

TRANSFORMATION OF CENTRALIZED CURRICULUM INTO
TEACHING AND LEARNING PROCESSES: TEACHERS' JOURNEY OF
THOUGHT CURRICULUM INTO ENACTED ONE

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Prof. Dr. Meliha Altunışık
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Ayhan Demir
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Ali Yıldırım
Supervisor

Examining Committee Members

Prof. Dr. Ömer Geban	(METU, SSME)	_____
Prof. Dr. Ali Yıldırım	(METU, EDS)	_____
Assoc. Prof. Dr. Hanife Akar	(METU, EDS)	_____
Assoc. Prof. Dr. Cennet Engin Demir	(METU, EDS)	_____
Assoc. Prof. Dr. Ayşe Baş Collins	(BILKENTU, THM)	_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

TRANSFORMATION OF CENTRALIZED CURRICULUM INTO TEACHING AND LEARNING PROCESSES: TEACHERS' JOURNEY OF THOUGHT CURRICULUM INTO ENACTED ONE

Tokgöz, Özlem

Ph.D., Department of Educational Sciences

Supervisor: Prof. Dr. Ali Yıldırım

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The aim of this study was to investigate how teachers perceive and understand the centralized social studies curriculum, and how they transform this curriculum into classroom practices through planning and teaching. A phenomenological qualitative study was employed in the study and data collection process composed of two phases. In the first phase, data were collected from 30 4th and 5th grade teachers through semi-structured interviews. In the second phase, observations and follow up interviews were conducted with 10 4th and 5th grade classroom teachers.

The results indicated that transformation of curriculum, including teachers' thinking about the instruction, their instructional planning practices, their decision making process, and their classroom practices was related with teachers' perceptions of the curriculum and their understanding about the philosophy, theory, and policies behind the curriculum. Moreover, the level of teachers' commitment to curriculum during transformation of it was also linked to the level of their taking part in the curriculum development process. Challenges of curriculum implementation were also identified as standardized curriculum, national testing system, limited information about practicing constructivist curriculum in class, insufficient in-service training programs about

implementation of constructivist curriculum, school context, classroom environment, large class size, lack of support from administrators, meeting the varied needs of students with different backgrounds, allocated time for units and instruction, ineffective curriculum materials, and lack of resources. The findings further revealed that teachers' varied approaches to transformation of curriculum depend on their perceptions and understanding of the curriculum, experience, educational backgrounds, knowledge on the subject matter, their educational approach, students, and school context.

Keywords: Centralized Curriculum, Curriculum Transformation, Curriculum Implementation, Teacher Thinking, Phenomenology

ÖZ

MERKEZİYETÇİ ÖĞRETİM PROGRAMININ ÖĞRENME VE ÖĞRETME SÜRECİNE DÖNÜŞTÜRÜLMESİ: TASARLANAN PROGRAMIN UYGULAMA YOLCULUĞU

Tokgöz, Özlem

Doktora, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Prof. Dr. Ali Yıldırım

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Bu çalışmanın temel amacı Milli Eğitim Bakanlığı ve Talim Terbiye Kurulu Başkanlığı tarafından tasarlanan merkezi ilköğretim sosyal bilgiler ders programının öğretmenler tarafından algılanması ve planlanan ders programının uygulamaya dönüştürülmesi sırasında öğretmenlerin geçirdikleri deneyimleri incelemektir. Bu bağlamda bu araştırma, eğitim programlarının merkeziyetçi yapısının öğretmenler üzerindeki etkisi ile programın öğrenme ve öğretme sürecine aktarılması sırasında gerek öğretimin planlanması gerekse sınıf içi aktivitelerin yürütülmesi açısından ortaya çıkan benzerliklere ve farklılıklara odaklanmaktadır. Çalışma olgu bilim nitel araştırma deseni içinde tasarlanmıştır. Araştırmanın amacıyla bağlı olarak Ankara ili içinde görev yapan 4. ve 5. sınıf öğretmenleri çalışmanın örneklemini oluşturmaktadır. Örneklem seçimi okullardan başlanmış ve maksimum çeşitlilik örneklemesi yöntemi kullanılarak okulların bulunduğu bölgelerin sosyo-ekonomik düzeylerine göre 8 ilköğretim okulu belirlenmiştir. İki aşamadan oluşan araştırmanın birinci aşaması için bu okullarda görev yapan 30 4. ve 5. sınıf öğretmenlerinden yarı yapılandırılmış görüşmeler yoluyla veri toplanmıştır. Çalışmanın ikinci aşamasında, birinci

aşamada çalışmada yer alan öğretmenlerden ölçüt örneklemeye yöntemiyle seçilen 10 öğretmen yer almıştır. İkinci aşamada yer alan 10 öğretmenin sosyal bilgiler derslerindeki uygulamaları bir ünite boyunca sınıf içi gözlemler yoluyla incelenmiş, buna ek olarak gözlem sürecinin başında ve sonunda öğretmenlerle yarı yapılandırılmış takip görüşmeleri yapılmıştır. Aynı zamanda gözlem sürecinde de sohbet tarzında görüşmeler yapılmıştır.

Elde edilen veriler çerçevesinde merkezi programın uygulamaya dönüştürülmesi, öğretmenlerin öğretimi planlama süreçleri, karar verme süreçleri ve sınıf içi uygulamalarının öğretmenlerin merkezi programa yönelik algıları, tasarlanan programın dayandığı felsefe, teori ve eğitim politikalarını anlayıp benimsemeleri ile ilişkili olduğu saptanmıştır. Çalışmanın önemli bulgularından bir diğeri ise öğretmenlerin programı uygulamaya dönüştürme sırasında benzerlik gösteren ya da farklılaşan özelliklerinden yola çıkarak oluşturulan üç öğretmen profilidir.

Anahtar Sözcükler: Merkeziyetçi Program, Program Dönüşümü, Program Uygulaması, Öğretmen Algısı, Olgubilim

With all my love and gratitude,

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It does not matter
Where you go
Or what you do
Or how much you have
What matters is
Who you have beside you

Anonymous

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LIST OF ABBREVIATIONS

BoE	Board of Education
CC	Centralized Curriculum
MoNE	Ministry of National Education
RAM	Guidance and Research Centers
SES	Socio-economic Status
TGB	Teacher Guide Books

CHAPTER I

INTRODUCTION

*'Well, I'll eat it,' said Alice,
'and if it makes me grow larger, I can reach the key;
and if it makes me grow smaller,
I can creep under the door; so either way I'll get into the garden,
and I don't care which happens!'*
-Alice in Wonderland-

This chapter presents the background to the study on the transformation of centralized curriculum into teaching and learning process. First, a brief definition of the concept of curriculum and the debates around centralization and decentralization of curriculum are presented. Second, it discusses the role of teachers in transforming the curriculum, the process they go through based on their understanding of thought curriculum, the fidelity in implementing the curriculum, planning the instruction, and enacting the curriculum. Finally, a discussion of the centralized primary school curriculum change in Turkey in 2004-2005 is presented. In addition to the background to the study, the chapter presents the purpose and the research questions of the study, significance of the study and the definition of the terms that are relevant to the study.

1.1. Background to the Study

The origin of curriculum thinking relates back to the first half of the 20th century when two American writers Franklin Bobbitt (1918) and Ralph Tyler (1949) published their works on curriculum that were the most dominant in terms of laying the ground for curriculum theory and practice. This is a typical example of what is often called the *curriculum as product* model of curriculum theory and

practice. This approach to curriculum theory and practice as a product has commonly been accepted in many education systems. Since curriculum in this approach is seen as systematic and as a reflection of industrial management and it has considerable organizing power.

There are several definitions of the curriculum. One definition views curriculum as an academic plan. This is a deliberate planning process that focuses attention on important educational considerations, which can vary by field, student body, institutional goals, instructor and others. Despite these variations, the notion of a plan provides a template or a checklist that encourages a careful process of decision-making (Stark & Lattuca, 1997, p.10). This perspective represents a rational approach to curriculum construction where the curriculum is carefully planned and organized prior to classroom engagement as a “top-down” system (Karseth, 2002). This approach rarely considers the roles in curricular structure played by groups, associations and organizations external to the academy, nor does it treat scholarly and professional associations as having any interests other than the advancement of knowledge (Slaughter, 1997). On the other hand, curriculum as a field of study has been characterized as elusive, fragmentary and confusing. Certainly, the field at times can be all that, but curriculum as a field of study is crucial to the healthy functioning of not only schools but also of the society.

Whether curriculum is considered narrowly as a listing of subjects to be taught in schools or broadly as experiences that individuals require for full and authentic participation in society, there is no denying that curriculum affects us all, both those in the field, the educators and curricularists of various stripes, and those in general society. Thus, curriculum results from social activity in which inclusion of stakeholders of the education during the curriculum-decision making process considered and can be named as “down-top model” (Galtom & Blyth, 1989). It is designed for both deliberate and emerging human purposes, which is explicitly a social construction and open to critical analysis to effectively

transform it into practice (Goodson, 1994). Society, especially today, is dynamic, with its members often exhibiting uncertainty and confusion. It is not surprising that the field of curriculum also reflects these characteristics. What is intended by curriculum, what it involves, and who is involved and served by the curriculum are best understood by analyzing the concept of curriculum in a broader context.

Apart from developing curriculum top-down or down-top approach, structure of the curriculum as being centralized or decentralized is another debatable issue. The model used by most systems with central curriculum control policies is based primarily on textbook adoption policies, curriculum guidelines, and testing (Archbald & Porter, 1994). These curriculum control policies are intended to guide teachers in their decision-making about course content and hold teachers and schools accountable for prescribed content and achievement standards.

Turkish educational system has been under the influence of centralist tendencies throughout the process of its historical development in the modern era; this is still the case in the present time (Uygun, 2008). According to Fretwell and Wheeler (as cited in Akşit, 2007), Turkey has the most centralized education system among the OECD member states. This centralized structure can be clearly observed in many fields of the education system including curriculum development, approval and choice of textbooks and other instructional materials, employment of teachers, governance and inspection of schools, appointment and in-service training of teachers (Yıldırım, 2003). This limits the powers and autonomy of the schools in the decision-making and management processes. “Compared with Europe and most of the world, Turkey’s public schools have the least autonomy over resources, staff deployment (at the school), textbook selection, allocation of instructional time, and selection of programs offered” (Vorkink, 2006, p. 17).

A constructivist, student-centered, “centralized” elementary school curriculum was put into implementation in 2004. The curriculum is prepared at

the national level by the Board of Education (BOE). To promote the “effective” enactment of this reformed curriculum materials, which were prepared and decided by the MONE and BOE, were revised and supplied to the teachers and students. Teachers have no autonomy on deciding about the selection of the content and curriculum materials. The imposition of the National Curriculum, a centrally imposed and defined curriculum conveyed to schools, has a large impact on teachers’ decision-making. Teachers, within this context, can ‘decide on how to teach, but not what to teach’ (Ingersoll, 2003, p. 104). Teacher professional competency and teacher control over curriculum matters are often associated with each other (McCulloch *et al.*, 2000). As a requirement of the implementation of the centralized curriculum, teachers are expected to make use of the curriculum and related materials (e.g., textbooks, teachers guidebooks, student activity books) in their planning and delivery of instruction in a standard way, which makes them dependent upon the centralized curriculum.

Teachers are active agents in transforming written curriculum into thought curriculum which then results in enacted curriculum in schools. In this process, curriculum plays an active role in enabling or constraining teachers’ curricular and instructional decision-making processes (Davis & Krajcik, 2005). The curriculum is closely connected to teachers’ daily lives. It specifies what and how to teach, and guides teachers’ planning and enactment of lessons (Ball & Cohen, 1996). Additionally, there is reciprocal relationship between curriculum and instruction. Not only does the curriculum shape teachers’ planning practices and implementation processes, but teachers also simultaneously re-shape the curriculum as they read and adapt it in ways that address their own understanding and of the characteristics of the students they teach during their classroom practices (Brown, 2009; Yıldırım, 2003). Classroom practices are influenced by teachers’ understanding of the curriculum, beliefs about what is important, and the ideas about the roles of teachers and students (Ball & Cohen, 1996). Thus, teachers are regarded as the critical factors in the success of any curriculum

implementation (McNeill, 2009) and the enactment of curriculum and its materials is a dynamic process influenced by teachers' knowledge and beliefs (Remillard, 2005). Teachers' understandings about the role of curriculum materials also influence how they decide to use curriculum in their planning and instruction.

Teachers' planning process is a factor in investigating the mutual relationship, in which the journey between curriculum and instruction can be investigated. Clark and Peterson (1986) defined teachers' planning from two perspectives: one of them is the mental process of teachers and the other one is descriptive perspective of planning that is the things teachers do during planning process. According to various studies conducted on teachers' planning process, it was found out that teachers use various planning models in their planning process (Clark & Yinger, 1979; Sardo-Brown, 1990; Shavelson & Stern, 1981; Zahorik, 1975). The reason for the variety in choosing a model while planning is not only related with the observable actions of the teachers, but also with their mental process. Mental process includes teachers' understanding of national curriculum, educational philosophy, their views towards teaching and learning methods, and their cognitive thinking process during planning. These issues, categorized under mental process, cannot be observed clearly and directly during instructional planning. However, the reflections of how teachers' mental processes, which affect the instruction, can be gathered by observing teaching and learning process and implementation of instructional planning.

Curriculum implementation is affected by a wide range of factors, including the nature, clarity and complexity of change, the support of the local education authority, the quality and involvement of the teaching force, the participation of school principals, teacher culture and the support of the central government, preparation of instructional plans and so on (Fullan, 2001; Nias et al., 1992; Snyder et al., 1992). Among these factors, the role of teachers, particularly their role at the classroom level, is of great importance (Clarke,

1997; Fullan, 2001). Teachers may implement a curriculum exactly as stated in curriculum documents, or they may make some adaptations or changes.

There are many studies conducted on the curriculum and its implementation in Turkey (Aykaç & Başar, 2005; Birgin & Baki, 2009; Canerik, 2005; Çınar et al., 2006; Doğan & Sarı, 2008; Gömleksiz & Bulut, 2007; Gündoğar, 2006; Güven, 2010; Küçüközer et al., 2008; Ocak & Yıldız, 2011; Orbeyi, 2007; Şahin, 2009; Yalar, 2010; Yıldırım & Akar, 2002). These studies were mostly conducted to investigate curriculum implementation in specific courses like math, science, social studies, life sciences, Turkish, geography, physics, and English language teaching at different grades. Additionally, report prepared by EARGED also revealed both strong and weaknesses of the curriculum in the implementation process (2005).

Although all these studies revealed significant findings in the field, they lack detailed description of the rationales and factors behind the findings like weaknesses of the curriculum implementation, teachers' perceptions, their understandings and beliefs of the curriculum and related materials, and failure in implementation of reforms and ineffective curriculum outcomes. As a result, literature does not present a comprehensive picture of teachers' understanding and use of curriculum. However, teachers are the key factors since they build a bridge between theory and practice. Hence, their perceptions and understanding of centralized curriculum and related materials, and teachers' approaches to the transformation of the curriculum into classroom practices are worth to study to fill the gap. Studying teachers' decision-making processes during curriculum transformation can therefore help us understand the change process of the theory into practice.

1.2. Purpose of the Study

In light of the aforementioned discussion, regarding the discrepancy between the theory behind the curriculum and putting it into practice, that is, the

gap between the thought and the enacted curricula this study aims to understand how 4th and 5th grade teachers perceive the social studies curriculum, and how they transform it into teaching and learning processes.

Studies conducted on evaluation of the policy reflections and curriculum implementation in practice are stated the findings on surface to have a deeper understanding about the issue. Moreover, the acquisition of the curriculum from the official one to the enacted one has not been mentioned. Although teachers' role in the implementation of curriculum and the reflections of policies into the teaching and learning processes were mentioned in limited number of studies, and as a result, more insight extensive information is needed to better understand how the acquisition of the policies and the centralized curriculum are transformed into teaching and learning processes. There is a gap between what is thought at the beginning and what takes place in the process.

In line with this purpose, the specific research questions are the following;

1. How do primary school teachers perceive the centralized social studies curriculum?
2. In what ways does centralized social studies curriculum influence primary school teachers' planning processes?
3. How do primary school teachers implement the centralized social studies curriculum in teaching and learning processes in class?
4. How do teachers differ in terms of understanding, planning, and implementing the centralized curriculum?

1.3. Significance of the Study

Education is a complex concept that is affected by a variety of components and that affects those components as well. The leading perspectives of describing and managing education today are mostly based on the productivity of the system. The activities taken throughout the education are mostly regarded

as a top-down technical process, in which aims and objectives have been set, a plan and strategy to obtain these intended goals have drawn up then applied and implemented and finally the outcomes/products have been measured. This top-down technical and productive perspective in curriculum development makes the implementation of the predetermined theories, goals and objectives into practice is a demanding activity. Typically, there is a gap between intended and implemented curriculum. Closing the gap between the planned and the enacted curriculum requires investigating teachers' daily practices, their understandings about the planned curriculum, and their approaches to curriculum transformation into instruction.

In Turkish context, as a requirement of centralized curriculum, teachers are expected to consider the standard objectives and content in teaching and learning process. They are provided with textbooks and guidelines (curriculum materials) with the aim of helping teachers in planning and implementation process. As a result of this, it can be said that this characteristic of Turkish education system makes teachers dependent on the centralized curriculum. However, the use of these materials or other components of the centralized curriculum in teaching and learning processes has not been clear yet. Considering teachers' understandings and their use of centralized curriculum and its materials during instruction process is one way to evaluate the effectiveness of the centralized curriculum, describe the lacking parts and the impact of curriculum in instruction. Since there have been made some reforms in our educational system and in relation to this in the centralized curriculum, identifying the reflections of these reforms and the way in which the policies stated by the government take place into the instructional process is essential. Examining how teachers perceive and understand about centralized curriculum and how they transform it into teaching learning processes is important in understanding reflections of these policies and standards in the instruction.

As stated by McCutcheon and Milner (2002), one of the benefits of teachers' planning is that it enables educators to monitor the quality of implementation process as a reflection of reforms or new policies. Considering this, examining teachers' planning may provide perspective on applicability of the new curriculum. To investigate to what extent and in what ways the centralized elementary school curriculum and its materials have been used by teachers is also very important to monitor the effectiveness of the provided materials, teaching process, and to revise and to develop the required parts. This study may shed light into the impact of centralized curriculum in teaching and learning processes. The results can help evaluating the innovations in the curriculum, carrying out necessary revisions. Additionally, benefits or drawbacks of using a centralized curriculum can be identified.

This study seeks shed light into the process between the thought curriculum and the enacted one. As one of the few studies conducted on teachers' experiences on centralized curriculum and its transformation into teaching and learning processes, it may be a contribution to the literature and lead the way into further related research.

Findings of this study may also provide feedback to both policy makers and curriculum developers. Policy makers can benefit from the findings of this study in order to see the drawn picture on the interpretation and implementation of their decisions and stated policies into classroom practices. . It may help policy makers decide on the required reforms and changes in the curriculum by identifying the strengths and weaknesses of the system. This study may also serve curriculum developers valuable information about the effectiveness of curriculum documents and materials in guiding teachers in implementation of the curriculum, which may be considered as a feedback about the strength of the curriculum. By the help of this study, curricularist may rethink about their curriculum evaluation practices and revise defective parts mentioned in this study

This study may also provide teachers feedback about their classroom practices to reconsider their activities. The findings related to the impediments in curriculum transformation may help teachers improve their classroom practices. Moreover, findings may increase the teacher awareness about their perceptions on the curriculum, and their significant role in the system. It may give a better understanding of what teachers go through during the transformation of curriculum.

Last but not the least, finding of this study may help teacher educators have information about the difficulties teachers face during the implementation of the provided curriculum related with the use of instructional strategies, planning processes, assessment and evaluation methods, and delivery of the knowledge. Findings may be used as a reference for academicians, teacher trainers and the MONE to revise teacher education programs as well as pre- and in-service training programs.

1.4. Definition of Terms

Centralized Curriculum: Centralized curriculum refers to ‘official course curriculum’ designed by the MONE for use by teachers in schools. It implies that there is standardization through detailed and prescribed curriculum and materials and government control has great impact on the system. The control is characterized by a very detailed and prescribed curriculum, more particularly national testing of standards and the detailing of teaching methods.

Enacted Curriculum: The enacted curriculum is characterized by cluster of events jointly developed by a group of students in line with teachers’ instructional plans within a particular classroom (Doyle, 1992).

Curriculum Implementation: The teaching and learning process established by the teachers in class through the guidance of curriculum.

Teachers as Curriculum Decision Makers: “.... are those individuals (teachers) who, because of their professional status or positions, are able to make

specific decisions during curriculum making about what is to be taught, when, how, and to whom.” (Marsh, 2004, p.160).

Curriculum Transformation: A complex process which refers to teachers’ perceptions, understanding of centralized curriculum and correspondingly making changes or alterations or constructions of prescribed curriculum to implement it into teaching and learning processes.

Curriculum Followers: Teachers who have high fidelity or commitment in implementation of official curriculum precisely into teaching and learning process.

Curriculum Extenders: Teachers who have fidelity of student performance and transform curriculum based on mastery of knowledge and national exam system

Curriculum Adapters: Teachers who approach curriculum transformation with student-context fidelity in order to enrich teaching and learning processes.

CHAPTER II

REVIEW OF LITERATURE

*"I almost wish I hadn't gone down that rabbit hole
— and yet — and yet — it's rather curious, this sort of life"*
-Alice in Wonderland-

This chapter provides information about the concept of curriculum, teachers' decision-making, which also includes the role of knowledge and beliefs in teachers' decision-making processes, and teachers' decision-making in centralized curriculum, curriculum transformation and implementation including curriculum fidelity, curriculum adaptation, curriculum enactment and curriculum materials, studies conducted in curriculum implementation in national and international context.

2.1. Concept of Curriculum

The word *curriculum* comes from the Latin word meaning "a course for racing." It's interesting how closely this metaphor fits the way in which educators perceive the curriculum in schools. Teachers often speak about "covering" concepts as one would speak about "covering" ground and that coverage is often a race against the testing clock.

School mission statements often wax poetic about the development of the "total child." However, what drives the everyday functioning of those schools is the official curriculum and the tests that hold teachers and students accountable to that curriculum.

When people use the word *curriculum*, they are generally referring to the *content* chosen to be taught—the official curriculum (Bobbitt, 1918). In schools that have adopted standards, the official curriculum reflects the content of those

standards. There is, however, more to a curriculum than the specific items listed in the official curriculum guide.

The following sections describe several alternative perspectives on the total curriculum in schools—what is actually taught and learned.

Educational theorist Larry Cuban (1995) questions the myth that a well-defined curriculum determines what is taught (and learned) in a school. He suggests that there are at least four different curricula in use in our schools.

"The *official* curriculum is what state and district officials set forth in curricular frameworks and courses of study. They expect teachers to teach it; they assume students will learn it" (p. 5).

The *taught* curriculum is what teachers, working alone in their rooms, actually choose to teach. "Their choices derive from their knowledge of the subject, their experiences in teaching the content, their affection or dislike for topics, and their attitudes toward the students they face daily" (p. 5)

The *learned* curriculum. Beyond what test scores reveal about content learning, students also learn many unspecified lessons embedded in the environment of the classroom. Depending on what the teacher models, the student will learn to process information in particular ways and not in others. They will learn when and when not to ask questions and how to act attentive. They may imitate their teacher's attitudes. They learn about respect for others from the teacher's own demonstration of respect or lack thereof. The learned curriculum is much more inclusive than the overtly taught curriculum.

The *tested* curriculum. "What is tested is a limited part of what is intended by policy makers, taught by teachers, and learned by students" (p. 5). The farther removed teachers are from the actual construction of the tests, the worse the fit between the other curriculums and what is tested. Standardized tests often represent the poorest assessment of the other curricula.

2.2. Teachers as Decision Makers

The most recent edition of the National Association for the Education of Young Children's research-based position statement on developmentally appropriate practice is the following; "*Expert decision making lies at the heart of effective teaching...Children benefit most from teachers who have the skills, knowledge, and judgment to make good decisions and are given the opportunity to use them.*" (Copple & Bredekamp, 2009, p. 5). It portrays teaching young children as a professional intellectual enterprise that demands thoughtful, high-level decision making. The notion of decision making as the foundation for effective teaching is not a new concept. Shavelson (1973) identified decision making as the basic teaching skills over three decades ago (p. 144).

The first empirical evidence of teaching as decision making profession was suggested by Jackson in his classic work, *Life in Classrooms*, (1968), which offers many examples of the uncertainty and ambiguity elementary teachers suffer and respond to in their decisions. For example, Jackson (1968) represents elementary teachers struggling with decisions in addition to those associated with achievement of educational goals and objectives they also worry about whether they were just or unjust in the distribution of praise and reproof, sensitive or insensitive to the nuances of the events that become apparent, consistent or inconsistent in the standards and regulations they enforced. Notions of timing, perception, creativity, equipment supports, crowd control, and complexity relating to the social dynamics in classrooms where children spend hours at a time are also illuminated in Jackson's work as domains for teachers' decisions (1968).

Following the publication of *Life in Classrooms*, a surge of scholarly attention to teachers as professional thinkers and decision-makers emerged in the 1970s as cognitive psychology found its way into the education field. Until then, teaching was almost exclusively studied in terms of observable behaviors (processes) and their effects on students (products). This process-product

research was deeply rooted in behaviorist psychology, and teaching was widely seen as a mechanistic, performance-oriented activity (Calderhead, 1996). Critiques of behaviorist methodologies in the study of teaching, psychology's turn toward cognitive science, and growing consideration that there was much more to teaching than what could be observed led to an interest in studying cognitive processes before, during, and after teaching (Calderhead, 1996; Shulman, 1986).

In their review, Shavelson and Stern (1981) identified two assumptions underlying research on teachers' thinking and decision-making that still hold today. First, teachers are viewed as "rational professionals" who judge and make decisions in unpredictable, complex settings. This view of teachers as professional decision makers positions teacher cognition as a legitimate area of study reflected in the second assumption of this type of research: teachers' actions are guided by their thoughts, judgments, and decisions (Clark & Peterson, 1986; Shavelson & Stern, 1981). To study teaching then, researchers needed to investigate thought behind action and if possible, thought in action.

This new line of inquiry in educational research brought a need for new methodologies to investigate the thought processes and thinking patterns of teachers. By the 1980s, many scholars were not only reporting about teachers as active decision makers, they were also defending teaching as a skilled, intellectual profession against those who suggested that teachers were merely technicians who had little to do with decisions about what, how, or when children would learn (Barbour, 1986; Shulman, 1986). This attitude is illustrated in a special issue of *Childhood Education* (1986) where various authors both reveal and call for teachers taking responsibility for making the important decisions that will enhance their students' learning (Barbour, 1986, p. 324).

Researchers in the 1990s continued to investigate how teachers go about making decisions in their classrooms. Despite significant variations in designs, limitations accompanying the methods (Shavelson & Stern, 1981; Yinger, 1986),

and several critiques of their value (Carter, 1990; Clark & Peterson, 1986; Shulman, 1986), findings from these early studies of teachers' thinking and decision making illuminated the existence of a vast array of knowledge and belief systems teachers use to perceive and respond to classroom situations and dilemmas. Furthermore, the highly contextual nature of teachers' work and the multifaceted dimensions of teachers' thinking before, during, and after instruction broadened our understanding of teaching as an unforgivably complex profession (Calderhead, 1987; Clark & Peterson, 1986; Shulman, 1986).

2.2.1. Role of Knowledge and Beliefs in Teachers' Decision Making

Reviews of studies about teacher thinking by Clark and Peterson (1986) as well as Shavelson and Stern (1981) confirmed that this new cognitive line of empirical investigation had taken hold. Subsequent studies continued describing the content of teachers' thoughts and exploring teachers' judgments about students and teaching. Additionally, researchers began to study areas of teacher knowledge and beliefs (Calderhead, 1987; Woofolk Hoy, Davis, & Pape, 2006) in the interests of linking what teachers know and how they know it to student learning and the development of professional expertise (Munby, Russell, & Martin, 2001; Shulman, 1986; Wilson, Shulman, & Richert, 1987).

Studies of teachers' knowledge and beliefs the foundations of teachers' decisions comprehend a vast body of literature extending in many directions. Scholars have yet to develop a comprehensive framework of teacher knowledge, which covers a broad range of knowing (Munby et al., 2001) from practical knowledge to subject matter knowledge (Grossman, 1995; Shulman, 1986). Because the focus of this literature review is to situate this study within existing scholarship, teacher knowledge and belief systems will be considered briefly as they relate to teachers as curricular decision makers. Schwab's (1973) four dimensions of curriculum is being used to raw a frame of the study.

Schwab's first dimension is subject matter. Shulman has written extensively about teachers' subject matter knowledge, namely in the areas of content knowledge, pedagogical content knowledge, and curricular knowledge (Shulman, 1986). According to Shulman (1986), teachers require a deep, structural knowledge of content including the ways in which it connects to other disciplines. Solid content knowledge interacts with teaching-specific pedagogical knowledge in the form of pedagogical content knowledge, which enables teachers to foster transformation of subject matter into understandable representations for student learning. Curricular knowledge entails knowing *about* and knowing *how* to use instructional materials and curricular programs in particular content areas and grade levels. In their study of knowledge growth among 21 pre-service secondary teachers (12 of whom were followed into their first year of teaching), Wilson, Shulman, and Richert (1987) found that teachers rely on all of these domains of knowledge when deciding what and how to teach. Additionally, Grossman (1995) points out that teachers' subject matter knowledge has been shown to influence how teachers represent, explain, develop activities for, and teach about the nature of knowledge in the content areas. Furthermore, teachers' beliefs about the purposes of teaching particular subject matter seem to influence their instructional decision-making (Borko & Putnam, 1996; Grossman, 1995; Rex & Nelson, 2004) and the ways in which they interpret mandated standards (Smith & Southerland, 2007).

The second curricular commonplace Schwab identifies is the student. The importance of teachers' knowledge about students for curricular purposes has been widely documented and discussed since Dewey's (1902) work, *The Child and the Curriculum*, in which he insists curriculum must take the child into account to be educative. Capabilities, interests, culture, developmental levels, and exceptional needs are among the students' features teachers consider when planning what and how to teach, highlighting the complexity of the teacher's role as a decision maker (Boote, 2006; Hawthorne, 1992; Ladson-Billings, 1994;

Schwab, 1973). Teachers who know how their students understand, conceptualize, and misunderstand particular subject matter topics are in a position to be able to choose appropriate instructional methods to address specific needs (Grossman, 1995). Furthermore, the expectations teachers hold for their students based on beliefs of perceived characteristics (i.e., social class, cultural norms) have been shown to significantly influence the quality of instruction students are afforded (Gay, 2000; Page, 1987).

Schwab identifies contextual factors surrounding curriculum the environment as the third dimension. For Schwab (1973), the environment comprises matters ranging from the students in the classroom to their families, cultures, and neighborhoods, to society at large. Teachers' knowledge of socio-cultural factors (Ladson-Billings, 1994), administrative expectations (Crocco & Costigan, 2007), mandated standards and curricula (Kennedy, 2005; Sloan, 2006) and high-stakes tests (Smith, 2007; Valli & Buese, 2007; Winkler, 2002) represent organizational factors within Schwab's milieu that impinge on teachers' decisions. It will be elaborated on ways mandated standards and accountability measures impact teachers' curricular decision making in the next section of this chapter.

Teachers represent Schwab's fourth curricular commonplace. Beliefs about subject matter, intelligence and learning, student motivation, and the purpose of schooling are all made visible in teachers' actions (Eisner, 1979) and are thus manifested in the operational curriculum. Personal and professional experiences, intentions, values, and abilities all contribute to the complex exercise of curricular decision-making (Kennedy, 2005). Teachers' sense of professional identity (Rex & Nelson, 2004) including their desire to exercise professional autonomy (Goldstein, 2007) has been shown to operate as a significant influence on teachers' curriculum decision-making processes and their transformation choices. Rex and Nelson (2004) capture this notion as they relay findings of their investigation with two experienced high school English

teachers in a high-stakes, low performing environment: what and how teachers teach, even within powerful accountability cultures, is dominated by their own ethical sense of what they should do for their students and who they need to be as a teacher (p. 1289). Collectively, teachers' knowledge and beliefs about subject matter, students, context, and their own professional roles influence their decisions about what to include in the intended curriculum and how to transform that curriculum into enacted curriculum.

Although in this section each of these domains are mentioned separately, it is important to note that they do not operate separately in practice (Schwab, 1973). Borko and Putnam (1996) clarify, "...we may find ourselves thinking that teachers' knowledge is organized into abstract, isolated, discrete categories whereas, in fact, what teachers know and believe is completely intertwined, both among domains and within actions and context" (p. 677). Accordingly, teachers' curricular decision-making practices are seemingly influenced by the interaction of personal, professional, student, and organizational factors.

2.2.2. Teachers' Decision Making in Top-Down Curriculum System

Current emphasis on accountability and standards-based education in primary schools has caused some specialists to conclude teachers' autonomy for decision-making and professional decision has been sharply narrowed (Crocco & Costigan, 2007; Hatch, 2002). These scholars draw important attention to the effects of nationally legislated mandates on teachers' practices. Indeed, centralized curriculum policies and standards and accountability measures are an active, powerful reality in the professional lives of teachers, whose responses to increased accountability measures have been documented in the literature at the elementary level (Goldstein, 2007; Kennedy, 2005; Mathison & Freeman, 2003; Ogawa, Sandholtz, Martinez-Flores, & Scribner, 2003; Sleeter & Stillman, 2007; Sloan, 2006; Valli & Buese, 2007) and the secondary level.

Two important themes present through the findings of these studies. First is the significant role of institutional imposition in teachers' decisions at the classroom level. Put simply, some administrators afford teachers more autonomy in exercising professional judgment when it comes to enacting the intended curriculum than others. Second, these studies describe how, contrary to claims otherwise, teachers find space to exercise professional judgment in the midst of accountability pressure. Lampert (1985) has suggested "we view teachers' work as that of dilemma manager who accepts conflict as a continuing condition and is able to choose among alternatives by fusing together action and invention(p. 192).

Teachers as dilemma managers rely on a host of personal, professional, and practical knowledge. Teachers' personal, and practical knowledge combine personal understandings that teachers have of the practical circumstances in which they work and classroom knowledge that is situated in classroom events (Munby et al., 2001, p. 880). Many teachers are able to deliberately utilize personal, practical knowledge even in highly regulated, accountability-driven environments.

For example, Sleeter and Stillman (2007) studied ten experienced elementary and middle school teachers' responses to high-stakes accountability reform in low-performing California schools. In their report, the authors discuss how teachers' expertise enabled them to make strategic use of standards, picking and choosing which standards to emphasize and which to skip altogether. Similarly, Goldstein's (2007) study of four kindergarten teachers reveals a shared sense of agency in standards-based climates where developmentally appropriate practices may have conflicted with organizational expectations. Each teacher found ways to maintain and assert her professional preference by strategically balancing the standards with developmentally appropriate practices.

Although the teachers in these two studies experienced varied levels of administrative support for their curricular decision-making, all found ways to

exercise their knowledge and expertise. Kennedy (2005) provides further evidence of teachers' active position in relation to mandated standards and accountability expectations. In her study of 45 elementary teachers with various levels of experience, Kennedy found teachers' decisions about what and how to teach while strongly influenced by institutional guidelines and resources such as curriculum standards, textbooks, and mandated tests were ultimately grounded in their own beliefs and values. Thus, the teachers in Kennedy's study did not merely adopt a scripted approach to teaching, but instead gave credence to their deeply held professional self-images as reflected in the ways they chose to interpret and implement institutional mandates.

As in Sleeter, Stillman, Goldstein, and Kennedy's studies, most participants in recent standards-based reform investigations are experienced teachers. These studies have contributed to important insights about decision-making practices of experienced teachers. They reveal how the wisdom of practice gives teachers the confidence, vision, and means to act as effective dilemma managers and advocates for their students. In short, studies of experienced teachers' curriculum decision making in the midst of standards-based curriculum is focal point the possibilities of teaching as a professional effort. However, more work is needed to understand how the wisdom of practice develops under the highly centralized or standardized curriculum system and under the mandated standards, policies, and accountability. Therefore mentioning to the teachers' approach to curriculum implementation and stating the way in which their transformation of curriculum in the literature is essential to have an insight about the phenomenon.

2.3. Curriculum Transformation and Curriculum Implementation

Teachers' seem to differ in their approach to curriculum and hence in their curriculum transformation processes. Therefore, it is critical to examine and understand how teachers approach curriculum.

For example, some teachers adopt a fidelity approach by focusing solely on content transmission; while others, follow an adaptation approach through undertaking curriculum adjustments. A third category of teachers, embrace an enactment approach through creating curriculum in action out of student experiences. Each approach that teachers use results in different implications on the taught curriculum, teachers themselves, and students (Snyder, Bolin, & Zumwalt, 1992).

Researchers investigating curriculum approaches have raised additional concerns including the possibility that: “some teachers are naturally predisposed to avoiding teaching uncertainty in the name of stability, while others are drawn to its unpredictable and perhaps even exciting nature”(Campbell, 2007, p. 8); teachers’ curriculum approaches affect their professional development (Craig, 2006; Eisner, 2002; Munby, 1990; Parker, 1997; Schon, 1983); and teachers’ curriculum approaches have an impact on transformation of the official curriculum (Eisner, 1990; Erickson & Shultz, 1992; King, 2002; Wells, 1999).

Aforementioned studies has shown that teachers’ beliefs and their understanding about the curriculum have great impact on teachers’ decision-making processes and their curriculum transformation approaches (Ball & Cohen, 1999; Grossman, 1995; Snyder et al., 1992). Hence, this section includes a critical survey of the literature related to curriculum fidelity (curriculum-transmission), adaptation (curriculum-development) and enactment (curriculum making). In addition, it examines the relationship between teachers’ curriculum approaches and teachers’ cognitive and affective development; because teachers’ curriculum approaches impact teachers’ professions as well. Finally, the impact that curriculum materials have on teacher curriculum decisions are explored.

2.3.1. Teachers’ Approach Curriculum Transformation

Teachers’ approach were mentioned under three dimensions; curriculum fidelity, curriculum adaptation, and curriculum enactment

Curriculum Fidelity

The fidelity approach confines curriculum to “a course of study, a textbook series, a guide and a set of teacher plans” (Snyder et al., 1992, p. 427). This involves implications for curriculum-knowledge, curriculum-change, and the teacher’s role. External experts define curriculum knowledge by determining what teachers should teach.

Curriculum development, subsequently, starts from the centre to the periphery in linear and systematic stages leaving no role for teachers apart from delivery (Snyder et al., 1992). Therefore, teachers are *transmitters* who follow classical humanism aimed at delivering static information, continuity between the past and present, and simplistic standards of achievement (Clark, 1987; Skilbeck, 1982). This approach reflects Tyler’s (1949) classical model that specified objectives, content, and means of achieving and assessing pre-determined learning outcomes. Curriculum development follows a top-down strategy of materials development and diffusion (Kelly, 1999). Despite maintaining equal opportunity and standards (Gordon, 1981), a top-down curriculum is focused on organizational rather than local needs (Brady, 1995), and fails to encourage teacher development and active learning (Craig, 2006; Fishman, Marx, Best, & Tal, 2003).

The transmission model not only limits the interaction between the prior knowledge and new knowledge but also it lacks in promoting the conversations, which are necessary in constructivist curriculum for internalization, and deep understanding (Richardson, 1997, p.3). As a result, fidelity approach limits teachers’ autonomy and empowerment by limiting their role in curriculum-decision making process and by charging teachers as the transmitters of the predetermined policies and standards, which are determined through the top-down model.

Curriculum Adaptation

The mutual-adaptation approach is a “process whereby adjustments in a curriculum are made by curriculum developers and those who use it in the school or classroom context” (Snyder et al., 1992, p. 410). This involves conversations between teachers and external developers for introducing adaptations necessary to match curriculum to school contexts. The adaptation approach does not suggest that curriculum knowledge should differ considerably from the fidelity approach, since experts still define it. On the other hand, curriculum change has become more flexible through mutual adaptations. The teacher’s role has also become active through adjusting curriculum to match his/her classroom context. The curriculum adaptation approach matches Cohen and Ball’s (1999) notion of instructional capacity which results from “the interactions among teachers and students around curriculum materials” (p. 2). Here, teachers play a crucial role since, “teachers’ knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can.” The outcome of this interaction is called as the actual curriculum.

“Curriculum is often developed in advance, but students’ and teachers’ interactions with this material comprise the enacted or effective curriculum” (Cohen & Ball, 1999, p. 4). Doyle (1992) agrees that it is teachers who turn curriculum from the institutional into the pedagogical level (experienced/enacted curriculum). On the other hand, Ben-Peretz (1990) and Remillard (2005), refer to this interaction as teacher curriculum development that occurs at two levels. At level one, curriculum experts translate skills, knowledge, concepts and values into curriculum materials, described as the paper (Munby, 1990), intended curriculum (Eisner, 1990), and official curriculum (Pollard & Triggs, 1997). At level two, teachers develop the paper curriculum through their use and development of curriculum materials, termed as curriculum-in-use (Munby, 1990) and enacted curriculum (Doyle, 1992).

The adaptation approach makes use of the official, hidden and null curricula, which result in the teacher curriculum version (Ben-Peretz, 1990). The official curriculum is a course of study that dictates objectives, content, pedagogy and evaluation, whereas the hidden curriculum is the learning that occurs without being planned in the official curriculum (Pollard & Triggs, 1997). The null curriculum, on the other hand, is where teachers supply essential concepts, principles, skills, values and knowledge missing in the official curriculum (Uhrmacher, 1997). This interaction between teachers and learners around curriculum materials forms an arena there teachers develop curriculum: When teachers use curriculum materials they may find suggestions that they view as invalid. To create a better story, they bring to class additional materials, draw from their experiences and other curriculum guides and they apply their personal stories to this incomplete story (Shkedi, 1998, p.211). Thus, the adaptation approach has stimulated interactions between teachers, students and curriculum. Whether it is called teacher curriculum development (Ben-Peretz, 1990), teacher instructional capacity (Cohen & Ball, 1999) or the experienced curriculum (Doyle, 1992), using this approach empowers teachers to shape curriculum according to their contexts. However, it is the enactment approach that handed curriculum to teachers (Snyder et al., 1992).

Curriculum Enactment

According to Snyder et al. (1992, p. 428), the enactment approach sets curriculum as a process “jointly created and jointly and individually experienced by students and teacher.” Curriculum-knowledge is no longer a product, but ongoing constructions out of “the enacted experiences that students and teachers create” (1992, p. 410). External knowledge is “viewed as a resource for teachers who create curriculum as they engage in the ongoing process of teaching and learning in the classroom.” Moreover, “it is they and their students who create the enacted curriculum. Teachers are creators rather than primarily receivers of

curriculum knowledge.” Curriculum change is neither about curriculum implementation nor adaptation. It is “a process of growth for teachers and students, a change in thinking and practice” (Snyder et al., 1992, p. 429).

The teacher’s role ranges from using, adapting and supplementing external curriculum to curriculum development and making (Clandinin & Connelly, 1992; Craig, 2006). As a result, curriculum enactment reflects the strengths of progressivism, by addressing learners’ needs, interests and personal growth (Skilbeck, 1982). It is grounded in the process model where students explore worthwhile educational areas relevant to themselves and community, rather than reaching pre-specified objectives that hardly address their needs or abilities.

The process curriculum provides learners with opportunities to construct curriculum from their actions under the teacher’s guidance. Periphery-centre (bottom-up) strategies are therefore used to put this approach into practice (Kelly, 1999; Stenhouse, 1975). Curriculum enactment provides a forum where teacher professional development and curriculum development have become interdependent (Shawer et al., 2008). Skilled teachers are more able to develop curriculum (Oreck, 2004; Parker, 1997) and teachers who engage in curriculum development activities acquire professional skills ongoing. This concurs with current professional development trends calling for teacher development to occur through learning in the context of teaching (Clarke & Hollingsworth, 2002; Cochran-Smith & Lytle, 1999; Knight, Tait, & Yorke, 2006).

The enactment approach reflects social constructivism (Wells, 1999), for involving active learning, social and sequential construction of more complex cognitive schemas, and student interests and needs (Piaget, 1955; Richardson, 1996; Terwel, 2005). Vygotsky’s (1978, p. 86) zone of proximal development in particular expands the teachers’ role to explore “the distance between the students’ actual developmental level as determined by independent problem-

solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.”

Curriculum enactment subsequently enhances student cognitive development through various content representations, including ‘enactive’, ‘iconic’ and ‘symbolic’ (Bruner, 1978). Erickson and Shultz (1992, p. 467) metaphorically compared the official curriculum to a frozen school lunch where “it is not the teacher’s responsibility (nor the students) to decide what or how long mealtime should be.” Students eating less receive smaller meals (remedial teaching); whereas, students eating more get better ones (gifted programs).

According to Schon (1983), this process negatively inspires students to learn how “to beat the system by optimizing to the measures of performance, discovering how to pass tests, get grades and move through the levels of the system, without thinking very much about the knowledge they are supposed to be acquiring” (p. 332). Therefore, using the curriculum fidelity approach, results in students who either refuse to learn, cause trouble (objection) or attain superficial learning just for exams. In contrast, using the curriculum enactment approach involves good cooks (teachers) who provide tasty meals according to student tastes. The meal (curriculum) has been fully assimilated (learned), since students determined how much of it to cook and eat (Erickson & Shultz, 1992). However, teachers’ tendency to follow the fidelity, adaptation or enactment approach depends on how they understand and make use of curriculum materials.

2.3.2. Curriculum Materials

Curriculum materials sometimes mean textbooks, but textbooks are usually considered one component of curriculum materials (Ben-Peretz, 1990; Remillard, 2005). For the purposes of this research, curriculum materials were defined as any pedagogical input that comprises teachers’ guidebooks, textbooks, and activity books, which represent the official curriculum. Moreover, material development involves the reduction, addition or adaptation of existing materials

(Tomlinson, 1998); while supplementary materials, involve anything added to the core materials (Remillard, 2005).

There has been controversy over textbook use with regard to curriculum, teachers and students. A textbook is a course book that provides the core materials for a course of study “in one book designed so that it could serve as the only book which the learners necessarily use during a course” (Tomlinson, 1998, p. ix). Textbooks define the school curriculum (Venezky, 1992; Yıldırım, 2003) through determining the teaching topics and their sequence (Freeman & Porter, 1989). Thus, assuring the consistency between curriculum development and textbooks is necessary as mentioned by Westbury (1990). He mainly asserts, “textbooks are the central tools and objects of attention in all modern forms of schooling” to the extent that “educational and curriculum development go hand in hand with textbook development and distribution” (p.1).

Historically, curriculum materials and curriculum underwent unstable relationships. At the turn of the 20th century, a textbook represented curriculum, including content, pedagogy and assessment. In the late 1940s, it is curriculum that determined school philosophy, aims, content, pedagogy, and evaluation with textbooks forming only part of it. In the 1950s and 60s, textbooks were developed into what were then called instructional packages to minimize textbook influence on curriculum (Talmage, 1972). This strong role of textbooks contributed to teacher curriculum transmission, providing ready-made decisions about course aims, content, and pedagogy (Woodward & Elliott, 1990). In contrast, textbooks stifle teacher creativity (Bell, 1993; Bell & Gower, 1998; Bhola, 1999), and lack flexibility to meet student differences.

“Students are short-changed in learning about important topics and teachers tend to become followers” (Woodward & Elliott,, p. 224). This leads to the need for curriculum adaptations, asking teachers to adapt and supplement instructional materials (O’Neill, 1990) because they “cannot anticipate all the contingencies of local use or fully provide for individual differences”

(Woodward & Elliott, 1990, p. 183). Curriculum materials also paved the way for curriculum-enactment, encouraging teachers to construct learning out of student experiences (Jolly & Bolitho, 1998; Keiny, 1999).

Research did not study the ways in which teachers approach curriculum. Though some examined teachers' styles of textbook use, they did not provide sufficient understanding about this process (Bush, 1986; Freeman & Porter, 1989; Sosniak & Stodolsky, 1993). Researchers who conducted previous studies on textbook use, classified teachers into categories heavily dependent on textbook(s) or tending to depart from textbook(s) (Craig, 2001; Heaton, 1993; Kirk & MacDonald, 2001; Putnam, 1993; Woods, 1991).

However, in the literature studies neither specified the curriculum approaches that teachers used nor the strategies that differentiate one curriculum approach from another. Though there are strong links between teacher curriculum approaches, teacher development, student learning, classroom pedagogy, and the motives behind teacher approaches; this study, exclusively examined teachers' curriculum approaches and the strategies attached to each approach.

2.4. Review of Research on Curriculum Implementation

Studies conducted about curriculum implementation in international and national context will be covered below.

2.4.1. International Studies on Curriculum Implementation

Studies conducted on curriculum implementation focus on a large range of dimensions in the international literature including teachers' role in curriculum implementation, context, student background, teachers' content knowledge, nature of the curriculum, curriculum change, and reflection of policies.

In the study conducted by Archbald and Porter (1994), 195 high school mathematics and social studies teachers from California, Florida, and New York were surveyed to determine the influence of curriculum control policies on their sense of autonomy and job satisfaction. Results revealed that control policies had their largest effects on the content decisions in mathematics curriculum. Nevertheless, teachers in all conditions studied reported relatively high degrees of personal control over both content and pedagogy. Further, there was little evidence that teachers felt less efficacious or satisfied about their jobs because of curriculum policy constraints.

Study conducted by CaNh and Barnard (2009) in Vietnam, in which a centralized curriculum has been used, investigated the implementation process of a new English language-teaching curriculum in one specific context through an interpretation of qualitative data derived from classroom observation and post-observation in-depth interviews with teachers. It also aimed to consider the extent to which the same constraints to curricular innovation might have occurred in their own teaching and learning contexts. The study was conducted with three English-language teachers working in an upper-secondary school located in an economically underdeveloped rural area of North Vietnam. Data collection methods used for the study were classroom observations and post-observation in-depth interviews the teachers were observed over three weeks (six lessons per teacher). Results revealed that a wide gap existed between what was intended by teaching innovation designers and what was actually implemented by classroom teachers. Additionally, teachers in the study appeared to be primarily concerned with how to cover the syllabus by finishing the textbook and they emphasized reproduction of knowledge instead of creating opportunities for pupils to use the target language for genuine communication. Lastly researchers concluded that “expecting teachers to comply with a top-down introduction of new materials or strategies, without taking steps to provide for an appropriate change in beliefs,

results in mere lip service and surface change behind the closed doors of classrooms” (p. 30).

Among the decentralized context, Edwards, Miller and Priestley (2009) conducted a research project that aimed to explore the curriculum-making practices in school and college in the context of Scotland to identify similarities and differences, but also the factors, which were at play in the translations of the rational prescribed curriculum into practice. Data sources were document analysis, classroom observations and interviews with staff and students on the selected units over the course of one term. Two schools (a collage and a primary school) were selected in the study. Results revealed that schools provided similar opportunities at a formal level, but they were different in their contexts in terms of including different student groups, and having teachers with different backgrounds and experiences. Furthermore, the study identified the role of organizational culture, teacher and student backgrounds, and contexts in curriculum adaptation.

Johns (2002) studied the transition of physical education curriculum policy into practice in Hong Kong, in which a centralized curriculum has been used. The article aimed to identify the differences between the formally stated policies of education and the implementation of the school curriculum in order to show the divergence between what is initiated and what emerges as school practice. This implementation problem was examined from the policy-makers' and teachers' perspectives, with specific reference to physical education as a school subject in Hong Kong. The data were derived from a case-study of a physical education curriculum that included document analysis, and interviews with teachers, parents and students. The case-study provided a subjective perspective of teachers and their work, while the framework assisted in demonstrating the absence of cohesion between the various government agencies. The resulting fragmentation of ideas leading to confusion and frustration for teachers also indicated that longevity and adaptability are likely to be the most

constructive criteria for the assessment of curriculum change. Results indicated that there was a gap between intended curriculum and enacted one. One reason for this problem was stated as the ineffectiveness of government agencies in curriculum development process. The other factor contributes to the gap was stated as ignoring teachers' experiences and perspectives during curriculum decision-making process. According to results, it was also mentioned that physical education teachers' lives were overlooked and their concerns were subordinated to the technocratic emphasis on process.

Cotton (2006) investigated the beliefs of three geography teachers teaching controversial environmental issues through the centralized curriculum in UK secondary schools. Results of his study revealed that teachers felt strongly that they should try to avoid influencing students' attitudes, or imposing any kind of pro-environmental agenda. There was a significant difference between the teachers' beliefs and the supported aims of much environmental education literature and the geography curriculum (syllabus) they were following. In the study, it was suggested that, unless curriculum developers took account of teachers' beliefs in designing curriculum and related materials, both the curriculum and materials were unlikely to be implemented in their intended format.

Investigating the similar content of the previous one, Cronin-Jones (1991) conducted the study to identify the influence of teacher beliefs on environmental curriculum implementation in two different contexts. Two middle school teachers' implementation of curriculum and materials were observed for 20-lesson hours. Data sources included field notes and interview transcripts. Results indicated that in both cases, four major categories of beliefs influenced the curriculum implementation. These beliefs were stated as how students learn, a teacher's role in the classroom, the ability levels of students in a particular age group, and the relative importance of content topics. According to results the most important student outcome was accurate knowledge, that middle-grade

students learn through repeated drill and practice, and that middle school students required a great deal of direction. Moreover, findings of the study indicated that teachers' beliefs showed differences in terms of their beliefs about teacher's role in the classroom and beliefs regarding the curriculum and its content topics. Study also mentioned that although teachers' belief structures enhanced the success of curriculum implementation, overall their existing belief structures were incongruent with the underlying philosophy of the intended curriculum, thus hindering successful implementation.

Roehrig, Kruse, and Kern (2007) investigated the influence of teacher and school characteristic on curriculum implementation in US. This research examined the implementation of a reform-based high school chemistry curriculum in a large, urban school district. They considered the role of the teachers' knowledge and beliefs in their implementation of the reform-based chemistry curriculum, as well as school level factors. Qualitative and quantitative data were collected in the form of interviews and classroom observations from 27 high school chemistry teachers. Analysis of the data revealed that implementation of the curriculum was strongly influenced by the teachers' beliefs about teaching and learning, and the presence of a supportive network at their school sites.

Manouchehria and Goodman (1998) conducted an ethnographic research to identify the process of evaluation and implementation of four standards-based curricular materials by 66 middle school mathematics teachers at 12 different school districts over a period of 2 years. Results of the study indicated that teachers' content knowledge, their pedagogical practices, and their personal theories about learning and teaching mathematics were the greatest influences on how they valued and implemented the curriculum. Moreover, school and class contexts were also influential in their use of the materials. The problems teachers faced during the implementation of the curriculum were the lack of sufficient time for planning, lack of conceptual understanding of mathematics concepts, inadequate knowledge about how to bridge the gap between prescribed skills and

mastery of these skills, and lack of professional support and progressive leadership.

