is their personal experiences as students. The personal experiences of pre-service teachers are formed as a result of their experiences with different teachers, administrators and peer groups throughout their school life. The experiences from the primary school years onwards cause pre-service teachers to have ideas about what teaching should or should not be (Pajares, 1992; Bramald, Hardman & Leat, 1995; Ben-Peretz & et al., 2003; Saban, 2003). Positive or negative student experiences, the memories we recall and culturally meaningful memories are important in the formation of beliefs about teaching (Nespor, 1987).

Another important source for shaping pedagogical beliefs for teachers is the pre-service education period in which they receive professional training. Pre-service teachers' beliefs are shaped as a result of the courses taken during the teacher training process, theoretical knowledge and their transformation into practice through internship practices (Leon-Carilla, 2007). It is supported by different studies that pre-service teachers' classroom interactions and experiences in pre-service years affect their teaching beliefs (Gunstone, 1989; Mertz & McNeely, 1991; Joram & Gabriele, 1998). Richardson (1996) mentioned three ways to gain instructional beliefs in this process: Personal experiences, experiences with the education system and experiences with knowledge can have an impact on the pedagogical beliefs of pre-service teachers during pre-service education.

Researchers state that the development of teacher education programs and classroom teaching practices depends on beliefs. Teachers' beliefs about being able to teach can shape teacher roles, decisions and actions (Ben-Peretz et al., 2003; Pajares, 1992). Teachers' beliefs about teaching and learning also affect the teaching methods and techniques chosen for implementation (Hollingsworth, 1989; Calderhead & Robson, 1991; Holt-Reynolds, 1992). For this reason, investigating belief systems about teaching profession, the nature of pedagogical beliefs, which types of beliefs teachers have, the effects of beliefs on classroom practices and the effects of classroom practices on beliefs are considered important to reach the targeted level of teacher education.

Pre-service teachers' having the right beliefs or reaching the intended beliefs will make teaching more effective. In order to create the targeted beliefs in pre-service teachers, internship and similar practices are included (Farnham & Diggory, 1994). It is predicted that the applied teaching process will have positive effects on pre-service teachers' beliefs about the profession. It can be said that practices such as different courses, different teaching techniques, case studies, field trips, and one-to-one

counseling that will contribute to professional knowledge and skills can have positive effects on pedagogical beliefs.

Media is one of the important materials that can be used in the implementation process for the success of teacher education programs. Media supports teaching processes at a level that enables the use of all sensory organs. Considering the diversity of media products, it can provide a rich content for teacher education. Broadcast types such as movies, cartoons, biography documentaries, discussion programs are some of the content provided by the media. When the literature on teacher education is examined, it is seen that one of the media products used in the context of developing both attitudes towards the profession and professional beliefs is educational movies (movies with school and teacher content). Educational movies are used for case studies, problem solving, making sense of metaphors, symbolic communication, concretizing thoughts, gaining experience and showing historical events (Huczynski & Buchanan, 2004). The interaction of pre-service teachers with educational movies can also be related to the concept of self-efficacy in Bandura's social cognitive learning theory. Self-efficacy (Bandura, 1997), which means an individual's belief in his/her own ability to succeed in any task (Pajares & Schunk, 2001), evokes the concept of self-confidence and is used to explain the ability to learn much more specific tasks. Educational movies can affect self-efficacy by improving pre-service teachers' observational experience and verbal persuasion skills. Pre-service teachers who have not started their professional lives can have the opportunity to think about their own competencies by observing different events that happen to teachers, teachers' reactions, how they use their professional knowledge, their patience and persistence (Kaşkaya, 2013). Through educational movies, pre-service teachers will both question their own interests and motivations and have the opportunity to develop them. High self-efficacy belief, which is thought to affect critical teacher behaviors such as effort, feedback, and field-specific teaching, increases the teaching quality of pre-service teachers (Gibson & Dembo, 1984; Enochs & Riggs, 1990). The most important reason for the idea that educational movies can be effective on pedagogical beliefs is that pre-service teachers can improve their reflection skills through movies (Tan, 2006). There are many reasons that explain the power of movies to develop reflection skills. Some of these reasons are that movies have a contextual narrative power, they leave the audience alone with the characters, events and dilemmas in the movie, and many educational movies are inspired by real events. In other words, educational movies contain possible scenarios in which the prospective teacher can see himself/herself.

Educational movies convey oral or written messages more effectively and permanently. Educational movies, which function as a social language reflecting traditions, painting, music, dance, acting, literature, theater and architecture, can become an effective teaching tool (Polat & Akcan, 2017). Many professional experiences that pre-service teachers cannot see and express in pre-service education can be experienced through educational movies. Educational movies are rich in terms of

reflecting personal experiences, school and classroom difficulties, and many unpredictable variables involved in the teaching process.

