


A Responsive Approach to Curricular Needs of Turkish Educational System: Curriculum Based on Reason, Values and Culture

Muhammed Akıncı, Recep Tayyip Erdoğan University, muhammed.akinci@erdogan.edu.tr,  0000-0002-5001-2080

Abdulkadir Kurt, Ağrı İbrahim Çeçen University, akurt@agri.edu.tr,  0000-0002-4557-1179

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Abstract

The purpose of this research is to identify problems with formal curricula at different levels of education in Türkiye and to present an approach that offers solutions in line with these problems. In accordance with this purpose, document analysis design within the framework of systematic review was used in the research. In this context, the curriculum evaluation studies carried out between the years 2012-2021 were examined by using content analysis. In addition, the commonplaces of different curriculum approaches from various sources have been revealed. Curriculum evaluation studies conducted in Türkiye show that the curricula have various problems in terms of commonplaces such as teacher, learner, subject matter, context, and curriculum making. Moreover, in these studies it has been suggested that comprehensive updates be made in the curricula to solve the identified problems. Based on these findings, a curriculum approach has been proposed, which is believed to contribute to the solution of the curriculum problems. *The Reason, Values, and Culture-Based Approach* is a responsive approach that aims to train individuals who attach importance to mental and cultural values. In addition to the solution proposals in the approach put forward, various suggestions were presented to the institutions responsible for the curriculum development process in Türkiye and to researchers who will study corresponding issues.

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Introduction

Curriculum as a field of study is crucial to the health of schools and society. So, there is no denying that curriculum affects educators, students, and other members of society (Ornstein and Hunkins, 2018). Especially, curriculum is a powerful lever for changing student performance

and well-being, and for preparing students to thrive in and shape the future. It can help to ensure consistent levels of quality across types of education provision and age groups, contributing to a more equitable system. It can also guide and support teachers, facilitate communication between teachers and parents, and ensure continuity across different levels of education (Organisation for Economic Co-operation and Development [OECD], 2020).

A number of different approaches have been developed for curriculum design and learning progression for changing societies so far. These approaches have ensured that their curriculum is linear and based on standardized progression (OECD, 2020). Curriculum approaches can be viewed from a technical or nontechnical perspective. Technical approaches (behavioral, managerial and systems approach) coincide with traditional theories and models of education and reflect established, formal methods of schooling. Nontechnical approaches (academic, humanistic, and postmodern approach) have evolved as part of avant-garde and experimental philosophies and politics. So, an approach to curriculum reflects its perceptions, values, and knowledge (Ornstein & Hunkins, 2018). Curriculum development approaches, influence of which has been felt in different countries and/or contexts until today, and the basic ideas and beliefs underlying them are explained below under the principles they have adopted.

The behavioral curriculum approach is the oldest and still referenced approach to curriculum making. It includes paradigms or models as well as incremental and detailed strategies for formulating the curriculum. This approach is often supported by a plan considering the identified curriculum goals and objectives, identifies objectives and contents and learning outcomes through sequential and structured activities, methodologies, and relevant criteria and assessment forms (Standridge, 2002). *Managerial curriculum approach* considers the school as a social system in which students, teachers, curriculum specialists and administrators interact. Educators who rely on this approach plan the curriculum in terms of programs, schedules, space, resources, equipment and personnel. This approach advocates selecting, organizing, communicating with and supervising people involved in curriculum decisions. It tends to focus on curriculum's supervisory and administrative aspects (Ornstein & Hunkins, 2018). In the *systems curriculum approach* to curriculum, the parts of the school or school district are handled in terms of their interrelatedness. Departments, personnel, equipment, and schedules are planned to change people's behavior. Information is usually conveyed to administrators who then consider choices (Joyce, Weil & Showers, 2004). *The academic curriculum approach* tries to analyze and synthesize the main positions, trends and concepts of the curriculum. It tends to be based on historical and philosophical curriculum developments and, to a lesser extent, on social conditions. This approach is related to broad areas of schooling, including educational studies. It is generally scholastic and theoretical, therefore it is also called traditional, encyclopedic, synoptic, intellectual or knowledge-oriented approach. The academic approach to the curriculum deals with much more than subject matter and pedagogy (Ornstein & Hunkins, 2018). *Humanistic curriculum approach* considers the whole child, not only the cognitive dimension. The arts, the humanities and health education are just as important as science and math. This approach tends to put faith in cooperative learning, independent learning, small group learning and social activities as opposed to competitive, teacher-dominated, large group learning. The students' self-concept, self-esteem, and personal identity are essential factors in learning, which involves social and moral, not just cognitive aspects (Goleman & Senge, 2014). *Postmodern curriculum approach* considers curricula's interactions with political, economic, social, moral and artistic forces. The school is seen as an extension of society and students as capable of changing society. The current curricula are seen as overly controlling and designed to preserve the existing social order and its equalities by postmodern approach.

In the other words different curriculum approaches (liberal, systematic, existentialist, radical and pragmatic) were also presented by Null (2017). The target in *liberal curriculum approach* is not universal education, but the implementation of a curriculum is suitable for every type of soul. With the rise of democracy, the new concern in education has been the idea of equal education for all. Thus, the idea that liberal education should only be for a certain part of the society has come to an end (Levine, 2007). *Systematic curriculum approach* is believed that only a single type of research and the purpose of this research should produce the theoretical knowledge that controls the implementation of the curriculum (Frase, Fenwick, & William, 1995). In the countries where this curriculum approach is discussed, especially businessmen have attributed a remarkable importance to education, and they have taken a serious role in the negotiations on the education policy about the curriculum. As a result, it has become inevitable to establish a relationship between the business world and educators (Kendall, 2011). *Existentialist curriculum approach* argues that young people will never be fully successful unless they choose their own work for themselves. In this regard, it is claimed that personal preference is the supreme case. It is stated that the curriculum is individual and not a social formation (Greene, 1988). According to existentialists such as Eisner (1994), the curriculum is handled in a different way. They emphasize that individual differences of teachers and curriculum makers should be considered, rather than putting all students through the same experience. So, the end of education is personal growth, self-actualization. Defendants of the *radical curriculum approach* see their work as inherently political, opposing the systematic and existentialist curriculum approach seriously. While systematic curriculum makers present their curriculum views in an impartial, objective, and non-political manner; radicals embrace the political nature of the curriculum (Apple, 1990). Embracing the rejection of neutrality and the acceptance of political defense stands out as the most important feature that distinguishes radical curriculum makers from those who advocate other traditions (Null, 2017). The radical curriculum approach aims to raise a generation that will follow it. Therefore, this passion enables radicals to achieve great success against inequality (Van den Akker, 2006). *Pragmatic curriculum approach* is believed to focus on individual and societal needs and want their ideas to produce results. The pragmatic curriculum approach is the most challenging of these approaches because it defies a clear classification (Null, 2017). The general purpose of the pragmatic perspective is to stay away from definitive answers and want the proposed solutions to be workable regardless of how the curriculum changes (Martin, 2002). The pragmatic curriculum covers topics based on too many assumptions with different consequences. Pragmatic curriculum philosophy consists of a combination of achievements such as influencing change, making a difference in students' lives, producing experimental results, or working to make them work (Dewey, 1991).

In this respect, as Varış (1998) and Kısakürek (1969) emphasized, curricula play a mediating role and guide the studies on learning and teaching activities from the behavior standards of trainees or learners. The transformation of the basic policies of national education into practice is carried out through training programs. Accordingly, the curriculum acts as a bridge in the spread and realization of the national education policy, which is based on the development of the Turkish Nation in unity and integrity, to the farthest corner of the country. Curriculum also functions as a tool applied to improve human behavior in a way that ensures effectiveness in the social, political, moral, cultural, and economic order. A curriculum must be developed in a systematic, coordinated, and scientific manner to fulfill these functions fully. Considering that curriculum development is a collective process of designing learning experiences for learners through a set of coordinated activities that also enable the curriculum to change and improve the curriculum effectively, it is necessary to constantly review and update curricula (Marsh & Willis, 2007; Wiles & Bondi, 1993). This also requires the evaluation of the related curricula

being implemented in terms of whether they are suitable for the needs and expectations of the society, the interests, needs and characteristics of the individuals, the developments in science and technology, and the changes and developments in the subject area. Accordingly, curricula should not only be developed in a systematic, coordinated, and scientific manner, but also should be evaluated effectively and continuously (Özdemir, 2009).