Webb (2002) conducted a case study with five teachers and a school administrator at one of public primary schools in Washington, D.C., USA to investigate teachers' reasoning about practicing their autonomy. Results indicated that teachers practiced their autonomy to change curricular and assessment policies mandated by the state after determining students' academic and emotional needs and teachers utilized from professional expertise, practitioner inquiry, and pre-service teacher education to support their practice of power. He also added that both pre-service and in-service teacher education allow teachers to express their voice.

Penuel, Fishman, Yamaguchi, and Gallagher (2007) investigated the effects of different characteristics of professional development on teachers' knowledge and their ability to implement the inquiry science program (curriculum) by surveying 454 teachers engaged in an inquiry science program. Results revealed that teachers' perceptions about their teaching profession and their experiences significantly influence program implementation. The authors also found that the incorporation of time for teachers to plan for implementation and provision of technical support were significant for promoting program implementation in the program.

Jacob and Frid (1997) investigated secondary school teachers' and recent secondary school graduates' awareness of curriculum change in mathematics in Australia, and its effect on teaching and learning. Results revealed that the teachers were more aware than students of curricular changes, and they mostly discussed the following topics: new mathematics, research on mathematics, increased use of calculators, the end of 10th year examinations, and new subjects for 11 and 12th years. Teachers were also uncertain about curriculum change and they indicated both pre-service and in-service education were not comprehensive enough for them to implement the curriculum. Teachers criticized that their voice

was not considered which resulted in inability of curriculum implementation. Both teachers and students indicated the significance of the teacher's personality, the negative effect of prescribed teaching, and the role of rote learning.

Yun-peng, Chi-chung and Ngai-ying (2006) in their study investigated teachers' curricular activities in a centralized system. A case-study study of two teachers working at schools in northeast China, one in a rural area and the other in an urban area were selected. Results indicated that the primary mathematics curriculum has been widely adopted by teachers at the classroom level. Feeling the intense pressure generated by the national mathematics Olympics, teachers in the urban school tended to give more difficult mathematics problems to their students. In the rural school, the ability of students was more varied and generally lower. Teachers were found to be working very hard to increase student-performance to meet the national requirements. The driving force behind this was stated as the national examination in which students' performance was taken as an indicator of teachers' competence. A comparison of the practices between the teachers in the two schools suggested in the study that teachers' beliefs, their professional knowledge and skills shape their inclination and ability in curriculum adaptation and differentiation.

To sum up, international literature reveals that teachers play a crucial role in curriculum implementation as well as student, subject matter, and social context. Most of the studies conducted in variety of countries mentioned the impact of teachers' beliefs, their pedagogical and content knowledge in curriculum implementation regardless of being centralized vs. decentralized. However, it is important to note that in the literature the implementation of decentralized curriculum provide more autonomy to teachers in curriculum making process. Moreover, the gap between theory and practice or the discrepancy between intended curriculum and enacted one are frequently mentioned in use of centralized curriculum.

2.4.2. National Studies on Curriculum Implementation

Studies conducted on elementary school curriculum include variety of dimensions like development of curriculum, implementation of elementary school curriculum based on different courses, at different grades, teachers' role in the curriculum implementations, teachers' opinions about constructivist curriculum and its applicability, strengths and weaknesses of curriculum and curriculum components.

Gömeksiz (2007) conducted a survey study in order to investigate the differences between the opinions of teachers about the implementation and effectiveness of the recent curriculum in terms of class level, teaching experience and education level variables. A 24-item New Primary School Curriculum Scale, composed of four subscales, was applied to 982 classroom teachers (working in Ankara, İzmir, Kocaeli, Van, Hatay, Samsun, Bolu and Diyarbakır). Results revealed that teachers did not have enough information about constructivist curriculum and thus, had difficulties in the implementation of the curriculum. Moreover, it was also found out that class size and socio-economic statuses of the schools negatively affected teachers' implementation of constructivist curriculum.

Özpolat, Sezer, İşgör and Sezer (2007) also investigated primary-grade teachers' views with regard to recent curriculum. Teachers stated that class size should be smaller in order to do activities better. Furthermore, they claimed that they could not effectively evaluate the activities done in the classroom, or make association among different subjects. However, teachers were found to have positive perceptions of recent curriculum. Actually, they found recent curriculum practical and thought that it could improve students' development. In conclusion, teachers generally did not perceive themselves as leaders of recent curriculum. Hence, training workshops for material development was recommended for teachers.

With the similar perspective, another survey study conducted by Karadağ, Deniz, Korkmaz, and Deniz (2008) investigated how classroom teachers perceived constructivism. Five-point Likert type scale was administered to 1173 classroom teachers in Istanbul, Turkey. Results indicated that classroom teachers perceived themselves as incompetent with constructivist learning approach in terms of measurement and evaluation and physical infrastructure due to lack of instructional materials although they claimed that they had an adequate level of education and were competent with classroom management. Results also showed evidence that female classroom teachers than male classroom teachers; older classroom teachers than younger classroom teachers; more experienced teachers than less experienced ones were more competent with constructivist learning approach.

Furthermore, Korkmaz's (2008) conducted his study with 210 primary school teachers via open-ended questionnaires. Results revealed that 1st grade teachers perceived the change in curriculum as positive, but there were some drawbacks mentioned by teachers like; crowded classrooms, parents' unconsciousness about the curriculum, and hard to apply many forms during assessment and evaluation process. Results indicated that teachers were lack of information about the theory of the constructivist curriculum and implementation of it. In-service training conducted on constructivist curriculum was found to be ineffective due to length of training (one week), lack of competency of teacher trainers and inspectors about the constructivist curriculum, and including much theoretical information instead of practical one in the training. The applicability of the curriculum was not found to be limited due to classroom environment, class size, deficiencies in curriculum materials, lack of resources and difficulties in using technology in the schools, and insufficient training programs.

Study conducted by Doğanay and Sarı (2008) aimed to investigate opinions of social studies and classroom teachers on social studies course curriculum. 170 fifth grade classroom teachers and social studies teachers

(working in Adana) were applied a questionnaire “Social Studies Curriculum Evaluation Questionnaire” developed by the researchers. Findings indicated that measurement and evaluation part of the curriculum was found most weak part of the curriculum among objectives, content and learning-teaching process. However, general philosophy, assumptions and perspective of the curriculum, applicability of the curriculum and in service training needs of teachers were found more negative than curriculum itself. Although teachers thought that the curriculum was consistent with the contemporary educational ideologies, there were some problems in implementation of the curriculum like meeting the needs of the differing society context, lack of parent involvement, physical conditions and in-service training supports.

In a descriptive qualitative study, Yapıcı and Demirdelen (2007) investigated teachers' views in relation to the newly implemented primary 4th grade social studies curriculum. 23 fourth grade teachers interviewed. In the light of teachers' views, the new curriculum necessitated a prolonged adaptation period and well-planned in-service education. The biggest obstacle for teachers was to carry out appropriate means of measurement and evaluation for the program. Insufficient physical infrastructure and overpopulated classrooms were also the most noted barriers to the implementation of the new curriculum.

İşler (2008), in her master thesis, investigated classroom and mathematics teachers' efficacy beliefs and perceptions of recent primary mathematics curriculum and whether their beliefs of efficacy and perceptions differed on their major, gender, teaching experience and the number of students in classroom. Data were collected through a questionnaire, developed by the researcher, from 805 teachers teaching in Mersin, Eskişehir, Bolu, Ankara and İstanbul, Turkey. Results indicated that teachers' major and experience of teaching had a significant effect on each level of the dependent variable neither did the number of students and gender. Classroom teachers had stronger efficacy beliefs about recent curriculum than did mathematics teachers. Moreover, teachers with 11-15

and 21 and more years of experience were reported to use more special techniques than teachers with less than 10 years experience. Similarly, teachers with 16-20 years of experience were also significantly reported to utilize special techniques than teachers with 5 years or less experience.

In another study, Birgin and Baki (2009) investigated the purpose of conducting the measurement and assessment practice of 4th and 5th grade teachers within the context of 2005 Primary School Mathematics Curriculum. To this aim, online questionnaire was administered to 512 fourth and fifth grade teachers. Additionally, a case study was conducted with eight of them selected from Trabzon through interviews, observations and using document analysis methods. The questionnaire findings showed that elementary teachers conduct in a stable manner with the formative and summative assessment practice. However, findings obtained from case study revealed that there are some inconsistencies between the statements and classroom applications of elementary teachers, and that diagnostic and formative assessment practice, which were prescribed in 2005 mathematics curriculum. It was concluded that teachers were not competent in performance assessment and alternative evaluation methods.

Çınar, Teyfur and Teyfur (2006) investigated teachers' and administrators' beliefs on the constructivist approach of recent curriculum. "Constructivist Education Approach Evaluation" survey was applied to 195 classroom teachers who attended a one-week in-service training program in Ağrı. Results revealed that teachers were undecided with maintaining classroom discipline during curriculum implementation. In addition, female teachers were found to be more aware of the activities planned according to constructivist approach and they expressed more pleasure on doing them. The problem lack of resources in school was also mentioned in the study.

Yanık (2008) conducted a study investigating how teachers perceived the goals and the content of English language curriculum implemented at the 6, 7 and 8th grades of public primary schools. Results of the data collected from 368

English language teachers revealed that the goals of the curriculum were accomplished at the moderate level but there were also problems encountered with the curriculum content. Teachers' perceptions differed on where their schools were located, teaching experience and educational background. Problems encountered during curriculum implementation were due to lack of resources, students, the curriculum itself and the learning environment.

Furthermore, Alp (2007) examined 4th grade new science and technology elementary school curriculum based on objective, content, instructional process, and assessment and evaluation dimensions. As a result, he found that teachers had positive attitudes towards content, the level of attainment of objectives and instructional process; on the other hand, they had negative attitudes towards instructional process, and assessment and evaluation dimensions.

Another study was conducted by Orbeyi (2007) to classroom teachers' views on curriculum in terms of the aims, defined instructional objectives, content, teaching and learning activities, and measurement and evaluation. 459 classroom teachers' perceptions were examined if there was any difference between teachers views in terms of the level of education, grade level taught, teaching experience, in-service training and the city where teaching took place. Results revealed that teachers generally agreed with the curriculum components, but they rarely used instructional materials due to the lack of materials and teachers' habits of use. Additionally, teachers' views of the curriculum components except measurement and evaluation did not differ on their experience and level of education but, their views of measurement and evaluation differed on the city where teaching took place. Moreover, teachers' views of the goals and content differed on grade levels taught as follows: Teachers of first graders had significantly more positive ideas than those of 4th graders in terms of the goals and teachers of 1st and 5th graders had significant more positive ideas than teachers of 4th graders in terms of the content of the curriculum. Moreover, teachers who had participated in in-service training had

significantly more positive ideas about the goals, content, and measurement and evaluation than teachers who had not participated.

Şahin (2009) conducted a curriculum evaluation study to assess the qualities of the 2004 mathematics curriculum using a goal-oriented curriculum evaluation model in which the intrinsic value of the curriculum is examined in terms of its qualities and success depending on teachers' perspectives. The results showed that the qualities of the 2004 mathematics curriculum matched the criteria of the constructivist curriculum. Additionally, the level of performance expected from the teachers' perspective was found to be high. The results pointed that the 2004 mathematics curriculum could be considered as a positive change even if there is room for improvement in all aspects.

Study of Gömleksiz and Bulut (2007) could be regarded continuum of Şahin's (2009) study. Gömleksiz and Bulut (2007) investigated views of primary school teachers of the effectiveness of recent mathematics curriculum implementation for 1-5th grades in the academic year of 2004-2005 in Istanbul, Ankara, İzmir, Kocaeli, Van, Hatay, Samsun and Bolu, Turkey. Teachers' views related to the acquisitions, content, and measurement and evaluation had significantly differed among 1st, 2nd and 5th grades with a favor of 1st grade teachers. Moreover, their views related to the goals differed on the city selected. Thus, teachers in Hatay, Samsun and Izmir had more positive ideas than teachers in İstanbul, Ankara and Kocaeli. Although there were no significant differences in terms of teaching experience and level of education, teachers' views differed on class size. Teachers in classrooms with 21-30 students had significantly more positive ideas related to the goals than those in classrooms with 31-40 and 41-50 students. Additionally, male teachers tended to find recent curriculum more effective than female teachers in terms of all components of the curriculum except teaching and learning process.

A comprehensive study conducted by Professors Committee in Curriculum and Instruction and ERG based on document analysis. Report was

prepared by Professors Committee in Curriculum and Instruction Field in Eskişehir (2005). The report is theoretical in nature, based on document analysis of experts in related fields. Report yielded important issue which were; (1) Curriculum change should be derived from the country's own philosophy, needs and experiences; (2) previous curriculum studies were ignored during the development of recent primary school curriculum; (3) scientific feedback on the evaluation of previous primary school curriculum was not considered in the development of recent primary school curriculum; (4) it was not true to develop a curriculum based on only one approach of education; (5) primary school curricula implemented in other countries were adapted during the development of recent primary school curriculum instead of developing primary school curricula being implemented in Turkey; (6) limitation of the development of recent primary school curriculum with a short period of time hindered curriculum studies to be considered in a whole system; (7) pilot study of recent primary school curriculum was not at a satisfactory level in terms of time and context and not evaluated in an objective way; (8) a satisfactory level in-service education was not provided for teachers before the implementation of recent primary school curriculum; (9) it is obliged to take measures by the consultation with the experts in order to meet deficiencies and solve problems encountered in curriculum development and implementation.

Considering the report results and aforementioned studies it can be concluded that teachers experience several problems in the implementation of the curriculum. However, studies are lack of providing detailed information in relation to those problems, as well as describing how teachers approach the problems, and what sort of strategies teachers use to cope with those problems. Additionally, the consequences of tow-down system on teachers are few or missing in the literature.

2.5. Summary of Literature Review

In conclusion, this literature review has started with the concept of curriculum by mentioning different notions used in the curriculum like official curriculum, taught curriculum, learned curriculum, and tested curriculum. Then, a brief historical development of literature on teachers' decision-making process was presented to have an understanding of how teacher thinking, teacher knowledge, and instructional planning processes give direction to curriculum transformation in top-down curriculum system.

In relation with teachers' decision-making process in the top-down system, teachers' curriculum transformation approaches and the role of curriculum materials in teachers' curriculum practices were mentioned. The relation between how teachers approach curriculum during transformation and the role of teacher decision-making in top-down curriculum system was briefly portrayed with previous literature.

The literature review has analyzed and summarized the research relevant to curriculum implementation with a particular focus on centralized system. Both international and national empirical studies were analyzed in relation with the curriculum implementation.

To sum up, several studies have been conducted on curriculum implementation in both international and national context. As cited in the literature, teachers play a significant role in implementation of the curriculum and curriculum materials. Successful implementation of the curriculum depends on how teachers perceive and adopt that kind of curriculum specifically philosophy, theory, and policies behind it and structure in general, as they are the active agents in the process. Although there is a strong relation between structure of curriculum development, curriculum implementation, teacher' perceptions, student learning, successful transformation of the educational policies, teachers' perceptions of curriculum and also their understanding of the theory behind the curriculum in centralized system are often neglected by the researchers .

This study intends to be a contribution to the literature in terms of providing detailed information about teachers' perceptions and their understanding of centralized curriculum and the fidelity and commitment during the transformation of centralized curriculum into teaching and learning processes.

CHAPTER III

METHOD

*“Alice: Would you tell me, please, which way I ought to go from here?
The Cheshire Cat: That depends a good deal on where you want to get to.
Alice: I don't much care where.
The Cheshire Cat: Then it doesn't much matter which way you go.”*

-Alice in Wonderland-

This chapter presents the overall design of the study, development of the instruments, the procedure of data collection, and data analysis. The chapter ends with a discussion on trustworthiness and the limitations of the study.

3.1. Overall Research Design

The purpose of this study is to investigate how teachers perceive and understand the centralized studies curriculum, and how they transform this curriculum into classroom practices through planning and teaching. In accordance with this purpose, the specific research questions include:

1. How do primary school teachers perceive the centralized social studies curriculum?
2. In what ways does centralized social studies curriculum influence primary school teachers' planning processes?
3. How do primary school teachers implement the centralized social studies curriculum into teaching and learning processes in class?
4. How do teachers differ in terms of understanding, planning, and implementing the centralized curriculum?

To get an in-depth understanding about teachers' experiences on centralized social studies curriculum and its transformation into classroom

activities; qualitative phenomenological research design was adapted for this study. As mentioned in Denzin and Lincoln (1994) "Qualitative research is multimethod in focus, involving an interpretive, naturalist approach to its subject matter." The 'multimethod in focus' is described as "the combination of multiple methods, empirical materials, perspectives and observers in a single study is best understood, then as a strategy that adds rigor, breadth, and depth to any investigation." (Flick, 2002). Additionally, Creswell (1998) states "Qualitative research is an inquiry process of understanding based on distinct methodologies within traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting." (p. 15).

One reason that the researcher chose to conduct a qualitative study is to understand teachers' experiences on transformation of centralized curriculum and to draw a holistic picture about the issue through a naturalistic approach by using variety of methods. As Marshall and Rossman (1999) argues qualitative research is required when a researcher seeks to understand individuals' experiences. They mainly stated that "For a study focusing on individuals' lived experience, the researcher could argue that one cannot understand human actions without understanding the meaning that participants attribute to those actions – their thoughts, feelings, beliefs, values, and assumptive world; the researcher, therefore, needs to understand the deeper perspectives captured through face-to-face interaction" (p. 57). In this study, researcher sought to investigate lived experiences of teachers from centralized curriculum and their perceptions about using the curriculum. To attain the aim of this study qualitative inquiry serves the best approach since it allows researcher to have a deeper understanding about the complex content.

This study was conducted in two phases. The first phase of the study focused on the identification of teachers' approaches during the transformation of the curriculum and the second phase emphasized how teachers differ in the

way they transform. A qualitative phenomenological study was applied in the study in order to identify and understand lived experiences of teachers about centralized curriculum. “Phenomenology can be referred to either as the subject matter of inquiry or as the methodology of the study” (Marshall & Rossman, 1999 p. 82). In this study the term “phenomenology” refers to the design of the study.

Phenomenology is the study of lived experiences (Bogdan & Biken, 2007; Creswell, 2007; Marshall & Rossman, 1999; Patton, 2001). Lived experiences may consist of emotions, culture, relationships, jobs, organizations, programs, marriage, etc. Hence, the process of phenomenological research is in-depth and requires extensive investigation to provide the rigor and merit for a trustworthy analysis.

According to Van Mennen (1990) phenomenological research is the study of essences. He mainly focuses on hermeneutic phenomenology in which lived experiences of people and “interpreting the ‘texts’ of life” (hermeneutics) are examined. He also states that phenomenology study offers a descriptive, reflective, interpretative, and engaging mode of inquiry from which to derive the essence of an experience (Van Mennen, 1990, p. 72).

According to Creswell (2007), a phenomenological study “describes the meaning of experiences of a phenomenon (or topic or concept) for several individuals.” (p. 236). He states that in phenomenological studies researchers search for the essential or invariant structure that illuminates the underlying meaning of the experiences (Creswell, 2007).

The phenomenological inquiry is particularly used to address meanings and perceptions of research participants. The major concern of phenomenological analysis is to understand "how the everyday, inter-subjective world is constituted" (Schwandt, 2001, p. 191) from the participants' perspective.

In the study, the researcher aimed to look into the teachers' point of view about centralized curriculum, the realization of the curriculum consciousness

perceived in the transformation process, and lived experiences of teachers during the process. By doing so, the researcher also intended to reach the shared essences or common meanings of teachers' experiences about the enactment of thought curriculum. As cited in Bogdan and Biken (2007), Psathas (1973) mentions "phenomenological inquiry begins with silence." Considering this point in mind, the first thing researcher tried to be cautious about was not having any assumptions in her mind about the phenomenon.

3.2. Participants of the Study

Sampling is quite significant and central to a qualitative study. Creswell (2007) and Weiss (1994) outline several different strategies for selecting a sample of informants depending on the scope of the study, the amount of time the researcher is willing and be able to spend in data collection, and the tradition of inquiry used for the project. As Patton (2001) mentions qualitative inquiry requires an in-depth understanding of a phenomenon and it deals with small samples, which are selected purposefully. Instead of making empirical generalizations, to have an in-depth understanding of the phenomenon it is quite important to select information-rich cases from which a great deal of information can be gathered for the purpose of the study (Patton, 2001). Creswell (2007) also described purposeful sampling as the process of selection of participants purposefully to learn or understand the focal phenomena.

Miles and Huberman (1994) mentioned in their book that within qualitative research study sample is not only identified at the beginning of the study but also during the emergent research. It may not be possible to fully specify the number of participants required at the start of the study. They say, "Samples in qualitative studies are usually not wholly prespecified, but also can evolve once fieldwork beings. Initial choices of informants lead you to similar and different ones..." (p. 27)

Parallel to the characteristics of the qualitative phenomenological research study, purposeful sampling strategies were applied while selecting the participants who were expected to supply in-depth information about their understanding and transformation process of centralized curriculum.

There are several different strategies in purposeful sampling (Creswell, 2007; Patton, 2001; Yıldırım & Şimşek, 2011). In this study, sampling procedure composed of two phases by using different purposeful sampling strategies as illustrated in Figure 3.1.

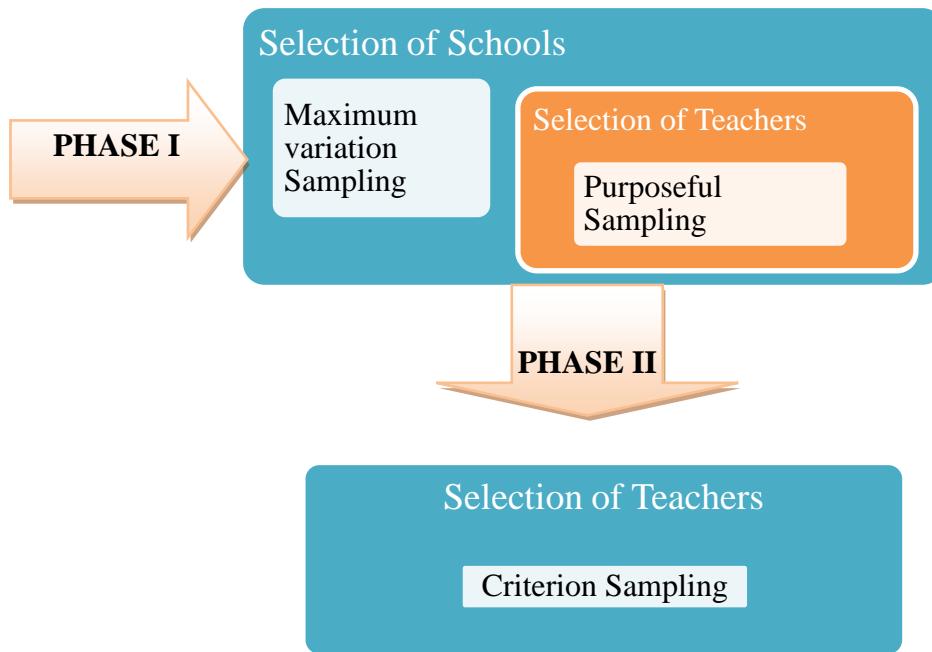


Figure 3.1 Sampling procedure of the study

This study was conducted in the city of Ankara since research design required multi interview processes, follow-up interviews, and periodical classroom observations. All primary schools in the city of Ankara were listed from the website of MONE. Then regarding the districts of the schools and type of the schools, being public vs. private, 8 schools were selected. Teachers who were teaching at 4th and 5th grades are informed about the study. At the

beginning, while teachers' consents were being taken they were also asked if they attended any in-service training about the constructivist curriculum. Teachers who had attended to an in-service training about the curriculum were regarded as the participants to the study. Additionally, while choosing the teachers according to their in-service training process, their colleagues who are teaching at the same level of the students were also included in the study. To be explicit, there were two criteria during the selection of teachers for the first interview process. One is attending to any seminar or in-service training about constructivism and two is inclusion of the colleagues of the teachers working at the same school and teaching at the same level.

3.2.1. Phase I - Selection of Schools

In the first phase of the study, sampling initially included the selection of schools. Maximum variation sampling strategy was employed in the selection of schools "to capture and describe the central themes that cut across a great deal of variation" (Patton, 2001, p.235). Report presented by Turkish Statistical Institute (TUIK) (2010) was regarded during the selection of the schools in the city of Ankara according to the socioeconomic statuses of the districts, schools are established. Schools were chosen based on (a) the districts they are located and (b) type of schools being public or private. A total of 8 primary schools in the city of Ankara were selected. Among eight primary schools two were private, six were public schools. Totally 30 4th and 4th grade classroom teachers participated in the study. Table 3.1 presents descriptive information about participants.

3.2.2. Phase I - Selection of Teachers

Criterion sampling was used while choosing the teachers. 4th and 5th grade teachers who were teaching social studies course at the determined schools were included in the study. Teachers were selected (a) according to the attendance of any seminar or in-service training about constructivism and (b)

having colleagues teaching at the same level of students at the same school. A total of 30 teachers were interviewed during the first phase of the study. Among thirty teachers, seventeen were teaching at 4th grade and thirteen were teaching at 5th grade. Five primary schools teachers working at private schools and twenty-five teachers working at public schools were included in the study.

3.2.3. Phase II – Selection of Subsample of Teachers

According to the results of the first phase of the study, 10 teachers were selected by using criterion sampling among the 30 teachers that took part in the first phase. Teachers were selected based on the identified types as a result of the interviews. For the first two types, 3 teachers under each cell were taken in and 4 teachers were included for the 3rd type. Teachers were listed under each type and names were selected randomly. Since teachers who were working at public schools were found to be under type 3, one private school teacher took part in this phase of the study. It was found out that school characteristics had an important effect on teachers' transformation of curriculum.

3.3. Data Sources

In order to have a deeper understanding about the transformation of centralized primary school curriculum into classroom practices document analysis, semi-structured interviews, observations and field notes were used as sources of data. Figure 3.2 Illustrates research questions and related data collection methods to find answers.

Table 3.1
Characteristics of the Schools and Teachers

Schools	SES of Schools	Teachers					
		School Type	Gender	Experience	Grade	Class Size	Teacher Profile
S1	Low SES	T1	Public	Male	26	5 th	25
		T2	Public	Female	28	4 th	23
		T3	Public	Female	19	5 th	27
		T4	Public	Male	31	4 th	26
		T5	Public	Female	26	4 th	28
S2	Middle SES	T6	Public	Female	17	5 th	23
		T7	Public	Female	24	4 th	23
		T8	Public	Female	21	4 th	25
		T9	Public	Male	34	5 th	24
		T10	Public	Female	10	4 th	25
		T11	Public	Male	33	5 th	25
S3	High SES	T12	Public	Male	29	4 th	27
		T13	Public	Male	35	4 th	26
		T14	Public	Female	9	5 th	29
		T15	Public	Female	22	5 th	28
S4	Mid SES	T16	Public	Male	25	4 th	25
		T17	Public	Female	12	5 th	26
		T18	Public	Female	21	4 th	25
		T19	Public	Female	19	5 th	23
S5	Low SES	T20	Public	Male	29	5 th	22
		T21	Public	Female	20	4 th	26
		T22	Public	Female	13	5 th	24
S6	Low SES	T23	Public	Male	18	5 th	28
		T24	Public	Male	21	4 th	27
		T25	Public	Female	27	5 th	28
S7	High SES	T26	Private	Female	5	4 th	15
		T27	Private	Female	8	4 th	15
		T28	Private	Female	19	5 th	14
S8	High SES	T29	Private	Female	3	5 th	16
		T30	Private	Female	28	4 th	17

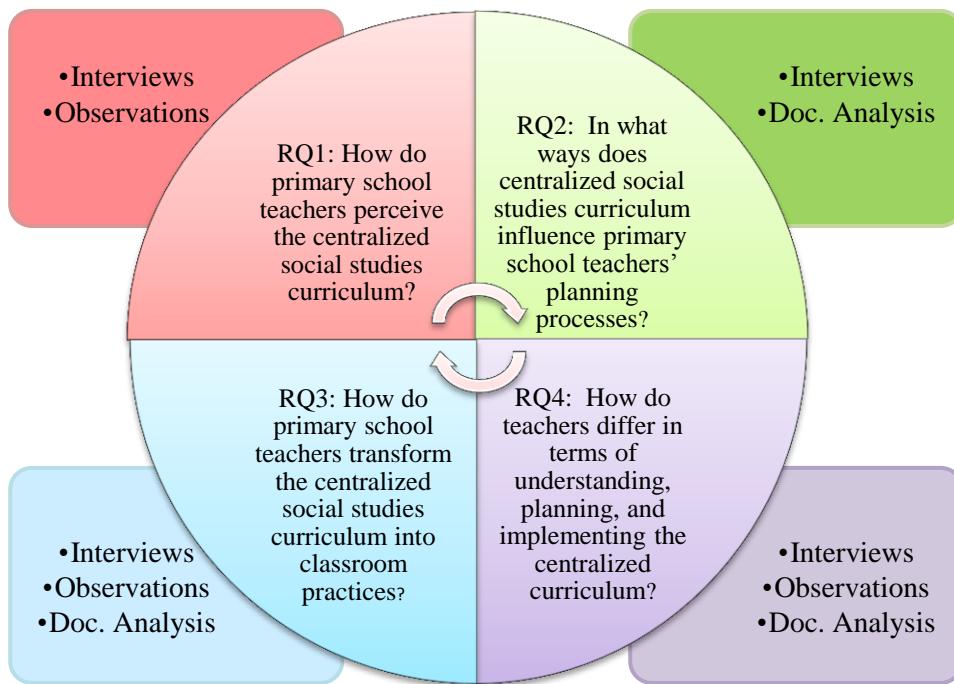


Figure 3.2. Research questions and related data collection methods

3.3.1. Semi-structured Interviews

Semi-structured interviews were applied as the main data collection instruments to explore teachers' understandings about centralized curriculum and its transformation into their classroom practices as program users. As Patton (2001) states “the purpose of interviewing is to allow us to enter into the other person’s perspective....the perspective of others is meaningful; knowledgeable, and able to be made explicit.” (p. 341). Semi-structured interviews aimed to gather perspectives of teachers about centralized curriculum and about their implementation of it. Hence, to prepare an effective interview schedule literature about teachers’ curriculum decision making processes, their fidelity of implementation and curriculum transformation were investigated. Considering the lacking part in the literature interview questions were developed. Questions were written mainly to find out teachers’ perceptions of centralized curriculum,

their classroom practices, planning practices, instructional sources they frequently use during instruction, benefits and impediments of using prescribed centralized curriculum and so on. Later, the schedule was checked by two experts who are academicians in the field of Curriculum and Instruction. A PhD candidate in curriculum and instruction, and two classroom teachers were also asked to assess about the schedule. The interview schedule was applied to three classroom teachers for pilot testing. Teachers were asked about the clarity of the questions, type of the questions, length of the interview, relations between the aim of the study and context of questions. According to the responses from teachers, experts, and the PhD candidate minor revisions were made. At the beginning, there were 26 questions. Considering the feedbacks, three questions were omitted since there were similar questions already presented in the schedule, three questions were combined which were related with the support from inspectors, administrators, and parents for curriculum implementation, the wording of two questions were modified by making one question more open-ended and by changing sequence of the wording in the other question (first asking advantages and then disadvantages), and some prompts and probes were added in the schedule. Finally, a semi-structured interview schedule with two background questions including prompts and 21 main open-ended questions with prompts and probes were applied to the teachers in the sample. Questions presented in the schedule were about teachers' educational background, their understanding and perceptions about constructivist curriculum, perceptions on curriculum components and materials, their instructional planning practices, difficulties they face during planning the instruction, their classroom practices and use of materials, positive and negative aspects of curriculum materials, use of assessment methods in the curriculum, difficulties they face related to curriculum and its materials, their suggestions to overcome these problems (see Appendix A).

3.3.2. Observation Process

The social studies course of each selected teacher was observed directly to collect additional data to interviews. Creswell (2007) defines qualitative observations as “the process in which the researcher takes field notes on the behavior and activities of individuals at the research site”(p. 134). Abovementioned, observations were conducted to support and empower the results of interviews.

Observations were conducted by using taking field notes. As a characteristic of taking filed notes, structured observation guide was not prepared but instead journals were used in the process of observations. As stated by Patton (2001) filed notes includes detailed descriptions of “what is being experienced and observed, quotations from people observed, the observer’s feelings and reactions to what is observed, and field-generated insights and interpretations”(p. 305). During the observation of each lesson, any pattern, quotes, interactions, settings, and events were noted. The information about the physical settings of classes, number of students, date, and topic were recorded for each session of observation.

10 classroom teachers were participated for the second phase of the study. One unit of social studies course was observed every week for each teacher. The course was taught 3 hours in a week. Teachers were observed between 9 to 12 hours for each. The change in the length of observations among teachers is related with teachers’ completion of the observed unit. You can see detailed information about teachers and observation processes in Table 3.2.

Table 3.2
Distribution of Teachers and Observed Lessons

Ts	Type of Ts	Exp	School Type	SES of School	Grade Level	Hours	Class Size
T5	1	26	Public	Low	4 th	12	28
T17	1	12	Public	Mid	5 th	12	26
T20	1	35	Public	High	5 th	9	22
T2	2	28	Public	High	4 th	12	23
T13	2	35	Public	High	4 th	12	26
T23	2	18	Public	Low	5 th	12	28
T14	3	9	Public	Low	5 th	9	29
T19	3	19	Public	Mid	4 th	9	23
T10	3	29	Public	Mid	4 th	11	25
T27	3	8	Private	High	4 th	12	15

At the end of each observation session, stimulated recall interviews were conducted with the observed teacher to gather more detailed information about the process, and to clarify some issues occurred during the observation. Teachers were asked about their perceptions towards the lesson they taught. For the next observation, notes were also taken for what to focus more. At the beginning of the observed units and at the end of observation process, follow-up interviews were conducted with each teacher.

3.3.3. Follow-up Semi-structured Interviews

Two follow up interview schedules were prepared considering the results of first phase of the study and the aim of observation process. At the beginning of the observed units, teachers were applied the first interview schedule. Open-ended questions were included in the schedule. The aim of applying follow-up interviews was to validate teachers' responses with observations. The first interview schedule consisted of 10 open-ended questions (see Appendix B). The second follow-up interview schedule consisted of 6 open-ended questions (see

Appendix C). First follow-up interview schedule was consisted of questions about teachers planning practices of the observed unit, their priorities during planning the unit, their expectations about student outcomes, sources they used during planning the unit, role and guidance of the curriculum and its components in the planning process. The second follow-up interview schedule was consisted of questions about teachers' implementation of the unit, their perceptions about the effectiveness of their instruction.

3.3.4. Informal Interviews

Informal interviews were applied during the observation process at the end of each lesson. Esterberg (2002) defines unstructured interviews as unplanned, and "conducted in a field setting, in conjunction with an observational study."

There was not any interview schedule prepared for informal interview questions since informal interviews were spontaneous and free-flowing, with topics or behavior of the teacher arising from the observed lesson. Questions were like 'What was the reason for acting in that specific way?' 'How did you decide on using that text?' 'Why did you decide to omit to study on the text in the book?' and so on.

3.3.5. Document Analysis

Document analysis was used as a supplementary data collection technique to enrich the findings of observations and interviews. Limited number of classroom documents were collected from the teachers who were participated in the second phase of the study. Though some teachers did not want to hand in their documents 6 teachers shared them. Worksheets, handouts, teacher guidebooks, student books, some exam papers, assignments, power point presentations were the documents gathered from the teachers. Analysis of the

documents was applied to compare and contrast data gathered from teachers' responses to interviews and their observed lessons.

3.4. Piloting Data Collection Instruments

Pilot testing is an important element for the preparation of data collection tools in any research study. The pilot test assists the researcher in determining if there are flaws, limitations, or other weaknesses within the interview design and allows him or her to make necessary revisions prior to the implementation of the study (Kvale, 2007). A pilot test should be conducted with participants that have similar interests and characteristics as those that will participate in the study. The pilot test also assists the researcher with the refinement of research questions. Additionally, Maxwell (2008) mentions the importance of pilot study by stating “One particular use that pilot studies have in qualitative research is to generate an understanding of the concepts and theories held by the people you are studying—what I have called “interpretation”(p. 227). Regarding this, researcher pilot tested semi-structured interview schedule with 4th and 5th grade classroom teachers who did not participate in the main study.

The interview schedule developed by the researcher was pilot tested to identify if the questions work properly in terms of the aim of the study. Pilot study was conducted with three teachers who met the selection criteria. All three were classroom teachers one of which was teaching at private school. Among them, one was male. This variation was considered during pilot testing to better understand whether there were differences in understanding and transforming of centralized social sciences course curriculum in terms of gender of the teachers and between types of schools they were teaching at.

Interviews were tape-recorded to ensure correct usage of the tape recorder and to identify the researcher's problems with probing and verbal reactions. This enhanced the confidence of researcher as well as the quality of questions in the schedule.

Three teachers who took part in the pilot study were asked if the questions were appropriate with the aim of the study, if there was any ambiguity in the way questions were asked, if they had any difficulty to reply any question, and if there was any wording problem in the schedule. According to the responses of teachers, changes in the wording of two questions were made. Apart from this, questions were found to be clear to understand, easy to follow, and related with the purpose of the study. Pilot interviews were also transcribed and checked whether there was a need to modify the questions. Minor changes among questions were made at the end of pilot testing.

3.5. Data Collection Procedures

As mentioned before, this study has two phases. The purpose of the first phase is to understand teachers' perceptions, their understandings about centralized curriculum and their ways of curriculum transformation into classroom practices. To accomplish this purpose a semi-structured interview schedule was used to collect data from teachers. In the second phase of the study, teachers were assigned according curriculum transformation approach identified through the analysis of interviews. Nine teachers among the 30 took part in this second phase of the study. To support and enhance the validity of interview results observations, follow-up interviews, and when required informal interviews were used. Questions applied to the teachers were modified or revised simultaneously accordingly based on the classroom observations.

The first step of data collection procedures in the study was obtaining the formal permission to collect data. The permissions were received from the Applied Ethics Research Center (UEAM at Middle East Technical University and the Ministry of National Education. After getting the required permissions, researcher visited the pre-determined schools, and introduced herself with the managers and informed them about the study including its processes. After then, teachers who are working at these schools were informed about the study and

informal interviews were conducted with them to get initial information. Later, appointments for semi-structured interviews were made with teachers who participated in the study.

3.5.1. Semi-Structured Interviews

The aim of conducting semi-structured interviews was to investigate teachers' perceptions about centralized curriculum and its transformation process into their classroom practices. These interviews were conducted with the teachers who are working at various primary schools in Ankara.

At the beginning of the study, meetings were arranged with 38 classroom teachers, teaching at 4th and 5th grades that had attended to a seminar or took in-service training about constructivist curriculum. Among 38 teachers, three of them declared that they did not have time so they were not able to participate in the interviews. A total of 35 teachers were interviewed during the process. All interviews were held in schools specifically either in the principals' office or in an empty classroom. The interviews were held in a one-to-one question and answer style like a conversation without getting out of focus of the study. Interviews approximately took 45 minutes. Since interviews conducted with 5 teachers did not serve valid results, they were excluded from the study. The length of data collection process including initial interviews, getting appointment and conducting semi-structured interviews in the first phase took approximately a month. Transcriptions and analysis of the results took 2.5 months. At the end, three types of teachers according to the ways of transforming centralized curriculum into their classroom practices were identified. Accordingly, all 30 teachers were listed under the identified types regarding their responses to interview questions. Then teachers, who later participated in the second phase of the study, were selected randomly for each type.

All the interviews were audio taped after getting consent of the teachers. Interview schedule was also used during the interviews to take some notes like gestures of the teachers, observed reactions and personal reflective notes about

the process. All the interviews were transcribed by the researcher. After each interview, the researcher produced a written record of her impressions and concerns regarding the interview.

3.5.2. Observations

After the second semester started, teachers who participated in the second phase of the study were informed about the process in detail. The most challenging part was arranging the schools, teachers' social studies course hours, and classes to be observed. Since they were overlapping, researcher decided to observe all 4th grade teachers' classes in one month, then going with the observations of 5th grade teachers for the other month. This did not only ease the time arrangement problem but also enabled researcher to observe the same unit of all 4 grades and 5th grade teachers and make comparisons among teachers. It also increased the validity of the results.

Before starting the observations, first follow-up interview schedule with 10 open-ended questions were applied to 11 classroom teachers. The purpose of this interview was to identify how teachers plan the unit that was going to be observed, which materials were used during the planning process, how they designed their lesson and classroom activities. After interviews, observations were conducted. Length of observations changed between 9 to 12 hours. 12 lesson hours of seven teachers, 11 lesson hours of one teacher and 9 lesson hours of two teachers were observed throughout the study. At the beginning, 11 classroom teachers volunteered to participate in the second phase of the study. Interviews were conducted with these 11 classroom teachers. While observations were being conducted one of the teachers asked for payment to continue her participation in the study. Although 4 lessons of that teacher had already been observed, she was excluded from the study.

Non-participant observation method was applied during the observation sessions. As mentioned in LeCompete and Goetz (1982) the role of the observer is a significant issue since it affects the external validity of a qualitative research.

They highlight the importance of the role of the researcher in the nature of the data that can be gathered by a particular researcher. Keeping this in mind, data were gathered by the researcher itself. The aim of observation process was explicitly explained to the teachers. Moreover, teachers were assured that the information gathered from the observations and findings of the research were not being used for other purposes for confidentiality.

Throughout the study, the researcher obtained first hand data herself. Additionally, she aimed to collect data by using multiple sources by taking into consideration the threats against trustworthiness of the study. This issue was explained in detail in the further parts of this chapter. Spending long time with the teachers, which is regarded as one of the expectations in qualitative research, enabled the researcher to get to know the natural part of the research. This provided the researcher with direct access to data sources, and this led to obtaining insight into the phenomenon, and to understand and interpret it (Yıldırım & Şimşek, 2011). Moreover, researcher had an opportunity to experience the environment with the participants of the study, and this helped the researcher to obtain an insiders' view to the phenomenon (Patton, 1987).

At the beginning of lesson observation, the researcher was introduced to the students by the teachers. During observations, the researcher sat at the backside of the classroom without interfering with the flow of classroom activities. Sitting at the backside of the classroom also helped the researcher to able to note everything occurred during the lesson and to be aware the general atmosphere of the classroom.

The researcher kept a journal during the whole observation process. The observation field notes by using running account technique were taken in the researcher's journal. Both descriptive and reflective field notes were written in case one of them would be more useful than the other one in some aspects (Bogdan & Biken, 2007). During the implementation of an observed lesson researcher as mentioned before wrote every single thing into the journal.

Reflective field notes were also included at the end of each observation session. Additionally unstructured interviews were conducted with the teachers to clarify some observations noted during the process. These interviews were based on the discussion of observed lessons; in which teachers shared with the researcher how they planned the lessons, what inspired them to the things in the way they did, what they found to be irregular in the lessons, what changes they did in their plans during the implementation of observed lesson, and the reason for acting in a specific way that emerged in the observed lesson which was thought to be related with curriculum decision-making process.

Firstly, observations were conducted with 4th grade teachers. The unit of “Hep Birlikte” in social studies course was observed for all 4th grades. Six 4th grade teachers’ lessons were observed during the process. The observations were held between the middle of March 2012 to the middle of April 2012. The observation of one teacher was initiated a week late since she started the observed unit late and she was about to finish the previous unit. To provide the unity, researcher waited for introduction of the unit of “Hep Birlikte”.

Among the six 4th grade teachers, one teacher (T10) taught at private school. It enabled the researcher to compare and contrast similarities and differences between public and private schools in the implementation of the curriculum and in their curriculum decision-making process on the transformation of curriculum into practice.

The length of observation hours mostly included 12 lesson hours. However, the observation length of one teacher (T19) took nine lesson hours. When the teacher asked about the reason for ending the unit earlier he stated that he was a little behind the program so he tried to catch the schedule.

After the end of 4th grade teachers’ lesson observation, second follow-up interviews were conducted. Moreover, teachers were asked about the documents they used during the lessons including supplementary materials, exam questions, and their instructional plans. Among six teachers, three of them handled their

course materials including exam questions. Table 3.3 presents the number of observations and dates for each teacher.

Table 3.3
Number of Observations with 4th Grades

Teachers	Observation Date	Class Size	Observ. Hours
T5	16.03.2012-13.04.2012	28	12
T2	14.03.2012-04.04.2012	23	12
T7	15.03.2012- 05.04.2012	26	12
T19	16.03.2012-06.04.2012	23	9
T10	12.03.2012-02.04.2012	25	11
T27	28.03.2012-18.04.2012	15	12

In the further process, four 5th grade teachers' lessons were observed. The unit of "Toplum İçin Çalışanlar" in social studies course was observed for all 5th grades. The observation of the lessons took approximately a month (between middle of April to the middle of May). Due to the preparation and celebration of the national fest in 23rd of April there was not any observation conducted during that week. In this week, teachers dealt with the preparation activities for the celebration and they stated that they would be busy with the preparation of classroom for the fest, and they had been making practices for the celebration date. Although researcher did not make any observation, she attended the practices in two schools. She observed the process as well.

When the length of observation hours from the table 3.4. are examined, it can be seen that two teachers' lesson observations (T17, T23) were taken 12 lesson hours. On the other hand, two teachers' lessons were observed for 9 hours (T14, T20). The researcher asked teachers about the matter. Teacher 20 affirmed that to manage time effectively she had to skip most of classroom activities and

gave the rest as homework and she controlled them when there is time. She also stated that conducting student activities during lesson hour is a waste of time. Teacher 26 declared that it was important for her to complete the units earlier to let student be flexible towards to end of semester.

After the end of 5th grade teachers' lesson observation, second follow-up interviews were conducted with them. 5th grade teachers were also asked about the documents they used during the lessons including supplementary materials, exam questions, and their instructional plans. Among four teachers, three of them shared the supplementary documents and instructional plans. Table 3.3. presents the number of observations and dates for each teacher.

Table 3.4
Number of Observations with 5th Grades

Teachers	Observation Date	Class Size	Obsrv hours
T17	17.04.2012-15.05.2012	26	12
T20	16.04.2012-07.05.2012	22	9
T23	26.04.2012- 17.05.2012	28	12
T14	27.04.2012-11.05.2012	29	9

3.5.3. Follow-up Semi-structured Interviews

Follow-up semi-structured interviews were conducted at the very beginning and at the end of observed units. Teachers were explained for the aim of second phase of the study and the reason for specifically choosing them for this phase. The same style was used in follow-up semi-structured interviews with the one held during semi-structured interviews applied in the first phase. Teachers were assured about the confidentiality of the responses they gave. They were also informed about the process in detail like the length of observation hours, participating in variety of interviews and it was also mentioned that they can withdraw from the study whenever they want. 11 teachers were aimed to be included in the study and they all volunteered for that. The researcher scheduled appointments with these 11 teachers.

At the beginning, an interview schedule was applied to 11 teachers. This interview was aimed to find answers about how teachers plan the unit, in what processes they pass during their curriculum decision-makings, how they make use of curriculum and materials during the preparation of the unit. 10 open-ended questions were asked to the teachers. The length of each interview took between 10 to 15 minutes.

Second follow-up semi-structured interview schedule with six questions were applied at the end of observations process which refers to the end of units. As mentioned earlier, the process started with eleven teachers but one of the teachers withdrew from the study. At the end, 10 teachers participated in the second follow-up semi-structured interviews. The same procedure was applied during the interviews as well. The aim of final interviews was to understand how teachers evaluate their instructional process, how they think about the implementation of planned activities, how they regard about the effectiveness of the implementation of the unit, and they were also asked about their views on the study and their perceptions about participating in this study. Final interviews took an average of 5 minutes.

3.5.4. Informal Interviews

The aim of informal interviews was to clarify classroom observation data and to probe deeper into teachers' curriculum decision-making processes during classroom activities. After each lesson observation, informal interviews were conducted with the teachers. The teachers were asked described their ideas based on for retrieval cues provided them from the field notes taken for the respective lesson. These interviews not tape recorded but key words and some quotations were noted down. Questions raised naturally during the observation of the lessons depending on the behavior of the teacher and the arising event in the classroom related with curriculum implementation and curriculum decision making. Interviews took around 7-10 minutes.

3.5.5. Document Analysis

Teacher guidebooks and provided instructional plans (three lesson plans), and exam questions were analyzed to identify in what ways teachers make use of curriculum and materials during their instruction. Although limited documents were provided to the researcher results of analysis enabled her to make a comparison between teachers transformation of curriculum and their classroom practices.

Throughout the study, 113 hours of lesson observations and 96 interviews including semi-structured, informal, follow-up interviews and the interviews serving invalid responses were conducted. Approximately as a word document 950 pages of interview transcripts and 1350 pages of field notes, and 97 pages of reflective notes taken into the journal were gathered during data collection process

3.6. Data Analysis

As mentioned by Patton (2001) no standard formula exists in qualitative data analysis procedure. There might be guidance but there is not any recipe for qualitative analysis. There are varieties of recipes for the process. Data analysis is seen as an eclectic process (Tesch, 1990). Denzin (1989) mentions qualitative data analysis process as the process of making meaning; he also states that the process is not mechanical; it is creative. Marhall and Rossman (1999) define data analysis process as “the process of bringing order, structure, and interpretation to the mass of collected data” (p. 150). It was also mentioned that the analysis occurs simultaneously and iterative with data collection, data interpretation and report writing (Creswell, 2007; Miles & Huberman, 1994; Patton, 2001). Yıldırım and Şimşek (2011) state the importance of development of the data analysis plan and having knowledge about relevant literature. Creswell (2009) mentions steps that can be followed during qualitative data analysis procedure;

1. Organize and prepare the data for analysis
2. Read through all the data. Gain a general sense of the information and reflect on the overall meaning.
3. Conduct analysis based on the specific theoretical approach and method (eg. narrative, content, grounded theory, discourse, archival, semiotics and phonemic analysis techniques). This often involves coding or organizing related segments of data into categories.
4. Generate a description of the setting or people and identify themes from the coding. Search for theme connections.
5. Represent the data within a research report.
6. Interpret the larger meaning of the data (pp.185-189)

Creswell (1998) also states that phenomenological data analysis proceeds through the methodology of reduction, the analysis of specific statements and themes, and a search for all possible meanings. The researcher needs to set aside all prejudgments, bracketing his or her experiences. Rossman and Rallis (1998) emphasize that "phenomenological analysis requires that the researcher approach the texts with an open mind, seeking what meaning and structures emerge" (p. 184). In their suggestion, they encourage the analysts to choose their focuses.

In this study, the entire analysis process aims to focus on the lived experiences of the teachers who are users of the centralized curriculum. It is the interpretations of the classroom teachers in the curriculum transformation that define the common aspects in the lived experiences in the phenomenon. Hence, at the very beginning the researcher tried to be away from having prejudices, expected concepts in mind, viewpoints or assumptions regarding the phenomenon under investigation.

Considering these perspectives and principals, this study followed a number of steps in data (see Fig. 3.3). First, the raw data were organized for close reading based on the research questions. Second, codes, themes and

patterns were generated based on the questions. Last, presentation of the codes, themes and patterns were made. Although the process seems to be stepwise, data collection and data analysis procedures were integrated. As the data collection started, did the analysis as well. As mentioned in several sources, to get a deeper understanding and to identify valid meanings from the data those two processes cannot be separated (Creswell, 2007; Esterberg, 2002; Marshall & Rossman; 1999; Patton, 2001). This would not only make the process easier but also enable the researcher to ask questions to make clarification about the process at an earlier time so that changes were be done.

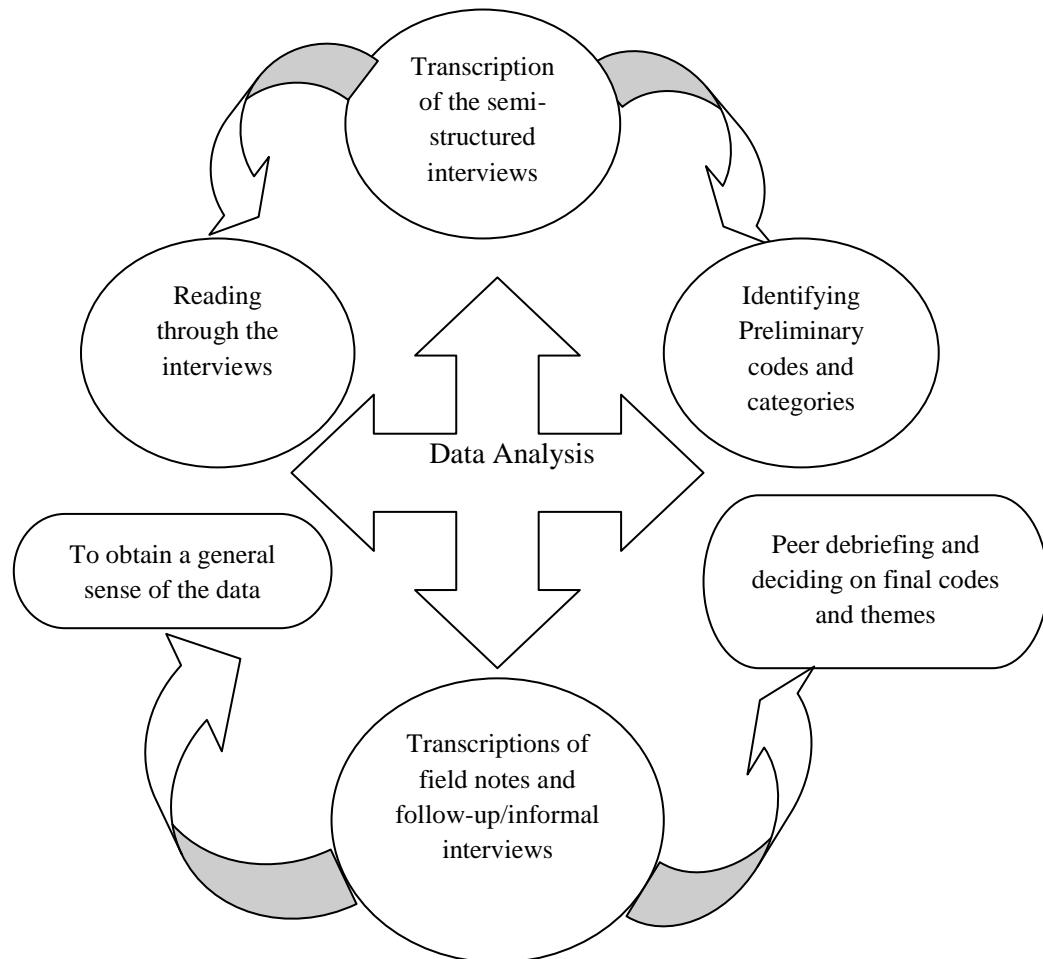


Figure 3.3. A graphical representation of data analysis procedure

3.6.1. Organization of the Data

Organizing the data starting from the beginning to the end of data collection process provided researcher a chance to make sense of the data. As cited in Esterberg (2002), LeCompte and Schensul (1999) called this organization of the data process “tidying up” (p.153). Keeping this point in mind, the data collected after each interview and observations were transferred from the records and journals to word processing files. Interviews were kept in two folders namely “1st phase interview records” and “2nd Phase interview record” under which there were two files namely “Observation Field notes.” Records were put in the files according to the schools and teachers’ names chronologically. In the following paragraphs the way files were kept on the computer are explained in detail.