The use of educational movies in teacher education is not a very old tradition. In foreign literature in the 1980s-1990s and in Turkey in the 2000s, there are studies on the use of movies in education and training processes. In the foreign literature, educational movies; the social image of educational movies (Considerere, 1985), how educational movies can be used in training pre-service teachers (Gireux, 1993), the use of educational movies in the discovery of their professional identities by pre-service teachers, teachers and academicians (Mitchell & Weber, 1999), Educational movies have been used to identify students' negative perceptions of school (Trier, 2002), to determine pre-service teachers' attitudes towards their instructional skills (Brunner, 1994), and finally to determine the emotional responsibilities of teachers and pre-service teachers in professional terms. Looking at the domestic literature; the effects of educational movies on pre-service teachers' attitudes towards the profession and self-efficacy perceptions (Kaşkaya, Ünlü, Sağırılı, & Akar, 2011), the effects of educational movies on pre-service teachers' critical thinking skills (Kaşkaya & Çavuşoğlu, 2017), the effects of educational movies on pre-service teachers' critical thinking skills (Kaşkaya & Çavuşoğlu, 2017), and the effects of educational movies on pre-service teachers' emotional responsibility, the effect of educational movies on professional and personal development (Sıvacı, 2018), teacher experiences on the use of educational movies as teaching materials (Keleşoğlu & Akbaba, 2020).

Within the scope of the literature information and the planned application, the aim of this research is to reveal the effect of educational movies on the pedagogical beliefs of pre-service teachers. In line with this purpose, the problem statement of the research is expressed as follows;

- Do educational movies have an effect on pre-service teachers' pedagogical beliefs?

Depending on the main problem statement of the research, the sub-problems were determined as follows;

- Do educational movies have an effect on pre-service teachers' views on:
 - The meaning of education?
 - The purpose of school?
 - The source of teaching skills?
 - Effective teaching?
 - The philosophy of education?
 - The knowledge that teachers should have?
 - What should be in a teacher training program?
- What are the opinions of pre-service teachers about the application of educational cinema movies?

2. Method

2.1. Research design

In this study, which examines the effect of educational movies on pre-service teachers' pedagogical beliefs towards the profession, qualitative research method was adopted. Qualitative research is a research approach that focuses on phenomena or behaviors that occur in their natural environment (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016). Phenomenology (phenomenology) design, one of the qualitative research designs, was used in the study. Phenomenology studies examine in depth the experiences of an event or a phenomenon and the meanings obtained during these experiences (Patton, 2014). Phenomenology design is a qualitative research design that aims to emphasize perceptions and experiences from the perspective of individuals (Ersoy, 2017). In this study, the effects of educational movies and discussions after the movies on pedagogical beliefs were examined. It was thought that the phenomenological design would be appropriate in this research, which studies how pre-service teachers' own beliefs and experiences will be shaped, whether their ideas and attitudes change.

2.2. Participants

The participants of the study consisted of 25 pre-service social studies teachers studying at a state university in the 2021-2022 academic year. Criterion sampling, one of the purposeful sampling techniques, was used in this study. Purposive sampling allows in-depth study of situations, events and people who are thought to have rich information. In studies using the criterion sampling method, people, events or situations with certain qualities are examined. In this case, units that meet the criteria (basic qualities) determined for the sample are included in the sample. Depending on the criterion sampling, the criterion for the prospective teachers to participate in the study was that they should be first-year students. Determining the effect of movies on the pedagogical beliefs of first-year pre-service teachers who have no experience in teacher education is important in terms of the effectiveness of the application.

2.3. Roles of researchers

The first author is a faculty member in the Department of Social Studies Education. During the research process, the author conducted the course, determined educational movies, and conducted focus group discussions with pre-service teachers during the course. The second author worked simultaneously with the second author in examining the educational movie evaluation reports, conducting interviews with the pre-service teachers determined at the end of the semester and preparing the research report.

The second author is a faculty member in the Department of Social Studies Education. She teaches qualitative research methods course in the graduate program and is an expert in qualitative research methods. In the research process, the author

carried out the processes of planning the research, collecting data, determining data collection techniques, analyzing and interpreting the data, and writing the research report. She also worked simultaneously with the first author in analyzing the educational movie evaluation reports and conducting interviews with pre-service teachers.

2.4. Application

In this study, which aims to determine the pedagogical beliefs of pre-service teachers, first of all, educational movies about the teaching profession were determined by the researchers in accordance with the pedagogical development of pre-service teachers. In this context, 12 educational movies were determined. After determining educational movies, the movies were planned so that one movie would be watched every week during the academic year. Information about the determined movies (movie name, subject, duration, etc.) was shared with the pre-service teachers. These movies are given in Table 1.

Table 1. Educational Movies

Week	Educational Movies Name	Week	Educational Movies Name
Week 2	Dead Poets Society	Week 8	Choir
Week 3	Every Child is Special	Week 9	Detachment
Week 4	3 Idiots	Week 10	First Class
Week 5	Dear Friend,	Week 11	Being and having
Week 6	Two Languages One Suitcase	Week 12	Waiting for Superman
Week 7	Dear Teacher,	Week 13	Classroom

Pre-service teachers watched one educational movie each week. The pre-service teachers wrote a review reflecting their feelings and thoughts about each movie. During the implementation process, critical and pedagogical discussions were held about each movie. The following questions were asked to the pre-service teachers about the movies they watched.

- What did you feel while watching the movie?
- What are your opinions about whether the movies you watched are educational movies or not?
- What can you say about the applicability of the scenario of the movie you watched in real life?
- In what ways do you think the movie you watched is similar or different from your vocational education?
- How would you evaluate the characteristics of the characters (teacher, student) in the movie you watched?
 - What are your similar and different memories and aspects of the characters' characteristics or experiences?

- Do you think that teachers, friends and administrators etc. who are compatible with the characters in the movie (your primary, middle and high school periods) affect your thoughts about education?
- Do you think that the movies you watch will be professionally useful?