One of the main issues that occupy the field of curriculum and instruction has been the determination of the approaches to be followed in the development of curriculum, and in this context, various curriculum development models have come to the fore. One of the important issues discussed after the Republic regarding the curriculum in Türkiye has been the implementation of curriculum development studies within the framework of a model (Yıldırım, 1994). With the proclamation of the Republic, it is seen that the focus is on curriculum development studies in order to give direction to education in Türkiye. With the Law of Unification of Education, which was accepted in 1924, religious education-oriented programs were replaced by curricula organized in line with the secular world view (Aslan, 2010). Especially, Religion Education and Morality courses in formal curriculum in primary schools have been compulsory in the fourth, fifth, sixth, seventh and eighth grades in Türkiye since 1982. However, the curriculum of the Religion Education and Morality course in primary schools underwent a partial change in 1992. The developments in science and technology, the increase in communication opportunities, the increase in the pedagogical awareness of teachers necessitated the questioning and development of the religious education course curriculum (Aydın, 2005). It is seen that the curricula developed in 1924, 1926, 1936, 1948, 1968, 1982, 1995 and 2005 during the Republican period left their mark and gained an important position in the history of curriculum development with their various features. In Türkiye, the most comprehensive program study after 2005 was carried out in 2017. While a subject-centered approach was adopted in the 1924 Curriculum, which was seen as an extension of the traditional education approach that was dominant in the Ottoman Empire, more progressive education philosophy was emphasized in the 1926 Education Program, which was put into practice two years later (Aktan, 2018). Among the remarkable features of the 1936 curriculum are the strengthening of the connections between the first and second level courses in the curriculum development process (Aktan, 2018) and the fact that the education-teaching principles were clearly listed in the curriculum for the first time, unlike previous curricula (Arslan, 2000). On the 1948 Primary School Curriculum, it was stated that there was a report of the application of a new teaching method (project method) without changing the basis of the program. In the VII. National Education Council convened in 1962, *"it was decided that the curricula should be developed taking into account the realities and needs of the day, a trial program to be prepared and implemented should be tested and evaluated in various regions for two years, and the trial program should be developed and implemented throughout the country"* (Demirel, 1992, p. 28). The developed draft of the program was examined and sent to the Board of Education with the necessary changes and suggestions, and it started to be implemented in the 1968-1969 academic year. In 1982, the Ministry of National Education created a new curriculum model in cooperation with scientists in universities in order to create a curriculum development model and to ensure that all the curricula to be prepared and developed in the future would be carried out in accordance with this model. Accordingly, the curriculum development studies in the 1980s and 90s were carried out in this direction, and the evaluation studies were mostly in the form of evaluation of trial programs. In this context, the curricula developed in these years were implemented with minor changes until the 2000s. It can be said that comprehensive, systematic and continuous curriculum evaluation studies were not carried out much (Özdemir, 2009). Since 2003, the Ministry of National Education has started to work

initially on the renewal of primary education curricula. In a sense, the Ministry of National Education named these studies reforms. In the curriculum development studies carried out with the influence of Türkiye's candidacy to the European Union in 2004, it was aimed to develop the curricula of the courses in the light of principles and processes based on constructivist philosophy by completely moving away from the behaviorist approach. However, although the Ministry of National Education (MoNE) did not carry out these studies systematically based on curriculum evaluation approaches and processes in schools, it explained the necessity of changing existing curricula for various reasons. These reasons were especially based on these following issues (MoNE, 2005, p. 3):

- Education and qualified manpower are becoming more and more important.
- Education is one of the most effective means of political, social, and cultural integration.
- Science and technology are constantly developing.
- Significant movements are observed in the demographic structure, the quality of the family, the social texture, the understanding of consumption, and human rights.
- Lifelong learning is prominent all over the world.
- In line with national and international indicators, the international validity and acceptability of the quality of education is questionable.

For these reasons, it was emphasized that the curricula should be reconsidered starting from primary education. It has also been revealed by the findings of many quantitative and qualitative studies on this subject that this situation has affected many problems since the implementation of the different curricula especially in learning-teaching processes and evaluation situations in Türkiye. The most comprehensive curriculum study was carried out in 2017 after 2005. MoNE (2017) stated that the density of academic knowledge was high in previous curricula and regarded the instructions in these curricula as obstacles. In this context, it is striking that in the curricula renewed in 2017, more importance is attributed to basic competence and skill training and values education. Some core values such as honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness are embedded in all curricula. Moreover, nine competence areas were added, namely communication in mother tongue, communication in foreign languages, mathematics proficiency, science-technology proficiency, digital competence, learning to learn, initiative-taking-entrepreneurship perception, social-public competencies, and cultural difference-expression (Çobanoğlu & Yıldırım, 2021). When Ministry of National Education announced these curricula (2017), it was criticized that the model on which the curriculum was based was unclear, the competencies of the people participating in the program studies were not shared with the public, and it was not clear how the skills were associated with the courses (Eğitim Reformu Girişimi [ERG], 2017).

However, within the framework of global development, the definition of curriculum aims to be inclusive, multilayered, dynamic, holistic, and multidirectional (OECD, 2020). Also, all subjects including literature, art, music, dance, and vocational education serve as means to end, expand the learner's understanding of culture, and enhance the learner's sensitivities and appreciation of the norms and values of society. In this context, responsive evaluation offers a perspective in which evaluation is reframed from the assessment of program interventions on the basis of policy makers' goals to an engagement with and among all stakeholders about the value and meaning of their practice. In a responsive approach to evaluation, a program is not considered as a means to a predefined end but rather a practice that has different, sometimes conflicting, meanings for various participants and stakeholders (Abma, 2006). To acknowledge this ambiguity, criteria for the evaluation are derived from the set of issues of various stakeholders and gradually emerge in conversation with stakeholders. Participation in a

responsive evaluation is not considered as a means to empowerment and transformation (Mertens, 2002) but is instead of intrinsic importance. Relationships and dialogue are intrinsically important because a responsive evaluation aims to facilitate the development of good (in a moral sense) practice.

Education and curriculum problems have been frequently mentioned in different studies conducted in Türkiye in recent years (Akyol, Yılmaz, Çavuş, & Aksoy, 2018; Bümen, 2019; Çetin, İbrahim, Aydın, & Yazıcı, 2018; Şener, 2018). In such studies, only the opinions and thoughts of different stakeholders about the quality of the relevant curriculum were consulted. The opinions of different stakeholders of a curriculum are of course valuable in terms of revealing the failing aspects. However, especially when it comes to identifying the failing aspects of a curriculum, curriculum evaluation might be the most effective way of doing this. Therefore, curriculum evaluation, by definition, means revealing the effectiveness and efficiency of a curriculum developed using scientific processes and making a decision about it in the light of these findings (Fitzpatrick, Sanders, & Worthen, 2011; Mertens, & Wilson, 2019; Stufflebeam, & Coryn, 2014; Uşun, 2012; Yüksel, & Sağlam, 2014). In this context, it is important to consider current curriculum evaluation studies at different levels to identify current curriculum problems in Türkiye.

Purpose of the Study

The aim of this research is to identify current curriculum problems in Türkiye and to present an approach that offers solutions in line with these problems. While doing this, benefiting from the strengths of the currently adopted curriculum approaches is among the aims of the study. In this context, the following questions were tried to be answered:

1. What are the current curriculum problems in relation with the curriculum evaluation studies conducted in Türkiye in the last ten years?
2. What kind of decisions have been suggested in the relevant evaluation studies for the solution of these curriculum problems?
3. What are the commonplaces of different curriculum approaches that might be useful in solving these problems?
4. What kind of curriculum approach should be adopted to solve current curriculum problems in Türkiye?

The study is important in terms of revealing the current curriculum problems identified in different curriculum evaluation studies, specifying the most common ones, and presenting suggestions on how an approach might be adopted to solve these problems, albeit in theory, by using the strengths of different curriculum approaches.