Data organization started with the interviews conducted in the first phase. To begin with, recorded interviews were put into the 1st phase interview records file according to names and schools of the teacher. Recordings were transcribed into Microsoft Word documents by the help of digital editor software.

During the organization of the field notes, a chronological order was considered. All field notes were typed up onto the computer as Microsoft Word Documents in accordance with the observation date. Interviews conducted throughout the second phase of the study were categorized under the related observation file. To be clearer, a copy of each transcription of the follow-up and informal interviews, and any field notes relating to a participant were put in the same folder and files were categorized chronologically. Additionally if there were any written documents and other materials relating to that participant were scanned and included in that file.

3.6.2. Content Analysis

In order to investigate classroom teachers’ transformation of centralized curriculum into their classroom activities content analysis method was applied to

the data obtained through multiple sources; semi-structured interviews, observations through taking filed notes, follow-up interviews, unstructured interviews, and documents. While doing so, an inductive approach was followed within content analysis which allowed thematic categories to emerge from the data (Yıldırım & Şimşek, 2011).

The transcribed data were subjected to content analysis after reading through all of them first. Content analysis was defined as the process which includes data reduction and making sense of the data and then showing efforts to derive core similarities and meanings (Patton, 2001). Since the data analysis approach was inductive, codes and themes were derived from the data. The obtained data were analyzed line-by-line, sentence by sentence and even word by word with the use of inductive data analysis method. After the codes were driven from the transcribed data, they were categorized to arrive at themes.

The process of data analysis went together with data collection process so that while coding the transcribed data, the researcher did not put the data aside and went on with the next one. While conducting the coding process multicolored highlighters, pens, and post-it notes were used. Data were coded manually by the researcher to get into the data fully and as mentioned before read the data line by line to understand the essence of the phenomena.

In this study since the coding process of the data was ongoing, it composed of a number of encoding steps. Firstly, all transcripts were read several times by the researcher. Moreover, two colleagues studying in the same field and one PhD student who had experiences on qualitative data were asked to read them. Then every item of information relating to the research question was identified. Preliminary codes and categories were derived accordingly. Supervisor of the researcher who is a professor studying in the field of curriculum and instruction and who has experience with qualitative research was also asked about the codes and categories. During the content analysis, process data were revisited several times and derived codes, categories were reviewed.

Codes derived from the data gathered through interviews and observations were also compared. Conducting multiple coding enabled researcher to approach data from various aspects and also to realize redundant and overlapped codes.

In addition to coding process, tentative quotations were retrieved from the data to be used during the presentation of the results. The researcher chose the quotations regarding their relevance to the content and to enhance the validation of the findings.

When the codes were reviewed for internal consistency and external plausibility, some recurring categories and themes in relation to research questions emerged. This time, researcher decided to select the codes that might be most helpful in shaping the analysis. After meetings conducted with the supervisor and colleagues from the field, revisions were made and themes were driven. Documents related with teachers' classroom activities, curriculum materials, exam questions, supplementary materials, and pictures were also coded in line with the research questions.

Figure 3. 4. illustrates the general picture of themes and categories derived from the data. According to this, at the end of data analysis process, themes and codes were driven in relation to the data gathered through interviews, observations and documents. Appendix D also presents themes, categories, and codes in relation to teacher profiles. Figure 3.5 illustrates overall design of the study.

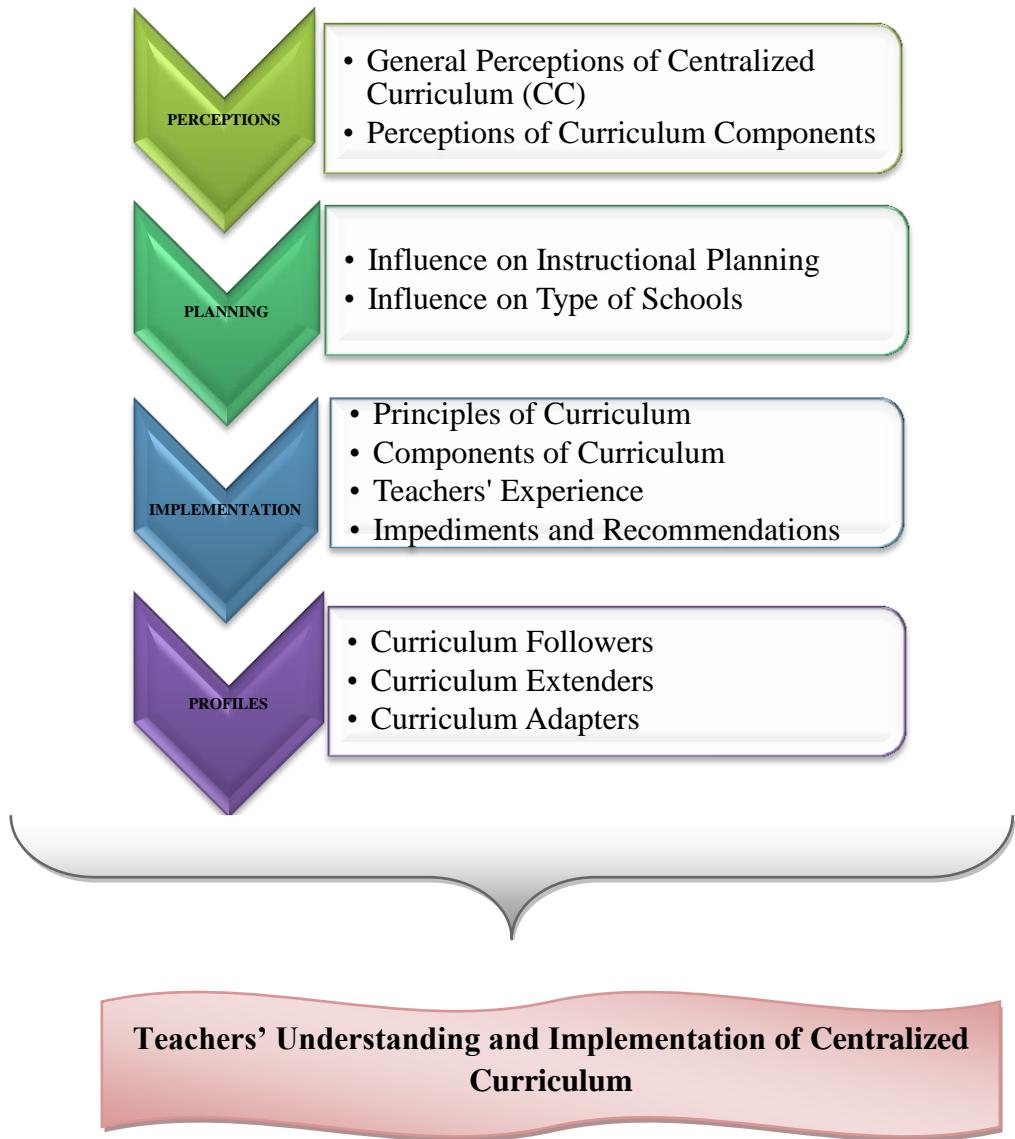


Figure 3.4. Generated themes and categories

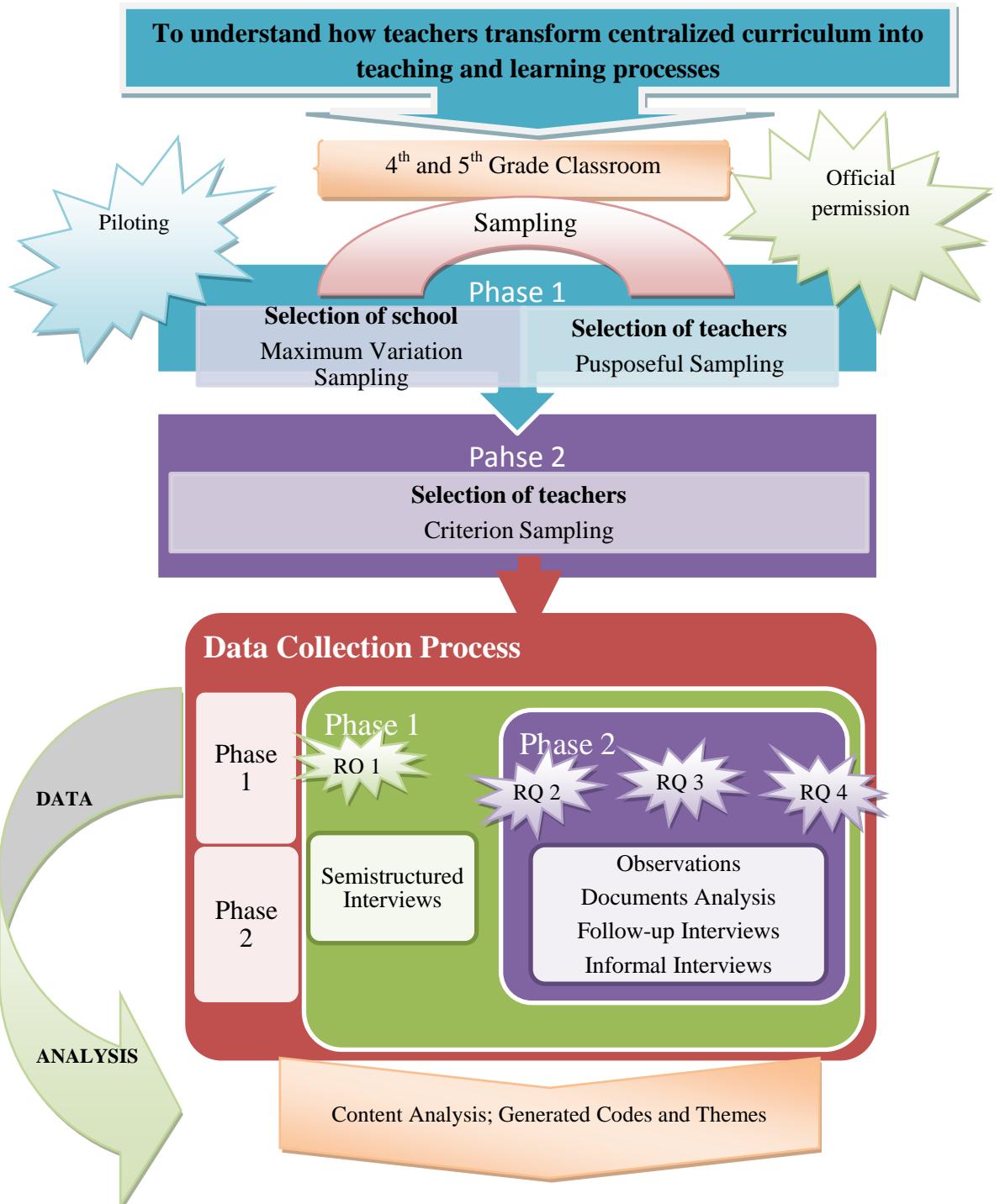


Figure 3.5. Overall design of the study

3.7. Trustworthiness

Like in all research, it is important to ensure the validity and reliability of the data gathered in qualitative study (Denzin, 1989; Flick, 2007; Lincoln & Guba, 1985; Silverman, 2005; Yıldırım & Şimşek, 2011). Throughout the data analysis process as well as in data collection, immense importance was given to secure the trustworthiness of data collection and data analysis procedures. Lincoln and Guba (1985) stated that ensuring the trustworthiness of a research study stands at the heart of issues conventionally discussed as validity and reliability, also being central to any conception of quality in qualitative research. Hence, they proposed four criteria, which are namely credibility/truth value (internal validity), transferability/applicability (external validity/generalizability), dependability/consistency (reliability), and conformability/neutrality (objectivity) for measuring the quality of qualitative research and enhancing trustworthiness.

Credibility refers to truth-value. To establish credibility, the researcher must be able to show severity in representing multiple constructions adequately. There are various ways mentioned by Lincoln and Guba (1985) like prolonged engagement, persistent observation, peer debriefing, member checking, collection of referential adequacy materials, and triangulation.

Prolonged Engagement

Prolonged engagement at the site is considered to be an effective way of eliminating the misrepresentations resulted by the role and status of the researcher. In relation with the phenomenological nature of this study, the researcher spent almost a month with the participants. The presence of the researcher in the classroom, although she was non-participant might have caused the risk of observer effect, which inevitably refers to making changes in the observed phenomena by the very act of being observed (Carey et al., 2001). Nevertheless, it can be ensured that researcher was a non-participant observer throughout the process and she did not interfere in any session or did not affect

any lessons by her presence. Besides, teachers were observed at least 9 lesson hours to make data free from the researcher bias and assumptions, as well as those of her respondents and short enough to protect researcher against the risk of “going native” (Guba, 1981, p. 84).

Persistent Observation

Persistent observation strategy helped researcher understand the essential aspects of a phenomenon or characteristics of a situations that are most relevant to issue being investigated (Lincoln & Guba , 1985, p. 304). Using persistent observations enabled researcher to have an elaborative understanding about teachers’ experiences about transformation of centralized curriculum in their classroom activities.

Initial interviews were supported with the persistent observation and additional interviews, which provide the researcher with thick data to have the depth and detail information about the phenomenon. Hence, through persistent observation, the researcher had an opportunity to understand the traits about the milieu and essential issues to focus on. Additionally, during this period of time, the researcher was able to experience typical aspects of teachers’ understandings about centralized curriculum and its transformation into their classroom practices as well as the atypical ones. Persistent observation was also helpful for the researcher to identify the relevant and irrelevant aspects of the phenomenon. It took a little time for the researcher distinguishing the aspects in terms of their relevance with teachers’ transformation of curriculum. Conducting consecutive phases in the study enabled researcher to identify the features of curriculum transformation process among variety of events and situations in class.

Observations were conducted until the researcher reached the point of data saturation. Moreover, conducting persistent observations gave researcher a chance to compare observation notes with teachers’ responses to interviews.

Peer Debriefing

Research method texts advocate peer debriefing as a process to enhance the credibility and trustworthiness of qualitative research (Creswell, 2007; Creswell & Miller, 2000; Lincoln & Guba, 1985; Maxwell, 1996; Merriam, 1998). Lincoln and Guba (1985) define peer debriefing as “the process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind” (p. 308). In peer debriefing, researchers meet with one or more impartial colleagues in order to critically review the implementation and evolution of their research methods.

To establish credibility in this study, the supervisor of the dissertation and members of the dissertation committee played a significant role in peer debriefing particularly at the turning points of the research where important decisions had to be made about how to proceed and reflect results. Furthermore, two colleagues and one PhD student contributed significantly to the content analysis of the data. They also played a significant role in the initial phases of coding.

Triangulation

Triangulation was another strategy used to achieve credibility of this study. Seale (1999) defines the use of triangulation as “the most used version of the technique, helping to deepen and enrich understanding of particular settings or events” (p. 72). Triangulation is the process of supportive evidence from different sources or methods of data collection in descriptions and themes in qualitative inquiry (Creswell, 2007).

The researcher used different data collection methods namely interviews, observations through field notes, and documentation to provide consistency of the results identified through different data tools for the same research questions. Use of variety data sources enabled researcher to merge strengths and correct

deficiencies of any source of data when needed which enhances credibility of the study. Additionally, by using different data collection methods researcher had chance to view the set of data from multiple perspectives. Credibility of the study was provided by depending on the variety of sources while interpreting the data through multiple perspectives and coming up with the results.

Member Checks

Miles and Huberman (1994) name this method as “getting feedback from informants” (p. 275). They provided two ways of member check; “comment of a reader on a short summary of findings and then to evaluate the accuracy of a casual network with higher-inference findings” and “generation of predictions by the researcher that should play out if the findings are valid, then submitting them to participants for verification year later” (pp.276-277). According to Guba (1981), member check plays a key factor in providing credibility. He mainly states that “The process of member checks is the single most important action requires inquirers can take, for it goes to the heart of the credibility criterion” (p.85). Member check method was described by Creswell (2007) as the process in which researchers ask one or two participants of the study to check the accuracy of the report.

While doing member check to provide credibility of this study researcher shared the preliminary findings of the semi-structured interviews conducted in the first phase of this study with two teachers through informal interviews. Teachers’ reflections about the findings were regarded for further processes in data analysis. Additionally, at the end of each observation session, teachers were applied unstructured interviews and they were shared with field notes so that their perceptions and reflections were gathered.

For providing *transferability*, which is analogous to external validity or generalizability, Lincoln and Guba (1985) recommend applying theoretical or

purposive sampling technique, collecting thick descriptive data, and developing thick description of the context.

Thick Descriptive Data

Thick descriptive data were applied to provide transferability of the study. The degree of accuracy by which information gathered in one site/context can be transferred to others can be considered to be a function of fittingness of the sites getContexts. Lincoln and Guba (1985) use the term *déjà-vu* effect while talking about thick description method which is expected to create “a feeling of having been there before and of being thoroughly familiar with all of its details” (p. 214).

In this study to provide transferability, researcher did not only collect thick data, but also provided a thick description about the context in which the research was carried out and the contextual factors by focusing on each phase of the study. Moreover, thick description of the findings was presented in detail in the study.

Dependability, which is substituted by reliability in qualitative inquiry, refers to the consistency of the results retrieved from the data gathered in the study (Merriam, 1998). Furthermore, Miles and Huberman (1994) pose several questions that should be answered so that data can be considered reliable. These questions consist of the role and status of the researcher, providing a meaningful parallelism across data source like informants, contexts, and times, clarity of basic paradigms and analytic constructions, appropriateness of the data collection protocols, accuracy of the coding checks of the data, quality checks of the data, and consistency and accuracy of the observers’ procedures if there are multiple researchers conducting the study.

To provide dependability researchers did not interfere in the observation session that could have resulted changes in the findings. She was non-participant observer throughout the study. Additionally, codes and themes derived from the

collected data sources were compared in terms of providing meaningful parallelism in the findings. Furthermore, a group of teachers (4th and 5th grade teachers) were observed during the same period of time and throughout the application of same unit at the school context.

The last term Lincoln and Guba (1985) used to establish quality in qualitative research is *conformability*, which refers to objectivity in qualitative inquiry. Strategies they proposed to ensure conformability of the study are searching for negative cases that run contrary to most findings, and conducting a data audit to make judgments about potential areas of bias or distortion.

Reflexivity

Reflexivity is defined as a “continuous process whereby researchers reflect on their preconceived values and those of the participants, such as reflecting on how data collection process was influenced by how participants perceive the researcher” (Parahoo, 1997, p. 292). Since the researcher is the primary “instrument” of data collection and analysis, reflexivity is deemed essential (Glesne, 1999; Merriam, 1998; Stake, 1995). Guillemin & Gillam (2004) also stated on reflexivity in qualitative research:

Reflexivity involves critical reflection of how the researcher constructs knowledge from the research process—what sorts of factors influence the researcher’s construction of knowledge and how these influences are revealed in the planning, conducting, and writing up of the research. A reflexive researcher is the one who is aware of all these potential influences and who is able to step back and take a critical look at his or her own role in the research process. The goal of being reflexive in this sense has to do with improving the quality and validity of the research and recognizing the limitations of the knowledge that is produced, thus leading to more rigorous research. (p. 275)

Throughout this study, to provide conformability researcher kept a reflexive dairy starting from the data collection process to the end of the study.

Although, she did not write every single detail in the diary, but she wrote down her feelings, pre-conceptions, conflicts, and ethical concerns that would impact the data collection and data analysis processes (see Appendix F). This did not only help the researcher reconsider the process and try to overcome possible treats related with researcher bias but also gave opportunity to self-evaluate herself as a qualitative researcher. To achieve conformability the researcher relied on her reflective notes and recordings she kept after visiting the schools.

Bracketing

Identification of researcher's personal bias or expectations is known as "epoché" or bracketing (Creswell, 2007, p. 59). Bracketing refers to the process in which researcher makes clarifications of his/her preconceptions, interests, experiences assumptions about the phenomena that might manipulate the results (Fischer, 2009). A researcher's bias regarding the phenomenon being studied could lead to a misinterpretation of the data and invalid conclusions. Hence, researchers must "attempt to limit their personal bias and approach the phenomenon with an open mind" (Creswell, 2007, pp. 59-60).

In this study, bracketing is essential to control the biased conclusions towards the data to only consider the perspectives and experiences of the teachers. To do so, reflexive diary was kept throughout the study. The dairy enhanced the researcher's self-awareness about her role in the study and also it provided feedback to the researcher about the process to identify the feelings, assumptions or perceptions of the researcher that could have affected neutrality of the study.

3.8. Limitations of the Study

This study has two main limitations, one of which is related with the nature of the design and the other is related with the data collection process.

This is a qualitative study in nature and purposeful sampling was applied as the sampling strategy. Additionally, data were collected from 4th and 5th grade classroom teachers working at either public or private schools in the city of Ankara. As a result of this, the results might not be generalized to all classroom teachers. However, since maximum variation method was used as a sampling strategy results were expected to be representative to some degree. Moreover, number of participants of the study, using variety of data collection techniques decreased possible limitations of the study.

The results of this study are limited to classroom teachers who were selected according to pre-determined criteria working at primary schools in the city of Ankara. Hence, curriculum transformation experiences of teachers who are teaching at different grades, who did not take any in-service training about constructivist curriculum in their training processes, and who are working at schools located different cities have not been clear. Additionally, class size can be regarded to identify if number of students in a class would make changes in teachers' transformation of centralized curriculum.

The main data source of the study was interviews. This technique relies on the respondent being willing to give accurate and complete answers. It was kept in mind that teachers might have altered the truth due to feelings of unsecure, being under evaluation, nervousness, memory loss or confusion. Moreover, during the interviews teachers might have misunderstood the question or might have got out of the focus. Results of the interview data may have been influenced by these threats. Keeping in mind these threats, to get extensive answers from the teachers in an attempt to figure out the phenomena teachers were explained about the ethical issues and they were interviewed personally to make them feel comfortable and in secure. Moreover, they were explained about the aim of the study precisely. The researcher was careful about her tone of voice, her accent, gestures, and her expressions not to make teachers feel under

pressure or an evaluation process. Prompts and probes were used to guide the interview process not to get out of the focus.

During the observations, the presence of the researcher in the classroom might have positively or negatively affected teachers' classroom practices. Furthermore, being the only researcher during the data collection procedure might have resulted in researcher bias and hence might have limited the validation of the results. The researcher was aware about this threat. However, through conducting persistent observations and being a non-participant observer and being familiar with the teachers from the first phase of the study to some extend this limitation was tried to be kept under control by the researcher. Reflective diaries were also helpful to eliminate researcher bias threat. Additionally, the researcher considered "bracketing" to control researcher bias treat under control.

The documents teachers shared with the researcher were limited. Most of the teachers did not prepare written plans and all of the teachers participated in the study used the MONE curriculum materials. This may limit to compare and contrast use of other curriculum materials prepared by different publishers. On the other hand, this factor also may increase the credibility of the results, since teachers' perceptions and their transformation of the curriculum were investigated through the same curriculum materials.

CHAPTER IV

RESULTS

*“How puzzling all these changes are!
I’m never sure what I’m going to be,
from one minute to another.”*

— Lewis Carroll,
Alice’s Adventures in Wonderland

This chapter reports the results of the study under four main headings in line with the research questions: “perceptions of teachers about centralized curriculum,” “role of curriculum in teachers’ planning process,” “implementation of centralized curriculum in class,” and “description of teachers profiles.”

4.1. Teachers’ Perceptions on Curriculum

In this part, the results generated from teacher interviews and observations in classrooms are presented in relation to the first research question: “How do primary school teachers perceive, as users, the centralized social studies curriculum?” Teachers’ perceptions of the centralized curriculum are presented under two sub-categories; general perceptions about centralized curriculum and perceptions about components of centralized curriculum.

4.1.1. General Perceptions on Centralized Curriculum

Perceptions on Curriculum Development Process

Teachers had negative perceptions in general about the development process of centralized curriculum. The way it was developed was “top down” and it did not reflect feedback from teachers in practice. Teachers complained about now being informed about the changes made in the curriculum . They also

mentioned that the in-service training programs were not effective enough to prepare teachers for the implementation of the curriculum. Additionally, curriculum development process was described as ineffective in terms of not reflecting realities in classrooms. Regarding this issue one teacher mentioned that;

... this curriculum seems to have been developed helter-skelter. People from different areas like faculty members, program experts, field experts, inspectors, pedagogy experts came together and prepare a curriculum that was directed by the MONE and politicians. Curriculum development process is a political process. Every government changes the curriculum and the educational system according to its ideologies. Thus, they are playing with the system like a toy (T13, 35 year of experience, 4th grade).

Some teachers complained about not using a genuine curriculum for our country in terms of social, cultural, economic needs and background of the nation. They mentioned the lack of originality in innovations. One teacher who had a PhD in Educational Administration field said that;

This curriculum was taken from American system and it is not compatible with our culture. It is like preparing a 12 year-old kid dress for 5 year-old kid. When looked at the history of curriculum development process in Turkey, it can be easily seen that we do not use our own unique curriculum. We always adapt another country's curriculum to our system. When something becomes popular, we take and use it in our system without thinking whether this way of education would be appropriate to our country or not (T1, 26 year of experience, 5th grade).

Another teacher teaching at private school related curriculum development process to rapid changes made in education system. She defined the process as jigsaw puzzle. She mainly says;

Education system in Turkey is like a jigsaw puzzle. They [policy makers] decide to implement something. It takes time for us as teachers to get used to it [the curriculum]. Once we get into it, they change it again. We are having difficulties to catch the rapid changes in curriculum and in the system. Moreover, it gives harm to students as well. Education system and curriculum reforms should not be regarded as a kind of experimentation and students are not subjects in this system as well. The method of trial and error damages all stakeholders of the education (T30, 28 year of experience, 4th grade).

Moreover, teachers complained about lack of their voices in the process. They felt that they were being brushed aside during the process. Hence, some teachers stated that they did not feel attachment to the system. One of the teachers talked about not having any voice in the development process by saying that;

...one year we came to school and learned that the curriculum had changed. Before that, nobody asked our opinions about the curriculum that we had been implementing. Instead of completely changing it, some changes might have been done. However, they changed the curriculum completely and we were informed by the MONE [about the new curriculum] towards the beginning of the term. I was going to teach the first grades and I had difficulty in implementing it. After the first year of implementation of this recent

curriculum, they [people from MONE] wanted our opinions about the curriculum. We made groups with my colleagues, studied a lot and wrote a detailed report about the defective parts. However, nobody considered our feedback. If we are the appliers of the program, our opinions should be taken into consideration. Nobody can know what happens in classrooms in reality better than the teachers. We are the appliers, we know best about what should be done. But nobody asks us (T23, 18 years of experience, 5th Grade).

For the public school teachers, the feeling of being an outsider in the system results in negative perceptions towards the curriculum. Since these teachers have been experiencing the dilemma of being the property of curriculum team, they regard the curriculum as a burden that has to be implemented. Especially teachers teaching at low SES schools complained about top-down curriculum system. To illustrate, two teacher said:

You can buy high quality ingredients for a meal you want to eat for a dinner. However, if you do not share what you expect to be prepared and do not ask the idea of the person who will cook the meal; but instead you put all ingredients into the kitchen and leave the chef alone in the kitchen you might find something completely different in the table! If the cook were an inexperienced one, then the result would be much worse (T4, 31 years of experience, 4th grade)!

Something happens at the top. We are at the very bottom in this system, so we are not informed about the process at the beginning. They [politicians, policy maker, academicians, MONE] want us to

teach the subject matter what is important for their ideology (T25, 27 years of experience, 5th).

All teachers interviewed criticized the curriculum development process. However, some of the teachers from public and private schools added that using a prescribed centralized curriculum made it easier for them to see the general picture in relation to the subject matter. To them, prescribed curriculum served a good guidance for both planning the instruction and conducting their classroom practices.

In summary, both public and private school teachers' perceived negatively of the way in which centralized curriculum was developed. The process ignored teachers' views, which resulted in lack of attachment feeling on teachers. However, they positively talked about the structure of the curriculum by providing them flexibility.

Expectations of Curriculum from Teachers as Program Users

Teachers reflected two opposite perspectives regarding curriculum expectations from them as the users. One group mentioned high workload and paperwork that the curriculum requires teachers to do in a short period of time. Almost all of the teachers except private school teachers complained about the workload of the program. The other group mentioned the importance of teachers in implementation process and their responsibilities to conduct instruction effectively.

Teachers who complained about the expectations of curriculum mainly referred to a “bunch of useless work” that curriculum expected from them. Those works were described like having to prepare instructional materials, having to read student portfolios and student products, having to fill out forms related to both students and administrative issues, having to deal with each student, and having to do all those things in a limited period of time. They added that they were not only teaching but also they were responsible for carrying out formal

procedures. Teachers complained about this workload. They mentioned that they feel burn out due to this “high workload.” The statement that one teacher made was striking:

In this recent curriculum, I feel as I was “shepherding”! I have to control the students all the time. In addition to this, I have other things to do. My duty is to keep students in the class as if they were a group of sheep and I was a flock man (T22, 13 years of experience, 5th).

The workload, including lots of paperwork, was found to be the source of most complaints from the teachers. By way of illustration, one teacher commented:

There is copious and needless paperwork, which on top of your preparation. Finding getting resources organized leaves you demoralized and physically and mentally drained....I do not mind if the paperwork is purposeful. The problems arise when I feel I’m literally filling out a form for the sake of completing a form. It does not go anywhere, it doesn’t inform anybody, and that is when the resentment comes in (T11, 33 years of experience, 4th Grade).

Teachers who regarded their professions valuable throughout this constructivist curriculum mainly talked about their facilitator role, having to be researcher, following the growth in technology, being able to use variety of instructional methods by using visual instructional materials, being knowledgeable, being prepared for the instruction, being aware of the recent

information, following contemporary issues. Response of one teacher is worth sharing here;

I am not only a teacher according to this curriculum. There is a commercial on TV saying that my mother is doctor, a teacher, a cook, a nurse, a shoe repairer etc... I, as a teacher, have this kind of role in this curriculum. I am both teacher and student, an administrator, an artist, an actress.... This curriculum keeps me alive and energetic. I have been teaching for 26 years and I still enjoy teaching. Since my students have facebook accounts, I have a facebook account too. We have our own classroom page. All my students and parents are there. We share pictures, documents, ideas, related with the subjects or any issue related with our content or classroom. Sometimes I put homework there, share events happened in classroom that day. I have to do this, since social media cannot be ignored in this century (T5, 26 years of experience, 4th Grade).

While teachers were explaining their perceptions and understandings about what was expected from them as the users of the curriculum they also talked about the structure of the curriculum and their perceptions about it. Mainly teachers had positive perceptions towards the structure of the curriculum. While they were talking about the curriculum development process and expectations of curriculum from them they also mentioned the structure of the curriculum in terms of its providing flexibility to them during the instruction. However, two public school teachers told that having a prescribed curriculum limits their professions and confidence. One of those teachers mentioned his perceptions about the curriculum and its structures in these words;

I felt my confidence was suddenly gone. I feel deskilled as if everything we had been doing all prior years, in a way it was almost like the government saying, “you have not been doing it well enough. This is how it should be done now. This is what we prescribe. This is what we want you to deliver.” That was an obstacle because my confidence suddenly dropped (T16, 25 years of experience, 4th Grade).

On the other hand, other teachers mentioned that compared to prior curriculum this curriculum is more flexible for enabling them with freedom of choice about instructional methods. This curriculum was also told to be easier to follow and to implement for the teachers and since they did not have to prepare written plans for every single lesson and since all instructional plans were given, they had more time to deal with other duties they have to do. Considering this it would be meaningful mentioning one of the public school teacher’s response;

This curriculum is more flexible than the prior curriculum. It enables us to see the general framework and find out own ways throughout the process. It also makes me as a teacher feel more compatible and energetic since curriculum requires dynamic instructions (T10, 29 years of experience, 4th Grade).

In short, all public school teachers complained about the paperwork the curriculum expected from the teachers. However, private school teachers did not refer to this issue. Except two public school teachers, most of the teachers regarded themselves as an important factor in the implementation of the curriculum.

Teachers' Understanding of Philosophy of Centralized Curriculum

During the analysis of data, teachers' misunderstanding about the philosophy and approach of the curriculum was also identified. When the question referring to the philosophy of the curriculum was asked, most of the teachers did not directly talked about the issue but they were wandering around it. For example, a private school teacher said;

...Since we do not directly use the curriculum given by the MoNE, I cannot say anything about the philosophy of the curriculum except its being constructivist and student-centered. However, before this curriculum was put into implementation, we used to do the similar processes in our classrooms. Nothing has changed for our philosophy of education and out classroom practices (T28, 19 years of experience, 5th Grade).

Additionally one of the teachers responded to this question by talking about the content of the curriculum and its compatibility with students' level. In addition to the misunderstanding of curriculum philosophy, misunderstanding of curriculum approach was also derived as perceptions about the curriculum. Although most of the teachers were aware of the basics of the curriculum like depending on constructivist approach, and being student-centered, some of the teachers talked about instructional strategies comparing constructivist approach with those strategies like project-based learning, discovery learning, and direct learning strategies. For example, one of the public school teachers mainly said that;

... constructivist approach is regarded as the best approach that students learn best; however, there are some other approaches like discovery learning, direct instruction, project-based learning which

would work best during instruction as well (T26, 5 years of experience, 4th Grade).

Three private school teachers stated that the approach behind the curriculum is relevant and the curriculum is well developed. They mentioned that “sentences used in the documents are great and when the documents were read it makes teachers excited.” However, everything is just written and “fictional.” “It is not easy to implement them.”

To sum up, mostly teachers shared the perception of curriculum as student-centered where the teacher was a facilitator and knowledge constructor. None of the teachers made negative comments about the philosophy of the curriculum. All of them mentioned that this constructivist curriculum through progressivist philosophy was found to be compatible with the teachers’ personal approaches.

Reflections about Developmental and Contextual Appropriateness of the Curriculum

The results showed that centralized curriculum does not correspond to all schools located at variety of regions, cities and districts in Turkey. The curriculum served for the majority group of people and people with different cultures, backgrounds, and socioeconomic status were not considered. According to teachers, the curriculum did not meet the particular needs and interests of each child in the country even in the same classroom. It was also identified that the curriculum was not consistent with the values and beliefs of each child’s family background. Teachers also mentioned that despite presenting variety of activities and learning strategies in the curriculum, curriculum and its materials were weak in addressing the needs of both the child and the society.

The overall response of teachers to the curriculum about its being developmental and contextually appropriate including instructional objectives,

activities, content structure, and assessment methods was positive. They argued that it was appropriate for the age of students who are reflecting the mainstream of the society. However, few responses were about ignoring students who needed special education and who were inclusion students in schools. In general, these teachers talked about the students who needed special education either being gifted or being impaired, and inappropriateness of the current curriculum both developmentally and contextually for those students.

Examples presented in the textbooks were found to be inappropriate with the students' backgrounds, prior experiences and socioeconomic status. Additionally, teachers stated that they experienced difficulty to explain some concepts presented in the books since students did not have such a concept in their prior lives or their backgrounds that they brought to the classroom. Although the curriculum emphasized the importance of individual differences, teachers reported that it lacked in reflecting variety of cultures, religion, and life styles that students had. It was also mentioned that teachers have difficulty in providing variety of materials that aim to encourage students' learning through hands-on manipulation of materials, toys, group play, and individual exploration. Responses gathered from both private and public school teachers reveals that they had difficulty in adapting those examples, concepts, and materials into their classroom practices. This problem was identified mostly by teachers teaching at high SES and low SES schools. Contrary to those teachers, middle SES school teachers declared that curriculum was well designed to meet the needs of their students and it is compatible with students' backgrounds.

Teachers, who were teaching at low SES schools, had difficulties in providing variety of materials, and conducting extracurricular activities due to financial issues. On the other hand, teachers working at high SES schools including public schools had difficulty in explaining some concepts that students did not experience before. One private school teacher explained the issue by giving example from one of her lessons, which was about public transportation.

She commented that since her students did not use public transportation, she had difficulty to conduct activity given in activity book. Additionally, concepts like “muhtar,” “mahalle,” and “bakkal” were the concepts that the teacher had difficulty to explain by giving examples from students’ real lives. The responses of other private school teachers showed similarity with this issue.

One of the teachers, teaching at a middle socioeconomic status school, commented on the easiness of adapting curriculum into teaching processes in her classroom. However, she mentioned that she had worked at a school in Yeşilova, Burdur before she was appointed her current school. She shared her experiences and added that;

I teach at one of the good schools in Ankara. I can take my students to museums, to the parliament building or Anitkabir depending on the unit we cover. However, students who live in Trabzon, Van, Usak and etc. may not be able to have this chance. Although using centralized curriculum is said to provide equity, unfortunately it is not suitable for all districts in Turkey. Let alone discrepancy among districts or cities, schools in the same city are different in terms of student backgrounds, having facilities, and etc (T15, 22 years of experience, 5th Grade).

To make a conclusion, it was identified that at middle SES schools, the curriculum was perceived as appropriate both developmentally and contextually for the students’ experiences and their social context. However, at high SES schools and low SES schools, teachers had difficulty in organizing their instruction in relation to prescribed curriculum by regarding students’ variety of characteristics and different contextual needs. Mainly teachers reported that recent curriculum was not contextually appropriate for the whole country. It was also indicated that despite being constructivist, curriculum was not designed in

line with this approach for not enabling teachers to consider each individuals' interests and characteristics in practice.

4.1.2. Teachers' Perceptions on Curriculum Components

Content

Most teachers indicated, except one, that the content of the curriculum and its sequence were appropriate and consistent with the levels of the students. Although the names of the units were the same at 4th and 5th grades, the information given under the content was extended. This situation created positive perceptions on teachers since it provided students a chance to learn the new information under the same content by making connections with their prior learning. Additionally, the content was found to be compatible with instructional objectives. However, one teacher elucidated the issue from a different perspective.

Content and information are not sufficient. When we look at the objectives, I can say that objectives were well written. But the content and activities suggested to achieve those objectives are weak. There is a discrepancy between the objectives and content including information presented in the curriculum. Most of the instructional objectives require higher order thinking skills but the content is not sufficient to achieve them (T25, 27 years of experience, 5th Grade).

To sum up, teachers participated in the study perceive positively of content presented in the curriculum. Sequence of the content was regarded to be suitable for the students' level and learning principles. Teachers have positive view on the content of the curriculum, and think that it enables them to make connections with the other courses as well.

Instructional Objectives

When teachers were asked about their perceptions on clarity, applicability, and sequence of the instructional objectives it was found that they did not have any problem with the objectives. Instructional objectives were found to be useful to design of the instruction, evaluate the learning outcomes, and helpful not only for the teachers but also for students to see what they would gain at the end of the process. Moreover teachers mentioned that content and objectives were parallel. Issues some teachers mentioned about objectives were the limited time for fulfilling the instructional objectives, and the discrepancy between the number of objectives and length of the related unit.

Almost all public school teachers mentioned high number of objectives presented in the curriculum. They stated that it was not realistic to make students attain that amount of objectives in the allocated time. It would be more meaningful to mention one of the teacher's responses about this issue.

Instructional objectives are clear and easy to understand for both teachers and students. However, they are many in number. For example, in ten minutes, we are expected to deal with 5 or 6 objectives. Sometimes it is difficult to deliver one single objective in a lesson hour. Curriculum makers did not consider unexpected events occurring in the classroom. When you enter the class, you spend 10-15 minutes with students' problems and preparing them for the lesson. The rest of the time is not enough to attain the prescribed objectives in the curriculum. Sometimes I just read the objective to students but this is not a good way (T21, 20 years of experience, 4th Grade).

When teachers' perceptions about coherence of instructional objectives with students backgrounds and their prior knowledge, it was found out that

perceptions differ among teachers in terms of socioeconomic status of the schools they are teaching at. Teachers teaching at high SES schools think that objectives are too simple for their students to improve their skills and knowledge. On the contrary, low SES school teachers perceive instructional objectives as being abstract for students to understand and to achieve.

Curriculum Materials

Teachers were also asked about their perceptions on curriculum materials including teachers' guidebook (TGB), students' textbooks (ST), and activity books (AB).

Teachers' Guidebooks

When teachers asked about the usefulness and effectiveness of teacher guidebook during the transformation of curriculum, frequently they mentioned that TGB means curriculum for the teachers. They regard TGB as a main curriculum document. Additionally, TGB was found to be the most useful curriculum material by the teachers. The usefulness of the TGB was stated for enabling teachers to follow the process easily, containing a small copy of textbooks and activity books, supplying instructional plans and recommendations for teachers, fitting out teachers with variety of instructional methods and examples, and giving suggestions for classroom practices and assessment strategies.

Moreover, it was mentioned by the majority of the teachers that TGBs gave teachers chance to evaluate themselves in terms of the application of the units and their classroom practices. However, one teacher assessed TGB as insufficient. He mentioned that TGB limited the creativity of the teacher since it gave every single step to be followed.

I think it [TGB] is too prescriptive and timetable is too limiting. Moreover, it has taken a lot of stuff that I think we used to do very well like book making, extended writing, and organizing group of students for each unit, etc. For example, when it snowed, we used to go to the windows and then used to write some stories or poetries. Now, spontaneity and creativity has gone. Students used to learn more with the previous curriculum. Here, I also want to mention that I was not happy with the previous one (the curriculum) as well but still I used to feel more flexible. Although this recent curriculum is said to be flexible and student centered, and it enables students to be creative, that is not the case. In TGB, every single detail is presented and there it tells you what to do step by step. There is a variety of activities and instructional strategies. However, time is very limited and it is not possible to conduct creative activities. You cannot get away from what is written in it, but also you cannot completely apply them (T20, 35 years of experience, 5th Grade).

When the data gathered through interviews were compared with the field notes, it can be said that the results identified through both data collection methods are parallel. During the observation process, it was identified that teachers frequently used TGB during the instruction and through follow-up interviews, it was found out that they mostly depended on TGB during planning and implementing the instruction. Here it would be meaningful to mention that the male teacher who complained about TGBs for being prescriptive and limiting his profession was one of the teachers participated in the observation process. Considering the field notes, it was spotted that he used TGB in every part of his classroom practices. He kept TGB in front of him during the whole lesson hours and conducted his lessons accordingly.

Activity Books

About the activity books, teachers had variety of perceptions. Some teachers thought that activity books enabled students to actively take part in the process and repeat the information they had learned. On the other hand, teachers also reported that some activities presented in the books were repeating themselves. This repetition resulted in boredom on students. For example, having a lot of writing exercises made students get bored of writing.

Observation results also supported these findings. For example, while reading the field notes it was identified that in the process of conducting exercises on the activity books students made comment like; “teacher, do we have to write?”, “Ouch! Again writing?”, “I do not want to write!”, “this activity is the same with the prior one”, “always the same things”, “let’s play game instead of this activity”. Considering these commands observed from different classes and different lesson hours supported the critiques of teachers about activity books. Considering the field notes, it can be said that teachers mostly gave exercises on the activity books as homework, which was also the issue teachers reported during the interviews.

Lastly, private school teachers, except two, reported that they did not use activity books since they prepared their own classroom activities, which were thought to be more educative and creative.

Student Textbooks

Students’ textbooks were mainly found to be useful, however, content selection and the information presented in textbooks were not found to be beneficial. Information given in the textbooks was said to be vague and weak. Most teachers mentioned that textbooks were full of stories. Most of the time students had difficulty in grasping the main idea that should be driven from the story or core information could not be gathered.

Hence, teachers reported that they needed to give extra information by using supplementary books during the instruction.

Data gathered through field notes supported this finding as well. Among the observed teachers, private school and high SES teachers used supplementary books more than other teachers. Additionally, they gave extra information depending on the unit and teacher's perception. When follow up interviews were conducted it was also identified that giving extra information was quite related to teacher's perception about the unit. During the first follow-up interview teachers were asked about the reason for giving extra information about the subject, they told that some subjects like Independence War, Mustafa Kemal Ataturk, citizenship were quite important to them and students should be aware of their rights and duties towards the country. Therefore, they thought that the information presented in textbooks was not enough and they needed to use supplementary sources to enrich the information of students about the topic.

Assessment and Evaluation Methods

Teachers were also asked about assessment and evaluation methods existing in the curriculum. Responses of the teachers can be grouped under two concerns. One group of teachers regarded alternative measurement methods beneficial for development of the students and for being aware of their own performance. However, this group of teachers complained about time and not being able to put it into practice measurement techniques effectively during instruction due to limited time.

In addition to not having enough time to apply assessment methods effectively, national exam system was another concern about which second group of teachers reported while talking about measurement processes in class. These teachers' main concerns were national exams and student achievement. They stated that "alternative assessment strategies were not useful and they were presented in the curriculum to make curriculum more attractive." Hence, it was

identified that teachers had negative perceptions towards alternative assessment techniques presented in the curriculum, since constructivist approach and suggested alternative assessment strategies contradict with national testing system and vice versa. This contradiction results in serious concern for teachers. By way of illustration, one teacher said:

I taught through a period where we were respected as professionals and if asked, we would do whatever was requested. Now heavy responsibility has been replaced with this. I have excellent exam results, my students love me. But now, since I do not use assessment techniques presented in the curriculum, I am criticized by the inspectors, some of my colleagues and even by parents. Parents compare my assessment techniques with those of other teachers. I am wedged in the curriculum and national exam issue. I hate my job and I am thinking about leaving for a career in management (T12, 29 years of experience, 4th Grade).

When responses of private school teachers were regarded it could be concluded that private school teachers found measurement methods presented in the curriculum were useless and hence they used their own measurement instruments prepared together with measurement and evaluation office.

Considering the results retrieved through interviews together with field notes and document analysis, it was identified that results were compatible with each other. During the observation process it was spotted that teachers use both alternative and standard-based assessment techniques. Among the teachers whose lessons were observed, three shared their exam papers with the researcher. Additionally during the process, it was also detected that almost all teachers used classroom assessment techniques through presentations, group works, individual projects, performance homework, discussions, peer evaluations, and portfolios.

To conclude, majority of teachers had positive perceptions towards assessment techniques stated in curriculum. They regarded alternative assessment techniques beneficial for providing feedback about the instruction and for encouraging students to become better monitors of their own learning. Despite having positive perceptions about these techniques due to the national exam system, time limitation and having been used to apply traditional assessment strategies, teachers did not use alternative/authentic assessment methods frequently.

Allocated Time

Data revealed that teachers had problem with allocated time separated for the accomplishment of each unit and instructional activities, which was scheduled in the curriculum. According to teachers, allocated time for the each unit and fulfillment of the required instructional activities was not appropriate. Teachers argued that the defined time was not enough for them to accomplish the requirements of the constructivist curriculum. They acknowledged that constructivist curriculum required flexibility in schedule to implement it effectively. It was also mentioned that having too much paperwork and too many activities in a limited time in crowded classrooms made teachers feel “stacked” in the process. Hence, majority of the teachers reported that they had to skip some exercises presented in the curriculum and taught the content in a “rush.”

During the interviews, teachers talked about what they would like to do during instruction and they added at the end of almost all responses like; “.... But time does not allow for this.” It would be meaningful to mention one teacher’s response about her perception on curriculum adaptation and allowed time to make the issue clearer.

Everything happens so fast in Turkey. Innovations were made all of a sudden that we as teachers could not understand what we were

responsible for during the process. I think the main problem for us is time management. We, as Turkish people, are a little bit impatient and we do not know how to arrange time. This is the case for planning curriculum and implementing it as well. Curriculum makers seemed to ignore the amount of time separated for each unit and its harmony with classroom practices. Hence, we have been experiencing difficulties to arrange time and apply curriculum including activities, requirements, and etc. effectively. I think in-service training about time management issue should be provided to the curriculum developers, managers and inspectors (T16, 25 years of experience, 4th Grade).

Teachers also mentioned the stress they had been experiencing due to specified timetable. Teachers mainly talked about contradiction between constructivist curriculum approach and scheduled timetable. Having to do a lot of work in a specified time resulted in “burnout” and feel of decrease in teachers’ professions.

I feel obliged to fit into the timetabled structure and it is not always possible with practical subjects. I want to use creative mind games, dramas, role-plays but I cannot do that. Part of me feels guilty that I am not teaching what this constructivist curriculum mainly requires (T19, 19 years of experience, 4th Grade).

To conclude teachers had negative perceptions on scheduled time in the curriculum. Teachers mostly complained about insufficiency of the allocated time for not effectively and efficiently conduct their classroom practices on student-centered.

Overall, teachers' perceptions on curriculum components were positive. Curriculum materials were found to be useful in general despite having some defective parts. Teachers perceived positively about instructional activities and alternative assessment strategies presented in the curriculum. However, they referred the time limitation for not being able to apply them effectively. They commonly talked about not being able to fulfill the curriculum activities and units due to time limitation.

4.2. Teachers' Planning Processes Based on Centralized Curriculum

The data in relation to research question 2 (How do primary school teachers perceive, as users, the centralized social studies curriculum?) were generated through teachers' interview responses and document analysis such as plans and materials. Identifying the influence of centralized curriculum on teachers' planning process is important to understand how the curriculum influences planning practices. The results revealed that influence of centralized curriculum depends on the types of instructional plans and types of schools teachers working at. Hence, under this theme influence of centralized curriculum on different types of instructional plans and the influence of centralized curriculum on the planning processes of teachers working at different types of schools are discussed.

4.2.1. Influence on Instructional Plans

When the transcribed data were analyzed, it was found out that teachers' perceptions of curriculum during their planning process changed according to their aim. In relation to this, their decision-making processes, and their use of curriculum together with its materials while they were planning the instruction showed differences depending on the type of plans.

Recently, teachers were given samples of unit based yearly plans and daily plans in their guidebooks. Considering the data gathered from teacher

interviews and documents it was set forth that teacher planning activities differed in accordance with the type of plans in terms of preparing long-term plans and short-term plans.

Long-term Plans

Unit based yearly plans were regarded as *long-term plans*. It was put forward that while preparing unit-based yearly plans teachers mainly regard teacher guidebooks (TGB) including objectives, information given in the content, sequence of the content, and allocated time for the unit. Data revealed that all teachers participated in the study prepared unit based yearly plans together with their colleagues at the beginning of the year. Collaboration with colleagues was the key element regarded by teachers while preparing unit-based yearly plans especially for private school teachers. Teachers also reported that they planned the semester and the year by considering the name of units, instructional objectives, and scheduled time for each unit. They did not mention any problem during the preparation of unit-based yearly plans. On the contrary, they found it useful for the effectiveness of the instruction.

However, when data gathered through field notes and follow-up interviews were considered, responses of the teachers did not match. Interviews conducted in the first phase of the study revealed that teachers considered unit-based yearly plans while they were planning their instruction and their unit. However, when the data collected in the second phase of the study was analyzed, that was not the case. Field notes and follow-up interview data revealed that teachers rarely considered unit-based yearly plans during their instructional planning processes.

Teachers were observed in terms of how they made use of unit-based yearly plans at the beginning of the unit during the initial lesson hours. It was found out that they did not use the plans. Additionally, during informal interviews and follow up interviews teachers were asked how they prepared the

unit and what they considered while planning the unit. None of public school teachers mentioned about unit-based yearly plans while talking about their preparation for the unit. Additionally, they reported that they did not need to prepare unit plans since everything was given in TGBs. Field notes concurred with follow-up interview results are consistent with each other. However, they contradicted with the first semi-structured interview results. Although teachers reported that they use unit-based yearly plans during planning the instruction, it was found that they mostly regarded the importance they gave to the taught subject, and the students' learning the subject. It was also identified that teachers arranged the time and length of the unit according to these factors.

Short-term Plans

In this study the term *short-term plans* refers to daily plans. During the planning of instruction, it was found that teachers considered variety of factors and sources. Teachers' perspectives and their beliefs, student perceptions and success, collaboration with colleagues, content of the curriculum, instructional objectives, and teacher guidebooks were the factors effecting teachers' planning processes. The effect of teacher approach on the planning process was stated by one teacher as;

In most of the courses, I do not need to use textbooks or guidebooks, because I am the one who knows the students best, monitoring students. Thus, I decide on which activity I will apply to whom during my planning process. The guidebook gives me the general outline about the process.

Most of the teachers mentioned the central role of the students during their planning processes. They are mostly planning their lessons according to students' characteristics. When teachers were asked about the most important

thing they considered during planning process, most of them mentioned the importance of student characteristics, needs, and interests. To illustrate, two teachers said:

To me, the most important thing during the instruction is to make students enjoy the lesson. Thus I give importance to preparing my classroom practices considering my students' interests. Students should enjoy the lesson since the curriculum is said to be student centered. Although I mostly use teacher-centered approach during the instruction, using activities that students will enjoy while doing them is my focal point. I mostly use hands-on activities. I plan my instruction according to this (T18, 21 years of experience, 4th Grade).

I mostly consider students' understanding the subject. Learning is the key element for me. I know my students. I look at their eyes and can understand if they grasp the information or not. Most of the information is abstract for the students. Hence, I try to make it concrete and try to make the information compatible with my students' level (T13, 35 years of experience, 4th Grade).

Moreover, teachers mentioned the collaborative work with their colleagues and its benefits to both planning and implementation processes. While planning the instruction some teachers acknowledged that they consider the content of the curriculum to decide on what to teach but also it was mentioned that how to teach and to what extent the subject will be taught depend on the teachers' approach.

During planning, I mostly consider what I should teach and to what extent I should teach. I try to identify the boundaries of information. Then I consider teaching that subject from easy to difficult and from simple to complex (T21, 20 years of experience, 4th Grade).

When I take the curriculum, I firstly look at the requirements I am expected to do and instructional objectives related with that subject. Then I think about how to make those objectives and content meaningful to my students (T25, 27 years of experience, 5th Grade).

Almost all of the teachers considered instructional objectives beneficial. However, the way in which they put those objectives into use during planning the instruction differed according to teachers' perceptions, school type, class size, and student characteristics. The role of instructional objectives was mentioned by teachers as helping them guide the instruction and draw a frame for the process.

Your aims and objectives are very important for qualified instruction. The first things that good teachers should consider are aims and objectives. If you, as a teacher, define and state your objectives clearly, you can conduct your instruction effectively. To me, those aims and objectives should be predetermined and should be provided to teachers (T6, 17 years of experience, 5th Grade).

Before I enter the classroom, I write down all the objectives that I will deal with in that lesson. After than I think about how to make my students attain those objectives and accordingly I think about activities (T16, 25 years of experience, 4th Grade).