2.5. *Data collection tools*

The data of the study were collected with a semi-structured interview form. Semi-structured interviews enable in-depth analysis in a certain field as well as fixed-choice answering (Büyüköztürk et al., 2016). Within the scope of the validity and reliability study in the process of preparing the interview form; the relevant literature was reviewed; the problem of the research was taken into consideration and interview questions were formed in line with the information obtained. In order to ensure internal validity, the opinions of three academicians who are experts in the field were taken and necessary corrections were made in line with these opinions. The interview form was applied to two pre-service teachers as a pilot and the interview form was finalized by making the necessary arrangements as a result of the application.

As the second data collection tool, a movie viewing, and evaluation form was prepared by the researchers. In the evaluation form, questions such as "the message that the movie you watched wants to give in terms of education and teaching profession, the aspects you liked and disliked in the movie you watched, the contribution of the movie you watched to your personal and professional development" were included. This application was carried out after each movie. The data obtained from the movie viewing and evaluation forms were compared with the data obtained from the interviews to ensure the reliability of the research. The use of different data collection tools in qualitative research is important for validity and reliability.

2.6. *Data analysis*

The data obtained in the study were analyzed with the content analysis technique. Qualitative research data are analyzed in a process consisting of four stages. The first stage is coding the data, the second stage is determining the themes, the third stage is organizing the codes and themes, and the fourth stage is defining and interpreting the findings (Yıldırım & Şimşek, 2018). First, all the data were reviewed in detail by the researchers and the statements that were similar to each other were coded. Then, themes representing the codes were determined, and finally, the findings were defined and interpreted by organizing the codes and themes. In the direct quotations made from the data, codes were used instead of participants' names. These codes are; TAI1: Pre-

service teacher 1 first interview, TA1S: Pre-service teacher 1 last interview, TAFD: Preservice teacher movie evaluation, were used.

3. Findings

In this section, the data obtained from the interview and movie evaluation forms were transformed into findings in line with the sub-problems.

Table 2. Findings regarding pre-service teachers' views on the meaning of education

Pre-movie reviews		Opinions after the movie
Lifelong Learning	• Dead Poets Society	Lifelong Learning
Socialization	• Every Child is Special	Socialization
Acculturation	• 3 Idiots	Acculturation
Individual Development	• My dear friend	Individual Development
Professional Support	• Two Languages One Suitcase	Professional Support
	• Dear Teacher	Planned Learning
	• Choir	Need
	• Breakage	
	• First Class	
	• Being and Having	
	• Waiting for Superman	
	• Opinions after the movie	

The meaning of education differed under the titles of planned learning and need before and after the movie. In the last interviews, pre-service teachers mentioned the concepts of planned learning and need. It was stated that education is a planned organization that people will need until their death. However, what is noteworthy in the last interviews is the increase in the number of words and concepts used by the pre-service teachers in explaining the categories. In the first interviews, the category of lifelong learning was explained with the expressions of lifelong process, preparing for life, and supporting the development of the individual continuously. In the last interview, lifelong learning was explained with expressions such as preparing people for life, organizing human relations, preparing individuals for the future, raising people in a planned way in the long term, creating an environment where people can be fed continuously, making daily life easier, teaching that change is continuous. It is seen that the pre-service teachers also improved their vocabulary in explaining the titles in other categories. Below are some of the data from the first and last interviews of the same pre-service teacher.

(SA1I: pre-service teacher 1 first interview / SA1S: pre-service teacher 1 last interview)

SA1I: The development and education of children of a certain age group within certain institutions.

SA1S: Education starts from birth and is not only done at school, but also in the family, in the community and at school. The first educators are the parents of the child and then they are educated at school and in the society they live in. Teaching is the education of students through educators in schools. Teaching proceeds through

specific programs and disciplines in accordance with specific curricula. We can say that education encompasses all of these.

SAFD: Education does not necessarily make us wealthier and richer, but most importantly it makes us better. Mr. Keating taught his students English, but he also taught them to think for themselves, to support and encourage each other, to be excited by new ideas, and not to live lives of quiet desperation, as in Thoreau's elegy. (Dead Poets Society)

Table 3. Findings regarding pre-service teachers' views on the purpose of the school

Pre-movie reviews		Opinions after the movie
Preparing the individual for life	<ul style="list-style-type: none"> • Dead Poets Society • Every Child is Special • 3 Idiots • My dear friend • Two Languages One Suitcase • Dear Teacher • Choir • Breakage • First Class • Being and Having • Waiting for Superman 	Preparing the individual for life
Raising a good citizen		Raising an effective citizen
Conducting the education and training process		Conducting the education and training process
		Raising happy and free individuals

According to the pre- and post-movie interview data, it is seen that the only difference in the categories is the category of "raising happy and free individuals". In the final interview, the pre-service teachers defined the purpose of the school as raising happy and free individuals who have developed their talents and see the school as their second home. It is seen that there are also differences in the explanations of the pre-service teachers for other categories. In the first interview about the purpose of the school, they explained the category of raising a good citizen with expressions such as raising the individual as we want, bringing the individual into society, ensuring socialization by teaching history, and teaching the individual his/her duties. In the last interview, they explained raising effective citizens as raising qualified individuals who know how to use information, solve problems, are sensitive to problems, take responsibility and are qualified.

SA2I: I think education is the work of training and developing individuals to gain knowledge and skills in a certain subject. As the name suggests, its root comes from education. Teaching, on the other hand, is the work of guiding a person and teaching as the name suggests.