Method

Research Design

A systematic review method was used in order to determine and evaluate the problems revealed by the curriculum evaluation studies, the decisions made regarding these problems, and the different curriculum approaches adopted in this research. Green and Higgins (2008) adopted a definition of a systematic review as an attempt to gather all empirical evidence that answers a particular eligibility criterion to answer a research question. The studies were handled within the framework of document analysis and the data was obtained by examining existing records and documents. Document analysis includes the processes of finding, reading, taking notes and evaluating resources for a specific purpose (Karasar, 2005). In other words, document

analysis is a series of processes that take place in the process of examining and evaluating printed and electronic (computer-based and internet-enabled) materials (Bowen, 2009). This process is also defined as the reviewing of written information materials about the phenomenon or phenomena that are aimed to be investigated (Yıldırım & Şimşek, 2013). It is also the collection, systematic examination and evaluation of official or private records (Ekiz, 2015). Also, curriculum, course contents, the effectiveness of a given education and educational practices can be investigated by document analysis method in the field of education (O'Leary, 2017). The detailed explanations on the process of document analysis are presented in the headings below:

Data Collection and Analysis

In the research, documents were used in the data gathering processes. Documents are among the main data sources, especially for qualitative research (Creswell, 2012). In this context, the curriculum evaluation studies carried out between the years 2012-2021 were examined. Various criteria were considered in the selection of these studies. For this reason, the sampling method used in the selection of the studies examined could be considered criterion sampling. In criterion sampling, it is necessary to comply with a set of predetermined criteria in the selection of the sample (Yıldırım & Şimşek, 2013). The criteria used in the selection of the curriculum evaluation studies examined in the research are as follows:

- Studies carried out in the 10-year period between 2012 and 2021 were examined.
- Only studies using any curriculum evaluation model were included in the review.
- Only studies evaluating formal curricula at different levels of education were included in the review.

Considering the above criteria, a total of 52 studies, including 19 articles, 18 master's theses, and 15 PhD dissertations, accessed from national and international databases in the Database Access and Statistics System (Vetis) and the National Thesis Center database were included in the research. Related studies were subjected to content analysis using the Nvivo 10 application. Content analysis refers to the coding and thematicization of data in terms of various features within certain themes in the qualitative data analysis process (Yıldırım & Şimşek, 2013). In this direction, the results and suggestions related to the curriculum problems identified in the studies examined were themed under coded education levels. In addition, the commonplaces of different curriculum approaches from various sources have been revealed and the strengths of these approaches, which are thought to contribute to the solution of curriculum problems, were emphasized.

Findings

Current Curriculum Problems Related to the Curriculum Evaluation Studies Conducted in the Last Ten Years

Table 1 includes descriptive statistics regarding the curriculum problems revealed in the curriculum evaluation studies at different levels conducted in Türkiye between 2012 and 2021.

Table 1 shows that the most basic curriculum problems in the primary education level in Türkiye are related to the inadequacy of physical conditions, materials and equipment, and course time, the inability to reach the goals of the curriculum adequately, the understanding of exam-oriented measurement and evaluation, and the neglect of socioeconomic characteristics in curriculum development. In addition to similar problems in high schools, attention has been drawn to additional problems such as not preparing textbooks in

accordance with the curriculum, limitations in teaching methods and techniques used, problems of teachers' quality and teacher-centered understanding, and low readiness levels of students. At the university level, the main curriculum problems are especially the problem of curricula not responding to needs, which is also the focus of this study, lack of academician qualifications, the duration of the courses, the insufficient content and physical opportunities, the low level of readiness of the students, the employment problem of the graduates, and the differences in applications among universities.

Considering the curriculum problems in Türkiye as a whole, from pre-school to higher education, inadequacies physical conditions, materials, and equipment, the inability to reach the objectives of the curriculum adequately, the low level of readiness of the students, the lack of course time, the understanding of examination-oriented measurement and evaluation, and the inability of the curricula to meet the needs are the most basic curriculum problems.

Table 1. *Descriptive Statistics on Curriculum Problems at Different Levels in Türkiye*

Levels	Primary Education			High School			University		
	Codes	f	%	Codes	f	%	Codes	f	%
Curriculum Problems	-Inadequacies in physical conditions	12	12.24%	-Curricula failing to reach objectives sufficiently	4	14.29%	-Curricula not responding to needs	6	13.33%
	-Insufficient materials and equipment	12	12.24%	-Inadequacies in physical conditions	3	10.71%	-Lack of academician qualifications	6	13.33%
	-Insufficient lesson times	7	7.14%	-Not preparing the textbooks in accordance with the curriculum understanding	3	10.71%	-Insufficient content variety	4	8.89%
	-Curricula failing to reach objectives sufficiently	7	7.14%	-Lack of diversification of teaching methods and techniques	3	10.71%	-Lack of readiness of students	4	8.89%
	-Exam-oriented measurement and evaluation	6	6.12%	-Teacher-centered approach	2	7.14%	-Inadequacies in physical conditions	3	6.67%
	-Not considering socio-economic differences in curriculum development	6	6.12%	-Lack of readiness of students	2	7.14%	-Graduate unemployment problem	3	6.67%
	-Rote teaching and learning approach	5	5.10%	-The problem of teachers' adaptation to the curriculum	2	7.14%	-Application differences among universities in curricula	3	6.67%
	-Lack of readiness of students	5	5.10%	-Exam-oriented measurement and evaluation	2	7.14%	-Inadequate lesson times	2	4.44%
	-Number of courses and content intensity	5	5.10%	-Lack of teacher qualifications	2	7.14%	-Rote teaching and learning approach	2	4.44%
	-Not considering individual differences in curriculum development	4	4.08%	-Curricula not responding to needs	1	3.57%	-Lack of diversification of teaching methods and techniques	2	4.44%
	-The problem of teachers' adaptation to the curriculum	4	4.08%	-Incompatibility of objectives and teaching activities	1	3.57%	-Lack of practical training	2	4.44%
	-Not preparing the textbooks in accordance with the curriculum understanding	3	3.06%	-Insufficient materials and equipment	1	3.57%	-Exam-oriented measurement and evaluation	2	4.44%
	-Lack of diversification of teaching methods and techniques	3	3.06%	-Inadequate lesson times	1	3.57%	-Insufficient materials and equipment	1	2.22%
	-Teacher-centered approach	3	3.06%	-Incompatibility of joint programs with different types of schools	1	3.57%	-Lack of extracurricular activities	1	2.22%
	-Lack of teacher qualifications	3	3.06%				-Teacher-centered approach	1	2.22%
	-Incompatibility of joint programs with different types of schools	3	3.06%				-Lack of vocational training	1	2.22%
	-Curricula not responding to needs	2	2.04%				-Not considering individual differences in curriculum development	1	2.22%
	-Lack of extracurricular activities	2	2.04%				-Lack of university autonomy	1	2.22%
	-Lack of teacher autonomy	2	2.04%						
	-Inadequate curriculum evaluation	2	2.04%						
-Insufficient guidance and counseling service	2	2.04%							
	Total	98	100%	Total	28	100%	Total	45	100%

Suggested Decisions About the Curricula with reference to the Curriculum Evaluation Studies Conducted in the Last Ten Years

Based on the curriculum problems revealed, various suggestions were presented for the decisions to be taken about the curricula at different levels in the studies examined. Descriptive statistics regarding these recommendations are presented in Table 2.

Table 2. *Descriptive Statistics on Decisions to be Taken About Curricula at Different Levels*

Levels	Primary Education			High School		
	Codes	f	%	Codes	f	%
Suggestions	Partial updates should be made in the curriculum	9	33.33%	Extensive updates should be made in the curriculum	4	44.44%
	Extensive updates should be made in the curriculum	8	29.63%	Partial updates should be made in the curriculum	4	44.44%
	The curriculum should be redeveloped	5	18.52%	The curriculum should be redeveloped	1	11.11%
	No suggestions were made for curriculum development	5	18.52%			
	Total	27	100%	Total	9	100%

Levels	University			COMBINED		
	Codes	f	%	Codes	f	%
Suggestions	Extensive updates should be made in the curriculum	6	37.50%	Extensive updates should be made in the curriculum	18	34.62%
	Partial updates should be made in the curriculum	4	25.00%	Partial updates should be made in the curriculum	17	32.69%
	The curriculum should be redeveloped	3	18.75%	The curriculum should be redeveloped	9	17.31%
	No suggestions were made for curriculum development	3	18.75%	No suggestions were made for curriculum development	8	15.38%
	Total	16	100%	Total	52	100%

When Table 2 is examined, the most basic step recommended being taken in studies evaluating primary education curricula between 2012 and 2021 is to make partial updates in the relevant curricula. In addition, it was emphasized that high school and university curricula needed comprehensive updates. When all the suggestions are considered as a whole, it is observed that comprehensive updates are needed. However, in 15.38% of the studies examined, there is no recommendation for the decisions to be taken about any curriculum.