Teacher guidebook was another source teachers considered during their planning of instruction. One of the teachers stated that she was looking at guidebooks at the beginning of every unit to have an idea about the activities suggested in the books and how the books were giving instruction in order to guide students. Some other teachers mentioned that they were using guidebooks every day before entering the classroom. Some group of teachers also referred to their experiences in teaching and they emphasized the importance of having experience in their profession. Nearly half of the teachers reported that they did not make daily plans before entering the classroom. When they entered the classroom or at the break time they had a look at TGB, mainly for the title of subjects and objectives, and then conduct their lessons depending on their experiences. Although experienced teachers did not give much attention to curriculum materials, one teacher pointed the usefulness of guidebooks for inexperienced teachers in terms of serving them good guidelines during planning processes.

I do not plan my instruction. When I look at the title of the lesson in the guidebook and read the instructional objectives, I design my lesson in my mind. My experience helps me a lot during this process (T11, 33 years of experience, 4th Grade).

Other sources that teachers consider during planning were mentioned as the use of internet, educational journals, national exam questions, teacher-based assessment questions, and supplementary books. Teachers stressed the importance of being open-minded and having high level of alertness.

Teachers should be open to technological innovations and advances in instructional methods while planning their instruction. I have

accounts in some educational web-sites. I frequently use the internet. Additionally I subscribed for an educational journal. Although we are not allowed to use supplementary books during instruction, I inevitably use them. Because information given in textbooks is not enough for my students, I have to enrich my instruction for my students. The curriculum given to us does not require to completely follow the steps on the contrary it is a guideline for us [teachers]. It is just a map. Teachers should improve it according to their needs, interest and backgrounds of the students. We should not expect everything from the MoNE. We should be creative (T24, 21 years of experience, 4th Grade).

When I look at the unit, firstly I think how my students can benefit from this unit for the exams they will enter. My success in profession depends on my students' success. After my students graduated from my class and enter national exams, most of them get high scores and it really makes me happy. I am aware of the curriculum and its expectations from us as teachers. If I consider this curriculum while I am designing my instruction my students will deal with trivial things like cutting and pasting, hands on activities, and etc. Those skill should have developed by the end of the 3rd grade. After then, they [students] should be prepared for national exams and I organize my instruction accordingly (T12, 29 years of experience, 4th Grade).

One teacher mentioned the advantage of not being required to prepare detailed daily plans and lesson plans. She stated that preparing detailed instructional plans is a problem for time management and workload on teachers. She regarded preparing written plans as a burden on teachers. She explained her

view about the issue by comparing recent curriculum to the prior one in terms of planning expectations.

Preparing written plans used to take a long time. Now we are not responsible for doing this. This increased the workload on teachers. Instead of preparing detailed written plans, we have time to deal with other issues like thinking about creative instructional activities, dealing with student problems, and their development in terms of intelligence and skills. There is a variety of students in my class with different backgrounds. Preparing detailed written plans means planning for the whole week (T25, 27 years of experience, 5th Grade).

Considering the data collected throughout the study, it can be said that teachers showed similarities in terms of regarding curriculum components, which were namely curriculum materials, content, instructional objectives, instructional methods parallel with the principles of curriculum, allocated time, students characteristics, required daily materials and internet during their planning activities. However, they differ in terms of depending on their experiences, and use of other sources like national exam questions and supplementary books in the process of instructional planning.

4.2.2. Types of Schools

The data collected throughout interviews and document analysis revealed that teachers showed differences in terms of planning instruction depending on the schools they were teaching at. Schools' socio-economic status, class size, and supplements provided by the schools had some impact on the kind of curriculum utilization during teachers' planning processes.

Considering interview results and document analysis it was asserted that public school teachers mostly relied on the curriculum during their planning processes. However, this was not the case for private school teachers. Most of the public school teachers participated in the study mentioned that they had to consider the centralized curriculum since they were expected to do so.

We are expected to be attached to the plans given in the curriculum. We have to do it. Using supplementary books are not allowed forbidden and I do not have any other chance to apply additional activities. Moreover, even if I wanted to use additional activities, time would not let me do it (T17, 12 years of experience, 5th Grade).

Private school teachers regarded curriculum during preparing unit-based yearly plans for time management. For the rest they prepared their own instructional plans including unit plans, daily plans, and lesson plans. They stated that they did not feel any obligation to rely on the curriculum while planning the instruction. They mostly followed the directions given by their school managers and coordinators. They reported that they felt highly under control by their managers and coordinators. They mentioned that they had to apply what they discussed during the meetings they attended frequently throughout the year.

We are obligated to attend some seminars and our coordinator wants us to report by the end of each unit. At the beginning of the semester, we prepare our yearly plan and give it to our coordinator. She arranges meetings with us. Sometimes she attends our classrooms, observes the instruction, and gives feedbacks. Hence, I am very sensitive in planning the instruction and applying those plans. Although in this school we use curriculum materials provided by MONE, we do not consider them that much. When inspectors

come to our classrooms and observe our lessons, they do not criticize us in terms of it. On the contrary, they praise us (T28, 19 years of experience, 5th Grade).

Some public school teachers mentioned that they prepared unit-based yearly plans for the sake of doing it. Additionally, they reported that when they entered the classroom everything changed. According to teachers' responses it was identified that plans changed during the depending on classroom atmosphere.

We prepare unit-based yearly plans at the beginning of the semester together with my colleagues. To be honest we do not use those plans. When inspector comes and asks about them, we show plans to them. While planning my instruction I arrange time by myself without considering the scheduled time. Some units were given much time but time allocated for some units is not enough to deal with. So I make changes while I am planning my lessons (T13, 35 years of experience, 4th Grade).

Majority of public school teachers stated that they did not prepare written plans and they mostly considered plans presented in teachers' guidebooks. Nevertheless, one group of teachers added that they adapted the plans presented in the TGB considering their classroom atmosphere by depending mostly on their experiences. Another group of public school teachers reported that they felt high responsibility on using curriculum in every stages of instruction. They mentioned that the curriculum was given to them to be applied so they felt they had to do it. Minor group of teachers mentioned that they followed the plans presented in the curriculum step by step. Although they complained about the curriculum for being prescriptive, they "obeyed" it because they felt that it was compulsory.

There is a pressure from MONE. If I do not consider curriculum and follow its instructions I would be criticized by administrators, by inspectors, and by parents. Using this curriculum is my obligation. Although I feel as a guardian who is responsible for following a series of rules and instructions and I regard my students as prisoners. I have to use the curriculum to keep them under control. I do not have any other choice. I am designing my instruction according to what curriculum requires (T1, 26 years of experience, 5th Grade).

Differently from public school teachers, private school teachers prepared both unit-based yearly plans and unit plans separately at the beginning of the semester and at the beginning of each unit. Private school teachers mainly stated that they considered the allocated time, topics, and instructional objectives determined by MONE during preparing long-term plans. However, their main concerns were school characteristics, student needs, and skills that students should develop by the end of teaching and learning process.

Public school teachers mentioned that they did not feel much pressure while planning their own classroom practices in terms of transforming the curriculum. Documents and interviews revealed that teachers mostly planned their lessons mentally. When teachers were asked to look at their instructional plans, most of them said that they did not use written plans. Only two teachers shared their lesson plans with the researcher. Through document analysis, it was identified that the plans were not prescriptive and in detail. They were prepared like reminders for the teachers during the instruction.

When unit plans and yearly plans, provided by private school teachers, were analyzed, it was identified that despite the responses of teachers about not depending on curriculum and related materials during instructional planning process, they made use of centralized curriculum and its materials. Private school

teachers' instructional plans were found to be very prescriptive and detailed. Every single step was presented in the plans. It was also seen that unit-based daily plans were prepared by interdisciplinary approach. The plans were prepared by integrating the social studies course units pre-determined by the MONE with Turkish course.

4.3. Implementation of Centralized Curriculum in Class

This part includes analysis of the data generated through interviews, collected documents, and observations in relation to the third research question 3; "How do primary school teachers implement the centralized social studies curriculum in class?" Teachers' implementation of the centralized curriculum can be described under four dimensions; teachers' use of *principles of centralized curriculum*, their use of *components of curriculum* including objectives, content, curriculum materials, and assessment and evaluation techniques, *influence of teachers' experiences during their classroom practices*, and lastly *impediments* teachers' face during transformation of curriculum and their *recommendations*.

4.3.1. Principles of Curriculum

Student-centered approach and instructional methods that promote active student participation presented in the curriculum were regarded by the teachers while they were conducting classroom practices. Almost all of the teachers mentioned advantages of a constructivist curriculum and its benefits on students.

When teachers were asked about the ways they made use of constructivist approach, teachers reported that during their classroom practices they used games, case studies, dramatization techniques, visual materials, student-centered instructional strategies like discovery learning, multiple intelligences, and questioning. They also mentioned the positive change in their educational

approach after starting to implement the recent curriculum. Perhaps this statement from one teacher summarizes the gist of the process majority of teachers went through and their perceptions on curriculum approach after being introduced by the recent curriculum;

Before, I used to assess myself in terms of effectiveness looking at my students' achievement in the exams; but recently I learned and tried to assess myself more in terms of growth (T17, 12 years of experience, 5th Grade).

Teachers stated that it was important to visualize teaching and learning processes, which was more useful and meaningful to students. Majority of teachers mentioned the parallelism of this approach with the curriculum principles. They mainly stated that the structure of constructivist curriculum was student-centered and information should be constructed by the students. Hence they made use of variety of senses during their classroom practices so learning would be permanent and meaningful. In that sense one of the teachers stated that; “The thing we teach should take place in students’ lives. The information should be used by the students in their daily lives.”

During the observation process, it was also found out that most of the teachers used discussion during their instruction. However, it was also identified that private school teachers used these students-centered learning strategies frequently. Additionally, teachers reported that they mostly used visual materials like presentations, posters, materials, student presentations during instruction. Although almost all of the teachers mentioned the use of a variety of visual materials to make instruction more meaningful, data gathered through field notes did not support these results. It was identified that among 10 teachers whose lessons were observed, one private school teacher and five public school teachers made use of variety of visual materials like pictures, maps, hands-on activities

during almost all lesson hours. There were two teachers observed during the process. It was identified that their responses to interview questions which were aimed to identify teachers' ideas while designing the instruction contradict with their classroom practices in terms of regarding the student-centered structure of the curriculum. Follow-up interviews showed that time limitation, type of the unit, and information were significant factors for teachers in conducting the unit in a more teacher-centered way.

I want to use games, multiple intelligences, or student presentations during the unit. However, time is very limited and spending time with these activities would result in time management problems. Hence, I mainly used direct instruction but I used question-answer technique so that my students were not completely passive during the instruction (T19, 19 years of experience, 4th Grade).

Teachers also reported that they delivered the information from general to more specific. When textbooks were analyzed it was detected this approach was used just like the one presented in TGBs and student textbooks. Additionally, students' dealing with the information started from the familiar information to the unfamiliar one. Units were sequenced accordingly as well.

When public school teachers' and private school teachers' responses and their observed classroom practices were compared it can be said that teachers did not differ in terms of considering the use of principles of the curriculum. Although private school teachers mentioned that they did not consider centralized curriculum during their classroom practices, it was found out that they used the approach and principles of the curriculum. In that sense private school teachers declared that, they did not consider the curriculum step by step. They regarded curriculum as a "guide" and as a "framework" in the transformation of curriculum into their teaching and learning processes.

Some public school teachers teaching at low SES schools reported that implementing curriculum in class was difficult due to the diversity in students' background and interests.

I would like to enrich my instruction by using a variety of techniques, by focusing on each student's interest, by making them the center of the instruction, but I cannot do that due to the time limitation. Besides, when I use such kinds of techniques in my classroom, students regard the process like they are playing games instead of learning the information. I have to make them gain the information attain the objectives. It is my responsibility! By playing games or drawing pictures they cannot learn. Even if they learn it would take much time (T11, 33 years of experience, 4th Grade).

Contrary to public school teachers, private school teachers did not feel pressure in implementing the curriculum in classroom. Although they mentioned some defective parts of the curriculum development process, there was not any problem about the use of a centralized curriculum and its principles. One of them mentioned that the teachers in the school were designing their own curriculum together with the help of "curriculum development" and "assessment and evaluation" offices which were presented in their schools by considering the principles of the centralized curriculum.

4.3.2. Components of Curriculum

Field notes and teachers' responses to interview questions showed that transformation of curriculum was found to be closely related with teachers' making use of curriculum materials, instructional objectives, content, and assessment-evaluation methods presented in the curriculum. Instructional

objectives and students were found to be focal points that teachers considered during their classroom practices.

Instructional objectives

Objectives were regarded by most teachers as a map for instruction. Additionally, teachers reported that planning and implementing the content became easier when instructional objectives were clear. Majority of teachers emphasized the importance of feasibility, clarity the instructional objectives and relation to the content in assessing the effectiveness of instructional objectives. However, some teachers, most of whom teaching at low SES schools, stated that the number of objectives and the abstract nature of some topics for the students resulted in having to make some changes or revisions in the prescribed curriculum during teaching and learning processes. Teachers preferred to skip some instructional objective due to the time limitation or they made the described content in the curriculum and related materials more concrete for the students when needed. Some other teachers stated that they designed their classroom practices based on instructional objectives.

When I enter the classroom after making students ready for the lesson, I wanted them to read the objectives written in their books. Then I select one student to read the first objective loudly. I ask my students what they understand from the objective and I start to deal with the topic and instructional activities related with that objective. For the rest, I follow a similar procedure. This makes my instruction effective and efficient in terms of students' learning and time management (T1, 29 years of experience, 5th Grade).

Observation data results supported these interview results as well. Field notes showed that teachers highly regarded instructional objectives. It was

observed that one of the teachers wanted his students to write the instructional objectives in their notebooks and they discussed the instructional objectives both at the beginning of the unit and at the end of it. He wrote the first objective on the board and discussed it together with the students, and then conducted the lesson to attain that objective. The next lesson he wrote the second objective and classroom practices went on like this throughout the unit. When teacher was asked about the way he applied the lessons, he stated that he was using this approach for all class sessions.

Content

When field notes and interview data were analyzed it was identified that during the instructions, teachers considered content sequence as prescribed in the curriculum. All of the teachers revealed their positive perceptions towards the sequence of the content. Since content sequence was found to be appropriate, teachers mostly considered it as it was presented in the curriculum. None of the teachers made any changes or revisions in the content sequence during their instruction.

Although content sequence was used as it was stated in the curriculum, some revisions, modifications, or changes were made in the information given in the curriculum. It was detected through observations that teachers made some changes and modifications in information in accordance with their students' prior knowledge, students' characteristics, and context of the schools. Information was found to be either weak or too much by the teachers. Some teachers reported that information given throughout the curriculum was needless. Hence, they stated that they adapt the information according to their students' level.

Teachers teaching at low SES schools mentioned that prior knowledge of the students was not enough to grasp the information stated in the books. Their students' had difficulty in understanding the main idea given in the content. Additionally, the equipment presented in the schools did not allow them to apply

some of the activities as well. Additionally the information sometimes became too abstract for their students to make connections with their prior experiences and with their daily lives. Hence, they stated that they made some changes while delivering the information during the instruction.

Some objectives and some subjects require higher order thinking skills for my students. It becomes difficult to make some objectives concrete to my students. For example while I was dealing with the unit of “Geçmişimi Öğreniyorum” there were objectives that were too abstract for my students to understand the subject. I even could not understand one objective. (here she opened the guide book and showed the objective) ‘Yaşanmış olaylardan ve görsel materyallerden yola çıkarak, Milli Mücadele sürecinde yakın çevresini ve Türkiye'yi betimler.’ How can the child identify the experienced event related with those times? I skipped this objective during my instruction. It is enough for my students to learn the aim of the war, the soul of belonging to a nation, and detailed information about Ataturk and his characteristics as a leader (T24, 21 years of experience, 4th Grade).

Contrary to these approaches to the information given in the curriculum, some teachers stated that information was weak for their students' level. Additionally, some moral values were thought to be given very limited for character education. The concept of “nationness” was not found to be emphasized in the textbooks by most of the teachers. Hence teachers stated that they gave additional information about it.

In the curriculum little time and little part was given to for the foundation of Turkish republic and independence was process. For

me students' knowledge about their history is quite important. Thus, I did not consider the information given in textbooks. I used supplementary books and I photocopied some text from those books to teach the subject more detailed. Textbooks are full of stories that are needless. I did not consider them and tried to give the main and important knowledge to my students about our history (T28, 19 years of experience, 5th Grade).

Private school teachers had more autonomy during their classroom practices. They adapted the content according to their students' backgrounds and their prior knowledge. They verified that they did not feel under pressure by the centralized curriculum in implementing it. During the instruction their concern was found to be student development and student learning. Curriculum transformation was found to be as an adaptation into classroom practices. They stated that they looked at the curriculum before implementation process they selected which activities or which text from the curriculum could be used in their classroom practices and accordingly they transformed it into their classroom practices.

Observation results were also parallel to these findings. During the process the observed private school teacher (T27) made a balance between the curriculum and their experiences together with students' needs and interests. For example, the teacher was dealing with the unit of "Hep Birlikte." The teacher delivered students a text that she had prepared. She made a reading study to make students understand the text and then after asking some discussion questions she wanted them to open their activity books and conduct an activity on the book. At the end of lesson, an informal interview was conducted with the teacher. Informal interview revealed that she found the text given in the textbook as non-educative and full of story instead of information. Thus, she decided to use another text photocopied from a supplementary book.

To sum up, content sequence in the curriculum was found to be implemented as it was reflected in the related materials during the instruction. This was found to be due to its being prescribed and not allowing any space to teachers to select the content. However, information given in the content was applied by making some changes or revisions depending on teachers' views and students' backgrounds. Teachers were found to have more autonomy during their classroom practices. Although they felt that they were restricted during decision-making process of content selection and time arrangement, most of them reported that they adapted the curriculum in accordance with their students and classroom climate during their classroom practices.

Curriculum Materials

Teachers' decision-making processes showed differences in using curriculum materials during their classroom practices. The way teachers' approach to education, their beliefs, and experiences, their perceptions about the curriculum and its materials, the context in which they taught created differences in their decision-making processes. Teachers reported that they did not have much autonomy in selecting the curriculum materials for their students to be used. They mentioned the obligation of using the materials that were allowed by the MONE and they were not permitted to use any other supplementary books. This was reported to be a problem.

Teachers' Guidebooks

Teacher guidebooks were found to be the main source during teachers' classroom practices. Teachers regarded TGB as the curriculum itself. Interview data results revealed that during the instruction teachers' primary source was TGB. Although the way in which guidebooks were used differed among teachers, all participants reported that TGB was quite helpful for them.

While the curriculum was recognized by all teachers as helpful, some teachers approached implementation of curriculum more autonomously than others. These teachers including experienced ones and private school teachers reported that curriculum or TGB was a guide, and initiated their own materials for use each time, according to their aims and students' needs. Private school teachers were found to have more autonomy in implementation of the curriculum. They planned their instruction and conducted their classroom practices through their own approaches and students' characteristics. Additionally, some public school teachers used TGB in terms of following the instructions given for the classroom practices. They mentioned that TGB served a good guidance for their instruction. They regarded the TGB as a map to be followed during the instruction. They followed the way mentioned in the TGB but the process showed differences due to variety in students' backgrounds, school context, and presence of equipments.

Novice teachers reported that they followed the TGB verbatim. The rationale behind using the TGB and curriculum precisely depended on teachers' perceptions towards the curriculum. Teachers reported that they used curriculum word for word since they thought that TGB was designed effectively and they found TGB useful for enhancing quality of their instruction. These teachers mentioned that they used TGB in every part of their instruction as it was written. This group of teachers regarded TGB as the curriculum itself. It was found that they had high fidelity of curriculum implementation. They stated that TGB was given to them to implement it and hence, they were required to use it. They also reported that they kept TGB open on their table during the whole lesson hour and follow the process step by step. They did not need to use any other source during the instruction, since TGB presented every required thing to do. Those teachers stated that their responsibility was to implement the curriculum as it was written.

Some public school teachers who had high attachment to curriculum reported that they kept close to the TGB and curriculum as it was written, even

though they found prescribed curriculum restrictive. Middle SES school teachers were found to be not even sure if they were ‘allowed’ to deviate from the original TGB or not, so they felt safer not to take a risk. Moreover, some of them mentioned that they implement the curriculum as it is during their classroom practices since they did not want to take any responsibility on student achievement. They wanted to get away from the responsibility of student failure. One teacher mentioned the issue as;

I exactly implement what curriculum wants me to do. My students gained the skills that were expected in the curriculum. They are getting good grades from the courses and they attained most of the objectives presented in the curriculum. Their failure in the centralized national exams is not my fault. Curriculum did not want me to prepare my students for those exams. On the contrary, the curriculum wants me to assess my students in their individual development (T7, 24 years of experience, 4th Grade).

Another teacher’s response requires thinking about the issue more cautiously; “I did my lesson plan; I followed the way teacher guide book suggested, so nobody can accuse me of not doing my job!”

One of the observed teachers (T17) was very appreciative of the set materials and kept strictly to the timings, because it meant the teacher did not have to do any extra work in preparing for instruction. She saw herself very much as the implementer rather than the leader or designer of the instruction and seemed unwilling to take initiatives, despite her long-standing teaching profession in the field. This reluctance was explained by the teacher that no extra time or salary was conceded to her for her extra classroom practices.

Textbooks

Considering the interview data, it was found that teachers' willingness in using textbooks was low. Several reasons were stated by the teachers. Their way in using textbooks during their classroom practices changed depending on teachers' beliefs, their perceptions and understandings on textbooks, student characteristics and backgrounds, school context, and type of the subject matter.

Textbooks were criticized by the majority of the teachers for including vague information through giving stories instead of promoting reflective learning. Although teachers acknowledged many shortcomings of the textbooks, some of them showed reluctance to create their own texts for their classroom practices. Teachers acknowledged the rationale for being reluctant to enrich their classroom practices by creating their own text, materials by highlighting the time limitation problem and their workload. They did not want to spend extra time for preparing these materials. According to them, materials should have been prepared in high quality by real experts. They added that despite the lacking points in textbooks they had to use it in their instruction due to being under control by the MONE.

Teachers, who reported that they did not find textbooks informative and educative enough, stated that they brought their own text to the classroom and delivered the text to students. They acknowledged that they used textbooks rarely. All private school teachers participated in the study reported that they did not consider textbooks during their classroom practices since the text given in the books were not creative and informative for their students. They mentioned that they used textbooks at the beginning of a unit or of a new topic to make students become familiar about the issue. They talked about the pictures and some questions to open a discussion presented in the textbooks.

Minor group of teachers reported that they used textbooks during their instruction since they found textbook beneficial for their students. These teachers explained the way they implemented textbooks during their instruction

as well. Some of them used mainly discussion and assessment questions presented in the books. Some were stated that they used TGB and textbooks together with activity books during their instruction. Since TGB included textbooks and activity books it eased the process for teachers.

One of the observed teachers(T20) used textbooks in a typical way like entering the classroom, making students ready for the lesson, explaining the subject of the lesson, sometimes reminding their previous lesson, wanting students to open their textbook by telling the page number, making them read the text in silence, choosing a student to read the text aloud and then conducting a discussion process by considering the text, and reflective and guiding questions presented in the textbook.

Activity Books

Teachers' use of activity books quite related with their perceptions on the books. In general, teachers had negative perceptions on the presented activities in the books. Most of the teachers complained about activities not being useful, and repetition of similar tasks especially writing. Public school teachers found that despite the weaknesses of activity books they used them from several aspects. These activities were given less importance stating the issue that the activity books recently implemented did not require students to use their critical thinking skills.

Activity books were found to be implemented in the classroom for different purposes. Teachers made use of activity books at the end of units to make a general revision of the unit, some teachers made use of activities presented in the books as teaching methods throughout the unit to enrich the classroom practices. More experienced teachers and teachers teaching at large class size context used activities as homework and some others used activities presented in the books as assessment tools to identify students' learning and lacking points. Two private school teachers, teaching at School 8, implemented

the activities just for the sake of implementing it since the books were given and students wondered about them and wanted to implement them, additionally they did not want to receive any complaints from the parents. Teachers who reported that they rarely used activity books explained the reasons for hesitating to implement the activities.

Practicing in classroom - Public school teachers, teaching at School 7, reported that they made use of activity books at the end of the unit. They spent one lesson hour together with their students. They found beneficial conducting the activities at the end of each unit to identify lacking points in students' learning and accordingly correcting misinformation or fulfilling the gaps in students' learning by obtaining the problems and making sudden interventions. Activity books were also being used at the end of each topic to practice the issue and to facilitate knowledge learning. These teachers mentioned that some activities presented in the books were useful both for students and for teachers to strengthen the information dealt with previous lesson. They also added that students conducted the student-centered activities with high motivation.

A minor group of public school teachers who had large class size preferred giving activities as *homework*. They stated that due to time limitation they could not practice the activities in the classroom. They added that they were aware of the benefits of conducting activities in the classroom but they did not have enough time for it. After students accomplished the activities at home, the teachers controlled the products in the classroom.

One group of teachers used these activities as *assessment tools*. One public school teacher teaching at middle SES school located in an urban area mentioned that among the selected activities she made her students conduct the activity during the lesson hour and at the end she collected the books, controlled them and conducted marking. She stated that this way of using activities made students to deal with the activities more seriously and enabled her to get information about her students' learning process.

Teachers' decision-making process during the selection of activities showed changes depending on the teachers' beliefs and their educational approach. Teachers had more autonomy in making use of activity books and the way in which they apply the books into their instruction. Most of the teachers reported that they felt freedom in selection and application of activities and they did not have the responsibility of practicing all. They made some adjustments according to the importance they gave to the topic, their educational approach, their profession, students' characteristics, and the equipments presented in their schools. One of the teachers (T15) reported that during the selection of the activity she took her students' ideas as well. She stated that since it was the students who were supposed to practice the activity, she regarded their perceptions before performing the activity in her classroom. During this decision-making, she emphasized her role as well. She acknowledged that she lead the students and guided them to decide on the most effective activity, which enhanced students' learning and enabled them to gain prescribed skills.

Private school teachers, on the other hand, affirmed that they made use of the activity books. However, they found most of the activities presented in the book not useful. They also criticized the suggested activities for being "uneducative, needless, full of repetition, not being creative and original, falling behind their students' skills and levels, away from being informative, and resulting in student boredom." They thought that the activities were presented just for the sake of putting them in the books. They admitted that there were also well prepared activities but few. Instead of implementing these activities, they prepared their own classroom activities that were creative, informative, and motivating for students. It was also obtained from teachers' responses that they did not completely ignore activity books during their instructions. They selected some activities from the books that were regarded to be effective for their students.

Assessment and Evaluation

When teachers were asked about their making use of assessment and evaluation methods presented in the curriculum almost all public school teachers mentioned that they tried to use alternative assessments focusing on the measurement of the student's performance in learning activities and projects without complete abandonment of traditional in-class exams. They stated that the program provided detailed explanation on alternative assessment methods for consideration by the teachers.

However, teachers pointed some lacking points that made implementation of these methods difficult. Almost all public school teachers found out to be hesitant to make use of these methods although they found the methods prepared in high quality, and they believed that these methods enhanced students' learning process and their personal skills as well. The reasons for this reluctance were found to be teachers' not feeling compatible enough to apply these methods, alternative assessment methods taking too much time, requiring higher order thinking skills for students especially during peer evaluation and self evaluation, parent involvement during the application of performance based assessment process like performance homework or presentations, and teachers' being used to implement traditional assessment techniques. Some teachers' responses revealed that assessment tools and materials were being used in the measurement of the students' performance in the class by considering student characteristics and school context. One of the teachers talked about her experiences in using alternative assessment methods during their instruction as;

Before, I did not let my students make mistakes. After I started to read more about alternative assessment techniques and the more I applied them in the classroom I realized that these techniques do not only help me assess my students' learning about the issue but also develop students' critical thinking skills, expressing

themselves without worrying about mistakes, objectively evaluating their product or performances. Now they are still making the same mistakes and I am trying to let the students express themselves in the classroom without worrying about mistakes. I learned to be more flexible and be aware of the effects of error correction on each individual learner. The kind of error, the ability and personality of students, and the general atmosphere of the class determine the best technique for error correction (T8).

Interview data showed that private school teachers were seriously concerned about assessment and stated that they encouraged peer evaluation, self-evaluation, explored alternative ways of assessment through playing games in the classroom and kept records of students' progress, and provided effective and appropriate feedback. They stated that curriculum included good assessment techniques that could be applied in their classrooms. Moreover, they noted that they had been using paper and pencil exams as well during their instruction. These paper and pencil type exam questions were pre-prepared by classroom teachers together with their sub-branches and sent to the measurement and evaluation office presented in the school. They reported the advantages and disadvantages of this type of evaluation system. Although process was found to enable objectivity in the evaluation process, their accountability was also being assessed according to the students' exam results in other words student achievement. This made teachers feel under pressure since they were conducting their lessons student-centered and assess students' developments individually through alternative assessment techniques.

Although most teachers thought using alternative assessment techniques was quite beneficial for their students, some were having conflicts in terms of focusing on curriculum and suggested assessment techniques or mainly dealing with the questions parallel to national exam system. One public school teacher

was between two minds in terms of this issue and she expressed the burden resulted by this confusion as;

When I was examining my exam questions, I realized one thing: my questions were only about mastery of knowledge, and most of them were actually based on national exam questions. Something is wrong! Which one is better for me in profession and for my students; focusing on skills such as critical thinking, having their own perspectives towards an issue, development in their character, being socialized, etc. or being successful in national exams and attending to one of a qualified schools?

Findings retrieved through observations support interview results in terms of teachers' implementation of curriculum materials. During the observations, teachers' different approaches in the application of curriculum materials into their classroom practices were clearly identified in the parallel way that had been mentioned by the teachers during the interviews.

For example, one of the observed teachers (T5) was detected that she was using the TGB in every aspects of her observed lessons and kept open the book on the table. The way she conducted her classroom practices were more on discussion technique. She mainly used textbooks during the instruction by referring to the texts, pictures, or questions presented in the textbooks by saying related page number. She made use of the activities given in the activity book part throughout the instruction. During follow-up interviews and informal interviews, she mostly focused on the necessity of using classroom materials during the instruction.

Another teacher (T14) who participated in the second phase of the study perceived curriculum as a map and conducting her instruction mainly focusing on her students' needs. She made use of all curriculum materials throughout the

observation process. She mainly used student-centered activities to make learning environment more attractive for them. During the observations it was noted that dramatization, watching cartoon video, role playing, games like matching pictures with the concept, or completing a puzzle were the techniques used by the teacher. Three times she supplemented different texts she had found either through internet, or from books and conducting her instruction on those texts. When she was asked about using different text instead of dealing with the text presenting in textbooks she explained that some texts in the books were not informative enough. When she read the text while she was planning her instruction, she made a decision about it. When required, she found different texts from different sources or she wrote her own text for the issue.

During the implementation of activity books, it was also observed that most of the teachers conducted the activities in the classroom. One of the teachers (T10) wanted his students to open their activity books (by telling the page numbers) and filling activities presented in the stated pages. It took a whole lesson hour. While students were practicing the activities, they were walking around the classroom, talking with each other, and teacher was walking around the classroom and sometimes tried to talk with the researcher. The next lesson hour he controlled students' answers together with all students. He read the first question of first activity, asked students to read their answers, and made an explanation about the question. The rest of the process went on the same way. When he was asked about his way of implementing the activities, he mentioned that he used student-centered approach and his students had a lot of flexibility in his classroom. Additionally, the process of conducting all activities at the end of the unit enabled students to practice with the subjects and concepts they had dealt with.

Students' reactions through observation results supported teachers' responses as well. During the observation sessions, it was observed that in most of the classrooms students showed reluctance to conduct some kinds of activities

presented in activity books. They complained about writing too much and some of them commended like “Ouch! again the same thing!” “there are so boring!” “Instead of writing can we just tell the answer?”

In summary, teachers’ use of curriculum materials was found to be depending on teachers’ beliefs, their views about the importance of the content, their knowledge, their student characteristics, and school context. Teachers used decision-making processes a lot during their classroom practices in terms of implementing curriculum materials. Some teachers regarded curriculum materials as a fixed guide, some teachers viewed them as a map that gave the direction to get to the end point, and some others regarded the materials as responsibility to be accomplished. Some teachers used curriculum materials for the benefit of their students. Some employed them since they thought that this was the easy way of doing for time efficacy among the workload they were responsible for.

4.3.3. Teachers’ Experiences in Implementation

Teachers’ prior experiences were found to have an impact on their use of curriculum materials during the instruction. Teachers mostly trusted on their experiences in their profession. They reported that the profession of teaching being improved through “trial and error” method and for this reason they mostly depended on their experiences during the transformation of curriculum into their classroom practices. They made decisions about the aspects of the curriculum to be implemented and how they made use of those aspects into their classroom practices. They did not use curriculum materials a lot during curriculum the decision making process. One teacher mentioned that for inexperienced teachers guidebooks would serve a good source during planning and implementation process, but as experienced teachers, they did not need to use it frequently.

I have been teaching for 27 years. I do not use guidebooks a lot. I look at the titles and look at the activities that are presented in the guidebook to see if there is any activity or any other method that I have not thought before. In general, I use my prior experience about the related subject. I know how to teach the subject and how my students learn best while teaching the subject. This develops in time. When you first teach a subject, you follow one way and then you try another way to teach the same subject (T12).

After a while you will realize which way is good for students' learning process. For inexperienced teachers' guidebook would serve as good guides in terms of what to teach and how to teach. It would be good roadmap to them. Nevertheless, to me or to my experienced colleagues there is no need to use guidebook that much during the process (T23).

During this decision making process their main concern was found to be high learning and student achievement. The questions in their minds were how they could make their student to learn the knowledge best, and how could they give the knowledge for best learning. Delivery of information was regarded a lot by these teachers. Moreover, teachers focusing on their experiences about the implementation of curriculum into their instruction were found to have more autonomy and they felt more confident in making decisions about the process.

Some teachers depending on their experiences during the transformation of curriculum stated that there was a way of teaching that they had been used to. They claimed that they were the only ones who knew what is best for their students and also they defined themselves experienced enough to decide on the way how to provide good learning.

National evaluation system was another concern of some experienced teachers. Their transformation of curriculum was found to be highly affected by national exams and student achievement. These teachers were mainly concerned about teacher accountability issue. While they were talking about the issue of national evaluation system, they emphasized the achievement of their previous students and together with their success as well. These teachers mainly regarded content and instructional objectives stated in the curriculum. They did not focus on how to create student-centered environment during their instruction. As well as making efforts to make their teaching relevant to their students, they wanted their lessons to be centered on the issues that were also relevant with the national exam questions.

Instructional objectives were emphasized a lot during the interviews. They reported that they decide on which objective was worth to deal with and what was the most efficient and effective way for the accomplishment of those objectives by their students. Assessment evaluation methods were also being implemented according to teachers' experiences.

The examples given during the instruction while clarifying a point and highlighting an issue, or discussion questions that they asked, were selected carefully those that would have a place in their students' lives. In addition to this, the feedbacks received from the parents about their students and the common issues that arose from them influenced her decisions regarding her examples and questions.

I do not just teach the curriculum, but I usually think about whether my students can learn or not... The outcomes of the assessments were unsatisfactory, so I reflected on my teaching or how to improve learning.

One teacher was found to be making deliberative efforts to familiarize herself with her students' experiences with the world. To keep up with them she watched the movies that were popular at the time, read books that they were regarding and experienced the computer games that the students enjoyed playing, and internet sites students commonly used.

There are children who have access to different media. The majority of parents support them in reaching a large variety of sources. As a result, when we are talking about something in class, they can come up with examples from these different sources. To be able to judge how they are relevant examples they are, or to decide on whether the sources they use would harm the students I need to know what they are talking about and what they are dealing with. If I did not do this, it would be embarrassing for me and also I would not have chance to follow my students interest.

Teachers' instructional practices ranged along the transmission and construction continuum, and teachers' understandings and their prior training, and their experiences in their profession had an impact on the extent of their implementation of the curriculum.

Experienced teachers had a fear of making mistakes during the instruction. Hence, they stated that they were the experts and they should not make any mistake in the classroom. As an "experienced teacher" they came to the lesson well prepared. They searched for the information carefully they would teach and they did not want to be seemed unprepared when their students asked them unexpected questions about the subject. These teachers chose to make use of their personal experiences with the world they were living in as an important source of inspiration for their classroom practices.

In summary, teachers who mainly depended on their experiences in the profession were found to focus on delivery of information and their concern was attainment of the objectives and student achievement both in classroom exam results and in national exams. They made use of teacher guidebooks in terms of time, instructional objectives and the title of the subjects. They also reported that they made use of TGB in order to have a look if there was any concept that they did not know, any other effective way to deliver the information, and if they came up with any additional information that they had not thought. Teachers considered themselves as authority in the classroom both in terms of knowledge and in decision-making process during the instruction.

Observation results also revealed that these teachers mostly used teacher-centered approach during their classroom practices. They used question and answer method to identify if the intended learning was accomplished. During the instruction, it was also observed that they mostly focus on the instructional objectives. One of the teacher started the unit by reading the objectives one by one, discuss on the each objectives, wanted students write each objective on their notebooks and the also wrote the objective of the recent lesson and conducted his instruction accordingly.

4.3.4. Recommendations about the Curriculum

Throughout the interviews conducted with teachers, they mentioned some obstacles they faced with during the transformation of curriculum and made some recommendations to overcome with those obstacles. This category was investigated under two subcategories, First subcategory is impediments in the implementation of curriculum and its materials, and the second subcategory is the ways teachers use to cope with those impediments. Lack of sources, limited time, workload, not having enough autonomy, contradiction between curriculum expectation with national evaluation system, non-educative or ineffective curriculum materials are reported as the impediments to the implementation of

curriculum and its materials. On the other hand, collaboration with colleagues, providing parent involvement, use of initiative during the instruction, getting support from the administrators were the ways teachers mostly preferred to overcome with those impediments.

Based on the data gathered from the teachers it can be said that collaboration with colleagues was found to the most beneficial way to overcome the problem of application of instructional activities into teaching and learning processes. Teachers reported that they felt alone during the process and sharing experiences, difficulties, and problems they faced with during the transformation of curriculum with their colleagues made them they were not the only ones who had been experiencing the same problems. Additionally, teachers mentioned that this collaboration enabled to have different perspectives for coping with the problems.

Once the classroom door shuts, you are alone. Sometimes I feel like I am paralyzed when I am implementing the curriculum. How should I apply it? How can I make this issue relevant with my students' backgrounds? How can I motivate my students to conduct this activity? However, when I talked with my colleagues whether from the same school or not I realize that it is not only me! This releases me...

The support from administrators was another way to deal with the impediments related with lack of equipments. Almost all teachers reported that school administrators supported them in providing equipments like printing documents, use of computers, classroom materials, and instructional materials. However, teachers also reported that they did not receive useful support from their inspectors. Some teachers reported that inspectors did not make any beneficial suggestions for their problems. They also added that the knowledge of

teachers about the curriculum and its implementation was more than the inspectors. Some other teachers mentioned that they felt under pressure for being controlled by the inspectors. Response of a teacher was striking about the issue; “I am constantly looking over my shoulder waiting for the inspectors to jump on me!”

Some teachers regarded parent involvement in the implementation of curriculum as not being useful. However, teachers acknowledged that parent involvement in the continuum of learning and provision of required materials, sharing ideas about individual development of students was required to get effective results from curriculum implementation, and teaching and learning processes.

Other ways to deal with those impediments were personal solutions of teachers like selections of instructional strategies, activities, and instructional methods, and selection of the textbook publishers. Teachers’ personal solutions mainly depended on their experiences through trial and error method. During this process teachers used more autonomy in planning the instruction and conducting classroom practices.

Furthermore, teachers’ recommendations for curriculum decision makers and authorities to overcome with those impediments included making revisions on curriculum materials, adding more pictures and colors in the curriculum materials to make them more attractive both for teachers and students, enhancing the quality of books in terms of both the information and paper used while publishing the books, getting and considering feedbacks from teachers about deficiencies in transformation and implementation of the curriculum and curriculum materials, including teachers into decision making processes, changing the view of teacher accountability, balancing the gap between philosophy of curriculum and national evaluation system, providing more qualified in-service training programs.

4.4. Differences among Teachers in Curriculum Transformation

In previous sections, it has been illustrated that responses to the centralized curriculum and its transformation into instruction by different teachers have been varied. As shown in Figure 4.1, 10 teachers tended to be curriculum followers, seven teachers were positioned towards curriculum extenders, and the remaining 13 as curriculum adapters.

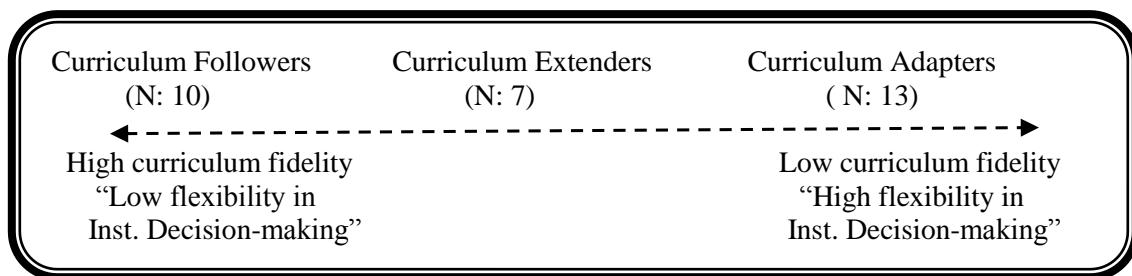


Figure 4.1. Teachers' profiles in transformation of centralized curriculum

At the end of qualitative data analysis, three categories were identified according to typical features the teachers displayed in their transformation of curriculum. Such an analysis placed the participant teachers along the continuum from direct implementation to adaptation, demonstrating the overall implementation ways of each teacher type of CC and their classroom practices. Teachers were categorized under three identified types namely; “curriculum followers” (based on curriculum fidelity), “curriculum extender” (based on performance fidelity), and “adaptors” (based on students and context fidelity). The following section illustrates characteristics common to each category of teachers. Additionally, similarities and differences among the types of teachers are also provided.

4.4.1. Curriculum Followers

Teachers were found to use centralized curriculum directly into their classroom practices were put under this category. The main characteristic of these teachers were implementing curriculum and its materials without making modifications into their classroom practices.

Teachers followed the procedures of the curriculum as it was written down in the guide. They differed in terms of their focus in the implementation of curriculum. One group of teachers' focus point was enhancing quality of instructions by using curriculum exactly. This group of teachers regarded curriculum as fixed. The other group of teachers' focus was to accomplish their duty. These teachers regarded curriculum as a document full of rules needed to be accomplished during teaching and learning process. Although there was a difference in terms of teachers' aim for using the curriculum, they all were following the curriculum as it was.

Perceptions of Followers on Centralized Curriculum

It was found that there were two different perceptions among the teachers about the curriculum. One perception was curriculum was a guide to effectively manage the process. The other perception was curriculum limited teachers by telling them what to do for every single step. Although teachers complained about curriculum for being restricted, they still use it since it was given to them.

Curriculum Matching Teachers' Conception of Teaching

Teachers who regarded curriculum as a tool to be implemented step by step to enhance the quality of instruction had positive perceptions toward the curriculum and its philosophy. They stated that curriculum was well developed and it was quite useful to teachers by precisely explaining the teachers what to do during instruction. These teachers mentioned that curriculum was parallel with their teaching approach in terms of being student-centered, performance and skill

based, assessment of progress, and being flexible. Teachers who regarded curriculum as an important and beneficial tool for qualified instruction were found to have high fidelity of implementation of the curriculum.

Especially teachers who had few experiences in their profession regarded curriculum very beneficial for their teaching profession. Moreover, it was identified that curriculum philosophy was compatible with their pre-service teacher education program. They stated that they felt happy using this recent curriculum since it provided them with an opportunity to put the knowledge and skills gained through teacher education into practice during their classroom practices.

Curriculum as a Requirement

Among the curriculum followers, some teachers regarded the curriculum as a requirement. They complained about the curriculum for not leaving any room to teachers to make decisions on objective selection, content selection, and material selection. They frequently mentioned the feeling of being constrained by the prescribed and predetermined curriculum during interviews.

Everything is written down in the curriculum. Nobody asks the teachers about how the curriculum should be while designing it but they want us to implement it. That is what I do. They tell us what they want to be taught in the classroom. I have to do what they want. I feel myself as a worker not a teacher. There is confusion in the concepts of ‘being a teacher’ and ‘doing a teaching’ in Turkey.

Another view about having to use predetermined curriculum was about being quite prescriptive and like a “*recipe of cooking a meal.*” Teachers who mentioned this issue complained about feeling of being unprofessional.

Being a teacher should require special qualifications. However, by using this recent curriculum you do not need to have these qualifications. This curriculum is so prescriptive that anyone can teach through using teacher guidebooks. You do not need to be teacher to implement this curriculum. I admit that this TGB would be quite useful for inexperienced teachers or the novice teachers, however I have been teaching for 28 years and I already settled down my own teaching way. It limits me.

Although these teachers complained about the fixed nature of the curriculum, they still used it fully without making any changes in their classroom, because they felt they were required to use the curriculum to the letter.

Instructional Planning Processes

It was mentioned by the teachers that they used curriculum during their planning processes. Teachers followed the instructions given in the guide during preparing their long-term and short-term plans. Curriculum followers did not prepare written instructional plans. They reported that there was no use of preparing written plans since everything was presented in teachers' guidebooks. For curriculum followers, instructional planning was used for drawing a frame of the instruction. They prepared unit-based yearly plans together with their colleagues.

Teachers' perceptions on centralized curriculum and its materials were parallel with their use if curriculum and its materials during their planning processes.

Teachers, regarding curriculum as a tool for a qualified instruction, planned their instruction based on students' interest, needs and students' characteristics and their backgrounds. They designed their classroom practices

considering their students. Furthermore, they reported that since the curriculum was based on students they did not need to use any other source during their planning processes. They planned their classroom environment, their instructional activities, and their assessment techniques based on the curriculum mainly on the guidebooks and based on the students. It was also observed that these teachers showed a great enthusiasm in conducting their instruction through student-centered approach.

On the other hand, teachers who regarded curriculum as an obligation did not show much interest about instructional planning process. They mentioned that they did not need to be prepared for the lessons since everything was stated in the guidebooks specifically. Since they regarded the curriculum as a duty to be completed, they did not need to make an additional effort on planning the instruction or make any improvement on the curriculum. Being restricted by the prescribed curriculum resulted in teachers' low dedication on their instructional activities including planning processes. They stated that having looked at the guidebooks before the lesson was enough for them to implement the lesson.

Teachers who were categorized under curriculum followers showed differences in terms using centralized curriculum and its materials into their planning processes. Although both group of teachers did not prepare written plans for their instruction the first group of teachers had positive manner in terms of not having to prepare written plans thanks to prescribed constructivist curriculum and guide books. On the contrary, the other group of teachers was not happy with having to use a prescribed curriculum. So the lack of planning in their part was due to their perception of curriculum as a full requirement.

Implementation of Curriculum

Nine of the followers tended to conduct their instruction more depending on the teachers' guidebooks. During the implementation process, all teachers stated that they kept open their guidebooks on their tables and followed the steps

just like mentioned in the guide. Teachers mainly tried to put into implementation of curriculum and its materials regardless of their perceptions towards them.

Less experienced teachers acknowledged that they felt safe during their instruction by implementing the curriculum and its materials.

I remember my first day of experience. I entered the classroom. Students were at 2nd grades. Some of them were excited for meeting with a new teacher, and some of them were looking at me with fearful and questioning eyes. I felt like I was going to faint. I had planned every single step of my instruction to follow but they all went. After introducing myself and learning students names and had a general information about their backgrounds I opened by guidebook. It helped me a lot at that time. I have been using the book since then in every step of my instruction.

An analysis of the observation notes taken during the lessons of the teachers who valued the constructivist curriculum demonstrated that their teaching style represented an innovative approach consistent with the centralized curriculum and its materials, and implementing a number of key principles of constructivist curriculum into their classroom practices. There was a flexible style in their teaching, such as putting greater emphasis on the development of students' abilities, applying principles of centralized curriculum, and adopting different approaches to address the varied learning needs of students in the frame, which was driven by the curriculum.

The general instructional routine of teachers, who respected and valued the structured constructivist curriculum, displayed the following style. These teachers introduced a variety of different techniques as a starter, such as a joke, a puzzle, a video, a picture, or talked about contemporary issues. They emphasized

communicative activities, games, songs, puzzles, and used various visual aids (pictures, videos, maps, etc,) to make the learning of social studies content a pleasant and an enjoyable experience for the students by making connection with their real life experiences. Unlike teachers who regarded curriculum as a task to be followed, positively mannered teachers had moderate teacher control, and their goal orientation tended to be student-based. Pair and group work were preferred and practiced as a frequent activity on the belief that such activities were more like real life, and they promoted cooperation and intended skills. Role playing and writing creative story were used very frequently in their classroom practices. Students were more attentive and engaged in the lessons due to a variety of activities practiced by the teachers. However, two schools in which three teachers' lessons were observed did not have sufficient visuals. The teachers tried hard to make up for this deficiency by bringing real pictures, objects, visuals, maps to promote student-centered activities.

Hande (a pseudonym) (T20) who had 35 years of experience conducted her lessons based on the guidebook by valuing it. She started her lessons with either a warm up activity or a doubtful question to increase students' attention and to make them ready for the lesson. She conducted her lessons mainly on discussion, and examples given from daily lives of the students composed the main part of the lessons. Textbooks were frequently used, and the students discussed pictures presented in the books. "Questions like "What do you see in this picture? What can be they doing there? Where can this place be? What is it used for?" were used to promote students' interest to the text and the lesson as well. After making a discussion on the picture she said "let's see what this pictures for from the text" and made students curious about the text.

Teachers who used the curriculum and its materials for the sake of fulfilling the expectations of curriculum makers put greater emphasis on the accomplishment of the curriculum and its materials during the instruction. Their main concern was to meet the curriculum requirements without questioning or

thinking on the aspects of the curriculum and its materials. They did not have much concern on students' needs or interest. Attainment of the instructional objectives presented in the curriculum was focal point and they conducted their instruction accordingly. It seemed like their instruction and classroom practices were quite mechanical. The main teaching resources were textbooks, the board, and the guidebooks.

Observation of these teachers revealed that teachers' classroom practices deviated considerably from the guidebooks. The major characteristic of these teachers was their concern on the accomplishment of the curriculum. At the moment they entered the classroom they opened their guidebooks and wanted students to open their textbooks. After making the students ready for the instruction they acknowledged the title of the lesson either by writing the title on the board, or by telling it. Although they acclaimed that they made use of student-centered activities like presentations, brain storming during the observations it was identified that presentations were conducted through teacher-centered process. Activity books were applied precisely either throughout the unit or at the end of the unit in the classrooms. Teachers gave alternative assessments and when students brought them into the classroom they presented it one by one and teacher put some ticks on the rubric presented in the guidebooks.

As being one of the direct implementer teachers, Reyhan (a pseudonym) (T5) conducted her lessons with the teacher guidebooks. During the interviews she mentioned that she was using student centered activities by applying presentations, discussions, and role playing. However, the observed lessons revealed that there is a contradiction between teacher's classroom activities with her interview responses. Students were called in front of the board and made to explain about their presentations. The process was like an oral exam. Brainstorming method mentioned to be student-centered was mostly likely used as asking direct questions and receiving direct answers from the students. Students were asked series of questions and they gave answers to them there was

not any creative thinking process. There was not any role-playing method applied during the observed lessons.

4.4.2. Curriculum Extenders

This profile refers to teachers who mainly depended on their experiences in the way of transforming the curriculum into planning and implementation. Their focuses were national exams and high student achievement. They had high autonomy during transformation of curriculum into their classroom practices.

Since teachers' main concern was student achievement, their fidelity was based on increasing and testing student performances and mastery of knowledge. Instead of development of understanding, these teachers gave priority to teaching as much as knowledge as they could during the allocated time. Teachers who were put under this category had more than 15 years of experience, and reflected a traditional, content-based approach to teaching.

Perceptions of Extenders on Centralized Curriculum

Performance oriented teachers stated that there was a discrepancy between the philosophy of the curriculum and the national testing system. They reflected negative perceptions on curriculum materials, a different view of students' characteristics, and sufficiency of time to cover curriculum. As a result, they tended to combine their traditional conception of teaching with the expectations of curriculum.

Extenders had both positive and negative perceptions about the development procedure of the curriculum and its structure. Positive aspects of the curriculum mentioned by the teachers were being constructivist and including activities and texts with students' real lives, being integrated with the other courses, being student-centered, and enabling teachers more flexibility among the curricular activities. However, difficulty in implementation of these due to limited time, teachers' heavy workloads, incompatibility with students'

characteristics, the pressure of national exams, low student achievement in paper and pencil tests and exams and relating this with teachers' success made teachers hesitant in implementing the curriculum directly through its materials in their classrooms.

The philosophy of curriculum is quite compatible with the students' lives. When you read the curriculum you feel like our education system is highly qualified and all the statements made in the curriculum are highly promising for the stakeholders of the education. However, reality is not like that. Before developing the curriculum, teachers' ideas should be taken into consideration and their experiences should be regarded. Unfortunately, that is not the case in our country. Everything is top town.

The main concern of these teachers was the national testing system. They thought that national exams were quite important not only students' lives but also parents' lives they stated that they had to consider this issue. The contradiction between requirements of the curriculum resulted in negative perceptions about the curriculum development process.

I wonder how they developed the constructivist curriculum without considering the national evaluation system. If the education is for our students' individual development in terms of character education and healthy in psychologically, physically, and personally as a whole child then the curriculum serves a great benefit for this. If the education is for our students' mastery of knowledge and their success in national exams and assigning them to one of the best schools through the exam results which requires

competitive skill development, then through this curriculum it cannot be possible!

Instructional Planning Processes

Planning process of extenders mainly depended on the instructional objectives. These teachers, together with their sub-branches, prepared unit-based yearly plans at the beginning of the year. Whereas, they reported that they did not consider the curriculum during preparing daily plans except regarding the content sequence and allocated time. They mostly depended on their experiences. While planning their lessons they used supplementary books, test books, internet, educative web sites and exam questions. Seven teachers in this group also reported that they did not need to prepare daily written plans before they taught the lesson, since it was enough for them to have a look at TGB before entering the class. During break time or a day before the lesson, they had a look at TGB in case there were unknown concepts, terms, or information presented in the subject.

I do not prepare written plans since everything is here (pointing his head). I have been teaching for 30 years and after sometime everything becomes routine. After 30 years, introduction of the lesson, conducting activities, delivery of information happens spontaneously. I can even guess what will come as a question during the process. Hence, while I am thinking about my lesson, firstly I look at the title of the content, and then I read the objectives and the concepts given to be taught. If there are any concepts that I am not familiar with then I searched for it. I make a selection among the objectives and identify which should be taught to my students and how my students can benefit from them (T12).