SA2S: I can say that education is a process that transfers the culture, values and accumulations of a society to new generations and at the same time provides the individual with knowledge, skills, attitudes and behaviors that enable the individual to develop at the highest level. Education does not mean giving information to the child all the time and teaching him/her. Of course, the important thing is that the child should gain the ways of obtaining information rather than loading information. In fact, we can say that education is a system that includes a wide range of various functions. Instruction is the teaching of individuals in a classroom or in a certain environment for the purpose of learning certain gains.

SAFD Education is not just school. School is just a place. Education starts in the head. The teacher should know how to approach the other person. He either wins or loses him. This movie is a good example that violence and pessimism should not be the only language in education and school. (Freedom Writers)

Table 4. Findings regarding pre-service teachers' views on the source of teaching skill

Pre-movie reviews		Opinions after the movie
Innate	• Dead Poets Society	Acquired later
Acquired later	• Every Child is Special	Teaching skill is both inherited and environmental
	• 3 Idiots	
	• My dear friend	
It is innate but developed later	• Two Languages One Suitcase	
	• Dear Teacher	
	• Choir	
	• Breakage	
	• First Class	
	• Being and Having	
	• Waiting for Superman	
	• Classroom	

What is the origin of teaching skill? Although the pre-service teachers explained teaching skill as an innate ability in the first interview, the data obtained in the last interview united on the point that teaching skill cannot be a completely innate skill. Not everyone can teach, but this skill requires very important knowledge and skills that are acquired later. In the first interview, pre-service teachers saw teaching skill as a situation that has an inherited characteristic and should be evaluated alone. In the last interview, they thought that hereditary characteristics alone would be insufficient and even meaningless. Pre-service teachers think that education and school exist to develop certain abilities. Without learning, these abilities cannot be revealed and developed. Teaching skill is a process in which environment and human relations are very important. First of all, even knowing the student is an environmental factor in itself.

SA3I: Teaching ability is an innate talent. As they are taught, they become more aware of their abilities and move in that direction.

SA3S: We cannot be born with the ability to teach. We have to know something in order to teach it. When we are born, we have no idea about something, and as we grow up, we acquire the ability to teach with the help of people who have learned later. And that doesn't happen all at once.

SAFD: We should work hard in the areas where we have talent and strive until we become the best in our field. When a teacher recognizes his/her student's talent, he/she should first make the student aware of his/her own talent. (Every Child is Special)

Table 5. Findings on pre-service teachers' perceptions of effective teaching

Pre-movie reviews		Opinions after the movie
Pedagogical Knowledge	<ul style="list-style-type: none"> • Dead Poets Society • Every Child is Special • 3 Idiots • My dear friend • Two Languages One Suitcase • Dear Teacher • Choir • Breakage • First Class • Being and Having • Waiting for Superman • Classroom 	Pedagogical Knowledge
Professional Attitude		Professional Attitude
		Being Creative
		Cooperation

In the first interview, pre-service teachers associated effective teaching with pedagogical knowledge and professional attitude. In the last interview, creativity and collaboration categories emerged in addition to these categories. In the first interview, the pre-service teachers explained these categories with expressions such as "being clear and understandable, loving school, loving teacher, knowing and understanding students, knowing pedagogy, loving the profession, revealing student abilities, making permanent teaching, knowing different methods and techniques". In the last interview, they said, "being planned and understandable, using reward and punishment mechanism, having professional skills, knowing how to ask questions, being creative, treating equally, showing interest, arousing curiosity, empathizing, making students happy, using experiences in teaching right and wrong, knowing the student, Paying attention to individual differences, knowing teaching methods and techniques, creating their own teaching methods, meeting the needs of all students, creating a fair and peaceful educational environment, getting help from other colleagues, dedication to the profession".

SA4I: I think that education should be given according to the level of the students and technical methods should be used. Monotonous teaching cannot be effective, so the teacher should be careful about everything in the classroom. For example, gestures, facial expressions and tone of voice.

SA4S: Effective teaching is a method applied by the teacher to the learner in order to make a subject striking, interesting and memorable. I think that certain conditions should be met in order to ensure effective teaching. Care should be taken not to teach with the same tone of voice and it is necessary to change the voice and tone of voice and tone between the narration in case the student is distracted. Eye contact and a good attitude towards the learner and respect for the learner. The principle of relativity to the child should be followed. The lecturer should prevent the student from getting bored by making small jokes between the lectures. I think that paying attention to changes in the style of expression and methods will have a significant impact on effective learning.

SAFD When there is pressure and punishment in education, it does more harm than good. Teachers can also be wrong. For this reason, both teachers and students can and should learn from each other. The system that enables this is the education

system based on mutual interaction. I have to say that there is a difference between being disciplined and being monotonous. This movie taught me that personally and professionally. (Dead Poets Society)

Table 6. Findings on pre-service teachers' perceptions of philosophy of education

Pre-movie reviews		Opinions after the movie
Student-Centered Education	<ul style="list-style-type: none"> • Dead Poets Society • Every Child is Special • 3 Idiots • My dear friend • Two Languages One Suitcase • Dear Teacher • Choir • Breakage • First Class • Being and Having • Waiting for Superman • Classroom 	Student-Centered Education Work Discipline

The pre-service teachers' views on teaching philosophy did not change much before and after the implementation. It is seen that their ideas about what student-centered education means were enriched in the last interview. In the first interview, codes such as getting to know students, value-based education, and understanding students were used. In the last interview, the category of student-centered education consisted of codes such as "planning, using additional resources and materials, each individual is important, students should feel safe, teacher should be a model, teacher is a friend, teacher should encourage, teacher should do his/her job with love, teacher should prepare an equal and free environment, student and teacher bond should be love". One more category was added to pre-service teachers' perceptions of philosophy of education in the last interview. This category was named as discipline. While explaining the discipline category, the pre-service teachers used the expressions "a teacher should teach efficiently, be aware of his/her duty, think under all circumstances to increase quality, love his/her job and make fewer mistakes".