Commonplaces of Different Curriculum Approaches

Commonplace is the term used by Schwab to address the basic elements of the curriculum that contains the concepts of the learner, the teacher, the milieu, and the subject matter (Schwab, 1973). Later, these commonplaces were increased to five by Null and they were handled as teachers, learners, subject matter, context, and curriculum making (Null, 2011). The *milieu* expression in Null's commonplaces has later been changed to *context*. On the other hand, curriculum making includes three dimensions that are practice, purpose, and integration (Null, 2011). In this context, the curriculum understandings of different curriculum approaches were examined in the context of Schwab and Null's *commonplace* concept from the studies that provide clear statements about these commonplaces. Table 3 shows the commonplaces of different curriculum approaches.

Table 3. *Commonplaces of Curriculum Approaches**

<i>Curriculum Approach</i>	<i>Teacher Commonplace</i>	<i>Learner Commonplace</i>	<i>Subject Area Commonplace</i>	<i>Context Commonplace</i>	<i>Curriculum Making Commonplace</i>
Behaviorist Curriculum	Teacher is the main implementer of the curriculum and is the person who monitors the students and gives immediate feedback, accompanied by direct instruction, exercises and practices.	Student is a passive person who receives information until she/he achieves success towards certain goals.	It focuses on functional and effective school management based on scientific management theories, influenced by industry.	The context is the inputs and outputs within the school itself. In particular, the objectives are the factors that must be achieved.	It adopts a goal-oriented curriculum development process and emphasizes that schools should adopt a region-oriented approach based on the needs of that region in the curriculum development process.
Liberal Curriculum	Teacher is a person who receives any formal or informal curriculum and offers it to students.	It is crucial who they are and what their interests, backgrounds, levels are. How they are motivated and how they react to different and new ideas is taken into consideration.	The subject area is also called the content. While content is a subject that curriculum makers should pay particular attention to, it is included in all five factors mentioned.	It refers to the fiction in which the curriculum is taught. Although it shows similarities with the student dimension, it points to a wider society rather than the students in the school.	Curriculum development processes are thought to hold other commonplaces together. It is argued that without curriculum development processes, the other four commonplaces will remain intangible.
Systematic Curriculum	Teacher is the implementer of the curriculum that focuses on the needs of the students.	Interests and abilities are important in bureaucratic systems, and they are considered as customers in free market systems.	It is based on actions and experiences obtained as a result of research in bureaucratic systems, but it is based on random research in free market systems.	In bureaucratic and free market systems, the context is all institutions in which any curriculum-related problem is attempted to be resolved.	Curriculum development processes are based on experience, expert knowledge, or curriculum standards.
Existentialist Curriculum	Teacher is the person who gives suggestions to the students about the subjects they might want to learn.	The student is the core element of existential curricula. A good curriculum should refine the psychology of students.	The subject area is in the background of the curriculum. The best subject area is to study life itself.	The belief that focusing on the needs of the students will lead to the formation of a good curriculum is dominant.	It argues that curriculum development should be done with an individualistic approach. Life is a big curriculum development process.

Table 3. (Cont.)

<i>Curriculum Approach</i>	<i>Teacher Commonplace</i>	<i>Learner Commonplace</i>	<i>Subject Area Commonplace</i>	<i>Context Commonplace</i>	<i>Curriculum Making Commonplace</i>
Radical Curriculum	Teacher is the most crucial factor of the curriculum. No society can be formed without the active participation of teachers.	The student is the raw material for radical education to be used to rebuild society.	Emphasis is placed on social sciences. Even when teaching experimental disciplines, the teacher needs to know that the subject is influenced by his or her social point of view.	It gives importance to context in order to understand the class structure of the society they will rebuild.	Curriculum development is a goal-oriented process, but radicals never aim at a definite goal.
Pragmatic Curriculum	Teacher is the person who manage the learning experiences. Effective teachers are people who can solve problems using their experience.	There is a belief that students are shaped through experiences.	The subject area is important only insofar as it offers solutions to social, political and economic problems to a certain extent. In pragmatic curricula, no discipline contains a solid body of knowledge.	Context is almost everything. All other factors can be omitted from the curriculum if the context requires it.	Curriculum development is important if it means finding new ways to make the curriculum work better. It is because pragmatist curriculum makers dislike curriculum development processes, which are their ultimate goals.
Academic Curriculum	Teacher is a person who constructs the knowledge and guides the student on how to learn.	Student is a person who is trained as an intellectual and expert in her/his field and trained with knowledge-based practices.	It deals with teaching, learning, guidance, evaluation, inspection and management processes, especially in schools.	Context is seen as all knowledge processes that must be acquired in the field to be specialized.	It has an expert-oriented curriculum development philosophy in every field based on theoretical foundations.

* Simplified from Ornstein & Hunkins (2018); Ornstein, Levine, Gutek & Vocke (2016) & Null (2017).

The aforementioned approaches were used in order to benefit from its strengths and to learn from its weaknesses:

- The emphasize in which systematic approach states that every curriculum should be systematic to a certain extent.
- The value given to human by existential and liberal approaches.
- The commitment of radical curriculum makers to their ideals.
- The commitment of liberal and academic approaches to values.
- The importance that the behaviourist approach gives to observable and measurable objectives.
- The importance that the liberal approach gives to mind.
- The importance that pragmatic and systematic curricula give to practice rather than theory.
- The importance given to the stakeholders of the curriculum by the existential and liberal approaches.

The previously mentioned approaches have inspired aspects of the curriculum approach based on reason, values, and culture. However, none of these approaches includes these features on their own. This situation is reflected in the teacher, student, subject area, context and curriculum making processes of the related approaches in different ways.

Curriculum Based on Reason, Values and Culture

When the curriculum problems identified in the research are examined, it is observed that there are problems directly related to the preparation and implementation of the curricula in addition to the issues such as physical conditions, lack of equipment, and materials. These issues are related to commonplaces such as teachers, learners, subject matter, context, and curriculum making as expressed by Schwab and Null. Especially under the curriculum making topic, there are problems in the practice, purpose, and integration issues of the curriculum. Table 4 includes the distribution of the curriculum problems identified in Türkiye in the context of commonplaces.

Table 4. *Distribution of the Curriculum Problems in the Context of Commonplaces*

	<i>Teachers</i>	<i>Learners</i>	<i>Subject matter</i>	<i>Context</i>
	- Teacher-centered approach - Lack of teacher qualifications - Lack of academician qualifications - Lack of teacher autonomy	- Lack of readiness of students - Graduate unemployment problem - Insufficient guidance and counseling service	- Number of courses and content intensity - Insufficient content variety	- Inadequacies in physical conditions - Insufficient materials and equipment - Inadequate lesson times
<i>Curriculum Making</i>	- Not considering socio-economic differences in curriculum development - Not considering individual differences in curriculum development	<i>Practice</i> - Rote teaching and learning approach - Exam-oriented measurement and evaluation - Lack of diversification of teaching methods and techniques - Lack of extracurricular activities - Lack of practical training - Lack of vocational training		

Table 4. (Cont.)-

Inadequate curriculum evaluation	<i>Purpose</i>
	<ul style="list-style-type: none"> - Curricula failing to reach objectives sufficiently - Curricula not responding to needs - Incompatibility of objectives and teaching activities
	<i>Integration</i>
	<ul style="list-style-type: none"> - The problem of teachers' adaptation to the curriculum - Not preparing the textbooks in accordance with the curriculum understanding - Incompatibility of joint programs with different types of schools - Application of differences among universities in curricula

The analytical approach considers the problems that may arise in the future, as well as the existing problems in determining the needs in the curriculum development process (Demirel, 2017). In this context, if a responsive curriculum approach is mentioned, besides the problems identified in the curriculum evaluation studies, the effects of the COVID-19 global epidemic, which has become the problem of the whole world as of 2020, should not be ignored. For example, it is stated that the use of technology may negatively affect children's brains, socio-emotional, cognitive and physical development (Gottschalk, 2019). It is known that the COVID-19 global epidemic causes excessive use of technology (Montag & Elhai, 2020). On the other hand, one of the most important requirements underlying today's educational needs is the development of the mind (Peters, 2010). This situation can lead to the growth of individuals who are open to manipulation and whose perception can be played with. At this point, it is important to gain the ability to use the mind reasonably.