Performance-oriented teachers (curriculum extenders) considered their students' interest in order not to be seemed ignorant about the issue. They regarded themselves as a knowledge authority. Hence, to them (as teachers) they should not make any mistake in front of their students not to lose their credibility.

As a teacher, I have to be prepared for everything I might come up with during teaching and learning process not to be regarded as an ineffective teacher. My students are highly curious about everything else. I closely follow the contemporary issues that are related with my students' lives, and search closely innovations and improvements made some certain areas like technology, internet, books (audio books), games etc. I have to know everything about my students and their interest (T23).

Implementation of Curriculum

Application of the curriculum through the materials was regarded to be time consuming. Regarding their workload including paperwork, dealing with each individual students, examining students products and marking each product or performances of the students, application of curriculum as it was suggested in the guidebooks resulted in missing important points like gaining the targeted information, learning significant knowledge for the students.

During the implementation process teachers declared that they just had a quick look at the guidebook and textbook to have a view about the sequence of the content and what had been suggested different from they prepared. However, they mentioned that during the instruction they could make changes in their plans and gave additional information according their students' knowledge about the subject. Teachers reported that they prepare their own exam questions which were parallel to exam results.

Although the official rhetoric of the curriculum stressed the promotion of practical knowledge that students would be able to use in their daily lives and development of some practical skills on students, this was rarely reflected at the classroom level of these teachers, where the emphasis was found to be on the student achievement. The prevalent class organization involved whole class teaching and individual student practice with teacher-centered instruction. Teachers' general rationale for this was that "students learn better in this way" or "this way of teaching is best for my students". The use of pair work was comparatively rare. Playing games and use of students' imagination were not sufficiently taken into account in the lessons of extender.

The major characterizing feature of these teachers was their tendency to put greater emphasis on the delivery of knowledge about the content, less emphasis on encouraging students' active participation in the lesson, and the development of the skills mentioned in the curriculum. In a typical lesson sequence of this type, the teacher generally opened the lesson greeting and taking students' attendance, usually followed by a revision of the previous lesson. The teacher then continued with a warm-up activity, which generally consisted of asking questions to get the students' attention. Some teachers had a habit of checking students' homework. While the use of question-answer process seemed to be an important to arouse students' curiosity and enhance their motivation, with regard to classroom climate, teachers were characterized by a close tendency to maintaining strong teacher control in order to establish discipline. The common method employed by the teachers was explaining, questioning, giving examples, and using the board. A greater part of the lesson was devoted to teaching the instructional objectives of the unit through question and answer method. Lessons lacked variety. The teaching of social studies course was based on texts most of which were derived from different supplementary materials.

Similar to other performance-oriented teachers (extenders), the main method of instruction used by Gamze (pseudonym) (T2) was teacher-centered,

which she articulated to be more effective. After conducting an informal interview, she acknowledged that;

I need to use more teacher-centered methods due to the low level of the students. Time is also very limited. I have to teach bunch of knowledge in a short time so I do not have time for playing games, or making fun during the instruction. I would love to do that but time really limits me. Thus, I firstly give the required knowledge to my students and after then if we have time I conduct student based activities. (T2, 28 year of experience, 4th grade teacher)

The following lesson notes gives an excerpt from one of her lessons observed to provide a picture of how a typical performance-based implementer carries out instruction in his/her classroom. Gamze (a pseudonym) had a 19-year teaching experience in her profession. With the introduction of recent curriculum she moved to a school located in a low SES area for the last 3 years. She was teaching in a class of 26 students. In her lessons, she maintained a traditional teaching style, using a combination of reading and understanding a text and giving related knowledge related with the text method, dominated by a teacher-centered and content-centered approach. She put greater emphasis on restricted form-focused teaching and textbook exercises than on promoting students' creative and reflective thinking skills through enabling them relating the subject or the knowledge with their experiences as proposed by the curriculum. The traditional approach to learning appeared to be a more effective way of gaining the information, and for ensuring good performance on examinations rather than activity-oriented approaches. Students were learning but without being actively involved in the lesson. Below are some observation notes from her lessons:

The teacher does not make much effort to make the lesson enjoyable and entertaining. She asks questions related with the text

and writes the correct answer directly on the board and wants students to write them on their notebooks. She could have used a picture to enforce creative thinking thorough discovery method or could have asked questions that foster students' critical thinking by making connections from their daily lives instead. She frequently looks at the guide book and based on students' text books she conducts the instruction. Text is read by a selected student and then questions presented on the textbooks are answered. Teacher does not make much attempt to students' discovery of the knowledge but instead she gives the information directly. (Observation 30.05.2012).

4.4.3. Curriculum Adapters

Sixteen teachers tended to follow an eclectic approach, exhibiting features of both traditional and constructivist approaches in their classroom practices, with the latter featuring more frequently than the former. These teachers had a tendency to 'combine the "new" with the "old" to align the constructivist approach with traditional teaching structures with the belief that students benefit more from it. Depending on variety of factors including their experiences while transforming the curriculum to enrich the instruction was their main concern. All private school teachers participated in the study were in this category. Eclectic implementers are the teachers who are using curriculum together with their experiences into classroom practices. The focus of this teacher profile is enriching the curriculum and fulfilling the lacking or deficient aspects of the curriculum with either their experiences or other sources. They feel more autonomous during their planning processes and implementation of their classroom practices.

Perceptions of Adapters on Centralized Curriculum

Adapters regarded curriculum as a guide, which explicitly gave directions to their instruction. Curriculum was perceived also as a map to find their road when they got lost during the process. They considered the curriculum and its materials as a useful tool for themselves since it enabled teachers to draw a frame for the instructional practices and the delivery of information.

These teachers thought that philosophy of the curriculum and its aims were well explained in the documents. However, it had problems in its applicability into classrooms. Teachers stated that the curriculum did not respond well to the differing educational context and needs. Hence, there occurred ambiguity in their decision-making processes. They reported that they felt in between implementing the curriculum and making revisions on the given text and instructional objectives.

I am fine with the constructivist curriculum. However, sometimes I have been having trouble to adapt the curriculum into my classroom. Information given in the curriculum materials are at high level and are sometimes abstract for my students. In that situation, I refer to my previous experiences and modify the text in accordance with my students' level. I use different examples than mentioned in the books, which are more familiarizing to my students and their previous experiences. (T11, 33 years of experience, 4th grade teacher)

Delivery of important information was another concern of the teachers, since they also considered students' success in national exams. Moreover, parents' involvement into the classroom practices made teachers under pressure for this success. Especially 5th grade teachers were more concerned with this national exam since questions asked in SBS include content of the 5th grade.

Next year my student will be 6th grades and they will prepare for the SBS. It makes pressure on me because of parents' reactions. I cannot tell them that this curriculum is highly qualified for their students' individual development and character education. Parents do not interest in this. They want me to give information related with the SBS, so I have to consider it as well (T15).

Instructional Planning Processes

This group of teachers had tendency to spend minimal time on the curriculum materials while planning the instruction and implementation process. While planning the lessons the central attention was given to students and classroom context. During the planning process together with the curriculum, teachers regarded their students' needs, available daily materials, and additional knowledge if required. Teachers had more tendencies while planning their instruction on their beliefs in terms of what is beneficial for their students. By doing it they did not ignore the curriculum as well.

Adapters gave importance to planning their instruction. Most of the teachers did not prepare detailed instructional plans, but still they planned their instruction, either mentally or in a written form, before the lesson. Teachers felt more confident when they were prepared for the lesson before they entered the class. Their plans looked like either a flowchart or a guideline for their instruction. They put additional information they would deliver during their lessons, additional concepts regarded to be useful for the students, name of the activities and page numbers from the textbooks and activity books presented in their instructional plans.

During planning, they used teacher guidebooks as a curriculum material. After identification of the content, instructional objectives, and the concepts presented in the book they decided on the amount of information they would teach to their students. Then, they planned their instruction by considering the

available instructional materials, their students' characteristics, and classroom activities to be implemented.

Public school teachers, who were categorized under adapters, felt more responsibility on depending curriculum and its materials in their both long-term and short-term plans. Unit-based yearly plans were prepared together with their colleagues at the beginning of the semester. Although plans were given to the teachers, instead of implementing them as it was written in the books they made some modifications in the plans considering their students and their educational approach and allocated time.

In private schools, on the contrary, curriculum did not play a significant role during teachers' planning processes. They prepared their own unit-based yearly plans and daily plans together with their colleagues. Their decision-making process seemed to be quite active in this process. After they plan their instruction, they sent it to their coordinators and got feedback. When the coordinator approved their plans, they put them into implementation. Public school teachers prepared highly detailed written plans. During their planning processes curriculum served as a guide to them in terms of instructional objectives and content.

Implementation of Curriculum

Sixteen adapters' focal point was conducting the instruction for the sake of students. Teachers reported that they adapt curriculum into their classrooms considering their students' prior knowledge and their characteristics. They assumed that they were filling the lacking points in the curriculum with their experiences, their beliefs, their own educational approaches, and the information they gained during their teacher training programs. Enriching the learning practices and delivering significant information to students were their focal points during the instruction. Most lessons were student-centered and exhibited an explicit focus on form; group work, pair work, and individual activities were

implemented in the classrooms. Delivery of knowledge was as much as important as conducting classroom practices for the adapters. During their implementation teachers' guidebooks were their main sources however, when needed they used supplementary books in terms of using a text, an example, a question or a picture. Additionally, they made small follow-up quizzes to identify students' knowledge levels and lacking points in the acquisition of the knowledge.

The typical classroom activities of adapters were starting the lesson by a warm up activity, or asking a question that was open to discussion, or telling a story. After making a short discussion by using connections with students' prior knowledge with the whole class, teachers used visual materials or materials related with the subject issue, and ask questions related with the material. Textbooks, activity books, visuals, presentations, educational web sites, internet, newspapers, texts, and hands on activities were the main sources that adapters put into implementation. Lessons sometimes were based on student-centered activities like presentations, group works, role-plays, brainstorming, creative story writing, or completing a story and sometimes based on teacher-centered activities like direct instruction, recitation and writing, direct question and answering. The teaching approach depended on the subject matter of the lesson. Teachers' mostly implemented their lessons based on their instructional plans.

One of the adapter teachers stated that he outlined the title of the subjects mainly asked in SBS and implements his lesson accordingly. While implementing the curriculum and its materials during the instruction by using student-centered approach, he put greater emphasis on these SBS based subjects as well. He claimed that this way made students learn the subject more easily and results in permanent learning on students.

I believe that the students should be explained the importance of the knowledge such as the subjects included in SBS and later they

should be given activities. I try to balance teaching significant and useful information with some student-centered activities (T24).

Selim (a pseudonym) (T10) was one of the observed teachers reflecting quite typical features of adapters. He had 29 years of experience in his profession and taught at a high SES school. In general, when he entered the class he made jokes, talks with the students in a friendly manner, tried to identify their mood for the lesson and then he started to tell a story from his life. He conducted the activities implemented in the classroom together with his students. There was not any hierarchy in the classroom. Students were highly enthusiastic and motivated to take part in the activities. Delivery of information was mostly given through discovery learning method. The main information was gathered by the students and was written on the board. Teacher followed the guidebook as a sequence of the content, but he had more autonomy in his classroom practices. Activities in the activity books were selected together with the students by making some discussions on like the benefits of conducting the activity, what would they gain at the end of the activity etc. alternative assessment techniques frequently used throughout implementation of the unit like performance works, portfolios, rubrics, self assessment, peer assessment. An extract from the researcher's observation notes describes use of curriculum materials and learner interest, motivation, and their participation in his lesson:

Students are exposed to the target subject matter through rich input and they are actively involved in using the target topic through role playing. Students are given roles in the text and they read the text in a dialogue. The teacher uses clear and simple directions supported by a presentation from an educational web site to facilitate students' understanding. Students are enjoying the lesson while at the same time acquiring the information.... A discussion is

conducted about an activity presented in the activity book to be done for the next lesson and after making agreement on the activity, he closed the lesson. (T10, Observation; 02.05.2012)

In summary, conducted interviews and observations seemed to indicate that teachers differed in terms of transforming the curriculum. Considering the data analysis three types of curriculum transformers were derived namely; curriculum followers, who had either high fidelity of implementation of the curriculum or had feeling of pressure by the centralized curriculum; curriculum extenders, who perceived the curriculum in sufficient in content and transformed the curriculum to increase student-performance content wise; and adapters, who took the curriculum as a guide and deliberated to provide enriched learning environment for students in class. Table 4.1 indicates that although teachers were grouped according the degree of curriculum fidelity the way in which curriculum transformation occurred showed difference among the same type of teachers. Furthermore, there were also similarities in teachers' decision-making processes and curriculum transformation across different types.

Table 4.1.
Description of Teacher Profiles

TEACHER CURRICULUM TRANSFORMATION PROFILES			
	Curriculum Followers (Curriculum fidelity) 9 public school teachers	Curriculum Extenders (Performance fidelity) 7 public school teachers	Curriculum Adapters (Student/context fidelity) 14 teachers (5 private, 9 public)
P e r c e p t i o n	<p>Curriculum is a guide to effectively manage with the process</p> <p>Use of curriculum as a guide is beneficial for inexperienced (novice) teachers</p> <p>Curriculum is a limitation but a duty to accomplish at the same time</p>	<p>Positive views towards the philosophy of the curriculum and design of the curriculum</p> <p>The discrepancy between philosophy of the curriculum and national exam system make them emphasize performance instead of meeting the expectations of curriculum</p>	<p>Philosophy of the curriculum and its aims are well explained in the documents</p> <p>Problems in its applicability into classrooms</p> <p>Curriculum does not respond well to differing educational context and needs</p> <p>Ambiguity in their decision making processes</p>
P l a n n i n g	<p>Following the instructions given in the guide both in long-term and short-term plans</p> <p>Curriculum as reflection of teaching</p> <p>Did not prepare written plans, instead they used guidebooks.</p>	<p>Use of curriculum in following the content sequence and time management</p> <p>Use content based conception of teaching</p> <p>Use of supplementary books, test books, exam questions</p> <p>Planning the instruction in detail not to make any mistake and to be prepared for the unexpected questions</p>	<p>Spend minimal time on the curriculum materials while planning</p> <p>Central role is on students and classroom environment</p> <p>Regarding both curriculum and their students' needs, available daily materials, and additional knowledge if required</p> <p>Public school teachers stay closer to curriculum</p> <p>Private school teacher plans are more flexible in depending on curriculum requirements</p>
I m p l e m e n t	<p>Keeping open the guidebook on the table and following the steps</p> <p>Application of instructional strategies mentioned in the guidebook</p> <p>Conducting activities mentioned in the activity book in the lesson hour</p> <p>Cautious about the accomplishment of stated objectives and fulfillment of the content in the curriculum</p>	<p>A quick look to the guide book and student book to have a view about the sequence of the content and what is given that is different from they prepared</p> <p>Make changes in plans and give additional content according students' knowledge about the subject</p> <p>Prepare exam questions which are parallel to national exam questions</p> <p>During instruction they had high authority as knowledge expert</p>	<p>Adapting curriculum into classroom considering students' prior knowledge and characteristics</p> <p>Assuming that they are filling the missing points in the curriculum with their experiences and enriching learning practices</p> <p>Classroom atmosphere is democratic</p>

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

White Rabbit: You saved Wonderland, Alice.

I thought it was you that made the garden bloom.

Alice: Oh, I could never do that.

Only someone special could make flowers bloom.

Princess: Do you want to know a secret, Alice?

You are as special as you think you are.

-Alice in Wonderland-

This research study aimed to investigate teachers' experiences of transforming a centralized curriculum into teaching and learning processes through in-depth interviews and classroom observations with 4th and 5th grade classroom teachers from different schools in Ankara. The presentation of conclusions of the study is guided by four themes were driven from the content analysis in the following names: Teachers' perceptions on centralized curriculum, role of centralized curriculum into teachers' planning process, transformation of centralized curriculum into instruction, and differences among teachers in curriculum transformation. Those themes gave an in-depth understanding to the researcher about teachers' understanding of curriculum and its transformation into teaching and learning processes.

In this chapter, first, conclusions reached based on the findings of the study were presented. Next, some analytical generalizations were made. Finally, implications for practice and for further research were discussed.

5.1. Teachers' Perceptions on Centralized Curriculum

Considering the results, teachers' perceptions of centralized curriculum were based on two dimensions. One of them was teachers' perceptions on centralized curriculum itself and the other was teachers' perceptions on the curriculum components and its materials. In this part, result will be discussed considering these two dimensions.

Centralized Curriculum

Results revealed that all teachers had negative perceptions on the top-down development structure of the curriculum. Teachers criticized for not being taken into consideration during curriculum decision-making process. Since they were the implementers of the curriculum they regarded that they had right to make decisions during the curriculum development process. This resulted in teacher a feeling of "outsider" in the system. Majority of the teachers complained about being unaware about the innovations and changes made in educational system and in the curriculum. Teachers reported that they felt constrained due to the centralized curriculum-decision making. Additionally, teachers complained about now being informed about the reforms made in the curriculum and lack of qualified in-service training programs to get adapted to the reforms.

In the literature, educators and researchers recognized that curricular innovation was an extremely complex matter because of the need to take into account of the perceptions of the key stakeholders within specific socio-cultural contexts. Of these stakeholders, teachers played the key role in the success or failure of a planned innovation (Al-Daami & Wallace, 2007; Carless, 2001; Fullan & Promfet, 1977; Markee, 1997) because they are the executive decision makers in the actual setting in which the intended innovation is to be realized in the classroom. In addition to teachers' crucial role in the success of any curriculum reform (McNeill, 2009), it was also mentioned that the enactment of curriculum and its materials was a dynamic process influenced by teachers'

knowledge and beliefs (Remillard, 2005). MacDonald in his study mentioned the importance of teachers' role in curriculum development process by highlighting the generative role of teachers as a precondition in curriculum development process. At the same time failure in implementation of curriculum, policies, and reforms into teaching and learning processes could be consequences of teachers' lack of voice in the curriculum-decision making process.

Curriculum development process was regarded as ineffective in terms of not reflecting the realities in classrooms. Teachers complained about not using a genuine curriculum for our country in terms of social, cultural, economic needs and background of the nation. They mentioned the lack of originality in innovations. This finding was also found to be compatible with the literature. The Professors Committee in Curriculum and Instruction Field (EPÖ, 2005) mentioned in the report that learning areas presented in the social studies curriculum was similar to that of the US National Council for the Social Studies. They pointed to the inappropriateness of such curriculum development approach in terms of not meeting the needs of the society and lacking in reflecting the realities in society (EPÖ, 2005).

Teachers' perceptions on the approach and philosophy of the curriculum were positive in general. They acknowledged the advantages of student-centered constructivist curriculum by giving students the opportunity to manage their own learning processes, increasing students' motivation, enhancing the quality of instruction, making students to gain essential skills. However, it was also mentioned that despite being constructivist, curriculum was not designed in line with this approach for not enabling teachers to consider each individuals' interests and characteristics in practice. Teachers pointed to the benefits of constructivist curriculum in theory, but they also mentioned the difficulties transforming them into practice. Although constructivist curriculum was regarded as producing qualified instruction in theory, most of teachers mentioned its lack of applicability in their school context. In relation to this, at middle SES

schools, curriculum was found to be appropriate both developmentally and contextually for the students' experiences and their social context. However, at high SES schools and low SES schools, teachers had difficulty in organizing their instruction in relation to prescribed curriculum by regarding students' variety of characteristics and different contextual needs. Mainly teachers reported that recent curriculum was not contextually appropriate for the whole country.

These findings were quite related with both international and national literature in which the centralized curriculum or state-based curriculum did not correspond to the variety economic, social, and cultural context of the society or district (EARGED, 2005; EPÖ, 2005; Rogan & Grayson, 2003; Ocak & Yıldız, 2011; Şahin, 2007; Wong, 2006; Yıldırım & Akar, 2002). Additionally, the curriculum not being appropriate for the respective needs of students living in rural areas was also mentioned in the Turkey's Children Preliminary Report prepared by Turkish Statistical Institute (TSI, 1999). Although the report was published before the development of the recent constructivist curriculum, results of this study revealed the similar results.

Difficulties teachers faced during the implementation of the curriculum may be because of teachers' lack of enough knowledge about implementation of the constructivist curriculum. However, this could also be related with the centralized nature of the curriculum rather than the theory and philosophy that the stance of curriculum. Alternatively, these difficulties could be contributed to the ineffective in-service trainings. Considering these results, it can also be concluded that the curriculum is suitable with the milieu of the mainstream. During the curriculum development process considering the culture, needs, and interest of majority of the society could lead to these problems. Additionally, considering the results it can be said that teachers' difficulties might be related with not being compatible enough to transform constructivist curriculum into their classrooms.

Despite not being suitable with the context of society and not meeting the needs of students from different backgrounds, teachers' stated that the content and the predetermined instructional objectives presented in the curriculum were compatible with each other. Most teachers indicated that content sequence and instructional objectives were appropriate and consistent with the levels of the students. Furthermore, teachers had positive views on the content of the curriculum for enabling them making connections with the other courses as well. It was also identified that teachers' perceptions towards curriculum components including curriculum materials, time, and assessment techniques showed differences. Teachers' perceptions toward curriculum materials were positive in general. However, they thought these materials had deficiency in certain respects like not giving enough information and presenting a lot of stories in the textbooks, repetition of similar activities in the activity books, not being able to create student curiosity in the discussion questions, mismatch between assessment questions presented at the end of each unit and the information given in the text.

These perceptions are consistent with the related literature in which the curriculum materials are perceived positively despite some deficiencies (Çınar et al., 2006; Gömleksiz & Bulut, 2007; Güven, 2010; Şahin, 2007; Yalar, 2010). Although teachers were thought to be aware of the importance of using curricular materials to help guide their instruction (Woodward & Elliott, 1990) regarding the data gathered in this study, it could be concluded that materials were not necessarily of high quality and could limit, rather than support teachers' professionalism. As mentioned by Beyer and Davis (2009) curriculum materials should be educative and have high quality to make teachers use of these resources to help them make thoughtful decisions about classroom practices.

Results revealed that teacher guidebooks were the most preferable curriculum materials for the teachers. Providing a guidebook to the teachers was perceived positively by the teachers. Results also revealed that teachers regarded

the guidebooks as the curriculum itself. They stated that they did not need to use official curriculum document, since guidebooks provided them with complete information about the curriculum by including the approach and philosophy of the curriculum, intended objectives, instructional methods and activities, and assessment techniques. Additionally, guidebooks were found to be the most useful curriculum material by the teachers. The usefulness of the TGB was stated for enabling teachers to follow the process easily, containing a small copy of textbooks and activity books, supplying instructional plans and recommendations for teachers, fitting out teachers with variety of instructional methods and examples, and giving suggestions for classroom practices and assessment strategies. Moreover, it was mentioned by the majority of the teachers that TGBs gave teachers chance to evaluate themselves in terms of the application of the units and their classroom practices. Although teachers mentioned the benefits of activity books in this study, they pointed to some lacking parts in the materials as well. Teachers had positive perception on supplementing activity books. Teachers stated that activities enabled students to work on the subject matter and evaluate their own learning, students actively took part in the process and repeat the information they had learned. Additionally, teachers could identify the lacking points in students' learning the information and could make up for the lack of information or correcting misinformation. On the other hand, teachers also reported that some activities presented in the books were repeating themselves. This repetition resulted in boredom on students. For example, having a lot of writing exercises made students get bored of writing. The results of the study also gave information about teachers' perception on course books. Teachers were aware of the importance of textbooks in instruction. However they mentioned that information presented in the books were not adequate for the students. Information given in the textbooks were found to be weak and presentation of it was vague.

Results show similarity with the literature. In the literature it was mentioned that curriculum materials should be educative and specifically textbooks were important support documents for teachers, as they provided support for teachers to think about the context of their classrooms, and to plan and structure students' activities (Ball and Cohen, 1999; Ensor et al., 2002; Jita, 1998). Additionally, the cover of books, the quality of paper, pictures presented in the books, and content were found to be weaknesses of the textbooks (Aykaç & Başar, 2005; Canerik, 2005; Güven, 2010; Küçüközer et al., 2008).

It is not surprising that these findings are consistent with the results of this study since the same materials are provided to the teachers by the MONE. Standardization of the curriculum materials could bring about some disadvantages to teachers in terms of their making decision on the selection of the appropriate material to their class context. Teachers regarding the guidebooks as the curriculum itself can be associated with the lack of written detailed document provided to all teachers by the MONE. To make a conclusion, since teachers regard the guidebooks as the curriculum itself, teachers who have high fidelity of curriculum implementation may feel uncomfortable to make some adaptations or changes in the "curriculum" during their teaching and learning processes order to apply curriculum as it is given. Teachers' perceptions on the textbooks in terms of not including enough knowledge is the reason of teachers' use of supplementary books. To fill in the gap between the information given in the textbooks most of the teachers prefer to use supplementary books although they are advised not to. Use of same materials in the implementation of the curriculum aims to standardize the implementation of the curriculum and provide unity. However, it also limits both the teachers and researchers to make a comparison amount them.

Teachers were also asked about assessment and evaluation methods existing in the curriculum. Responses of the teachers can be grouped under two concerns. One group of teachers regarded alternative assessment methods

beneficial for development of the students and for being aware of their own performances. However, this group of teachers complained about insufficient time and not being able to put them into practice effectively during instruction. Majority of teachers had positive perceptions towards assessment techniques stated in curriculum. They regarded alternative assessment techniques beneficial for providing feedback about the instruction and for encouraging students to become better monitors of their own learning. Despite having positive perceptions about these techniques, due to the national testing system, time limitation and having been used to apply traditional assessment strategies, teachers did not use alternative assessment methods frequently.

The literature indicates that teachers perceive the change in curriculum in 2005 as positive, but difficulty in the application of many forms during assessment and evaluation process is one of the drawbacks mentioned about curriculum (Korkmaz, 2006). Also in the study conducted by Küçükahmet (2005), it was suggested that assessment and evaluation was the weakest link of the curriculum in terms of implementation of the stated techniques due to time limitation. Gündoğar (2006) stated that the assessment and evaluation forms that the teachers were required to apply to the students were found to be burden on teachers. Teachers' reluctance or hesitation in using authentic assessment methods in their classrooms could be due to their lack of competency in the application of these assessment techniques (Birgin & Baki, 2009) or their being accustomed to use of traditional assessment techniques.

Teachers complained about insufficient allocated time. The reasons for not being able to implement curriculum effectively, putting limit to application of alternative assessment methods, were related with the insufficient allocated time for each unit. Insufficiency in the distribution of time also kept teachers from conducting more student-centered activities during the instruction as well. Having too much workload in a limited time made teachers feel stacked in the process. Hence, teachers participated in the study arranged time during the

implementation of the units by reducing or extending depending on the importance they gave to the unit. Reducing the amount of instructional time originally called for by the unit also reduces students' depth of understanding (Clark & Linn, 2003).

The effects of the amount of time that teachers allocated for particular classroom activities on student learning produce mixed results. Since allocated time is not always spent on learning activities, it might have a small positive effect for low ability students, there is no overall effect on what students learn (Cotton, 1989). However, in the document written by Board of Education (BOE, 2005) one of the rationales stated for the developing recent constructivist curriculum was the time consumption of the prior curriculum and teachers' having difficulties to fulfill the unit objectives. The findings of this study might be a significant feedback for the BOE experts. This perception of teachers could be considered since it might result in much stress on teachers and decrease in quality of education.

In conclusion, teachers feel excluded from the curriculum decision-making process in the system although their crucial role in curriculum decision-making is emphasized in the literature. One reason for having low fidelity of implementation of the curriculum because might result from this feeling of exclusion. Additionally, through centralized curriculum teachers are experiencing lack of control over the curriculum. One concern is that central curriculum prevents teachers from making content or instructional decisions that would better suit their students than the prescribed ones in the curriculum. The prescribed curriculum also prevents teachers from following their own beliefs about content selection and instructional methods, during which their beliefs would differ from what is prescribed. This probably happens due to the differing contexts of the schools. Teachers' beliefs, their understandings, their educational approaches, educational backgrounds have great impact on their perceptions of the centralized curriculum and transformation of it as well.

5.2. Teachers' Planning Processes Based on Centralized Curriculum

Effective teaching and qualified instruction have always been important issues for educators or the stakeholders of the education. Providing qualified instruction includes various components. Planning is one of these components and it is the most significant part of instruction. It does not only help teachers to ease the teaching and follow the process, but it also provides students with qualified instruction. In addition to these, a well planned instruction process yields qualified practices or activities in the classroom both for the students and the teachers. Another aspect of teachers' planning is its role in examination of the implementation process brought by reforms or new policies (McCutcheon & Milner, 2002). The process of teacher planning was defined as the process in which teachers made a wide variety of decisions (Clark & Peterson, 1986; Sardo-Brown, 1990).

The data in relation to research question 2 (How do primary school teachers perceive the centralized social studies curriculum?) were generated through teachers' interview responses and document analysis such as lesson plans and materials. The results revealed that influence of centralized curriculum depends on the types of instructional plans and types of schools teachers working at. Hence, under this theme, the influence of centralized curriculum on different types of instructional plans and the influence of centralized curriculum on the planning processes of teachers working at different types of schools are discussed.

Teachers' consideration of the curriculum during their planning processes showed differences among the type of plans namely long-term plans and short terms plans. Teachers were provided with samples of unit-based yearly plans (long-term) and lesson plans (short-term) in the guidebooks. They were not required to prepare detailed daily or lesson plans. The results showed that content and time were mostly considered factors during the adaptation of unit-based yearly plans. On the other hand, teacher guidebooks, textbooks, provided

instructional materials, and assessment strategies were mostly considered during preparation of lesson plans. Furthermore, teachers' perceptions on curriculum during their planning process changed according to their aim, their educational approach, beliefs, and perceptions. In relation to this, their decision-making processes, and their use of curriculum together with its materials during their planning practices showed differences depending on the types of plans. Teacher did not have much flexibility during deciding on preparing the unit-based yearly plans since the allocated time and sequence of the units and time devoted for each unit had already stated in the curriculum. Teachers prepared unit-based yearly plans at the beginning of the year in terms of the allocated time for the units, and sequence of the units with their colleagues. However, they did not give much priority to the unit-based yearly plans during their instruction. Some teachers made changes in the allocated time presented in the unit-based yearly plans. On the other hand, teachers had more autonomy in making decisions in their lesson plans. Although teachers had flexibility in planning their classroom practices most of the teachers did not prefer to prepare lesson plans.

Literature reveals consistent results which are the objectives and content of national curriculum, the conditions of school environment, students needs' and their level of readiness, recommendations or ideas of colleagues and administrators, teachers' own perceptions about their instruction have great influence on instructional plans (Taşdemir, 2006; Yıldırım, 2003; Yıldırım & Gündoğdu, 2004). It is also mentioned that teachers prefer different approaches when they design the instruction. Additionally, teachers' feeling of competence in planning affects their planning practices positively (Erişen & Çeliköz, 2003; Gözütok, Akgün & Karacaoğlu, 2004).

The reason for this may be related to the supplementing the sample lessons plans in the guidebooks. From one side providing teachers with sample instructional plans might develop teachers' perspectives in the subject matter to have an idea about how to implement it. However, it may limit teachers'

decision-making since teachers got used to implement the given sample plans which might make the teaching and learning processes monotonous and boring. Additionally, teachers may become deskilled in planning the instruction as a result of conducting their lessons based on the given plans.

Teachers' instructional planning processes and considered factors during the process showed differences among public and private school teachers as well. Public school teachers felt more fidelity on regarding centralized curriculum during their planning process, which were mostly mental plan. However, some public school teachers found the provided plans ineffective and not suitable for their classroom content and their students' backgrounds. Thus, they made adaptations or revisions during their planning processes. Even the teachers who had high autonomy during their planning process considered the centralized curriculum during the planning of instruction. Furthermore, public school teachers were aware of the importance of preparing instructional plans. However, they regarded preparing written plans as a burden. Since both unit-based yearly plans and lesson plans were provided in the guidebooks, most of them did not need to spend extra time for additional planning practices. On the contrary, private school teachers prepared detailed instructional plans. This might be due to school-based control on the private school teachers. Teacher collaboration was found to be essential during the preparation of the unit-based yearly plans for all teachers.

Public and private school teachers showed similarities in terms of regarding curriculum components, which are namely curriculum materials, content, instructional objectives, instructional methods parallel with the principles of curriculum, allocated time, students characteristics, required daily materials and internet during their planning activities. However, they differed in terms of depending on their experiences, and use of other sources like national exam questions and supplementary books in the process of instructional planning.

The literature revealed that there were differences between experienced and novice teachers in their instructional planning practices (Borko, Livingstone, & Shavelson, 1990). Literature studies stated that teachers plan their instruction more detailed including specific explanations about instructional methods and activities than the inexperienced teachers, (Azizoglu, 1989; Egeler 1993; Housner & Griffey, 1985; Leinhardt & Smith, 1985; Warner, 1987). However, the results of this study revealed a different picture. Teachers' instructional planning process depended more on teachers' perceptions about the curriculum and its components, and their educational approach, their beliefs, and their teacher education programs rather than their experiences. Additionally, it was found out that experienced teachers mostly depended on their experiences and their subject matter knowledge during instructional planning. On the other hand, inexperienced teachers were more cautious in following the guidebook and presented instructional plans during their classroom practices.

Schools' socio-economic status, class size, and supplements provided by the schools also seemed to have impact on teachers' approaches of curriculum utilization during their planning processes. Teachers who had moderate fidelity of implementation of the curriculum and teachers who thought requirements and approach of the curriculum contradicted with the national exams had more tendencies on preparing written plans. However, most teachers did not prepare written plans.

Considering the findings, it can be concluded that unlike private school teachers, majority of public school teachers regard the planning process as a burden. This might be due to high workload that teachers frequently mentioned throughout the study. In the guidebooks, plans are provided for the teachers. Although having a pre-prepared instructional plan is thought to be beneficial for the use of time effectively and for decreasing the workload on teachers, it may limit the quality of instruction. Since teachers have tendency to rely on the provided instructional plans and reluctance in devoting additional effort and time

for enriching their instruction by revising the plans and develop their own instructional plans, which were more appropriate with their classroom context, there could be some unexpected consequences like lack of creativity in the instruction, inappropriate classroom activities for the students' needs and backgrounds. Providing pre-prepared instructional plans might limit teachers' creativity and result in the feeling of implementing the plans as they were given to fulfill their duties and hence ignoring students' needs, interests, and backgrounds.

5.3. Implementation of Centralized Curriculum in Class

This part includes discussion and conclusion of the results generated in relation to research question 3; (How do primary school teachers implement the centralized social studies curriculum in class?). Teachers implementation in relation to *principles of centralized curriculum*, their use of *components of curriculum* including objectives, content, curriculum materials, and assessment and evaluation techniques, *influence of teachers' experiences on classroom practices*, and lastly *impediments* teachers' face during implementation of curriculum and their *recommendations* will be discussed.

Perceptions of Centralized Curriculum and Implementation

There was a strong relationship between teachers' perceptions of the curriculum and their classroom practices. Although teachers' perceptions of the curriculum were positive, their implementation in class differed. There was variety of factors influencing teachers' implementation of curriculum in teaching and learning processes. Teachers were found to have more autonomy during their decision-making for implementation of curriculum in the classroom practices. The centralized curriculum and its materials were taken into consideration during instruction, but the degree of fidelity of implementation differed according to teachers' beliefs, approaches, content knowledge, and the school context.

Ware (1999) emphasizes that as long as teachers see themselves as performers of someone else's plans, they do not find it easy to commit themselves to implement it. The implication is that if teachers are not made an active part in the development of the curriculum it will not be easy for teachers to take ownership of the curriculum, hence it will not be easy to implement it as it is intended.

In this study it was found out that teachers seldom implement the curriculum exactly as stated in curriculum documents; rather, they tend to make some level of adaptations. Teachers have been found to adopt a practical stance in deciding what to teach and how to teach it (Doyle & Ponder, 1977). Their decisions are affected by their knowledge, beliefs and school culture (Calderhead, 1996; Clarke, 1997; Hargreaves, 1992; Nespor, 1987). Teachers without sound professional knowledge may have difficulty in adapting a curriculum, hence teachers' attitudes and beliefs are also important (Van der Berg, 2002).

Student-centered approach and instructional methods that promote active student participation presented in the curriculum were regarded by the teachers while they are conducting classroom practices. Almost all teachers mentioned advantages of the constructivist curriculum and its benefits on students. The results indicate that while majority of these teachers acknowledged the use of activities, and the use of student-centered approach as requirements of the new curriculum, the development of skills and attitudes do not receive much recognition.

It is important to make a point about this finding from the literature. Walters and Soyibo (2001) indicate that skills can be taught and learned only if teachers make them specific outcomes of their teaching. When finding is considered from this perspective, it would not be wrong stating that if teachers do not recognize development of skills and attitudes as requirements, not target or mentioning them in their teaching is not surprising. Reason for not giving

priority to these requirements in their teaching could be related with teachers' having a direct attitude on the kind of training they received. The teachers' lack of knowledge may also be attributed to the lack of given information about what the requirements are.

When teachers were asked in what ways they made use of constructivist approach they reported that during their classroom practices they used games, case studies, dramatization techniques, visual materials, student-centered instructional strategies like discovery learning, multiple intelligences, and questioning. They also mentioned positive changes in their educational approach after starting to implement the recent curriculum. Perhaps this statement summarizes the gist of the process majority of teachers went through and their perceptions on curriculum approach after being introduced by the recent curriculum.

Teachers' answers and their classroom practices revealed a discrepancy between teachers' responses to interviews and their observed activities. Although a large number of teachers stated that they were implementing student-centered activities, they did not fully comprehended the concept of student-centeredness as a requirement of the new curriculum. As with the concept of student-centered approach, activity-based learning appears to be taken at face value, without necessarily thinking deeply about it. As long as activity-based learning is equated with just doing activities it will not be appropriately put into practice. Many of the teachers' believed they were putting the new approaches into practice, but looking at the activities they listed there seemed to be a mismatch of what they say they are doing and the activities listed.

As Ogborn (2002) has indicated in the face of the problem teachers will have no choice but to implement the curriculum the way they think is best. As a result, change does not take place in teachers' practices even though they may claim to be using the new approaches. Teachers' lack of knowledge or lack of in-service training may be an obstacle inhibiting implementation of the

constructivist curriculum. In teachers' application of student-centered activities, time limitation, type of the unit, and information appear to be significant factors in conducting the unit.

Teachers' implementation of curriculum and its components were highly related with their understanding of the curriculum and their perceptions as active agents in the system. "Implementation" is explained as putting new ideas into practice (Fullan, 2001). It involves a transition period in which implementers in the context of the school (teachers) become increasingly "*skillful, consistent and committed*" in their use of an curriculum (Klein & Sorra, 1996, p.1057). If implementation is looked at as a continuum it can range from avoidance of the use of an curriculum and innovation (non-existent use), to superficial, or partial use, to skilled, enthusiastic, and consistent use (Charter & Jones, cited in Fullan, 2001).

Teachers' implementation of curriculum in teaching and learning processes was found to be affected by a wide range of factors, including the nature, clarity and complexity of curriculum, teachers' perceptions of the curriculum, their feeling of attachment to it, their self-conceptions about their role among the system, their experiences, educational approach, supplementary materials, structure of the knowledge, national exams, school context, control forces (school administrators, inspectors), and parents. The results are consistent with the studies in the literature in which the curriculum implementation was related with the support of the education authority, the quality and involvement of the teaching force, the participation of school principals, teacher culture and the support of the central government and so on (Doganay & Sari, 2008; Korkmaz, 2008; Nias et al., 1992; Orbeyi, 2007; Snyder et al., 1992). Among these factors, the role of teachers, particularly their role at the classroom level, is of great importance (Clarke, 1997; Fullan, 2001).

Private school teachers were found to have more autonomy during their classroom practices. They adapt the content according to their students'

backgrounds and their prior knowledge. They verified that they did not feel under pressure by the centralized curriculum in implementing it. During the instruction their concern was found to be student development and student learning. Curriculum implementation was a process of adaptation of curriculum into classroom practices. They stated that they looked at the curriculum before implementation process, they selected which activities or which text from the curriculum could be used in their classroom practices, and accordingly they implement it in class.

Content sequence in the curriculum was found to be taken into consideration during the instruction. This was found to be due to its being prescribed and not allowing any space to teachers to select the content. However, information given in the content was applied by making some changes or revisions depending on teachers' views and students' backgrounds by the adapters.

Teachers' decision-making processes showed differences in using curriculum materials during their classroom practices. The way teachers' approach to education, their beliefs, and experiences, their perceptions about the curriculum and its materials, the context in which they were teaching created these differences in decision-making process. Teachers reported that they did not have much autonomy in selecting the curriculum materials for their students to be used. They mentioned the obligation of using the materials that were allowed by the MONE and they were not permitted to use any other supplementary books. This was reported to be a problem. Curriculum materials mainly guidebooks served as a scope that give teachers direction in how to enact the curriculum. Literature also shows similar results with teachers' decision-making processes in application of the materials and role of autonomy in this process (Ball & Cohen, 1999; Collopy, 2003; Özgeldi & Çakiroğlu, 2011; Stronkhorst & Van den Akker, 2006). Considering the findings, it is not difficult to understand the vital role of curriculum materials in part of teachers' daily work as they

supported classroom instruction. Having a clear direction in how to go about implementing the curriculum could reduce early implementation concerns of teachers.

Teachers' use of curriculum materials was related with teachers' beliefs, their views about the importance of the content, their knowledge, their student characteristics, and school context. Teachers' had more autonomy in making decisions on the use of curriculum materials during their classroom practices. Teachers' perceptions were parallel with teachers' decision-making about the instruction. Some teachers regarded curriculum materials as a fixed guide, some teachers viewed them as a map that gives the direction to get to the end, and some others regarded it as a task to be accomplished. Some teachers used curriculum materials for the benefit of their students. On the other hand, some employed them since they had high workload. Thus, following the materials eased the process in terms of efficiency.

Ottevanger (2002) sees teacher support materials as catalysts of curriculum transformation and curriculum change. In chemistry, catalysts are important as they reduce the activation energy needed to start chemical reactions. Similarly, well-prepared curriculum materials can catalyze the implementation by reducing the load and effort expended by teachers as they make the changes expected of them. The materials can help teachers overcome the barrier of uncertainty, reduce the amount of work involved in implementing the new approaches, and reduce stress levels. They can also orientate teachers to new subject matter and new teaching methods (Ottevanger, 2002).

According to results of this study, guidebooks were found to be the main source during teachers' classroom practices. Teachers regarded guidebooks as the curriculum itself. Interview data results revealed that during the instruction teachers' primary sources were guidebooks. Although the way of using guidebooks differed among teachers, all participants reported that guidebook was quite helpful for them. Teachers also reported that guidebooks were used as a

guide during the implementation of curriculum. Additionally, they initiated their own materials for use each time, according to their aims and students' needs. Some teachers reported that they followed the guidebook verbatim. The rationale standing behind using the guidebook and curriculum precisely depended on teachers' perceptions towards the curriculum. Curriculum was implemented word for word by some other teachers since they thought that guidebook was designed effectively and they found guidebooks useful for enhancing quality of their instruction. It was found that they had high fidelity of curriculum implementation. Minority of teachers were found to be not even sure if they were 'allowed' to deviate from the original guidebooks or not, so they felt safer not to take a risk. Moreover, some of them mentioned that they implemented the curriculum as it was during their classroom practices since they did not want to take any responsibility on student achievement. They wanted to get away from the responsibility of student failure.

Literature mentions the importance of curriculum materials in helping teachers effectively implement the curriculum (Doğanay & Sarı, 2007; Gömlekşiz & Bulut, 2007; Gümüş & Aykaç, 2010; Güven, 2010; Küçüközer et.al. ,2008; Yapıcı & Demirdelen, 2007). However, materials are not in high quality in terms of guiding teachers throughout the process and they limit teachers (Korkmaz, 2008). According to Jita (1998) carefully constructed syllabus documents make teachers' work easier, facilitating changes in schools. Use of "*specifically designed teacher materials with concrete procedural suggestions*" on how to execute the curriculum played an important role as they led to a higher degree of implementation (cited by Van den Akker & Voogt, 1994, p. 509). Stronkhorst and Van den Akker (2006) point out that curriculum materials can play an important role in implementation of a new curriculum as they can clarify to teachers the implications of innovations and how they can be implemented. They should provide clear and practical guidelines about how lessons can be executed, as having a clear direction on how to go about

implementing the curriculum helps reduce implementation concerns of teachers (Stronkhorst & van den Akker, 2006). According to Ottevanger (2002), textbooks are also the most easily accessible resources for teachers. Even though textbooks are support materials for learners (Ensor *et al.*, 2002) it is also claimed that textbooks are also important support documents for teachers, as textbooks help them plan their lessons and construct questions, and provide work for their learners.

The problem, however, is that in Turkey limited curriculum materials have been explicitly designed and are allowed for use in class. Teachers ‘use of guidebook as the main source could be either related with the high quality and providing good guidance to teachers during the transformation or teachers’ not having any other option. It is important to consider the extent to which the provided textbooks helps teachers promote student-centered, activity-based learning and to develop skills and appropriate attitudes.

Experience

During the implementation of the curriculum, teachers’ experiences had an important role. Teachers reported that the profession of teaching being improved through “trial and error” method; for this reason, they mostly depended on their experiences during the implementation of curriculum in class. During curriculum implementation, teachers who mostly depended on their experiences, made decisions on the aspects of the curriculum to be implemented and how they made use of those aspects in classroom practices. Moreover, teachers focusing on their experiences about the implementation of curriculum into their instruction were found to have more autonomy and they felt more confident in making decisions about the process. They claimed that they were the only ones who knew what is best for their students and also they defined themselves experienced enough to decide on the way how to provide good learning. National evaluation system was another concern of some experienced teachers. Their

transformation of curriculum was found to be highly affected by national exams and student achievement. These teachers were mainly concerned about teacher accountability issue. These teachers mainly regarded content and instructional objectives stated in the curriculum during the transformation process. As well as making efforts to make their teaching relevant to their students, they wanted their lessons to be centered on the issues that were also relevant with the national exam questions. Assessment evaluation methods were also being implemented according to teachers' experiences and national exam questions. In addition to this, feedbacks received from the parents about their students and the common issues that arose from them influenced teachers' decisions.

Experienced teachers' positive self-conception about their competence and its impact on the curriculum implementation find ground in the literature as well (Doğanay & Sarı, 2008; Gömleksiz & Bulut, 2007; Ocak & Yıldız, 2011, Orbeyi, 2007; 2011; Roehrig, Kruse & Kern, 2007)

Since teaching as a profession includes practicing and getting feedback related with these practices from different sources like student achievement, student attitudes, from inspectors and finally making some revisions and continuum of the process, it is not surprising that experienced teachers rely mainly on their experiences during implementation of the curriculum. Comparing the prior results in this section, novice teachers feel more secure when they depended on the curriculum and its materials during curriculum implementation. On the contrary, experienced teachers feel more autonomy in the implementation process of the curriculum. This difference between novice and experienced teachers could be unique the social studies course.

Impediments for Curriculum Implementation in Class and Teachers' Recommendations

Obstacles teachers faced with during the implementation of curriculum were stated as lack of sources, limited time, workload, not having enough

autonomy, contradiction between curriculum expectation with national evaluation system, not regarding students with different backgrounds, and non-educative or ineffective curriculum materials recommendations to overcome with those obstacles. On the other hand, collaboration with colleagues, providing parent involvement, use of initiative during the instruction, getting support from the administrators and key control factors were the ways teachers mostly preferred to overcome with these impediments. Findings are consistent with the literature in terms of teachers' difficulties during the implementation of the curriculum. Lack of support, parent involvement, not meeting the needs of students, insufficient training programs, and teachers' not having enough information about the theory behind the curriculum are the problems mentioned in the literature (Aykaç & Basar, 2005; Canerik, 2005; Gömeksiz & Bulut, 2006; Korkmaz, 2008; Özden, 2005; Özpolat et.al., 2007; Yapıçı & Demirdelen, 2007).

When considered teachers' responses about understanding and transforming of curriculum and the obstacles they mentioned in terms of using materials, the main issues could be lack of guidance and complexity in languages used in curriculum documents and materials. Remillard (2005) defines educative curriculum materials as being prescriptive by telling what and how to teach and let the teachers engage in "the ideas underlying writers' decisions and suggestions". They can help teachers make productive and informed decisions about how to design instruction for their students. They can also help teachers learn in and from their work by developing their knowledge and beliefs about content and learners and expanding their repertoire of instructional practices. Even though curriculum materials can be designed with the intention of promoting teacher learning, little is known about how educative supports should be given to best support teachers. Here in-service training programs and the supports given by academics, inspectors, administrators and even colleagues can be important elements to foster curriculum implementation efficiently in class.

However, according to data, support from inspectors was not adequate to guide teachers through this complicated and sophisticated road.

5.4. Differences Among Teachers in Curriculum Transformation

Results in relation to teachers' typical features displayed during the transformation of curriculum created three categories; "curriculum followers," "curriculum extenders," and "curriculum adaptors". The following section provides a discussion on teachers' approaches during transformation of the curriculum under their perceptions of the curriculum, their planning practices, and the implementation of curriculum dimensions.

5.4.1. Curriculum Followers

Perceptions on Curriculum

Results revealed that teachers who could be characterized as "curriculum followers" perceive the curriculum from two different perspectives. One perspective was perception of curriculum as a guide to effectively conduct the process. The other perspective was perception of curriculum as a duty, which limited teachers' professions. Teachers who regarded curriculum as a guide, which enabled to improve the quality of instruction, had positive perceptions toward the curriculum and its philosophy. Philosophy and approach of the curriculum were found to be quite compatible with their teaching conceptions. They could put their prior experiences gained through their teacher education into practice during their classroom practices. On the other hand, teachers who regarded the curriculum as a requirement felt being constrained by the prescribed and predetermined curriculum. These perceptions guided teachers in instructional planning processes and implementation of curriculum in class as well.

Planning Instruction

Curriculum followers mainly regarded guidebooks during their planning processes. They followed the instructions given in the guidebook during preparing both long-term and short-term plans. Instead of preparing written plans, they followed the procedure mentioned in the guidebooks. They reported that there was no use of preparing written plans since everything was presented in teachers' guidebooks. They prepare unit-based yearly plans together with their colleagues at the beginning of the semester. Followers differed in terms of their planning practices in line with their perceptions of curriculum. Teachers, regarding curriculum as a tool for a qualified instruction, planned their instructions based on students' interest, needs and students' characteristics and their backgrounds. They designed their classroom practices considering their students. Furthermore, they reported that since the curriculum was based on students they did not need to use any other sources during their planning processes. On the other hand, teachers who regarded curriculum as an obligation did not show much interest about instructional planning process. They mentioned that they did not need to be prepared for the lessons since everything was stated in the guidebooks specifically. Since they regarded the curriculum as a duty to be completed, they did not need to make an additional effort on planning the instruction or make any improvement on the curriculum. Being restricted by the prescribed curriculum resulted in teachers' low dedication on their instructional activities including planning processes. Although teachers with different perspectives to the curriculum did not prepare written plans for their instruction, the first group of teachers had positive manner in terms of not having to prepare written plans thanks to prescribed constructivist curriculum and guidebooks. On the contrary, the other group of teachers was not satisfied with having to use a prescribed curriculum. Therefore, the lack of planning in second group of curriculum followers was due to their perception of curriculum as a full requirement.

Curriculum Implementation

First group of curriculum followers, who valued the constructivist curriculum, demonstrated that their teaching style represented an innovative approach, which was consistent with the centralized curriculum and its materials. There was a flexible style in their teaching, such as putting greater emphasis on the development of students' abilities, applying principles of centralized curriculum, and adapting different approaches to address the varied learning needs of students in the frame, which was driven by the curriculum. Role-playing and writing creative stories were used frequently in classroom practices. Students were more attentive and engaged in the lessons due to a variety of activities practiced by the teachers. Unlike teachers who regarded curriculum as a task to be followed, positively mannered teachers had moderate teacher control, and their goal orientation tended to be student-based. Pair and group works were preferred and practiced as a frequent. Conversely, teachers who used the curriculum and its materials for the sake of fulfilling the expectations of curriculum makers put greater emphasis on the accomplishment of the curriculum and its materials during instruction. Their main concern was to meet the curriculum requirements without questioning or thinking on the aspects of the curriculum and its materials. They did not have much concern on students' needs or interest. Attainment of the instructional objectives presented in the curriculum was focal point and they conducted their instruction accordingly. It seemed like their instruction and classroom practices were quite mechanical. The main teaching resources were textbooks, board, and the guidebooks. Activity books were applied precisely either throughout the unit or at the end of the unit in the classrooms.

5.4.2. Curriculum Extenders

Perceptions on Curriculum

Similar to curriculum followers, teachers who could be described as “curriculum extenders” also mentioned positive aspects of the curriculum as being constructivist, including activities and texts with students’ real lives, being integrated with the other courses, being student-centered, and enabling teachers more flexibility among the curricular activities. However, differently from curriculum followers, they reflected negative perceptions on applicability of curriculum and its materials, presentation of students with different backgrounds, needs, and interests, and allocated time to cover curriculum. They highlighted the discrepancy between the philosophy of the curriculum and the national testing system. As a result, they tended to conduct classroom practices based on knowledge inquiry through traditional conception of teaching. Curriculum was regarded as a time schedule and outline for content sequence.

Planning Instruction

Planning process of extenders mainly depended on the instructional objectives. Contrary to followers, this group of teachers had tendency to spend minimal time on the curriculum materials in their planning practices. While planning the lessons the central roles were students’ performance and national exams. Teachers mainly regarded the useful knowledge, which enhanced their students’ performances in exams. Their sources during planning the instruction used by the teachers were supplementary books, test books, internet, educative web sites and national exam questions. Unit-based yearly plans were prepared together with their sub-branches at the beginning of semester. They mostly regarded unit-based yearly plans during instruction in terms of arranging the time and content sequence.

Curriculum Implementation

Extenders' implementation of the curriculum by using curriculum materials, was regarded to be time consuming. As a result of this, teachers made changes in classroom practices. These changes were associated with limited time, teachers' heavy workloads, incompatibility with students' characteristics, the pressure of national exams, low student achievement in paper and pencil tests and exams, and relating the exam results with success of the teachers. They regarded themselves as a knowledge authority. Hence, to them (as teachers) they should not make any mistake in front of their students not to lose their credibility. Although the official rhetoric of the curriculum stressed the promotion of practical knowledge that students would be able to use in their daily lives and development of some practical skills on students, this was rarely reflected at the classroom level of these teachers, where the emphasis was found to be on student achievement. The major characterizing feature of these teachers was giving greater emphasis on the delivery of knowledge about the content, less emphasis on encouraging students' active participation in the lesson, and the development of the skills mentioned in the curriculum. The prevalent class organization involved whole class teaching and individual student practice with teacher-centered instruction. The common method employed by the teachers was explaining, questioning, giving examples, and using the board. A greater part of the lesson was devoted to teaching the instructional objectives of the unit through question and answer method. Lessons lacked in variety. The teaching of social studies course was based on the texts most of which were derived from different supplementary materials. Teachers prepared exam questions which were parallel to exam results.

