Analysis of Pre-service Teachers’ Views of Philosophy through Metaphors

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ABSTRACT The goal of this research is to determine pre-service teachers’ views regarding philosophy and properties of philosophy through metaphors. Subjects of this research are 320 pre-service students who were full time students in the education department. In order to collect data for this qualitative research, pre-service teachers were asked to generate a metaphorical connection by filling the blanks in “Philosophy is just like … because …” sentence on a given form. Collected data analyzed initially by using frequency counts of the metaphors and percentages of the categories, after this primary analysis a qualitative content analysis methodology is been used. Based on the findings, 115 different metaphors regarding philosophy were generated by 320 pre-service teachers. Produced metaphors are grouped into eight conceptual categories based on their common characteristics. Concerning the distribution of metaphors to the categories, while encompassing 4 takes the first place, knowledge producing field category takes the second place followed by subjective field and difficult field to understand categories. The least number of metaphors generated in the guiding field category. The results showed that most of the metaphors that students associated with philosophy carry positive meanings, yet especially metaphors like black hole, blind node, and labyrinth used to express the characteristics of philosophy and referring the difficulty of understanding it occasionally carries negative meanings.