SA5I: Giving importance to thoughts, explaining the lesson with tools and materials.

SA5S: It is based on the individual, caring about him/her, valuing him/her, answering his/her questions and evaluating them within the framework of logic. In my teaching philosophy, students should ask, question and investigate. They should ask me questions. They should be in communication with me. My teaching philosophy is not to write the question and wait for the student to answer it, but to teach him/her how to answer the question better and make him/her answer it in a logical way.

SAFD: If I become a teacher, I will not be a strict, oppressive teacher. I will do my best to create an environment where students can express their own thoughts. I think the development of students depends on thinking and expression. (Freedom Writers)

Table 7. Findings regarding the views of pre-service teachers on the question of what kind of knowledge teachers should have

Pre-movie reviews		Opinions after the movie
Professional Knowledge	<ul style="list-style-type: none"> • Dead Poets Society • Every Child is Special • 3 Idiots • My dear friend • Two Languages One Suitcase • Dear Teacher • Choir • Breakage • First Class • Being and Having • Waiting for Superman • Classroom 	Professional Knowledge
Professional Attitude		Professional Attitude
		Professional Skills
		Field Knowledge
		Experience

In the first interview, pre-service teachers mentioned the categories of professional knowledge and professional attitude about what kind of knowledge teachers should have. While explaining these categories, they used codes such as "being understanding, loving children, being fair-understanding and friendly, being patient, having strong communication skills, knowing the meaning of education, professional attitude, willingness to teach, knowing child psychology". In the last interview, pre-service teachers added the categories of professional skills, field knowledge and experience to the categories of knowledge and attitude. While explaining these categories, they used codes such as "having field knowledge, developing professional skills, having all kinds of information that can be teaching material and knowing how to use it, thinking learner-centered, being patient and self-sacrificing, not thinking that they are doing a job, being a role model, having the ability to teach, knowing people and their characteristics, constantly improving themselves, being open to innovations".

SA6I: Being able to teach students, providing classroom environment, facilitating effective learning, understanding students' problems

SA6S: To teach, to provide classroom environment and classroom discipline, to raise a good citizen to the society, to be an example, to provide learning environment, to provide course environment, to provide counseling.

SA7I: The most important thing is that they have transferred their skills and knowledge to thousands of people. The knowledge of serving humanity should not be overlooked. It is to prepare the society for learning in line with their own techniques.

SA7S: The most important thing is that he has stepped into this profession with self-belief. The knowledge he has increases more with his experiences. I think they have developed their knowledge in this direction by facing difficulties in life. Another characteristic they have is the importance of the teaching profession based on the principles of equality.

SAFD: In one part of the movie it was said "Try to achieve perfection, then success will chase you anyway". In fact, if we try to find perfection, we will have already figured out how to guide the student and what information he/she needs. Therefore, the teacher is the one who shines the light. The source of the light is also the one who shows the student the way. (Three Idiots)

Table 8. Findings on pre-service teachers' perception of what a teacher training program should include

Pre-movie reviews		Opinions after the movie
Vocational Knowledge	• Dead Poets Society	Vocational Knowledge
Professional Skills	• Every Child is Special	Professional Skills
Professional Attitude	• 3 Idiots	Professional Attitude
	• My dear friend	Field Knowledge
	• Two Languages One Suitcase	A Good Tutorial
	• Dear Teacher	Sustainability
	• Choir	Leadership Training
	• Breakage	
	• First Class	
	• Being and Having	
	• Waiting for Superman	
	• Classroom	

In the first interview about what should be in a teacher training program, pre-service teachers expressed the titles of professional knowledge, professional skills and professional attitude. These titles were explained with codes such as learning by experience, activities to endear the profession, communication skills, child psychology, body language, creating a learning environment, lesson planning and creating a learning environment. In the last interview, categories such as field knowledge, good teacher, sustainability and leadership training were added to these titles. While explaining these categories, pre-service teachers used codes such as overlapping with life, taking into account the demands of the society, being open to development, leadership process, content knowledge and faculty members. The noteworthy change here is that leadership, sustainability and instructors have come to the forefront rather than the courses in a teacher training program. A curriculum can provide good content, but it needs to be delivered by experienced people and in an up-to-date manner.

SA9I: They can train teachers to make them feel the feeling of teaching in every second, a teacher who can approach students within the framework of respect and love, a teacher who can give information to students and transfer them, a teacher who can give information to students and transfer it to them, by applying certain activities, methods and methods to improve the teacher in this direction.

SA9S: In the teacher training program, creating a compassionate, humble, understanding, modern, democratic environment, giving some freedoms in transferring knowledge to the students, exemplary behaviors should be exhibited to the students. They should teach with the awareness that students have different levels of knowledge. He/she should have fun, humor, explain the lesson more clearly, etc. with the students. In some cases, I would give teachers some freedoms to help students understand the information better.