5.4.3. Curriculum Adapters

Perceptions on Curriculum

Curriculum adapters regarded curriculum as a map to find their road when they got lost during the process. They thought that philosophy of the curriculum and its aims were well explained in the documents. Like curriculum followers, they perceived the curriculum and its materials also positively in terms of providing teachers to draw a frame for the instructional practices and the delivery of information. However, with similar perceptions of curriculum mentioned by extenders, adapters perceive negatively the applicability of the centralized curriculum into classrooms. Teachers stated that the curriculum did not respond well to the differing educational context and needs.

Planning Instruction

Among the teachers with different approaches to curriculum transformation, adapters were the ones who gave high priority on planning the instruction. Teachers felt more confident when they were prepared for the lesson before they entered the class. Their plans looked like either a flowchart or a guideline. When they thought it was required, they put additional information, additional concepts regarded to be useful for the students. During planning, they used teacher guidebooks as a curriculum material. After identification of the content, instructional objectives, and the concepts presented in the book they decided on the amount of information they would teach to their students. Then, they planned their instruction by considering the available instructional materials, their students' characteristics, and classroom activities to be implemented.

Curriculum Implementation

Differently from the extenders and followers with the negative perspectives to the curriculum, adapters' focal point was conducting the instruction for the sake of students. Teachers reported that they adapted

curriculum into their classrooms considering their students' prior knowledge and their characteristics. According to their view, they assumed that they were filling the lacking points in the curriculum with their experiences, their beliefs, their own educational approaches, and the information they gained during their teacher training programs. Enriching the learning practices and delivering significant information to students were their focal points during the instruction. Most lessons were student-centered during which group work, pair work, and individual activities were implemented. In their classroom practices, delivery of knowledge had equal importance with the development of skills and qualities mentioned in the curriculum. During their implementation teachers' guidebooks were their main sources however, when needed they used supplementary books in terms of using a text, an example, a question or a picture. Textbooks, activity books, visuals, presentations, educational web sites, internet, newspapers, texts, and hands on activities were the other sources that adapters put into implementation. Lessons were based on student-centered activities like presentations group works, role-plays, brainstorming, creative story writing, or completing a story and sometimes based on teacher-centered activities like direct instruction, recitation and writing, direct question and answering. The teaching approach depended on the subject matter of the lesson. Additionally, they made small follow-up quizzes to identify students' knowledge levels and lacking points in the acquisition of the knowledge. Teachers' mostly conducted their lessons based on their instructional plans.

Literature shows some similarities with the findings of this study in terms of teachers' perceptions on curriculum. Teachers had positive attitudes towards the constructivist curriculum. However, impediments like not being able to implement curriculum in village schools, in multigrade classrooms were regarded negatively (Gelen & Beyazit, 2007; Canerik, 2005; Gömleksiz & Bulut, 2006; Ocak & Yıldız, 20011; Yapıcı & Demirdelen, 2007). Results are consistent with the findings of this study, which are teachers' positive

perceptions about constructivist and students-centered curriculum. On the other hand, they also mentioned teachers negative perceptions about the implementation of reforms. However, reasons and factors caused differences among teachers' perceptions of curriculum are not presented in the literature.

The differences among teachers' perceptions of curriculum and its structure could be related with their personality, their beliefs about the system, their backgrounds, their approach to education, their teacher training programs, school and class context, and class size. They way in which teachers' own perceptions about the education and their educational background might have important impact on teachers' perceptions of the constructivist curriculum.

Considering the results of the study and related literature, it can be concluded that since teachers are not considered during the curriculum development process it is not unexpected that they are perceive the centralized structure of the curriculum negatively. Top-down curriculum development approach results in deficiencies in curriculum transformations. Furthermore, since teachers are not informed about the theory and philosophy behind the curriculum, they have been having problems in practicing that theory through the philosophy curriculum.

In the literature, it was also mentioned that teachers' experiences, content and objectives, and national curriculum had significant impact on teachers planning practices (Eskiocak, 2005, Yıldırım, 2003). Teachers mostly regard national plans during preparing long term plans (Yıldırım, 2003). Correspondingly, Akpinar and Özer (2006) stated that needs and interest of students, curriculum, and textbooks had great priority on preparing yearly plans from teachers' perspectives. Teachers' instructional plans were based on students centered approach. However, they did not accept taking students' ideas in planning process.

Teachers' classroom practices found in this study also show similarity with the literature in terms of teachers finding their own way of curriculum

transformation when they come up with any difficulty in the implantation of the curriculum (Çınar, Teyfur & Teyfur, 2006; Orbeyi, 2007; Yapıcı & Demirdelen, 2007). For example, literature mentioned that teachers skip some activities presented in the curriculum, or they make use of teacher-centered method in their instruction when needed. It is also mentioned in the literature that teachers do not make use of most of the alternative assessment methods in their classroom practices due to time limitation. However, the way in which teachers make adaptations or changes in curriculum during implementation is not mentioned clearly in the literature to make detail comparison with the findings of the present study.

Teachers' experiences, beliefs, and their knowledge on the subject matter could be contributed to different ways of curriculum implementation. Their perceptions of the centralized curriculum and the social studies course could be other factors impacting teachers' classroom practices. Additionally, class size, students' characteristics and their backgrounds, school type, school districts, availability of required equipments could also be contributed to the different classroom practices and approaches to curriculum implementation of teachers.

In summary, results indicated that teachers differed in terms of transforming the curriculum. Considering the data analysis three types of curriculum transformers were derived namely; curriculum followers, who had high fidelity to curriculum; curriculum extenders, who perceived the curriculum insufficient in content and transformed it to increase student-performance content wise; and adapters, who took the curriculum as a guide and deliberated on it to provide enriched learning environment for students in class.

5.4.4. Comparison of Teachers' Approaches

Three different approaches were identified considering the data; curriculum followers, curriculum extenders, and curriculum adapters. These differences mainly depended on teachers' use of curriculum in class and in line

with this the way in which they transform the prescribed social studies curriculum into teaching and learning process.

All three group of teachers regarded philosophy of curriculum positively as it was being constructivist and students-centered. However, teachers' perceived differently the applicability of constructivist centralized curriculum in class. Curriculum followers were grouped under two different perspectives in terms of their perceptions about the centralized curriculum. Although both groups implement the curriculum and curriculum materials step-by step in class, the rationale stated behind this differed. First group of followers, most of who were novice teachers, regarded use of prescribed curriculum would increase the quality of instruction. On the other hand, second group of curriculum followers perceived prescribed curriculum as an obstacle for developing their profession and quality of instruction.

Except first group of curriculum followers, the rest regarded having to use of centralized predetermined curriculum created problems like limiting teaching profession, applicability of the curriculum in different contexts, and contradictions between constructivist curriculum and national testing system. Differently from second group of curriculum followers, who regarded curriculum as a duty, curriculum extenders and curriculum adapters emphasized inapplicability of the curriculum in their classes. While extenders mentioned the contradiction between philosophy of curriculum and national testing system, adapters explained this inapplicability by mentioning the differing students' backgrounds and differing school and class contexts.

Aforementioned differences in perceptions of teachers of centralized curriculum influenced planning processes and curriculum implementation in class as well. While curriculum followers implement the curriculum as it was prescribed they differed in terms of their classroom practices. First group of curriculum followers and curriculum adapters conducted more student-centered instruction in class. Curriculum extenders, on the other hand, mainly depended

on mastery of knowledge in line with national exam questions. Second group of curriculum followers' instruction based on fulfilling the requirements of the curriculum. Based on their classroom practices teachers' role also showed differences in class. Curriculum followers had high control on their classrooms not to get out of the focus of the curriculum. On the other hand, curriculum extenders were the authority in class and they regarded themselves as knowledge expert so more teacher-based instruction occurred in class. Differently from both groups, curriculum adapters were acting as facilitator and democratic atmosphere was felt in their classes.

In the literature, it was also mentioned that teachers' beliefs, values, their decision-making process, context, experiences had an impact on transformation of the official curriculum (Çınar, Teyfur & Teyfur, 2006; Ball & Cohen, 1999; Eisner, 1990; Erickson & Shultz, 1992; Grossman, 1995; Kennedy, 2005; Orbeyi, 2007; Snyder, Bolin, & Zumwalt, 1992). In the international literature teachers' approaches to curriculum transformation was categorized as curriculum fidelity, curriculum adaptation, and curriculum enactment (Ball & Cohen, 1999; Erickson & Shultz, 1992; Snyder et al., 1992). Although findings of the present study show some similarities with these approaches, they are differences as well. For example, curriculum followers and curriculum extenders mentioned in this study show similarity with teachers who have curriculum fidelity and curriculum adaptation approaches. On the other hand, the participant teachers in this study did not reveal curriculum enactment approach.

This difference might be due to the centralized curriculum structure of Turkish educational system. Aforementioned international studies were conducted in decentralized educational system in US. Since teachers have no autonomy in developing the curriculum considering the school and class context in Turkey, it is not surprising that curriculum enactment approach did not come into the picture.

Despite in the international literature teachers have more tendencies to use curriculum enactment approach during curriculum transformation in Turkish context, almost half of the participated teachers in the study were found to be curriculum adapters. Although it is difficult to arrive at a definite decision about representation of teachers' curriculum transformation approaches, it can be concluded that due to differing contexts, teachers' different backgrounds, their experiences, and their approach to teaching may result in adapting the curriculum according to the class context. For example, middle SES school teachers have more inclination to implement the curriculum as it is presented. On the other hand, at high SES schools and low SES schools teachers either adapt the curriculum or they focus on knowledge inquiry based on national exams.

5.5. Implications for Practice

In light of the findings of this study, the following implications for practice are offered;

Through the findings of the study, it was identified that teachers' lack of voice resulted in being brushed away the system and this results in low commitment to the implementation of the curriculum. Among the top-down curriculum development process, not regarding teachers' ideas about the lacking points in the implementation of the curriculum and not gathering their suggestions led to loss of attachment of the teachers to the system. One of the factors that create the gap between thought curriculum and enacted one were teachers' feeling of detachment in the system and low fidelity of curriculum implementation. Furthermore, not gathering feedbacks about the deficient parts of the curriculum in the transformation process triggered experiencing of these problems consistently. Consequently, teachers either found new ways like, making modification on the curriculum or ignoring the curriculum, abdicating to overcome with the problems, but instead implementing curriculum for the sake of duty. In short, consequences of the ignorance of teachers in the top-down

structure of curriculum development process are like a long chain. Thus, feedback about the curriculum transformation into teaching and learning processes should be gathered from the teachers and these feedbacks should be carefully analyzed during the curriculum development process. A special office namely “*teacher support office*” can be established at the local districts under the MONE like ‘guidance and research centers’ (RAMs). Alternatively, RAMs can be revised and ‘teacher support units’ in the RAMS can be established in which both curriculum specialists and counselors work to help teachers overcome the problems they experience both related with the curriculum and its implementation and emotional problems resulted by and affecting their teaching professions.

Centralized curriculum was found to be a major problem in reflecting different social contexts in the country. Predetermined curriculum standards by the MONE put pressure on the teachers in making teaching relevant to their class context. Hence, a core curriculum can be used in the country, and flexibility should be given to the teachers in terms of developing their own curriculum based on local context.

The discrepancy between the philosophy of the curriculum and structure of national exams were highly mentioned in the study. Teachers complained about being in a difficult situation between using the curriculum as it was required and focusing on student achievement in national exams. The constructivist curriculum requires teachers to see each child as special and unique. Teachers are required to give more emphasis on students’ individual developmental process without evaluating all students in the same pot. However, national testing system contradicts with this constructivist curriculum which requires mastery of knowledge. Thus, national testing system should be revised. Alternative evaluation approaches should be thought to provide the consistency between the curriculum and the evaluation system. The transition of students

between secondary school to high school or high school to university should be provided with a more skill based evaluation system instead of knowledge based.

The findings of the study revealed also that the curriculum was not also appropriate to meet needs and expectations of the ‘all’ the students with different backgrounds, different personalities, different competencies, and abilities and that of teachers from the education. Furthermore, teachers highly suffered from conducting curriculum activities with the inclusion students in class. Since inclusion students who needs special education may require more time to practice the classroom activities, teachers should be provided more flexibility in time arrangement. To identify the needs of the stakeholders (like administrators, teachers, students, parents, society, industry) who benefit from the system, an extensive needs assessment should be conducted before developing the curriculum or making reforms in the education and curriculum.

Teaches’ exclusion from the curriculum development process is found to be another obstacle in understanding and implementing curriculum. Additionally, teachers have limited autonomy due to the prescribed centralized curriculum. Highly prescribed curriculum and standardized curriculum materials limit teachers in terms of making decisions on content selection, determination of instructional objectives, searching for supplementary textbooks, which are thought to be more useful both for students and teachers, arrangement of allocated time. Hence, during the curriculum development teachers should be included more into the process. For example, at the each school, a curriculum office (may be named as teacher guidance office/room) can be established and curriculum specialists can be assigned for these offices. Teachers can get guidance and support from these offices when they experience a problem related with the transformation of the curriculum and periodical meetings can be arranged with the same level of teachers (classroom grades) to share teachers’ experiences related with curriculum transformation. As a result of this, teachers won’t feel themselves alone during the process and also they can learn from each

other. Additionally, in the office a library can be organized to support teachers with variety of curriculum documents and materials.

The results of this study indicated that teachers seemed not to be aware of the requirements of the curriculum, and that the curriculum document as the main document gives teachers too little direction about the requirements for them to successfully implement the expected requirements. Therefore, it is suggested that the curriculum developers should try to understand the difficulties teachers face during the implementation of the curriculum to reduce the gap between theory and the practice. The curriculum documents and guidebooks should be revised. The requirements of the curriculum should be explicitly stated in the documents and guidebooks. The terms used in the documents should be defined clearly and expectations of curriculum from teachers should be clearly explained.

In the study is was identified that teachers pre- and in-service trainings did not meet the expectations of the teachers and they were thought to be low in quality in terms of the trainers' incompetency about the trained subject, conducting training sessions' in short period of time, informal structure of the trainings, lack of motivating teachers. Teacher training programs is significant to provide teachers required information about the curriculum and its implementation. The length of training sessions can be organized according to the aim of the training programs. These training can be based on workshops, so teachers' motivation can be increased by providing them practical information about the transformation of the curriculum and coping with the obstacles they face during the process. More quality in-service workshops could be run for teachers, and pre-service courses can be reviewed and revised continuously. In most importance, in an attempt to redesign the curriculum and curriculum materials, the changes made on them should be explained to the teachers by means of in service training sessions.

According to findings of this study, curriculum materials play an important role in teachers' curriculum practices. Their perceptions on the

materials not only on content but also on the appearance affects their use of them in their teaching and learning processes. Textbooks are criticized for not providing required knowledge. Keeping this in mind, the MONE and TBE should revise the texts presented in the books and they should be rewritten to make the textbooks more educative. Activity books should be revised as well. Repetition of similar activities should be extracted from the books and activities that enhance student creativity, motivation, and critical thinking should be provided in the books. However, to make the materials more educative and taking them to the utmost level to make teachers and students can benefit more, some meetings can be organized at district level and subject matter teachers, classroom teachers, students, subject matter experts, curriculum specialists can share their ideas about the materials. Moreover, qualitative studies can be conducted on the country based by the people, working in the MONE or the TBE. Through this research teachers and students can be asked to describe the features of their ideal curriculum materials and their responses can be considered.

A final but not the least importance finding is teachers' experiences of lack of support from the inspectors in terms of the transformation of curriculum. When teachers tried to transform curriculum such as the thought curriculum units, there were many challenges experienced, which were lack of support from the inspectors, lack of resources, insufficient allocated time, not being able to transform the philosophy of the curriculum into classrooms, the discrepancy between constructivist curriculum and national exams, adaptation of curriculum for the students with variety of backgrounds. Teacher support structures are necessary for teachers to cope with these challenges as they implement the curriculum and refine their understandings.. It is essential to support systemic acknowledgement about the curriculum and its approach and about the innovations, and to support teachers adapting curriculum materials as they address the needs of their students, time constraints, and limitations in resources,

not having comprehensive information about their role in the curriculum. Parent involvement, collaboration with colleagues, schools principals' support should be increased by arranging periodical meetings Specialists, curriculum makers, principals and inspectors can support the transformation process is by providing teachers with feedback on their transformation practices by observing in the classroom. However, it is crucial that during this process teachers should make confident about the aim of these observations, since they may think that they are evaluated. Providing teachers with opportunities in subsequent workshops through in service trainings to reflect upon their practices and to discuss about the enactment issues with colleagues and designers seem to be essential.

5.6. Implications for Further Research

The implications of the major findings in this study for further research are the following:

This study was carried out to investigate classroom teachers' transformation of the centralized social studies course curriculum into teaching and learning processes. However, there seems to be a need for another investigation on the transformation of different course curricula for different grades. After such an attempt, the results of the present study can be compared with the findings of a research carried out with any other course curriculum in order to check whether similar issues are come across in them or not. This comparison can also help to identify what kind of experiences teachers have in transformation of social studies curse curriculum in the transformation of a different course curriculum if there are any differences.

This study was based only on classroom teachers' experiences and their perceptions of centralized curriculum and its transformation. Whereas curriculum specialists, academicians, parents, students and other stakeholders like inspectors and school principals could also be studied in terms of their perceptions and experiences in relation to curriculum development and its transformation.

This study conducted with the 4th and 5th grades classroom teachers in Ankara. Conducting further studies on teachers' transformation of curriculum into teaching and learning processes with teachers teaching at different grades and working in different cities may provide a general picture of the phenomenon in Turkey. Since findings of this study presented some information about teachers' transformation of curriculum in different socioeconomic status of the schools, it would be beneficial to investigate the phenomena in different cities if the results are parallel or not. Additionally, there might be further differences contributing to the school contexts locating in villages or inner cities, being multigrade schools or being transported schools, as well as class context in which students have different cultures, and life styles.

The design of this study was phenomenological qualitative study in which interviews, observations and document analysis were applied. The results aimed to explain teachers' experiences of transformation of centralized curriculum. In the further studies, a grounded theory approach can be adapted to conceptualize the process of teachers' transformation of centralized curriculum.

To validate the findings of this study quantitative research methods can also be applied to identify if the teacher profiles derived in this study on transformation of the centralized curriculum show similarity in a broader sample size.

In the second part of this study observations were conducted to identify the consistency if the interview results. However, there seems to be needed to conduct more observations to describe teachers' profiles. The results can provide to make comparison between the findings of the present study in terms of consistency of the results. There may also be additional features in the profiles, and similarities and differences among the profiles can be explained in detail.

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APPENDICES
APPENDIX A
SEMI-STRUCTURED INTERVIEW SCHEDULE TURKISH VERSION

YÖNERGE

Merhaba,

Ben Özlem Tokgöz. ODTÜ Eğitim Fakültesi Eğitim Bilimleri Bölümü Eğitim Programları ve Öğretimi Anabilim Dalında doktora öğrencisiyim. MEB ders programlarının öğretmenler tarafından algılanışı ve sınıf içindeki öğrenme-öğretim sürecine nasıl yansıtıldığı konusunda bir araştırma yapıyorum. Sizinle bu görüşmeyi yapmamın amacı bir sınıf öğretmeni olarak programa ilişkin düşüncelerinizi, programın sınıf ortamına aktarılması konusundaki deneyimlerinizi ve tutumlarınızı ortaya çıkarmaktır. Bu çalışmanın eğitim programlarının öğretmenler tarafından algılanması ve uygulamaya konulması arasındaki henüz çok açık olmayan süreçle ilgili bilgi elde etmemize yardımcı olacağını ümit ediyorum. Böylece elde ettiğim sonuçların gerek program geliştirme sürecine, gerekse hizmet öncesi ve hizmet içi eğitim sürecine katkıda bulunacağını düşünüyorum.

- Sizinle yaptığımız görüşme sırasında kişisel bilgileriniz kesinlikle gizli tutulacak, benim dışarıda kimseyle paylaşılmayacaktır. Bu konuda sizi kaygılandıran ya da benimle paylaşmak istediğiniz başka şeyler var mı?
- Sizin için de bir sakıncası yoksa bana verdığınız bilgilerden herhangi bir kısmını kaçırılmamak adına görüşmemizi kaydetmek istiyorum. İzin verir misiniz? Bunun sizce bir sakıncası var mı?
- Yapacağımız görüşmenin yaklaşık bir saat süreceğini tahmin ediyorum. Bu süre sizin için de uygunsa görüşmeye başlamak istiyorum.
- Başlamadan önce bana sormak istediğiniz bir şeyler var mı?

Araş. Gör. Özlem Tokgöz
ODTÜ

TEMEL SORULAR

Kısaca eğitim geçmişinizden bahseder misiniz?

Sonda: Nereden mezun oldunuz? Hangi bolum? Hangi yıl? Kaç yıldır öğretmenlik yapıyorsunuz?

Program değişikliğinden önce öğretmenlige başlamışsa;

Yenilenen eğitim programı ile ilgili herhangi bir hizmet içi eğitime katıldınız mı?

• *Yanıt evet ise; Ne zaman? Ne kadar süre? Eğitimin etkililiği konusunda ne düşünüyorsunuz?*

• *Yanıt hayır ise; hizmet içi eğitim hiç mi olmadı yoksa siz mi istemediniz?*

İstemediyse; Neden?

Program değişikliğinden sonra başlamışsa;

Almış olduğunuz öğretmen yetiştirme programı ne kadar sürdü?

Aldığınız eğitimin etkililiği konusunda ne düşünüyorsunuz?

GÖRÜŞME SORULARI

1. Bugün derste yaptıklarınızı anlatır mısınız?
2. Bu süreçle ile program arasında nasıl bir ilişki kuruyorsunuz? Ya da program bugün yaptıklarınıza nasıl ya da ne düzeyde yön verdi? Bu ilişkiyi nasıl kuruyorsunuz? (Planlama, ders kitaplarını kullanma, aktiviteler, değerlendirme, vs)

ALT. S.: Bugünkü dersinizde hazırlanırken sunulan sosyal bilgiler ders programından ve materyalerden – ders kitapları, aktiviteler vs – faydalandınız mı?

3. Oluşturmacı/Yapilandırmacı program denildiğinde ne anlıyorsunuz?

ALT. S.: Yapılandırmacı bir eğitim program ne tür özellikleri içerir?

4. Uygulanan sosyal bilgiler ders programının özellikleri nelerdir?

ALT. S.: Uyguladığınız sosyal bilgiler dersi programının felsefesi ve temel aldığı yaklaşımlar nelerdir? Yeni sosyal bilgiler ders programının öğretmen olarak sizden bekłentileri nedir?

Sonda: Programın felsefesi, temel aldığı yaklaşım, öğrencilerin rolü, vs.

Bir öğretmen olarak sosyal bilgiler ders programını ne amaçla ve ne şekilde uygulamanız bekleniyor?

5. Öğretmekte olduğunuz sosyal bilgiler dersinin eğitim programı ile ilgili ne düşünüyorsunuz?

Sonda: programın uygulanabilirliği, ders kitapları, öğrenci seviyesine uygunluğu, programın uygulanması için öngörülen süre, kazanımların anlaşılırlığı, kapsamı (içerdiği konular), hedeflenen beceriler, değerlendirme süresi, vb.

6. Sizce Milli Eğitim Bakanlığı tarafından geliştirilip öğretmenlere sunulan eğitim programı eğitim verdığınız sınıfın koşullarına ne derece uygun?

ALT. S: Ders verdığınız sınıftaki öğrencilerin gerek kültürel yapıları, gerekse hazır bulunmuşluk (deneyimler ve ön bilgiler) düzeyleri bakımından sosyal bilgiler dersi programını ne derece yeterli buluyorsunuz?

7. Size sunulan sosyal bilgiler dersi programını öğretim sürecinin hangi aşamalarında daha fazla kullanıyorsunuz? (planlama, uygulama, değerlendirme vb.)

8. Sosyal bilgiler ders programını uygulamaya geçirmeden önce ne gibi planlama çalışmaları yapıyorsunuz?

ALT.S.: Sosyal bilgiler dersini anlatmadan önce yaptığınız planlama çalışmalarından bahseder misiniz?

Sonda: Her ders öncesi ne tür hazırlıklar yapıyorsunuz?

Dersi planlarken en çok nelere dikkat ediyorsunuz?

Planlama sırasında en çok nelerden faydalaniyorsunuz?

Hangi kaynakları sıkılıkla kullanıyorsunuz?

Size göre öğretimi planlama sırasında dikkat edilmesi gereken en önemli unsur nedir? Neden?

9. Sosyal bilgiler ders programını hangi plan türlerinde daha fazla kullanıyorsunuz? Neden?

10. Ders planlama aşamasında sizing için sıkıntı olabilecek faktörler neler olabilir?

11. Ders planlarınızın etkili olabilmesi için göz önünde bulundurduğunuz en temel şey nedir?

ALT. S.: Sosyal bilgiler dersi için hazırladığınız ders planlarınızı tam olarak ve etkili bir şekilde uygulayabilmek için en çok neye dikkat ediyorsunuz?

12. Dersinizi planlarken ve uygularken size sunulan eğitim programına ne ölçüde uyduğunuzu düşünüyorsunuz? Neden?

ALT.S.: Hazırladığınız planların programa uyum düzeyi ile ilgili ne düşünüyorsunuz?

Sonda: Planlara dökerken, ders materyallerini kullanma, programda belirlenen kazanımları yerine getirme, değerlendirme yöntemlerini kullanma vs. açısından.

13. Yapılandırmacı sosyal bilgiler ders programı için sunulan materyaller konusunda neler düşünüyorsunuz? Bunların uygulamaya aktarılması ne düzeyde gerçekleşiyor? Ne şekilde?

ALT. S.: Sosyal bilgiler ders programı için verilen ders kitapları, öğretmen kitabı, çalışma kitapları ve bunlar dışında ders için size sunulan kaynaklar konusunda ne düşünüyorsunuz?

Sonda: Materyalleri kullanıyor musunuz? Materyalleri dersinin belirlenen kazanımlarına ulaşması konusunda yeterli buluyor musunuz? En sık

kullandığınız materyal ne oluyor? En çok faydalı gördüğünüz hangisi? Neden?
En az faydalı gördüğünüz hangisi? Neden?

14. Sosyal bilgiler dersi programında belirlenen kazanımlara ulaşmak için size önerilen sınıf içi ya da sınıf dışı aktivitelerin etkililiği konusundaki görüşleriniz nelerdir?

Sonda: Bu etkinlikleri uygulamak için neler yapıyorsunuz? (doğrudan ya da dolaylı uygulama, öğretmenlerle tartışma vs. Etkinlikleri ne ölçüde kullanıyorsunuz? Etkinlikleri faydalı buluyor musunuz? Belirlenen kazanımlar ve önerilen sürenin uygunluğu konusunda ne düşünüyorsunuz?

15. Programın anlaşılması ve uygulamaya aktarılması sürecinde öğretmenler arasında işbirliği olduğunu düşünüyor musunuz? Varsa, birlikte buna yönelik ne gibi çalışmalar yapıyorsunuz?

16. Veliler, Yönetici ve müfettişlerden ders programı ve onun uygulamaya aktarılması sürecinde destek alıyor musunuz?

Sonda: *Eğer alıyorsa;* ne gibi katkıları oluyor? En çok nerelerde destek/katkı sağladığını düşünüyorsunuz?

Almiyorsa; müfettişlerden ya da yöneticilerinizden destek almanın faydalı olacağını düşünüyor musunuz?

17. Programın uygulama açısından karşılaştığınız güçlü yönleri ve eksiklikleri nelerdir?

ALT.S.: Programın uygulamada en iyi gerçekleştiğini ya da gerçekleşmediğini düşündüğünüz boyutları var mı? Nelerdir?

Sonda: Uygulama aşamasında en çok nerelerde sıkıntı yaşıyorsunuz?

Uygulamada size ve öğrencilere katkı ve kolaylık sağladığını düşündüğünüz kısımlar neler?

18. Sosyal bilgiler dersi programı ve bu programa paralel olarak hazırlanmış program materyalleri (ders kitapları, öğretmen kılavuz kitabı) ile ilgili geliştirilmesini ya da düzeltilemesine yönelik görüş ve önerileriniz var mı? Nelerdir?

19. Sizce sosyal bilgiler ders programının etkili bir şekilde uygulanıp hedeflenen amaca ulaşabilmesi için neler yapılması gereklidir?

Sonda: öğretmenler, veliler, okul müdürleri, bakanlık çalışanları, program uzmanları, müfettişler vb ne gibi işler düşüyor?

20. Uygulamaya daha iyi yansıtma konusunda nasıl bir program hazırlanmalıdır? Bu programı kimler hazırlamalı? Okulların bu süreçteki rolü ne olabilir?

21. Benim değişimyi atladığım ve sizin paylaşmak istediğiniz başka bir konu var mı?

SEMI-STRUCTURED INTERVIEW SCHEDULE ENGLISH VERSION

INSTRUCTION

Hello,

I am Özlem Tokgöz. I am a doctorate student in Department of Educational Sciences Curriculum and Instruction Program in Faculty of Education at METU. I am conducting a research based on the perception of teachers about programs offered by Ministry of National Education and how they are reflected in learning and teaching process in class. The purpose of this interview is to come out your experiences and attitudes about program offered to you as a class teacher while teaching social studies. I think that the results you have provided will contribute to program development process, pre-service and in-service education process.

- Your personal information will be confidential and will not be shared with anyone. Do you have any concerns or something to share with me in this aspect?
- If you do not mind, in order not to miss any parts of the interview, I want to record it. Do you give me permission to record it?
- I suppose the interview will take nearly an hour. If it is appropriate for you, I want to start the interview.
- Do you have anything to ask me before we start?

Res. Assist. Özlem Tokgöz
METU Faculty of Education
Educational Sciences
Doctorate Student
e-mail: tozlem@metu.edu.tr

1. Can you explain what you did in class today?
2. How do you relate this program/curriculum with the process? Or to what extent did the program direct what you did in class today? (planning, usage of course books, activities, evaluation etc.)

ALT. Q.: When getting prepared for your class today, did you make use of social studies curriculum, or the materials (course books, activities etc.) ?

3. What do you understand from a constructivist curriculum?
 - What are the characteristics of a constructivist curriculum
 - What are the characteristics of the social studies curriculum that is implemented now?
4. What is the philosophy and the basic approaches the social studies curriculum has that you apply now? What are the expectations of the new social studies curriculum from you as a teacher?

Prompt: The philosophy of the program, its basic approaches, the role of the students, etc.

As a teacher with what purpose and in what ways are you expected to apply the program?

5. What do you think about the social studies curriculum you are actively teaching?

Prompt: its applicability, course books, appropriateness to the level of students, the anticipated time frame, openness of the objectives, scope (the topics included), target skills, amount of time for evaluation.....

6. What do you think about the suitability of the program developed and offered to the teachers by MONE to the conditions of the class you teach?

Alt. Q: What do you think about the adequacy of the social studies program taking into consideration the cultural structures and the readiness level (experiences and prior knowledge) of the students?

7. In which periods of instruction do you use the social studies curriculum offered to you?

- 8.** What are some planning procedures you make before you apply the social studies program?

ALT. Q.: can you explain some of the planning procedures you make before you teach a social studies lesson?

Following Questions:

What are some preparations you make before your lessons?

What are some points you consider the most while planning a lesson?

What do you make use of the most while planning?

What are some sources you make use of the most while planning a lesson?

What is the most significant factor one should pay attention to the most while planning instruction? Why?

- 9.** In which planning types do you use the social studies program? Why?

- 10.** What can be some factors that can constitute problems for you in the planning process?

- 11.** What is the most fundamental thing you consider in planning your lessons?

ALT. Q.: What do you pay attention to the most to apply the lessons you prepare for the social studies lessons in the most effective way?

- 12.** To what extent do you follow the program offered to you while you plan and apply your lessons?

Alt. Q.: What do you think about the compliance of the plans you prepare to the program?

Prompt: Usage of lesson materials, applying the objectives of program, usage of assessment methods etc.

- 13.** What do you think about the materials offered in the constructivist social studies program? To what extent are these applied? In what ways?

Alt Q.: What do you think about the course nooks, teacher books, activity books and the other additional sources offered to you in the social studies program?

Sonda: do you use the materials? Do you find the materials sufficient in order to achieve the determined objectives? What are the materials you use the most?

Which ones are most useful for you? Why? Which ones are least useful to you? Why?

- 14.** What are your comments on the efficiency of the offered activities to achieve the determined programs in the social studies program?

Prompt: what do you do to apply these activities (direct or indirect applications, discussions with teachers, etc.) to what extent do you use the activities? Do you find the activities useful? What do you think about the determined objectives and the appropriateness of the time offered?

- 15.** Do you think there is cooperation among the teachers in the comprehension and application processes? If there is, what are some things you do regarding this?

- 16.** Do you get support from the parents, administrators and the inspectors in the application of the program?

- If there is support, what are its contributions? In which dimensions, do you think it has support/contribution?
- If there is no support, do you think it will be useful to get support from the inspectors and the administrators?

- 17.** What are the strengths and weaknesses of the program that you faced during instruction?

Alt. Q.: Are there any dimensions of the program that you believe have worked well or worked poorly during instruction? What are they?

Prompt: In which parts do you face the most problems in implementation? What are the parts that gave you easiness or that contributed to you and the students?

- 18.** Do you have any comments or suggestions for the social studies program or the program materials (course books, teacher guide book) that are prepared in line with it?

19. What do you think should be done in order for the social studies program to be implemented effectively and to achieve the goals?

Prompt: teachers, parents, administrators, ministry of education staff, program experts, inspectors etc.

20. What kind of a program should be prepared in order to be reflected in implementation better? Who should prepare it? What can the roles of the schools be in this process?

21. Is there any other information valuable to you that I didn't mention but you would like to share?

APPENDIX B
FIRST FOLLOW-UP SEMI STRUCTURED INTERVIEW SCHEDULE
TURKISH VERSION

Merhaba,

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- Sizinle yaptığımız görüşme sırasında kişisel bilgileriniz kesinlikle gizli tutulacak, benim dışarımda kimseyle paylaşılmayacaktır. Bu konuda sizi kaygılandıran ya da benimle paylaşmak istediğiniz başka şeyler var mı?
- Sizin için de bir sakıncası yoksa bana verdığınız bilgilerden herhangi bir kısmını kaçırılmamak adına görüşmemizi kaydetmek istiyorum. İzin verir misiniz? Bunun sizce bir sakıncası var mı?
- Yapacağımız görüşmenin yaklaşık bir saat sürecekini tahmin ediyorum. Bu süre sizin için de uygunsa görüşmeye başlamak istiyorum.
- Başlamadan önce bana sormak istediğiniz bir şeyler var mı?

Araş. Gör. Özlem Tokgöz
ODTÜ Eğitim Fakültesi
Eğitim Bilimleri Bölümü
Doktora Öğrencisi
e-posta: tozlem@metu.edu.tr

GÖRÜŞME SORULARI

1. Üniteye başlamadan önce ne gibi hazırlık çalışmaları yapıyorsunuz?
2. Üniteyi hazırlarken hangi kaynakları kullandınız? Neden?
3. Sosyal bilgiler ders programından hazırlık çalışmalarında faydalandınız mı?
 - Evetse; Nerelerde? Ne şekilde?
 - Hayırsa; Neden?
4. Dersinize girmeden önce size verilen kitap setlerinden faydalandınız mı?
 - Evetse; Hangilerinden? Ne şekilde?
 - Hayırsa; Neden?
5. Bu üniteyi planlarken sıkıntı yaşadığınız yerler oldu mu?
 - Evetse; Nerelerde?
 - Hayırsa; Size kolaylık sağlayan şeyler oldu mu?
6. Ders etkinliklerinizi ve aktivitelerinizi planlarken en çok neyi göz önünde bulundurdunuz?
7. Program ünite ve derslerinizi planlarken size ne ölçüde yön verdi?
8. Ünite içerisinde değerlendirme çalışmalarına ne şekilde yer verdiniz?
9. Değerlendirme sürecini hazırlarken program size nasıl yön verdi?
10. Programda (kazanımlar, içerik, değerlendirme süreçleri vb.) yer verilen öğeler bu üniteyi işlemek için yeterli mi?

FIRST FOLLOW-UP SEMI STRUCTURED INTERVIEW SCHEDULE

ENGLISH VERSION

Hello,

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INTERVIEW QUESTIONS

1. What kind of preparation do you make before you start the unit?
2. Which resources did you use while preparing the unit? Why?
3. Did you make use of social studies curriculum in your preparation?
 - If yes; where and how?
 - If no; why?
4. Did you make use of the curriculum materials before your class/teaching?
 - If yes; which ones and how?
 - If no; why?
5. Did you have any difficulties while planning this unit?
 - If yes; where?
 - If no; was there anything that made it easy for you?
6. What was the most important thing that you took into consideration while planning your class activities?
7. To what extent did the program give you a direction while planning the unit and lessons?
8. In what way did you include evaluation in your unit?
9. How did the program direct you while preparing evaluation process?
10. Are the components included in the program (gains, content, evaluation process, etc.) enough to teach this unit?

APPENDIX C
SECOND FOLLOW-UP SEMI STRUCTURED INTERVIEW SCHEDULE
TURKISH VERSION

(Çalışmanın ikinci aşamasında sürecin ortasında ve sonunda sorulacak sorular)

YÖNERGE

Merhaba,

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- Sizinle yaptığımız görüşme sırasında kişisel bilgileriniz kesinlikle gizli tutulacak, benim dışında kimseyle paylaşılmayacaktır. Bu konuda sizi kaygılandıran ya da benimle paylaşmak istediğiniz başka şeyler var mı?
- Sizin için de bir sakıncası yoksa bana verdığınız bilgilerden herhangi bir kısmını kaçırılmamak adına görüşmemizi kaydetmek istiyorum. İzin verir misiniz? Bunun sizce bir sakıncası var mı?
- Yapacağımız görüşmenin yaklaşık bir saat sürecekini tahmin ediyorum. Bu süre sizin için de uygunsa görüşmeye başlamak istiyorum.
- Başlamadan önce bana sormak istediğiniz bir şeyler var mı?

Araş. Gör. Özlem Tokgöz
ODTÜ Eğitim Fakültesi
Eğitim Bilimleri Bölümü
Doktora Öğrencisi
e-posta: tozlem@metu.edu.tr

GÖRÜŞME SORULARI

1. Ünite kapsamında istediğiniz dersleri düşünecek olursanız genel olarak derslerinizin etkililiği, programda yer verilen amaçlara ulaşıp ulaşmaması konusunda derslerinizi nasıl değerlendirdirirsınız?
2. Derslerinizi işlerken MEB tarafından size sunulan eğitim programını ve kitap setlerini kullandınız mı?
 - Evetse; en sık nereelerde kullandınız? Ne şekilde kullandınız?
 - Hayırsa; Neden?
3. Derslerinizi planlarınız doğrultusunda işlerken sıkıntı yaşadığınız yerler oldu mu?
Alternatif Soru: Planlarınız uygulamada engel olan durumlar ortaya çıktı mı? Evetse; Neler?
4. Üniteyi ve dersleri işlerken planlarınızı ve programı uygulama açısından en çok hangi kısımların işlevsel olduğunu düşünüyorsunuz?
5. Üniteyi istediğiniz sürede en çok hangi kısımların eksik kaldığını ya da geliştirilmesi gerektiğini düşünüyorsunuz?
6. Bu üniteyi tekrar işleyecek olsanız planlama ve uygulama sırasında ne gibi değişiklikler yaparsınız?

SECOND FOLLOW-UP SEMI STRUCTURED INTERVIEW SCHEDULE

ENGLISH VERSION

Hello,

I am Özlem Tokgöz. I am a doctorate student in Department of Educational Sciences Curriculum and Instruction Program in Faculty of Education at METU. I am conducting a research based on the perception of teachers about programs offered by Ministry of National Education and how they are reflected in learning and teaching process in class. The purpose of this interview is to come out your experiences and attitudes about program offered to you as a class teacher while teaching social studies. I think that the results you have provided will contribute to program development process, pre-service and in-service education process.

- Your personal information will be confidential and will not be shared with anyone. Do you have any concerns or something to share with me in this aspect?
- If you do not mind, in order not to miss any parts of the interview, I want to record it. Do you give me permission to record it?
- I suppose the interview will take nearly an hour. If it is appropriate for you, I want to start the interview.
- Do you have anything to ask me before we start?

Res. Assist. Özlem Tokgöz
METU Faculty of Education
Educational Sciences
Doctorate Student
e-mail: tozlem@metu.edu.tr

QUESTIONS

1. How do you evaluate your lessons in terms of the effectiveness and whether they have reached the aims included in the program in general when you think about the lessons within the scope of unit?
2. Did you make use of the education program and book collections offered by Ministry of National Education?
 - If yes; in which parts did you use them frequently? How?
 - If no; why?
3. Were there any times that you had difficulty while having your lessons according to your plans?

Alternative question: Were there any obstacles while applying your plans?

- If yes; what were they?
4. Which parts do you think that are the most functional in terms of applying your plans and the program while teaching the unit and lessons?
 5. Which parts do you think that were missing or should be improved in the process of teaching the unit?
 6. If you had the opportunity to teach this unit again, what kind of changes would you have while planning and applying?

APPENDIX D

SAMPLE CODING OF SEMI-STRUCTURED INTERVIEW

<p>Ö: hocam merhaba bana kısaca eğitim geçmişinizden bahseder misiniz? Neren mezun oldunuz? Kaç yıldır öğretmenlik yapıyorsunuz?</p> <p>M: Kırşehir Eğitim Yüksek okulu Gazi üniversitesini 2 yıllık daha sonra lisans tamamlamaya 4 yıldı okuldan mezun oldum. 86 yılından beri öğretmenim yani <u>26. yılını çalışıyorum</u>. Yaklaşık 8 yıl kadar da idarecilik de yaptım.</p> <p>Ö: şu anda kullanmakta olduğunuz yapılandırmacı programla ilgili herhangi bir seminere ya da hizmet içi eğitime katıldınız mı?</p> <p>M: <u>çok kısa</u> ilk senesinde bir <u>tanıtım eğitimi</u> şeklinde bir <u>hafta bir seminere katılmıştım</u>.</p> <p>Ö: sizee bu eğitim program anlamanız ya da benimsemeniz ya da uygulama sürecinde kolaylık sağlama açısından etkili oldu mu?</p> <p>M: <u>program tanıtmaya anlambilde etkili oldu. Yani bir önceki programdan çok farklıydı ama yeterli olmadı. Mesela bir kere kılavuz kitaplar yeteri kadar çok tanıtılmadı. Ben kılavuz kitapların çok kullanılır olduğunu düşünmüyorum. Hiçbir öğretmen arkadaş da kullanmıyor. Ben mümkün olduğunda kullanmaya çalışıyorum ama o kadar çok tefferruat ve detay var ki bakılması incelenmesi ya da küçük notlar alınması çok zor, kitap kendisi çok detaylara boğulmuş.</u></p> <p>Ö: hocam en son işlediğiniz sosyal bilgiler dersinde neler yaptınız kısaca bahseder misiniz?</p> <p>M: genellikle bizzat <u>sınıfta eski yöntemeye yakın bir şekilde yönler konusuydu</u> işlediğimiz. Öğrencilere sınıf saatini çıkarttık saat yöntemiyle yön bulmayı öğrendik, sonra güneşe bakarak yön bulmayı öğrendik. İşte çocuklara ‘doğu ne tarafta falan bir tahmin edin hadi ol zaman sağ kolumuzu çevirelim’ gibi uygulama ama tamamen ders içerisinde çok fazla araç gereç olmadan tek araç gerecimiz pusulaydı. Daha sonra ben çocuklara konuya ilgili bilgi verdim.</p> <p>Ö: eski yöntemeye yakın derken neyi kast ediyorsunuz?</p> <p>M: kastım şu; <u>öğretmen daha öğretmen ön planda öğrenci dinleyici. Daha çok öğretmen merkezde</u>.</p> <p>Ö: Bu dersinize hazırlanırken sosyal bilgiler ders programını ne ölçüde</p>	<p>Experience</p> <p>In-service Training</p> <p>Perception TGB</p> <p>Traditional Teaching</p> <p>Teacher-centered</p>
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<p>kullandınız?</p> <p>M: <u>öğretmen kılavuz kitabı</u> kullanıyorum. <u>Söyle ki bir üniteye başladan önce ya da bir sonraki ünitenin konu başlığına ayrıca öğretmene yönelik kenarlarda verilmiş olan bilgilerden zaman zaman destek allığım oluyor.</u> En azından bir bakıyorum ne var ne yok diye ondan sonra kitapla birlikte çocukların birlikte işliyoruz. Bir kısmına bakıyorum ama dediğim gibi çok fazla detay olduğu için tamamen bu kılavuzu kullanamıyoruz. Yani önceden de işin açıkçası çok fazla okumuyoruz. <u>Günler öncesinden haftaya ne yapacağım gibi çok fazla detaylı bir inceleme yapmıyoruz işin açıkçası.</u></p>	Planning
<p>Ö: <u>kullanmakta olduğunuz programın yapılandırmacı/ oluşturmacı program olduğu söyleniliyor.</u> Size göre yapılandırmacı/oluşturmacı program ne ifade ediyor?</p> <p>M: <u>yapılandırmacı programın öğrenci merkezli olduğu söyleniliyor.</u> Merkezde öğrencini düşünmesi öğrencini yapması. <u>Öğretmenin sadece rehberlik yapması.</u> Yani onların yapamadıklarını, erişemediklerini, ulaşamadıklarını kaynak olabilmek. Yani öğretmenin yönlendirme ve kaynak sağladan başka bir rolü yok. <u>Öğrencinin öğrenmesi için bir araç öğretmen.</u> Ben böyle düşünüyorum.</p>	Curriculum Philosophy
<p>Ö: siz bir öğretmen olarak programın sizden neler beklediğini düşünüyorsunuz?</p> <p>M: <u>bu konuda çok fazla bir şey söylemeyeceğim.</u> Program bize çok fazla işin içersine koymuş ki bence bu program yapılandırıcı değil. <u>Ağırlıkta öğretmen var daha çok öğretmen anlatsın öğrenci dinlesin.</u> Bu program genellikle öyle. Yani anlatım yöntemini kullan bunlara bir şey öğret diyor. <u>Öğrenci merkezlidenden uzaklaşmış bir program.</u></p>	Teacher Role
<p>Ö: bu programın uygulanabilir olduğunu düşünüyorsunuz?</p> <p>Aktiviteler, kazanımlar ve içeriğe baktığınızda ne düşünüyorsunuz?</p> <p>M: <u>İçeriğe yani konulara baktığımızda konular sadece sosyal bilgiler açısından değil bütün derslerde çok üst seviyede.</u> Öğrenci seviyesinin üzerinde aynı zamanda <u>öğrenciyi çok da işin içine katmayan, kısıtlı, anlatıma dayalı kısımlar var, eğlence ve zevkten uzak çocuğun ilgisini çekmeyen...</u> <u>Öğrencide bir merak uyandırmıyor</u> işin açıkçası ya da dersi işlerken çocuklar zevk almıyorlar. Çok az bir kısmında yani öğrencinin merak edip sorduğu kısımlarda zevk alıyorlar. Onun haricinde <u>zoraki işliyormuş gibi anlamsız, eğlence kısmı yok.</u> Mesela <u>bazı kitaplarda özellikle 1. kademe kitaplarda birazcık daha bulmacalar ve eğlence kısmı fazlaydı.</u> Bunlarda da <u>bulmaca, eğlence, soru-cevap gibi öğrenciyi sıkmayan etkinlikler daha</u></p>	Content (perception)

<p>düzenli hazırlanabilirdi. Öğrencinin zevk alacağı şekilde hazırlanabilirdi o yönüyle yetersiz buluyorum.</p>	
<p>Ö: önerilen süre ile ilgili ne düşünüyorsunuz üniteler için ve bunların uygulanması için?</p>	
<p>M: <u>süre çok yetersiz çünkü program çok yoğun ve yoğun olduğu için de konular istenildiği gibi işlenmiyor. Programı tamamlamak kaygılarıyla biz programı sıkıştırıyoruz. Hatta çok zorda kalırsak bazı etkinlikleri ödev olarak veriyoruz. Evde yapıyorlar. Oysa ki çalışmaları sınıfta yapmaya kalktığımızda bu etkinlikler yetişmiyor.</u></p>	<p>Time Activities (homework)</p>
<p>Ö: kazanımlar sizce anlaşılır mı ve içeriği yeterli buluyor musunuz?</p>	
<p>M: <u>konu içerikleri yeterli değil.</u> Kazanımlar açısından bakılırsa kazanımlar çok güzel yani ama <u>işleniş açısından bakarsak kazanımlara ulaşmak çok zor.</u> <u>Yani bir uyumsuzluk var.</u></p>	<p>Objectives (Perception & Implementation)</p>
<p>Ö: hocam şimdi soracağım soruya da biraz dejindiniz ama belki daha detaylı konuşmak gerekebilir. Sınıfınızdaki öğrencilerin gerek kültürel yapıları gerekse hazır bulunuşluk düzeylerini düşünürseniz sizce program yeterli mi?</p>	
<p>M: yani öğrencilerin önceki bilgileriyle yeni öğrendiklerini düşünürsek konular bu açıdan yeterli denilebilir. <u>Ama öğrencilerin yaşıntıları günümüzdeki kitapta anlatılanlara bakılınca bir çok konuda birebir örtüşmüyor ama yine de uyum sağlanan kısımları da var o kadar sorun olmuyor o açısından. Yani yaşıntıları içersinden örnekler bulabiliyorlar.</u> <u>Ama yine de bazı sıkıntılar olsa da büyük sorun olmuyor.</u></p>	<p>Appropriateness Daily Life Examples</p>
<p>Ö: Peki hocam ders programını planlama uygulama ve değerlendirme olarak ayırsak öğretim sürecini siz hangisinde ağırlıklı olarak kullanıyorsunuz?</p>	
<p>M: <u>planlama kısmında çok az kullanıyorum. Yani söyle bir bakıyorum sadece. Değerlendirme de çok fazla değil. Zaten verilen değerlendirme yöntemlerini kullanıyorum ama süreden dolayı her zaman olmuyor.</u> <u>Genellikle ünite sonundaki değerlendirme sorularını üniteyi toparlama açısından kullanıyorum ama değerlendirme yöntemlerini yetersiz ve uygulanabilir buluyorum. Süreden sıkıntı yaşıyoruz.</u> Bir de öğrencilerin kendilerini ve arkadaşlarını değerlendirmeleri çok tutarlı olmuyor. <u>Performans ödevlerini de aileler yapıyorlar</u> o nedenle pek kullanıyorum değerlendirme aşamasında da ,yani bakılırsa ben uygulamada program daha çok kullanıyorum. Ders kitaplarını kullanıyorum neler anlatılıyor onları kullanıyorum.</p>	<p>Use of Curr in Planning Assessment methods Time Performance Homeworks Textbooks</p>
<p>Ö: dersinizi anlatmadan başlamadan önce ne gibi hazırlıklar</p>	

<p>yapıyorsunuz?</p>	<p>M: genellikle benim yaptığım uygulama çocuklar der kitap ve defterlerini açıp dersi hazırlık aşaması içerisinde ben bi <u>5-10 dakika kılavuz kitabı bir inceliyorum. Açıklamalara falan bir göz atıyorum. Ondan sonra çocukların ilgisini çekecek bir cümleyle dersin anlatımına başlıyorum işte. Genellikle bu şekilde hazırlanıyorum böyle isliyorum. Zaten planlar da kalktı öyle bir kaç gün öncesinden hazırlanmama gerek kalmıyor.</u></p>	<p>Planning</p>	<p>Guidebooks</p>
<p>Ö: hocam dersinize hazırlanırken en çok neye dikkat ediyorsunuz?</p>	<p>M: <u>öğrencini ilgisini çekecek ne yapabilirim diye düşünüyorum.</u> Öğrenci için hangi bilgi daha önemli onun başarını nasıl artıtabilirim diye düşünüyorum. Anlatılması gereken verilmesi gereken <u>kazanımları göz önünde bulundurduğumuzda bu kazanımları nasıl verebilirim diye düşünüyorum</u> öğrencileri de sıklmadan tabi. Öncelikle dikkat ettiğim çocuğun ilgisini nasıl çekeremeliyim. Sonra da bu kazanımı sunabilmek açısından neler yapılabilir bunlara bakıyorum. Özellikle kendimde yapmaya çalıştığım bu.</p>	<p>Planning (student based)</p>	<p>Objectives</p>
<p>Ö: peki ne gibi kaynaklar kullanıyorsunuz? Yani program materyalleri dışında kayak kullanıyor musunuz?</p>	<p>M: <u>kılavuz kitabı dışında kaynak kullanmıyorum açıkçası sadece piyasada satılan değerlendirme soruları , sınav sorularları gibi örneklerin içersinden önemli sorular ya da kitaplarda degenilmemiş önemli bir kısım bir anlatım onlara bakarım</u> Onun dışında o ders kitabı gibi fazladan başka kaynakları hiç bir şekilde kullanmıyorum. Ne derste kullanıyorum ne de öğrencilerimin bu tür kaynak kitapları var.</p>	<p>Guidebooks (implementation)</p>	<p>National-exam questions</p>
<p>Ö: sizce öğretim planlaması sırasında dikkat edilmesi gereken ne önemli şey ne olmalı?</p>	<p>M: şimdi bir kere bekłtlilerim <u>su programın çok hoş hazırlanmış olması yani çocuğun yapacağı şeyleden öğreneceklerinden zevk alması. Derste kitabı açarken zevk alması.</u> Öncelikle benim istediğim bu ben de derslerimi planlarken buna dikkat ediyorum. Yani çocukların zevk alacakları şekilde dersi işlemeye dikkat ediyorum. <u>Gerçi öğretmen merkezli isliyorum ama yine de verdigim örnekler anlatım şeklim onların dikkatini çekecek onların zevk almasını sağlayacak şekilde oluyor.</u> bir de gereksiz çok bilgi yerine yaşamın içinde kullanacakları temel bilgiyi vermeye dikkat ediyorum. <u>Ki ilköğretimim amacı da bu temel bilgi. Programlarda ise çocuğa çok fazla bilgi verilmeye çalışılıyor. Bu kadar çok bilgiyi biz bile ezberimizde tutamıyoruz. Onun için de programın biraz daha hafifletilmesi, daha sadeleştirilmesi, daha eğlenceli hale gelmesi, çocuğun ve öğretmenin</u></p>	<p>Planning (Student based)</p>	<p>Teacher-centered (implementation)</p>
			<p>Useful knowledge</p>
			<p>Recommendation</p>