Values lie on the basis of the development of this skill in the right direction. It is difficult to gain these values only with the rules valid in the school (Dewey, 1909; Durkheim, 1993). Although thinkers such as Dewey and Durkheim emphasized the values and values dimension of education, these views lost their popularity over time (Kohlberg, 1975). This might be an indicator of the risk that education is losing its functionality in terms of making students gain values. Undoubtedly, the family and the culture of the family have an important place in the acquisition of values as the family has a role of carrier and transmitter of culture (Celkan, 1991). Education, on the other hand, is a tool for the realization of social ideals (Genç, 2018). For this reason, it seems necessary to adopt an education approach that attaches importance to culture in raising individuals who have values and use their minds in a good way.

In addition to the characteristics mentioned above, today's human being is a technology-dependent (dependent) entity, especially with the effect of the COVID-19 global epidemic. The mind, values and culture-based approach take all these features into account in its curriculum understanding. In addition to these features, the strengths and weaknesses of the curriculum approaches expressed before are also considered in the development of the mind, values, and culture-based approach. So, ignoring all these approaches and starting all processes from the beginning and trying to create a new approach will not bring us anything in learning from past mistakes and successful steps.

Commonplaces of Reason, Values and Culture-Based Curriculum Approach

In the research, a responsive approach that is believed to be useful in solving current curriculum problems has been proposed. This curriculum approach based on reason, values and culture has human virtues such as reason and values and tries to develop other human characteristics in a positive way within the framework of these virtues. While this approach brings various virtues to individuals, it remains loyal to the culture of the society and no practice is independent of culture. Although there are many different definitions of education, culture, one of the most basic dynamics of society, has found a place in these definitions. For example, one of these definitions describes education as acculturation, that is, the society's shaping of individuals in line with their own expectations and wishes (Helvacı, 2008). The only institutions where these cultural expectations will be realized are schools. Schools are institutions that constitute the formal education, which includes activities carried out within a certain plan and program (Görgeç, 2013). Education should convey the values of the society and the culture of the society to the students while providing the students with the written objectives of the curricula. Moreover, culture should find a place for itself in the formal or informal goals of the school. Transferring cultural heritage to future generations is among the main functions of education (Genç, 2018). From this point of view, a responsive approach that responds to the curriculum problems identified in each commonplace under the same headings has been put forward. In this context, the five basic commonplaces of the reason, values and culture-based curriculum approach are stated below.

Teacher Commonplace

In the curriculum evaluation studies examined, one of the most basic problems related to the instructors who carry out the teaching activities is the quality problem of teachers and academicians. At this point, besides the competencies of the teachers, their autonomy and authoritarian approaches are also criticized. In addition, the problem of teachers' adaptation to the curriculum is also included in the integration title under curriculum making commonplace. However, in the reason, values, and culture-based curriculum approach the teacher is a both stakeholder in the curriculum development process and an expert in the implementation processes. S/he is a guide in teaching individuals to use their minds reasonable and let them be have strong will. Also, the teacher is a master in providing students with professional qualifications. Based on these qualifications, the teacher should have professional ethics and pedagogical knowledge as well as having a command of the professional field in which he/she teaches. Teacher must use the language well and have a command of the mother tongue. They should liberate their minds in a values and rational framework instead of controlling the students. In order to do this, their own minds must be liberated and, contrary to what is stated, they must have a consciousness of autonomy. They should adhere to the cultural values of the society while doing these actions. Individuals with the cultural characteristics of the region to be assigned are selected as teachers. So, it is believed that the teacher is the only power that can control the effect of culture on the student in this approach.

Learner Commonplace

Issues such as readiness problems of students and unemployment of graduates identified in the studies examined are an indication that real needs are not considered in student selection. Contrary to the responsive approach, this situation can cause both student needs

and employment needs not to be met. In addition, the issue of not providing effective guidance and counselling services for students is one of the problems emphasized. However, a child/student is like a precious and sensitive metal. S/he is naturally clean. This mineral should be used in the best way. S/he should not be considered as a tool to be used for cutting or crushing metals that are softer than himself/herself, but as a well-worked jewellery. Mines are so diverse that each can be used for useful purposes. Just like in this metaphor, each student has different interests and abilities, and by using these features in the best way, they can be trained as qualified personnel for different professions. At this point, providing effective guidance and counseling services is of vital importance. The student should be introduced to the culture he is in and should be supported to keep up with the social and cultural values. The mental, values, emotional and physical development of students is crucial in these processes.

Subject Area Commonplace

Although the subject area is a commonplace that changes in relation to the level of education, it is a quite important commonplace. While the high number of courses and the content density are considered problems in the studies examined, the quality of these courses, which are high in number, is criticized. In addition, the compatibility of the textbooks with the understanding of the curriculum is another subject that has been criticized. However, the course contents should be responsive to be used in real life in accordance with the understanding of the program. In this context, subject area is mostly occurred within the framework of teaching the mother tongue at primary school level, as well as lessons for getting to know life, and fields such as art, sports, culture and values education in the reason, values and culture-based curriculum approach. At the secondary school level, in addition to these areas, foreign language education is given importance. When it comes to the high school level, vocational education comes into play. This is the stage where the subject area becomes somewhat more complex. In addition to the courses that contribute to the ethical and intellectual development of the student, vocational courses are also included in the curricula at this level. Moreover, cultural elements should be included in all materials to be used during teaching.

Context Commonplace

Although the studies examined have been carried out in different contexts and curriculum levels, there are common problems in issues such as inadequacies in physical facilities, inadequacies of equipment and materials, limitations in teaching methods and techniques and course durations, understanding of exam-based measurement and evaluation. This is actually an indication that the same mistakes are made about the curriculum in different contexts. The context commonplace is the most important one in the reason, values, and culture-based curriculum approach. The context factor constitutes the infrastructure of the concept of culture in this approach. However, it should not be considered independently of other commonplaces. The context can be examined from two different aspects in the reason, values, and culture-based curriculum approach. The first of these is the context of the school type and level, and the other one is the social and cultural context in which the school is located. The context related to school type and level does not differ greatly in terms of curriculum in primary and secondary schools as a common understanding of education has been adopted for everyone at these levels. The processes in which the context changes due to school type and grade are related to high schools. So, high schools are evaluated in different contexts regarded to

professional fields, and curriculum studies are carried out accordingly in this approach. However, although primary and secondary school levels have a similar structure, they should also be evaluated in their own contexts in relation to the region they are located in. In addition, teaching should take place in a context where theory and practice will feed each other, and emphasis should be placed on solving the problems arising from the context as quickly and practically as possible.

Curriculum Making Commonplace

In the curriculum evaluation studies carried out in the last ten years, problems such as not considering socio-economic and individual differences in the curriculum making process and insufficient evaluation of the developed curricula have been mentioned. This situation is considered a serious issue in the curriculum approach based on reason, values, and culture as the culture and values adopted by this approach are based on social and individual characteristics. In addition, various problems are mentioned under the sub-dimensions of curriculum making commonplace, purpose, practice, and integration. For example, features such as the incompatibility of the teaching activities with the objectives of the curriculum or the inability to reach the objectives of the curriculum sufficiently could be evaluated as the purposes of a curriculum making process. On the other hand, in the curriculum approach based on reason, values, and culture it is important to what extent the predetermined purposes or objectives are achieved. Undoubtedly, Tyler is one of the names who give the most importance to the achievement of the goals of the curriculum (Ornstein & Hunkins, 2018). Tyler's target resources are students, contemporary life, subject area, philosophy, and psychology (Tyler, 2013). These resources are no less important in a curriculum approach based on reason, values, and culture. However, in this approach, it is expected that the basic qualities that students are expected to acquire, regardless of their level and field, will be shaped within the framework of mental skills, values and culture. In other words, reason, values, and culture are a tool in shaping the other elements of the curriculum, especially the goals to be achieved.