SAFD: The teaching profession is not, cannot and should not be a profession that gives students basic information and looks down on them, that does not allow them to question, think or even communicate what they think. In the movie, three students oppose exactly this order. They do not accept the information given by the teachers directly, they question and think about it. The right thing to do is what the students do (Three Idiots)

Table 9. Findings related to pre-service teachers' opinions on the application of educational movies

Movies	Categories	Codes
<ul style="list-style-type: none"> • Dead Poets Society • Every Child is Special • 3 Idiots • My dear friend • Two Languages • Suitcase • Dear Teacher • Choir • Breakage • First Class • Being and Having • Waiting for Superman • Classroom 	Professional Knowledge	<p>I recognized different types of teachers and students.</p> <p>You need to differentiate your professional knowledge and skills in different environments. I learned what the approach to students should be.</p> <p>Education opportunities are not equal everywhere and you should be ready for this.</p>
	Professional Skills	<p>My writing skills have improved.</p> <p>My expression skills have improved (Diction).</p> <p>My ability to use body language, gestures and mimics has improved.</p>
	Professional attitude and awareness	<p>I realized that teaching is a respectable and demanding profession.</p> <p>Teaching is a profession that requires motivation</p> <p>My ideas matured.</p> <p>I got away from professional stress.</p> <p>Teaching is a profession that requires patience.</p> <p>I started to think about how difficult the teaching profession is.</p> <p>I realized that not everyone who teaches is a teacher.</p> <p>I started to like the teaching profession.</p> <p>I realized that I made the right choice.</p> <p>I understood the meaning of the saying that the teaching profession is sacred.</p> <p>Education is not a simple action.</p> <p>I realized that I can do the teaching profession.</p>
	Other	<p>My perspective on the other world and life has changed.</p> <p>We should be open to criticism.</p> <p>Watching these movies at the beginning of the road increased my sense of responsibility.</p> <p>I constantly compared myself with the teacher and student profiles in the movies.</p> <p>Our discipline towards school had weakened with the pandemic process, we remembered it again with the movies.</p> <p>We learned a lot about what we might encounter in the profession.</p>

Pre-service teachers stated that they improved in the categories of professional knowledge, professional skills, professional attitudes and awareness regarding the process of watching and evaluating educational movies. In terms of professional knowledge, it is seen that seeing and discussing different student and teacher models in these movies provided a different experience for pre-service teachers. Pre-service teachers stated that not all students and teachers have the same characteristics and that teachers should be especially careful in this regard. Under different climatic and physical conditions, the professional training received may be insufficient and the teacher should be prepared for this. The pre-service teachers realized how important writing and speaking skills, which they frequently used during the implementation

process, are both in daily life and in the teaching process. Pre-service teachers expressed that it is important to use body language in speaking and writing processes.

Another issue expressed in this process is the title of professional attitude and awareness. Many codes were obtained from pre-service teachers' statements under this heading. The pre-service teachers explained the development of their attitudes and awareness towards the profession with the following codes; the meaning of the teaching profession, how difficult it is, why it is an important profession, the rightness or wrongness of their own preferences, the fact that teaching requires the use of many skills at the same time, criticism of current teachers, the importance of love, respect and self-sacrifice for this profession. It can be said that the educational movie application also affected the prospective teachers in terms of being open to criticism, being disciplined, having a stance towards life and having a world view.

SAFD: Honestly, it made great contributions to me. I understood the teaching profession better. My interest in this profession increased even more. I became more conscious and my views on the teaching profession expanded. Some of the movies and books moved me and I can even say that I cried. I did not know that the teaching profession was so difficult. I learned how sacrificing the teaching profession is. I learned the difference between being a teacher and being a teacher.

SAFD: In most of the movies I watched, it gave me some ideas about how to communicate with students, how to maintain order in the classroom, and how to intervene in problems that arise between students. I realized that teaching is a profession that requires a lot of labor. In fact, in the movie I watched, the difficulties experienced by a teacher assigned to a village in the east affected me a lot. But she never reproached and never gave up teaching her students. He gave them labor and got the results as he wanted. Here, I want us teacher candidates to act by knowing these difficulties. Teaching is a difficult but very sacred profession, I feel happy that I chose this profession.

SAFD: It is the most wonderful process I have ever encountered in my one-semester university life, which contributed the most to me, pulled me from the lowest to the highest, contributed the most to my personal development, made me who I am, taught me techniques and thoughts that I did not know about teaching. Because in addition to the valuable information that my esteemed teachers told me, constantly reading books and watching educational movies will surely make me start one step ahead in my future professional life.

4. Discussion and Conclusion

This study aims to introduce first-year student teachers, who have just started their professional education, to the nature of the teaching profession through school, teacher and student themed movies. The fact that the selected movies reflect different school, teacher and student typologies in economic, geographical, and sociological terms was effective in their use in the research. Every teacher starts his/her professional life thinking that he/she will make a difference and forming ideals before starting his/her career. In addition to personal views, factors such as social expectations, school and

administrative expectations may also be effective in the formation of these expectations. Many teachers may not be able to overcome the shock of reality in the face of challenging and different conditions that they were not trained for at the faculty. This situation may harm teachers' belief in their profession and in themselves. It is thought that educational movies will help teachers to overcome the reality shock they may experience, not to lose their beliefs and to raise awareness about their professional education.

In this study, which investigated the effect of educational movies on the pedagogical beliefs of pre-service teachers, changes were observed in the basic competencies of the teaching profession such as professional knowledge, professional skills, attitudes towards the profession and awareness. It is thought that the contribution of knowledge, skills, attitudes and awareness to the adequacy of teachers' pedagogical beliefs is high. Considering that the self-confidence, self-esteem and success expectation of a teacher with knowledge and skills will increase, their attitudes and awareness perceptions towards the profession will also be positively affected by this situation. The findings obtained from this study show that pre-service teachers' ideas about the meaning of education, the purpose of school, the source of teaching skills, the philosophy of education, what teachers should know, and what should be included in the teacher training program can change and enrich.

Before the implementation, pre-service teachers tried to explain the meaning of education with concepts such as lifelong learning, acculturation, socialization, individual development and professional support. After the application, it is seen that the words and phrases used to explain these concepts increased significantly. It can be said that the educational movie application improved the professional terminology of pre-service teachers. The repetition of the general, technical and specialized words used in the movies about the teaching profession in the discussion and evaluation stages of the movie evaluation process may have reinforced professional knowledge. There are two new concepts expressed by pre-service teachers in the final interviews about the meaning of education. These are the concepts of need and planned learning. Pre-service teachers consider education as an action that is necessary at every age. The educational needs of students who attend school under different conditions and teachers who work under different conditions may also differ. The behavior of a student who wants to meet his/her educational needs in a very modern school and the behavior of the teacher working in this school may differ from the behavior of a student who wants to meet his/her educational needs in a mountain village and the behavior of the teacher working there. Under what conditions and in what teaching environments does behavior change with lasting effects achieve its goal? Should the expectation of success be the same in both environments? These questions, expectations and what is achieved can affect the teacher's perspective on education. Different learning experiences provided through movies may have emphasized the concepts of need and planning in the pre-service teachers' thoughts about education.

The second topic in the study is teachers' views on the purpose of the school. Although terminological changes are observed in the opinions of pre-service teachers before and

after the implementation, the concept of "raising happy and free individuals" in the post-implementation period draws attention. Here, the line from the movie *Hababam Class* comes to mind. "Is a school a place with walls around it and a roof over it?" Or is school a place where students should feel at home? Ideas about what a school is can also influence its purpose. Yes, school is an institution where one prepares for life, aims to raise a good citizen and learns many things. But what is the source of belonging to this institution? Happiness and freedom may be the answer to this question. At many points in the pre-service teachers' evaluations of the movie, it was mentioned that students and teachers communicate in a happy, peaceful and safe environment with a bond of love and respect. The school should provide an environment that makes students feel happy and free. In order to achieve the goals targeted in the education and training process, the priority depends on the school being a place loved by the students. It would be more accurate to evaluate the school, which has a meaning beyond being a physical environment, together with teachers, administrators, parents and other employees.

The third title of the research is the views of pre-service teachers on the source of teaching skills. Considering the findings obtained before the implementation, the pre-service teachers interpreted the teaching skill as an innate ability, an acquired skill and the development of innate abilities later. It can be said that pre-service teachers were confused about this issue and even conflicted about whether teaching skill is a talent or a skill. The reason for this may be that they have not made such an evaluation before as a pre-service teacher or that they have not evaluated the subject from such a perspective. When the post-implementation findings were evaluated, the pre-service teachers gave up defining teaching skill as an innate ability. The pre-service teachers stated that teaching skill is a skill that is acquired later and formed by the development of some personal skills that we are more predisposed to hereditarily with environmental influences. While making this assessment, the pre-service teachers may have been influenced by the teacher profiles in the movies. The fact that the teacher profiles in the movies watched during the implementation process were people from everyday life who did not have extraordinary features may have influenced their views that this profession is not an innate talent. The pre-service teachers who witnessed the patience, love, approach and thinking processes exhibited by the teacher profiles in the movies may have come to the conclusion that this profession can be done with a good education. As a matter of fact, Kaşkaya, Ünlü, Akar, and Sağırılı (2011) also found positive attitude change in the titles of love, harmony and self-confidence in the application of educational movies with pre-service teachers.

The fourth title of the study is related to pre-service teachers' perceptions of educational philosophy. It is seen that the pre-service teachers agreed on student-centered education before and after the implementation. However, in the last interview, the pre-service teachers also stated that the concept of discipline played a decisive role in the education process. Since the concept of discipline may be misperceived at the first stage, it is necessary to include pre-service teachers' ideas about this concept. The pre-service teachers explained the concept of discipline in their perceptions of educational

philosophy with expressions such as working hard, not giving up, focusing, using time well, and setting goals. These expressions are mostly related to internal discipline and motivation. It can be said that success in education cannot be achieved only by being student-centered, and that the discipline and motivation of students, teachers and other stakeholders in their work is also an important factor in success. Another important point is that the concept of discipline is tried to be explained apart from strict and unchanging rules. It can be considered as an effect of the movies that pre-service teachers evaluate the concepts of student-centered education and discipline together in pedagogical terms.

In the fifth heading, pre-service teachers expressed what a teacher needs to know. The pre-service teachers, who limited the elements that a teacher needs before the implementation with the titles of professional knowledge and professional attitude, added the titles of field knowledge, professional skills and experience to this list in the last interview. The pre-service teachers stated that there is a difference between knowing how to create a classroom environment and practicing it. They give many examples such as entering the classroom, greeting the students, creating a learning environment, asking the right questions, and communicating correctly. It can be said that the movies created an awareness on pre-service teachers in terms of knowing and practicing. The teacher profiles in the movies may have been effective in the pre-service teachers' evaluation of effective speaking, effective writing and using body language as a professional skill. The fact that the teacher profiles in the movies find the right behavior after many trials reveals the importance of experience in the teaching profession. In this way, pre-service teachers may have grasped the importance of teaching practice and micro-teaching processes in pre-service education. The factor that should be mentioned here is actually the ability of educational movies to reflect different behaviors. In the classroom, the opportunity to portray many events that will take place at school is limited. In this context, the fact that motion pictures provide a rich sample of teacher and student behaviors may have enabled the perception of field knowledge, experience and professional skill competencies. Similar results were found in Sivaci's (2018) study in which pre-service teachers evaluated the movie "Every Child is Special".

In the first interview, pre-service teachers expressed the titles of professional knowledge, professional skills and professional attitudes about what a teacher training program should include. In the post-implementation findings, in addition to these titles, they added the categories of sustainability, a good teacher, leadership training and field knowledge. One of the characteristics that teacher training institutions should have is undoubtedly being sustainable. This concept is actually about keeping up with social needs, student needs and professional changes, and maintaining a sense of quality. Pre-service teachers may have realized how change and continuity affect life with the movies. The change of elements related to education such as school, teacher, student, material, method-technique, technology over time was evaluated as openness to innovation and change by pre-service teachers. Another category under this heading is the inclusion of leadership education in teacher training programs. This heading can

be handled under the heading of faculty members teaching in faculties of education (a good teacher). A teacher should be a good leader and train a good leader. Pre-service teachers may have compared themselves and the faculty members they received education from with the teachers and administrators in the movies. In higher education and other levels of education, the leadership qualities of teachers and administrators can be considered as one of the important variables of success. In the movies, there are many examples of teachers and administrators who show leadership qualities and those who do not. Pre-service teachers may have thought that leadership education should be included in teaching undergraduate programs depending on the leadership characteristics of the teacher and administrator profiles in the movies. In this context, it can be said that educational movies provide information about being a good teacher and leader. In a similar study conducted by Kaşkaya, Ünlü, Akar, and Sağırılı (2011), it is seen that pre-service teachers associate teaching with expressions such as taking responsibility, being a model, instilling self-confidence and being useful. Pre-service teachers also mentioned the concept of content knowledge in relation to what an undergraduate program should have. Undoubtedly, content knowledge is the most important competence of every teaching program. As it has been said before, it is necessary to know in order to teach. Recent changes in teaching undergraduate programs have caused discussions about content knowledge. Issues such as the number, credits and course hours of content knowledge courses in teaching undergraduate programs are the focus of these discussions. The opinions of teachers who are practitioners on this issue are undoubtedly important and guiding. It can be said that educational movies guide pre-service teachers about the importance and necessity of content knowledge. It can be argued that educational movies directly contribute to content knowledge, but it is possible to conduct research in which philosophical discussions on content knowledge will be realized. Tuncel (2016) revealed that philosophical discussions on the fields of anthropology, human rights and democracy, philosophy and social psychology can be made through the movies used in his research. In the study in which these movies were used as tools, pre-service teachers were able to conduct discussions on the philosophy of being, moral philosophy, political philosophy, culture and human geography.

In the last part, where this research is evaluated by the pre-service teachers in general, the opinions that the educational movie application is beneficial for teacher education and that all pre-service teachers should definitely be involved in such an application gain weight. When we look at the undergraduate teaching programs, it is noteworthy that there is too much theoretical knowledge and not enough applied courses. With such an application, movie evaluations can be evaluated from different perspectives such as classroom management, developmental psychology, learning psychology, teaching principles and methods. In this way, the permanence and applicability of the theoretical knowledge in these courses can be increased. The pre-service teachers found this activity carried out with educational movies fluent, enjoyable and instructive. The fact that the movies increased the attention span of the pre-service teachers and the number and variety of case studies may be the reason for

this result. As a matter of fact, when the findings under this heading are examined, it is concluded that movies have an effect on titles such as professional knowledge, professional skills, attitude towards profession and awareness. The different types of students, teachers, administrators, parents and peer groups that the movies presented to the pre-service teachers may have an impact on these results. Another result reached in the general evaluation process is the opinions of pre-service teachers about being able to criticize and being open to criticism. The pre-service teachers who watched many role models in the movies criticized and compared themselves to these role models. This process may have increased pre-service teachers' critical thinking tendencies. Kaşıkaya and Çavuşoğlu (2017) concluded that the critical thinking tendencies of pre-service teachers increased in their study conducted with educational movies. It should not be forgotten that knowledge, skills and attitudes, which are the basis of competencies related to teaching, are the characteristics of professional teachers. Discovering the difficulties, responsibilities, importance and purpose of the profession even through scenarios and gaining awareness before starting the profession is extremely important for every institution that trains teachers. It is thought that this research carried out with first-year pre-service teacher students will make the following processes of vocational education meaningful. It is obvious that pre-service teachers who have gained self-confidence and self-esteem towards their profession and themselves will be more successful. In the light of these results, the following suggestions can be made to other researchers;

- Educational movies applications to be carried out with the participation of primary, secondary, and high school students will contribute to the literature,
- Educational movies applications to be carried out with the participation of primary, secondary, and high school teachers will contribute to the literature,
- It is thought that educational movies can be used in teaching different courses such as introduction to education, classroom management, learning psychology, developmental psychology, teaching principles and methods.

Statement of Researchers

Researchers' Statement of Contribution

The authors contributed equally to the study.

Conflict statement

There is no conflict of interest.

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