<p>zevkle dersi anlatma izleme uygulama aşamasını zevkle yapması lazım. <u>Etkinlikler o kadar sıkıcı ki çocuk herhangi bri etkinliği yapmayı istemiyor.</u> <u>Yazmayı istemiyor, bir angarya gibi geliyor.</u> ‘Neden yazacağım’ ‘niye bu etkinliği yapacağım’ gibi şeyle söyleyiyor. Bunun yanında bazı kitaplar dağıtıyorsunuz o kitaplardaki etkinlikleri çocuklar daha zevkle yapıyorlar. Mesela keserek katlayarak yapıştırarak yapılan etkinliklerden çok keyif alıyorlar. <u>Bu haliyle etkinliklerde sürekli çocuklar yazıyorlar düşünüyorlar tartışıyorlar ama bunlar hep sözde kalıyor.</u> <u>Onun için programın öncelikle sadeleştirilmesi, kısaltılması, daha sade hale gelmesi ve çocukların daha çok hoşuna gidecek etkinlikleri içerecek şekilde bulmaca tarzı, kes yapıştır tarzı aktivitelerin daha ağırlıklı olması gerekiyor.</u> Artı böylece çocuğun sınıfta da aktif hale gelebileceği etkinlikler olması lazım. Maalesef bu yönyle yeterli değil. <u>Süre olarak da yeterli değil.</u></p> <p>Ö: Hocam peki sosyal bilgiler ders programını dersinizi uygularken ünitelendirilmiş yıllık planlar var ders planları var bunlardan hangisini göz önünde bulunduruyorsunuz?</p> <p>M: <u>ünitelendirilmiş yıllık planları birazcık daha ön planda tutmaya çalışıyoruz</u> ama çok da işin açıkçası planı çok fazla takip etmiyorum. <u>Zaten onlara göre konular da yetişmiyor süre de yetmiyor.</u> Bir de orada <u>yazılanlarla öğrencilerin ihtiyaçları dejisebiliyor bazen.</u></p> <p>Ö: öğretmenim siz dersinize hazırlanırken programdan kaynaklı olarak yaşadığınız sıkıntılar oluyor mu planlama aşamasında?</p> <p>M: tabiki oluyor. Birçok sıkıntı olabiliyor. Mesela <u>arac gerec sıkıntısı oluyor.</u> <u>Zaman zaman bir etkinliği yaparken kullanacağımız araç gereçleri bulamıyoruz.</u> <u>Bazı konular da çocuktan çok uzak oluyor.</u> <u>Cocuğun yaşamında olmayan konuları anlatmak o konuyu çocuğa uygun hale getirmek çok zor oluyor.</u> Sözcük olarak, terim olarak bilmemiği, hiç ilgisini çekmediği bir konuyu anlatmak en büyük sorunlardan biri oluyor.</p> <p>Ö: dersinizi işlerken biraz değindiniz ama verilen programla ne derece paralel gidiyorsunuz?</p> <p>M: <u>şimdi ben genelde tecrübelerimden faydalıyorum.</u> Konu başlığını vs gördükten sonra programdan tamamen çıkıyorum. Bu konuyu nasıl anlatabilirim. Ben çok da programı takip etmiyorum. Özellikle programı takip etmemi zorlayan kitapta anlatılan konular. <u>Konuların sırasını takip ediyorum.</u> Ama onun dışında detaylara bakmıyorum işin açıkçası.</p> <p>Ö: hocam ders programı için size verilen öğretmen kılavuz kitabı ders kitabı ve çalışma kitabıyla ilgili ne düşünüyorsunuz? Hangisini daha faydalı buluyorsunuz? Ya da en az faydalı bulduğunuz hangisi?</p>	<p>Activities (activity books)</p> <p>Recommendations</p> <p>Hands-on activities</p> <p>Time</p> <p>Planning –time</p> <p>Planning- student needs</p> <p>Impediments (materials)</p> <p>Inappropriate content</p> <p>Experience</p> <p>Delivery of knowledge</p> <p>Content Sequence</p>
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<p>M: şimdi bu konuda <u>bir küçük çalışma ama güzel bir uygulama kitapların ikiye bölünmüş olması çocukların boş vere iki tane kitap taşımalarını engelliyor.</u> 1. Ve 2. Dönemin kitapları ayrı dolayısıyla yükü azalmış oldu <u>cocukların bu yönyle olumlu bence. Ama diğer bir anlamı da kullanım olarak iki tane kitabı takip etmek yerine aynı kitap içersinde etkinlik kısmını bulmaları daha kolay. Ama içerik olarak çok da değişen birşey yok.</u> Anlatımlar zevksiz etkinlikler bence çok kısıtlı. Konular, konu başlıklarını anlatılan metinler bence çok yetersiz ve sıkıcı. Bir de özünde vurgulanmak istenen noktalar çok belirsiz.</p> <p>Ö: hocam öğretmen kılavuzu size yardımcı oluyor mu?</p> <p>M: <u>Çok az.</u> Şimdi <u>biz öğrenci için nasıl bir rehbersek bu dersin anlatımıyla ilgili öğretmene ciddi bir rehber olması lazım.</u> <u>Yapabilecek etkinliklerden tutun da diğer her süreç ve her konuya ilgili öğretmeni yönlendirici, bilgilendirici, farklı örnekler içeren bir yapıya sahip olmalı.</u> <u>Bazen dersi anlatmak istediğimizde bazen örnekler aklimiza gelmeyecekler.</u> Mesela bir Türkçe dersinde eş anlamlı sözcükler deyince çok klişe örnekler geliyor aklimiza hemen. Ama bir kılavuz kitapta <u>farklı örnekler görmek isterim</u> mesela. <u>Yaratıcı değil</u> kitaplar. <u>Öğretene rehber de olmuyor bence kitap.</u> <u>Çok fazla kalıplasmış aynı değişimleri sürekli her konuda her derste uygulamak yerine çeşitlendirilebilir.</u> Bir de çalışma ve ders kitabını birleştirilmiş minyatür halde yazılmış hali kılavuz kitaplar. <u>Aynı aktiviteler, dikkati çekme aynı şekilde her farklı konuda hep klise aynı şeyleri öneriyor.</u></p> <p>Ö: ders programında yani kılavuz kitapta belirtilen sınıf içi sınıf dışı aktiviteler var. Bunları kullanıyor musunuz? Ne ölçüde kullanıyorsunuz? Faydalı buluyor musunuz bu aktiviteleri?</p> <p>M: bu aktiviteler tabiki güzel. <u>Öğrencilerin kalıcı öğrenmelerini sağlıyor.</u> <u>Ama okul imkanları bu tür aktivitelere çok fazla fırsat vermiyor.</u> Aileden <u>izin almak, maddi durumlar karşılamak...</u> bir de mesela bir sosyal bilgiler sınıfı olsa, bir Türkçe sınıfı olsa, bir matematik sınıfı olsa ve her dersi ilgili sınıfında yapılsa. Okul harici bir yere çıkmak istediğimizde de hem idari açıdan hem aile açısından sıkıntı yaşıyoruz. İzinleri almak çok zor. Maddi olarak da çok zor. Prosedürler çok fazla. Ama aktivitelere baktığınızda öğrenci için gerçekten çok etkili. Aslında sene başında ‘okulun aktiviteler için okul dışına çıkarılmasına izin veriyorum.’ gibi tek bir onay alınabilir. Bu biraz daha kolaylaştırır süreci. Aktiviteleri uygulamak çok zor.</p> <p>Ö: programın anlaşılması ve uygulamaya aktarılmasına yönelik diğer öğretmen arkadaşlarınızla işbirliğinde bulunuyor musunuz?</p>	<p>Curriculum Materials Content-subject matter</p> <p>Guidebooks Impediments</p> <p>Lack of creativity in materials Reputation of activities</p> <p>Field Trips Impediments</p>
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<p>M: <u>öğretmen arkadaşlarımızla paylaşımımız tabiki oluyor.</u> <u>Eleştirilerimizi tabiki zaman zaman paylaşıyoruz. Ama maalesef öğretmen arkadaşlar da eski sistemin çok etkisinde kaldıkları için çok yaratıcı olamıyor.</u> Yaratıcı fikirler çıkmıyor. Bir de etkili olmuyoruz birbirimize. Geliştirmek için kimse dinlemiyor herkes kendi yaptığına daha doğru buluyor. Sadece söylemde kalıyor her şey. Uygulamaya yönelik sıkıntılar çok dile getirilmiyor. Zaman zaman ben işte şöyle bir uygulama yaptım ya da ben böyle bir örnekleme kullandım gibi bir kaç tane örnek oluyor onun haricinde çok fazla etkili olmuyor. Ama olmasını isterdim. Çünkü bu insanı geliştirir. <u>Ciddi ciddi bir tartışma konusunda yaratıcı fikirler de ortaya çıkar. Ama ciddiye alınmıyor.</u></p> <p>Ö: veli yönetici ve müfettişlerden programın anlaşılması ve uygulamaya aktarılması süreciyle ilgili herhangi bir destek ya da görüş alıyor musunuz?</p> <p>M: <u>Müfettişlerden aksine olumsuz etkiler alıyorum. Hepsi baskı altında tutup, programın uygulanıp uygulanmadığına bakan tarzda yaklaşımalar oluyor.</u> Ne sıkıntılar yaşadığımız sorulmuyor. Programla ilgisi olmuyor sorduklarının belki de programı okumamışlardır bile. Olumlu yapıçı değil aksine olumsuz tepkiler oluyor. Müfettişin işin içine karışması beni aksine rahatsız ediyor. Ama rehberlik anlamında destek olabilirler. <u>Ama onların da programı bilmeleri gereklidir.</u> Bir de onlar çok örnek görüyorlar hangi öğretmenler ne tür uygulamalar yapıyorlar görüyorlar. Farklı öğretmen uygulamaları görüyorlar. Mesela bir müfettiş bütün okulların 4. Sınıflarını gezebilseydi, ya da sadece sosyal bilgiler müfettişi olsa mesela yani alan spesifik olsaydı bunları da paylaşısındı bence daha etkili olurdu. Ama bunun gibi <u>ne velilerden ne de yöneticilerden herhangi bir destek alımıyorum.</u> Yöneticilerin birazcık daha çalışma ortamını rahatlatmaları gereklidir. <u>Özellikle iş yapan üreten insanlar rahat ortamda çalışıklarında daha verimli olurlar.</u> Çalıştığınız iş yerinizde ne kadar güvende hissederseniz o kadar verimli olursunuz. İdarecilerden sadece bunu beklerim ben onun haricinde bir beklentim yok açıkçası. <u>Velilerden de programdan ziyade geçmişin alışkanlığıyla bütün yaşamları sınav. Artı günümüzde veliler biraz daha bireysel bakıyorlar.</u> ‘<u>Benim çocuğum hepsinden iyi olsun, çok soru çözüp, başarılı olsun’ kaygısı var. Hiç birisi ‘<u>şu sporu yapsın, benim çocuğum kendine güven duysun, düzgün Türkçe konusun’</u> vs yok.</u> Tamamen sınav odaklı dört tane test fazla çözüyorsa onun çocuğu daha iyi. Velinin beklentisi bu olunca ondan da programın uygulamasına yönelik destek alamıyoruz. Ama burada <u>veliler de haklı</u></p>	<p>Teacher Collaboration</p> <p>Support from Inspectors</p> <p>Recommendations</p> <p>Support from school managers</p> <p>Support from parents</p>
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<p><u>çünkü hem böyle bir program geliştiriliyor hem de sınavla öğrenci alıyor.</u> <u>Onun için de veli hedefine ulaşması için nasıl ulaşırsa ulaşın kaygısı</u> <u>gündüyor. Veli de haklı ama işte burada bir tutarsızlık oluyor. Ben etkinlik</u> <u>yaptırmak istedığımde veliler sınav odaklı balkıyorlar. Ne yapılan beden</u> <u>eğitiminin ne de kazanılan bir davranışın önemi yok. Cözdüğü soru sayısı</u> <u>çok önemli. Başarı çözülen soruya bağlı oluyor. Bu da bizi programı</u> <u>uygulamadan alıkoyuyor zaman zaman.</u></p>	National Exams
<p>Ö: genel olarak baktığımızda programın en iyi gerçekleştiğiniz yada gerçekleşmediğini düşündüğünüz noktalar neler?</p>	Curr. Strengths
<p>M: <u>program özü itibariye güzel bir program amacı güzel. Gerçekten</u> <u>öğrenciyi merkeze koymaya çalışan bunu hedef almış bir program. Yaşam</u> <u>incende etkinliklerle öğrenciyi biraz da uygulamaya yönlendiriyor. Ama</u> <u>dediğim gibi yeterli değil. Öğretmen düşüncesi çok fazla katılamamış</u> <u>sürece. Bir de dediğim gibi genel sınav alımıyla programın amacından</u> <u>uzaklaşılıyor. Ne kadar istesek de programı takip etmek yani özünü takip</u> <u>ediyorum ama uygulama anlamında yapmıyoruz. Halen dershaneler halen</u> <u>şinav sistemleri. Merkezi sınavlar deneme sınavları SBS ler. 2. Sınıftaki</u> <u>veliler çocuklarına deneme sınavları uygulansın istiyorlar. Bu durum</u> <u>programın amacından çok uzak oluyor. Program havada kalıyor. İçerik</u> <u>anlamıyla tamam ama araç-gereçler, uygulanırlığı, kitapların durumu</u> <u>açısından programı uygulamaya engel oluyor bunlar Hedefe ulaşmayı</u> <u>engelliyor.</u></p>	Teacher Autonomy
<p>Ö: Siz olsaydınız nasıl program materyalleri geliştirdiniz? Ne gibi düzeltmeler yapardınız?</p>	Curr. Weaknesses
<p>M: <u>Ben olsaydım bu kitaplarda bolca resim kullanırdım. Görsele çok önem</u> <u>verirdim. Küçük bir paragrafi geçmeyen küçük notlar küçük anlatımlar</u> <u>resimlerle ilgili küçük yorumlar. Böylece daha kalıcı olurdu. Uzun anlatım</u> <u>değil. Uzun uzun anlattığında çocuk sıkılıyor çok. Her konuya ilişkin</u> <u>resimler ve etkinlik çalışmaları içersinde de bularla ilgili bulmaca şeklinde</u> <u>cocuğun aklında kalıp kalmadığını ölçen hem ilgisin çekip hem de kendini</u> <u>değerlendirebileceği zevkli etkinlikler koyardım. Anlattırmak, sorular</u> <u>sormak bezen çocukların çok sıkıyor. Özellikle çocukların doldurma ve</u> <u>doğu-yanlış sorularını daha çok sevdiklerini görüyorum. Çocuklar yazmak</u> <u>ve anlatmak istemiyor. Zorla yapmasınlar etkinlikleri. Böylece hem zevkle</u> <u>yaparlar hem de oyun gibi görürler arkadaşlarını da değerlendirebilirler</u> <u>kendi öğrenmelerini izleyebilirler. Yaparlarken birbirlerinin yaptıklarına</u> <u>bakıp ‘aa sen burada yanlış yaptın bu böyle olmaz’ falan diyorlar</u> <u>birbirilerini de eleştirebiliyorlar. Eleştirel yönleri de gelişiyor aynı</u></p>	National Exams
	Content
	Applicability of curriculum
	Recommendations on curriculum materials
	Learning by playing

<p><u>zamanda. Bu yönüyle birazcık daha eğlenceye yönelik ve dikkat çekici olması</u> <u>iyi olurdu</u> <u>diye düşünüyorum.</u></p>	
<p>Ö: <u>programı etkili bir şekilde uygulayıp öğretmen, müfettişler, bakanlık çalışanları, program uzmanlar, veliler, okul müdürleri kısacası eğitim sürecinde yer alan her gruptan insana ne gibi işler düşmeli? Neler yapılmalı?</u></p>	
<p>M: <u>bir kere programı bir bütün olarak öğretmenlerin kabul etmesi lazım.</u></p>	Teacher Decision-making
<p><u>Yani bunun faydalı olduğuna yarar sağlayacağına inanması lazım.</u> Bu işin içindeki herkesin buna inanması lazım. Onlar buna inandıktan sonra bunun nasıl uygulanacağı konusunda kendilerini geliştireceklerini düşünüyorum. Ve en önemlisi programa sahip çıkacaklardır. <u>İkinci bir kısım da öğretmeni daha rahat bırakıp sadece sonuç olarak değerlendirmek yerine</u></p>	Teacher Autonomy
<p><u>uygulamalardan kaynaklanan sorunlara ortak çözümler üretilebilmesi.</u> <u>Öğretmen itiraz edebilmeli karşı çababilmesi bunları uzman bir kişiyle konuştuğunu hissetmeli.</u> Dolayısıyla denetime gelen insanların uzmanlaşması gereklidir. <u>Öğretmenin üzerindeki o denetim ve baskısı azaltılmalıdır.</u> <u>Öğretmenin üzerinde çok fazla angarya var çok fazla uygulama var.</u> Doldurulması gereken bir sürü form var. <u>Bunlar denetlenenlerdir.</u> Nasıl yapıldığı önemli değil o nedenle yapılmış olmak için yapılmıyor. Ve öğretmenler bunları neden yapması gerektiğini bilmiyor bunlar da laf olsun diye bakılıyor. <u>Öğretmen de yaptığınnın gerekliliğini bilmemeli.</u> <u>Öğretmenin bir de ciddi anlamda zaman sıkıntısı var.</u> Bu kısıtlılık içerisinde de hemen herkesin yani daha <u>doğrusu ben çokça başvuruyorum ama çevremdeki diğer arkadaşlarım da başvuruyor anlatım yöntemini kullanıyor.</u> Bu defa <u>öğretmen merkezli oluyor program amacından uzaklaşıyor bu defa.</u> Bir de insanlar merak ettiklerini dinliyorlar. <u>Merakını ilgisini çekmeyen konuyu dinlemiyorlar.</u> <u>Onun için çocuğun aktif hale gelmesini sağlamak lazım ama öğretmenin de üzerinden bu kadar yükü hafifletmek lazım.</u> <u>Süre yetmeyince öğretmen merkezli eğitme başvuruyorum ben.</u> <u>Sınıf düzeni, oturma düzeni sınıf mevcudu uygun değil bunların hiçbirini için.</u></p>	Teacher Decision-making
<p>Ö: <u>peki hocam siz olsaydınız nasıl bir program hazırlardınız? Ve bunu yaparken kimlere ne roller verirdiniz?</u></p>	Curriculum Fidelity
<p>M: <u>bir kere bu programı içinde uzman olan üniversite hocalarıyla öğretmenleri bir araya getirerek hazırlamayı isterdim.</u> <u>Teknik açıdan üniversite hocalarının teknik ve pedagojik bilgilerinden yaralanıp öğretmenlerin de uygulamaya yönelik deneyim ve bilgilerinden faydalılarak ortak fikir birliği içerisinde bir program hazırlardım.</u> Böylece</p>	Teacher-centered
	Time
	Classroom Environment Class Size
	Recommendations on Curriculum Development
	Participatory approach in

<p>daha işlevsel olurdu. Öğretmen merkezli olmasına dikkat ederdim ama bunun içine öğrencinin ilgi ve ihtiyaçlarına da dikkat ederdim. Öğretmen uygulayıcı olduğu için öğrencilerin zevk alדיםalar hoşlarına gittikleri kısımların bir nevi temsilcisi olabilir ama işin içersinde öğrencinin de olması gerekiirdi. <u>Yani bir çocuğa sorulup ‘hangisi senin daha çok hoşuna giderdi, ne tür sorular dikkatini çekerdi, hangi etkinlik sence daha ilgi çekici’ gibi sorularla öğrencilerin de görüşü alınabilir diye düşünüyorum.</u> Ama maalesef öğrenci adına karar veriyoruz onu hiç işin içine katmıyoruz.</p>	<p>Curriculum Development Student role in Curriculum Development</p>
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APPENDIX E

SAMPLE CODING OF CLASS OBSERVATIONS

<p>6. UNITE; Toplum Icin Calisanlar 02/05/2012 Carsamba</p> <p>Saat 07.30 – Okula geldim öğrenciler içeriye giriyorlardı. Sanırım nöbetçi öğretmenler bahçede çocukların takip ediyorlar. Öğretmenler odasına geçtim. Öğretmenler genelde zümerleriyle oturuyorlar. Buraya ne zaman gelsem öğretmenlerin hemen hemen oturdukları yerler aynı. Konusmaları yakalamaya çalışıyorum. Bazıları özel yaşamalardan, bahsediyorlar. Bazıları da derslerden bahsederken bazı öğrencilerin isimleri geçiyor öğrenciler ve velilerle ilgili yorumlar yapılıyor. Ben ders gözlemi yapacağım öğretmenin yanına gittim biraz konuştuk işleyeceğim konudan ve yapacaklarından bahsetti. Anladığım kadariyla ağırlıklı olarak yine kitap üzerinden gidecek ders.</p> <p>Saat 07. 45 – Ders zili çaldı. Gözlem yaptığım öğretmenle birlikte sınıfa gittik.</p> <p>1.DERS</p> <p>7:50 <u>Oğretmen öğrencileri selamladı</u>. Masasına geçti bir yandan da sınıfı konusan öğrencileri susturdu. Kafasını kaldırmadan bir taraftan sınıf defterini kitaplarını düzenlerken diğer taraftan öğrencilere aksamlarının nasıl geçtiğini sordu sohbet eder gibi. <u>Sonra sınıf defterini açıp yoklama yaptı</u>. Sınıf mevcudu tam; 28 öğrenci.</p> <p>07.58 -Yoklama yapıldı.</p> <p>Oğretmen derse “<u>Açın bakalım sosyal bilgiler kitabınızı. Konu başlığı neydi?</u>” diyerek başladı.</p> <p>Bir öğrenci “Elimizden tutanların devamı” dedi.</p> <p><u>Diyalog:</u></p> <p><u>Oğretmen: Kim tutuyor bizim elimizden?</u></p> <p><u>Ogrenci1: Kızılıy, AKUT...</u></p> <p><u>Oğretmen: Nasıl elimizden tutuyolar?</u></p> <p><u>Ogrenci1: Yardım amacli yani öğretmenim</u></p>	<p>Field notes</p> <p>Greeting</p> <p>Calling the roll</p> <p>Textbooks</p> <p>Reminding subject</p> <p>Questioning</p>
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Ogretmen: hmmm peki nasil yardım ediyorlar?	In conversation
<u>Ogrenci 2: Mesela Kizilay kan yardimi yapiyor</u> (bu sirada arastirmacinin oturdugu kisimda iki ogrenci kendi aralarinda konusurken ogretmen onlara dogru bakiyor diger taraftan da ogrencinin cevabini dinliyor. Ogrencilerden biri bakisi fark etti ve arkadasini uyarip sustu.	Dicussion
<u>Ogretmen: Peki bu kurumlar olmasaydi ne olurdu?</u> Ogrencilerden ses cikmadı. Biraz bekledikten sonra ogretmen <u>“hic mi okumadiniz? Hemen bi okuyun bakalim hizlica bunu evde okumaniz gerekiyordu.”</u> dedi <u>Kitabin 134. sayfasindaki “Yanliz Degilsiniz” parcasini okumalari icin zaman verdi.</u> Kendisi de masasina gecip acik olan <u>kilavuz kitaba bakiyordu</u> . Okuma 5 dakika surdu. Ayaga kalkip okuma bitmistir artık dedi bazı ogrenciler parmak kaldirdi.	Teacher expectation Textbook
<u>Masasina tekrar oturdu 3 ogrenciyi tahtaya kaldirdi. 3 ogrenciden biri parcayi ozetlemeye basladi.</u> Ogrenci parcayı anlatirken ogrenciyi kesip Kizilay'in Osmali'daki eski adini sordu. Ogrenci bilemeyince masasında otururken sinifa sordu. Bir ogrenci cevap verdi. Ogretmen Hilal-i Ahmer diye tekrar etti. <u>Onemli oldugunu soyledi. “Yarismalarda ve sinavlarda cikiyor.”</u> Ogrenci anlatmaya devam etti. Ogrenci konu icinde gecen Kizilay'in Gazze'ye yardımından bahsederken ogretmen <u>Gazze'in yerini sordu ve sonrasinda guncel olaylardan bahsetti. Kitaptaki (135. sayfa da) gecen Gazzeyle ilgi parcayi sesli olarak kendisi okudu.</u> Sadece Gazze degil, Turk Kizilayi'nin tum dunyada erisebildigi yere kadar gidip yardım yaptigindan bahsetti. <u>Din, dil, irk ayrimi yapmadan yardım yapmanin oneminden bahsetti</u> (bu sirada tahtadaki 3 ogrenci oylece bekliyorlar). Ilk ogrencinin konuya kaldigi yerden itibaren ogretmen 2. ogrenciye <u>“devam et bakalim senden diyelim”</u> dedi. 2. ogrenci de ayni seyi anlatti. Kitapta yazan parcayı bastsan sona anlatti. Ogretmen kitapta Gazze'yi ornek vermis bunun yeri onemli degil. <u>Kitabin asil size anlatmak istedigi “devlet olarak biz sadece ulkemizde yardım yapmiyoruz” diyor.” Ama burada anlatilan mesaj baska bir mesaj. Bizi yardıma davet ediyor yardımilariniz bosa gitmiyor diyor”.</u> Sizler hic imkaniniz yoksa bile bir kan bagisinda	Guidebook Teacher as an authority Teacher as a decision maker Exams Textbook Skill Teacher as an authority Giving direct main

<p>bulunabilirsiniz. Her an basimiza bir felaket gelebilir” diye yardım etme ve Türk Kızılayı’na destek olmanın önemini açıkladı. 3. öğrenciye kitaptaki hikayeyi anlatırdı parçaların hikayenin ana fikrini ne demek istedigini soruyor arkasındaki mesajı soruyor parcanın ardından kendisi de açıklama yaptı.</p>	<p>idea</p>
<p>3. öğrenci de aynı seyleri anlattı öğrenci aynı konuyu tekrar anlatırken öğretmen masasında <u>calisma kitabini inceliyor</u>. Öğrenci anlatımını bitirince. <u>“Defterlerimizi çıkaralım. Bir başlık atatalım”</u>, dedi Ana başlık “Toplum için çalışanlar.” Yan başlık “Resmi Kurumlar.” “Resmi kurumlar nelerdir?” diye sordu. Öğrenciler örnekler verdi. Derneklerden bahsettiler <u>ogretmen de derneklerin oneminden bahsetti</u>. ‘Bir gün para kazanmaya başladığınızda bazı derneklerde yardım edin öğrencileri okutmadı katkı sağlayın bu öğütumu unutmayın derneklerde yardım çok önemli’</p>	<p>Activity Book Student Notebook Direct information</p>
<p><u>“Evet yazalım simdi.”</u> Bir öğrenci parmagını kaldırdı. Ailesinin bir öğrenciye yardımcı olduğunu anlattı. Öğretmen çok güzel yardımlaşma zıncırıdır dedi. Dayanışma çok önemlidir dedi. <u>En güzel ornegin kurtulus savasidir dedi..</u> <u>Ogrencilerin defterlerine yazdıkları parçayı cümle cümle okumaya başladı.</u> <u>Arada noktalam işaretlerine de vurgu yaptı. Dikte caismasini da yapıyor aynı zamanda.</u></p>	<p>Relating other subject Writing</p>
<p>“Toplumların eğitim, sağlık, temizlik (“Sarp güzel yazalım canım bu arada aralara birsey atıyormusunuz birer çiçek atalım” dedi) adalet, ulaşım, iletişim gibi süreklilik gösteren temel ihtiyaçlarının karşılanması adına, (virgül) toplum için çalışan çeşitli kurumlar (virgül), kuruluşlar, sivil toplum örgütleri, vakıflar ve dernekler vardır. (paragraf bası) Devlet tarafından kurulmuş.... <u>8:50 (zil caldi) yardım kurumlarına resmi kurumlar denir.</u> <u>“diyelim ve kapatalım”</u> dedikten sonra öğrenciler sınıftan çıkmaya başladılar. Öğretmen masasına gitti kitapları düzenledi. Arastirmaciya dersi nasıl bulduğunu sordu. Arastirmaci da gözlem için izin verdiginden ve çalışmaya katkı sağladığı için teşekkür etti. <u>Ögretmene ders sırasında kilavuz kitapta ve calisma kitabinda nelere baktigi soruldu. Ogretmen kilavuz kitaptan parçayı takip ediyormus.</u> Ve ayrıca anlatan öğrencilerin eksik bıraktıkları bilgileri veriyormus. Çalışma kitabı için de odev vermeyi</p>	<p>Relating with Turkish course (skill) Closure Guidebook Activity book</p>

<u>dusunmus ama kitaptaki ilgili aktivitenin guzel olmadigini dusunup vazgecmis.</u>	Teacher as a decision maker
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APPENDIX F

TURKISH SUMMARY

Eğitim programları düşüncesinin başlangıcı, iki Amerikan yazar Franklin Bobbitt (1918) ve Ralph Tyler (1949)'in eğitim programları teori ve uygulamalarında en baskın eserleri yazdığı 20. yüzyılın ilk yarısına dayanır.

Eğitim programlarının pek çok farklı tanımı vardır. Tanımlardan biri, eğitim programlarını akademik planlama olarak ele alır. Bu da; alana, öğrenci kitlesine, kurumsal amaca, yöneticiye ve diğer ögelere göre çeşitlilik gösteren, önemli eğitimsel fikirlere odaklanan zorlu bir eğitim planlama sürecidir. Bu çeşitliliğe rağmen planlama, önemli kararlar verme sürecinde taslak veya örnekler sağlar (Stark & Lattuca, 1997, s.10). Bu bakış açısı eğitim programları oluşumuna, “büttünden parçaya” sistem olarak öncü bir biçimde dikkatlice planlanmış ve organize edilmiş mantıklı bir yaklaşım sunar (Karseth, 2002). Bu yaklaşım, kurumun dış etmenleri olan gruplar, kurumlar ve organizasyonların eğitim programları yapılanmasındaki önemini çok dikkate almaz ve bilginin aktarılması dışında amacı olan bilimsel ve profesyonel kurumları önemsemez (Slaughter, 1997). Diğer bir yandan, araştırma alanı olarak eğitim programları, anlaşılmaz, tamamlanmamış ve karmaşık bir sistem olarak nitelendirilir. Öyle ki, eğitim programları bu niteliklerin hepsine sahip olabilir ancak araştırma alanı olarak eğitim programları okulların ve toplumların düzenli işlevinde çok önemlidir.

Eğitim programları ister sadece okulda öğretilen dersler olarak sınırlanılsın ister bireyin kendini gerçekleştirmesi ve toplumda yer almasıyla alakalı deneyimler olarak genişletilsin, alandaki eğitimcileri ve farklı branşlardaki programcılarının yanı sıra toplumdaki herkesi etkilediği inkar edilemez bir gerçektir. Bu yüzden eğitim programları, karar verme sürecinde eğitimin paydaşlarının dahil olması ve bütünden parçaya model olarak adlandırılması yönüyle sosyal bir aktiviteden doğar (Galtom & Blyht, 1989.) Eğitim programları, açık bir şekilde sosyal yapılanma olan ve etkili bir pratikleşme için önemli analizlere açık, önceden planlı ve ortaya çıkan

amaçlar için planlanmıştır (Goodson, 1994). Çoğu zaman belirsizlik ve karmaşa sergileyen üyeleriyle toplum, özellikle son zamanlarda, değişen bir yapıdır. Eğitim programları alanının da bu özelliklerini yansıtması şaşırtıcı değildir. Eğitim planlarının neyi amaçladığı, neyi içerdiği, kimi kapsadığı ve kime hizmet ettiği, eğitim programları fikrinin derin bir biçimde ele alınmasıyla anlaşılır.

Eğitim programlarının bütünden parçaya veya parçadan bütüne geliştirmesi yaklaşımı haricinde, eğitim programları yapısının merkezde toplanması veya bağımsız olması diğer bir tartışmalı konudur. Merkezi eğitim programları ilkeleri olan çoğu sistemin kullandığı model, temel olarak ders kitabı uyarlama prensiplerine, eğitim programlarını ve test etmeye bağlıdır (Archbald & Porter, 1994). Öğretim programları kontrol prensipleri, öğretmenin ders içeriği hakkında karar vermesine rehberlik etmeye yarar sağlar ve öğretmen ve öğrencileri belirlenmiş içerik ve başarı standartları konusunda sorumlu tutar.

Türk eğitim sistemi, modern çağdaki tarihsel gelişimi süreci boyunca merkeziyetçi yaklaşımın etkisi altında kalmıştır ve bu durum şimdiden de değişmemiştir (Uygun, 2008). Fretwell ve Wheeler'e göre Türkiye avrupa ülkeleri arasında en merkezi eğitim sistemine sahiptir. Bu merkezi yapı, öğretim planlamaları gelişimi, onaylanması, ders kitabı ve diğer materyallerin seçimi, öğretmenlerin işe alınması, okulların yönetimi ve teftiş, öğretmenlerin staj eğitimi ve ataması gibi pek çok eğitim sistemi alanında açıkça gözlemlenebilir (Yıldırım, 2003). Bu durum, karar verme ve yönetim sürecinde, okulların gücünü ve otoritesini kısıtlar. "Avrupa ve dünyanın büyük çoğunuğuyla karşılaşıldığında, Türkiye'deki devlet okulları kaynaklar, okullardaki görevlilerin teftiği, ders kitabı seçimi, öğretim zamanının ayarlanması ve program seçiminde en az otoriteye sahiptir" (Vorkink, 2006, s. 17).

2004 yılında yapılandırmacı, öğrenci merkezli, "merkezi" bir ilköğretim programı uygulamaya konulmuştur. Bu öğretim programı, Talim ve Terbiye Kurulu (TTK) tarafından ülke seviyesine göre hazırlanmıştır. Bu program MEB ve TTK tarafından yenilenmiş öğretim programları materyallerinin, "etkili" bir biçimde uygulanmasına teşvik için gözden geçirilmiş ve öğrenci ve öğretmenlere tedarik

edilmiştir. Öğretmenler, içeriğin ve materyallerin seçimiyle ilgili söz hakkına sahip değildir. Merkezi olarak planlanan ve okullara gönderilen bu merkezi programın uygulanması, öğretmenlerin karar vermesinde önemlidir. Bu uygulamada öğretmenler, ne öğreteceklerine değil nasıl öğreteceklerine karar verebilirler (Ingersoll, 2003, s. 104). Öğretmenin mesleki yetenekleri ve öğretim planları üzerindeki kontrolü genellikle birbiriyle alakalıdır.

Öğretmenler, yazılı öğretim programlarının okullarda uygulanan, uygulamalı program olmasında aktif ögelerdir. Bu süreçte öğretim programları, öğretmenin programlama ve öğretimle alakalı karar verme sürecinde yarar sağlayan ve destekleyici aktif bir rolde dir (Davis & Krajcik, 2005). Öğretim programları, öğretmenlerin günlük yaşamıyla da yakından alakalıdır. Öğretim programları neyin nasıl öğretileceğini belirler ve öğretmenlerin dersleri planlamasına ve uygulamasına yol gösterir (Ball & Cohen, 1996). Buna ek olarak, eğitim programları ve öğretim arasında karşılıklı bir ilişki vardır. Eğitim programları öğretmenin dersi planlama ve uygulama sürecini şekillendirirken, eş zamanlı olarak öğretmenler de kullandıkları öğretim programlarını sınıfaktaki öğrencilerin anlamalarına ve özelliklerine göre yeniden şekillendirirler (Brown, 2009; Yıldırım, 2003). Sınıftaki uygulamalar öğretmenin programı anaması, neyin önemli olduğu konusundaki görüşü, öğretmenin ve öğrencinin rolleriyle ilgili fikirlerinden etkilenir (Ball & Cohen, 1996). Bu yüzden öğretmenler, öğretim programlarının uygulanmasında önemli faktörler olarak görülür (McNeill, 2009) ve öğretim programlarının ve materyallerinin uygulanması öğretmenin bilgisi ve görüşünden etkilenen değişken bir süreçtir (Remillard, 2005). Öğretmenlerin öğretim programlarının rolülarındaki görüşleri planlama ve uygulamalarında öğretim planını nasıl kullandıklarını etkiler.

Eğitim programları ve öğretimin karşılıklı ilişkisinin araştırılmasında, öğretmenin planlama süreci bir etmendir. Clark ve Peterson (1986) öğretmenin planlamasını iki açıdan ele alır. Bunlardan biri öğretmenin zihinsel süreci, diğeri ise öğretmenlerin planlama boyunca yaptıkları belirleyici süreçtir. Öğretmenlerin planlama süreci hakkında yapılan çeşitli araştırmalar, öğretmenlerin planlama yaparken çeşitli

modelleri kullandıklarını ortaya çıkarmıştır (Clark & Yinger, 1979; Sardo-Brown, 1990; Shavelson & Stern, 1981; Zahorik, 1975). Planlama sürecinde çeşitli modellerin kullanılması hem öğretmenin gözlemlenebilir tavırlarıyla hem de zihinsel süreçleriyle alakalıdır. Zihinsel süreç, öğretmenin milli eğitim programları algısını, eğitim felsefesini, öğrenme ve öğretme yöntemleri hakkındaki görüşlerini ve planlama sürecindeki bilişsel düşünme kısmını barındırır. Zihinsel süreç altında toplanan bu başlıklar öğretim planlamasında açıkça ve doğrudan gözlemlenemez. Bu bilgiler, öğretimi etkileyen öğretmenin zihinsel sürecinin yansımaları, eğitim-öğretim süreci ve öğretim planının uygulanmasını gözlemleyerek elde edilebilir.

Eğitim planının uygulanışı, değişimin doğası, açıklığı ve zorluğu, yerel eğitim yönetiminin desteği, öğretim gücünün kalitesi ve gerekliliği, okul müdürlerinin katılımı, öğretmenin kültürü ve merkezi yönetimin desteği, öğretim planlarının hazırlanması vb. içeren pek çok farklı faktörlerden etkilenir (Fullan, 2001). Bu faktörler arasında, öğretmenlerin rolü, özellikle de sınıfaktaki rolü, büyük önem taşır (Clarke, 1997; Fullan, 2001). Öğretmenler, eğitim programlarını belgelere dökülmüş halindeki gibi uygulayabilir veya programda bazı değişiklik ve uyarlamalar yapabilirler.

Türkiye'de eğitim programları ve uygulanışları hakkında yürütülen pek çok çalışma vardır (Aykaç & Başar, 2005; Birgin & Baki, 2009; Canerik, 2005; Doğan & Sarı, 2008; Gömeksiz & Bulut, 2007; Gündoğar, 2006; Güven, 2010; Kaya, 2009; Ocak & Yıldız, 2011; Orbeyi, 2007; Şahin, 2007; Yalar, 2010; Yıldırım & Akar, 2002). Bu çalışmalar özellikle matematik, fen bilimleri, sosyal bilimler, hayat bilgisi, Türkçe, coğrafya, fizik ve İngilizce gibi belirli derslerin ders programlarının farklı sınıf gruplarında uygulanışıyla alakalıdır. Ek olarak, EARGED'in hazırladığı rapor, uygulama sürecinde eğitim programlarının güçlü ve zayıf yanlarını ortaya çıkarmıştır (2005).

Tüm bu çalışmalar alanla ilgili önemli bulgular sağlasa da bulguların ardından kalan, eğitim programlarının uygulanmasındaki zayıflıklar, öğretmenin görüşleri, öğretmenlerin ders programları ve materyalleri hakkındaki fikir ve algıları, yeniliklerin uygulanışındaki başarısızlıklar ve yetersiz ders programlarının uygulanması gibi

faktörlerin ve gerekçelerin detaylı bir açıklaması yoktur. Sonuç olarak, var olan araştırmalar, öğretmenlerin ders programı anlayışını ve kullanımını derinlemesine aktarmaz. Yine de teori ve pratik arasında bir köprü kurdukları için öğretmenler eğitim sistemindeki temel elemanlardandır. Bu yüzden, öğretmenlerin merkezi ders programları ve ilgili materyaller hakkındaki görüşleri ve algıları, programların sınıf aktivitelerine dönüştürülmesiyle ilgili yaklaşımları çalışmalardaki eksiği kapamak için araştırmaya değerdir. Öğretmenlerin ders programlarının uygulanmasındaki karar verme süreciyle alakalı çalışmalar, teorinin pratiğe nasıl dönüştüğünü anlamamıza yardımcı olur.

Yukarıda adı geçen kaynakça ışığında, bu çalışma, eğitim programlarının altında yatan teorinin pratiğe dökülmesindeki tutarsızlığı, yani planlanan ve uygulanan arasındaki boşluğu, göz önüne alarak 4. ve 5. sınıf öğretmenlerinin ilköğretim sosyal bilgiler ders programını nasıl algıladıklarını ve programı eğitim-öğretim sürecine nasıl aktardıklarını anlamayı amaçlar.

Konu hakkında daha detaylı bir bilgilendirme için, ilkelerin değerlendirilmesi ve eğitim programlarının uygulanmasındaki araştırmalar yüzeysel kalmaktadır. Ayrıca, resmi ders programının ve uygulananın algılanışı bu çalışmalarda bulunamamıştır. Az sayıda çalışmada, programın uygulanmasında öğretmenin rolüne ve tutumlarının öğrenme sürecine yansımalarına değinilmesine rağmen, tutumların edinimi ve merkezi ders programlarının eğitim-öğretim sürecine nasıl dönüştüğünü daha iyi anlamak için detaylı bilgilere ihtiyaç vardır. Programların, başında düşünülen ve uygulamada ortaya çıkan halleri arasında fark vardır.

Eğitim, hem çeşitli öğelerden etkilenen hem de bu öğeleri etkileyen karmaşık bir kavramdır. Bugünün eğitim tanımı ve yönetimiyle ilgili öncü görüşleri, genellikle sistemin üreticiliğine bağlıdır. Eğitim sürecinde uygulanan aktiviteler, amaçların ve hedeflerin belirlendiği, istenilen bu hedeflerin elde edilmesi için bir plan ve stratejinin düzenlendiği, uygulandığı ve sonunda sonuçların değerlendirildiği bir bütünden-parçaya süreç olarak görülür. Eğitim programlarının geliştirilmesindeki bu bütünden-parçaya bakış açısı, belirlenen teorilerin, amaçların ve hedeflerin

uygulanmaya koyulmasını gerekli kılar. Planlanan ve uygulanan ders programları arasında genellikle fark vardır. Bu farkı ortadan kaldırmak, öğretmenin günlük ders aktivitelerini, belirlenen ders programıyla ilgili algılarını, programın öğretime aktarılmasıyla alakalı yaklaşımlarını incelemeyi gerektirir.

Türkiye şartlarında öğretmenlerin, merkezi ders programlarının bir gereği olarak eğitim-öğretim sürecinde belirli hedefleri ve içerikleri düşünmesi beklenir. Planlama ve uygulama sürecine yardım için öğretmenlere ders kitapları ve kaynaklar (öğretim materyalleri) verilir. Bunun sonuçlarından biri de, Türk eğitim sisteminin bu özelliğinin öğretmenleri merkezi ders programlarına bağlı kılmasıdır. Fakat eğitim-öğretim sürecinde merkezi ders programları materyallerinin ve diğer elemanların kullanımının nasıl olacağı yeterince açık değildir. Öğretmenlerin görüşlerini ve merkezi ders programı ve materyallerinin kullanımını dikkate almak, merkezi ders programının yeterliliğini ölçmek, eğitim-öğretimi eksikliklerini ve etkilerini saptamak için başvurulacak bir yöntemdir. Eğitim sistemimizde ve merkezi eğitim programlarında bazı düzenlemeler yapıldığı için, bu düzenlemelerin sonuçlarının belirlenmesi ve hükümet tarafından önerilen yöntemin öğretim sürecinde yer alması önemlidir. Öğretmenlerin merkezi eğitim programlarını nasıl algıladıklarını ve bunların eğitim-öğretim sürecine nasıl aktardıklarını araştırmak, öğretimdeki bu standartların ve kuralların değerlendirilmesi için önem taşır.

McCutcheon ve Milner (2002)'nin vurguladığı gibi, öğretmenlerin planlama yapmasının yaralarından biri, yeni planların ve düzenlemelerin eğitimcilere uygulamayı gözleme imkanı sunmasıdır. Bu düşünüldüğünde, öğretmenlerin planlamasını incelemek, yeni eğitim programlarının uygulanmasıyla ilgili bakış açıları sağlar. Merkezi İlköğretim ders programları ve materyallerinin öğretmenler tarafından ne oranda ve hangi şekillerde kullanıldığını araştırmak, sağlanan materyallerin ve öğretim sürecinin geçerliliğini gözlemelemek, düzenlemek ve gerekli yerleri değiştirmek bakımından çok önemlidir. Bu çalışma, merkezi eğitim programlarının eğitim-öğretim sürecindeki etkisine ışık tutacaktır. Çalışma bulguları, eğitim programlarındaki yeniliklerin değerlendirilmesine ve gerekli düzenlemelerin yapılmasına yardımcı

olacaktır. Bunun yanında, merkezi bir ders programı kullanmanın avantajları ve dezavantajları tanımlanacaktır.

Bu çalışma, planlanan ve uygulanan ders programı sürecine ışık tutmayı amaçlamaktadır. Öğretmenlerin merkezi eğitim programları ve bunların öğretim sürecine aktarılmasıyla alakalı deneyimleri hakkında çok az çalışma olduğundan, kaynakçaya katkı olacak veya ilgili araştırmalara yol gösterecektir.

Bu çalışmanın bulguları, ilke belirleyenlere ve program geliştiricilere de geri bildirim sağlayacaktır. İlke belirleyenler, kararlarının ve belirledikleri uygulamaların sınıfta nasıl yorumlandığını ve uygulandığını görmek için bu bulgulardan yararlanabilir ve sistemin güçlü ve zayıf yönlerini belirleyerek, eğitim programlarında gereken düzenleme ve değişikliklerin yapılmasına yardımcı olabilir. Bu çalışma, program geliştiricilere de, programın uygulanmasıyla ilgili öğretmenlere rehberlik eden materyallerin ve program belgelerinin yeterliliği hakkında değerli bilgiler sunabilir. Bu çalışmanın yardımıyla programcılar, program değerlendirme yöntemlerini yeniden düşününebilir ve çalışmada vurgulanan hatalı yöntemleri düzenleyebilir.

Bu çalışma aynı zamanda öğretmenlere, sınıfındaki aktivitelerini değerlendirmeleri için geri bildirimler sağlayabilir. Ders programının derse aktarımındaki engeller ile alakalı bulgular, öğretmenlerin sınıf uygulamalarını geliştirmesine yardımcı olabilir. Daha da fazlası, öğretmenlerin ders programları hakkındaki bakış açısını ve sistemdeki rollerinin önemi hakkındaki bilinci artırabilir. Öğretmenlerin, ders programını aktarırken nelerden geçtikleriyle ilgili daha detaylı bilgi verebilir.

Son olarak, bu çalışmanın bulguları, öğretmenlerin, öğretim stratejileriyle kullanımı, planlama süreci, ölçme ve değerlendirme yöntemleri ve bilginin aktarılması gibi ders programını aktarırken karşılaştıkları sorunlar hakkında eğitimmenlerin bilgi edinmesine yardımcı olacaktır. Çalışma bulguları akademisyenler, öğretmen eğitmenleri ve MEB tarafından öğretmen yetiştirme programlarının düzenlenmesi için de bir kaynak olarak kullanılabilir.

Yukarıda bahsedilen eğitim programlarının önemi ve araştırma alandaki ihtiyaç doğrultusunda bu çalışmada temel olarak Milli Eğitim Bakanlığı ve Talim Terbiye Kurulu Başkanlığı tarafından tasarlanan merkezi ilköğretim sosyal bilgiler ders programının öğretmenler tarafından algılanması ve planlanan ders programının uygulamaya dönüştürülmesi sırasında öğretmenlerin geçirdikleri deneyimleri incelemek amaçlanmıştır.

Bu temel amaca uygun olarak, çalışma soruları aşağıda verilmiştir:

1. İlkokul öğretmenleri ilköğretim sosyal bilgiler ders programını nasıl algılamaktadır?
2. İlköğretim sosyal bilgiler ders programı ilkokul öğretmenlerinin planlama sürecini hangi açılardan etkiler?
3. İlkokul öğretmenleri ilköğretim sosyal bilgiler ders programını sınıfta nasıl uygulamaktadır?
4. Öğretmenler merkezi ders programlarını anlama, planlama ve uygulama bakımından ne tür farklılıklar göstermektedir?

Bu bağlamda bu araştırma, eğitim programlarının merkeziyetçi yapısının öğretmenler üzerindeki etkisi ile programın öğrenme ve öğretme sürecine aktarılması sırasında gerek öğretimin planlanması gerekse sınıf içi aktivitelerin yürütülmesi açısından ortaya çıkan benzerliklere ve farklılıklara odaklanmaktadır. Çalışma olgu bilim (fenomenolojik) nitel araştırma deseni çerçevesinde tasarlanmıştır.

Araştırmacının nitel araştırma deseni seçme nedenlerinden biri, merkezi ders programı uygulamalarında öğretmenlerin deneyimlerini anlamak ve çeşitli yöntemler ve doğalist bir yaklaşım kullanarak bu durumun bütün bir resmini çizmektir. Marshall ve Rossman (1999), araştırmacının kişisel deneyimleri araştırmak istediğiinde nitel araştırma kullanması gerektiğini savunur. Genel olarak “Bir çalışmanın deneyimlere erişmesi için, araştırmacı, katılımcıların duyu, düşünce, inanç, değer ve algılarını anlamadan onların davranışlarını anlayamaz, bu yüzden de yüz yüze görüşmelerden elde edilen daha derin bilgilere ihtiyaç duyar” görüşünü vurgulamışlardır (s.57). Bu çalışmada araştırmacı, öğretmenlerin merkezi ders

programıyla ilgili deneyimlerini ve görüşlerini araştırmayı amaçlar. Bu amaca erişmek için nitel araştırma yöntemi en iyi seçimdir çünkü bu yöntem, araştırmacının karmaşık kavramları daha iyi anlamasına olanak sağlar.

Bu araştırma iki aşamada yürütülmüştür. İlk aşama öğretmenlerin merkezi ders programını uygulama sürecindeki yaklaşımlarını algılamaya, ikinci aşama ise uygulamada sürecinde öğretmenlerin farklılıklarına odaklanmıştır. Araştırmanın amacına bağlı olarak Ankara ili içinde görev yapmakta olan 4. ve 5. sınıf öğretmenleri çalışmanın örneklemi oluşturmaktadır. Örneklem seçime okullardan başlanmış ve maksimum çeşitlilik örneklemesi yöntemi kullanılarak okulların bulundukları bölgelerin sosyo-ekonomik düzeylerine göre 8 ilköğretim okulu belirlenmiştir. İki aşamadan oluşan araştırmanın birinci aşaması için bu okullarda görev yapan 30 4. ve 5. sınıf öğretmenlerinden yarı yapılandırılmış görüşmeler yoluyla veri toplanmıştır. Çalışmanın ikinci aşamasında, birinci aşamada çalışmada yer alan öğretmenlerden ölçüt örnekleme yöntemiyle seçilen 10 öğretmen yer almıştır. İkinci aşamada yer alan 10 öğretmenin sosyal bilgiler dersindeki uygulamaları bir ünite boyunca sınıf içi gözlemler yoluyla incelenmiş, buna ek olarak gözlem sürecinin başında ve sonunda öğretmenlerle yarı yapılandırılmış takip görüşmeleri yapılmıştır. Aynı zamanda gözlem sürecinde de sohbet tarzında görüşmeler yapılmıştır.

Bu çalışmada araştırmacı, öğretmenlerin merkezi ders programına bakış açısını, uygulama sürecinde kazanılan program bilincinin farkındalığını ve öğretmenlerin deneyimlerini araştırmayı amaçlamıştır. Böylece araştırmacı, ders programı uygulanmasında öğretmenlerin sahip olduğu ortak gerçeklere ve algılamalara ulaşmayı hedeflemiştir. Bogdan ve Biken (2007) ve Psathas (1973)'ün vurguladığı gibi "nitel araştırma sessizlikle başlar." Bu noktayı aklıda tutarak araştırmacının yapmaya çalıştığı ilk şey, aklında tahminler, bir takım yargilar ya da varsayımlar olmaması konusunda dikkatli olmak olmuştur.

Bu çalışma araştırma yönteminin gerektirdiği doğrultuda çeşitli görüşmeler, takip görüşmeleri ve periyodik sınıf gözlemlerini sağlıklı bir şekilde yürütebilmek için Ankara'da yürütülmüştür. Ankara'daki tüm ilkokullar MEB'in sitesinden listelenmiş,

sonra okulların uzaklığı ve türleri, devlet okulu ve özel okullar, temel alınarak 8 okul seçilmiştir. Seçilen okullardaki 4. ve 5. sınıf öğretmenleri çalışma hakkında bilgilendirilmiştir. Öğretmenlerden katılım onayı almadan önce, yapılandırmacı ders programıyla ilgili hizmet içi eğitim alıp almadıkları sorulmuştur. Ders programları hakkında hizmet içi eğitime katılan öğretmenler, çalışmaya alınmıştır. Bunun yanında, hizmet içi eğitim durumuna göre öğretmenler seçilirken, aynı sınıf derecesinde görev yapan iş arkadaşları da çalışmaya dahil edilmiştir. Kısacası, ilk görüşme sürecinde öğretmenlerin seçimi için iki kriter baz alınmıştır. Bunlardan biri, yapılandırmacılık hakkında hizmet içi eğitime veya seminerlere katılması, diğerinin de aynı okulda ve aynı sınıf derecesinde ders veren meslektaş sahip olmasıdır. Okulların seçiminden sonra çalışmanın birinci kısmı için öğretmenleri seçeniken ölçüt örneklem kullanılmıştır. Seçilen okulların 4. ve 5. sınıflarında sosyal bilgiler dersi anlatan öğretmenler çalışmaya dahil edilmiştir. Öğretmenler; a) yapılandırmacılık hakkında hizmet içi eğitime veya seminere katılması, b) aynı okulda aynı sınıf derecesinde ders veren meslektaş olması kriterlerine göre seçilmiştir. İlk aşamada, toplamda 30 öğretmenle görüşülmüştür. Bu otuz öğretmenin on yedi tanesi 4. sınıf ve on üç tanesi 5. sınıf öğretmenidir. Bu öğretmenlerin beş tanesi özel yirmi beş tanesi devlet okullarında çalışmaktadır.

İlk aşamanın sonuçlarına göre, katılan 30 öğretmenden 10 tanesi ölçüt örneklem kullanılarak seçilmiştir. Bu öğretmenler, görüşmelerin sonucuna göre tanımlanan modeller olmuştur. İlk üç model için, her iki üniteye üçer tane, son üniteye dört tane öğretmen konulmuştur. Her bir model altındaki öğretmenler rast gele seçilmiştir. Devlet okullarında çalışan öğretmenler model 3 altında toplandığından, bu aşamada sadece bir tane özel okul öğretmeni yer almıştır. Öğretmenlerin program uygulamalarında okulların etkisinin büyük olduğu görülmüştür.