In this context, the lack of diversification of teaching methods and techniques, inadequate vocational and applied education, the absence of extracurricular activities, and the institutional differences in the implementation of centrally developed curricula are among the problems. This situation can be interpreted as the inability of formal curricula at different levels in Türkiye to adequately respond to the needs. In the studies examined, the fact that the curricula do not meet the needs has also been expressed as a curriculum problem. In the curriculum approach based on reason, values, and culture it is aimed to raise values of individuals who are experts in a profession, who have the ability to use their minds correctly, and who do not contradict the cultural values of the society, as outputs of the education system and the curriculum. The characteristics of the reason, values, and culture-based approach in the context of the five commonplaces above are summarized in Table 5.

Table 5. *Five Commonplaces of Curriculum Approach Based on Reason, Values and Culture*

<i>Curriculum Approach Based on Reason, Values and Culture</i>				
<i>Teacher</i>	<i>Student</i>	<i>Subject Area</i>	<i>Context</i>	<i>Curriculum Making</i>
<ul style="list-style-type: none"> - S/he is a stakeholder in curriculum development process and expert in practice. - S/he is a guide in teaching individuals to use their minds in a good way, to have values and to have strong will, and also is a master in gaining professional qualifications. - S/he liberates the minds of students in a mental and values framework. - Individuals carrying the cultural characteristics of the region to be assigned are selected as teachers. - S/he is the only force that can control the influence of culture on the student. 	<ul style="list-style-type: none"> - S/he is the mine that needs to be processed. - Individual differences are considered for different occupational groups. - Their development, conditions and interests should be considered. - Their mental, values, emotional, and physical development is important. - The culture to which s/he belongs should be introduced correctly, and they should be supported to keep up with the social and cultural values. 	<ul style="list-style-type: none"> - It is a commonplace that varies in relation to the education level. - The conditions of the region where the school is located should be considered. - Cultural elements should be included in all materials to be used during teaching. 	<ul style="list-style-type: none"> - It can be shown as the most important commonplace, but it is not independent of other commonplaces. - It guides what role other commonplaces should play. - The situation presented by the type and level of the school and the social and cultural context in which the school is located are emphasized. - Teaching should take place in a context where theory and practice will feed each other. 	<ul style="list-style-type: none"> - It is important to what extent the predetermined targets have been achieved. - It is expected that the basic qualifications that students are expected to acquire, regardless of their level and field, will be shaped within the framework of mental skills, values and cultural values. - Reason, values, and culture are a tool in shaping the other commonplaces of the curriculum, especially the goals, as well as the goals to be achieved. - As the outputs of the curriculum, the purpose is to raise values of individuals who are experts in a profession, have the ability to use their minds correctly, and do not contradict the cultural values of the society.

Results, Discussion and Suggestions

The studies examined in line with the curriculum evaluation, commonplaces of the curriculum as teacher, student, subject area, context, and curriculum development were taken into consideration, and the problems that emerged were handled within the framework of these commonplaces. One of the most basic problems about teachers or instructors who carry out teaching activities is their qualifications. The quality of teachers and academics in Türkiye has been a subject that has been questioned not only today but also in the past (Kavcar, 1980; Şen & Erişen, 2002; Tekişik, 1986). At this point, besides the competencies of the teachers, their autonomy and authoritarian approaches are also criticized. Issues such as readiness problems

of students and unemployment of graduates identified in the studies examined are an indication that real needs are not considered in student selection. In addition, the issue of not providing effective guidance and counselling services for students is one of the problems emphasized. Curricula are developed for purposes such as establishing a quality education system at national or international level, raising qualified manpower that will ensure the development of the country, and supporting the protection and development of social and cultural values with reference to the report published by OECD (2020). From this point of view, it is seen that there is an opposite relationship between the two situations. So, it is possible to say that the effect of the curricula developed in Türkiye on qualified students and teachers is relatively weak. Similarly, the fact that curricula do not guide teachers (Çobanoğlu & Yıldırım, 2021) supports the results obtained. Although the high number of courses and the content density are considered problems in the studies examined, the quality of these courses, which are high in number, is criticized. In addition, the compatibility of the textbooks with the understanding of the curriculum is another subject that has been criticized. Similar results were obtained in different studies on the problems related to the content of the curricula (Akıncı, 2021; Altındağ, 2017; Dinçer, 2013).

Although the studies examined have been carried out in different contexts and curriculum levels, there are common problems in issues such as inadequacies in physical facilities, inadequacies of equipment and materials, limitations in teaching methods and techniques and course durations, understanding of exam-based measurement and evaluation. Similar findings have been revealed in different studies on the physical, technological, and methodological limitations of the teaching environment in Türkiye (Balım, 2020; Eyiol, 2019; Kurt, 2016; Uçar Kaplan, 2015). In the curriculum evaluation studies carried out in the last ten years, problems such as not considering socio-economic and individual differences in the curriculum making process and insufficient evaluation of the developed curricula were mentioned. In addition, various problems are mentioned under the sub-dimensions of curriculum making commonplace, purpose, practice, and integration. For example, features such as the incompatibility of the teaching activities with the objectives of the curriculum or the inability to reach the objectives of the curriculum sufficiently could be evaluated as the purposes of a curriculum making process. In this context, the lack of diversification of teaching methods and techniques, inadequate vocational and applied education, the absence of extracurricular activities, and the institutional differences in the implementation of centrally developed curricula are among the problems. This situation can be interpreted as the inability of formal programs at different levels in Türkiye to adequately respond to the needs. In the studies examined, the fact that the curricula do not meet the needs has also been expressed as a curriculum problem. It is seen that these problems mostly focus on the inadequacy of theoretical knowledge, the inability to transfer the results into practice, and competencies mentioned also by Yapıcıoğlu, Kara & Sever (2016). However, curriculum can equally limit the creativity and agency of students and teachers if there is not sufficient space for them to explore their own interests and sense of purpose (Coburn & Stein, 2006). Also, if curriculum remains unchanged for years, it may lack the necessary innovation to adapt to changes in society. Therefore, countries periodically reform curriculum to ensure that it is relevant to students and to the world outside of school (Kuiper & Berkvens, 2013).

In the studies examined, the most basic step recommended being taken in studies evaluating primary education curricula between 2012 and 2021 is to make partial updates to

the relevant curricula. In addition, it was emphasized that high school and university programs needed comprehensive updates. When all the suggestions regarding the curricula are considered as a whole, it is observed that comprehensive updates are needed. However, in 15.38% of the studies examined, there is no recommendation for the decisions to be taken about any curriculum. Curricula should be inclusive, multilayered, dynamic, holistic, and multidirectional (OECD, 2020). Also, all subjects including literature, art, music, dance, and vocational education serve as means to end, expand the learner's understanding of culture, and enhance the learner's sensitivities and appreciation of the norms and values of society. Around 2015, amid growing global debate on globalization and migration, climate change, and technological advancements such as artificial intelligence, countries began to revisit questions on the kinds of competencies students would need for the future and how these could best be fostered through curriculum. Furthermore, while curriculum had long been considered a highly domestic issue with high stakes and sensitive political implications, there was a clearly identified need to consolidate an evidence base that would support countries in creating systematic curriculum design processes (Penuel & Shepard, 2016). The COVID-19 pandemic has also revealed and amplified the weaknesses of current systems. It has highlighted the urgent need to think differently about how to close the equity gaps that have existed and are now growing. The COVID-19 context has accelerated this analysis to make it as relevant as possible to tackle existing challenges, particularly that of placing student well-being at the center of curriculum design and re-design (OECD, 2020). So, it must be pointed out that the kinds of knowledge, skills, attitudes and values are necessary to understand, engage with and shape a changing world towards a better future. Therefore, the policies and practices should be transformed effectively to support people's learning and wellbeing within the framework of changing societies and economies (Shepard, Penuel, & Pellegrino, 2018).

The curriculum problems identified in the study show that curricula in Turkey fall short in responding to the needs of their stakeholders in various contexts. However, an educational system or curriculum is expected to respond to the need of stakeholders (Stake, 2011; 2013). It is crucial what kind of approach is adopted and what is done to meet these needs. In this context, different curriculum approaches have been examined in the research, and a curriculum approach that is thought to be able to respond to today's education needs and may be useful in solving current curriculum problems in Türkiye has been put forward by using the experiences, strengths, and weaknesses of these approaches. Considering the years in which they were introduced and the rapid change in the curriculum approaches that have been expressed before, it is open to debate whether they have adopted an understanding that will meet today's needs. Especially since the beginning of the 2000s, the rapid breakthrough in computer technology, the introduction of mobile phones into our lives, the virtual sharing culture created by social media and finally the emergence of the COVID-19 epidemic have changed the educational needs of the society and individuals in the last 10-15 years. Now, in addition to the question of how we should raise a person, the question of how we should protect individuals from the harms of technology has become one of the main concerns of education (Gottschalk, 2019). Of course, it is not appropriate to say that previous approaches are completely unresponsive to today's needs. In this respect, it is possible to talk about the strengths as well as the weaknesses of the approaches examined in the context of the educational needs of 21st-century societies. However, since these features, which are expressed as strengths, belong to different curriculum approaches, there is a dividedness. In this context,

these features considered to be the strengths of different curriculum approaches in this study have been integrated into the reason, values, and culture-based approach and have been trying to be integrated within the framework of mental and cultural values within this approach.

Although the concept of systematic is a feature that gives its name to the systematic approach, each curriculum must be systematic to a certain extent. This situation is also reflected in the definition of the concept of curriculum development. Curriculum development is most defined as the design, implementation, evaluation, and reorganization of a curriculum in scientific research processes (Demirel, 2017; Ornstein & Hunkins, 2018). The processes of designing, implementing, evaluating, and reorganizing a curriculum should be carried out in a planned and systematic way for effectiveness. In this context, the reason, values and culture-based approach also adopts a systematic approach in the curriculum development process. However, the main concern here is to determine beforehand what, where, when and by whom it will be done, and to carry out educational activities in an organized and systematic manner. Being systematic is not meant to serve any economic or political system. The systematic approach is criticized because it forms the basis of the understanding of serving the economic system of the age and therefore focuses on the concern of economic benefit (Samuels, 2017). This situation has brought along problems such as not accepting disadvantaged individuals to schools due to the concern that private education institutions will reduce school success (Jabbar, 2016).

It is stated that existential and systematic curriculum approaches give importance to the stakeholders of the curriculum, namely individuals and society (Null, 2011). Considering the criticism that individual and social differences are not taken into account in the curriculum development process in Türkiye, it is possible to indicate that the relevant approaches are strong in this respect. Therefore, it is claimed to be an approach that responds to needs. However, the existential approach is sometimes criticized for neglecting society while valuing the individual (Forbes, 2016; Singer, 2006). The issue of valuing the individuals who are the stakeholders of the curriculum is of course substantial. However, it should be noted that not every individual will contribute to the curriculum to the same extent. In this respect, the reason, values and culture-based approach gives importance to expertise as much as it gives importance to the opinions of the stakeholders in the curriculum development process. In addition, the understanding of leaving individuals to their own responsibility, adopted by the existential approach, is open to criticism in terms of gaining social responsibility awareness (Singer, 2006). Leaving people to their own responsibility, especially at an early age, is seen as a problem in the reason, values, and culture-based approach. The reason, values, and culture-based approach argues that sometimes it is necessary to protect people from themselves. This might be possible by providing effective counseling and guidance services, the adequacy of which is shown as a curriculum problem in Türkiye. In addition, effective guidance and counseling services are important for individuals to gain thinking skills (Hidayah, Yuliana, & Hanafi, 2020). The reason, values, and culture-based approach, like the liberal approach, aims at raising individuals who use their minds in a good way. Using the mind reasonable should not be seen as independent from the values. In this context, liberal and academic approaches emphasize the moral dimension of the curriculum (Null, 2011; Pinar, Reynolds, Slattery, & Taubman, 1995). In addition, there is a strict adherence to ideas in the radical curriculum approach (Null, 2017). However, individuals need to be aware of the ideas they defend. The reason, values, and culture-based approach considers it essential to use one's mind while

defending certain ideals. One of the main functions of the curriculum should be to improve the reasoning ability of the society with reference to this approach.

It is essential for the objectives of the curriculum to express observable student behaviors in terms of measurement and evaluation (Miller, Linn, & Gronlund, 2009). The importance that the behaviorist approach gives to student behavior is understandable in this respect. However, it has been stated in the studies examined that this understanding sometimes causes exam-oriented measurement and evaluation problems. The reason, values, and culture-based approach, while considering measurable characteristics, does not ignore the fact that human is a more complex creature. Tyler is one of the names who focus on how well the goals of the curriculum are achieved (Stufflebeam, Madaus, & Kellaghan, 2000). However, approaches such as Tyler focusing on the extent to which the objectives of the curriculum are achieved are criticized for ignoring the different functions of education (Fitzpatrick, Sanders, & Worthen, 2011). Therefore, these approaches tend to see achievement tests as a basic measurement tool to determine the extent to which the objectives of the curriculum have been achieved (Stufflebeam, Madaus, & Kellaghan, 2000). However, this approach is only for theoretical education. In this respect, this feature of pragmatic and systematic approaches that see the curriculum as an application rather than an ideal should be taken as an example. However, the issue here should not be to reject ideals, but to put them into practice. Reason, values, and culture-based approach tends to put ideals into goals and goals into practice. Such an understanding can also be a solution to the inadequacy of practical and vocational training processes, which is expressed as a curriculum problem in Türkiye.

In summary, it is thought that current curriculum approaches may have problems in meeting today's needs within the scope of current developments such as widespread use of technology and the global epidemic of COVID-19. In this context, when the curriculum evaluation studies conducted in Türkiye were examined, it was observed that the curricula have various problems in terms of the commonplaces. In addition, in the studies examined, it has been suggested that comprehensive updates be made in the curricula to solve the identified problems. In this study, an approach that is thought to contribute to the solution of these identified problems has been put forward. The reason, values, and culture-based approach is a responsive approach that aims to train individuals who attach importance to mental and cultural values. In addition to the solution proposals in the approach put forward, various suggestions were presented to the institutions authorized for the curriculum development process in Türkiye and to researchers who will study similar issues.

- Various contexts, individual, social and economic differences, and opportunities should be taken into account in the curriculum development processes.
- Teaching and evaluation methods and techniques should be diversified in accordance with the objectives of the curriculum, and in this context, skill-based approaches should be adopted to prevent exam anxiety in the transition between levels and in the employment process.
- Individuals who are compatible with the professions should be trained in line with the needs of different professions, especially teachers to prevent employment, qualification, and readiness problems.

- The intensity of the course content should be reduced in the curricula, and the main concern should be to present responsive and sufficient content instead of offering many courses.
- Considering the rapid change in every field today, curriculum approaches should adopt a flexible and updatable approach.
- It should not be forgotten that there is no single right or wrong about the curriculum and education, and the experiences of different approaches should be used.

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TÜRKÇE GENİŞ ÖZET

Türk Eğitim Sisteminin Program İhtiyaçlarına Cevap Verici Bir Yaklaşım: Akıl, Değerler ve Kültür Temelli Program

Giriş

Bu araştırmanın amacı, Türkiye'deki güncel eğitim programlarına ilişkin sorunları tespit etmek ve bu sorunlar doğrultusunda hâlihazırda benimsenen program yaklaşımlarının güçlü yönlerinden yararlanarak çözüm önerileri içeren bir yaklaşım sunmaktır. Bu bağlamda çalışmada aşağıdaki sorulara cevap aranmaya çalışılmıştır:

1. Türkiye'de son on yılda yapılan program değerlendirme çalışmalarına göre mevcut program sorunları nelerdir?
2. Bu çalışmalarda değerlendirilen öğretim programları hakkında ne tür kararlar önerilmektedir?
3. Ortaya konulan problemlerin çözümünde faydalı olabilecek farklı program yaklaşımlarının ortak noktaları nelerdir?
4. Türkiye'deki güncel program sorunlarının çözümünde nasıl bir program yaklaşımı benimsenmelidir?

Araştırma, farklı program değerlendirme çalışmalarında tespit edilen mevcut programlara ilişkin problemlerin ortaya konulması, bu problemler arasında en yaygın olanların belirlenmesi ve bu problemlerin teoride de olsa çözümüne yönelik farklı yaklaşımların güçlü yönlerinden nasıl yararlanılabileceğine dair öneriler sunması açısından önemli görülmektedir.

Yöntem

Bu çalışmada sistematik derleme yöntemi kullanılmıştır. Elde edilen çalışmalar nitel araştırma desenlerinden doküman incelemesi çerçevesinde ele alınmıştır. Doküman analizi, belirli bir amaca yönelik kaynakları bulma, okuma, not alma ve değerlendirme süreçlerini içerir (Karasar, 2005). Diğer bir deyişle doküman analizi, basılı ve elektronik (bilgisayar tabanlı ve internet erişimli) materyallerin incelenmesi ve değerlendirilmesi sürecinde yer alan bir dizi süreçtir (Bowen, 2009). Bu süreç, araştırılması amaçlanan olgu veya olgular hakkında bilgi içeren yazılı materyallerin incelenmesi olarak da tanımlanmaktadır (Yıldırım ve Şimşek, 2013). Aynı zamanda resmi veya özel kayıtların toplanması, sistematik olarak incelenmesi ve değerlendirilmesidir (Ekiz, 2015). Ayrıca eğitim alanında öğretim programı, ders içerikleri, verilen bir eğitimin etkililiği ve eğitim uygulamaları doküman incelemesi yöntemiyle araştırılabilir (O'Leary, 2017).

Araştırmada veri toplama sürecinde dokümanlardan yararlanılmıştır. Dokümanlar, özellikle nitel araştırmalar için temel veri kaynakları arasında gösterilmektedir (Creswell, 2012). Bu kapsamda, 2012-2021 yılları arasında gerçekleştirilen program değerlendirme çalışmaları incelenmiştir. Bu çalışmaların seçiminde çeşitli kriterler göz önünde bulundurulmuştur. Bu nedenle incelenen çalışmaların seçiminde kullanılan örnekleme yöntemi ölçüt örnekleme olarak kabul edilebilir. Ölçüt örneklemede, örneklem seçiminde önceden belirlenmiş bir dizi ölçüte uyulması gerekmektedir (Yıldırım ve Şimşek, 2013). Araştırmada incelenen program değerlendirme çalışmalarının seçiminde kullanılan ölçütler şu şekildedir:

- 2012-2021 yılları arasındaki 10 yıllık dönemde yapılan çalışmalar incelenmiştir.
- İncelemeye yalnızca herhangi bir program değerlendirme modeli kullanan çalışmalar dahil edilmiştir.
- Sadece farklı eğitim seviyelerindeki örgün programları değerlendiren çalışmalar incelemeye dahil edilmiştir.

Yukarıdaki kriterler dikkate alınarak Veri Tabanı Erişim ve İstatistik Sistemi (Vetis) ve Ulusal Tez Merkezi gibi ulusal ve uluslararası veri tabanlarından erişilen 19 makale, 18 yüksek lisans tezi ve 15 doktora tezi olmak üzere toplam 52 çalışma analize dahil edilmiştir. İlgili çalışmalar Nvivo 10 uygulaması kullanılarak içerik analizine tabi tutulmuştur. İçerik analizi, nitel veri analizi sürecinde verilerin belirli temalar içerisinde çeşitli özellikler açısından kodlanması ve temalaştırılmasını içerir (Yıldırım ve Şimşek, 2013). Bu doğrultuda incelenen çalışmalarda belirlenen program sorunlarına ilişkin sonuç ve öneriler kodlanmış, eğitim kademeleri altında temalaştırılmıştır. Ayrıca çeşitli kaynaklardan farklı program yaklaşımlarının ortak noktaları ortaya çıkarılmış ve program sorunlarının çözümüne katkı sağlayacağı düşünülen bu yaklaşımların güçlü yönleri vurgulanmıştır.

Bulgular

İncelenen program değerlendirme çalışmaları doğrultusunda programların öğretmen, öğrenci, konu alanı, bağlam ve program geliştirme unsurları dikkate ele alınarak elde edilen bulgular şu şekildedir:

İncelenen program değerlendirme çalışmalarında öğretim faaliyetlerini yürüten öğretim elemanları ile ilgili en temel sorunlardan biri öğretmen ve akademisyenlerin kalite sorunudur. Bu noktada öğretmenlerin yeterliklerinin yanı sıra özerklikleri ve otoriter yaklaşımları da eleştirilmektedir. Ayrıca öğretmenlerin programa uyum sorunu da program geliştirme başlığı altında verilmiştir.

İncelenen çalışmalarda tespit edilen öğrencilerin hazırbulunuşluk sorunları ve mezunların işsizliği gibi konular öğrenci seçiminde gerçek ihtiyaçların dikkate alınmadığının bir göstergesidir. Ayrıca öğrencilere yönelik etkili rehberlik ve psikolojik danışma hizmetlerinin sağlanamaması da üzerinde durulan sorunlardan biridir.

İncelenen çalışmalarda ders sayısının ve içerik yoğunluğunun fazla olması sorun olarak görülse de sayıca fazla olan bu derslerin kalitesi eleştirilmektedir. Ayrıca ders kitaplarının program anlayışıyla uyumluluğu da eleştirilen bir diğer konu olarak ele alınmıştır.

İncelenen çalışmalar farklı bağlamlarda ve program düzeylerinde gerçekleştirilmiş olsa da, fiziki olanaklardaki yetersizlikler, araç-gereç ve malzeme yetersizlikleri, öğretim yöntem ve

teknikleri ile ders sürelerindeki kısıtlılıklar, sınava dayalı ölçme ve değerlendirme gibi yaygın problemlerin görüldüğü bulgularına varılmıştır.

Son on yılda gerçekleştirilen program değerlendirme çalışmalarında program geliştirme sürecinde sosyo-ekonomik ve bireysel farklılıkların dikkate alınmaması ve geliştirilen programların yeterince değerlendirilememesi gibi sorunlar yaygın olarak ele alınan problemler arasında gösterilmiştir.

Sonuç, Tartışma ve Öneriler

Özetle yaygın teknoloji kullanımı ve COVID-19 küresel salgını gibi güncel gelişmeler kapsamında mevcut program yaklaşımlarının günümüz ihtiyaçlarını karşılamada sorunlar barındırabileceği düşünülmektedir. Bu bağlamda, Türkiye’de yapılan program değerlendirme çalışmaları incelendiğinde programın temel faktörleri açısından çeşitli sorunlarının olduğu görülmüştür. Ayrıca incelenen çalışmalarda tespit edilen soruların çözümü için programlarda kapsamlı güncellemelerin yapılması önerilmiştir. Bu çalışmada ise tespit edilen bu sorunların çözümünde katkısı olabileceği düşünülen bir yaklaşım ortaya koyulmuştur. Akıl, değerler ve kültür temelli yaklaşım, zihinsel ve kültürel değerlere önem veren bireyler yetiştirmeyi amaçlayan ihtiyaca cevap verici (responsive) bir yaklaşımdır. Ortaya koyulan yaklaşımdaki çözüm önerilerine ek olarak Türkiye’de program geliştirme sürecinden sorumlu olan kurumlara ve benzer konularda çalışma yapacak araştırmacılara çeşitli öneriler sunulmuştur.

- Program geliştirme süreçlerinde farklı bağlamlar, bireysel, toplumsal ve ekonomik farklılıklar ve olanaklar daha fazla dikkate alınmalıdır.
- Öğretim ve ölçme-değerlendirme yöntem ve teknikleri programların hedeflerine uygun bir biçimde çeşitlendirilmeli, bu bağlamda kademeler arası geçiş ve istihdam sürecinde sınav kaygısının önüne geçecek beceri temelli yaklaşımlar benimsenmelidir.
- İstihdam, nitelik ve hazırbulunmuşluk sorunlarının önüne geçebilmek için başta öğretmenler olmak üzere farklı meslek dallarına yönelik ihtiyaçlar doğrultusunda mesleklere uyumlu bireyler yetiştirilmelidir.
- Programlarda ders içeriklerinin yoğunluğu azaltılmalı, temel kaygı çok sayıda ders sunmak yerine ihtiyaca cevap verici yeterli içerikleri sunmak olmalıdır.
- Günümüzde her alandaki hızlı değişimi dikkate alarak program yaklaşımları esnek ve güncellenebilir bir anlayış benimsemelidir.
- Programa ve eğitime yönelik tek bir doğru ya da yanlışın olmadığı unutulmamalı, farklı yaklaşımların tecrübelerinden yararlanılmalıdır.