İlköğretim sosyal bilgiler ders programının derste uygulanışını derinlemesine incelemek için, belge analizi, yarı yapılandırılmış görüşme soruları, gözlemler ve alan notları kullanılmıştır. Çalışmadaki veri toplama sürecinin ilk adımı, veri toplamak için resmi izin almak olmuştur. İzinler, ODTÜ Uygulamalı Etik Araştırma Merkezi

(UEAM) ve Milli Eğitim Bakanlığı'ndan alınmıştır. İstenilen izinler alındıktan sonra, araştırmacı belirlenen okulları ziyaret etmiş ve yöneticilileri bu çalışma hakkında bilgilendirmiştir. Sonrasında, bu okullarda çalışan öğretmenlere bilgi verilmiş, ön bilgi almak için resmi olmayan görüşmeler yapılmış ve çalışmada yer alacak öğretmenlerle yarı yapılandırılmış görüşmeler yapmak için zamanlar ayarlanmıştır.

Bu çalışmadaki analiz süreci, merkezi ders programı kullanan öğretmenlerin deneyimlerine odaklanmayı amaçlamamıştır. Olgudaki ortak bakış açılarını tanımlayan şey, sınıf öğretmenlerinin ders programı uygulamadaki yorumlarıdır. Bu yüzden, araştırmacı en başta, araştırma altındaki olguyu göz önünde tutarak, önyargılardan, beklenen kavramlardan, kendi bakış açılarından ve varsayımlardan uzak durmaya çalışmıştır.

Bu bakış açılarını ve ilkeleri düşünerek, bu çalışma veri analizinde bir çok adımı takip etmiştir. İlk başta, araştırma sorularıyla ilgili okumalar yapmak için işlenmemiş veriler organize edilmiştir. İkinci olarak, sorularla alakalı kodlar, konular ve modeller oluşturulmuştur. Son olarak da, kodların, konuların ve modellerin sunumu yapılmıştır.

Çalışmanın sonuçları araştırma sorularıyla paralel olarak şekilde: öğretmenin merkezi ders programıyla ilgili algısı, öğretmenin planlama sürecinde ders programının rolü, ders programlarının öğretime aktarılması ve aktarımlar arasında öğretmenlerden doğan farklılıklar şeklinde dört ana tema altında verilmiştir. Bu başlıklar, araştırmacıya öğretmenin ders programı ve aktarımı hakkındaki algısını derinlemesine anlama fırsatı vermiştir.

Araştırma sonuçlarında ilk olarak öğretmenlerin yukarıdan aşağıya doğru hiyerarşik bir yapı ile program geliştirme sistemine karşı olumsuz bakış açıları olduğunu göstermiştir. Öğretmenler, program geliştirme sürecinde dikkate alınmamaktan yakınmıştır. Ders programının uygulayıcısı olduklarından program geliştirme sürecinde söz hakları vardır. Bu hakları kullanamamaları, öğretmeni, sistemdeki yabancı hissini vermiştir. Ayrıca öğretmenlerin çoğu, eğitim sisteme ve programlarında yapılan yenilik ve değişimlerden haberdar olmadıklarından şikayet etmiştir. Öğretmenler, merkezi ders programı nedeniyle zorlanmış hissettiğini

belirtmişlerdir. Buna ek olarak, düzenlemelere adapte olsunlar diye verilen hizmet içi eğitim programlarının yetersizliğinden şikayetçi olmuşlardır.

Eğitimciler ve araştırmacılar kaynakçalarda, program yenilemenin oldukça karışık bir durum olduğunu çünkü her bir sosyo-kültürel durum için ilgili kişilerin görüşlerinin dikkate alınması gerektiğini ortaya çıkarmışlardır. Bu ilgili kişilerden öğretmenler, yapılan yeniliklerin başarı veya başarısızlığında önemli bir roldedir (Al-Daami & Wallace, 2007; Carless, 2001; Fullan & Promfet, 1977; Markee, 1997;) çünkü sınıfta uygulanması planlanan yeniliklerde yürütücü elemanlar öğretmenlerdir. Öğretmenin program düzenleme başarısındaki önemli rolüne ek olarak (McNeill, 2009) programın ve materyallerin kullanımı öğretmenin görüş ve bilgisinden etkilenen dinamik bir süreç olduğu vurgulanmıştır (Remillard 2005). Macdonald çalışmasında, program geliştirme sürecinde öğretmenlerin üretici rolünü vurgulayarak program geliştirmede öğretmenin önemine değinmiştir. Bununla birlikte programın, ilkelerin ve yeniliklerin uygulanmasındaki başarısızlık, öğretmenin öğretim sürecindeki bilgisizliğinin sonucu olabilir.

Eğitim programları geliştirme süreci, sınıfın gerçekliğini yansitmaması açısından yetersiz görülmüştür. Öğretmenler, ülkemizin sosyal, kültürel, ekonomik gereklerini ve milli tarihimizi yansitan özgün bir programın olmamasından şikayet etmiş ve yeniliklerin orijinal olmamasını vurgulamışlardır. Bulgular, alan yazındaki çalışma sonuçlarıyla da uyum içindedir. Eğitim Programları ve Öğretim Alanı Profesörler Kurulu (EPÖ, 2005) tarafından hazırlanan rapor, sosyal bilgilerde kullanılan programların, ABD Milli Sosyal Bilgiler Konseyi'ninkilere benzer olduğunu göstermiştir. Toplumun ihtiyaçlarını karşılamaması ve gerçeklerini yansıtmaması bakımından, böylesi program gelişimlerinin uygun olmadığını ortaya koymuştur (EPÖ, 2005).

Öğretmenlerin programlara yaklaşımları ve program felsefeleri genel olarak olumludur. Öğrencilere kendi öğrenmelerini değerlendirme imkanı veren, motivasyonlarını artıran, öğretimin kalitesini yükselten ve öğrencilerin temel becerileri kazanmasını sağlayan öğrenci merkezli yapılandırmacı programların avantajlarına

değinmişlerdir. Fakat programlar yapılandırmacı olsa bile, uygulamada öğretmenlerin her bireyin ilgi ve özelliklerini dikkate almasına olanak sunmamıştır. Öğretmenler, yapılandırmacı programların teoride yararlı olduğunu ama uygulamaya dönüştürken zorlandıklarını belirtmişlerdir. Yapılandırmacı program teoride kaliteli öğretim sunmasına rağmen, çoğu öğretmen programların okullarda uygulanamadığını söylemiştir. Bununla alakalı olarak, orda sosyo-ekonomik düzeydeki okullar eğitim programlarının öğrencilerin deneyimlerine ve sosyal şartlara gelişim ve içerik açısından uygun olduğunu açıklamıştır. Yine de, yüksek ve düşük sosyo-ekonomik düzeydeki okullarda öğretmenler, öğrencilerin çeşitli özelliklerini ve farklı içeriksel ihtiyaçları göz önüne alarak, planlanan programın öğretime aktarılmasında sorun yaşamıştır. Öğretmenler günümüz eğitim programlarının genel olarak tüm ülke için içerik olarak uygun olmadığını rapor etmiştir.

Bu bulgular, merkezi veya yerel eğitim programlarının toplumun çeşitli ekonomik, sosyal, kültürel şartlarına uymadığını söyleyen uluslararası ve milli kaynakçalarla yakından alakalıdır (EARGED, 2005; EPÖ, 2005; Roehrig, 2007; Rogan & Grayson, 2003; Ocak & Yıldız, 2011; Şahin, 2007; Wong, 2006; Yıldırım & Akar, 2002). Ek olarak, Devlet İstatistik Enstitüsü (TSI, 1999) tarafından hazırlanan raporun eğitim programlarının kırsal kesimlerde yaşayan öğrencilerin kişisel ihtiyaçlarını karşılamadığını söylemiştir. Bu rapor şimdiki yapılandırmacı programdan önce hazırlanmış olsa da bu çalışmanın sonucu bahsedilen raporla aynı sonuçları ortaya çıkarmıştır.

Öğretmenlerin programları uygularken karşılaştıkları güçlükler, öğretmenlerin yapılandırmacı program uygulamaları hakkında az bilgili olmasından kaynaklanabilir. Fakat bu durum programın teori ve felsefesi yerine programın merkezi doğasıyla alakalı da olabilir. Alternatif olarak, bu zorluklar yetersiz hizmet içi eğitimin sonuçları da olabilir. Bulgular dikkate alındığında, programın ana görüş çevresiyle uyumlu olduğu sonucu çıkarılabilir. Program geliştirme sürecinde kültürü, ihtiyaçları ve toplumun çoğunuğunun ilgisini düşünmek, bu problemlere neden olabilir. Bunun yanında

sonuçlara bakılarak, zorlukların, öğretmenlerin yapılandırmacı programları sınıflarına aktarmakta uyumlu olmamalarıyla da alakalı olduğu söylenebilir.

Toplumun içeriğine uygun olmaması ve farklı sosyal çevrelerden gelen öğrencilerin ihtiyaçlarını karşılamamasına rağmen, öğretmenler, programdaki içeriğin ve planlanan öğretim amaçlarının birbirile alakalı olduğunu vurgulamışlardır. Öğretmenlerin çoğu, içerik sırasının ve öğretim amaçlarının öğrenci seviyesine uygun ve seviyeleriyle alakalı olduğunu söylemiştir. Daha da fazlası, diğer derslerle de bağlantı kurmaya imkan sağladığı için, öğretmenler programın içeriği hakkında olumlu düşüncelere sahiptir. Öğretmenlerin öğretim materyalleri, zaman ve değerlendirme tekniklerini içeren program elemanlarıyla alakalı algıların farklılık gösterdiği anlaşılmıştır. Öğretmenlerin öğretim materyallerine bakış açısı genellikle olumludur ama yeterli bilgi vermemek, aktivite kitaplarında çeşitli hikayelere yer vermemek, tartışma sorularında öğrencilerin meraklılığını uyandırmama, ünite başındaki değerlendirme soruları arasındaki bağlantısızlık gibi belirli alanlarda eksik olduğunu düşünmektedirler.

Bu bakış açıları, bazı eksikliklerine rağmen kaynakçada olumlu kabul edilen öğretim materyalleriyle uyumludur (Çınar et al., 2006; Gömeksiz & Bulut, 2007; Güven, 2010; Şahin, 2007; Yalar, 2010). Öğretmenlerin, öğretim sürecine yardımcı olmaları bakımından program materyallerini kullanımlarının önemini bildikleri düşünülse de (Woodward & Elliott, 1990), bu çalışmanın bulgularına bakıldığında, öğretmenleri desteklemek yerine materyallerin çok kaliteli olmadığı sonucuna varılabilir. Beyer ve Davis (2009) tarafından vurgulandığı gibi, öğretim materyalleri eğitsel olmalı ve sınıf uygulamalarında öğretmenlere yarar sağlamaları için yüksek kaliteye sahip olmalıdır.

Sonuçlar, öğretmen kılavuz kitaplarının öğretmenlerin en çok tercih ettiği öğretim materyalleri olduğunu göstermiştir. Öğretmenlere kılavuz kitaplar vermek, öğretmenler tarafından olumlu algılanmıştır. Sonuçlar, öğretmenlerin kılavuz kitapları programın kendisi olarak gördüklerini de ortaya çıkarmıştır. Öğretmenler, yazılı bir program belgesine ihtiyaç duymadıklarını çünkü programın yaklaşımlarını ve

felsefesini, belirlenen amaçlarını, öğretim yöntemlerini ve aktivitelerini ve değerlendirmeye tekniklerini içeren kılavuz kitapların program hakkında yeterli bilgiyi verdieneni vurgulamışlardır. Buna ek olarak, kılavuz kitaplar en yararlı öğretim materyali olarak görülmektedir. Bu kitapların yararları, öğretmenlerin süreci kolayca takip etmesi, ders ve aktivite kitaplarının mini kopyalarını içermesi, öğretim planları ve öneriler sunması, çeşitli yöntem ve örneklerle öğretmene yol göstermesi, sınıf uygulamaları ve değerlendirmeler için öneriler vermesi olarak gösterilmiştir. Bunun yanında, öğretmenlerin çoğunluğu bu kılavuz kitapların üniteleri uygulama ve sınıf uygulamaları bakımından kendilerini değerlendirme şansı sunduğunu düşünmektedir. Bu çalışmada öğretmenler aktivite kitapların yararlarına deðinse de, materyallerdeki bazı eksiklikleri de ortaya çıkarmışlardır. Öğretmenler, aktivite kitapları sağlanması yararlı bulmakta ve aktivitelerin öğrencilerin konu hakkında çalışıp kendilerini değerlendirmelerine ve süreçte aktif bir şekilde rol alıp öğrendiklerini tekrar etmelerine olanak sağladığını söylemiştir. Ek olarak, öğretmenler öğrencilerin anlamadığı noktaları belirleyebilmekte ve eksik veya yanlış anlaşılan bilgileri düzeltmekteyler. Buna rağmen öğretmenler, kitaptaki bazı aktivitelerin kendini tekrar ettiğini açıklamışlardır. Bu tekrarlar öğrencilerin sıkılmasına yol açmaktadır. Örneğin, sürekli yazma aktivitesi yapmak öğrencileri yazmaktan bıktırmaktadır. Bu çalışmanın bulguları, öğretmenlerin ders kitapları hakkındaki görüşlerini de ortaya çıkarmıştır. Öğretmenler, öğretimde ders kitaplarının önemini farkındadır. Yine de, kitaplarda yer alan bilgilerin öğrenciler için yeterli olmadığını belirtmişlerdir. Kitaplardaki bilgilerin zayıf ve bunların anlatılmamasının boş olduğunu düşünmektedirler.

Bulgular, kaynakçalarla benzerlik göstermiştir. Kaynakçalarda, program materyallerinin eğitici olması gereği ve özellikle ders kitaplarının öğretmenler için önemli bir destek olduğu, çünkü öğretmenlerin ders içeriği ve aktivite planlamalarında öğretmenlere yardımcı oldukları vurgulanmıştır (Ball and Cohen, 1999; Jita, 1998). Bunun yanında, kitapların kapakları, kağıt kalitesi, içindeki resimler ve içerik, ders kitaplarının zayıf yönleri arasındadır (Aykaç & Başar, 2005; Canerik, 2005; Güven, 2010).

Yukarıda verilen bulguların bu çalışma ile tutarlı olması şaşırtıcı değildir çünkü MEB tarafından öğretmenlere sağlanan materyaller aynıdır. Eğitim materyallerinin standart hale getirilmesi sınıf durumuna uygun materyallerin seçimi bakımından öğretmenlere bazı dezavantajlar yaratabilir. Kılavuz kitapları ders programı olarak gören öğretmenler, MEB tarafından tüm öğretmenlere sağlanan detaylı yazılı belgelerin eksikliğiyle ilişkilendirilebilir. Sonuç olarak da, öğretmenler kılavuz kitapları ders programı olarak gördüklerinden, program uygulamalarına sıkı sıkıya bağlı kalan öğretmenler, ders işlerken verilen programda değişiklik veya uyarlama yapmaları gerektiğinde rahatsız hissedebilir. Öğretmenlerin ders kitaplarının yeterli bilgi içermemesi ile ilgili düşünceleri yardımcı kitabı kullanmasının nedeni de olabilir. Ders kitaplarında verilen bilgi eksikliğini kapatmak için, tercih etmemeleri önerilse de öğretmenlerin çoğu ek kitabı kullanmaktadır. Programın uygulanmasında aynı materyallerin kullanılması işlenisi standart hale gitmeyi ve bütünlük sağlamayı amaçlar. Fakat bu durum, hem öğretmenleri hem de araştırmacıları karşılaştırma yapma konusunda sınırlandırır.

Öğretmenlere ayrıca programa var olan ölçme ve değerlendirme yöntemleri sorulmuştur. Öğretmenlerin yanıtları iki başlık altında toplanmıştır. Bir grup öğretmen, alternatif değerlendirme yöntemlerini öğrencilerin gelişimi ve kendi performanslarının farkındalığı için yararlı bulmaktadır. Yine de bu gruptaki öğretmenler, yetersiz zaman ve planlananların öğretime etkili bir biçimde aktarılamamasından şikayet etmiştir. Öğretmenlerin çoğu, programa yer alan değerlendirme yöntemlerine pozitif bakmaktadır. Öğretmenler, alternatif değerlendirme tekniklerini, öğretim hakkında geri bildirim verme ve öğrencilerin kendi öğrenmelerinin kontrolcüsü olmaları konusunda yararlı olarak görmektedir. Bu teknikler hakkında olumlu algıları olmasına rağmen, merkezi test sistemi, zaman kısıtlaması ve geleneksel değerlendirme yöntemleri kullanmaya alışmaları nedeniyle öğretmenler alternatif değerlendirme yöntemlerini pek kullanmamaktadır.

Alan yazında, öğretmenlerin, 2005 yılında programa yapılan değişikliği olumlu bulduklarını ama ölçme ve değerlendirme sürecinde kullanılan pek çok yöntemin

uygulamada sorun yaratmasının bir problem olarak gördükleri ortaya çıkmıştır (Korkmaz, 2006). Küçükahmet (2005) tarafından yapılan bir çalışma da, ölçme ve değerlendirmenin, zaman kısıtlaması nedeniyle eğitim programının en zayıf halkası olduğu vurgulanmıştır. Gündoğar (2006) öğretmenlerin öğrencilere uygulaması beklenilen ölçme ve değerlendirme yollarının öğretmenlere bir yük olduğuna degenmektedir. Öğretmenlerin sınıflarda özgün yöntemler kullanmaya yönelik isteksizlikleri ve tereddütleri, bu teknikleri uygulamadaki yetersizliklerinden (Birgin & Baki, 2009) veya geleneksel değerlendirme yöntemleri kullanma alışkanlıklarından kaynaklanabilmektedir.

Öğretmenler, verilen zamanın yetersizliğinden şikayetçidir. Planlanan programı etkili bir biçimde uygulayamama ve alternatif değerlendirme yöntemlerinin kullanımının sınırlandırılması her bir üniteye verilen yetersiz zamanla alakalıdır. Zaman dağılımındaki yetersizlik, eğitim-öğretim sürecinde öğretmenlerin öğrenci temelli aktiviteler yapmasını da engellemektedir. Kısıtlı bir zaman diliminde çok fazla iş yükü olması öğretmenlere sıkıştırılmış hissettiirmektedir. Bu yüzden, çalışmada yer alan öğretmenler, üniteye verdikleri öneme göre ders işleme zamanını azaltıp artırrarak zamanı ayarlamaktadır. Ünenin işlenişine ayrılan zamanı azaltılması genellikle öğrencilerin anlamasını azaltmaktadır (Clark & Linn, 2003).

Öğrencilerin öğrenme sürecinde öğretmenlerin belli sınıf aktivitelerine göre ayarladıkları zamanın etkisi sonuçları karıştırmıştır. Ayarlanan zaman her zaman öğrenme aktivitelerine kullanılmadığından, düşük seviyedeki çocuklar için az miktarda olumlu etkiye sahip olsa da öğrencilerin öğrenmesinde genel bir etkisi yoktur. Fakat Talim Terbiye Kurumu tarafından yazılan belgede şimdiki yapılandırmacı programı geliştirmenin bir gereklisi olarak önceki programın zaman sıkıntısı ve öğretmenlerin ünite amaçlarına ulaşmadaki zorlukları gösterilmiştir. Bu çalışmanın bulguları, TTK uzmanları için önemli bir geri bildirim olabilir. Öğretmenlerde strese yol açtığı ve eğitimin kalitesini düşürdüğü için öğretmenlerin bu bakış açısı dikkate alınmalıdır.

Sonuç olarak, program oluşturmada öğretmenlerin önemi kaynakçalarda vurgulanmasına rağmen, öğretmenler bu sürecinin dışında hissetmektedirler. Programın

bire bir uygulanmasının düşük olma nedeni bu dışlanma hissinden kaynaklanabilir. Bunun yanında, merkezi eğitim programları öğretmenlerin program üzerindeki kontrolünü azaltmaktadır. Merkezi programların, öğretmenlerin öğrencilerine daha iyi uyacak içerikler veya öğretim uygulamaları yapmasını engellemesi bu konudaki endişelerdir. Planlanan program öğretmenlerin içerik seçimi ve öğretim yöntemlerini seçerken planlanan programda kilerden farklı fikirlerden faydalandırmalarını sınırlıtmaktadır. Bu durum, genellikle okulların farklı içeriklerinden ortaya çıkmaktadır. Öğretmenin düşünceleri, algıları, eğitimsel yaklaşımları, eğitim temelleri, merkezi eğitim programları ve uygulanmaları konusunda önemli etkiye sahiptir.

Öğretmenlerin planlama sürecinde eğitim programlarıyla ilgili görüşleri, uzun vadeli ve kısa vadeli plan çeşitlerinde farklıdır. Bulgular, ünitelendirilmiş yıllık planların uyarlanmasımda içerik ve zamanın en önemli faktörler olduğunu göstermiştir. Diğer bir yandan, öğretmen kılavuz kitapları, ders kitapları, verilen öğretim materyalleri ve değerlendirme stratejileri ders planları hazırlanırken dikkate alınan diğer öğelerdir. Daha da fazlası, öğretmenin eğitim programılarındaki düşüncesi, amaca, eğitim yaklaşımına, düşüncelere ve algılara göre değişmektedir. Bununla bağlantılı olarak, karar verme süreçleri ve planlama uygulamalarında programları ve materyallerini kullanmaları, planların çeşitlerine göre farklılık göstermektedir. Öğretmenler, ünitelendirilmiş yıllık planları hazırlarken çok fazla esnek değildir çünkü her bir ünite için ayrılan zaman ve ünite sıralamaları eğitim programında detaylı olarak belirlenmiştir. Öğretmenler, senenin başında ünitelere ayrılan zaman ve ünitelerin sıralamaları açısından meslektaşlarıyla birlikte ünitelendirilmiş yıllık planlar hazırlamakta fakat öğretim sırasında bu planlara öncelik vermeyebilirler. Bazı öğretmenlerin planların programda belirlenen zamanlarında değişiklik yapmaktadır. Yine de öğretmenler, kendi ders planlarında daha çok söz hakkına sahiptir. Sınıf aktivitelerini belirlerken öğretmenler esnek olma hakkına sahip olsa da pek çok öğretmen ders planı hazırlamayı tercih etmemektedir.

Kaynakça, milli eğitim programlarının içeriği ve amaçları, okulun şartları, öğrencinin ihtiyaçları ve öğrenmeye isteği, meslektaşların ve yöneticilerin önerileri ve fikirleri ve öğretmenlerin program hakkında kendi düşüncelerinin öğretim planlamalarında çok etkisi olduğunu ortaya çıkarmıştır (Taşdemir, 2006; Yıldırım, 2003; Yıldırım & Gündoğdu, 2004). Öğretmenlerin öğretim sürecini planlarken farklı yaklaşımları tercih ettikleri de vurgulanmıştır (Kiraz, Hardal, Akdağ & Güzel, 2006). Bunun yanında, öğretmenlerin planlamadaki başarı hissinin planlama sürecini olumlu etkilemektedir (Erişen & Çeliköz, 2003; Gözütok, Akgün & Karacaoğlu, 2004).

Bunun nedeni kılavuz kitaplarda örnek ders planları sunmakla ilgili olabilir. Öğretmenlere örnek planlar sunmak, öğretmenlerin konuya alakalı planı nasıl yürütecekleri konusunda fikir geliştirmelerine yardımcı olabilir ancak bu durum öğretmenlerin kararlarını da sınırlayabilir çünkü öğretmenler, öğrenme sürecini monoton ve sıkıcı hale getiren örnek ders planlarını uygulamaya alışabilir. Bunun yanında, verilen planlara bağlı kalarak ders işledikleri için, öğretmenler planlama sürecindeki yeteneklerini kaybedebilir.

Öğretmenlerin öğretimi planlama süreci ve alakalı faktörler, özel ve devlet okulu öğretmenleri arasında da farklılık göstermektedir. Devlet okullarındaki öğretmenler, özellikle zihinsel planlama sürecinde merkezi eğitim programını dikkate alma konusunda daha kuralcıdır ancak bazı devlet okulu öğretmenleri verilen planları öğrencilerin temelleri ve sınıf şartlarına göre yetersiz ve elverişsiz bulmaktadır. Bu yüzden de planlama sürecinde bazı uyarlamalar ve düzenlemeler yapmaktadır. Daha da fazlası, devlet okullarındaki öğretmenler öğretim planı hazırlamanın önemini bilmektedir fakat yazılı planlar hazırlamayı bir yük olarak görmektedir. Hem ünitelendirilmiş yıllık planlar hem de ders planları öğretmen kılavuz kitabında verildiğinden, öğretmenlerin çoğu ek planlama çalışmaları için vakit harcamamaktadır. Bunun aksine, özel okullardaki öğretmenler detaylı öğretim planları yazmaktadır. Bu durum, özel okul öğretmenlerinin okul yöneticileri tarafından sıkça kontrol edilmelerinden kaynaklanabilir. Özel ve devlet okullarındaki öğretmenler, planlama sürecindeki öğretim materyalleri, içerik, amaçlar, programın prensipleriyle paralel

yöntemler, planlanan zaman, öğrenci özellikleri, gereken günlük materyaller ve internet gibi program elemanlarında benzerlikler göstermiştir. Fakat öğretim planlaması sürecinde deneyimleri, yerel sınav soruları ve ek kitap kullanımı bakımından birbirlerinden ayrılmaktadır.

Alanda yapılan çalışmalarda öğretim planlamaları sürecinde deneyimli ve deneyimsiz öğretmenlerin arasında fark olduğu bulunmuştur (Borko, Livingstone & Shavelson, 1990). Kaynak çalışmalar, deneyimli öğretmenlerin öğretim planlarını yöntemler ve aktiviteler hakkında bilgi vererek, deneyimsiz öğretmenlerden daha detaylı hazırladıklarını ifade etmiştir (Azizoğlu, 1989; Egeler 1993; Housner & Griffey, 1985; Leinhardt & Smith, 1985; Warner, 1987). Ancak bu çalışmanın sonucu farklı bir tablo sunmaktadır. Öğretmenlerin eğitim-öğretim planlama süreci deneyimlerinden daha çok öğretmenlerin program ve içeriğilarındaki algıları, eğitsel yaklaşımının ve öğretmen yetiştirmeye programlarıyla alakalıdır. Bunun yanında, deneyimli öğretmenlerin planlama sürecinde çoğu zaman deneyimlerine ve konuya ilgili bağlı kaldığı belirtilmiştir. Diğer bir yandan, deneyimsiz öğretmenlerin sınıf uygulamalarında verilen eğitim programı ve kılavuz kitabı hakkında daha dikkatlidir.

Okulun sosyo-ekonomik durumunun, öğrenci sayısının ve okuldan sağlanan araçların, öğretmenlerin planlama sürecinde eğitim programlarından yararlanması etkisinin olduğu gözlemlenmiştir. Eğitim programının uygulanmasına orta karar bağlı olan ve programın gerektirdiklerinin ve yaklaşımının merkezi sınavlarla çakıştığını düşünen öğretmenler yazılı ders planları hazırlamaya daha eğilimlidir ancak çoğu öğretmen ders planı hazırlamamaktadır.

Bulgular dikkate alındığında, özel okul öğretmenlerinin aksine devlet okullarındaki öğretmenlerin çoğunun planlama sürecini bir yük olarak gördüğü sonucuna varılmaktadır. Bu durum, öğretmenlerin çalışma boyunca sıkılıkla vurguladıkları ağır iş yükü ile ilişkili olabilir. Kılavuz kitaplarda, öğretmenler için planlar verilmiştir. Önceden planlanmış bir öğretim programının zamanı kullanma ve öğretmenin iş gücünü azaltma açısından yararlı olduğu düşünülse bile bu durum öğretimin kalitesini sınırlayabilir. Öğretmenler verilen öğretim planlarına bağlı

kalma meyilli ve planları düzenleyip veya sınıfın durumuna daha uygun olan kendi planlarını geliştirip öğretimin kalitesini artırmaya yönelik zaman ve çabayı harcamaya isteksiz oldukları için, öğretimde yaratıcılığın olmaması ve öğrencilerinin ihtiyaçlarına ve temellerine uygun olmayan sınıf aktiviteleri gibi beklenmedik sonuçlar doğabilir. Planlanmış öğretim planları öğretmenin yaratıcılığını sınırlayabilir ve görevini yapmak için planları verildiği gibi uygulamayla böylece de öğrencilerin ihtiyaçlarını, ilgilerini ve temellerini göz ardı etmekle sonuçlanabilir.

Öğretmenlerin eğitim programı algısı ve sınıfındaki uygulanışı arasında güçlü bir ilişki bulunmuştur. Öğretmenlerin program algıları olumlu olsa bile sınıfındaki uygulamaları farklılık göstermektedir. Eğitim-öğretim sürecinde öğretmenin programı uygulamasını etkileyen çeşitli faktörler vardır. Sınıf aktivitelerinde programı uygularken öğretmenlerin daha bağımsız oldukları görülmüştür. Merkezi öğretim programı ve materyalleri öğretimde dikkate alınmakta fakat programa bağlılık öğretmenin düşüncelerine, yaklaşımlarına, alan bilgisine ve okul durumuna göre farklılık göstermektedir.

Ware (1999) öğretmenlerin kendilerini başka birinin hazırladığı planın uygulayıcısı olduklarını gördüklerinde, planı uygulamayı kolay bulmadıklarını vurgulamıştır. Eğer öğretmen programın geliştirilmesine aktif bir şekilde yer almazsa, öğretmenin programı benimsemesi kolay olmayacağı, böylece de istenildiği gibi uygulaması zorlaşacaktır.

Bu çalışmada, öğretmenlerin programı bire bir uygulamak yerine bazı uyarlamalar yaptığı anlaşılmıştır. Öğretmenlerin neyi nasıl öğretecekleriyle ilgili bazı uygulamalar uyarladıkları keşfedilmiştir (Doyle & Ponder, 1977). Öğretmenlerin kararları, bilgilerinden, inançlarından ve okul kültüründen etkilenmektedir (Calderhead, 1996; Clarke, 1997; Hargreaves, 1992; Nespor, 1987). Mesleki bilgiye sahip olmayan öğretmenler, programı uyarlamakta sorun yaşayabilirler. Öğretmenlerin tavırları ve inaçları da önemlidir (Van der Berg, 2002).

Öğrenci odaklı yaklaşımlar ve öğrencilerin derse aktif katılımını teşvik eden öğretim yöntemleri, öğretmenlerin dersi işlemesi sırasında dikkate alınmaktadır. Hemen

hemen bütün öğretmenler yapılandırmacı eğitim programının ve materyallerinin avantajlarını vurgulamaktatır. Bu öğretmenlerin çoğu aktivitelerin kullanımı ve öğrenci merkezli yaklaşımların kullanımını yeni programın bir gereği olarak algılsa da, becerilerin ve davranışların gelişimi çok fazla önem elde etmemektedir.

Öğretmenlere yapılandırmacı programları hangi şekillerde kullandıkları sorulduğunda, sınıf uygulamalarında oyunları, örnek olayları, drama tekniklerini, görsel materyalleri ve keşfederek öğrenme, çoklu zeka ve sorgulama gibi öğrenci merkezli stratejileri kullandıkları rapor edilmiştir. Aynı zamanda, yeni programı uygulamaya başladıkten sonra, eğitim yaklaşımlarında olumlu değişiklikler olduğunu söylemişlerdir. Belki de bu durum, öğretmenlerinin çögünün süreçle ilgili düşüncesinin ve yeni programa başladıkten sonraki program yaklaşımlarının özetidir.

Öğretmenlerin cevapları ve sınıf aktiviteleri, öğretmenlerin görüşmelerdeki yanıtları ve sınıf uygulamaları arasında bir farklılık oluşturmuştur. Çok sayıda öğretmen öğrenci merkezli aktivite uyguladığını söylemiş olsa da aktivite temelli öğrenme üzerinde derinlemesine düşünülmeden yüzeysel derecede kullanılmıştır. Aktivite temelli öğrenme sadece aktiviteleri uygulamak olarak kaldığı sürece, uygulamaya konulamamıştır. Çoğu öğretmen yeni yaklaşımları uygulamaya koyduklarına inanmaktadır, fakat listeledikleri aktivitelere bakıldığında, ne yaptıklarını söylediğleri ve listedeki aktiviteler arasında farklılıklar görülmüştür.

Ogborn (2002)'nin gösterdiği gibi, problemlere rağmen, öğretmenlerin programı en iyi olduğunu düşündükleri şekilde uygulamaya koymaktan başka seçenekleri yoktur. Sonuç olarak da, yeni yaklaşımları kullandıklarını iddia etmelerine rağmen değişimler uygulamalarda yer almamıştır. Öğretmenin bilgi yetersizliği veya hizmet içi eğitim yetersizliği yapılandırmacı programın uygulanmasına bir engel olabilir. Öğretmenlerin öğrenci merkezli aktiviteler uygulaması, zaman kısıtlılığı, ünite çeşidi ve bilgi, ünitenin işlenmesindeki önemli faktörlerdendir.

Öğretmenlerin programı ve elemanlarını uygulaması programı sistemin aktif öğeleri olarak algılamasıyla alakalıdır. "Uygulama" yeni fikirleri pratiğe dökmek olarak açıklanır (Fullan, 2001). Uygulama, okullardaki uygulayıcıların (öğretmenlerin)

programı kullanmada artarak *becerikli, tutarlı ve kendini adamış* oldukları bir geçiş sürecidir. (Klein & Sorra, 1996, s.1057) Eğer uygulamaya bir bütün olarak bakılırsa, yeniliklerin ve programın uygulanmasının (var olmayan bir kullanım) önlenmesinden yüzeysel, kısmi kullanım, becerikli, istekli ve tutarlı kullanımına doğru çeşitlilik gösterir. (Charter & Jones, cited in Fullan, 2001)

Öğretmenin eğitim öğretim sürecinde programı uygulayışı, programın doğasını, açıklığını ve karışıklığını, öğretmenin program algısını, programa bağlılık hissini,, sistemdeki yerleriyle ilgili kişisel düşüncelerini, deneyimlerini, eğitimsel yaklaşımlarını, yardımcı materyalleri, bilgi birikimini, merkezi sınavları, okul şartlarını, okul yönetimini (okul yöneticileri, müfettişler vb.) ve aileleri içeren çeşitli faktörlerden etkilenir. Bulgular, program uygulamalarının eğitim otoritelerinin desteğiyle, öğretim gücünün kalitesi ve içeriğiyle, okul müdürlerinin katılımıyla, öğretmen kültürü, merkezi yönetimin desteği vb. gibi etkenlerle alakalı olduğunu gösteren kaynakçalarla aynı doğrultudadır. (Doğanay & Sarı, 2008; Korkmaz, 2008; Nias ve ark., 1992; Orbeyi, 2007; Syndert ve ark., 1992) Bu faktörler arasında, öğretmenin özellikle de sınıftaki rolü büyük önem taşır (Clarke, 1997; Fullan, 2001).

Özel okul öğretmenlerinin sınıf uygulamalarında daha bağımsız oldukları gözlemlenmiştir. Bu öğretmenler, içeriği öğrencilerin temellerine ve önceki bilgilerine göre uyarlamışlardır. Merkezi programı uygulama konusunda baskıcı altında hissetmediklerini doğrulamışlardır. Öğretim sürecinde öğretmenlerin endişesinin öğrenci gelişimi ve öğrenmesi olduğu bulunmuştur. Eğitim programı uygulanması, programın sınıf işlemesine göre uyarlanma sürecidir. Öğretmenler, uygulama sürecinden önce programa göz attıklarını, programdaki hangi metni veya aktiviteyi kullanacaklarını seçikleri ve sonra bunları sınıfta uyguladıklarını vurgulamışlardır.

Öğretim boyunca programdaki içerik sırasının dikkate alındığı gözlemlenmiştir. Bunun nedeni, önceden planlanmış olması ve öğretmenlere içerik seçme konusunda seçenek bırakmaması olabilir. Yine de, içerikte verilen bilgiler, öğretmenin görüşlerine ve öğrencilerin temellerine göre bazı değişimler ve düzenlemeler yapılarak uygulanmıştır.

Öğretmenlerin karar verme süreci, sınıfı materyalleri kullanma bakımından farklılık göstermiştir. Öğretmenlerin eğitime yaklaşımları, görüşleri ve deneyimleri, program ve araçları hakkındaki düşünceleri, eğitim verdikleri şartlar, karar verme sürecindeki bur farklılıklarını yaratmıştır. Öğretmenler, öğrencilerin kullanması için seçecekleri materyallerde çok özgür olmadıklarını belirtmiştir. MEB'in izin verdiği materyalleri kullanma zorunluluğu ve diğer kaynakları kullanmanın yasak olmasını vurgulamışlardır. Bu bir problem olarak algılanabilir. Özellikle kılavuz kitaplar ve diğer program materyalleri, öğretmenlere karar verme sürecinde yol gösteren yardımcılardır. Kaynakça da, öğretmenlerin süreçteki otoritesi ve materyallerin kullanımıyla ilgili karar verme süreciyle ilgili benzer sonuçlar bulmuştur (Ball & Cohen, 1999; Collopy, 2003; Özgeldi & Çakıroglu, 2011; Stronkhorst & Van den Akker, 2006). Bulgular göz önüne alındığında, öğretmenin günlük işlerinde program araçlarının ne kadar önemli olduğunu anlamak zor değildir çünkü bunlar öğretimi desteklerler. Programı uygularken nasıl bir yol çizeceğini açıkça bilmek öğretmenlerin uygulamayı ilgili endişelerini azaltabilir.

Öğretmenlerin program materyallerini kullanmaları; kendi düşünceleri, içeriğin önemi hakkındaki görüşleri, bilgileri, öğrenci özellikleri ve okul şartlarıyla da ilgilidir. Öğretmenler, sınıfı kullanacakları materyallere karar verirken daha özgürdürler. Öğretmenlerin bakış açısı, öğretimle ilgili kararlarıyla paraleldir. Bazı öğretmenler program materyallerini uyarlanmış rehber olarak görmekte, bazıları bunları sonuca varmak için yol gösteren haritalar olarak düşünmekte bazıları da tamamlanması gereken görevler olarak algılamaktadır. Bazı öğretmenler bu materyalleri çocukların yararı için kullanmaktadır. Diğer bir yandan, bazıları da çok fazla iş yükü olduğundan uygulamaktadır. Bu yüzden, materyallerin kullanılması etkinlik açısından süreci kolaylaştırmaktadır.

Bu çalışmanın sonuçlarına göre kılavuz kitaplar, sınıf uygulamaları boyunca kullanılan temel kaynak olmuştur. Öğretmenler, kılavuz kitabı programın kendisi olarak görmektedirler. Görüşme verileri öğretmenlerin temel kaynağının kılavuz kitap olduğunu ortaya çıkarmıştır. Kılavuz kitabı kullanma şekilleri öğretmenler arasında farklılık gösterse de tüm katılımcılar kılavuz kitabın yararlı olduğunu kabul etmiştir.

Öğretmenler aynı zamanda kılavuz kitabı, programın uygulanmasında bir olduğunu söylemişlerdir. Ek olarak, amaçlara ve öğrenci ihtiyaçlarına göre, kendi materyallerini öğretmişlerdir. Bazı öğretmenler kılavuz kitabı tamı tamına izlediklerini açıklamıştır. Programı ve kılavuz kitabı bire bir uygulamanın ardından mantık, öğretmenin program algısına bağlıdır. Program bazı diğer öğretmenler tarafından kelimesi kelimesine uygulanmıştır çünkü kılavuz kitabı etkili bir şekilde hazırlandığını ve öğretimin kalitesini artırmak için kılavuz kitabı yararlı bulduklarını belirtmişlerdir. Bu öğretmenlerin, program uygulamasına sıkı sıkıya bağlı olduğu görülmüştür. Öğretmenlerin az bir kısmı, orijinal kılavuz kitaptan sapmalarına ‘izin’ verilip verilmediğini bilmedikleri bu yüzden risk almadıkları gözlemlenmiştir. Daha da fazlası, bazıları programı sınıfta uyguladıkları gibi yürütüklerini çünkü öğrenci başarısında sorumluluk almak istemediklerini söylemişlerdir. Öğrencinin başarısızlığının sorumluluğundan uzak durmaya çalışmaktadır.

Türkiye’deki problem, az sayıda materyalin açıkça tasarlanmış olması ve sınıfta kullanımına izin verilmesidir. Öğretmenlerin kılavuz kitabı ana kaynak olarak kullanması bu kitapların kalitesi, öğretmenlere uygulama sırasında rehberlik etmesi veya başka seçenekin olmamasıyla ilgili olabilir. Verilen ders kitaplarının, öğretmenlerin öğrenci merkezli dersler yapmasına, aktivite temelli öğrenmeye ve istenilen davranış ve becerileri geliştirmeye ne oranda imkan sağladığını göz önünde bulundurmak önemlidir.

Eğitim programının uygulanmasında öğretmenin deneyiminin de önemli yer tuttuğu bulunmuştur. Öğretmenler, öğretmenlik mesleğinin “deneme yanılma” yöntemiyle gelişliğini, bu yüzden de program uygulamalarında genelde deneyimlerine bağlı kaldıklarını vurgulamışlardır. Uygulama sürecinde, çoğunlukla deneyimlerine bağlı kalan öğretmenler uygulamanın yürütülmesiyle ilgili kararlar vermekte ve bu kararları sınıfta nasıl uygulayacaklarını düzenlemektedir. Bunun yanında, deneyimlerine odaklanan öğretmenlerin daha fazla özgür olduğu ve karar verirken daha güvenli hissettikleri görülmüştür. Öğrencileri için neyin en iyi olduğunu en iyi kendilerinin bildiklerini ve iyi bir eğitim sağlamak için neyin gerektiğine karar

verebileceklerini iddia etmişlerdir. Merkezi değerlendirme sistemi bazı öğretmenler için bir endişedir. Programı uygulama biçimlerinin merkezi sınavlardan ve öğrenci başarısından etkilendiği görülmüştür. Bu öğretmenler genellikle öğretmenin sorumluluğundan endişe duyarlar ve programda verilen içeriği ve amaçları dikkate alırlar. Öğretim sürecini öğrencilere uygun hale getirmenin yanı sıra, derslerin merkezi sınav sorularıyla uyumlu konular içermesini isterler. Değerlendirme yöntemleri de öğretmenlerin deneyimleri ve merkezi sınav sistemiyle alakalıdır. Buna ek olarak, ailelerden alınan geri bildirimler ve ortak meseleler de öğretmenlerin kararlarını etkiler.

Deneyimli öğretmenlerin kendi yetenekleri hakkındaki olumlu düşünceleri ve bu düşüncelerin programa etkisi de kaynakçada yer almaktadır (Bennett, Wragg, Carter & Carré, 2006; Doganay & Sari, 2008; Gomeksiz & Bulut, 2007; Ocak & Yıldız, 2011, Orbeyi, 2007; 2011; Roehrig, Kruse & Kern, 2007).

Bir meslek olarak öğretmenlik öğrenci başarısı, öğrenci davranışları ve müfettişler gibi farklı kaynaklardan alınan geri bildirimleri ve uygulamaları içерdiği ve düzenlemeler ve programın bütünlüğü yapıldığı için, deneyimli öğretmenlerin kendi deneyimlerine bağımlı kalmaları şartsızı değildir. Bu kısımda önceden verilen sonuçları düşünürsek, yeni öğretmenler bir programa bağımlı olduklarında daha güvenli hissederler. Bunun aksine, deneyimli öğretmenler programın uygulanmasında otoriter olmak isterler. Deneyimli ve deneyimsiz öğretmenler arasındaki bu fark, sadece sosyal bilgiler dersiyle alakalı olabilir.

Öğretmenlerin uygulamada karşılaştıkları engeller; kaynakların yetersizliği, kısıtlı zaman, iş gücü, yeterli özgürlüğe sahip olmama, program bekłentilerinin merkezi değerlendirme sistemiyle çelişmesi, öğrencilerin farklı temellerini göz önüne almama, eğitime uygun olmayan veya yetersiz program materyalleri ve önerileri olarak ele alınmıştır. Diğer yandan, meslektaşlarla işbirliği, aileyi eğitime dahil etme, öğretimde teşvikleri kullanma, yöneticilerden destek alma ve temel kontrol faktörleri, öğretmenlerin bu engelleri aşmak için başvurduğu temel yöntemlerdir. Öğretmenin ders işlerken karşılaştığı zorluklar bakımından kaynakça ve bu çalışmanın bulguları birbiriyile tutarlıdır. Desteğin olmaması, ailenin karışması, öğrencilerin ihtiyaçlarını

karşılamama, yetersiz eğitim programları ve öğretmenlerin az bilgili olması kaynakçada dephinilen problemlerdendir (Aykaç & Basar, 2005; Canerik, 2005; Gömeksiz & Bulut, 2006; Korkmaz, 2008; Ozden, 2005; Yapıcı & Demirdelen, 2007).

Öğretmenlerin program uygulama hakkındaki algıları ve materyalleri kullanma açısından vurguladıkları engeller düşünüldüğünde, ana problem rehberlerin yetersizliği veya program ve materyallerde kullanılan dilin karmaşaklılığıdır. Remillard (2000) eğitsel program materyallerini, neyin nasıl öğretileceğini tanımlayan ve öğretmenlerin yazارın verdiği karar ve önerilerde yer almasını sağlayan kurallar olarak tanımlar. Bu kurallar, öğretmenlerin programla ilgili üretici ve doğru kararlar vermesine yardımcı olur. Bu kurallar aynı zamanda öğretmenin kendi kararlarından ve düşüncelerinden yeni bilgiler elde etmesine imkan sunar. Program materyalleri öğretmeyi artırma niyetiyle oluşturulsa da, eğitsel destegin öğretmenlere en iyi nasıl verileceği konusundaki bilgiler azdır. Bu durumda, hizmet içi eğitim programları, akademisyenler, müfettişler, yöneticiler ve hatta meslektaşlardan alınan destekler, programın sınıfta etkili bir biçimde uygulanmasını sağlamak için önemli elementler olabilir. Yine de verilere göre, müfettişlerden gelen destek, bu zorlu ve karmaşık yolda öğretmenlere ışık tutmak için yetersizdir.

Bu çalışmanın tüm sonuçları göz önünde bulundurulduğunda çalışmada yer alan öğretmenlerin programı eğitim-öğretim sürecine dönüştürmeleri ile ilgili olarak üç profil ortaya çıkarılmıştır, bunlar “program takipçileri”, “program genişleticileri” ve “program uyarlayıcıları”dır. Bu üç profil genel olarak öğretmenin programı kullanımına ve sosyal bilgiler dersi programını hangi yolla dönüştürdükleriyle alakalıdır.

Bu üç grup da, yapılandırmacı ve öğrenci merkezli olduğu için program felsefesini olumlu görmektedir. Yine de öğretmenler, merkezi yapılandırmacı programı sınıfta farklı biçimde uygulamaktadır. Program takipçileri, merkezi program hakkındaki görüşlerine bakılarak iki grupta toplanmıştır. İki grup da programı ve materyallerini sınıfta bire bir uygulasa da, bunun arasında yatan mantıklar farklılık göstermiştir. Çoğunluğu deneyimsiz öğretmenlerden oluşan ilk grup, programı bire bir uygulamanın

eğitim kalitesini artıracagını düşünmektedir. İkinci grup ise, detaylı olarak planlanan programı mesleki gelişimlerine ve eğitimin kalitesine bir engel olarak görmektedir.

Program takipçilerinin ilk grubu hariç, diğer tüm öğretmenler planlanan programı kullanmanın öğretmenliği kısıtlama, programın farklı şartlarda kullanımı ve merkezi test sistemi ile yapılandırmacı program arasındaki çelişki gibi problemler yarattığını savunmuşlardır. Programı bir görev olarak gören program takipçilerinin ikinci grubundan farklı olarak, program genișleticileri ve program uyarlayıcıları, programların sınıfta uyarlamaya uygun olmadığını belirtmişlerdir. Genișleticiler, program felsefesi ile merkezi sınav sistemi arasındaki çelişkiye deðinirken; uyarlamacılar bu uygunsuzluðu farklı öğrenci özellikleri, çeşitli okullar ve çeşitli şartlar olarak açıklamışlardır.

Öğretmenlerin programla ilgili daha önce vurgulanan algıları, planlama süreci ve programın sınıfta uygulanmasını da etkilemiştir. Program takipçileri programı istenildiği gibi uygularken sınıftaki aktiviteler bakımından farklılık göstermişlerdir. Program takipçilerinin ilk grubu daha çok öğrenci merkezli öğretim uygulamışlardır. Diğer bir yandan program genișleticiler, genel olarak merkezi sınav sistemiyle paralel olan bilgilere bağlı kalmışlardır. Program takipçilerinin ikinci grubu programın gerekliliklerini yerine getirmeye odaklanmışlardır. Öğretmenler, sınıftaki uygulamalardaki rollerine göre de farklılık göstermişlerdir. Program takipçileri, programdaki odaktan uzaklaşmamak için sınıfta yüksek kontrol sağlamaktadır fakat program genișleticileri sınıftaki otoritedir ve kendilerini bilgi uzmanı olarak görürler, böylece sınıfta daha çok öğretmen temelli öğretme oluşur. Bu iki gruptan da farklı olarak, program uyarlayıcılar yol gösterici olarak davranışırlar ve sınıflarında demokratik bir ortam vardır.

Kaynakçada, öğretmenlerin inançlarının, değerlerinin, karar verme süreçlerinin, içeriğin ve deneyimin resmi programı uygulamada bir etkisi olduğu vurgulanmıştır (Çınar, Teyfur & Teyfur, 2006; Ball & Cohen, 1999; Eisner, 1990; Erickson & Shultz, 1992; Grossman, 1995; Kennedy, 2005; Orbeyi, 2007; Snyder, Bolin, & Zumwalt, 1992). Uluslararası kaynakçalarda öğretmenlerin program uygulamalarına yaklaşımı

program bağımlılığı, program uyarlaması ve program iradesi olarak sınıflandırılmıştır (Ball & Cohen, 1999; Erickson & Shultz, 1992; Snyder ve ark., 1992). Yeni çalışmaların bulguları bu yaklaşımalarla benzerlik gösterse de farklılıklar da vardır. Örneğin, program takipçileri ve program genişleticiler bu alışmadada program bağımlılığı ve program uyarlaması sergileyen öğretmenlerle benzerlik göstermişlerdir. Fakat bu çalışmada öğretmenler program iradesi yaklaşımına uymamaktadır.

Bu farklılık, Türk eğitim sisteminin merkezi program yapısıyla alakalı olabilir. Daha önceden vurgulanmış uluslararası çalışmalar merkezi olmayan eğitim sisteminin olduğu ülkelerde yürütülmüş çalışmalarlardır. Öğretmenlerin program geliştirirken okul ve sınıf şartlarını düşünerek özgür karar verememesi, Türkiye'de program iradesinin olmamasını şaşırtıcı olmaktadır.

Uluslararası araştırmalara rağmen, Türkiye'deki öğretmenler, programları sınıflara uyarlarken program iradesini kullanmaya daha eğilimlidirler, bu çalışmada katılımcıların neredeyse yarısı program uyarlayıcılar grubunda yer almıştır. Öğretmenlerin program uyarlama yaklaşımı hakkında kesin bir karara varmak zor olsa da, farklı içerikler, öğretmenlerin farklı temelleri, deneyimleri ve öğretim yaklaşımı nedeniyle programı sınıf şartlarına göre şekillendirdikleri kanısına varılabilir. Örneğin, orta sosyo-ekonomik düzeyli okullardaki öğretmenler, programı planlandığı gibi uygulamaya daha meyllidir. Diğer bir yandan, yüksek ve düşük sosyo-ekonomik düzeyli okullardaki öğretmenler ya programı uyarlamaya ya da merkezi sınav sistemiyle alakalı bilgilere odaklanmaktadır.

APPENDIX G

CURRICULUM VIATE

PERSONAL INFORMATION

Surname, Name: Tokgöz, Özlem
Nationality: Turkish (TC)
Date and Place of Birth: 9 Agust 1983 , Manisa
Marital Status: Single
Phone: +90 532 566 03 61
email:ozlmtokgoz@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
Ph.D. (Integrated)	METU Educational Sciences	2013
BS	Hacettepe Univ. Classroom Teaching	2005
High School	Alaşehir Şehitleri Anadolu Lisesi	2001

WORK EXPERIENCE

Year	Place	Enrollment
2001- Present	METU Department of Educational Sciences	Research Assistant
2009-2010	University of Wisconsin, Madison	Visiting Scholar

FOREIGN LANGUAGES

Advanced English, Spanish

PROJECTS

1. Türk Öğrencileri Uluslararası Sınavlarda Neden Başarısız Oluyor? 2008 BAP Projesi
2. Mimarlık Eğitimi Ulusal Yeterlilikler Çerçeve ve Yetkinliklere Dayalı / Öğrenen Merkezli Lisans, Yüksek Lisans, Doktora Programları için Eylem İçinde Planlama ve Tasarım, 2008 TÜBITAK Projesi
3. Okul Mimarisi ve Öğrenme Ortamının Ergonomisi, 2007 BAP Projesi

CONFERENCE PAPERS

1. Tokgöz, Ö. & Yıldırım, A. (2011). *Öğretimde Planlama Araştırmaları: Bir Meta Analiz Çalışması*. I. Uluslararası Eğitim Programları ve Öğretim Kongresi. Anadolu Üniversitesi, 5-8 Ekim 2011, Eskişehir, Türkiye
2. Tokgöz, Ö. & Yıldırım, A. (2012) *Teachers' understanding of centralized social sciences course curriculum and its transformation into teaching and learning process. Presented at the European Conference on Educational Research* (European Educational Research Association), Cadiz, Spain, 17-21 September, 2012

POSTER PRESENTATION

Tokgöz, Ö. & Kiraz, E. (2008, October). *Perceptions towards classroom management course: Realities and perceptions*. Conference of Further Education in the Balkan Countries, Konya, Turkey.

AWARDS

Course Performance Award (2009), Graduate School of Social Sciences, Middle East Technical University

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

ÇYDD (Çağdaş Yaşamı Destekleme Derneği)

İLKYAR (Aid Foundation for Elementary Schools - İlköğretim Okullarına Yardım Vakfı)

TEMA (The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats)

TEGEV (Education Volunteers)

RESEARCH INTERESTS

Curriculum Planning, Curriculum Fidelity, Teacher Thinking, Constructivism, Postmodern Theory, Feminist Theory, Gender Issues, Education Policies, Teacher Education, Moral Education, Citizenship Education, Qualitative Research

HOBBIES

Tennis, Movies, Music, Writing, Dance, Photography, Scrabble, Blogging, Billards

APPENDIX H
TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü X
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : Tokgöz
Adı : Özlem
Bölümü : Eğitim Bilimleri Bölümü

TEZİN ADI (İngilizce) : Transformation of Centralized Curriculum into
Teaching and Learning Processes: Teachers' Journey of Thought
Curriculum into Enacted One

TEZİN TÜRÜ : Yüksek Lisans Doktora X

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindeler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. X

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: